



Bayshore Middle School
(25-3160-055)
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	Monmouth
District	Middletown Township Public School District
Principal Name	Mr. Michael Scarano
Address	834 LEONARDVILLE ROAD LEONARDO, NJ 07737-1796
Phone Number	732-291-1380
Email Address	scaranom@middletownk12.org
Website	https://www.middletownk12.org/Domain/20
Twitter	https://twitter.com/BayshoreMiddle



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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	201	198	209
7	241	210	207
8	210	246	206
Total	652	654	622

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

Student Group	2016-17	2017-18	2018-19
Female	50.2%	49.2%	46.8%
Male	49.8%	50.8%	53.2%
Economically Disadvantaged Students	14.9%	14.8%	15.3%
Students with Disabilities	20.6%	20.3%	22.0%
English Learners	0.5%	0.2%	0.6%
Homeless Students	0.0%	0.2%	0.2%
Students in Foster Care	0.3%	0.3%	0.0%
Military-Connected Students	0.0%	0.2%	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	86.3%	83.8%	81.0%
Hispanic	6.3%	9.6%	11.4%
Black or African American	2.1%	0.6%	1.3%
Asian	3.2%	3.2%	2.7%
Native Hawaiian or Pacific Islander	0.8%	0.6%	0.6%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	1.1%	2.1%	2.9%

Enrollment by Home Language

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

Home Language	% of Students
English	96.8%
Spanish	1.8%
Other Languages	1.4%



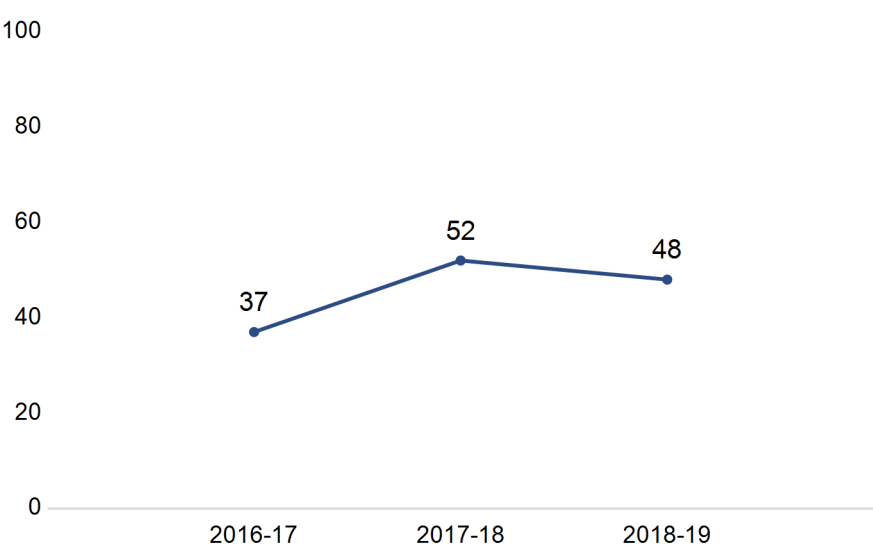
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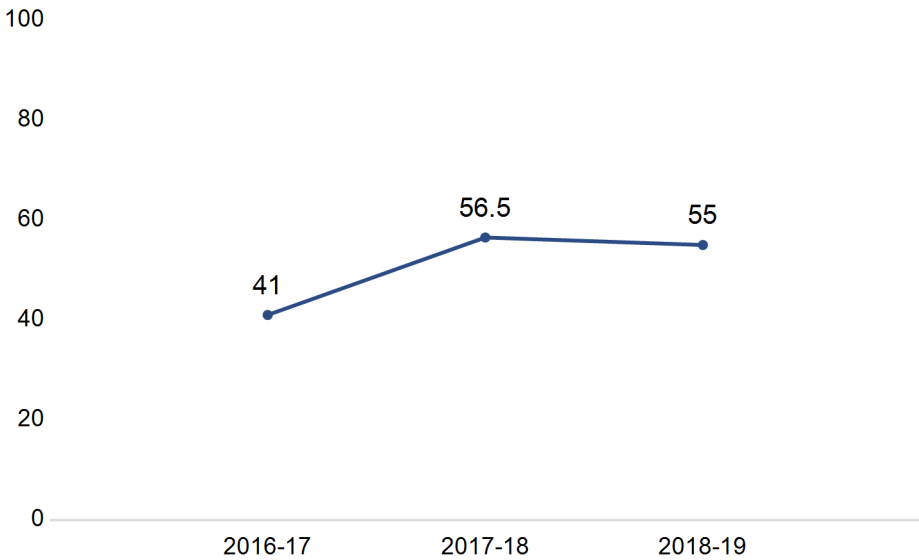
Student Growth Trends and Progress

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	37	52	48	41	56.5	55
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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	55	50	Met Standard	55	51	50	Met Standard
White	47	55	50	Met Standard	54.5	51	52	Met Standard
Hispanic	50	55	49	Met Standard	56	50.5	47	Met Standard
Black or African American	*	39	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	61	62	59	Exceeds Standard	54	58.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	56	66	49	**	65	56.5	52	**
Female	52	59	53	N	53	49	50	N
Male	43	52	47	N	56	53	51	N
Economically Disadvantaged Students	42	49	48	Met Standard	51	44.5	46	Met Standard
Students with Disabilities	40	47	43	Met Standard	52.5	47	45	Met Standard
English Learners	57	64	52	**	49	55	50	**
Homeless Students	*	58	43	N	*	49.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	67.5	49	N	*	*	51	N
Migrant Students	N	*	47	N	N	*	51	N



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

Low Growth: Less than 35

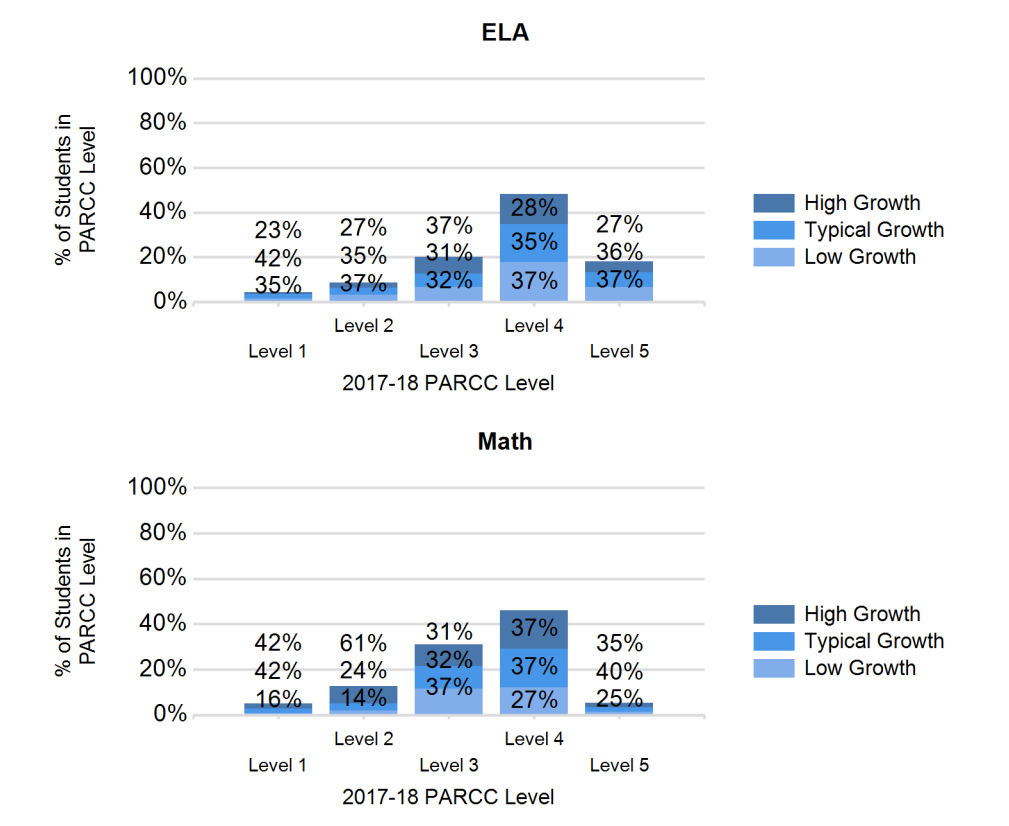
Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

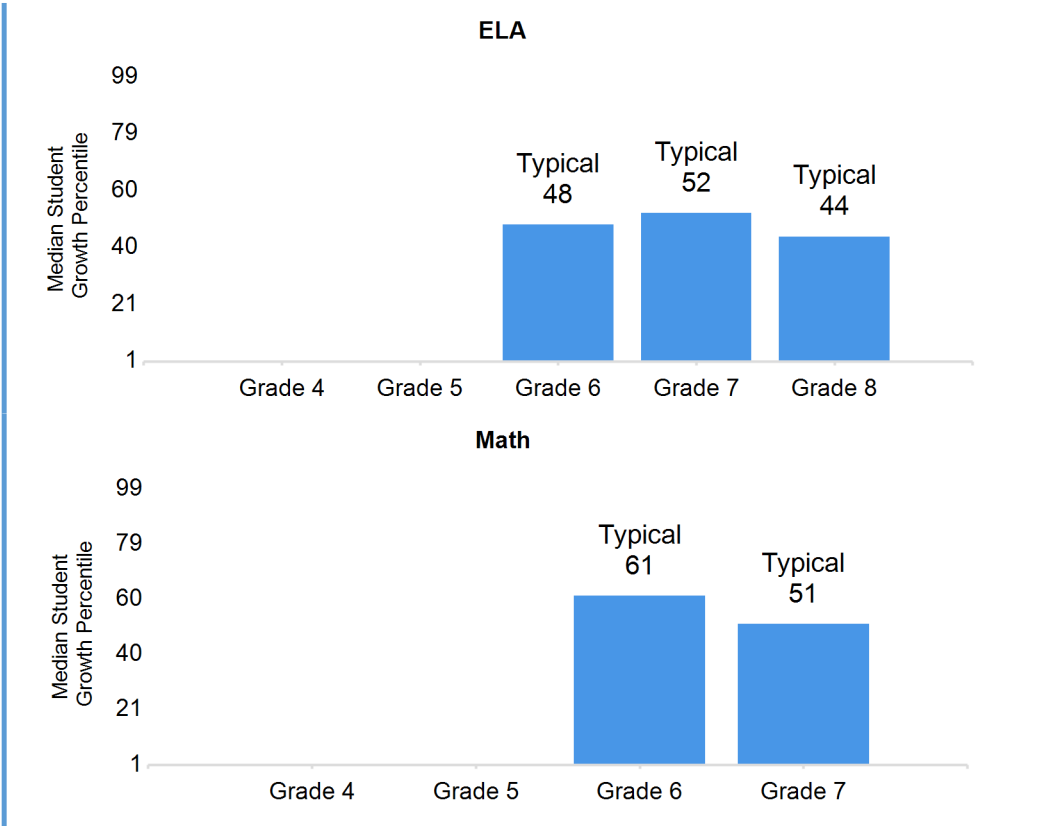
Student Growth by Performance Level

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.



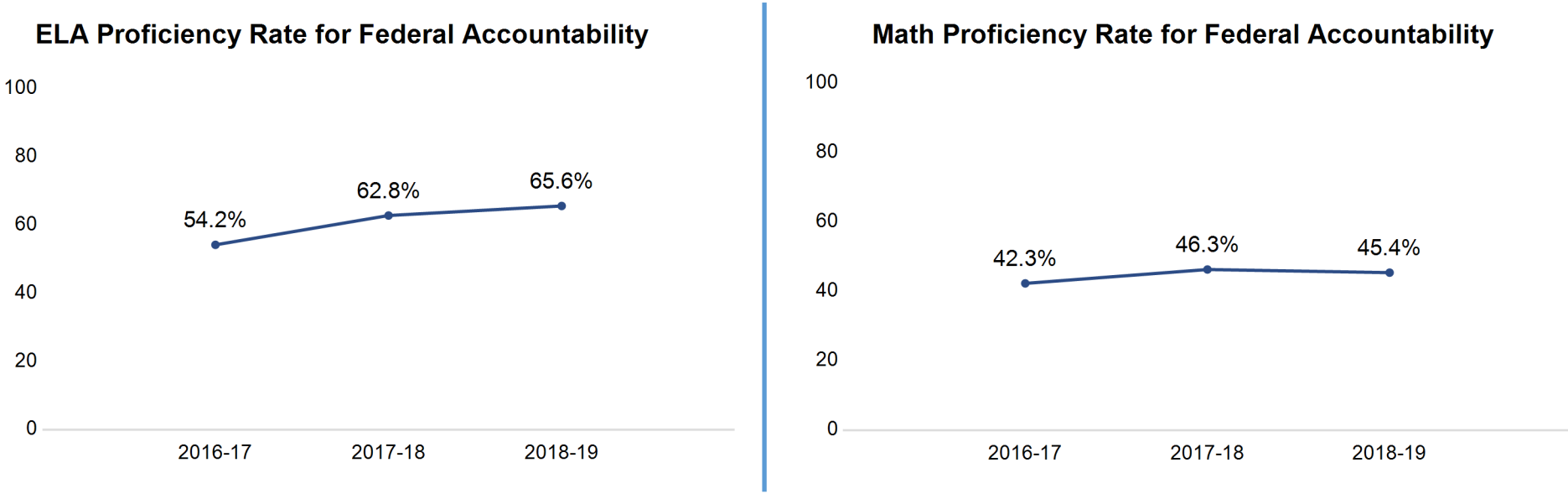


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English Language Arts and Mathematics Performance Trends

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	97.9%	98.0%	98.9%	97.9%	97.9%	98.9%
Proficiency Rate for Federal Accountability	54.2%	62.8%	65.6%	42.3%	46.3%	45.4%
Annual Target	56.6%	57.9%	59.1%	45.7%	47.5%	49.3%
Met Annual Target?	Met Target†	Met Target	Met Target	Not Met	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment. This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	617	98.9	65.6	65.0	57.9	65.6	59.1	Met Target
White	503	98.6	64.8	65.4	66.9	64.8	58.6	Met Target
Hispanic	68	100.0	67.6	59.5	43.9	67.6	58	Met Target
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	24	100.0	75.0	80.9	82.9	75.0	67.4	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	69.0	64.4	*	**	**
Female	285	98.6	77.9	72.4	64.8	77.9		
Male	332	99.1	55.1	57.6	51.3	55.1		
Economically Disadvantaged Students	89	98.9	37.1	40.8	40.0	37.1	35.4	Met Target
Non-Economically Disadvantaged Students	528	98.9	70.5	68.1	67.9	70.5		
Students with Disabilities	138	97.2	19.6	*	22.7	19.6	29.8	Not Met
Students without Disabilities	479	99.4	78.9	*	65.1	78.9		
English Learners	17	100.0	52.9	58.1	29.3	52.9	**	**
Non-English Learners	600	98.9	66.0	65.1	60.6	66.0		
Homeless Students	*	*	*	42.5	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	72.2	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

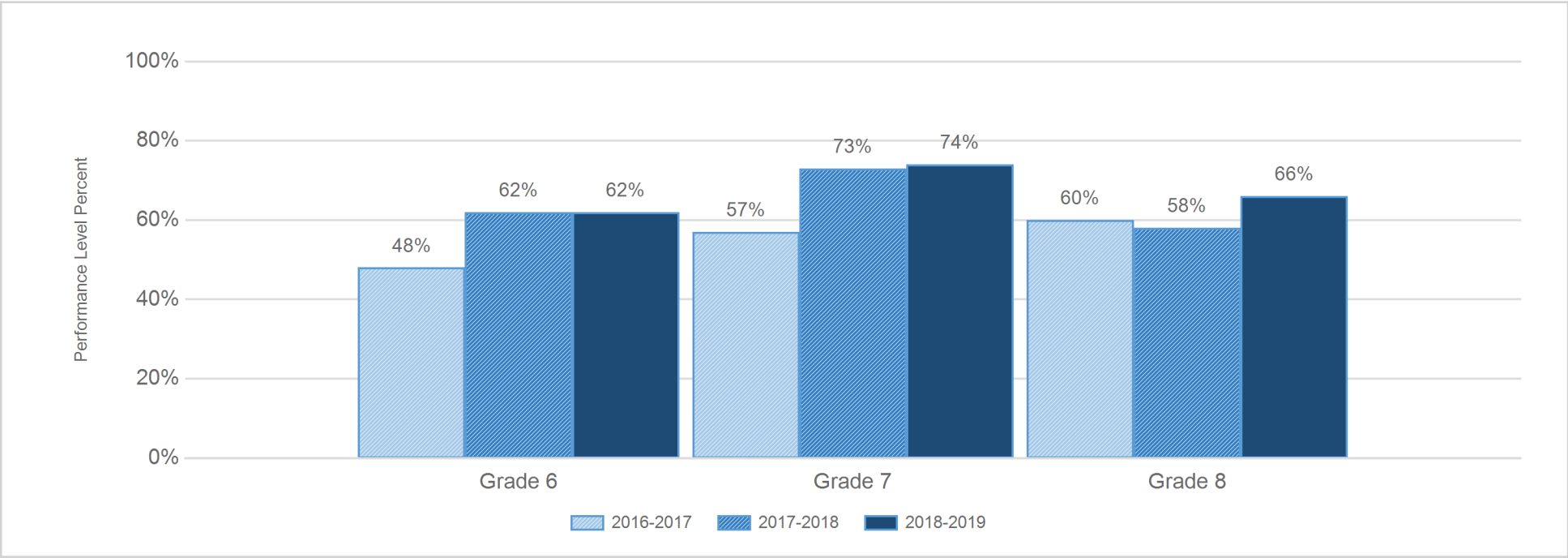


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English Language Arts Assessment - Performance Trends

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	198	758	761	754	*	*	25%	48%	14%	62%	56%
White	159	757	762	762	*	*	26%	47%	14%	61%	65%
Hispanic	23	761	759	743	0%	*	*	*	*	65%	43%
Black or African American	*	*	717	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	771	760	*	*	*	*	*	*	64%
Female	88	765	767	762	*	*	17%	*	*	77%	64%
Male	110	752	755	748	*	*	32%	*	*	50%	48%
Economically Disadvantaged Students	31	738	*	740	*	*	45%	*	*	26%	39%
Non-Economically Disadvantaged Students	167	761	*	763	*	*	22%	*	*	69%	67%
Students with Disabilities	34	726	729	722	*	*	29%	*	*	15%	19%
Students without Disabilities	164	764	769	761	*	*	24%	*	*	72%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	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	197	768	775	761	*	*	15%	37%	37%	74%	63%
White	152	770	776	769	*	*	15%	38%	38%	76%	72%
Hispanic	27	754	763	747	*	*	*	*	*	63%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	10	774	773	790	0%	0%	*	*	*	70%	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	783	768	*	*	*	*	*	*	68%
Female	93	774	785	769	*	*	*	31%	49%	81%	71%
Male	104	763	765	753	*	*	*	42%	26%	68%	55%
Economically Disadvantaged Students	29	745	751	743	*	*	*	*	*	52%	45%
Non-Economically Disadvantaged Students	168	772	778	771	*	*	*	*	*	78%	73%
Students with Disabilities	38	729	730	720	*	*	*	*	*	29%	22%
Students without Disabilities	159	778	785	769	*	*	*	*	*	85%	71%
English Learners	N	N	*	706	N	N	N	N	N	N	12%
Non-English Learners	197	768	*	763	*	*	15%	37%	37%	74%	65%
Homeless Students	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	207	762	773	762	7%	13%	14%	41%	25%	66%	63%
White	175	763	774	770	7%	12%	15%	40%	25%	65%	72%
Hispanic	20	763	767	747	*	*	*	*	*	75%	49%
Black or African American	*	*	739	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	759	769	*	*	*	*	*	*	69%
Female	105	773	780	771	*	*	11%	*	*	76%	71%
Male	102	751	766	753	*	*	18%	*	*	55%	55%
Economically Disadvantaged Students	25	734	748	743	*	*	*	*	*	36%	45%
Non-Economically Disadvantaged Students	182	766	775	772	*	*	*	*	*	70%	72%
Students with Disabilities	44	719	735	721	*	*	*	*	*	18%	22%
Students without Disabilities	163	774	781	770	*	*	*	*	*	79%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	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.

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	617	98.9	45.4	52.4	44.5	45.4	49.3	Not Met
White	503	98.6	46.5	53.2	54.1	46.5	48.7	Met Target†
Hispanic	68	100.0	32.4	42.4	28.8	32.4	41.8	Met Target†
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	24	100.0	66.7	71.4	76.5	66.7	60	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	58.4	53.3	*	**	**
Female	285	98.6	45.3	51.1	44.9	45.3		
Male	332	99.1	45.5	53.7	44.2	45.5		
Economically Disadvantaged Students	89	98.9	16.9	22.4	26.3	16.9	27.6	Not Met
Non-Economically Disadvantaged Students	528	98.9	50.2	56.2	54.9	50.2		
Students with Disabilities	138	97.2	10.1	18.1	17.4	10.1	23.1	Not Met
Students without Disabilities	479	99.4	55.5	61.4	50.0	55.5		
English Learners	17	100.0	41.2	39.7	25.0	41.2	**	**
Non-English Learners	600	98.9	45.5	52.5	46.5	45.5		
Homeless Students	*	*	*	22.5	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	50.0	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

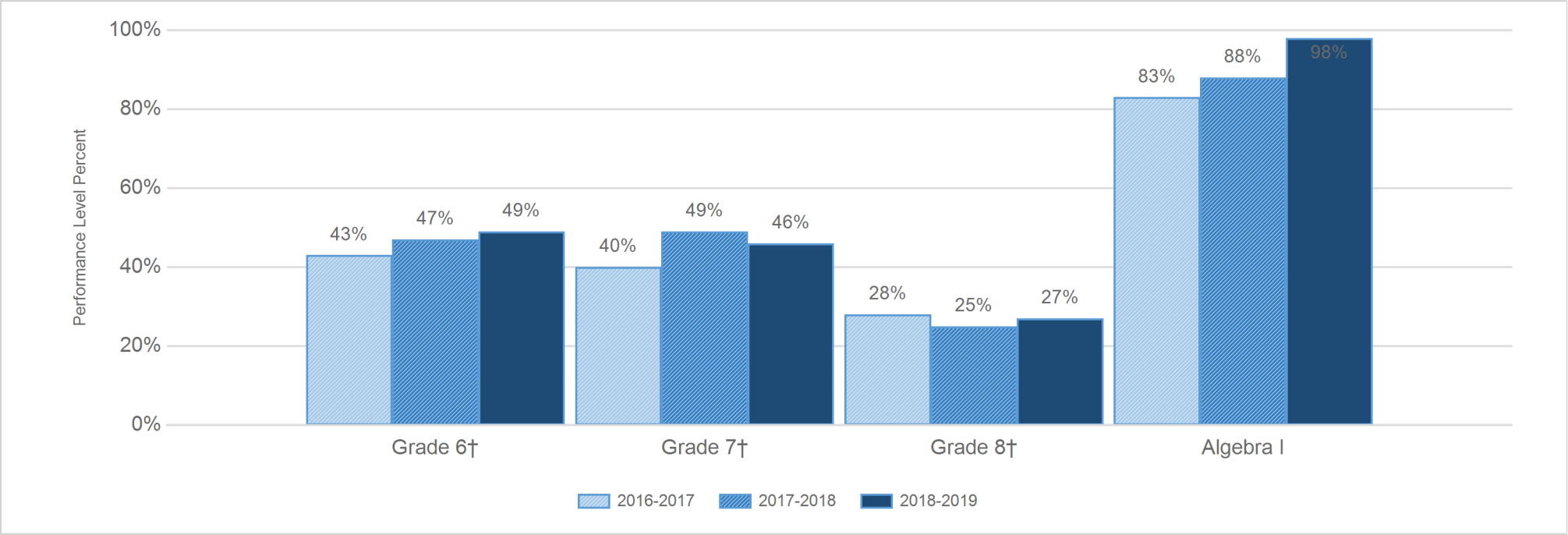


Bayshore Middle School
(25-3160-055)
Grades Offered: 06-08
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

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



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



Bayshore Middle School
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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	198	748	751	741	*	14%	33%	*	*	49%	41%
White	159	748	751	749	*	15%	33%	*	*	50%	51%
Hispanic	23	745	746	729	*	*	*	*	*	39%	24%
Black or African American	*	*	711	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	763	747	*	*	*	*	*	*	48%
Female	88	746	751	742	*	18%	33%	*	*	47%	42%
Male	110	749	751	740	*	11%	34%	*	*	51%	40%
Economically Disadvantaged Students	31	729	*	726	*	*	52%	*	*	16%	21%
Non-Economically Disadvantaged Students	167	751	*	750	*	*	30%	*	*	55%	53%
Students with Disabilities	34	720	723	716	*	*	*	*	*	15%	12%
Students without Disabilities	164	754	757	746	*	*	*	*	*	56%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	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%



Bayshore Middle School
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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	197	749	753	744	*	15%	36%	*	*	46%	42%
White	152	750	754	751	*	15%	34%	*	*	49%	53%
Hispanic	27	738	742	733	*	*	44%	*	*	26%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	10	761	763	768	0%	0%	*	*	*	70%	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	746	749	*	*	*	*	*	*	51%
Female	93	746	752	744	*	16%	38%	*	*	43%	42%
Male	104	752	753	743	*	14%	35%	*	*	49%	42%
Economically Disadvantaged Students	29	729	731	731	*	*	38%	*	*	17%	24%
Non-Economically Disadvantaged Students	168	752	755	751	*	*	36%	*	*	51%	53%
Students with Disabilities	38	722	721	718	*	34%	42%	*	*	11%	13%
Students without Disabilities	159	755	759	749	*	11%	35%	*	*	55%	48%
English Learners	N	N	*	716	N	N	N	N	N	N	10%
Non-English Learners	197	749	*	745	*	15%	36%	*	*	46%	44%
Homeless Students	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%



Bayshore Middle School
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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	155	729	746	728	21%	23%	29%	*	*	27%	29%
White	128	729	747	737	20%	24%	28%	*	*	27%	38%
Hispanic	18	735	*	722	*	*	*	*	*	28%	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	72	728	745	731	22%	21%	35%	*	*	22%	31%
Male	83	730	746	726	19%	25%	24%	*	*	31%	27%
Economically Disadvantaged Students	24	717	728	719	*	*	*	*	*	17%	20%
Non-Economically Disadvantaged Students	131	731	748	735	*	*	*	*	*	29%	36%
Students with Disabilities	43	706	722	707	*	*	*	*	*	*	10%
Students without Disabilities	112	738	753	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Bayshore Middle School
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	781	749	744	0%	0%	*	*	*	98%	42%
White	47	780	749	752	0%	0%	*	*	*	98%	53%
Hispanic	*	*	743	728	*	*	*	*	*	*	24%
Black or African American	N	N	728	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	33	780	749	745	0%	0%	*	*	*	100%	44%
Male	19	783	749	743	0%	0%	*	*	*	95%	41%
Economically Disadvantaged Students	*	*	723	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	752	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	722	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	756	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	52	781	749	745	0%	0%	*	*	*	98%	*
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	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† 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	*	*	*



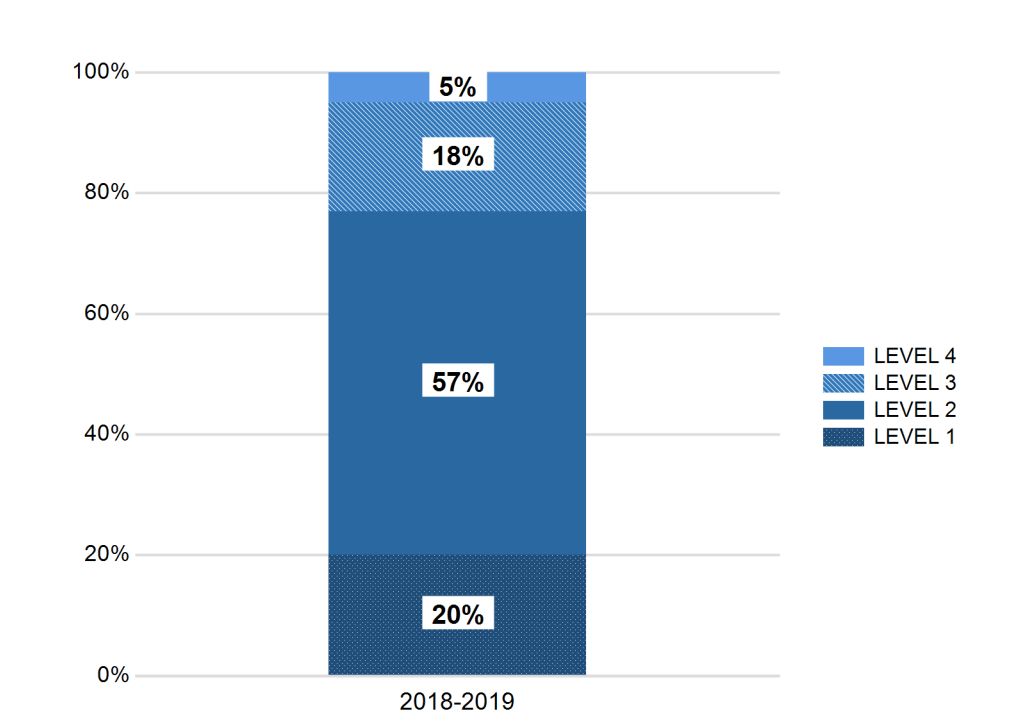
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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	20	57	18	5
White	20	56	19	5
Hispanic	10	75	10	5
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	16	57	24	3
Male	25	57	11	7
Economically Disadvantaged Students	46	50	4	0
Non-Economically Disadvantaged Students	17	58	20	6
Students with Disabilities	55	40	3	3
Students without Disabilities	12	61	22	6
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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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	209
7	0	0	207
8	53	0	152
Total	53	0	568

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	198	197	0	0	0	0	0
7	106	51	0	0	0	0	41
8	114	54	0	0	0	0	33
Total	418	302	0	0	0	0	74



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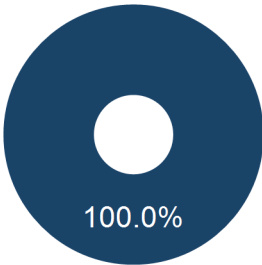
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Visual and Performing Arts – Course Participation

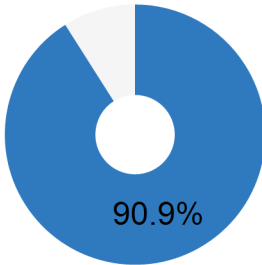
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

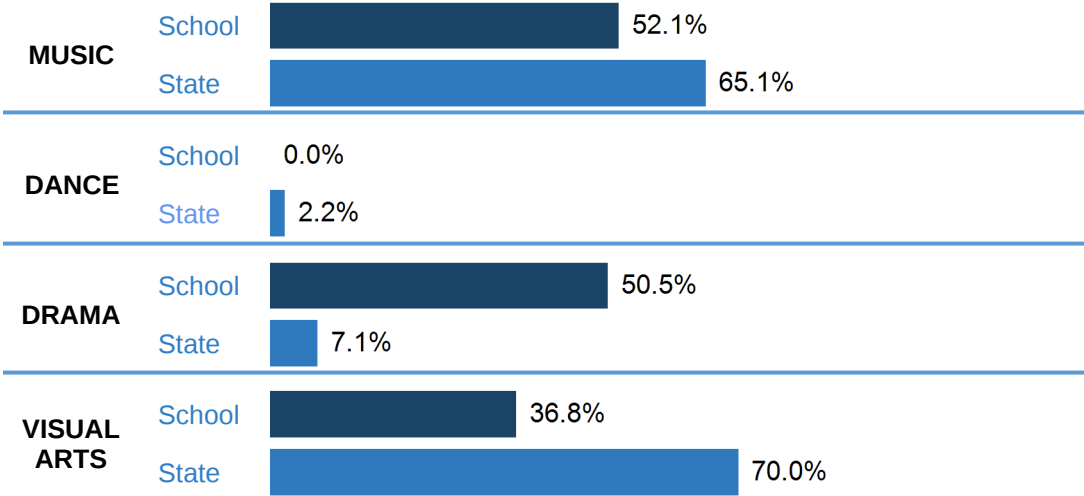


School



State

Students enrolled in one or more classes by discipline:





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

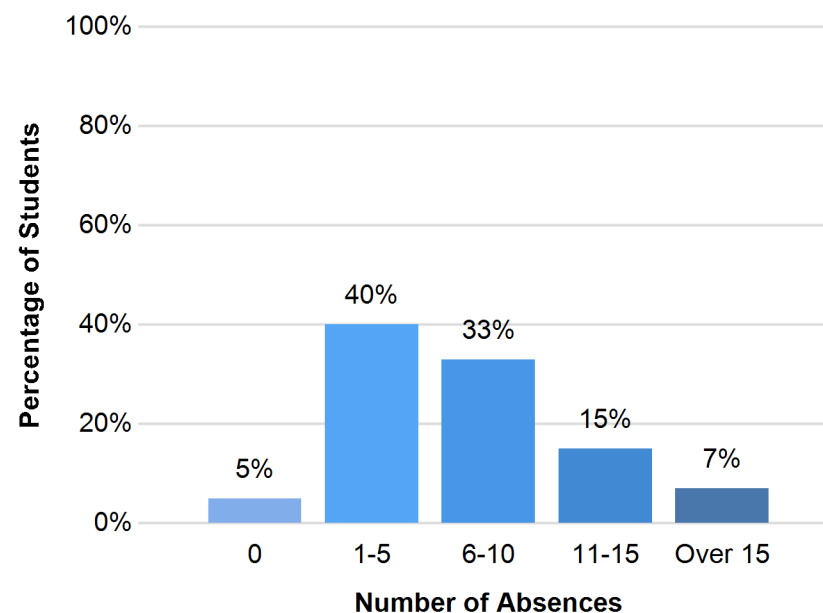
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	37	5.9	9.1	Met
White	28	5.5	9.1	Met
Hispanic	6	8.7	9.1	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	11	3.7		
Male	26	7.9		
Economically Disadvantaged Students	8	8.8	9.1	Met
Students with Disabilities	15	10.6	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.





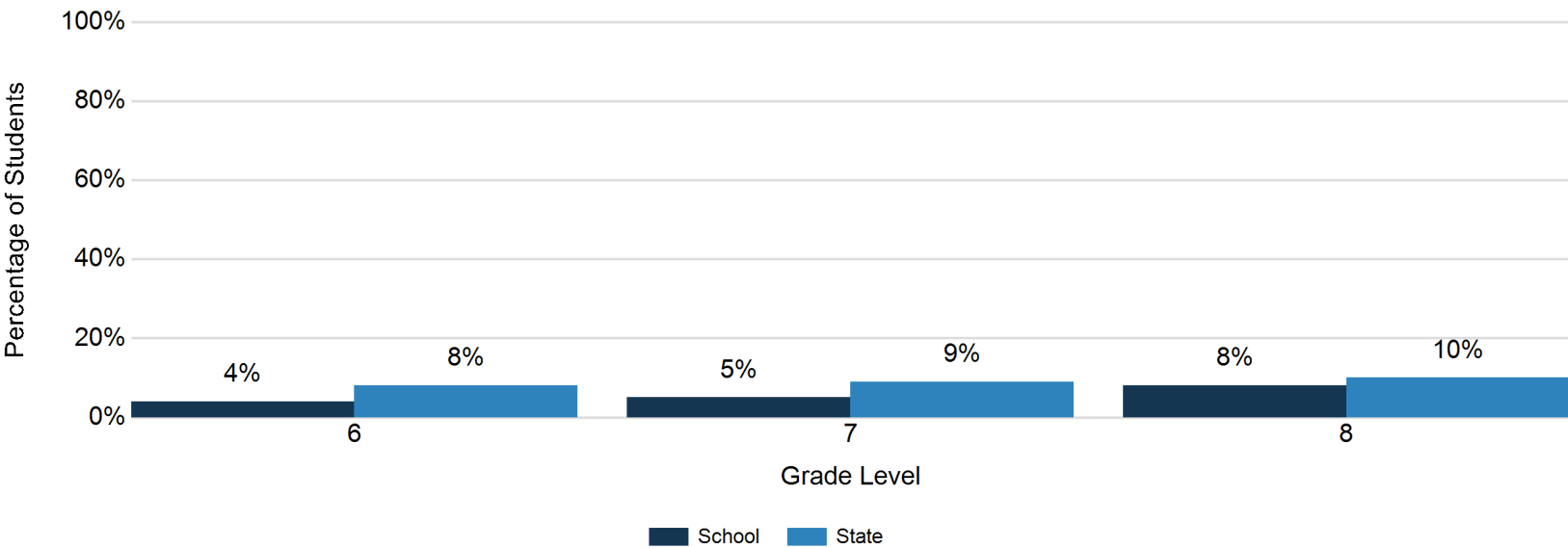
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Chronic Absenteeism by Grade

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





Bayshore Middle School

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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	2.73

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	6	7
Religion	0	0	0
Ancestry	1	1	2
Gender	0	3	3
Sexual Orientation	1	0	1
Disability	2	1	3
Other	2	3	5
No Identified Nature	2		2

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	1
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	2

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	25	4.0%
Out-of-School Suspensions	11	1.8%
Any Suspension	31	5.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
24



Bayshore Middle School
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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 33 Mins
Shared Time - Instructional Time	5 Hrs. 33 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



Bayshore Middle School
 (25-3160-055)
 Grades Offered: 06-08
 2018-2019

Report Key:
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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	67	118,214
Average years experience in public schools	12.6	12.1
Average years experience in district	10.4	10.8
Percentage of Teachers with 4 or more years experience in the district	76.1%	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	49	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	10.3	12.0
Percentage of Administrators with 4 or more years experience in the district	77.6%	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	12:1
Students to Administrators	311:1	194:1
Teachers to Administrators	34:1	16:1
Students to Librarians/Media Specialists		1584:1
Students to Nurses		528:1
Students to Counselors		413:1
Students to Child Study Team Members		194:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.8%	76.1%	0.0%	48.4%	77.1%	54.9%
Male	53.2%	23.9%	100.0%	51.6%	22.9%	45.1%
White	81.0%	98.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.4%	1.5%	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	2.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.9%	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.

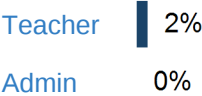
Bachelor's Degree



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	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	97.9%	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	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	Low Performing Student Group (ATSI)
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	54.2%	62.8%	65.6%
Math Proficiency	42.3%	46.3%	45.4%
ELA Growth	37	52	48
Math Growth	41	56	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	9.3%	4.3%	5.9%

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



Bayshore Middle School

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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Standard	Met Standard	**	Met	No
White	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	Exceeds Standard	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	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:	- Bayshore has annually earned school-wide Common Sense Media Certification for Digital Citizenship and has earned NJ Future Ready Certification-Silver Status with Distinction. - Bayshore has a competitive and award winning band program. They have a Tri-M Music Honor Society and Bayshore Honor Society. - Technology is an integral part of each school day, with all students utilizing 1:1 personal Chromebooks. Bayshore has achieved Future Ready Silver Status Certification with Distinction.
 Mission, Vision, Theme:	We provide a positive learning environment, which recognizes the individual differences of the diverse learning styles of our students. We encourage joint responsibility among students, parents, and staff. We support learning experiences that empower students to share new ideas and generate curiosity and exploration. Our mission is to assure that all students have the opportunity to learn and grow to their full potential.
 Awards, Recognition, Accomplishments:	The school has received NJ Future Ready Certification-Silver Status with Distinction.



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Courses, Curriculum, Instruction:

The academic program at Bayshore has been designed to provide a rich learning environment for all students which consists of the four core subjects: Language Arts, Math, Science and Social Studies. In addition, students will take Physical Education and Health, a wide range of Activity Arts courses, or Band or Chorus. World Language offers both cultural immersion and language-based courses. All students have an Advisory period for 3 marking periods (out of 4) and the schedule is balanced with 6 sixty minute classes a day plus a lunch period.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Coed)

Bayshore offers a comprehensive interscholastic athletic program that competes during the fall, winter, and spring seasons. The following sports are offered: Baseball (boys), Softball (girls), Field Hockey (girls), Basketball (boys and girls), Cross Country (boys and girls), Track and Field (girls and boys), Wrestling (boys and girls), Soccer (girls and boys), Cheerleading (girls).



Clubs and Activities:

After-school clubs and activities include Drama Club, Math Club, Newspaper, Diversity Club, STEM Club and Environmental Club, Student Activities, Student Council, Peer Leaders, Tech Team, Intramural Sports, Friendship Club, Circle of Friends, Jazz Band, Yearbook, Variety Show.



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 Before and After School Programs:	Before and after school programs include the After School Learning Academy, Title I Academic Support programs, and Intervention services which provide targeted instruction to bolster student achievement.
 Staff and Professional Learning:	Teachers are involved in departmental, grade level, and teacher teams (Communities) for the purpose of articulation, planning, and best practices. Groups meet weekly and/or several times throughout the year, along with both district and building generated professional development. An emphasis is put on teacher leadership in the development and presentation of Professional Development. Teachers participate in the district's Professional Development Hub which allows them to personalize their learning. Teachers are provided with the opportunity to pursue a Personalized Reflective Practice and Independent Study option to help personalize their practice.



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 Student Supports and Services:	Bayshore is an ELL magnet school in the District and is home to the Middle School Autism and LLD Programs. Bayshore supports its students with special needs through in-class support, resource room, and self-contained educational programs within the school. Intervention and Referral Services are used as an additional means of student support as are student specific 504 plans. Bayshore uses an advisory-based pull-out intervention model to provide academic support in math and language arts. These subject areas also receive push-in and coaching support.
 Student Health and Wellness:	Bayshore has a full student support staff consisting of grade level guidance counselors, a full Child Study Team, a Student Assistance Counselor, and a full-time nurse, all who participate on the school's Crisis Team and deliver social, emotional, and academic support to students. Bayshore partners with additional outside counseling agencies and recieves this support from both the YMCA and CPC Behavioral Healthcare. The Signs of Suicide (SOS) Curriculum has been embedded in the district's Middle School health curriculum. Mindfulness and the Responsive Classroom Program are being implemented.
 Parent and Community Involvement:	Bayshore PTO meets quarterly to update the community and solicit feedback. The PTO has a Facebook page and the school uses a website, phone/email/text blast system, Twitter, and Instagram to communicate with the community. Teachers use Google Classroom and parent conferences are arranged through Guidance and CST. Parents access the Parent Portal to monitor their child's academic progress. Parents are invited to celebrate learning with their children at events such as the Innovation Fair. They are also welcomed into the building for school performances, art shows, poetry competitions, Career Day, classroom presentations, and athletic events.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Parent, student, and teacher surveys were issued to the school community regarding input for the new 5 year Strategic Planning process in order to guage the areas needing to be addressed in the development of this new plan. The focus of this survey related to programs, facilites, safety, curriculum, etc.
 Facilities:	School administration, with the support of the district's Director of Facilities, continues to evaluate and execute improvements to the building.
 School Safety:	The Middletown School District puts student and staff safety the top priority. We collaborate with police and emergency management personnel to develop and carry out our strategic school safety and security plans and ensure maximum effectiveness and efficiency in allocating security resources. Bayshore parents, staff, and administrators participate on the District School Safety Committee. Mandated drills are conducted routinely under supervision of the District Supervisor of Security, who also conducts building security checks. Social and emotional learning is a focus at every level in order to promote a positive and safe school climate. Our programs and practices include character education, individual and group counseling by mental health professionals, student and staff training, crisis management teams, partnerships with community mental health organizations and other efforts to promote student self-regulation, social awareness, interpersonal skills and responsible decision making.



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 Technology and STEM:	The district's middle schools have adopted math and science curriculum that support the instruction of technology and STEM. The middle school schedule offers a variety of activity arts classes which introduces and exposes students to the many aspects of technology and STEM related activites and fields.
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School Narrative

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 Other Information	Bayshore Middle School places an emphasis on student safety and support, technology integration, efficient and productive communication, and personalized learning. Our workshop based literacy program integrates the main components of Reader's Workshop utilizing authentic literature and informational text, teacher-student conferencing, and guided reading during instruction. Formal writing instruction is taught through the workshop model of instruction. Bayshore utilizes the district adopted Big Ideas math program which fosters skill development and places a focus on conceptual understanding. There are Honors level classes offered in both math and language arts. Technology, such as SMART Boards, Chromebooks, iPads, and document cameras are utilized to engage learners and enhance learning. All students have been issued a personal Chromebook device and actively work in a 1:1 digital environment on a daily basis. The Activity Arts courses provide the students with exposure to the visual and performing arts, STEAM and technology-based classes, and courses focusing on college and career readiness. These various courses are designed to expose the students to the additional subject areas and pathways available to them as they reach the high school level. During physical education classes the students are routinely engaging in sport specific warm-up stretches and cardiovascular exercise while developing sport specific skills. Vocal and instrumental music classes provide the opportunity for students to learn the families of instruments and to develop a love of music and song. All students receive instruction in World Language (French/Spanish) which includes classes focused on language and grammar or cultural immersion. All student classes are 60 minutes in length and includes an advisory period for students that allows them to receive additional academic support or personalize their learning through a variety of activity options.
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Bayview Elementary School
(25-3160-060)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Bayview Elementary School
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2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Middletown Township Public School District
Principal Name	Ms. Tara Raspanti
Address	300 LEONARDVILLE ROAD BELFORD, NJ 07718-1299
Phone Number	732-787-3590
Email Address	raspanti@middletownk12.org
Website	https://www.middletownk12.org/Domain/8
Twitter	https://twitter.com/BayviewESchool



Bayview Elementary School
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Grades Offered: KG-05
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	64	60	59
1	62	61	60
2	61	58	65
3	50	60	61
4	76	56	64
5	77	75	56
Total	390	370	365

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.2%	43.0%	40.5%
Male	52.8%	57.0%	59.5%
Economically Disadvantaged Students	21.8%	18.1%	19.2%
Students with Disabilities	23.6%	25.9%	25.8%
English Learners	0.8%	0.5%	0.8%
Homeless Students	0.8%	0.8%	0.8%
Students in Foster Care	0.8%	0.3%	0.0%
Military-Connected Students	0.5%	0.5%	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	81.3%	82.4%	79.5%
Hispanic	10.0%	9.7%	11.8%
Black or African American	2.3%	2.4%	2.5%
Asian	1.8%	1.6%	1.4%
Native Hawaiian or Pacific Islander	0.5%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.1%	3.5%	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
KG - Half Day	0	0	0
KG - Full Day	64	60	59

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	98.1%
Other Languages	1.9%



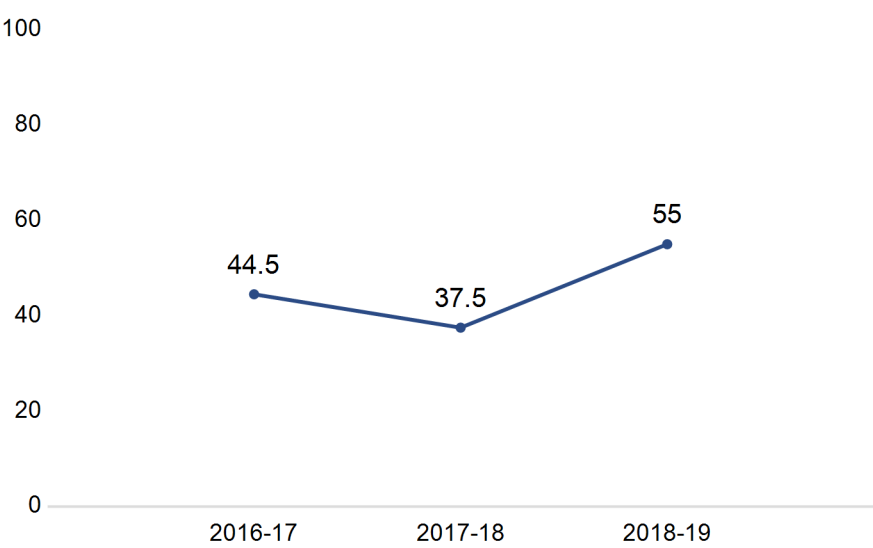
Bayview Elementary School
(25-3160-060)
Grades Offered: KG-05
2018-2019

Report Key:
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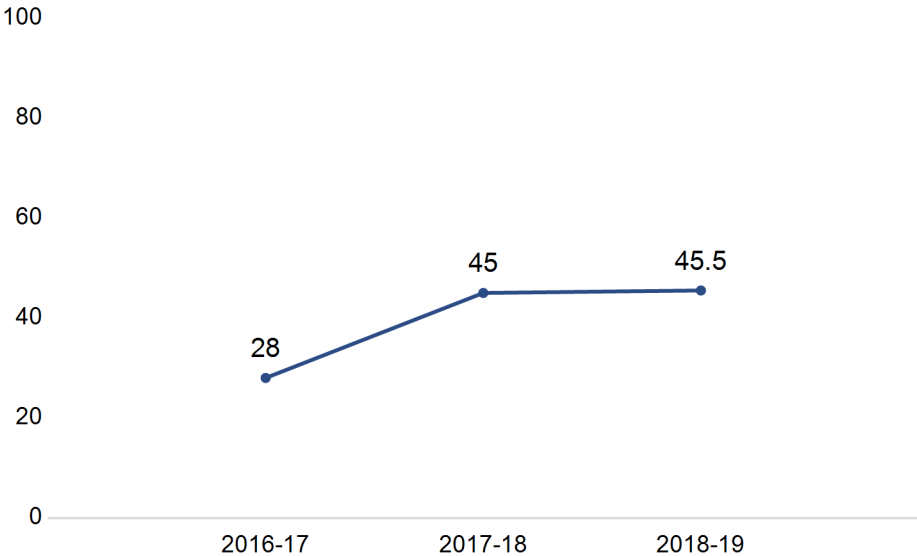
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	44.5	37.5	55	28	45	45.5
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	55	55	50	Met Standard	45.5	51	50	Met Standard
White	55	55	50	Met Standard	45	51	52	Met Standard
Hispanic	54.5	55	49	**	64.5	50.5	47	**
Black or African American	*	39	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	*	62	59	**	*	58.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	66	49	**	*	56.5	52	**
Female	58	59	53	N	37	49	50	N
Male	54	52	47	N	56	53	51	N
Economically Disadvantaged Students	55	49	48	Met Standard	46.5	44.5	46	Met Standard
Students with Disabilities	47.5	47	43	**	56	47	45	**
English Learners	*	64	52	**	*	55	50	**
Homeless Students	*	58	43	N	*	49.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	67.5	49	N	*	*	51	N
Migrant Students	N	*	47	N	N	*	51	N



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

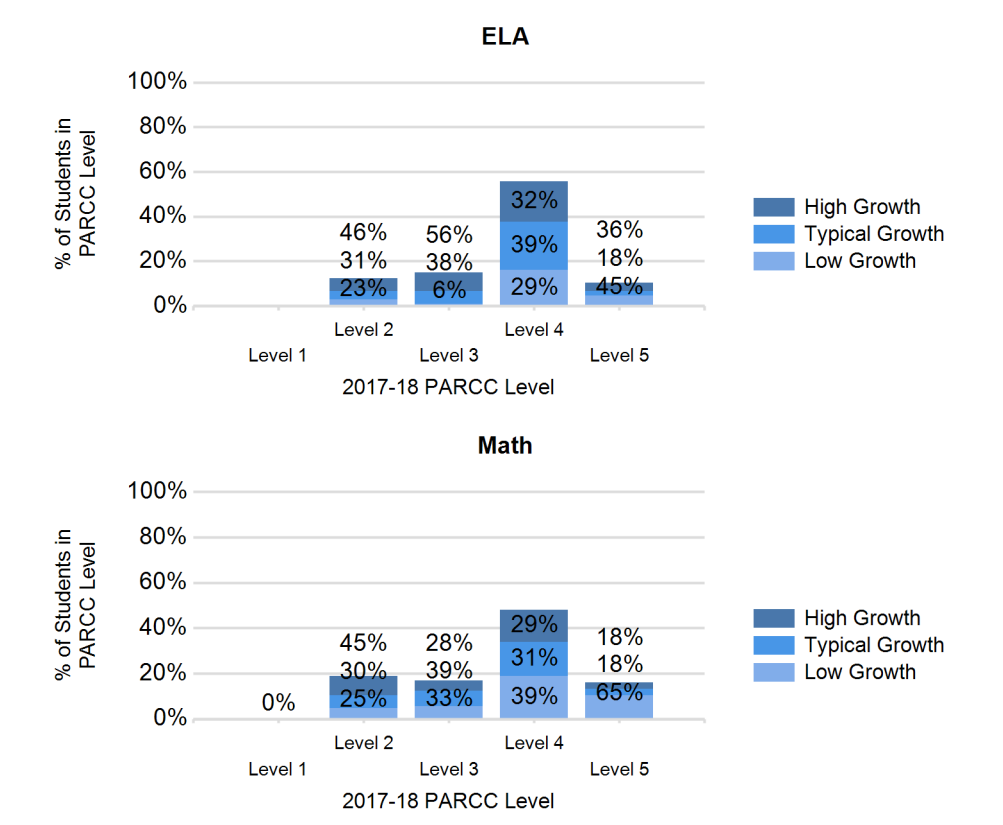
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

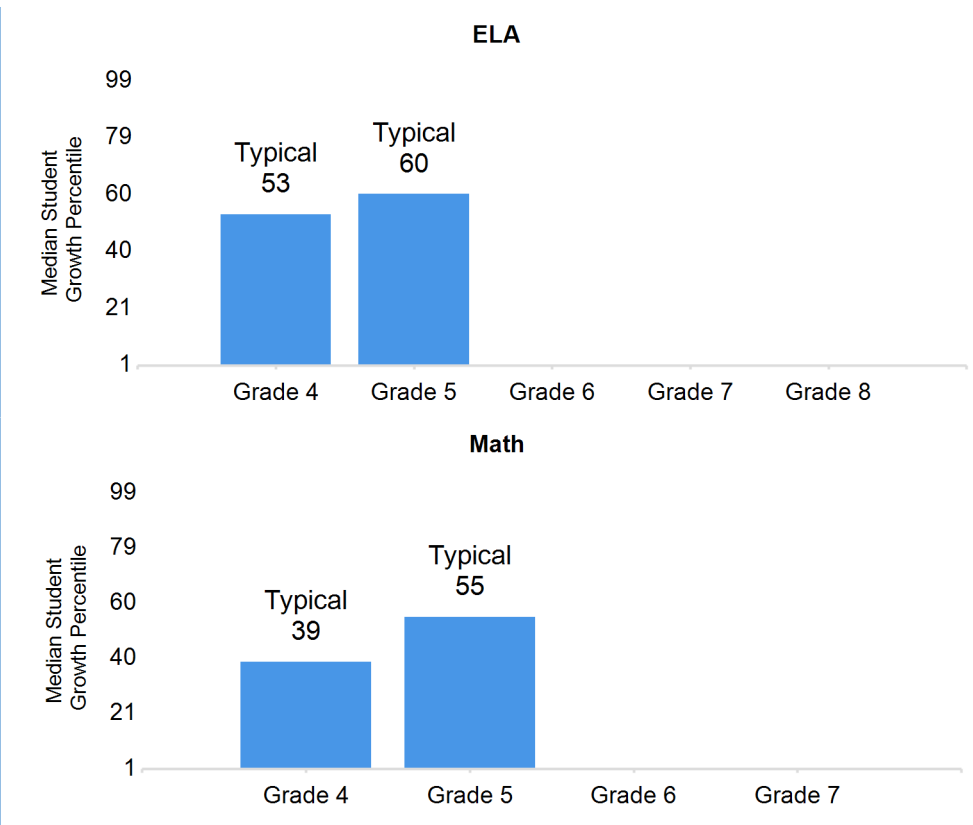
Student Growth by Performance Level

Student Growth by Grade

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



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



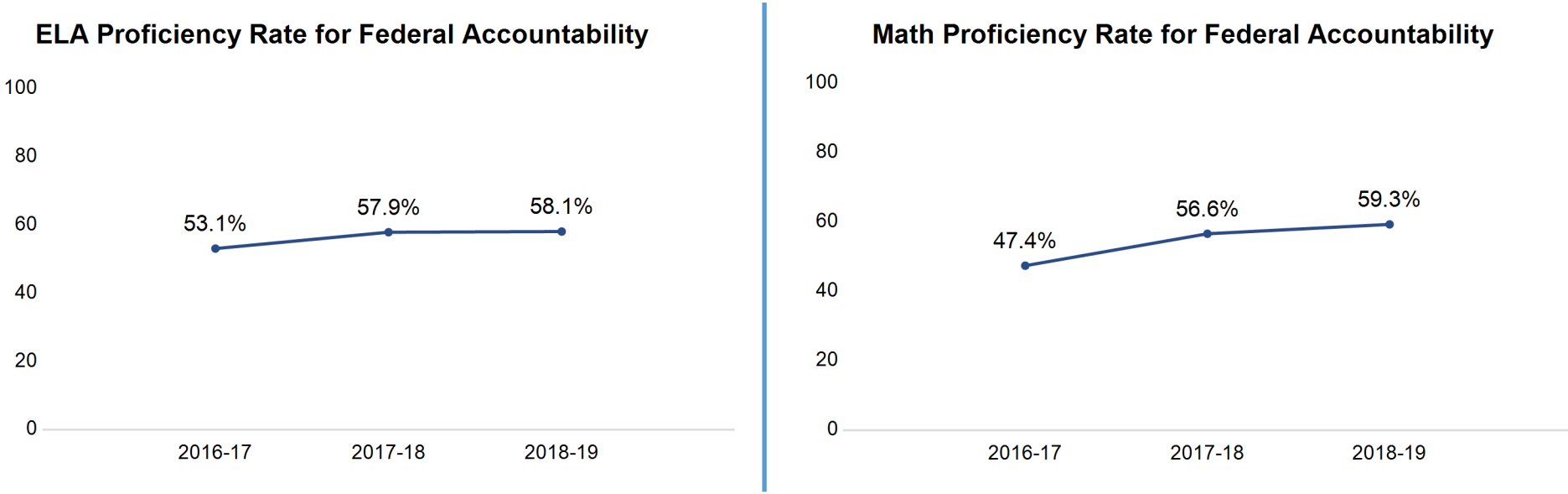


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.0%	99.5%	100.0%	99.0%	99.5%	100.0%
Proficiency Rate for Federal Accountability	53.1%	57.9%	58.1%	47.4%	56.6%	59.3%
Annual Target	48.1%	49.8%	51.4%	53.6%	55.0%	56.4%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	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.



Bayview Elementary School

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2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	167	100.0	58.1	65.0	57.9	58.1	51.4	Met Target
White	132	100.0	59.8	65.4	66.9	59.8	50.6	Met Target
Hispanic	19	100.0	36.8	59.5	43.9	36.8	**	**
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	80.9	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	69.0	64.4	*	**	**
Female	78	100.0	69.2	72.4	64.8	69.2		
Male	89	100.0	48.3	57.6	51.3	48.3		
Economically Disadvantaged Students	29	100.0	37.9	40.8	40.0	37.9	34.8	Met Target
Non-Economically Disadvantaged Students	138	100.0	62.3	68.1	67.9	62.3		
Students with Disabilities	33	100.0	18.2	*	22.7	18.2	28.3	Met Target†
Students without Disabilities	134	100.0	67.9	*	65.1	67.9		
English Learners	*	*	*	58.1	29.3	*	**	**
Non-English Learners	*	*	*	65.1	60.6	*		
Homeless Students	*	*	*	42.5	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	72.2	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

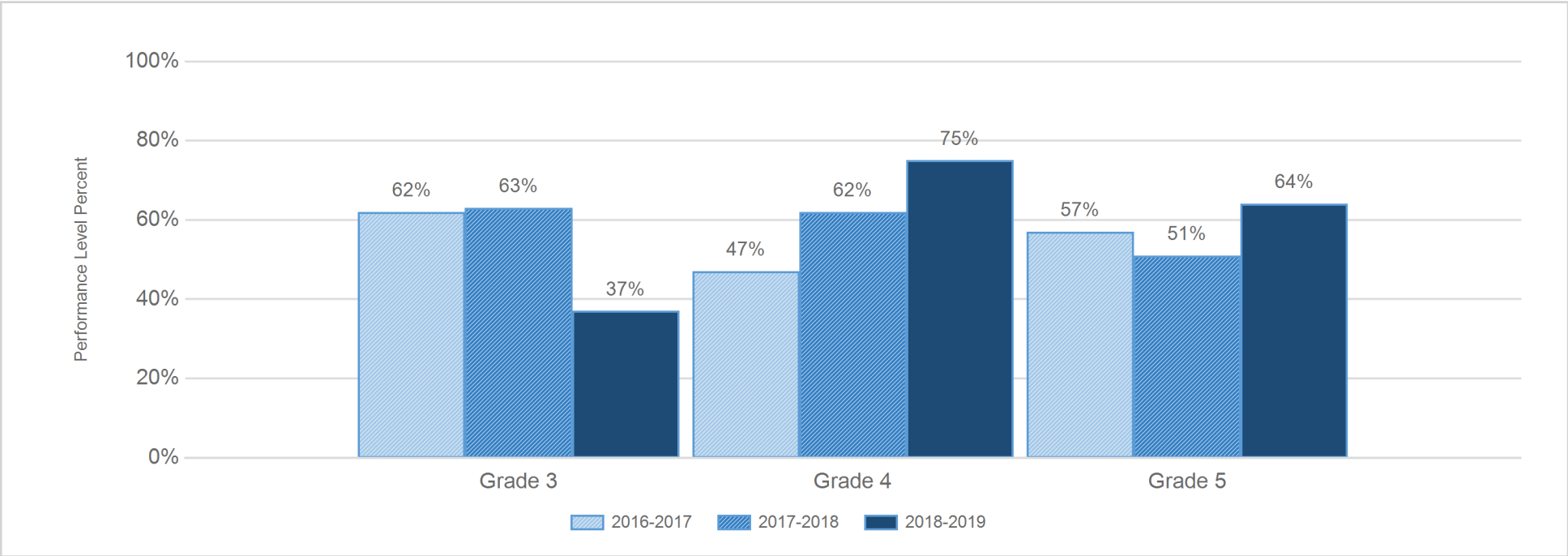


Bayview Elementary School
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2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	748	754	748	*	22%	35%	*	*	37%	50%
White	45	749	*	757	*	*	38%	*	*	38%	60%
Hispanic	*	*	746	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	*	*	763	756	*	*	*	*	*	*	58%
Female	24	752	761	753	*	*	*	*	*	46%	55%
Male	30	744	747	743	*	*	*	*	*	30%	46%
Economically Disadvantaged Students	*	*	737	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	756	759	*	*	*	*	*	*	61%
Students with Disabilities	13	730	724	719	*	*	*	*	*	23%	24%
Students without Disabilities	41	754	762	754	*	*	*	*	*	41%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	54	748	*	751	*	22%	35%	*	*	37%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Bayview Elementary School

(25-3160-060)

Grades Offered: KG-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	766	761	755	*	*	17%	51%	24%	75%	57%
White	47	768	762	763	*	*	*	51%	26%	77%	67%
Hispanic	*	*	752	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	778	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	770	762	*	*	*	*	*	*	64%
Female	33	774	767	760	*	*	*	*	*	85%	62%
Male	26	757	756	750	*	*	*	*	*	62%	53%
Economically Disadvantaged Students	10	760	739	740	*	*	*	*	*	60%	40%
Non-Economically Disadvantaged Students	49	768	764	765	*	*	*	*	*	78%	69%
Students with Disabilities	*	*	728	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	770	761	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	59	766	*	758	*	*	17%	51%	24%	75%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	760	766	756	*	*	23%	*	*	64%	58%
White	40	766	767	764	0%	*	25%	*	*	68%	68%
Hispanic	*	*	757	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	21	772	774	761	*	*	*	*	*	76%	64%
Male	32	753	758	750	*	*	*	*	*	56%	52%
Economically Disadvantaged Students	10	748	744	740	*	*	*	*	*	40%	39%
Non-Economically Disadvantaged Students	43	763	769	766	*	*	*	*	*	70%	69%
Students with Disabilities	10	723	737	724	*	*	*	*	*	20%	23%
Students without Disabilities	43	769	774	762	*	*	*	*	*	74%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	53	760	*	758	*	*	23%	*	*	64%	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	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	*	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	167	100.0	59.3	52.4	44.5	59.3	56.4	Met Target
White	132	100.0	62.9	53.2	54.1	62.9	54.5	Met Target
Hispanic	19	100.0	42.1	42.4	28.8	42.1	**	**
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	71.4	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	58.4	53.3	*	**	**
Female	78	100.0	59.0	51.1	44.9	59.0		
Male	89	100.0	59.6	53.7	44.2	59.6		
Economically Disadvantaged Students	29	100.0	27.6	22.4	26.3	27.6	47.3	Not Met
Non-Economically Disadvantaged Students	138	100.0	65.9	56.2	54.9	65.9		
Students with Disabilities	33	100.0	27.3	18.1	17.4	27.3	38.2	Met Target†
Students without Disabilities	134	100.0	67.2	61.4	50.0	67.2		
English Learners	*	*	*	39.7	25.0	*	**	**
Non-English Learners	*	*	*	52.5	46.5	*		
Homeless Students	*	*	*	22.5	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	50.0	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

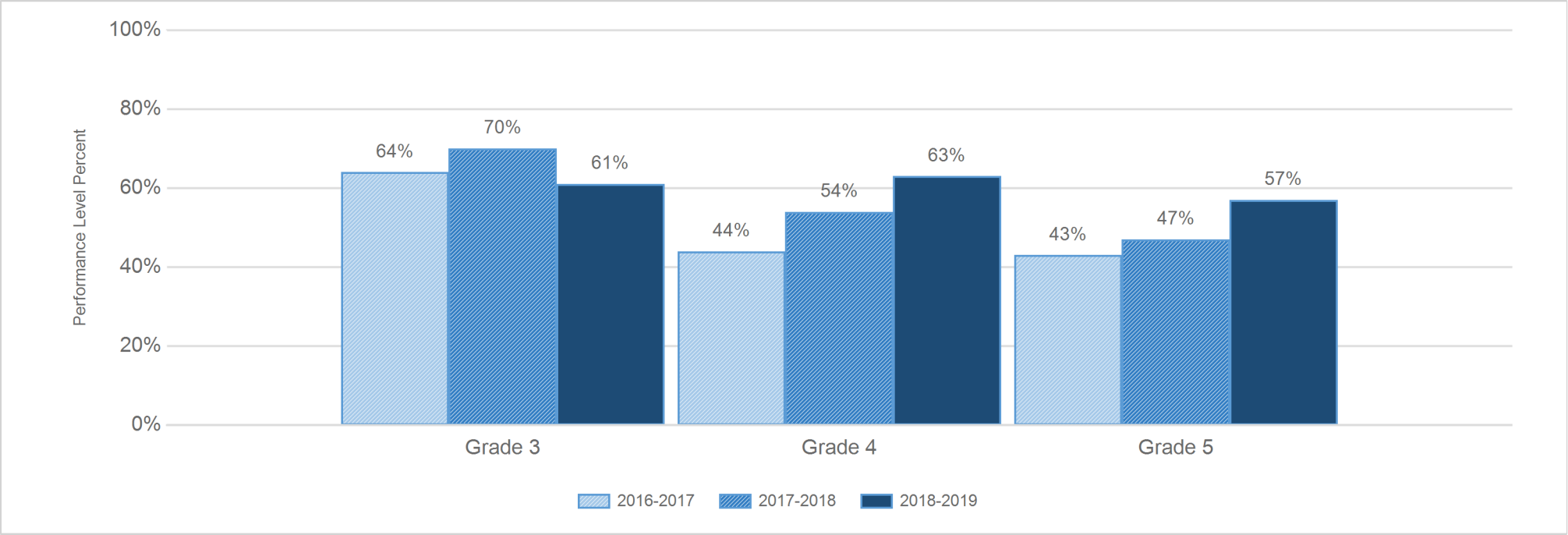


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Mathematics Assessment – Performance Trends

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	54	753	761	752	*	*	22%	*	*	61%	55%
White	45	754	*	760	*	*	27%	*	*	62%	66%
Hispanic	*	*	755	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	*	*	766	758	*	*	*	*	*	*	62%
Female	24	755	763	751	*	*	*	*	*	58%	54%
Male	30	752	759	752	*	*	*	*	*	63%	56%
Economically Disadvantaged Students	*	*	738	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	764	761	*	*	*	*	*	*	67%
Students with Disabilities	13	731	735	731	*	*	*	*	*	38%	31%
Students without Disabilities	41	760	768	756	*	*	*	*	*	68%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	54	753	*	754	*	*	22%	*	*	61%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Bayview Elementary School
 (25-3160-060)
 Grades Offered: KG-05
 2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	758	757	749	*	*	27%	*	*	63%	51%
White	47	758	758	757	*	*	26%	*	*	66%	62%
Hispanic	*	*	745	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	779	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	771	754	*	*	*	*	*	*	58%
Female	33	754	755	749	*	*	*	*	*	58%	50%
Male	26	763	759	749	*	*	*	*	*	69%	52%
Economically Disadvantaged Students	10	750	733	734	*	*	*	*	*	50%	32%
Non-Economically Disadvantaged Students	49	760	760	759	*	*	*	*	*	65%	63%
Students with Disabilities	*	*	730	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	764	754	*	*	*	*	*	*	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	59	758	*	751	*	*	27%	*	*	63%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	750	754	747	*	*	25%	*	*	57%	47%
White	40	753	754	755	*	*	*	*	*	63%	58%
Hispanic	*	*	749	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	21	757	754	747	*	*	*	*	*	67%	47%
Male	32	746	753	747	*	*	*	*	*	50%	47%
Economically Disadvantaged Students	10	723	729	732	*	*	*	*	*	20%	27%
Non-Economically Disadvantaged Students	43	756	757	757	*	*	*	*	*	65%	59%
Students with Disabilities	10	724	728	725	*	*	*	*	*	20%	19%
Students without Disabilities	43	756	760	752	*	*	*	*	*	65%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	53	750	*	749	*	*	25%	*	*	57%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%



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 2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† 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	*	*	*



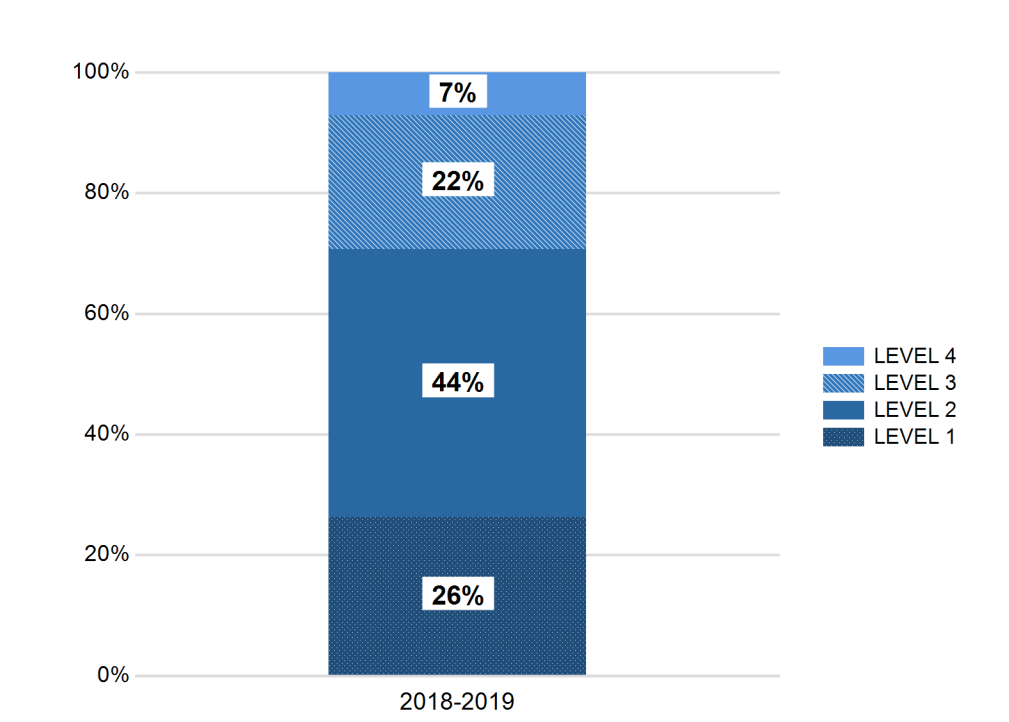
Bayview Elementary School
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 2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	26	44	22	7
White	20	49	22	10
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	14	57	29	0
Male	33	36	18	12
Economically Disadvantaged Students	55	45	0	0
Non-Economically Disadvantaged Students	19	44	28	9
Students with Disabilities	73	27	0	0
Students without Disabilities	14	49	28	9
English Learners	N	N	N	N
Non-English Learners	26	44	22	7
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Bayview Elementary School

(25-3160-060)

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2018-2019

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

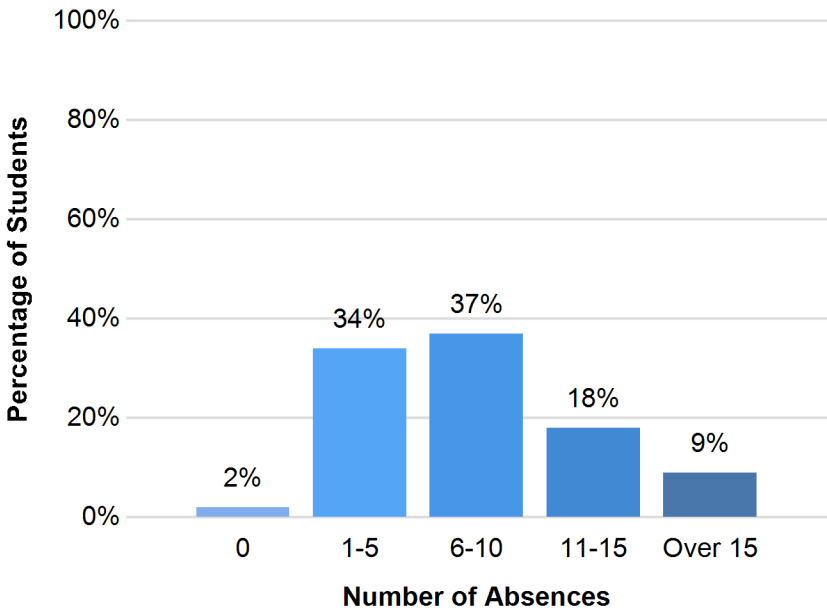
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	19	5.6	8.9	Met
White	15	5.6	8.9	Met
Hispanic	1	2.6	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	5	3.6		
Male	14	7.1		
Economically Disadvantaged Students	12	20.7	8.9	Not Met
Students with Disabilities	6	9.2	8.9	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.





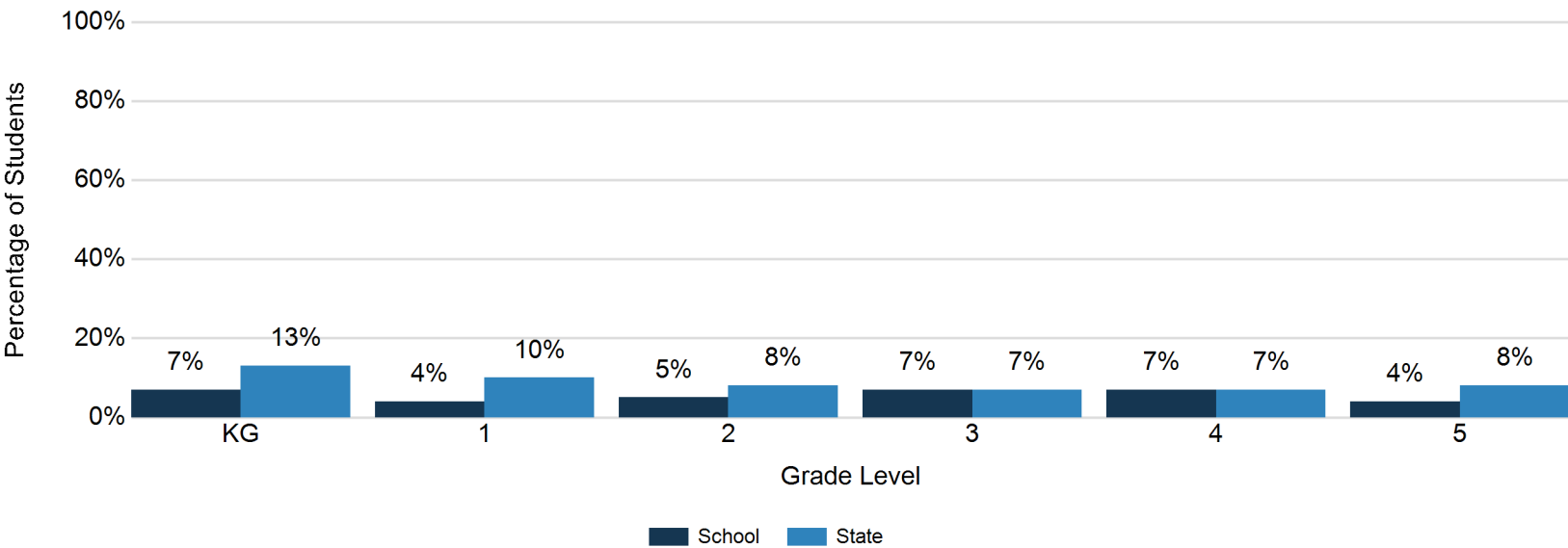
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Chronic Absenteeism by Grade

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





Bayview Elementary School

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.27

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	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	8:55 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 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	42	118,214
Average years experience in public schools	12.1	12.1
Average years experience in district	9.9	10.8
Percentage of Teachers with 4 or more years experience in the district	71.4%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	49	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	10.3	12.0
Percentage of Administrators with 4 or more years experience in the district	77.6%	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	12:1
Students to Administrators	365:1	194:1
Teachers to Administrators	42:1	16:1
Students to Librarians/Media Specialists		1584:1
Students to Nurses		528:1
Students to Counselors		413:1
Students to Child Study Team Members		194:1



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 2018-2019

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

Teachers and Administrators– 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	40.5%	88.1%	100.0%	48.4%	77.1%	54.9%
Male	59.5%	11.9%	0.0%	51.6%	22.9%	45.1%
White	79.5%	97.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.8%	2.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.4%	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	0.3%	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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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	97.9%	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.



Bayview Elementary School

(25-3160-060)

Grades Offered: KG-05

2018-2019

Report Key:

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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 Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	53.1%	57.9%	58.1%
Math Proficiency	47.4%	56.6%	59.3%
ELA Growth	44	38	55
Math Growth	28	45	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	4.3%	1.6%	5.6%

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



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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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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:	- Curriculum includes GO Math!, Readers and Writers Workshop and StemScopes for Science. The curriculum is aligned to NJSLs. - Components of Responsive Classroom such as Morning Meeting is implemented on a daily basis. We get to know our students individually, culturally and developmentally. - We inspire students to become life-long readers and writers both within the school and beyond the classroom walls. A digital learning environment is infused in our daily instruction.
 Mission, Vision, Theme:	Our staff, students and community members unite to create a friendly, safe and enriching educational environment for all that inspires academic excellence, leadership and collaboration. Bayview Elementary School students learn that goal setting is essential to reach their potential. From the very start of the school year, students develop personal goals that support their success in academics as well as extra-curricular activities.
 Awards, Recognition, Accomplishments:	Bayview Elementary School is proud to have earned NJ Future Ready Certification-Silver Status with Distinction. Teachers are recognized at Bayview for high quality instruction and delivery of professional development.



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 Courses, Curriculum, Instruction:	A workshop based literacy program integrates the main components of Reader's and Writer's Workshop utilizing authentic literature and informational text. Word study as well as guided and strategic group instruction is used during the literacy block. Bayview utilizes the district's GoMath! Program that offers an engaging and interactive approach to math. STEMscopes is a hands-on engaging science program that promotes student learning through investigation.
 Clubs and Activities:	Technology Club, Fitness Club, Y Clubs After School, Boys and Girls Scouts, Girls on the Run, Chorus Club, Project Plus, Peer Buddies and Innovation/Kindness Club for 5th Graders.



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 Before and After School Programs:	Bayview offers YMCA Before and Aftercare for students in grades K-5. Our After School Learning Academy provides targeted instruction to bolster student achievement.
 Staff and Professional Learning:	Teachers are involved in independent studies which meet throughout the year, along with district and building based professional development. Emphasis is put on teacher leadership in the development and presentation of PD. Bayview PD Goals: Research and implement best practices in social, emotional and academic learning; implement data anaylsis software; research and implement best practices in the workshop model for reading, writing and math.



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 Student Supports and Services:	Bayview Elementary School has three MD classrooms, two LLD classrooms, ICR in grades K-5, and Resource Room for grades 2-5. I&RS assists with the interventions process. Our full time Social Behavior Support Specialist is here to integrate lessons that help students feel successful.
 Student Health and Wellness:	Our school garden supports student inquiry and connects students to the natural world. Children become familiar with different fruits and vegetables which promotes healthy eating habits. Students have the opportuntiy to join Fit Club and teachers incorporate the outdoors and brain breaks into their daily schedules.
 Parent and Community Involvement:	The PTA is very involved in supporting our students' social and academic growth. They provide enriching activities for our students such as assemblies, book fairs and family fun events where we come together as a community. In addition, they implement many fundraisers that give back to our students.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers A school climate survey is given to all of our third, fourth and fifth grade students. Using the results, we facilitate activities that encourage students to be life-long learners and good citizens. It is important for students to learn a set of social/emotional competencies, cooperation, assertiveness, responsibility, empathy and self control.
 Facilities:	Bayview was built in 1957. Ms. Tara Raspanti is the principal. Our classrooms reflect a student centered learning environment. We have an all purpose room and an enriching school library.
 School Safety:	School Safety is our number one priority. Policies and practices have been put in place to create a safe and supportive school environment. The Middletown School District continues to work collaboratively with police and other emergency management personnel to develop and carry out our strategic school safety and security plans and ensure maximum effectiveness and efficiency in allocating security resources. Student social and emotional learning is a focus at every level in order to promote a positive and safe school climate. Our programs and practices include Bayview Blue Jays Soaring High, individual and group counseling by mental health professionals, student and staff training, in-district therapeutic programs provided by the YMCA, crisis management teams, partnerships with community mental health organizations and other efforts to promote student self-regulation, social awareness, interpersonal skills and responsible decision making.



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 Technology and STEM:	District initiatives based on technology and STEM are supported through daily innovative practices within our classrooms. Student driven hands on activities, that include coding, robotics, engineering and design, inspire students to demonstrate creativity, explore 21st century topics, generate projects of interest and develop deeper understandings that prepare them for future academic success. Bayview is equipped for 21st century learners. Technology, such as SMART Boards, Chromebooks, iPads, and document cameras are utilized to engage learners and enhance learning. Students in grades 3-5 each have been assigned a Chromebook and actively work in a 1:1 digital environment on a daily basis.
 Early Childhood Education:	We have a full time kindergarten program. Students in Kindergarten learn through interactive lessons that will help build a strong foundation for future academic success.



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Other Information	Bayview is a place "Where Kids Come First!" The Bayview community focuses on students' academic and social needs. Our school is committed to providing a climate that is fair, respectful and caring. Teachers help students set goals that are challenging, compliment students' learning styles and are aligned to the state standards. Students are taught that perseverance will help them grow as learners.
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Fairview Elementary School
(25-3160-090)
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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:



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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Middletown Township Public School District
Principal Name	Mr. Michael Melando
Address	230 COOPER ROAD RED BANK, NJ 07701-6010
Phone Number	732-747-3308
Email Address	melandom@middletownk12.org
Website	https://www.middletownk12.org/Domain/9
Twitter	https://twitter.com/MTPSFairview



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	50	55	52
1	44	52	48
2	49	43	50
3	54	49	43
4	46	53	45
5	45	48	59
Total	288	300	297

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.6%	49.3%	50.8%
Male	51.4%	50.7%	49.2%
Economically Disadvantaged Students	5.9%	9.3%	12.8%
Students with Disabilities	10.4%	14.7%	16.8%
English Learners	7.3%	6.3%	3.7%
Homeless Students	0.3%	0.3%	0.7%
Students in Foster Care	0.7%	0.3%	0.0%
Military-Connected Students	0.0%	1.0%	1.3%
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	75.7%	76.7%	75.4%
Hispanic	6.6%	6.3%	8.8%
Black or African American	0.7%	1.0%	0.7%
Asian	15.6%	14.0%	11.8%
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	1.4%	2.0%	3.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	50	55	52

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	92.6%
Telugu	2.0%
Hindi	1.7%
Tamil	1.3%
Other Languages	2.4%



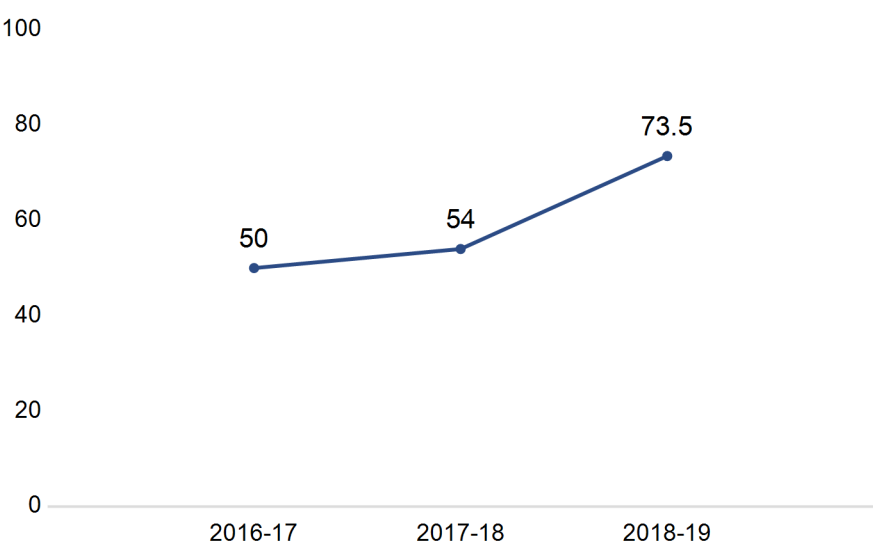
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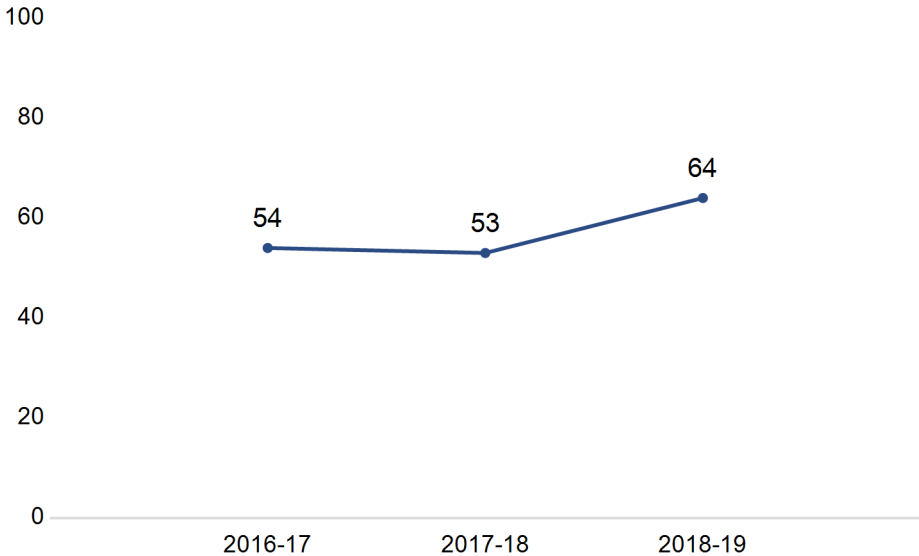
Student Growth Trends and Progress

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	50	54	73.5	54	53	64
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds 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	73.5	55	50	Exceeds Standard	64	51	50	Exceeds Standard
White	74.5	55	50	Exceeds Standard	63	51	52	Exceeds Standard
Hispanic	*	55	49	**	*	50.5	47	**
Black or African American	*	39	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	74	62	59	**	64	58.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	66	49	**	*	56.5	52	**
Female	85	59	53	N	60	49	50	N
Male	64	52	47	N	71.5	53	51	N
Economically Disadvantaged Students	87	49	48	**	66	44.5	46	**
Students with Disabilities	57	47	43	Met Standard	45	47	45	Met Standard
English Learners	*	64	52	**	*	55	50	**
Homeless Students	N	58	43	N	N	49.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	67.5	49	N	N	*	51	N
Migrant Students	N	*	47	N	N	*	51	N



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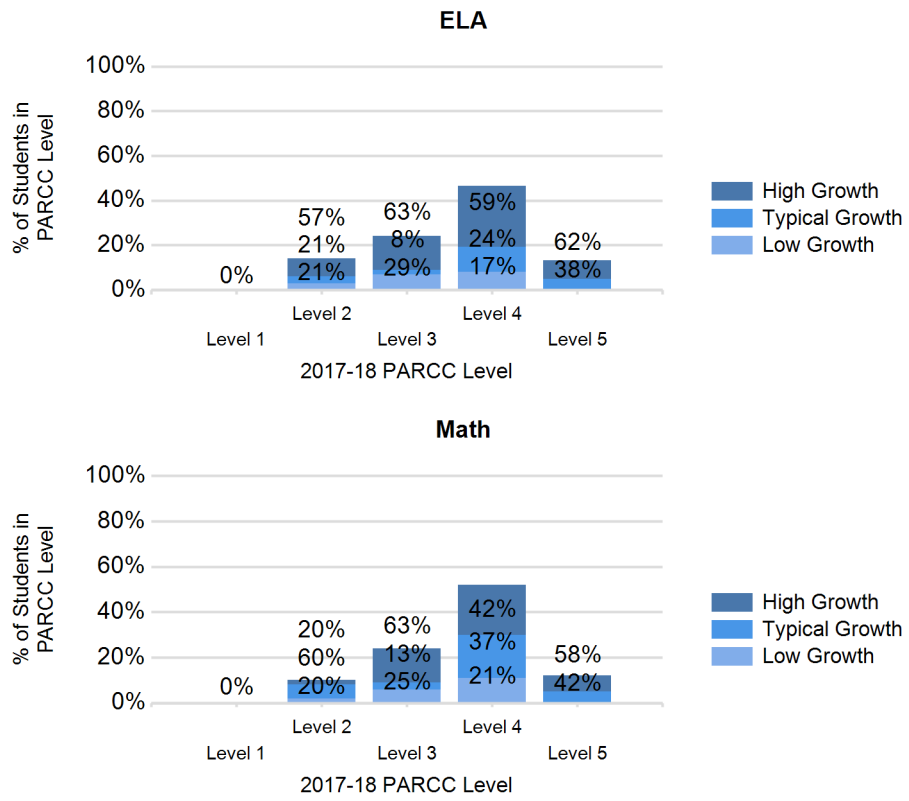
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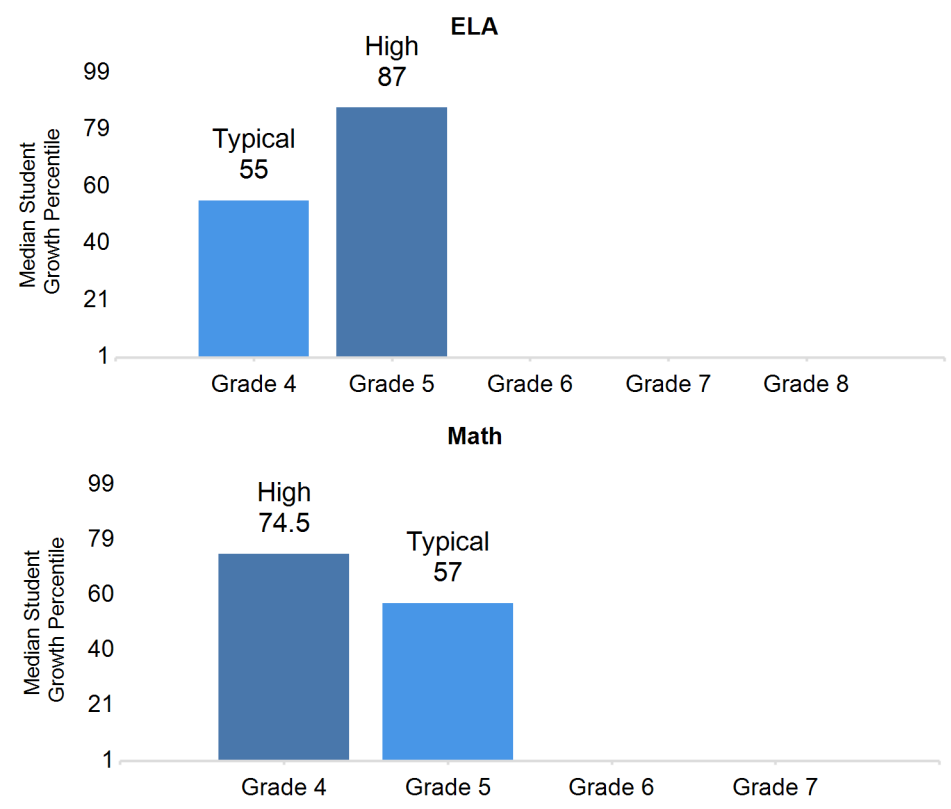
Student Growth by Performance Level

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.



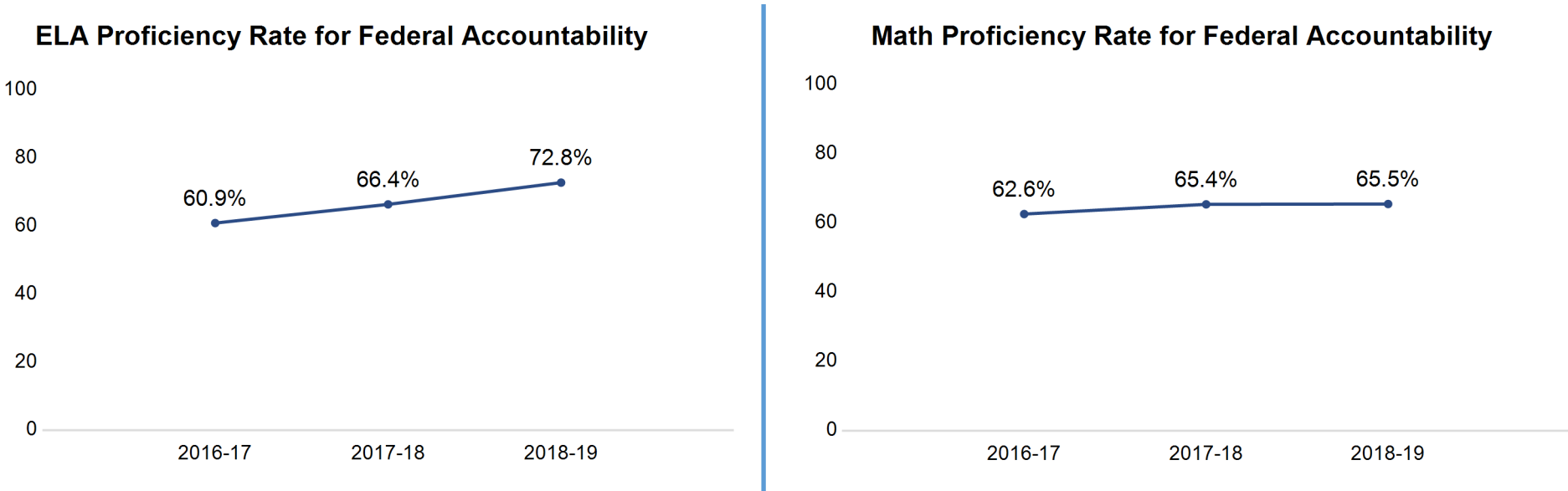


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English Language Arts and Mathematics Performance Trends

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	100.0%	98.7%	100.0%	99.4%	98.7%	100.0%
Proficiency Rate for Federal Accountability	60.9%	66.4%	72.8%	62.6%	65.4%	65.5%
Annual Target	61.0%	62.0%	63.0%	68.0%	68.7%	69.3%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target†	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	147	100.0	72.8	65.0	57.9	72.8	63	Met Target
White	113	100.0	70.8	65.4	66.9	70.8	62.2	Met Target
Hispanic	13	100.0	69.2	59.5	43.9	69.2	**	**
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	93.8	80.9	82.9	93.8	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	69.0	64.4	*	**	**
Female	77	100.0	83.1	72.4	64.8	83.1		
Male	70	100.0	61.4	57.6	51.3	61.4		
Economically Disadvantaged Students	20	100.0	55.0	40.8	40.0	55.0	N	N
Non-Economically Disadvantaged Students	127	100.0	75.6	68.1	67.9	75.6		
Students with Disabilities	32	100.0	43.8	*	22.7	43.8	32	Met Target
Students without Disabilities	115	100.0	80.9	*	65.1	80.9		
English Learners	10	100.0	80.0	58.1	29.3	80.0	**	**
Non-English Learners	137	100.0	72.3	65.1	60.6	72.3		
Homeless Students	*	*	*	42.5	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	72.2	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



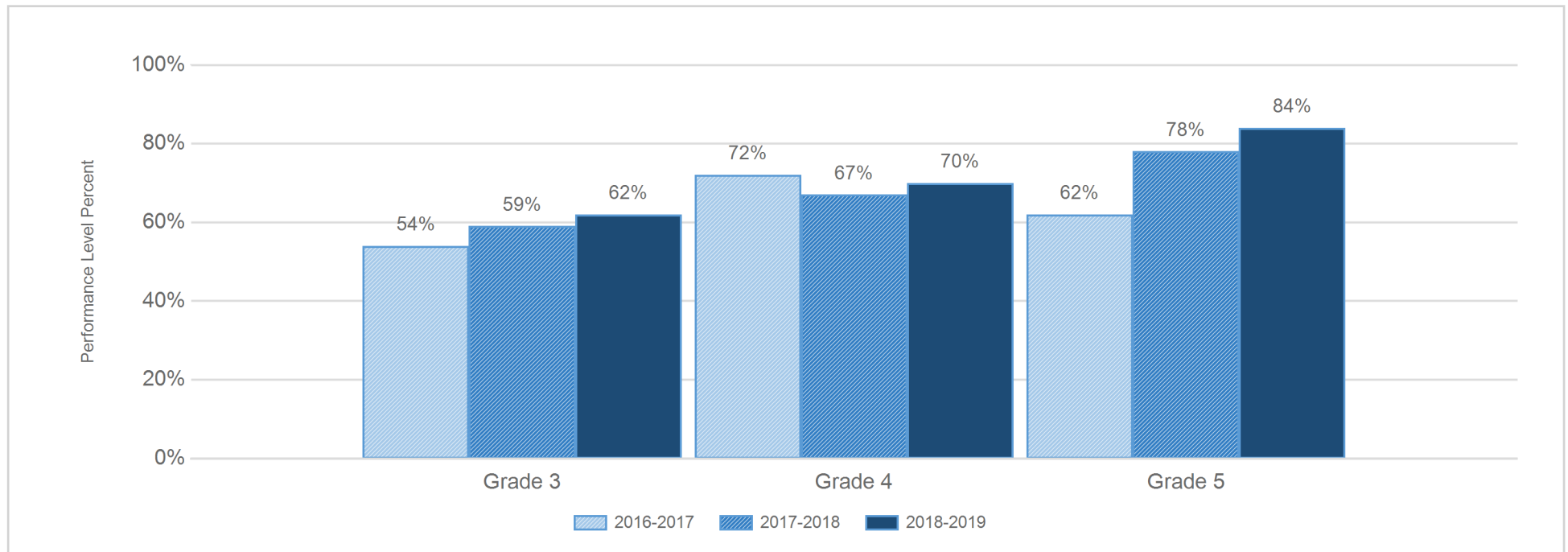
Fairview Elementary School
(25-3160-090)
Grades Offered: KG-05
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
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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.





Fairview Elementary School
(25-3160-090)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	759	754	748	*	*	26%	*	*	62%	50%
White	31	756	*	757	*	*	*	*	*	58%	60%
Hispanic	*	*	746	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	N	N	763	756	N	N	N	N	N	N	58%
Female	20	769	761	753	*	*	*	*	*	80%	55%
Male	22	750	747	743	*	*	*	*	*	45%	46%
Economically Disadvantaged Students	*	*	737	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	756	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	724	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	762	754	*	*	*	*	*	*	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	42	759	*	751	*	*	26%	*	*	62%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Fairview Elementary School
(25-3160-090)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	762	761	755	*	*	*	*	*	70%	57%
White	33	763	762	763	*	*	*	*	*	70%	67%
Hispanic	*	*	752	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	770	762	*	*	*	*	*	*	64%
Female	22	771	767	760	*	*	*	*	*	91%	62%
Male	24	754	756	750	*	*	*	*	*	50%	53%
Economically Disadvantaged Students	*	*	739	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	764	765	*	*	*	*	*	*	69%
Students with Disabilities	10	735	728	725	*	*	*	*	*	30%	25%
Students without Disabilities	36	770	770	761	*	*	*	*	*	81%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	46	762	*	758	*	*	*	*	*	70%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Fairview Elementary School

(25-3160-090)

Grades Offered: KG-05

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	58	777	766	756	*	*	*	55%	29%	84%	58%
White	47	775	767	764	*	*	*	55%	28%	83%	68%
Hispanic	*	*	757	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	33	785	774	761	*	*	*	*	*	85%	64%
Male	25	767	758	750	*	*	*	*	*	84%	52%
Economically Disadvantaged Students	11	756	744	740	*	*	*	*	*	64%	39%
Non-Economically Disadvantaged Students	47	782	769	766	*	*	*	*	*	89%	69%
Students with Disabilities	14	749	737	724	*	*	*	71%	0%	71%	23%
Students without Disabilities	44	786	774	762	*	*	*	50%	39%	89%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	*	723	N	N	N	N	N	N	26%



Fairview Elementary School
(25-3160-090)
Grades Offered: KG-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	148	100.0	65.5	52.4	44.5	65.5	69.3	Met Target†
White	113	100.0	62.8	53.2	54.1	62.8	68.9	Met Target†
Hispanic	13	100.0	69.2	42.4	28.8	69.2	**	**
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	82.4	71.4	76.5	82.4	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	58.4	53.3	*	**	**
Female	77	100.0	64.9	51.1	44.9	64.9		
Male	71	100.0	66.2	53.7	44.2	66.2		
Economically Disadvantaged Students	20	100.0	35.0	22.4	26.3	35.0	N	N
Non-Economically Disadvantaged Students	128	100.0	70.3	56.2	54.9	70.3		
Students with Disabilities	32	100.0	31.3	18.1	17.4	31.3	31.9	Met Target†
Students without Disabilities	116	100.0	75.0	61.4	50.0	75.0		
English Learners	11	100.0	54.5	39.7	25.0	54.5	**	**
Non-English Learners	137	100.0	66.4	52.5	46.5	66.4		
Homeless Students	*	*	*	22.5	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	50.0	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

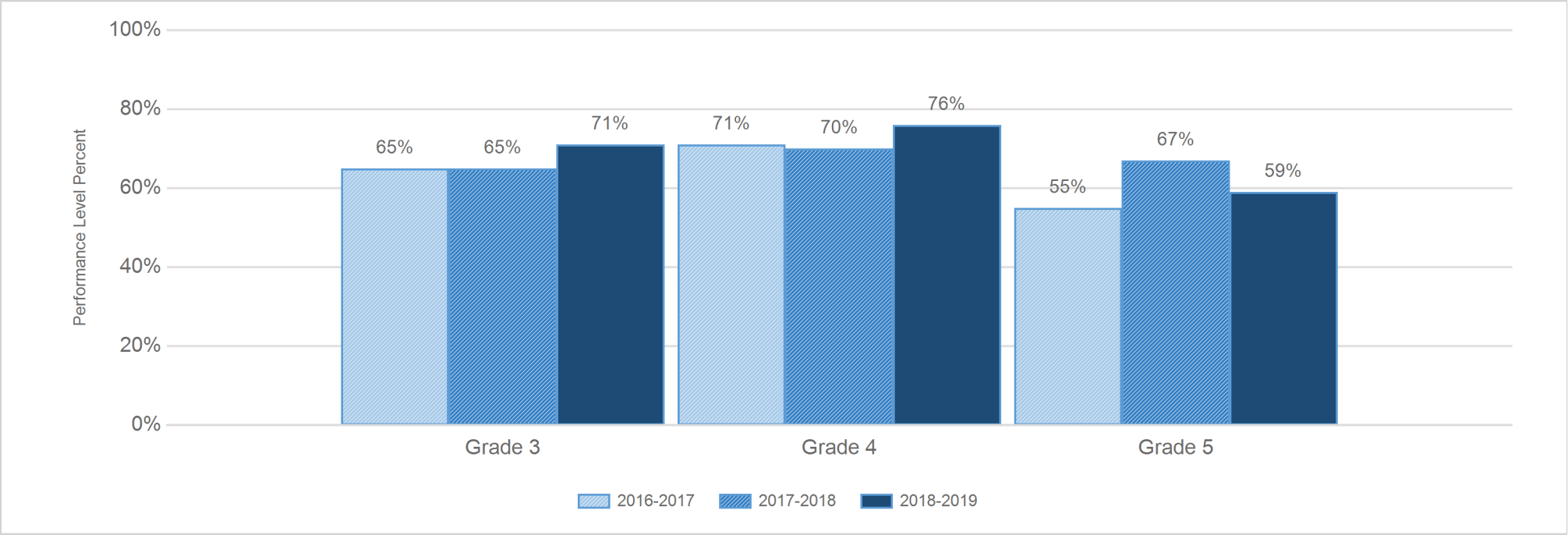


Fairview Elementary School
(25-3160-090)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



Fairview Elementary School

(25-3160-090)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	768	761	752	0%	*	*	43%	29%	71%	55%
White	31	762	*	760	0%	*	*	*	*	68%	66%
Hispanic	*	*	755	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	N	N	766	758	N	N	N	N	N	N	62%
Female	20	770	763	751	0%	*	*	*	*	75%	54%
Male	22	767	759	752	0%	*	*	*	*	68%	56%
Economically Disadvantaged Students	*	*	738	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	764	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	735	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	768	756	*	*	*	*	*	*	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	42	768	*	754	0%	*	*	43%	29%	71%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Fairview Elementary School

(25-3160-090)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	763	757	749	*	*	*	*	*	76%	51%
White	33	765	758	757	0%	*	*	*	*	79%	62%
Hispanic	*	*	745	737	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	771	754	*	*	*	*	*	*	58%
Female	22	758	755	749	*	*	*	*	*	77%	50%
Male	24	769	759	749	*	*	*	*	*	75%	52%
Economically Disadvantaged Students	*	*	733	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	63%
Students with Disabilities	10	738	730	726	*	*	*	*	*	30%	25%
Students without Disabilities	36	771	764	754	*	*	*	*	*	89%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	46	763	*	751	*	*	*	*	*	76%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Fairview Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	759	754	747	*	*	24%	42%	17%	59%	47%
White	47	755	754	755	*	*	26%	*	*	55%	58%
Hispanic	*	*	749	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	33	757	754	747	*	*	*	*	*	58%	47%
Male	26	762	753	747	*	*	*	*	*	62%	47%
Economically Disadvantaged Students	11	746	729	732	*	*	*	*	*	36%	27%
Non-Economically Disadvantaged Students	48	762	757	757	*	*	*	*	*	65%	59%
Students with Disabilities	14	731	728	725	*	*	*	*	*	29%	19%
Students without Disabilities	45	768	760	752	*	*	*	*	*	69%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%



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2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	70.0%	**	**

† 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



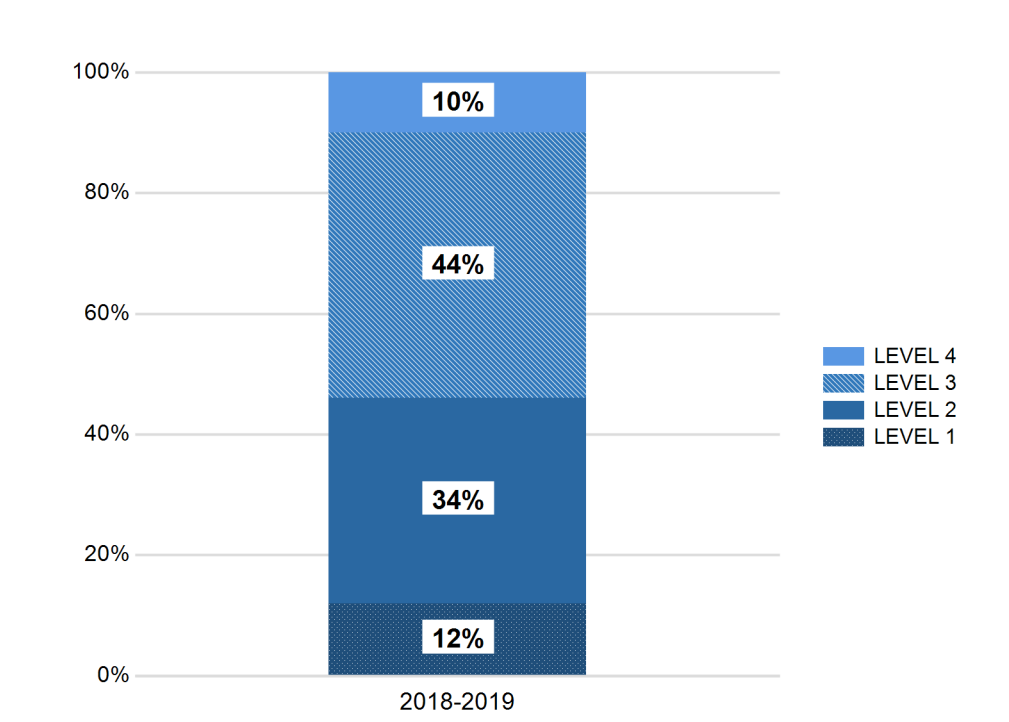
Fairview Elementary School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment.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

NJSLA Science Assessment: Grade 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	12	34	44	10
White	13	36	43	9
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	12	36	42	9
Male	12	31	46	12
Economically Disadvantaged Students	27	36	27	9
Non-Economically Disadvantaged Students	8	33	48	10
Students with Disabilities	23	54	23	0
Students without Disabilities	9	28	50	13
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



Fairview Elementary School

(25-3160-090)

Grades Offered: KG-05

2018-2019

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

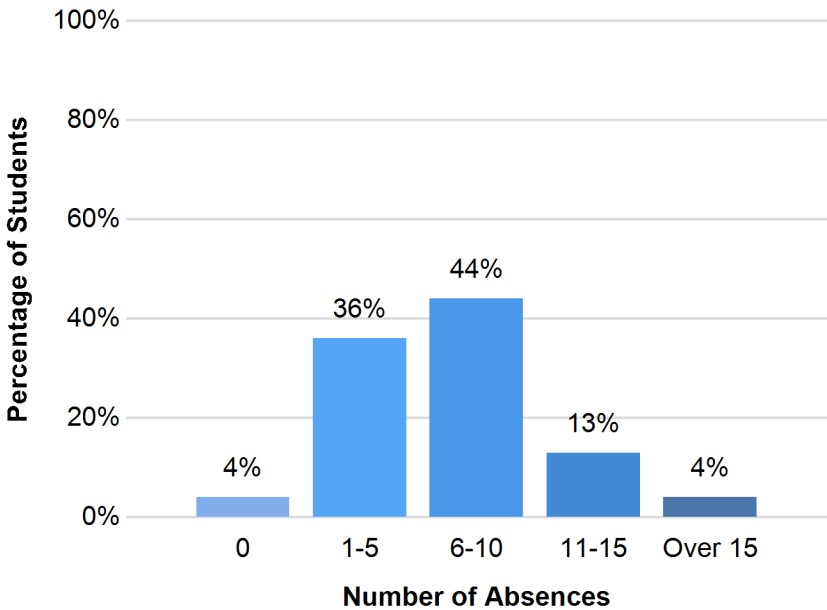
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	4	1.3	8.9	Met
White	4	1.7	8.9	Met
Hispanic	0	0	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	3	1.9		
Male	1	0.7		
Economically Disadvantaged Students	4	9.3	8.9	Not Met
Students with Disabilities	1	1.6	8.9	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.





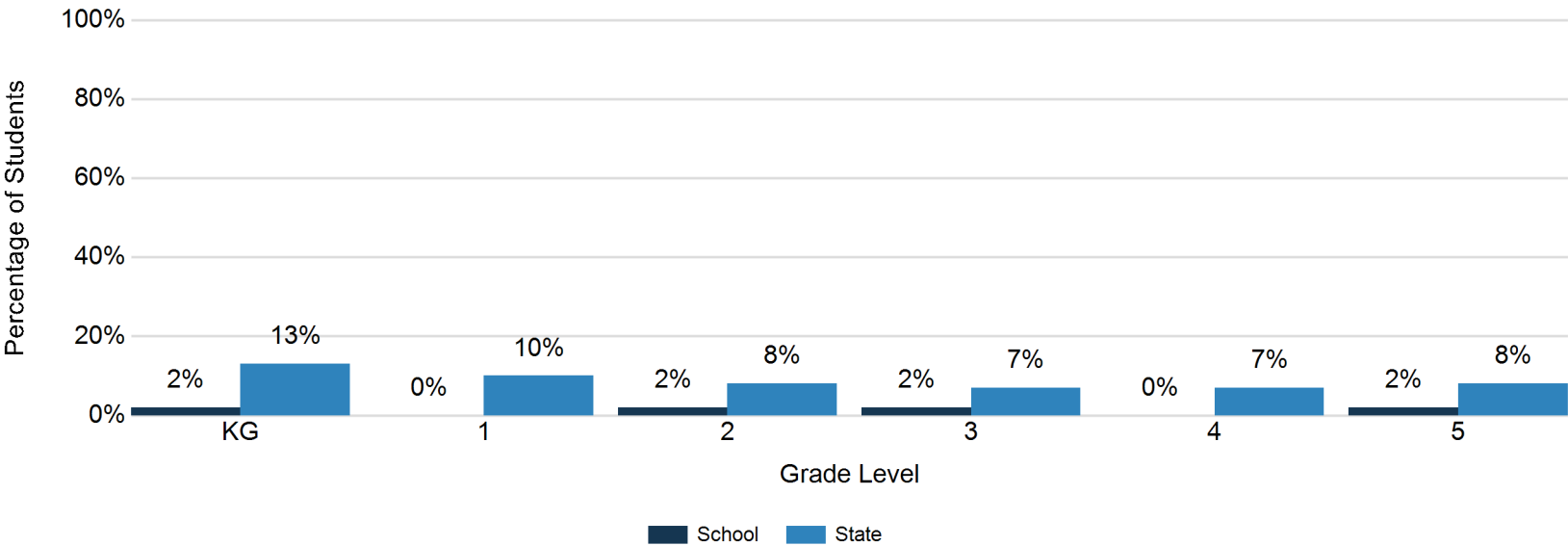
Fairview Elementary School
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.34

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	2		2

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	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	8:55 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 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	32	118,214
Average years experience in public schools	12.0	12.1
Average years experience in district	10.4	10.8
Percentage of Teachers with 4 or more years experience in the district	68.8%	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	49	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	10.3	12.0
Percentage of Administrators with 4 or more years experience in the district	77.6%	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	12:1
Students to Administrators	297:1	194:1
Teachers to Administrators	32:1	16:1
Students to Librarians/Media Specialists		1584:1
Students to Nurses		528:1
Students to Counselors		413:1
Students to Child Study Team Members		194:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.8%	93.8%	0.0%	48.4%	77.1%	54.9%
Male	49.2%	6.3%	100.0%	51.6%	22.9%	45.1%
White	75.4%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	8.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.7%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	11.8%	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	3.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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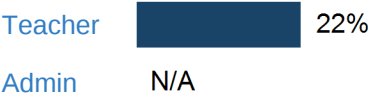
Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

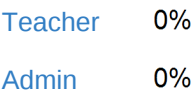
Bachelor's Degree



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	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	97.9%	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	96.9%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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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	60.9%	66.4%	72.8%
Math Proficiency	62.6%	65.4%	65.5%
ELA Growth	50	54	74
Math Growth	54	53	64
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		100.0%	70.0%
Chronic Absenteeism	4.5%	1.0%	1.3%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	**	Met	No
White	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	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	N	**	**	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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



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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:	- Fairview Elementary School is located in one of the earliest communities of Middletown Township, New Jersey. - Fairview students are taught to set personal goals, support one another, and embrace challenge and rigor. - Tools of technology are blended into learning experiences, and are utilized in classrooms with authentic purposes.
 Mission, Vision, Theme:	At Fairview Elementary School students are provided an academically rigorous program along with opportunities to pursue their interests and strengthen their character and citizenship. Our professional staff demonstrates an exceptional work ethic and a focus on continual professional development to support student success.
 Awards, Recognition, Accomplishments:	Recent Awards: Future Ready Silver Status with Distinction, Certified School for Digital Citizenship, Sustainability Jersey Grant Recipient, Whole Foods Garden Grant Recipient.



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 Courses, Curriculum, Instruction:	Our workshop based literacy program integrates the components of Reader's Workshop utilizing authentic literature and informational text, word work and guided reading during instruction. Formal writing instruction is taught through the workshop model of instruction. Through the Ideal Math Lesson, format skills and concepts are supported with a hands-on approach to foster conceptual and procedural understanding of the discipline and the direct connection of math to everyday life with distinction
 Clubs and Activities:	Our clubs include the Fit Club, Tech Club, Girls on the Run, Y-Clubs After School Clubs, and Green Club.



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 Before and After School Programs:	Fairview offers YMCA Before and Aftercare for all students K-5. Our Who's Reading at Fairivew Competition is open to students in all grades, with class and individual awards received each month. Manners Matter is our featured character focus for the 2017 - 2018 school year, with students selected from each class who represent exemplary manners.
 Staff and Professional Learning:	Teachers are engaged in purposeful and personalized professional learning experiences throughout the year. Within the district, structures have been put in place to support teachers as they participate in professional growth opportunities such as independent studies, personalized reflective practice experiences, job-embedded professional learning, micro-credentialing and teacher-facilitated conversations as they work towards individualized professional learning goals. All teachers also participate on an ongoing basis in Professional Learning Community work, which is spearheaded by the leadership of designated Learning Design Teams within each building. Learning Design Teams lead building-level experiences, through a PLC-like structure, that stimulate professional dialogue to inform decision-making and increase instructional capacity to positively impact student outcomes.



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Student Supports and Services:

Fairview Elementary School is one of the district's direct providers of ESL instruction. Additionally, classroom teachers have received SIOP training. Inclusive classroom/activities guide our instructional practices. Tiered interventions and small group instruction support student learning. Classroom settings include in-class and pull-out resource supports.



Student Health and Wellness:

All students participate in PE and Health classes each week. Posters in the Health Office and All Purpose Room promote making healthy food choices. Classes schedule physical movement breaks daily. Students engage in Teacher Directed Physical Education daily. Hearing and vision screenings are conducted by the school nurse. Community health professionals and institutions partner with Fairview to bring health focused presentations to our students. Social emotional learning is also a key component of overall health instruction for our students. Beginning with the 2019 - 2020 school year, each day starts with a Morning Meeting, a facet of Responsive Classroom.



Parent and Community Involvement:

The Fairview parent community has continually been a source of strength and support for our school. Through a shared vision for our students, the Fairview PTO volunteers have partnered with our professional staff and community at large to bring many of our programs, facility enhancements, and social engagement opportunities to life. We are Middletown's Owls!



Fairview Elementary School
(25-3160-090)
Grades Offered: KG-05
2018-2019

Report Key:
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School Narrative

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

 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers At Fairview we use climate surveys to provide our students, parent community, and staff an opportunity to reflect and provide input. The feedback received is used to drive PTO sponsored assemblies, and health and cultural initiatives.
 Facilities:	Fairview Elementary School is located in one of the earliest communities of Middletown Township, New Jersey. One of twelve elementary schools in our district, Fairview is home to a full day kindergarten through 5th grade school with approximately 310 students.
 School Safety:	School Safety is our number one priority. Policies and practices have been put in place to create a safe and supportive school environment. The Middletown School District continues to work collaboratively with police and other emergency management personnel to develop and carry out our strategic school safety and security plans and ensure maximum effectiveness and efficiency in allocating security resources. Student social and emotional learning is a focus at every level in order to promote a positive and safe school climate. Our programs and practices include Responsive Classroom, character education, individual and group counseling by mental health professionals, student and staff training, in-district therapeutic programs provided by the YMCA, crisis management teams, partnerships with community mental health organizations and other efforts to promote student self-regulation, social awareness, interpersonal skills and responsible decision making.



Fairview Elementary School
(25-3160-090)
Grades Offered: KG-05
2018-2019

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 Technology and STEM:	District initiatives based on technology and STEM are supported through daily innovative practices within our classrooms. Student driven hands on activities, that include coding, robotics, engineering and design, inspire students to demonstrate creativity, explore 21st century topics, generate projects of interest and develop deeper understandings that prepare them for future academic success. Fairview is equipped for 21st century learners. Technology, such as SMART Boards, Chromebooks, iPads, and document cameras are utilized to engage learners and enhance learning. Students in grades 3-5 each have been assigned a Chromebook and actively work in a 1:1 digital environment on a daily basis.
 Early Childhood Education:	Fairview has a full time kindergarten program. Students in Kindergarten learn through interactive lessons that will help build a strong foundation for future academic success.



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 Other Information	We believe that a student's education encompasses more than just academic success. Our students' social emotional health as well as the school's positive culture & climate impact our students' success. Responsive Classroom is an evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness. As we move towards full adoption of Responsive Classroom philosophies and practices, our current focus is on mastering the Morning Meeting component. Students' academic success is credited to students, teachers and parents working together as a cohesive group. The teachers differentiate instruction and modify/adapt curriculum to provide an interdisciplinary program with an emphasis on personalized learning. Our workshop based literacy program integrates the main components of Reader's Workshop using authentic literature and informational text, word work and guided reading. Formal writing instruction is taught through the workshop model of instruction. We utilize the district adopted Go Math program. Math skills and concepts are supported with hands-on approaches to foster understanding and an appreciation for the world of numbers. Technology engages learners and enhances student learning. Students in grades 3-5 each have been assigned a Chromebook and actively work in a 1:1 digital environment on a daily basis. The special subjects provide the children many motivating learning experiences. Art classes study the products of the masters and engage students in activities of individual artistic expression. During physical education the children stretch, run and jump to help develop young bones and muscles. Vocal and instrumental music classes provide the opportunity for students to develop a love of music, and students receive instruction in World Language to acquire basic knowledge of the Spanish language as well as the rich culture.
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Harmony Elementary School
(25-3160-095)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Harmony Elementary School
(25-3160-095)
Grades Offered: PK-05
2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Middletown Township Public School District
Principal Name	Mr. Erik Paulson
Address	100 Murphy Road NEW MONMOUTH, NJ 07748-1699
Phone Number	732-671-2111
Email Address	paulsone@middletownk12.org
Website	https://www.middletownk12.org/Domain/10
Facebook	https://www.facebook.com/Harmony-Elementary-School-364031860285895/
Twitter	https://twitter.com/Harmony_NJ



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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	123	107	114
KG	66	57	75
1	73	69	56
2	66	71	71
3	64	65	75
4	70	64	67
5	81	74	64
Total	543	507	522

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.5%	49.3%	46.9%
Male	49.5%	50.7%	53.1%
Economically Disadvantaged Students	12.9%	12.8%	12.1%
Students with Disabilities	28.4%	32.3%	31.4%
English Learners	0.7%	0.4%	0.4%
Homeless Students	0.4%	0.4%	0.4%
Students in Foster Care	0.4%	0.6%	0.0%
Military-Connected Students	0.0%	0.6%	0.8%
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	84.0%	82.2%	82.0%
Hispanic	9.0%	9.7%	10.7%
Black or African American	1.1%	2.0%	1.0%
Asian	2.9%	2.4%	2.5%
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	2.9%	3.7%	3.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	104	85	92
PK - Full Day	19	22	22
KG - Half Day	0	0	0
KG - Full Day	66	57	75

Enrollment by Home Language

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

Home Language	% of Students
English	96.9%
Other Languages	3.1%



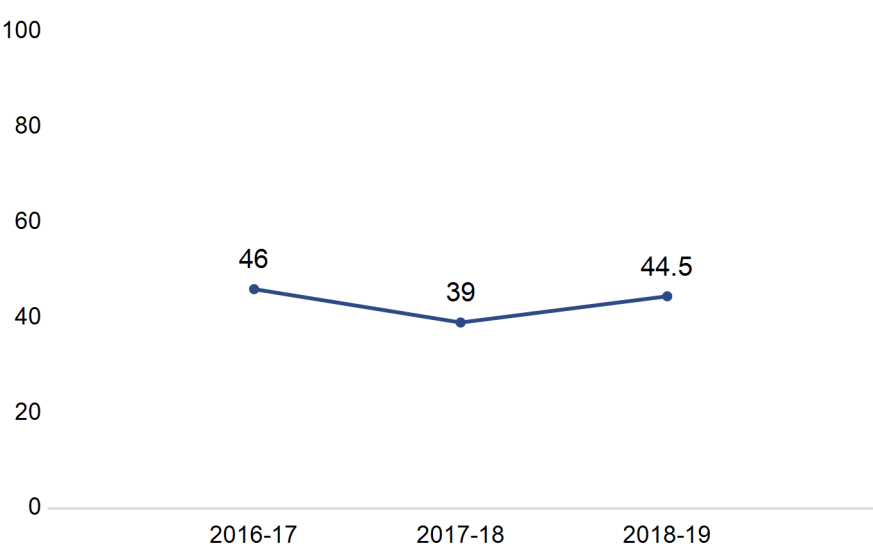
Harmony Elementary School
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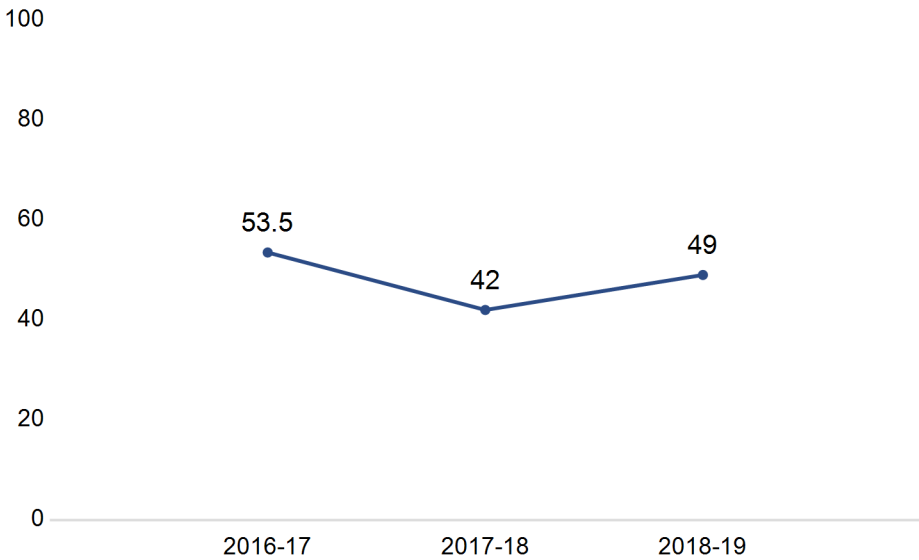
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46	39	44.5	53.5	42	49
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	44.5	55	50	Met Standard	49	51	50	Met Standard
White	47	55	50	Met Standard	45	51	52	Met Standard
Hispanic	32	55	49	**	61.5	50.5	47	**
Black or African American	*	39	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	*	62	59	**	*	58.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	66	49	**	*	56.5	52	**
Female	50	59	53	N	46.5	49	50	N
Male	30.5	52	47	N	54	53	51	N
Economically Disadvantaged Students	33.5	49	48	Not Met	43.5	44.5	46	Met Standard
Students with Disabilities	49	47	43	Met Standard	43	47	45	Met Standard
English Learners	*	64	52	**	*	55	50	**
Homeless Students	N	58	43	N	N	49.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	67.5	49	N	N	*	51	N
Migrant Students	*	*	47	N	*	*	51	N



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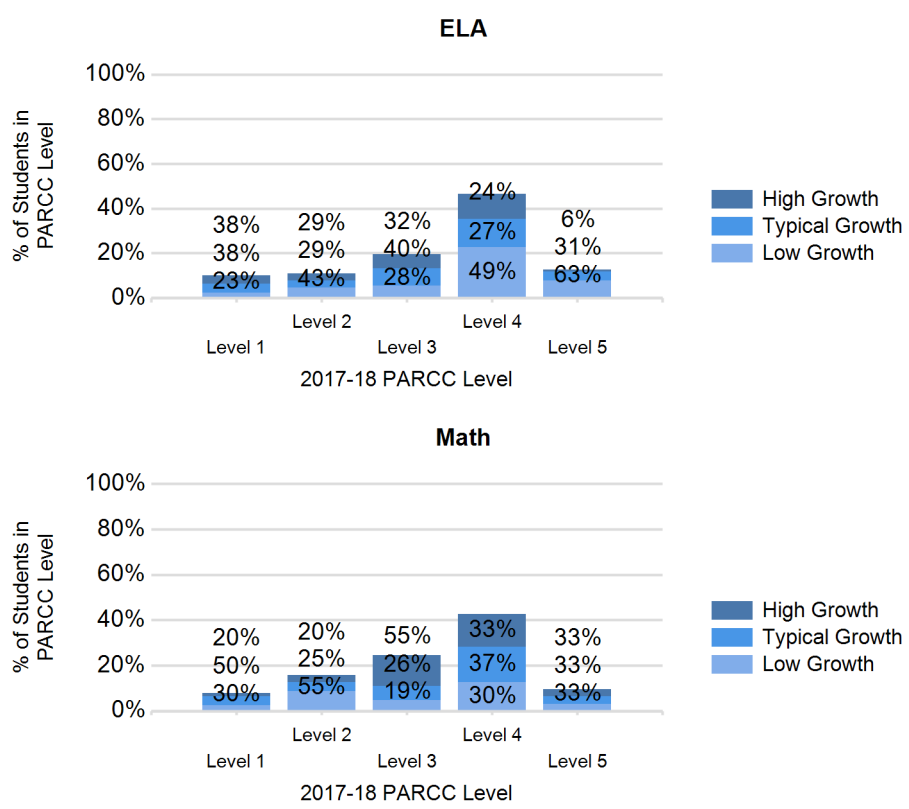
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

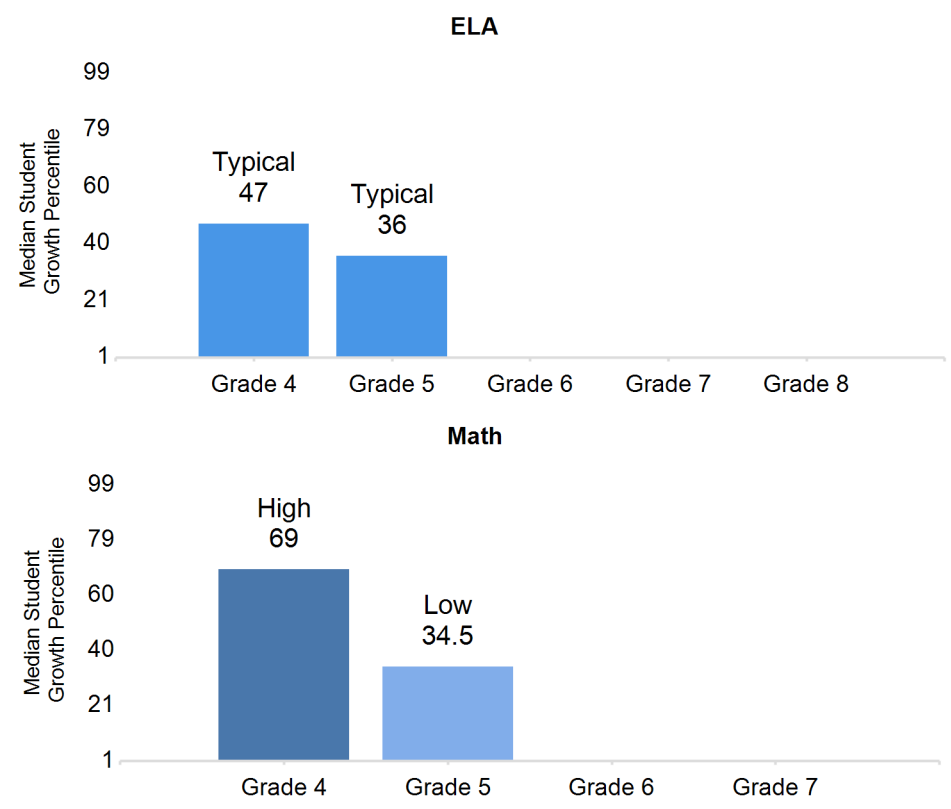
Student Growth by Performance Level

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



Student Growth by Grade

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



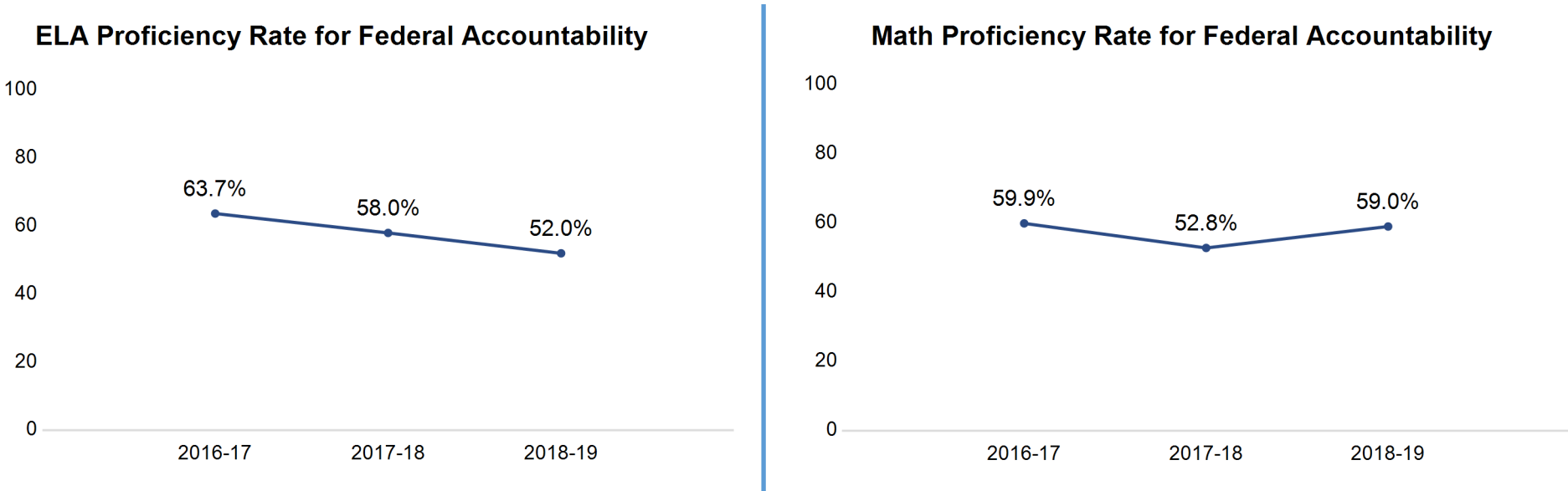


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.5%	99.5%	100.0%	99.5%	100.0%	100.0%
Proficiency Rate for Federal Accountability	63.7%	58.0%	52.0%	59.9%	52.8%	59.0%
Annual Target	66.9%	67.6%	68.3%	63.1%	64.0%	64.9%
Met Annual Target?	Met Target†	Not Met	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	200	100.0	52.0	65.0	57.9	52.0	68.3	Not Met
White	164	100.0	50.6	65.4	66.9	50.6	69.5	Not Met
Hispanic	24	100.0	54.2	59.5	43.9	54.2	50.2	Met Target
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	80.9	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	69.0	64.4	*	**	**
Female	105	100.0	60.0	72.4	64.8	60.0		
Male	95	100.0	43.2	57.6	51.3	43.2		
Economically Disadvantaged Students	37	100.0	32.4	40.8	40.0	32.4	44.6	Met Target†
Non-Economically Disadvantaged Students	163	100.0	56.4	68.1	67.9	56.4		
Students with Disabilities	54	100.0	20.4	*	22.7	20.4	31	Not Met
Students without Disabilities	146	100.0	63.7	*	65.1	63.7		
English Learners	*	*	*	58.1	29.3	*	**	**
Non-English Learners	*	*	*	65.1	60.6	*		
Homeless Students	*	*	*	42.5	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	72.2	57.8	N		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.

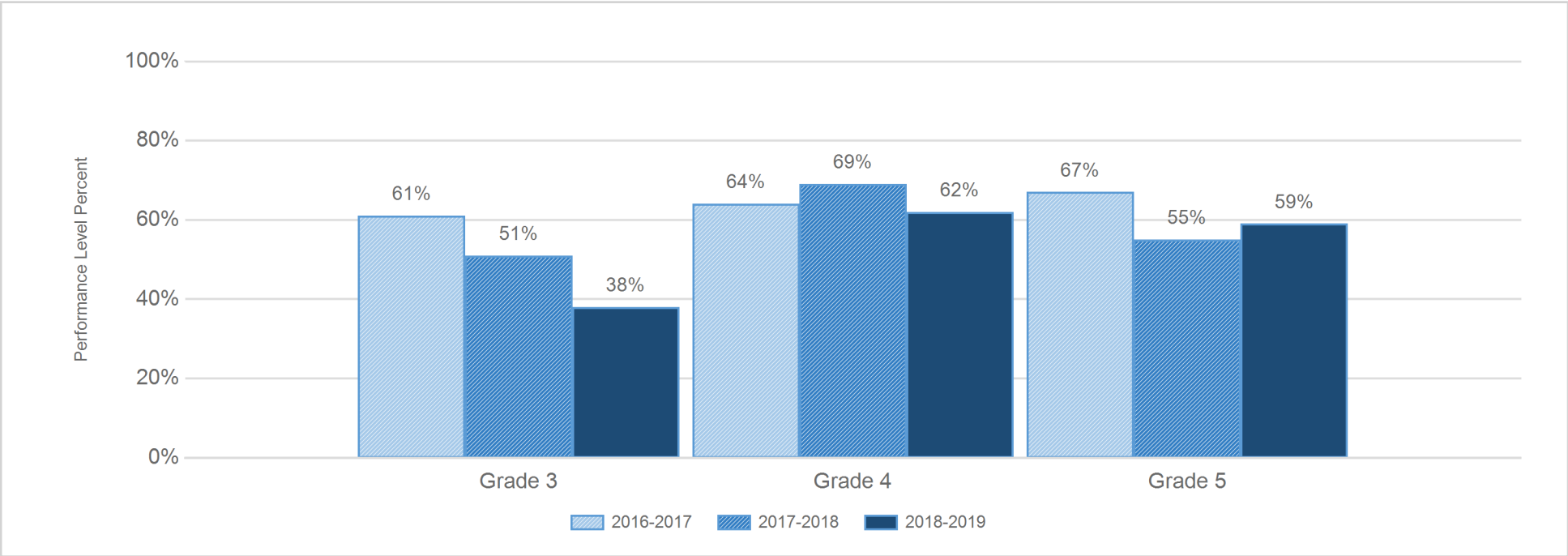


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	741	754	748	*	15%	38%	*	*	38%	50%
White	59	741	*	757	*	*	39%	37%	0%	37%	60%
Hispanic	10	741	746	734	*	*	*	*	*	40%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	763	756	*	*	*	*	*	*	58%
Female	35	751	761	753	*	*	40%	*	*	46%	55%
Male	37	731	747	743	*	*	35%	*	*	30%	46%
Economically Disadvantaged Students	13	739	737	731	*	*	*	*	*	31%	33%
Non-Economically Disadvantaged Students	59	741	756	759	*	*	*	*	*	39%	61%
Students with Disabilities	18	718	724	719	*	*	*	*	*	11%	24%
Students without Disabilities	54	748	762	754	*	*	*	*	*	46%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Harmony Elementary School

(25-3160-095)

Grades Offered: PK-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	756	761	755	*	20%	17%	*	*	62%	57%
White	53	756	762	763	*	19%	*	*	*	62%	67%
Hispanic	*	*	752	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	770	762	*	*	*	*	*	*	64%
Female	36	758	767	760	*	*	*	*	*	61%	62%
Male	30	753	756	750	*	*	*	*	*	63%	53%
Economically Disadvantaged Students	14	736	739	740	*	*	*	*	*	36%	40%
Non-Economically Disadvantaged Students	52	761	764	765	*	*	*	*	*	69%	69%
Students with Disabilities	17	728	728	725	*	*	*	*	*	24%	25%
Students without Disabilities	49	765	770	761	*	*	*	*	*	76%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Harmony Elementary School
 (25-3160-095)
 Grades Offered: PK-05
 2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	754	766	756	*	*	22%	*	*	59%	58%
White	52	754	767	764	*	*	25%	*	*	56%	68%
Hispanic	*	*	757	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	36	766	774	761	*	*	*	*	*	75%	64%
Male	28	740	758	750	*	*	*	*	*	39%	52%
Economically Disadvantaged Students	10	740	744	740	*	*	*	*	*	40%	39%
Non-Economically Disadvantaged Students	54	757	769	766	*	*	*	*	*	63%	69%
Students with Disabilities	19	725	737	724	*	*	*	*	*	26%	23%
Students without Disabilities	45	767	774	762	*	*	*	*	*	73%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	64	754	*	758	*	*	22%	*	*	59%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	*	*	*	723	*	*	*	*	*	*	26%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	200	100.0	59.0	52.4	44.5	59.0	64.9	Not Met
White	164	100.0	59.8	53.2	54.1	59.8	66.5	Not Met
Hispanic	24	100.0	58.3	42.4	28.8	58.3	54.5	Met Target
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	71.4	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	58.4	53.3	*	**	**
Female	105	100.0	57.1	51.1	44.9	57.1		
Male	95	100.0	61.1	53.7	44.2	61.1		
Economically Disadvantaged Students	37	100.0	37.8	22.4	26.3	37.8	44.6	Met Target†
Non-Economically Disadvantaged Students	163	100.0	63.8	56.2	54.9	63.8		
Students with Disabilities	54	100.0	25.9	18.1	17.4	25.9	36.1	Not Met
Students without Disabilities	146	100.0	71.2	61.4	50.0	71.2		
English Learners	*	*	*	39.7	25.0	*	**	**
Non-English Learners	*	*	*	52.5	46.5	*		
Homeless Students	*	*	*	22.5	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	50.0	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

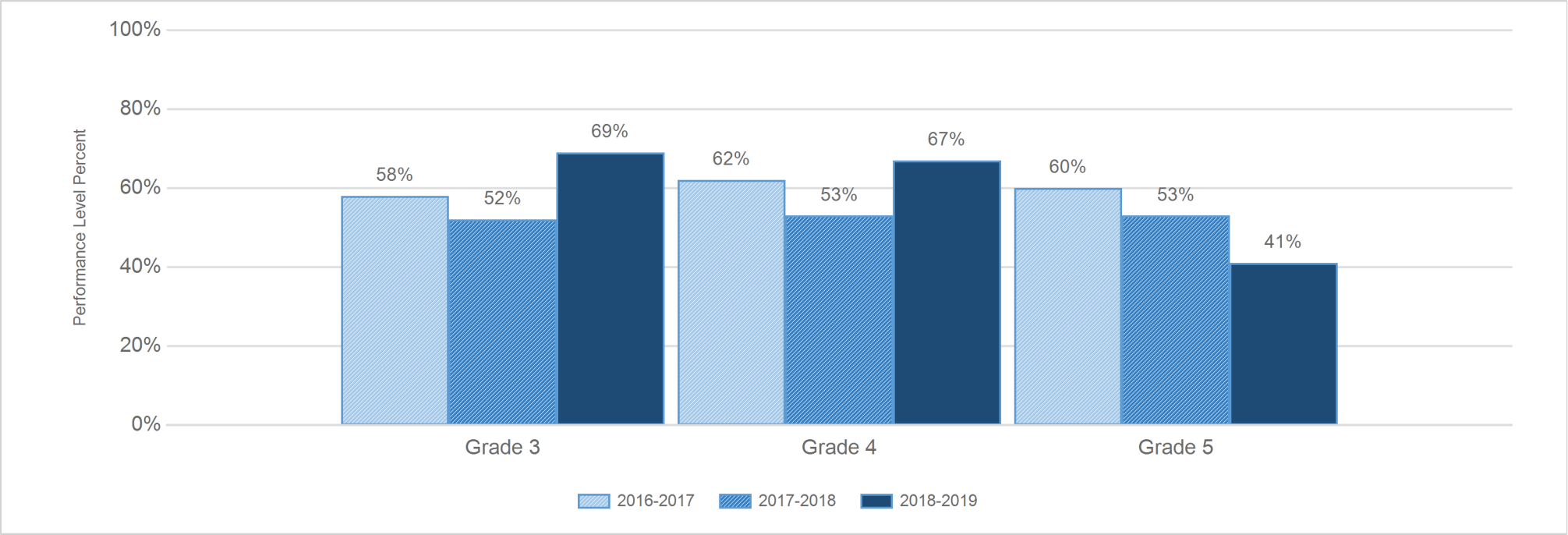


Harmony Elementary School
(25-3160-095)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	756	761	752	*	*	15%	*	*	69%	55%
White	59	757	*	760	*	*	*	*	*	75%	66%
Hispanic	10	755	755	739	*	*	*	*	*	60%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	766	758	*	*	*	*	*	*	62%
Female	35	761	763	751	*	*	*	*	*	69%	54%
Male	37	750	759	752	*	*	*	*	*	70%	56%
Economically Disadvantaged Students	13	746	738	737	*	*	*	*	*	54%	37%
Non-Economically Disadvantaged Students	59	758	764	761	*	*	*	*	*	73%	67%
Students with Disabilities	18	732	735	731	*	*	*	*	*	50%	31%
Students without Disabilities	54	764	768	756	*	*	*	*	*	76%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Harmony Elementary School

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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	66	755	757	749	*	*	20%	*	*	67%	51%
White	53	754	758	757	*	*	21%	*	*	66%	62%
Hispanic	*	*	745	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	771	754	*	*	*	*	*	*	58%
Female	36	749	755	749	*	*	*	*	*	58%	50%
Male	30	762	759	749	*	*	*	*	*	77%	52%
Economically Disadvantaged Students	14	733	733	734	*	*	*	*	*	36%	32%
Non-Economically Disadvantaged Students	52	761	760	759	*	*	*	*	*	75%	63%
Students with Disabilities	17	724	730	726	*	*	*	*	*	18%	25%
Students without Disabilities	49	766	764	754	*	*	*	*	*	84%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	739	754	747	17%	17%	25%	*	*	41%	47%
White	52	738	754	755	*	*	25%	*	*	40%	58%
Hispanic	*	*	749	735	*	*	*	*	*	*	30%
Black or African American	N	N	*	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	36	743	754	747	*	*	*	*	*	44%	47%
Male	28	732	753	747	*	*	*	*	*	36%	47%
Economically Disadvantaged Students	10	723	729	732	*	*	*	*	*	20%	27%
Non-Economically Disadvantaged Students	54	742	757	757	*	*	*	*	*	44%	59%
Students with Disabilities	19	711	728	725	*	*	*	*	*	11%	19%
Students without Disabilities	45	750	760	752	*	*	*	*	*	53%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	64	739	*	749	17%	17%	25%	*	*	41%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	*	*	*	716	*	*	*	*	*	*	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† 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	N	N	N
3-4	*	*	*
5 or more	N	N	N



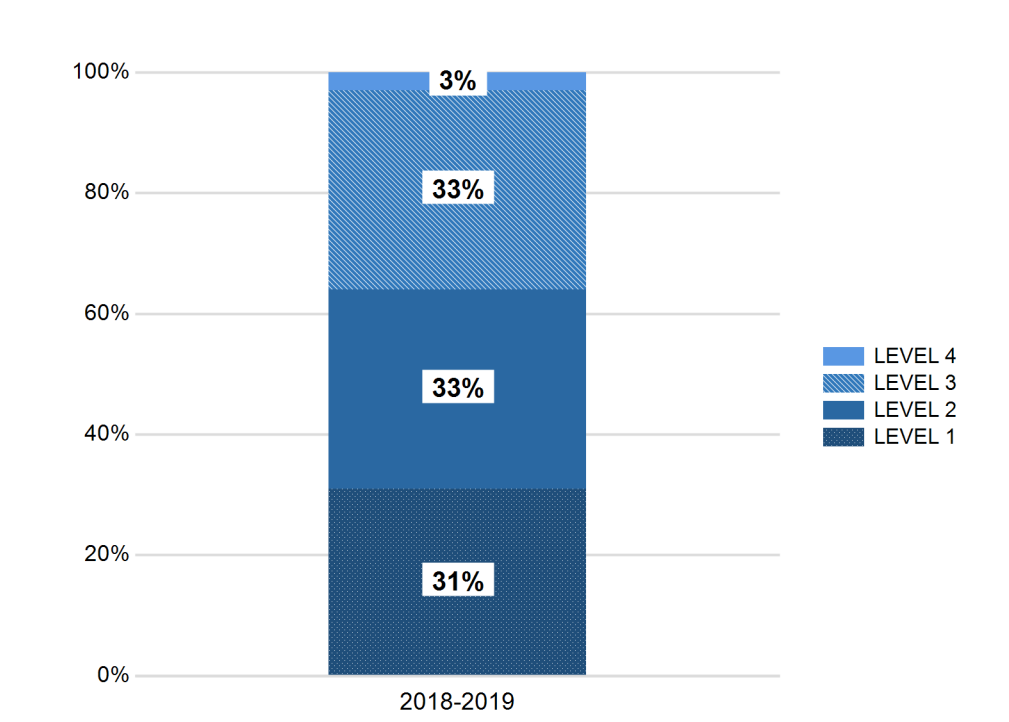
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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	31	33	33	3
White	35	29	33	4
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	28	31	36	6
Male	36	36	29	0
Economically Disadvantaged Students	60	20	10	10
Non-Economically Disadvantaged Students	26	35	37	2
Students with Disabilities	68	26	5	0
Students without Disabilities	16	36	44	4
English Learners	N	N	N	N
Non-English Learners	31	33	33	3
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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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.

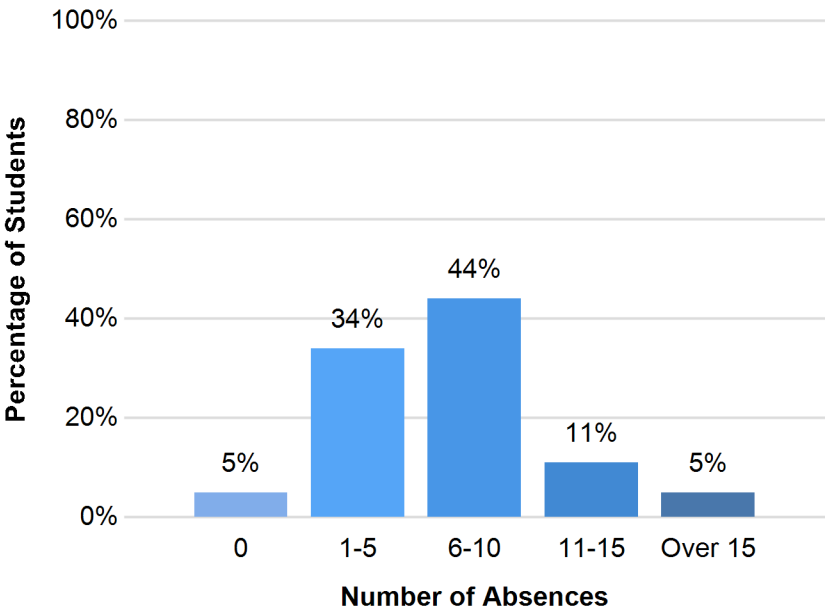
Chronic Absenteeism

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	8.9	Met
White	13	4.0	8.9	Met
Hispanic	1	2.2	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	9	4.5		
Male	5	2.6		
Economically Disadvantaged Students	6	10.9	8.9	Not Met
Students with Disabilities	6	6.7	8.9	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.





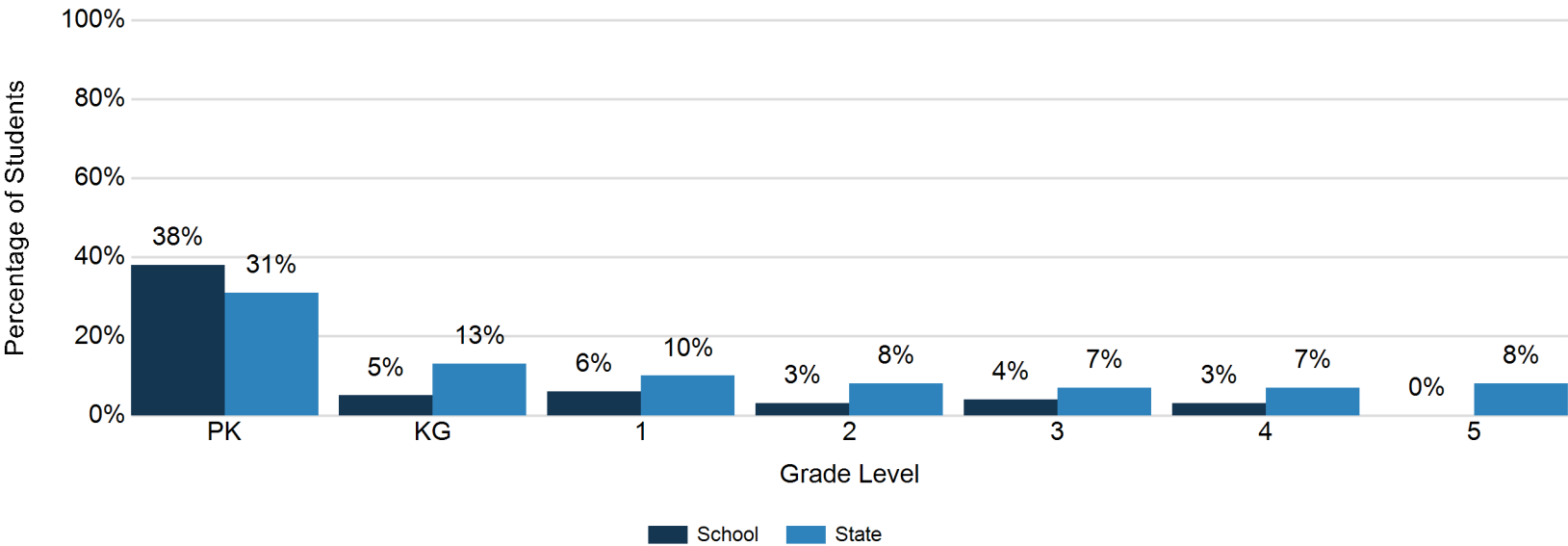
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Chronic Absenteeism by Grade

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)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.77

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	3	3
No Identified Nature	21		21

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	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	8:55 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 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	42	118,214
Average years experience in public schools	13.9	12.1
Average years experience in district	12.1	10.8
Percentage of Teachers with 4 or more years experience in the district	92.9%	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	49	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	10.3	12.0
Percentage of Administrators with 4 or more years experience in the district	77.6%	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	12:1
Students to Administrators	522:1	194:1
Teachers to Administrators	42:1	16:1
Students to Librarians/Media Specialists		1584:1
Students to Nurses		528:1
Students to Counselors		413:1
Students to Child Study Team Members		194:1



Harmony Elementary School
 (25-3160-095)
 Grades Offered: PK-05
 2018-2019

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.9%	90.5%	0.0%	48.4%	77.1%	54.9%
Male	53.1%	9.5%	100.0%	51.6%	22.9%	45.1%
White	82.0%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	10.7%	0.0%	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	2.5%	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	3.8%	0.0%	0.0%	2.1%	0.2%	0.2%



Harmony Elementary School
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2018-2019

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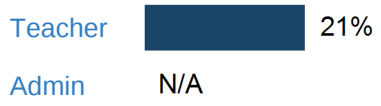
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Teachers and Administrators - Level of Education

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	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	97.9%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.5%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	63.7%	58.0%	52.0%
Math Proficiency	59.9%	52.8%	59.0%
ELA Growth	46	39	44
Math Growth	54	42	49
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	1.4%	0.7%	3.6%

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



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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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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:	- Curriculum includes GoMath, Reader's & Writer's Workshop Model for Instruction, and STEMscopes. - Strong emphasis on the incorporation of technology that includes 1:1 Chromebooks (3-5), iPads (PK-2), and Chrome Lab - We house the largest Pre-K population in the district with over 100 three & four year olds.
 Mission, Vision, Theme:	Harmony School believes that, "Fairness is giving a child what he/she needs, not treating them all the same."
 Awards, Recognition, Accomplishments:	Harmony School is proud to be a Common Sense Digital Citizenship Certified School and has earned NJ Future Ready Certification-Silver Status with Distinction.



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School Narrative

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 Courses, Curriculum, Instruction:	The teachers differentiate instruction and modify/adapt curriculum units to provide an interdisciplinary program. We use a workshop based literacy program that integrates the main components of Reader's Workshop utilizing authentic literature and informational text, word work and guided reading during instruction. Formal writing instruction is through the workshop model of instruction. Harmony utilizes the district adopted Go Math program and STEMscope curriculum in Science to address the state learning standards.
 Clubs and Activities:	Fitness Club, Girls on The Run, Girls Who Code Club, Garden Club, Y-Clubs After School Clubs, Snapology Club, Theater Week (Drama Club) and Technology Club.



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School Narrative

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 Before and After School Programs:	Harmony School offers YMCA Before & Aftercare for students in grades K-5. Academically, we offer students the opportunity to compete in our Super Bowl of Reading event and March Mathness competition where students acquire points towards individual and classroom awards.
 Staff and Professional Learning:	Harmony School offers a comprehensive education rooted in the belief that students will become life-long problem solvers. Staff learning is extended through professional development where a school based committee reviews data to suggest deeper content understanding.



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School Narrative

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 Student Supports and Services:	Harmony School includes two pre-school disabled classes, eight sections of integrated pre-school, three LLD classes, ICR sections at each K-5 grade level, Resource Room for grades 2-5, and an I&RS committee. Student interventions are approached in a Tiered Model.
 Student Health and Wellness:	Harmony School offers Fit Club to all K-5 students. In addition, we promote overall wellness with planned Brain Breaks throughout the school day, and we host an Annual PINK & BLUE day to raise awareness for cancer. Recess time at Harmony is 20 minutes minimally with one of the most used pieces of playground equipment in the Township both during and after school.
 Parent and Community Involvement:	Harmony School has a local PTO that is extremely involved with the school. Meetings are typically held twice a month with an evening and morning time offered. Our largest fundraising event is the Annual Basket Auction held each October where the PTO raises funds to pay for class trips, enrichment programs, as well as student and family activities. Our parents also run the school library where students can select from a recently updated catalogue.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Harmony School partnered with Rutgers University and the NJDOE in the School Climate Transformation Project. This three year partnership will offer Harmony staff and stakeholders an in-depth look at the culture & climate of the school. A climate action plan will be developed during the 2019-2020 academic year. In the subsequent years Harmony will implement the action plan and share experiences with other districts throughout the state.
 Facilities:	Harmony School was built in 1961 and has had four principals in that time with Mr. Erik M. Paulson being the most current since January 2011. We have an extensively used All Purpose Room, Chrome Lab, and two state of the art conference rooms. Each classroom is air conditioned. The most recent large scale facility project included adding solar panels to our entire roof to promote clean-green energy consumption.
 School Safety:	The Middletown School District continues to put student and staff safety as its top priority. We work collaboratively with police and other emergency management personnel to develop and carry out our strategic school safety and security plans and ensure maximum effectiveness and efficiency in allocating security resources. Student social and emotional learning is a focus at every level in order to promote a positive and safe school climate. Our programs and practices include Responsive Classroom, character education, individual and group counseling by mental health professionals, student and staff training, in-district therapeutic programs provided by the YMCA, crisis management teams, partnerships with community mental health organizations and other efforts to promote student self-regulation, social awareness, interpersonal skills and responsible decision making.

School Narrative

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

 Technology and STEM:	District initiatives based on technology and STEM are supported through daily innovative practices within our classrooms. Student driven hands on activities, that include coding, robotics, engineering and design, inspire students to demonstrate creativity, explore 21st century topics, generate projects of interest and develop deeper understandings that prepare them for future academic success. Our schools are equipped for 21st century learners. Technology, such as SMART Boards, Chromebooks, iPads, and document cameras are utilized to engage learners and enhance learning. Students in grades 3-12 each have been assigned a Chromebook and actively work in a 1:1 digital environment on a daily basis.
 Early Childhood Education:	The Middletown Township Preschool Program utilizes The Creative Curriculum- Teaching Strategies GOLD for Preschool. This curriculum is scientifically researched based, approved by the New Jersey Department of Education, Division of Early Childhood Education and aligned with the New Jersey Preschool Teaching and Learning Standards. The Creative Curriculum provides hands-on learning with best practices for developmentally appropriate activities.



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 Other Information	We believe that a student's education encompasses more than just academic success. Our students' social emotional health as well as the school's positive culture & climate impact our students' success. Responsive Classroom is an evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness. As we move towards full adoption of Responsive Classroom philosophies and practices, our current focus is on mastering the Morning Meeting component. Students' academic success is credited to students, teachers and parents working together as a cohesive group. The teachers differentiate instruction and modify/adapt curriculum to provide an interdisciplinary program with an emphasis on personalized learning. Our workshop based literacy program integrates the main components of Reader's Workshop using authentic literature and informational text, word work and guided reading. Formal writing instruction is taught through the workshop model of instruction. We utilize the district adopted Go Math program. Math skills and concepts are supported with hands-on approaches to foster understanding and an appreciation for the world of numbers. Technology engages learners and enhances student learning. Students in grades 3-5 each have been assigned a Chromebook and actively work in a 1:1 digital environment on a daily basis. The special subjects provide the children many motivating learning experiences. Art classes study the products of the masters and engage students in activities of individual artistic expression. During physical education the children stretch, run and jump to help develop young bones and muscles. Vocal and instrumental music classes provide the opportunity for students to develop a love of music, and students receive instruction in World Language to acquire basic knowledge of the Spanish language as well as the rich culture.
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Leonardo Elementary School
(25-3160-110)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Leonardo Elementary School
(25-3160-110)
Grades Offered: KG-05
2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Middletown Township Public School District
Principal Name	Mr. Peter Smith
Address	14 HOSFORD AVENUE LEONARDO, NJ 07737-1797
Phone Number	732-291-1330
Email Address	smithp@middletownk12.org
Website	https://www.middletownk12.org/Domain/11
Twitter	https://twitter.com/LeonardoBearsNJ



Leonardo Elementary School

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2018-2019

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
KG	38	42	37
1	45	37	48
2	44	47	40
3	45	43	51
4	41	42	51
5	36	42	47
Total	249	253	274

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	43.0%	46.6%	46.4%
Male	57.0%	53.4%	53.6%
Economically Disadvantaged Students	17.7%	14.6%	19.0%
Students with Disabilities	14.9%	13.8%	20.8%
English Learners	2.4%	1.6%	2.9%
Homeless Students	0.4%	0.8%	2.2%
Students in Foster Care	0.0%	0.4%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	80.7%	81.8%	81.8%
Hispanic	9.2%	8.3%	9.1%
Black or African American	2.4%	2.4%	3.3%
Asian	3.2%	3.2%	2.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.4%	0.4%	0.0%
Two or More Races	4.0%	4.0%	3.6%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	38	42	37

Enrollment by Home Language

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

Home Language	% of Students
English	97.4%
Spanish	2.2%
Other Languages	0.4%



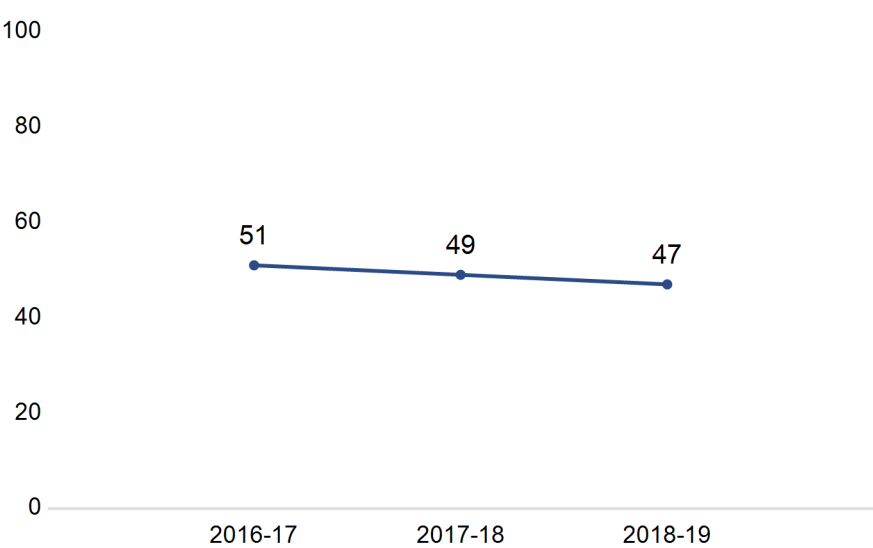
Leonardo Elementary School
(25-3160-110)
Grades Offered: KG-05
2018-2019

Report Key:
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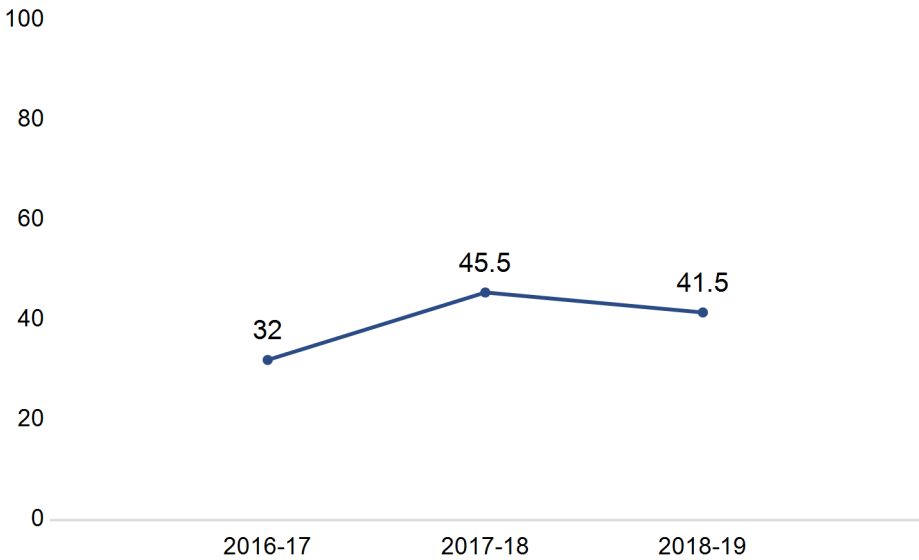
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51	49	47	32	45.5	41.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Leonardo Elementary School

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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	47	55	50	Met Standard	41.5	51	50	Met Standard
White	49	55	50	Met Standard	41	51	52	Met Standard
Hispanic	*	55	49	**	*	50.5	47	**
Black or African American	*	39	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	*	62	59	**	*	58.5	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	N	66	49	**	N	56.5	52	**
Female	55	59	53	N	34	49	50	N
Male	43.5	52	47	N	46	53	51	N
Economically Disadvantaged Students	36	49	48	**	29	44.5	46	**
Students with Disabilities	30	47	43	Not Met	35.5	47	45	Not Met
English Learners	*	64	52	**	*	55	50	**
Homeless Students	*	58	43	N	*	49.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	67.5	49	N	N	*	51	N
Migrant Students	N	*	47	N	N	*	51	N



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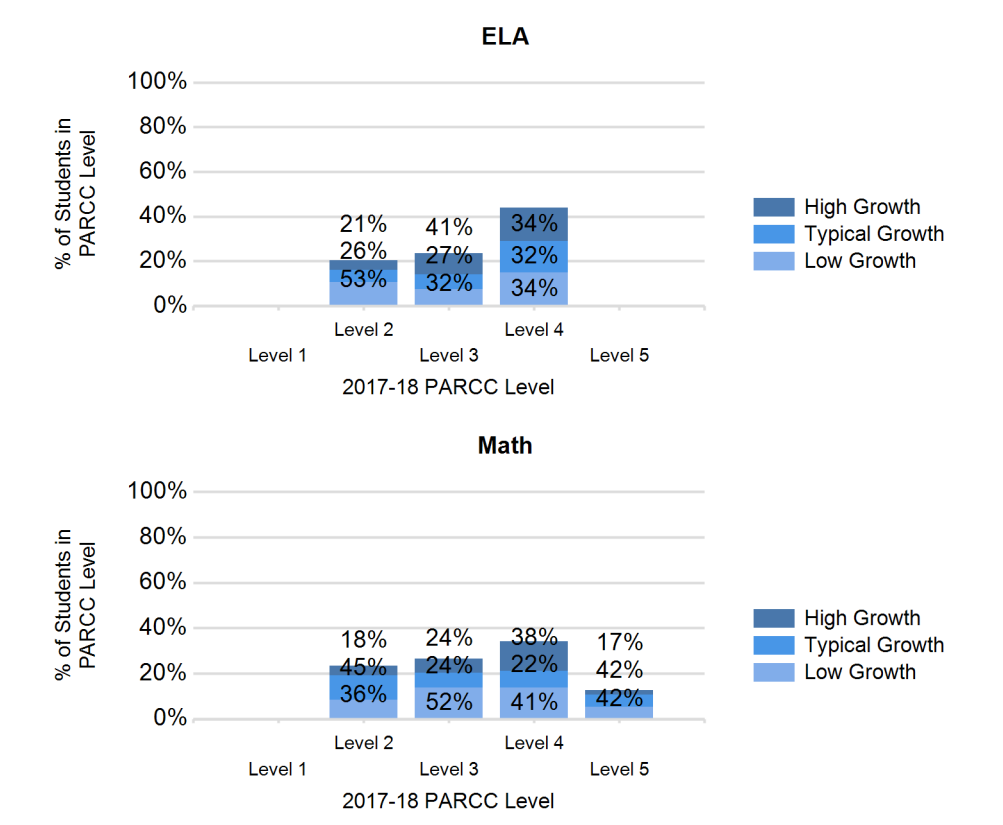
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

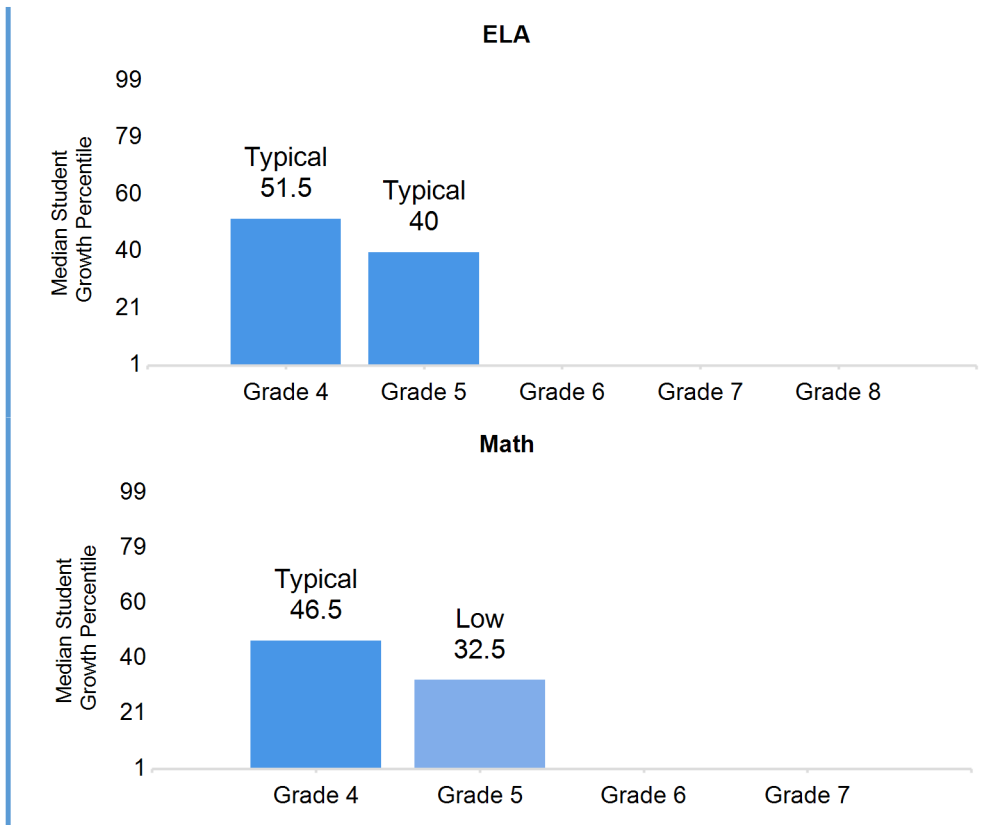
Student Growth by Performance Level

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



Student Growth by Grade

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



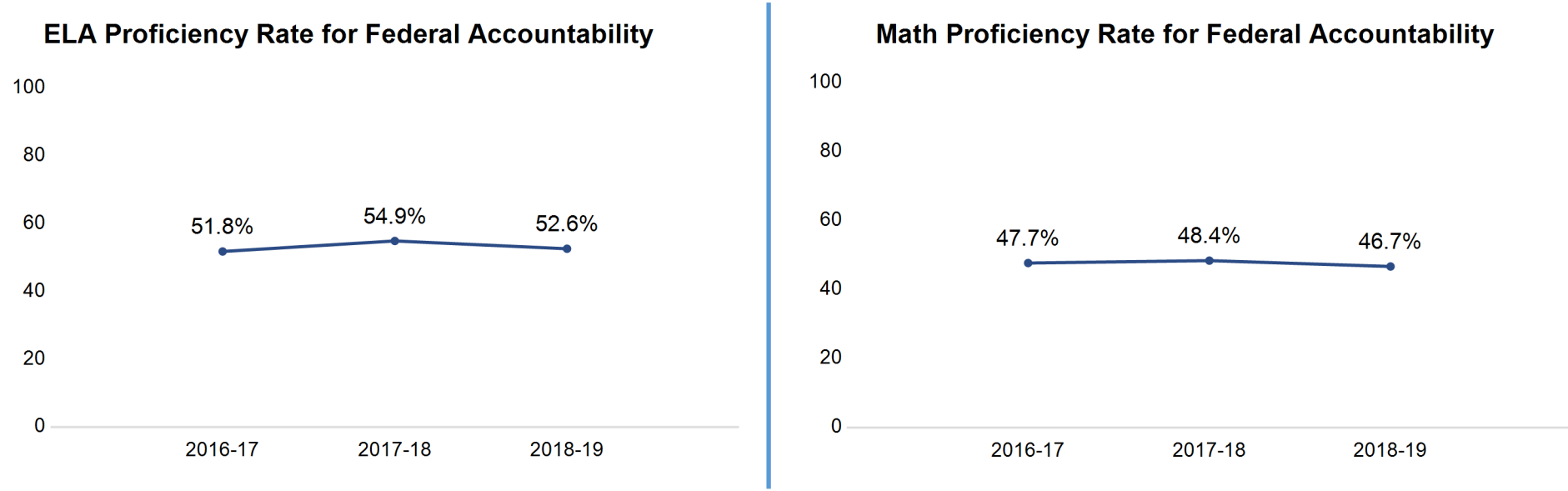


Leonardo Elementary School
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2018-2019

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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	93.7%	94.0%	98.7%	94.5%	95.5%	98.7%
Proficiency Rate for Federal Accountability	51.8%	54.9%	52.6%	47.7%	48.4%	46.7%
Annual Target	56.0%	57.2%	58.5%	51.5%	53.0%	54.5%
Met Annual Target?	Met Target†	Met Target†	Met Target†	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	152	98.7	52.6	65.0	57.9	52.6	58.5	Met Target†
White	124	98.4	51.6	65.4	66.9	51.6	56.7	Met Target†
Hispanic	13	100.0	46.2	59.5	43.9	46.2	**	**
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	80.9	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	69.0	64.4	*	**	**
Female	65	98.5	55.4	72.4	64.8	55.4		
Male	87	98.9	50.6	57.6	51.3	50.6		
Economically Disadvantaged Students	35	97.2	31.4	40.8	40.0	31.4	28	Met Target
Non-Economically Disadvantaged Students	117	99.2	59.0	68.1	67.9	59.0		
Students with Disabilities	38	97.4	18.4	*	22.7	18.4	14.7	Met Target
Students without Disabilities	114	99.1	64.0	*	65.1	64.0		
English Learners	*	*	*	58.1	29.3	*	**	**
Non-English Learners	*	*	*	65.1	60.6	*		
Homeless Students	*	*	*	42.5	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	72.2	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

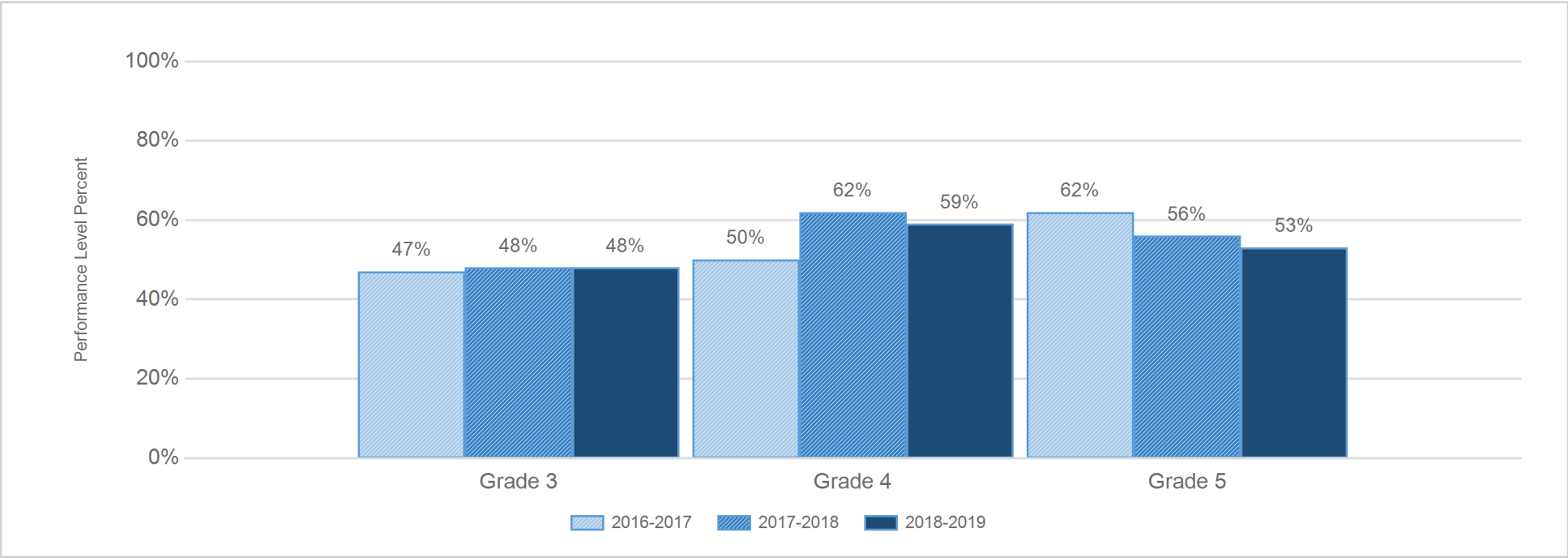


Leonardo Elementary School
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English Language Arts Assessment - Performance Trends

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





Leonardo Elementary School

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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	52	745	754	748	*	*	27%	*	*	48%	50%
White	38	742	*	757	*	*	32%	*	*	42%	60%
Hispanic	*	*	746	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	*	*	763	756	*	*	*	*	*	*	58%
Female	20	737	761	753	*	*	*	*	*	40%	55%
Male	32	750	747	743	*	*	*	*	*	53%	46%
Economically Disadvantaged Students	14	734	737	731	*	*	*	*	*	21%	33%
Non-Economically Disadvantaged Students	38	749	756	759	*	*	*	*	*	58%	61%
Students with Disabilities	11	724	724	719	*	*	*	*	*	27%	24%
Students without Disabilities	41	751	762	754	*	*	*	*	*	54%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	755	761	755	*	25%	*	35%	24%	59%	57%
White	44	757	762	763	*	23%	*	36%	25%	61%	67%
Hispanic	*	*	752	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	N	N	770	762	N	N	N	N	N	N	64%
Female	21	772	767	760	*	*	*	*	*	71%	62%
Male	30	743	756	750	*	*	*	*	*	50%	53%
Economically Disadvantaged Students	13	724	739	740	*	*	*	*	*	31%	40%
Non-Economically Disadvantaged Students	38	765	764	765	*	*	*	*	*	68%	69%
Students with Disabilities	15	716	728	725	*	*	*	*	*	20%	25%
Students without Disabilities	36	771	770	761	*	*	*	*	*	75%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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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	47	751	766	756	*	*	30%	*	*	53%	58%
White	40	752	767	764	*	*	30%	*	*	53%	68%
Hispanic	*	*	757	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	23	759	774	761	*	*	*	*	*	57%	64%
Male	24	744	758	750	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	*	*	744	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	769	766	*	*	*	*	*	*	69%
Students with Disabilities	10	721	737	724	*	*	*	*	*	10%	23%
Students without Disabilities	37	759	774	762	*	*	*	*	*	65%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	*	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	152	98.7	46.7	52.4	44.5	46.7	54.5	Not Met
White	124	98.4	46.0	53.2	54.1	46.0	53.7	Not Met
Hispanic	13	100.0	38.5	42.4	28.8	38.5	**	**
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	71.4	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	58.4	53.3	*	**	**
Female	65	98.5	41.5	51.1	44.9	41.5		
Male	87	98.9	50.6	53.7	44.2	50.6		
Economically Disadvantaged Students	35	97.2	25.7	22.4	26.3	25.7	40.7	Not Met
Non-Economically Disadvantaged Students	117	99.2	53.0	56.2	54.9	53.0		
Students with Disabilities	38	97.4	13.2	18.1	17.4	13.2	18.2	Met Target†
Students without Disabilities	114	99.1	57.9	61.4	50.0	57.9		
English Learners	*	*	*	39.7	25.0	*	**	**
Non-English Learners	*	*	*	52.5	46.5	*		
Homeless Students	*	*	*	22.5	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	50.0	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

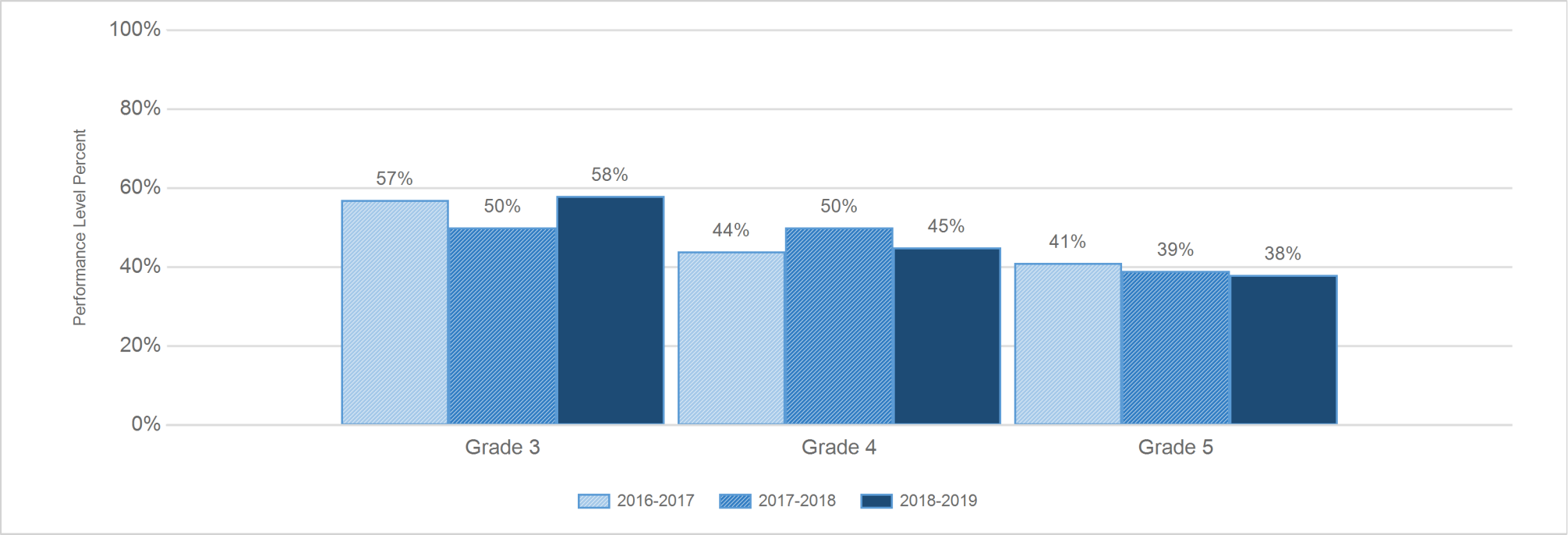


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Mathematics Assessment – Performance Trends

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	52	755	761	752	*	*	27%	*	*	58%	55%
White	38	753	*	760	*	*	32%	*	*	53%	66%
Hispanic	*	*	755	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	*	*	766	758	*	*	*	*	*	*	62%
Female	20	749	763	751	*	*	*	*	*	40%	54%
Male	32	758	759	752	*	*	*	*	*	69%	56%
Economically Disadvantaged Students	14	740	738	737	*	*	*	*	*	50%	37%
Non-Economically Disadvantaged Students	38	760	764	761	*	*	*	*	*	61%	67%
Students with Disabilities	11	733	735	731	*	*	*	*	*	27%	31%
Students without Disabilities	41	760	768	756	*	*	*	*	*	66%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Leonardo Elementary School
(25-3160-110)
Grades Offered: KG-05
2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	745	757	749	*	*	27%	*	*	45%	51%
White	44	744	758	757	*	*	32%	45%	0%	45%	62%
Hispanic	*	*	745	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	771	754	N	N	N	N	N	N	58%
Female	21	749	755	749	*	*	*	*	*	52%	50%
Male	30	742	759	749	*	*	*	*	*	40%	52%
Economically Disadvantaged Students	13	721	733	734	*	*	*	*	*	15%	32%
Non-Economically Disadvantaged Students	38	753	760	759	*	*	*	*	*	55%	63%
Students with Disabilities	15	716	730	726	*	*	*	*	*	13%	25%
Students without Disabilities	36	756	764	754	*	*	*	*	*	58%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Leonardo Elementary School
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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	47	742	754	747	*	21%	30%	*	*	38%	47%
White	40	745	754	755	*	*	28%	*	*	43%	58%
Hispanic	*	*	749	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	23	742	754	747	*	*	*	*	*	35%	47%
Male	24	742	753	747	*	*	*	*	*	42%	47%
Economically Disadvantaged Students	*	*	729	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	757	757	*	*	*	*	*	*	59%
Students with Disabilities	10	713	728	725	*	*	*	*	*	*	19%
Students without Disabilities	37	749	760	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† 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	*	*	*



Leonardo Elementary School

(25-3160-110)

Grades Offered: KG-05

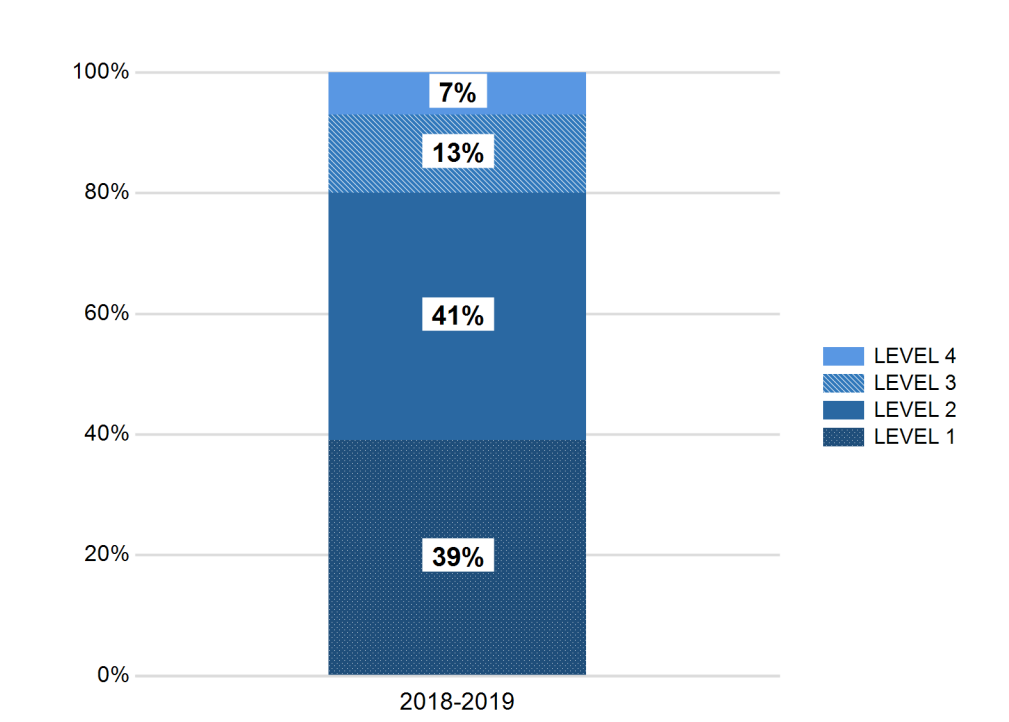
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



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	39	41	13	7
White	38	38	15	8
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	43	43	9	4
Male	35	39	17	9
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	73	27	0	0
Students without Disabilities	29	46	17	9
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



Leonardo Elementary School

(25-3160-110)

Grades Offered: KG-05

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.

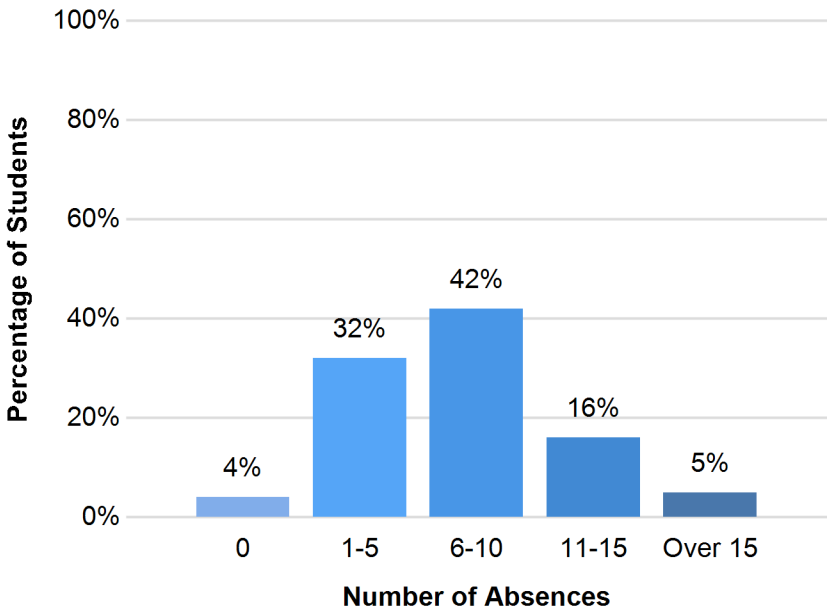
Chronic Absenteeism

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	8	2.9	8.9	Met
White	6	2.6	8.9	Met
Hispanic	2	8.3	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	4	3.2		
Male	4	2.7		
Economically Disadvantaged Students	2	3.8	8.9	Met
Students with Disabilities	3	5.1	8.9	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





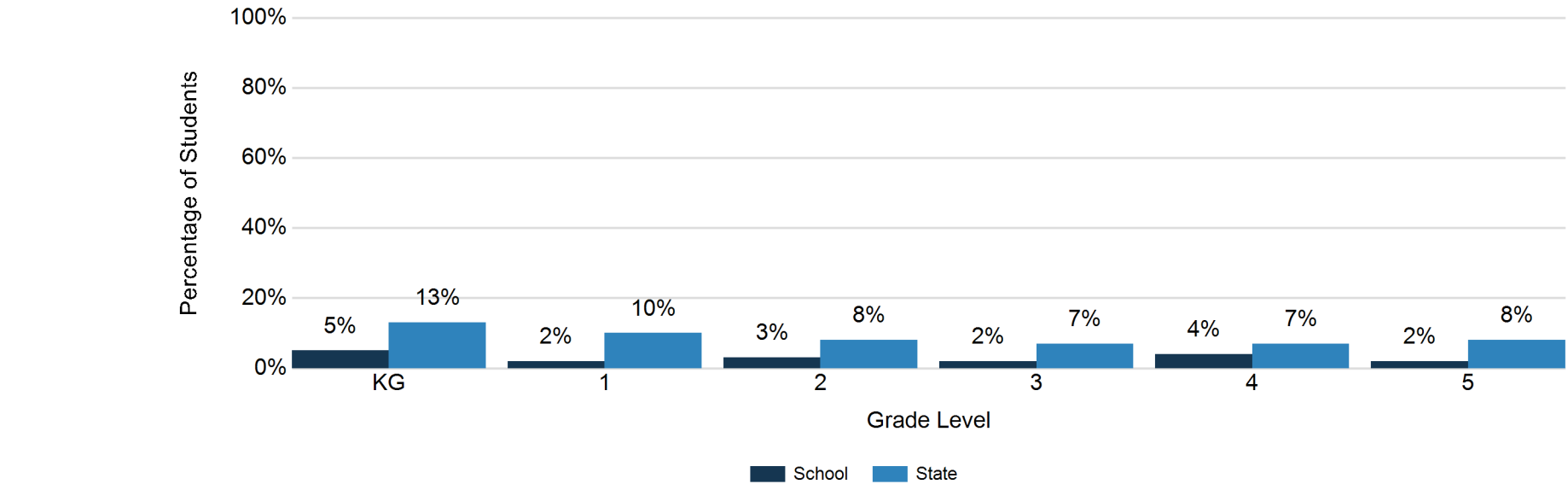
Leonardo Elementary School
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Chronic Absenteeism by Grade

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





Leonardo Elementary School

(25-3160-110)

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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

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	2	0	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	12		12

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
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

*



Leonardo Elementary School

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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 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	1.1:1



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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	28	118,214
Average years experience in public schools	13.1	12.1
Average years experience in district	9.8	10.8
Percentage of Teachers with 4 or more years experience in the district	67.9%	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	49	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	10.3	12.0
Percentage of Administrators with 4 or more years experience in the district	77.6%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	274:1	194:1
Teachers to Administrators	28:1	16:1
Students to Librarians/Media Specialists		1584:1
Students to Nurses		528:1
Students to Counselors		413:1
Students to Child Study Team Members		194:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.4%	92.9%	0.0%	48.4%	77.1%	54.9%
Male	53.6%	7.1%	100.0%	51.6%	22.9%	45.1%
White	81.8%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	9.1%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.2%	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	3.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

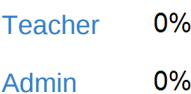
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	97.9%	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	97.1%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



Leonardo Elementary School

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2018-2019

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

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

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	51.8%	54.9%	52.6%
Math Proficiency	47.7%	48.4%	46.7%
ELA Growth	51	49	47
Math Growth	32	46	42
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	2.4%	0.4%	2.9%

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



Leonardo Elementary School
(25-3160-110)
Grades Offered: KG-05
2018-2019

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

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

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

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

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



Leonardo Elementary School

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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



Highlights:

- Curriculum includes Readers and Writers Workshop models of literacy instruction, GO Math and STEMscopes for science.
- Strong emphasis on incorporation of technology. 1:1 Chromebooks (grades 3-5), Ipads (K-2) and installation of new media center (library/computer lab).
- Leonardo Elementary School offers a full least restrictive continuum of special education services.



Mission, Vision, Theme:

At Leonardo Elementary School we place value in the academic and social development of each child. Partnering with our diverse community, we provide personalized learning experiences to create opportunities for each child's growth. Marrying a neighborhood schoolhouse culture to the best teaching practices of the 21st century, our professional and support staff is committed to innovative and strong delivery of instruction in all content areas.



Awards, Recognition, Accomplishments:

Leonardo Elementary School is proud to be a Common Sense Digital Citizenship Certified School and has earned NJ Future Ready Certification-Silver Status with Distinction. Leonardo Grade School has installed a Book Vending Machine.
<http://newjersey.news12.com/clip/14920508/education-matters-new-vending-machine-at-middletown-school-filled-with-books>



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Courses, Curriculum, Instruction:	Our teachers differentiate instruction and modify/adapt curriculum units to provide an interdisciplinary program. We use a workshop based literacy program that integrates the main components of Reader's Workshop utilizing authentic literature and informational text, word work and guided reading during instruction. Formal writing instruction is through the workshop model of instruction. Leonardo utilizes the district adopted Go Math program and STEMscope to address the NGSS.
Clubs and Activities:	Students at Leonardo School participate in after-school activities including Fitness Club, Technology Club and play production.



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 Before and After School Programs:	Leonardo Grade School offers before and after school learning opportunities that provide targeted instruction to bolster student achievement. The Before/After School Academy is also offered for students in grades 3-5 for approximately 12 weeks.
 Staff and Professional Learning:	Teachers are engaged in purposeful and personalized professional learning experiences throughout the year. Within the district, structures have been put in place to support teachers as they participate in professional growth opportunities such as independent studies, personalized reflective practice experiences, job-embedded professional learning, micro-credentialing and teacher-facilitated conversations as they work towards individualized professional learning goals. All teachers also participate on an ongoing basis in Professional Learning Community work, which is spearheaded by the leadership of designated Learning Design Teams within each building. Learning Design Teams lead building-level experiences, through a PLC-like structure, that stimulate professional dialogue to inform decision-making and increase instructional capacity to positively impact student outcomes.



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Student Supports and Services:

There are many special education services offered at Leonardo along with a comprehensive I&RS Program. A full time Social Behavior Support Specialist and LDTC provide counseling/group sessions for students in need.



Student Health and Wellness:

The school nurse runs CATCH Club Fitness programs two mornings per week for various grades. The students have Physical Education one time per week and engage in Teacher Directed Physical Education on a daily basis. A daily breakfast program is offered. YMCA conducts weekly clinical counseling at Leonardo Grade School.



Parent and Community Involvement:

Leonardo has a very strong PTA that works tirelessly to provide students with amazing extra-curricular experiences. In conjunction with the Principal, they host events and meetings to increase the home-school connection.



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 Climate Surveys:	Our School Saftey Team annually disseminates a Climate Survey to all stakeholders. Feedback is used to drive initiatives.
 Facilities:	Leonardo Elementary School is located on the bay shore of Middletown Township, New Jersey. One of twelve elementary schools in our district, Leonardo is home to a full day kindergarten through 5th grade school with approximately 310 students.
 School Safety:	The Middletown School District continues to put student and staff safety as its top priority. We work collaboratively with police and other emergency management personnel to develop and carry out our strategic school safety and security plans and ensure maximum effectiveness and efficiency in allocating security resources. Student social and emotional learning is a focus at every level in order to promote a positive and safe school climate. Our programs and practices include Responsive Classroom, character education, individual and group counseling by mental health professionals, student and staff training, crisis management teams, partnerships with community mental health organizations and other efforts to promote student self-regulation, social awareness, interpersonal skills and responsible decision making.



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Technology and STEM:	District initiatives based on technology and STEM are supported through daily innovative practices within our classrooms. Student driven hands on activities, that include coding, robotics, engineering and design, inspire students to demonstrate creativity, explore 21st century topics, generate projects of interest and develop deeper understandings that prepare them for future academic success. Leonardo is equipped for 21st century learners. Technology, such as SMART Boards, Chromebooks, iPads, and document cameras are utilized to engage learners and enhance learning. Students in grades 3-5 each have been assigned a Chromebook and actively work in a 1:1 digital environment on a daily basis. Beyond the classroom, Harmony offers students opportunities to deepen their understanding through the Technology club.
Early Childhood Education:	Leonardo Elementary School has a full time kindergarten program. Students in Kindergarten learn through interactive lessons that will help build a strong foundation for future academic success.



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 Other Information	We believe that a student's education encompasses more than just academic success. Our students' social emotional health as well as the school's positive culture & climate impact our students' success. Responsive Classroom is an evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness. As we move towards full adoption of Responsive Classroom philosophies and practices, our current focus is on mastering the Morning Meeting component. Students' academic success is credited to students, teachers and parents working together as a cohesive group. The teachers differentiate instruction and modify/adapt curriculum to provide an interdisciplinary program with an emphasis on personalized learning. Our workshop based literacy program integrates the main components of Reader's Workshop using authentic literature and informational text, word work and guided reading. Formal writing instruction is taught through the workshop model of instruction. We utilize the district adopted Go Math program. Math skills and concepts are supported with hands-on approaches to foster understanding and an appreciation for the world of numbers. Technology engages learners and enhances student learning. Students in grades 3-5 each have been assigned a Chromebook and actively work in a 1:1 digital environment on a daily basis. The special subjects provide the children many motivating learning experiences. Art classes study the products of the masters and engage students in activities of individual artistic expression. During physical education the children stretch, run and jump to help develop young bones and muscles. Vocal and instrumental music classes provide the opportunity for students to develop a love of music, and students receive instruction in World Language to acquire basic knowledge of the Spanish language as well as the rich culture.
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Lincroft Elementary School
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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:



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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Middletown Township Public School District
Principal Name	Mr. Daniel Imbimbo
Address	729 NEWMAN SPRINGS ROAD LINCROFT, NJ 07738-1596
Phone Number	732-741-5838
Email Address	imbimbod@middletownk12.org
Website	https://www.middletownk12.org/Domain/12
Facebook	https://www.facebook.com/pages/Lincroft-Elementary-School/126779267369092?scrlybrkr
Twitter	https://twitter.com/LincroftSchool



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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
KG	61	55	75
1	75	70	61
2	60	79	75
3	76	65	81
4	88	83	68
5	84	91	92
Total	444	443	452

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

Student Group	2016-17	2017-18	2018-19
Female	50.5%	50.6%	48.2%
Male	49.5%	49.4%	51.8%
Economically Disadvantaged Students	1.8%	2.0%	1.5%
Students with Disabilities	15.5%	14.2%	14.4%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.2%	0.0%
Students in Foster Care	0.0%	0.2%	0.0%
Military-Connected Students	0.0%	0.2%	0.2%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	93.2%	92.6%	89.2%
Hispanic	3.2%	4.1%	5.3%
Black or African American	0.2%	0.0%	0.2%
Asian	1.4%	1.4%	1.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	1.8%	1.8%	3.3%

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
KG - Half Day	0	0	0
KG - Full Day	61	55	75

Enrollment by Home Language

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

Home Language	% of Students
English	99.6%
Other Languages	0.4%



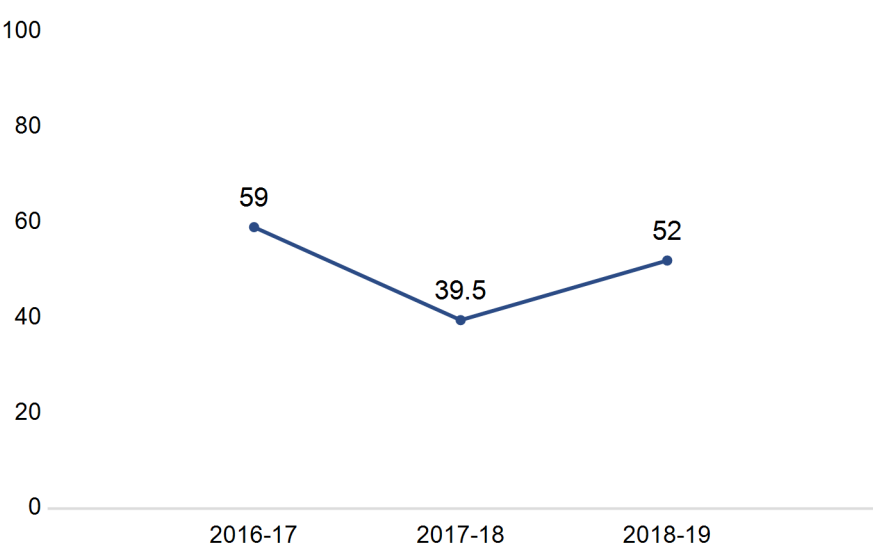
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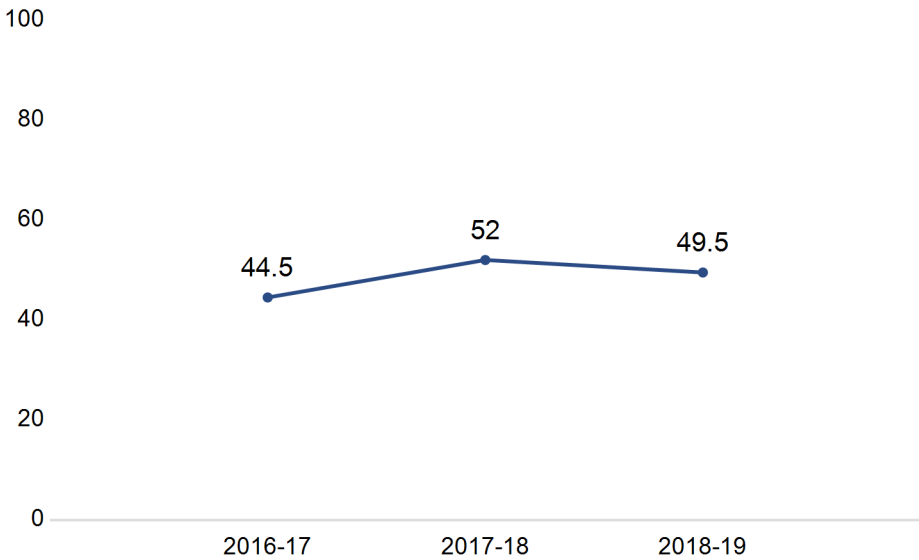
Student Growth Trends and Progress

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	59	39.5	52	44.5	52	49.5
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	52	55	50	Met Standard	49.5	51	50	Met Standard
White	52	55	50	Met Standard	49	51	52	Met Standard
Hispanic	*	55	49	**	*	50.5	47	**
Black or African American	N	39	45	**	N	46	43	**
Asian, Native Hawaiian, or Pacific Islander	*	62	59	**	*	58.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	66	49	**	*	56.5	52	**
Female	63	59	53	N	45	49	50	N
Male	48	52	47	N	60	53	51	N
Economically Disadvantaged Students	*	49	48	**	*	44.5	46	**
Students with Disabilities	49.5	47	43	Met Standard	44.5	47	45	Met Standard
English Learners	N	64	52	**	N	55	50	**
Homeless Students	N	58	43	N	N	49.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	67.5	49	N	*	*	51	N
Migrant Students	N	*	47	N	N	*	51	N



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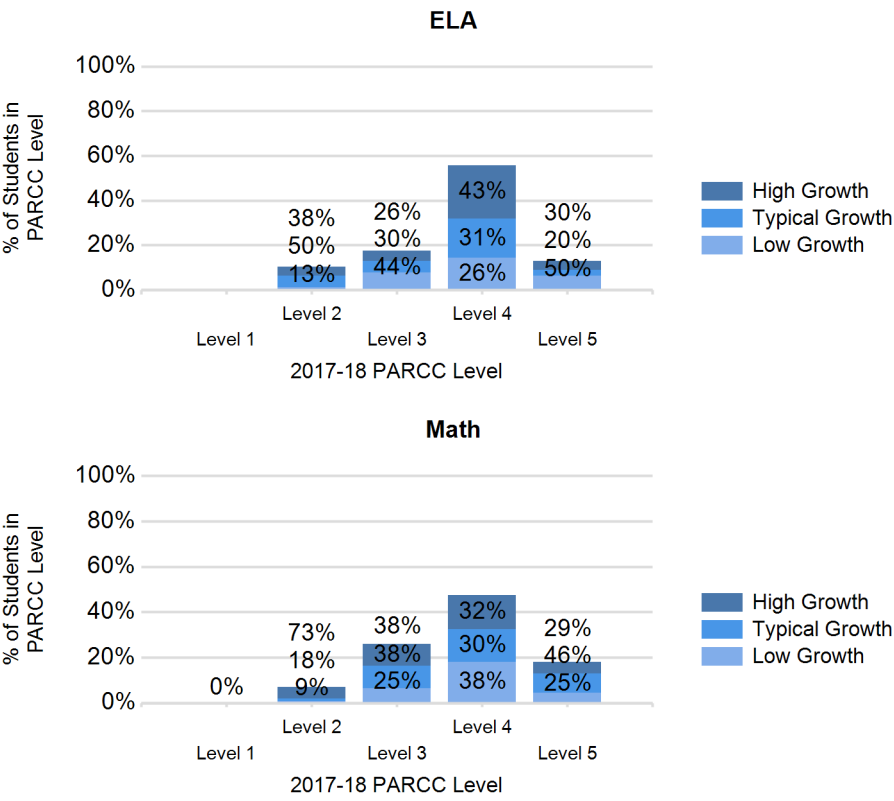
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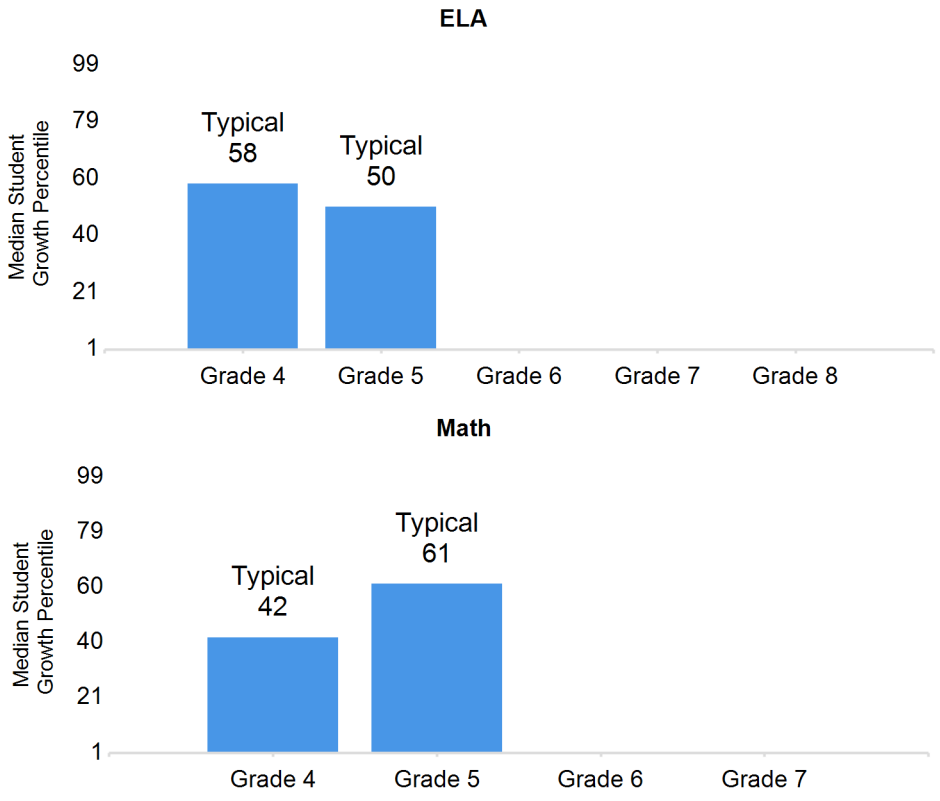
Student Growth by Performance Level

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



Student Growth by Grade

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



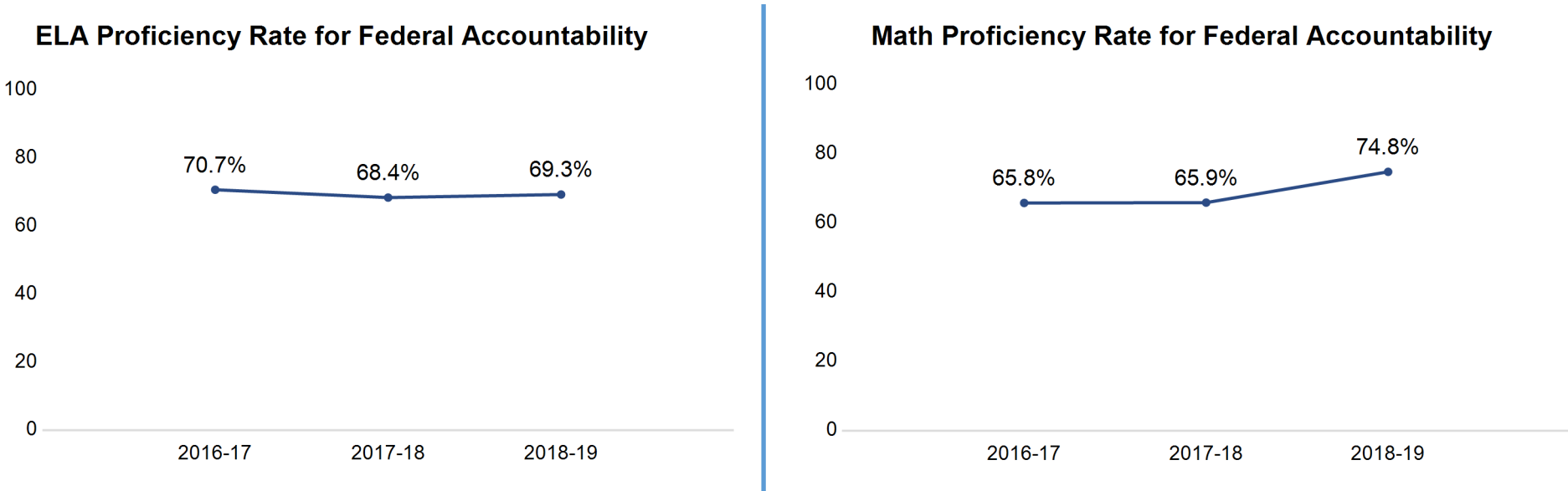


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.6%	99.6%	100.0%	99.6%	99.6%	100.0%
Proficiency Rate for Federal Accountability	70.7%	68.4%	69.3%	65.8%	65.9%	74.8%
Annual Target	58.7%	59.8%	61.0%	63.8%	64.7%	65.5%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	238	100.0	69.3	65.0	57.9	69.3	61	Met Target
White	219	100.0	69.9	65.4	66.9	69.9	60.4	Met Target
Hispanic	10	100.0	60.0	59.5	43.9	60.0	**	**
Black or African American	N	N	N	*	38.5	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	80.9	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	69.0	64.4	*	**	**
Female	115	100.0	73.9	72.4	64.8	73.9		
Male	123	100.0	65.0	57.6	51.3	65.0		
Economically Disadvantaged Students	*	*	*	40.8	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	68.1	67.9	*		
Students with Disabilities	38	100.0	28.9	*	22.7	28.9	33.2	Met Target†
Students without Disabilities	200	100.0	77.0	*	65.1	77.0		
English Learners	N	N	N	58.1	29.3	N	**	**
Non-English Learners	238	100.0	69.3	65.1	60.6	69.3		
Homeless Students	N	N	N	42.5	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	72.2	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



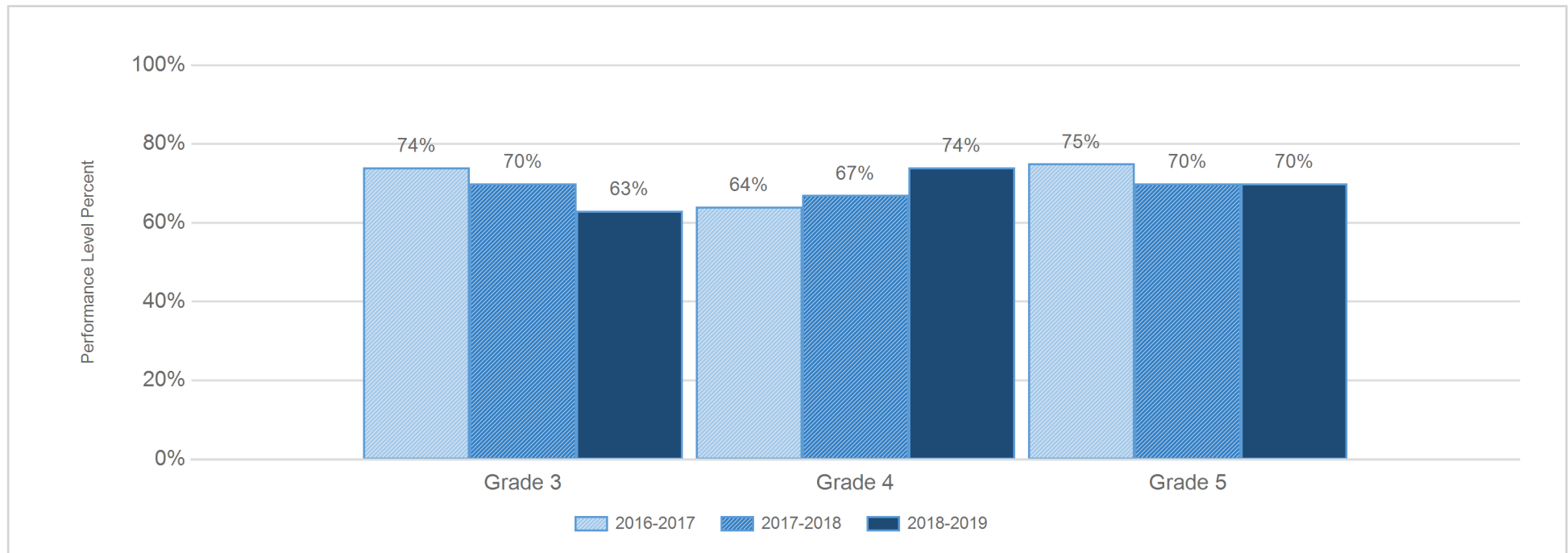
Lincroft Elementary School
(25-3160-120)
Grades Offered: KG-05
2018-2019

Report Key:

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

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.





Lincroft Elementary School

(25-3160-120)

Grades Offered: KG-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	760	754	748	*	*	27%	*	*	63%	50%
White	76	761	*	757	*	*	25%	*	*	66%	60%
Hispanic	*	*	746	734	*	*	*	*	*	*	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	*	*	763	756	*	*	*	*	*	*	58%
Female	39	763	761	753	*	*	*	*	*	69%	55%
Male	43	756	747	743	*	*	*	*	*	58%	46%
Economically Disadvantaged Students	N	N	737	731	N	N	N	N	N	N	33%
Non-Economically Disadvantaged Students	82	760	756	759	*	*	27%	*	*	63%	61%
Students with Disabilities	15	735	724	719	*	*	*	*	*	27%	24%
Students without Disabilities	67	765	762	754	*	*	*	*	*	72%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	82	760	*	751	*	*	27%	*	*	63%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Lincroft Elementary School
(25-3160-120)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	768	761	755	*	*	15%	49%	25%	74%	57%
White	60	767	762	763	*	*	*	50%	23%	73%	67%
Hispanic	*	*	752	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	770	762	*	*	*	*	*	*	64%
Female	29	766	767	760	*	*	*	*	*	72%	62%
Male	36	769	756	750	*	*	*	*	*	75%	53%
Economically Disadvantaged Students	*	*	739	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	764	765	*	*	*	*	*	*	69%
Students with Disabilities	11	734	728	725	*	*	*	*	*	18%	25%
Students without Disabilities	54	775	770	761	*	*	*	*	*	85%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	65	768	*	758	*	*	15%	49%	25%	74%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Lincroft Elementary School

(25-3160-120)

Grades Offered: KG-05

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	93	765	766	756	*	*	20%	56%	14%	70%	58%
White	85	764	767	764	*	*	21%	54%	15%	69%	68%
Hispanic	*	*	757	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	47	774	774	761	*	*	*	*	*	79%	64%
Male	46	755	758	750	*	*	*	*	*	61%	52%
Economically Disadvantaged Students	*	*	744	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	769	766	*	*	*	*	*	*	69%
Students with Disabilities	12	740	737	724	*	*	*	*	*	42%	23%
Students without Disabilities	81	768	774	762	*	*	*	*	*	74%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	93	765	*	758	*	*	20%	56%	14%	70%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	*	723	N	N	N	N	N	N	26%



Lincroft Elementary School
(25-3160-120)
Grades Offered: KG-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	238	100.0	74.8	52.4	44.5	74.8	65.5	Met Target
White	219	100.0	74.9	53.2	54.1	74.9	65.5	Met Target
Hispanic	10	100.0	60.0	42.4	28.8	60.0	**	**
Black or African American	N	N	N	*	23.0	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	71.4	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	58.4	53.3	*	**	**
Female	115	100.0	67.8	51.1	44.9	67.8		
Male	123	100.0	81.3	53.7	44.2	81.3		
Economically Disadvantaged Students	*	*	*	22.4	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	56.2	54.9	*		
Students with Disabilities	38	100.0	42.1	18.1	17.4	42.1	33.2	Met Target
Students without Disabilities	200	100.0	81.0	61.4	50.0	81.0		
English Learners	N	N	N	39.7	25.0	N	**	**
Non-English Learners	238	100.0	74.8	52.5	46.5	74.8		
Homeless Students	N	N	N	22.5	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	50.0	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

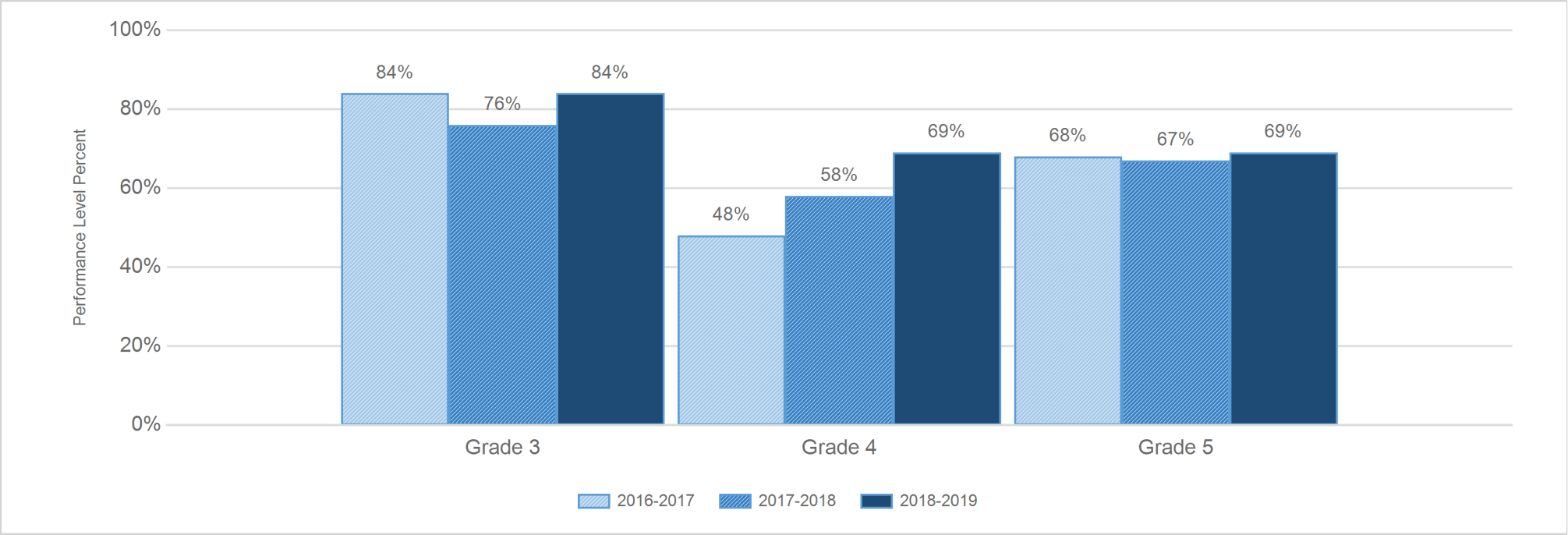


Lincroft Elementary School
(25-3160-120)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



Lincroft Elementary School
(25-3160-120)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	774	761	752	0%	*	*	55%	29%	84%	55%
White	76	774	*	760	0%	*	*	58%	28%	86%	66%
Hispanic	*	*	755	739	*	*	*	*	*	*	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	*	*	766	758	*	*	*	*	*	*	62%
Female	39	767	763	751	0%	*	*	*	*	79%	54%
Male	43	780	759	752	0%	*	*	*	*	88%	56%
Economically Disadvantaged Students	N	N	738	737	N	N	N	N	N	N	37%
Non-Economically Disadvantaged Students	82	774	764	761	0%	*	*	55%	29%	84%	67%
Students with Disabilities	15	755	735	731	0%	*	*	*	*	53%	31%
Students without Disabilities	67	778	768	756	0%	*	*	*	*	91%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	82	774	*	754	0%	*	*	55%	29%	84%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Lincroft Elementary School
(25-3160-120)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	762	757	749	*	*	20%	*	*	69%	51%
White	60	761	758	757	*	*	20%	*	*	68%	62%
Hispanic	*	*	745	737	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	771	754	*	*	*	*	*	*	58%
Female	29	752	755	749	*	*	*	*	*	52%	50%
Male	36	770	759	749	*	*	*	*	*	83%	52%
Economically Disadvantaged Students	*	*	733	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	63%
Students with Disabilities	11	734	730	726	*	*	*	*	*	27%	25%
Students without Disabilities	54	768	764	754	*	*	*	*	*	78%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	65	762	*	751	*	*	20%	*	*	69%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Lincroft Elementary School
(25-3160-120)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	764	754	747	0%	*	25%	*	*	69%	47%
White	85	763	754	755	0%	*	25%	*	*	68%	58%
Hispanic	*	*	749	735	*	*	*	*	*	*	30%
Black or African American	N	N	*	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	47	765	754	747	0%	*	28%	*	*	68%	47%
Male	46	762	753	747	0%	*	22%	*	*	70%	47%
Economically Disadvantaged Students	*	*	729	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	757	757	*	*	*	*	*	*	59%
Students with Disabilities	12	744	728	725	0%	*	*	*	*	42%	19%
Students without Disabilities	81	767	760	752	0%	*	*	*	*	73%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	93	764	*	749	0%	*	25%	*	*	69%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



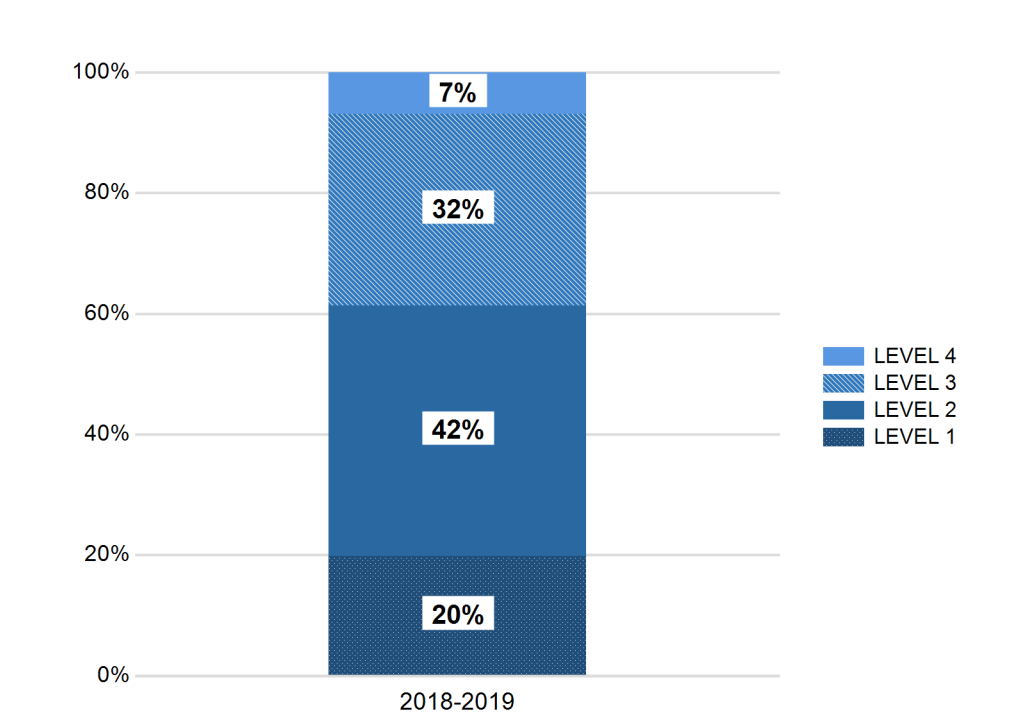
Lincroft Elementary School
(25-3160-120)
Grades Offered: KG-05
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



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	20	42	32	7
White	21	42	30	7
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	21	36	38	4
Male	18	49	24	9
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	45	45	0	9
Students without Disabilities	16	42	36	6
English Learners	N	N	N	N
Non-English Learners	20	42	32	7
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



Lincroft Elementary School

(25-3160-120)

Grades Offered: KG-05

2018-2019

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

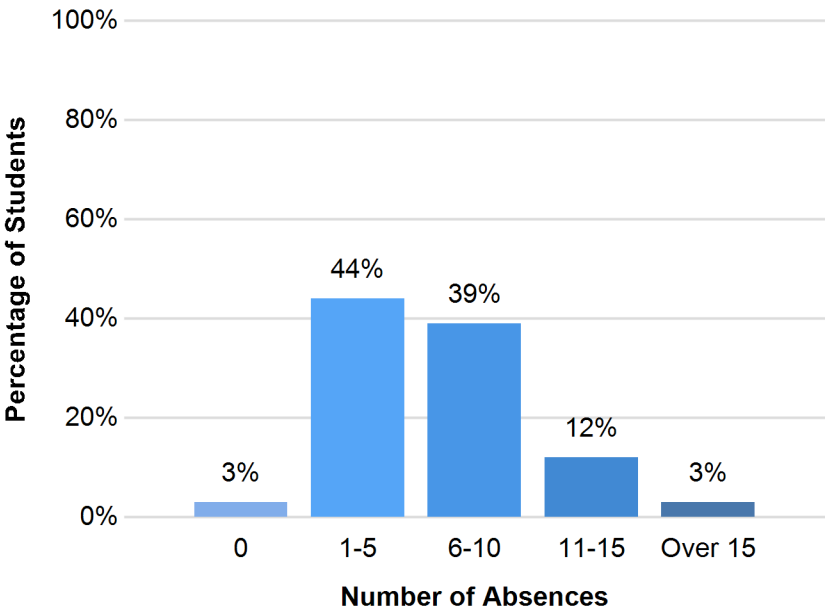
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	7	1.5	8.9	Met
White	5	1.2	8.9	Met
Hispanic	1	4.2	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	1	6.7	**	**
Female	3	1.4		
Male	4	1.7		
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	1	1.4	8.9	Met
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





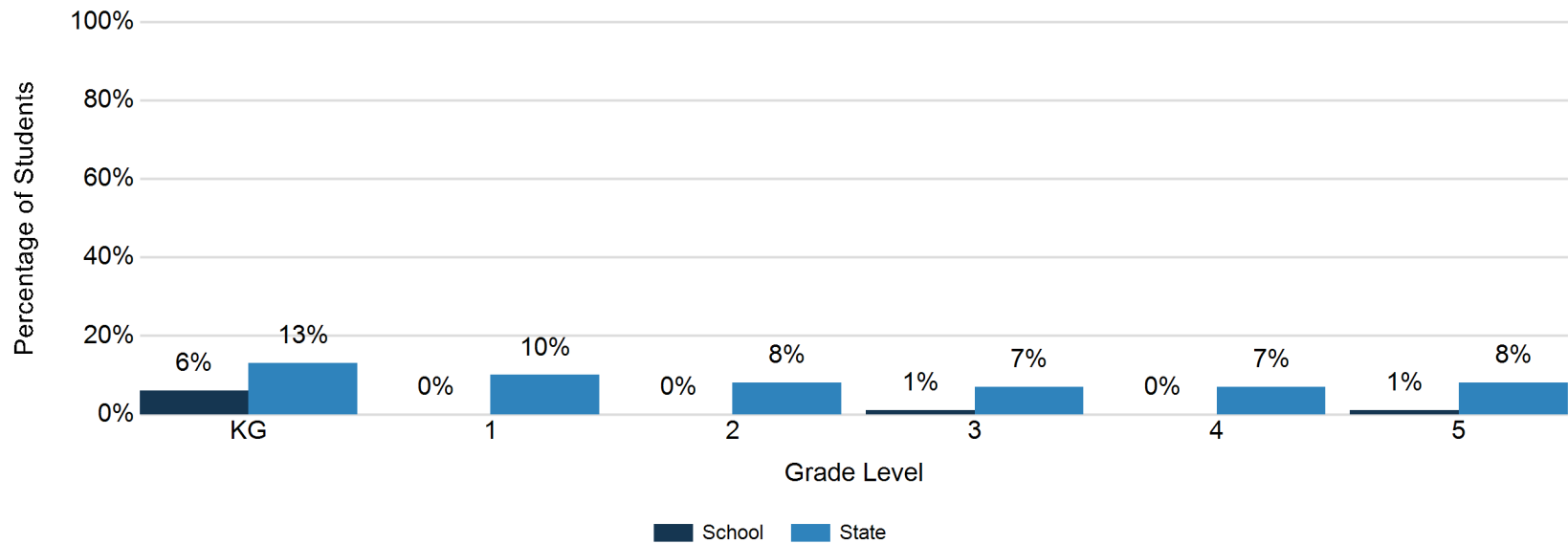
Lincroft Elementary School
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Chronic Absenteeism by Grade

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





Lincroft Elementary School

(25-3160-120)

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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.66

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	2	1	3
Other	3	2	5
No Identified Nature	8		8

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
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	8:55 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 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	42	118,214
Average years experience in public schools	13.0	12.1
Average years experience in district	11.3	10.8
Percentage of Teachers with 4 or more years experience in the district	81.0%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	49	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	10.3	12.0
Percentage of Administrators with 4 or more years experience in the district	77.6%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	452:1	194:1
Teachers to Administrators	42:1	16:1
Students to Librarians/Media Specialists		1584:1
Students to Nurses		528:1
Students to Counselors		413:1
Students to Child Study Team Members		194:1



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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	48.2%	92.9%	0.0%	48.4%	77.1%	54.9%
Male	51.8%	7.1%	100.0%	51.6%	22.9%	45.1%
White	89.2%	97.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	5.3%	2.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.3%	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.

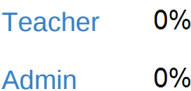
Bachelor's Degree



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	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	97.9%	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	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	70.7%	68.4%	69.3%
Math Proficiency	65.8%	65.9%	74.8%
ELA Growth	59	40	52
Math Growth	44	52	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	0.0%	0.0%	1.5%

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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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:	- Curriculum includes GoMath, Reader's & Writer's Workshop Model for Instruction, and STEMscopes for science. - Strong emphasis on the incorporation of technology that includes 1:1 Chromebooks (3-5), iPads (PK-2), and STEM Lab - Curriculum is aligned to NJSLs with a student directed personalized learning approach.
 Mission, Vision, Theme:	Lincroft School is committed to providing students with a rigorous and relevant education motivating them to recognize and develop their full potential as responsible, respectful citizens in this ever-evolving global society. We are dedicated to meeting student's unique and individual needs in a safe and nurturing environment, and preparing students for innovative opportunities in the future.
 Awards, Recognition, Accomplishments:	Lincroft Elementary School is a Common Sense Digital Citizenship certified school and has earned NJ Future Ready Certification-Silver Status with Distinction. Students have also earned Middletown Township Arts Council Awards and Middletown Township BOE Art Awards.



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 Courses, Curriculum, Instruction:	Our teachers differentiate instruction and modify/adapt curriculum units to provide an interdisciplinary program. We use a workshop based literacy program integrating the main components of Reader's Workshop utilizing authentic literature and informational text, word work and guided reading during instruction. Formal writing instruction is through the workshop model of instruction. Lincroft School utilizes the district adopted Go Math program and STEMscope to address the NGSS.
 Clubs and Activities:	After school clubs: Fitness Club, Art Club, Tech Club, Journalism, Tae Kwon Do, STEMfest, Girls on the Run, KidzArt. In the spring, the district and school also offers a Learning Academy for selected students in the areas of reading, writing and math which provides targeted instruction to bolster student achievement.



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 Before and After School Programs:	YMCA runs our Before and After Care program.
 Staff and Professional Learning:	Teachers are engaged in purposeful and personalized professional learning experiences throughout the year. Within the district, structures have been put in place to support teachers as they participate in professional growth opportunities such as independent studies, personalized reflective practice experiences, job-embedded professional learning, micro-credentialing and teacher-facilitated conversations as they work towards individualized professional learning goals. All teachers also participate on an ongoing basis in Professional Learning Community work, which is spearheaded by the leadership of designated Learning Design Teams within each building. Learning Design Teams lead building-level experiences, through a PLC-like structure, that stimulate professional dialogue to inform decision-making and increase instructional capacity to positively impact student outcomes.



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

Student Supports and Services:	In the spring the district and school offer a Learning Academy before or after school for selected students in the areas of reading, writing and Math which provides targeted instruction to bolster student achievement.
Student Health and Wellness:	In support of social emotional learning, the Responsive Classroom curriculum is implemented in all classrooms and students participate in morning meeting each day. Lincroft School offers Fit Club to all K-5 students. In addition, we promote overall wellness with planned Brain Breaks throughout the school day, and we host an Annual Jump Rope for the Heart Day to raise awareness for heart health.
Parent and Community Involvement:	The Parent Teacher Association (PTA) enhances the curriculum by providing educational enrichment programs in the areas of reading, science, math, art, career awareness and media. Parental involvement is one of Lincroft School's strengths. Through the cooperative involvement of parents and staff, the quality of the students' education has been greatly enhanced.

School Narrative

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

 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Lincroft School routinely checks on the climate of the school by utilizing the state suggested climate survey offered by the DOE. In addition, we take climate surveys to gauge issues impacting specific grades when needs arise. A comprehensive survey is offered to staff each year where they rate leadership using the Stronge Evaluation tool.
 Facilities:	Built in 1957, Lincroft School is on 15 acres and is one of the twelve elementary schools in the Middletown Township Public Schools. It is located on Newman Springs Road which runs through the heart of the Lincroft section of town. The school is a one-story building with 450 students from grades K-5. Lincroft School is inclusive, affording opportunities to all students. Today the school has 21 classrooms, 2 resource rooms, library, gymnasium, art room and a learning lab.
 School Safety:	The Middletown School District continues to put student and staff safety as its top priority. We work collaboratively with police and other emergency management personnel to develop and carry out our strategic school safety and security plans and ensure maximum effectiveness and efficiency in allocating security resources. Student social and emotional learning is a focus at every level in order to promote a positive and safe school climate. Our programs and practices include Responsive Classroom, character education, individual and group counseling by mental health professionals, student and staff training, crisis management teams, partnerships with community mental health organizations and other efforts to promote student self-regulation, social awareness, interpersonal skills and responsible decision making.



Lincroft Elementary School
(25-3160-120)
Grades Offered: KG-05
2018-2019

Report Key:
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School Narrative

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Technology and STEM:	Lincroft students utilize digital tools in all areas of curriculum from grades K-5. Our school provides students opportunities to join after school Tech and STEM clubs. Students in grades 3-5 participate in STEMfest during the winter months. Students may also submit projects for the district's annual Innovation Fair in June.
Early Childhood Education:	Lincroft Elementary School has a full time kindergarten program. Students in Kindergarten learn through interactive lessons that will help build a strong foundation for future academic success.



Lincroft Elementary School
(25-3160-120)
Grades Offered: KG-05
2018-2019

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School Narrative

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

 Other Information	The students at Lincroft Elementary School are active participants in meaningful activities to guide them in becoming lifelong learners and responsible citizens. Students are provided with classes in Art, Music, Health, Spanish and Physical Education. In grades four and five, students have the opportunity to participate in instrumental music. Academic success is credited to students, teachers and parents working together as a cohesive group. Curricula in all subject areas align with the state standards, and teachers differentiate instruction to promote individual student academic success and use an interdisciplinary approach to promote personalized learning. Our balanced literacy program integrates authentic literature and informational texts using best practices such as guided group instruction, Reader's/Writer's Workshop and word work. Math skills and concepts are supported with a hands-on approach to foster conceptual as well as procedural understanding of the discipline and an appreciation for the world of numbers. Smart Boards, iPads, Chromebooks, desktops and laptop computers, as well as document cameras are utilized in classrooms to enhance student learning. Students in Grades 3-5 each have a Chromebook and actively work in a 1:1 environment on a daily basis. Library Volunteers, Read Across America Week, Battle of the Books and other programs help develop a love of reading. Educational Enrichment programs provide students an opportunity to have experiences beyond the classroom. Career Day for grade 5 exposes students to career opportunities for them to consider. Our new tradition of hosting a Science Fair at our school has proven to even further enhance our school educationally. During the year our students continue to initiate ideas to help others. A strong sense of civic responsibility is an integral part of the students' learning.
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Middletown High School North
(25-3160-050)
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:



Middletown High School North
 (25-3160-050)
 Grades Offered: 09-12
 2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Middletown Township Public School District
Principal Name	Patricia Cartier
Address	63 TINDALL ROAD MIDDLETOWN, NJ 07748-2798
Phone Number	732-706-6061
Email Address	cartierp@middletownk12.org
Website	https://www.middletownk12.org/Domain/23
Twitter	https://twitter.com/HighSchoolNorth



Middletown High School North
(25-3160-050)
Grades Offered: 09-12
2018-2019

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

Enrollment Trends by Grade

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	357	360	380
10	340	359	369
11	336	311	340
12	341	331	311
Total	1,374	1,361	1,400

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.7%	49.1%	49.2%
Male	51.3%	50.9%	50.8%
Economically Disadvantaged Students	14.1%	14.8%	16.1%
Students with Disabilities	18.2%	18.8%	21.1%
English Learners	0.2%	0.2%	0.1%
Homeless Students	0.3%	0.4%	1.3%
Students in Foster Care	0.1%	0.1%	0.3%
Military-Connected Students	0.0%	0.1%	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	87.5%	87.6%	85.0%
Hispanic	6.6%	6.0%	7.8%
Black or African American	3.1%	2.7%	2.6%
Asian	1.7%	2.1%	2.1%
Native Hawaiian or Pacific Islander	0.5%	0.5%	0.4%
American Indian or Alaska Native	0.2%	0.2%	0.1%
Two or More Races	0.4%	0.8%	2.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,328	1,317	1,360
Shared Time Students	91	87	78
Full Time Equivalent	1,374	1,361	1,399

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	98.7%
Other Languages	1.3%

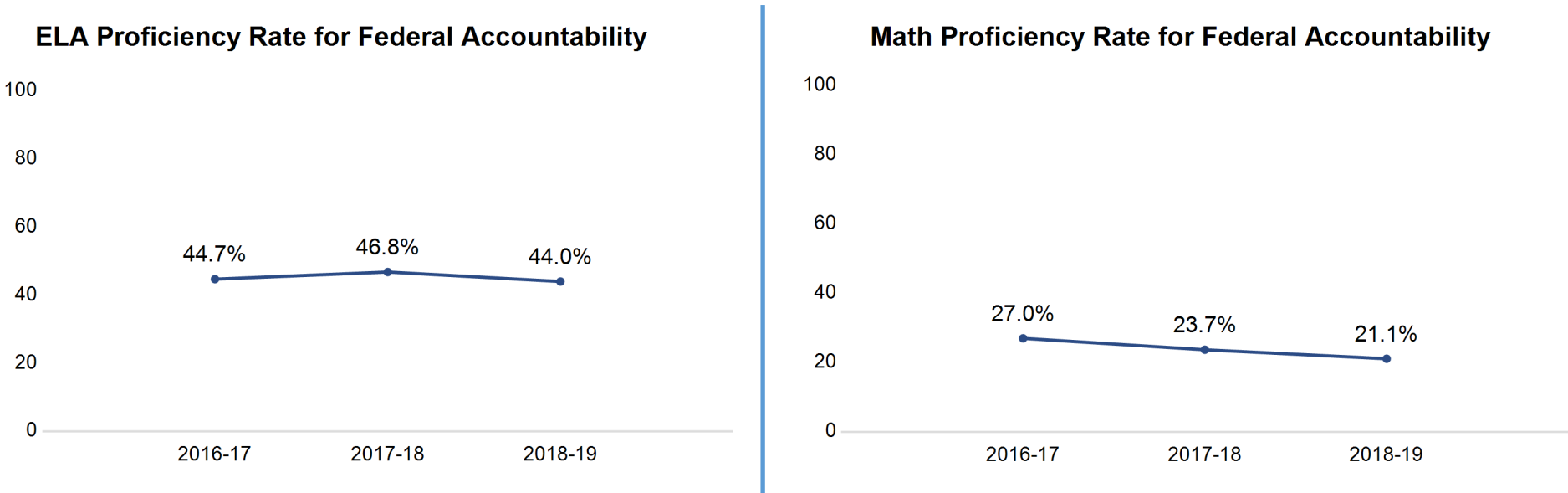


Middletown High School North
(25-3160-050)
Grades Offered: 09-12
2018-2019

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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.3%	99.5%	99.1%	99.6%	99.5%	98.8%
Proficiency Rate for Federal Accountability	44.7%	46.8%	44.0%	27.0%	23.7%	21.1%
Annual Target	43.9%	45.8%	47.7%	24.0%	27.0%	29.9%
Met Annual Target?	Met Target	Met Target	Not Met	Met Target	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

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Middletown High School North
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2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	754	99.1	44.0	65.0	57.9	44.0	47.7	Not Met
White	632	99.1	43.8	65.4	66.9	43.8	48.8	Not Met
Hispanic	63	98.5	46.0	59.5	43.9	46.0	36.6	Met Target
Black or African American	20	100.0	25.0	*	38.5	25.0	20.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	21	100.0	61.9	80.9	82.9	61.9	53.8	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	69.0	64.4	*	**	**
Female	383	99.5	52.0	72.4	64.8	52.0		
Male	371	98.7	35.8	57.6	51.3	35.8		
Economically Disadvantaged Students	120	98.4	30.8	40.8	40.0	30.8	37.9	Not Met
Non-Economically Disadvantaged Students	634	99.2	46.5	68.1	67.9	46.5		
Students with Disabilities	179	97.3	14.0	*	22.7	14.0	24.1	Not Met
Students without Disabilities	575	99.7	53.4	*	65.1	53.4		
English Learners	*	*	*	58.1	29.3	*	**	**
Non-English Learners	*	*	*	65.1	60.6	*		
Homeless Students	*	*	*	42.5	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	72.2	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

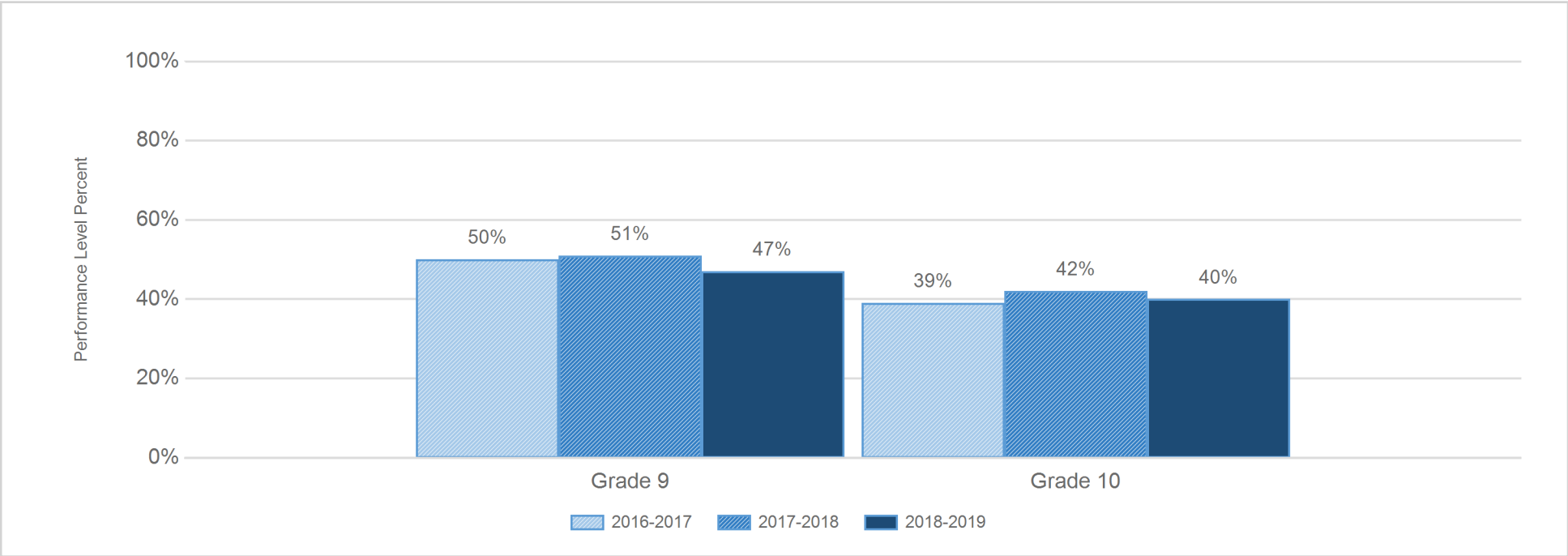


Middletown High School North
(25-3160-050)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance Trends

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





Middletown High School North
 (25-3160-050)
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 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	387	744	755	753	13%	12%	28%	40%	7%	47%	56%
White	321	744	756	762	12%	12%	28%	40%	7%	47%	65%
Hispanic	37	739	742	737	*	*	35%	41%	0%	41%	40%
Black or African American	11	743	*	732	*	*	*	*	*	36%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	185	751	762	760	8%	9%	26%	50%	8%	57%	63%
Male	202	737	748	746	17%	15%	30%	31%	6%	38%	49%
Economically Disadvantaged Students	65	733	736	734	15%	26%	26%	*	*	32%	36%
Non-Economically Disadvantaged Students	322	746	757	762	12%	9%	29%	*	*	50%	65%
Students with Disabilities	98	718	722	717	33%	28%	22%	*	*	17%	17%
Students without Disabilities	289	752	764	760	6%	7%	30%	*	*	57%	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	387	744	755	755	13%	12%	28%	40%	7%	47%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	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%



Middletown High School North
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2018-2019

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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	373	735	743	757	23%	16%	21%	34%	6%	40%	58%
White	314	736	744	767	22%	15%	22%	33%	7%	40%	67%
Hispanic	27	737	744	738	*	*	*	*	*	52%	43%
Black or African American	10	709	*	733	*	*	*	*	*	10%	38%
Asian, Native Hawaiian, or Pacific Islander	12	733	*	792	*	*	*	*	*	42%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	200	743	751	766	16%	15%	23%	40%	7%	47%	66%
Male	173	725	735	749	31%	18%	18%	28%	6%	34%	51%
Economically Disadvantaged Students	59	719	721	735	37%	24%	*	*	*	27%	40%
Non-Economically Disadvantaged Students	314	737	746	767	20%	15%	*	*	*	43%	67%
Students with Disabilities	83	702	710	711	48%	28%	14%	*	*	10%	19%
Students without Disabilities	290	744	752	765	15%	13%	22%	*	*	49%	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	373	735	743	760	23%	16%	21%	34%	6%	40%	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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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	743	98.8	21.1	52.4	44.5	21.1	29.9	Not Met
White	626	98.7	20.3	53.2	54.1	20.3	30.3	Not Met
Hispanic	60	98.4	26.7	42.4	28.8	26.7	18.7	Met Target
Black or African American	19	100.0	10.5	*	23.0	10.5	N	N
Asian, Native Hawaiian, or Pacific Islander	21	100.0	42.9	71.4	76.5	42.9	40.2	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	58.4	53.3	*	**	**
Female	379	99.2	18.5	51.1	44.9	18.5		
Male	364	98.4	23.9	53.7	44.2	23.9		
Economically Disadvantaged Students	117	98.4	11.1	22.4	26.3	11.1	24.6	Not Met
Non-Economically Disadvantaged Students	626	98.9	23.0	56.2	54.9	23.0		
Students with Disabilities	176	97.3	*	18.1	17.4	*	13.4	Not Met
Students without Disabilities	567	99.3	*	61.4	50.0	*		
English Learners	*	*	*	39.7	25.0	*	**	**
Non-English Learners	*	*	*	52.5	46.5	*		
Homeless Students	*	*	*	22.5	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	50.0	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

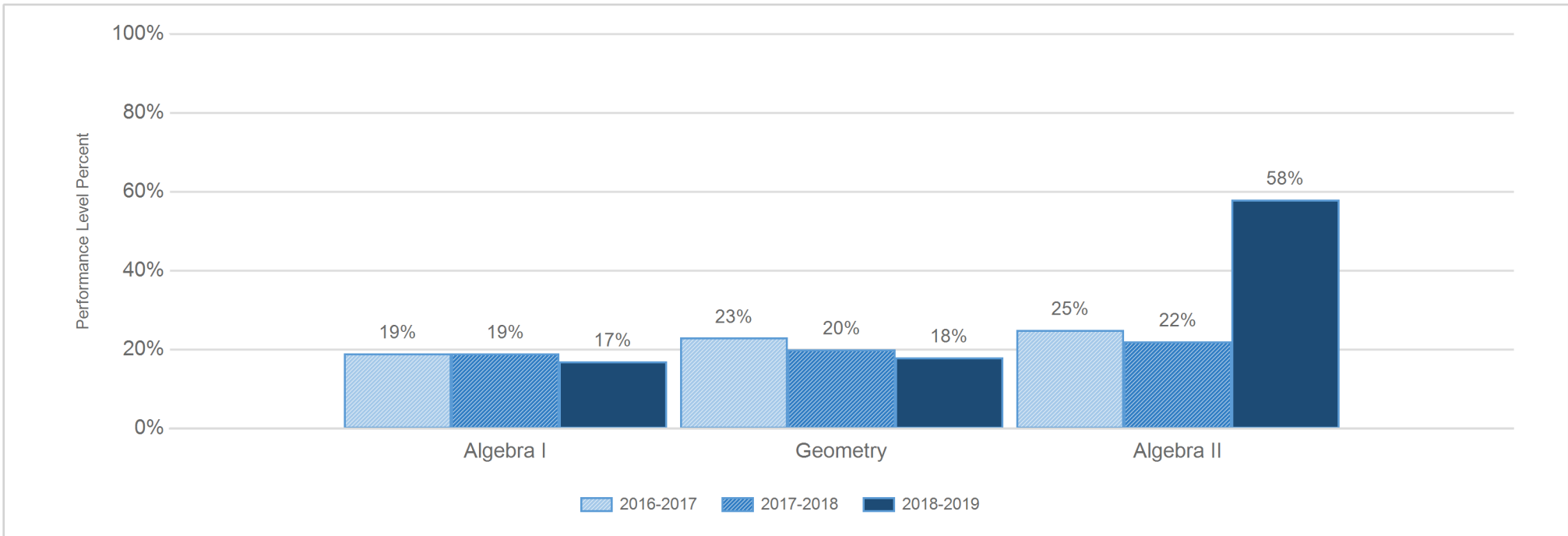


Middletown High School North
(25-3160-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	344	725	749	744	13%	44%	26%	17%	0%	17%	42%
White	289	724	749	752	14%	43%	27%	15%	0%	15%	53%
Hispanic	29	735	743	728	0%	48%	*	*	*	31%	24%
Black or African American	13	718	728	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	154	726	749	745	12%	47%	24%	17%	0%	17%	44%
Male	190	725	749	743	14%	41%	28%	17%	0%	17%	41%
Economically Disadvantaged Students	68	719	723	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	276	727	752	752	*	*	*	*	*	*	52%
Students with Disabilities	109	714	722	717	20%	58%	12%	10%	0%	10%	12%
Students without Disabilities	235	730	756	748	9%	37%	33%	20%	0%	20%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	344	725	749	745	13%	44%	26%	17%	0%	17%	*
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%



Middletown High School North
(25-3160-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	338	727	732	737	13%	28%	41%	*	*	18%	35%
White	285	728	733	743	12%	28%	41%	*	*	18%	43%
Hispanic	26	726	730	724	*	*	42%	*	*	19%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	12	719	*	762	*	*	*	*	*	17%	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	724	745	*	*	*	*	*	*	46%
Female	190	727	733	738	11%	30%	46%	*	*	14%	36%
Male	148	727	732	736	17%	26%	34%	*	*	23%	34%
Economically Disadvantaged Students	48	721	723	722	*	38%	33%	*	*	13%	16%
Non-Economically Disadvantaged Students	290	728	733	743	*	27%	42%	*	*	19%	43%
Students with Disabilities	66	705	708	712	*	*	*	*	*	*	*
Students without Disabilities	272	732	737	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	338	727	732	738	13%	28%	41%	*	*	18%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
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%



Middletown High School North
(25-3160-050)
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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.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	756	764	755	*	*	33%	*	*	58%	58%
White	54	755	765	758	*	*	33%	*	*	57%	62%
Hispanic	*	*	755	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	37	749	759	752	*	*	*	*	*	49%	55%
Male	29	765	770	758	*	*	*	*	*	69%	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	66	756	764	755	*	*	33%	*	*	58%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



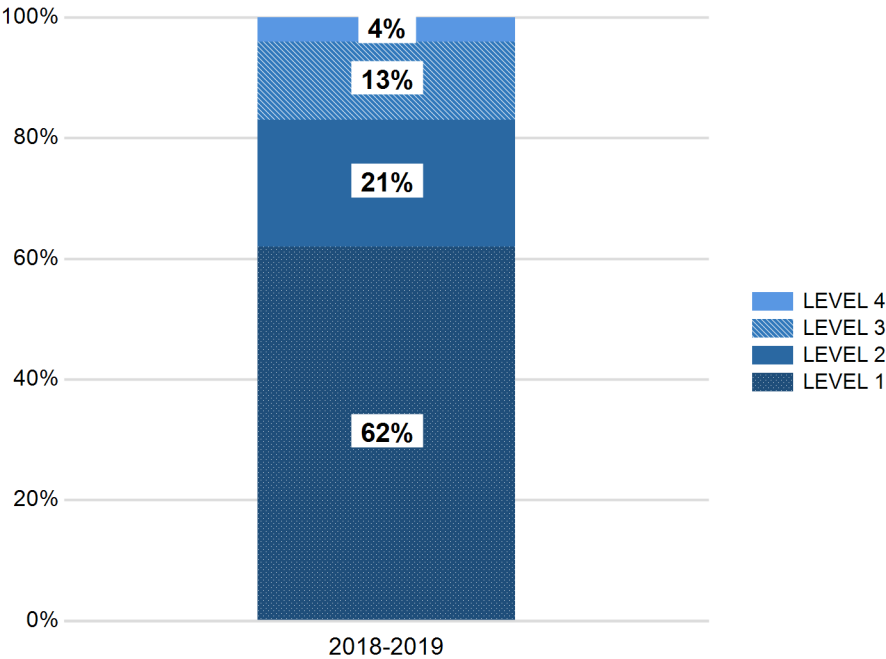
Middletown High School North
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. 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	62	21	13	4
White	62	22	13	3
Hispanic	64	24	8	4
Black or African American	64	14	21	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	57	28	14	2
Male	66	17	12	5
Economically Disadvantaged Students	76	16	5	3
Non-Economically Disadvantaged Students	59	23	14	4
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
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 in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	98.8%	84.5%
12th graders taking SAT in 2018-19 or prior years	75.6%	72.1%
12th graders taking ACT in 2018-19 or prior years	24.4%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	470	476	Grade 10: 430 Grade 11: 460	64%	61%
PSAT 10/NMSQT - Math	461	477	Grade 10: 480 Grade 11: 510	37%	43%
SAT - Reading and Writing	551	539	480	80%	70%
SAT - Math	553	541	530	61%	53%
ACT - Reading	23	25	22	53%	66%
ACT - English	21	24	18	63%	81%
ACT - Math	23	24	22	55%	65%
ACT - Science	22	24	23	47%	57%



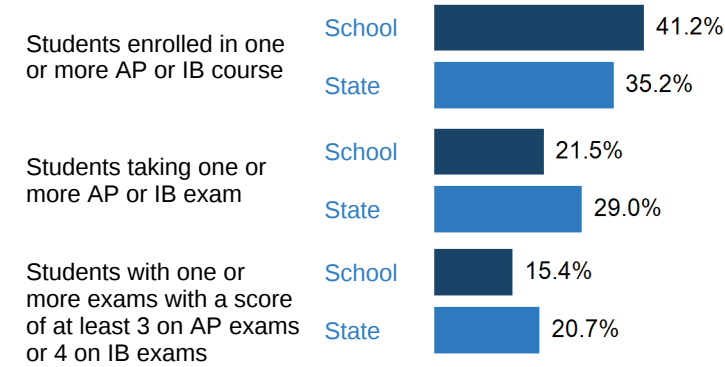
Middletown High School North
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International 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 Art—History of Art	0	8
AP Biology	15	5
AP Calculus AB	53	27
AP Calculus BC	15	14
AP Chemistry	36	19
AP Comparative Government and Politics	20	0
AP Computer Science A	7	0
AP Computer Science Principles	0	3
AP English Language and Composition	58	48
AP English Literature and Composition	67	1
AP Environmental Science	19	3
AP European History	12	2
AP French Language and Culture	6	1
AP German Language and Culture	0	1
AP Human Geography	58	17
AP Italian Language and Culture	8	5



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AP/IB Course	Students Enrolled	Students Tested
AP Macroeconomics	0	8
AP Microeconomics	0	15
AP Music Theory	12	2
AP Physics 1	0	11
AP Physics C: Electricity and Magnetism	9	3
AP Physics C: Mechanics	0	5
AP Psychology	137	33
AP Spanish Literature	6	0
AP Statistics	12	9
AP Studio Art—Drawing Portfolio	0	2
AP Studio Art—Two-Dimensional	10	7
AP U.S. Government and Politics	0	12
AP U.S. History	49	38
AP World History	10	6
Total Exams taken		305
Exams with scores of at least 3 on AP exams or 4 on IB exams		211



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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](#).

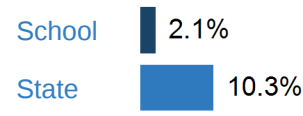
Career and Technical Education Participation

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)



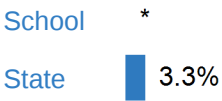
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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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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	*	2.1%	7.7%	10.3%
White	*	1.9%	6.1%	9.6%
Hispanic	*	*	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	0.0%	6.8%	12.1%
Female	*	1.6%	7.3%	10.6%
Male	*	2.6%	8.0%	10.1%
Economically Disadvantaged Students	*	*	10.4%	11.8%
Students with Disabilities	*	6.1%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	0.0%	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	*		
Arts, AV Technology & Communications	*		
Business Management & Administration	*		
Health Science	12		
Hospitality & Tourism	15		
Human Services	*	*	*
Manufacturing	*		
Marketing	*		
Transportation, Distribution & Logistics	16		
Total (All Clusters)	77	*	*



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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	312	0	69	0	0	0	7
10	17	344	5	8	0	0	5
11	1	15	171	51	10	2	103
12	0	0	41	67	79	35	76
Total	330	359	286	126	89	37	191
Enrolled in AP/IB Course					68	12	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	316	0	0	0	0	64
10	103	221	0	73	0	7
11	20	82	37	77	104	48
12	23	14	13	20	25	124
Total	462	317	50	170	129	243
Enrolled in AP/IB Course	15	36		19	9	0
Enrolled in Dual Enrollment Course	15	0	0	0	0	34



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2018-2019

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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	367	2	2	1	0	49
10	21	354	11	47	5	33
11	2	350	55	66	35	50
12	0	41	34	142	54	115
Total	390	747	102	256	94	247
Enrolled in AP/IB Course	10	49	0	137		79
Enrolled in Dual Enrollment Course	0	49	79	0	0	65

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	179	57	83	36	0	0	0
10	167	58	62	39	0	0	0
11	64	28	42	49	0	0	0
12	18	17	13	17	0	0	0
Total	428	160	200	141	0	0	0
Enrolled in AP/IB Course	6	6	8	0	0	0	0
Enrolled in Dual Enrollment Course	6	6	0	10	0	0	0
Enrolled in Level 3 or Higher	192	98	24	26	0	0	0



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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	12	0	0	0	0	0
10	12	0	0	0	0	0
11	16	0	0	0	0	0
12	10	0	0	0	0	0
Total	50	0	0	0	0	0
Enrolled in AP/IB Course	7		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Middletown High School North
 (25-3160-050)
 Grades Offered: 09-12
 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
Total	0



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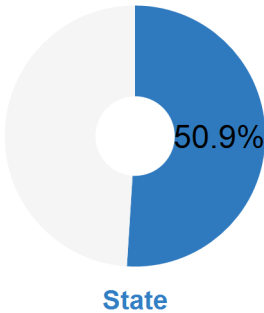
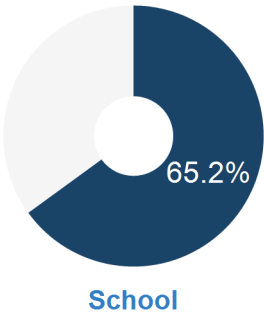
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Visual and Performing Arts – Course Participation

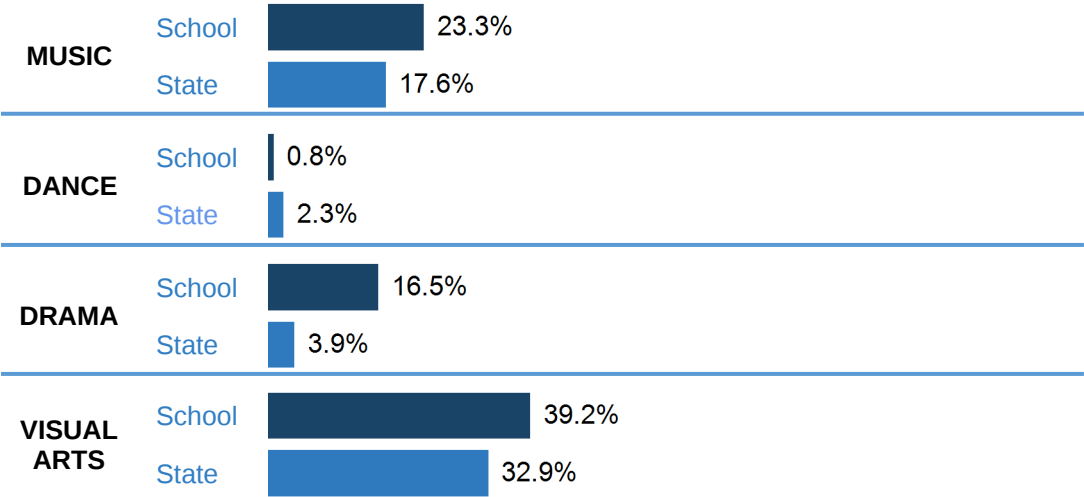
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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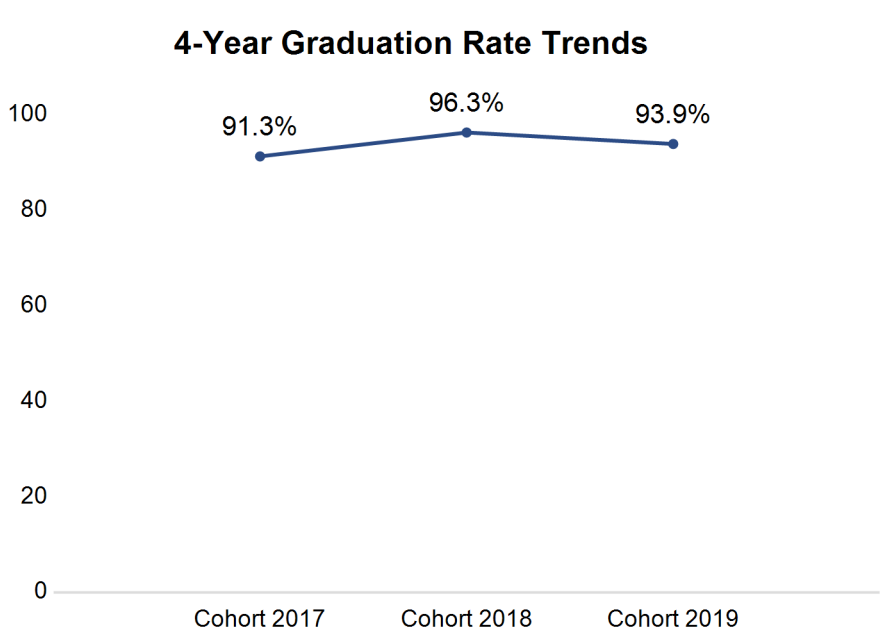
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

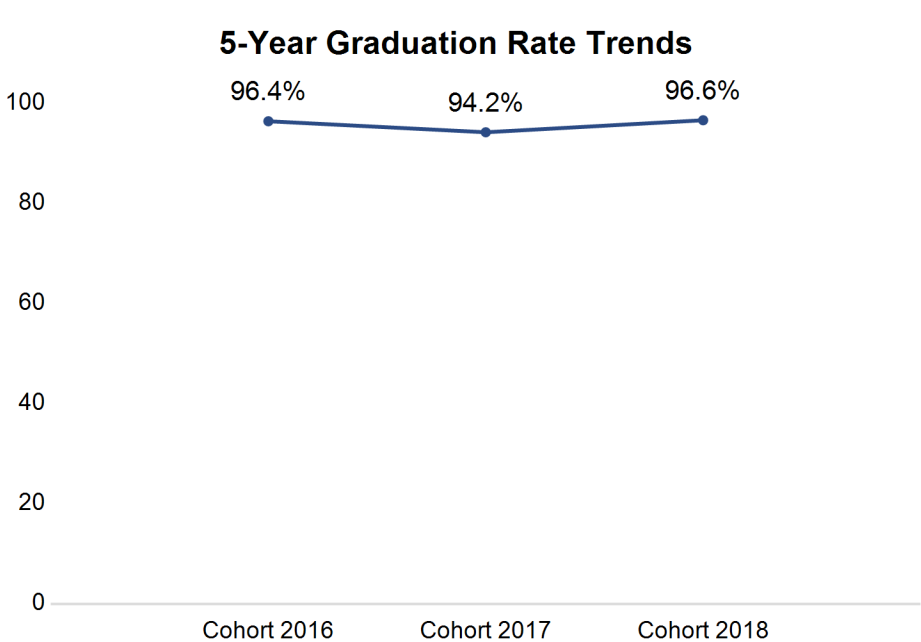
Graduation Rate Trends and Progress

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	91.3%	96.3%	93.9%	96.4%	94.2%	96.6%
Annual Target	94.4%	N		N	95.8%	
Met Annual Target?	Not Met	Met Goal		Met Goal	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	93.9%	90.6%	96.6%	92.5%	96.3%	N	Met Goal	94.2%	95.8%	Not Met
White	94.4%	94.9%	97.2%	95.9%	97.2%	N	Met Goal	94.4%	96.0%	Not Met
Hispanic	87.0%	84.5%	87.5%	87.3%	87.5%	**	**	91.2%	88.3%	Met Target
Black or African American	*	83.3%	90.9%	87.1%	80.0%	**	**	93.8%	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	96.6%	92.8%	97.6%	94.4%	98.2%			96.9%		
Male	91.2%	88.5%	95.7%	90.8%	94.6%			91.6%		
Economically Disadvantaged Students	92.4%	84.0%	90.6%	87.3%	86.5%	91.5%	Not Met	87.0%	90.4%	Not Met
Students with Disabilities	77.8%	79.2%	90.5%	83.8%	88.5%	89.6%	Not Met	83.8%	96.0%	Not Met
English Learners	*	75.4%	*	80.1%	*	**	**	N	N	N
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	39.4%	36.6%
Substitute Competency Test	51.4%	62.2%
Portfolio Appeals Process	0.6%	0.0%
Alternate Requirements specified in IEP	8.6%	1.2%
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	0.3%	1.2%
2017-2018	0.5%	1.2%
2016-2017	0.3%	1.1%



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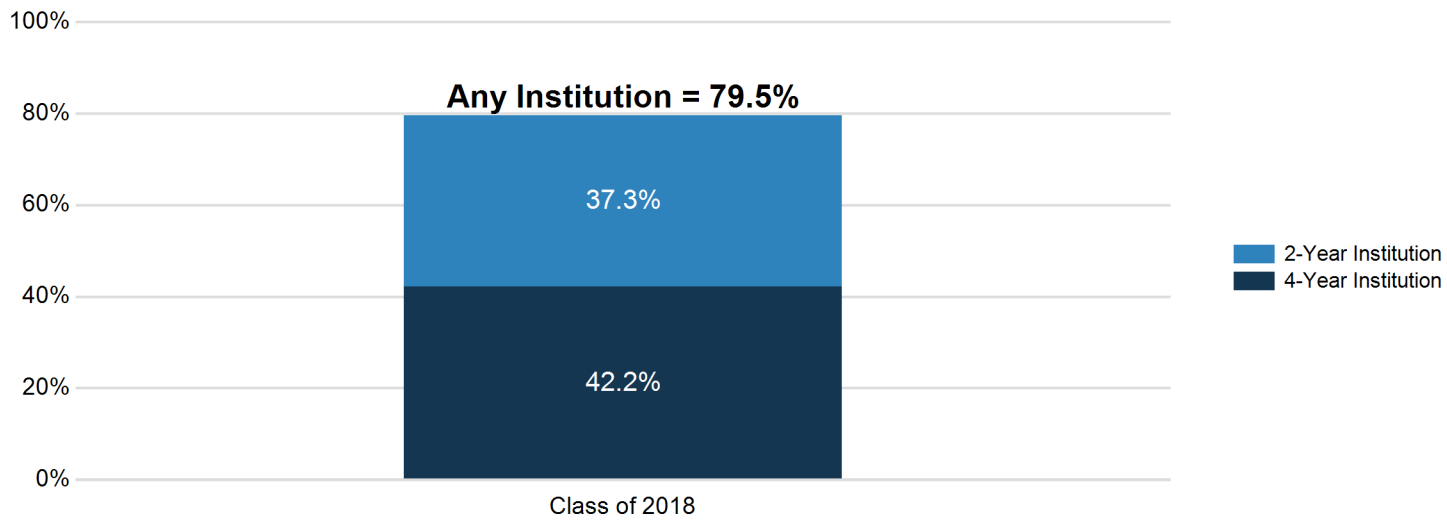
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	37.3%
% Enrolled in 4-Year Institution	42.2%
% Enrolled in Any Postsecondary Institution	79.5%



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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	76.7%	43.7%	56.3%
White	78.8%	41%	59%
Hispanic	50%	63.6%	36.4%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	80%	75%	25%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	56.4%	54.8%	45.2%
Students with Disabilities	46.7%	82.1%	17.9%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	79.5%	46.9%	53.1%	81.5%	18.5%	74.5%	25.5%
White	79.7%	45.8%	54.2%	80.9%	19.1%	74.1%	25.9%
Hispanic	75%	66.7%	33.3%	91.7%	8.3%	75%	25%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	62.2%	60.7%	39.3%	85.7%	14.3%	85.7%	14.3%
Students with Disabilities	49.2%	68.8%	31.3%	87.5%	12.5%	84.4%	15.6%
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.

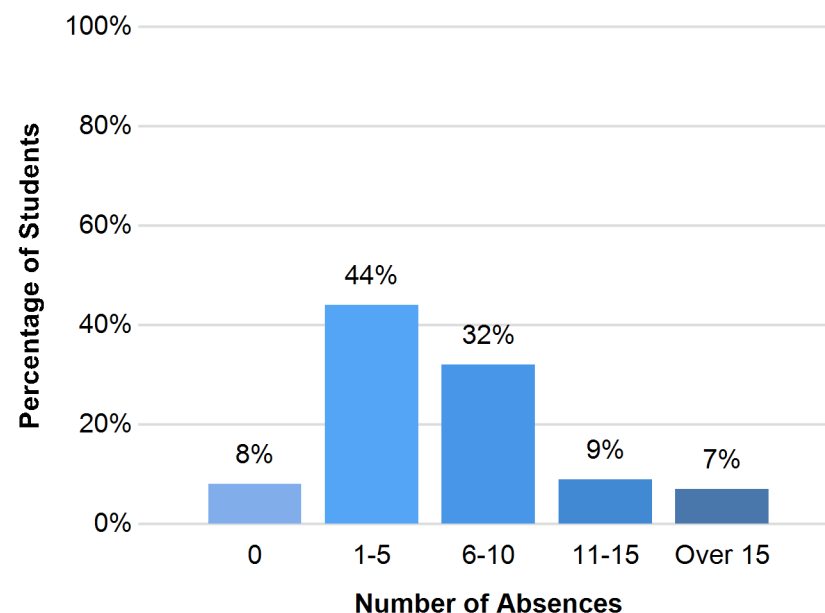
Chronic Absenteeism

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	69	4.7	14.2	Met
White	50	4.0	14.2	Met
Hispanic	9	7.7	14.2	Met
Black or African American	8	18.2	14.2	Not Met
Asian, Native Hawaiian, or Pacific	0	0	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Met
Female	34	4.8		
Male	35	4.6		
Economically Disadvantaged Students	31	12.8	14.2	Met
Students with Disabilities	28	8.0	14.2	Met
English Learners	*	*	**	**
Homeless Students	5	26.3		
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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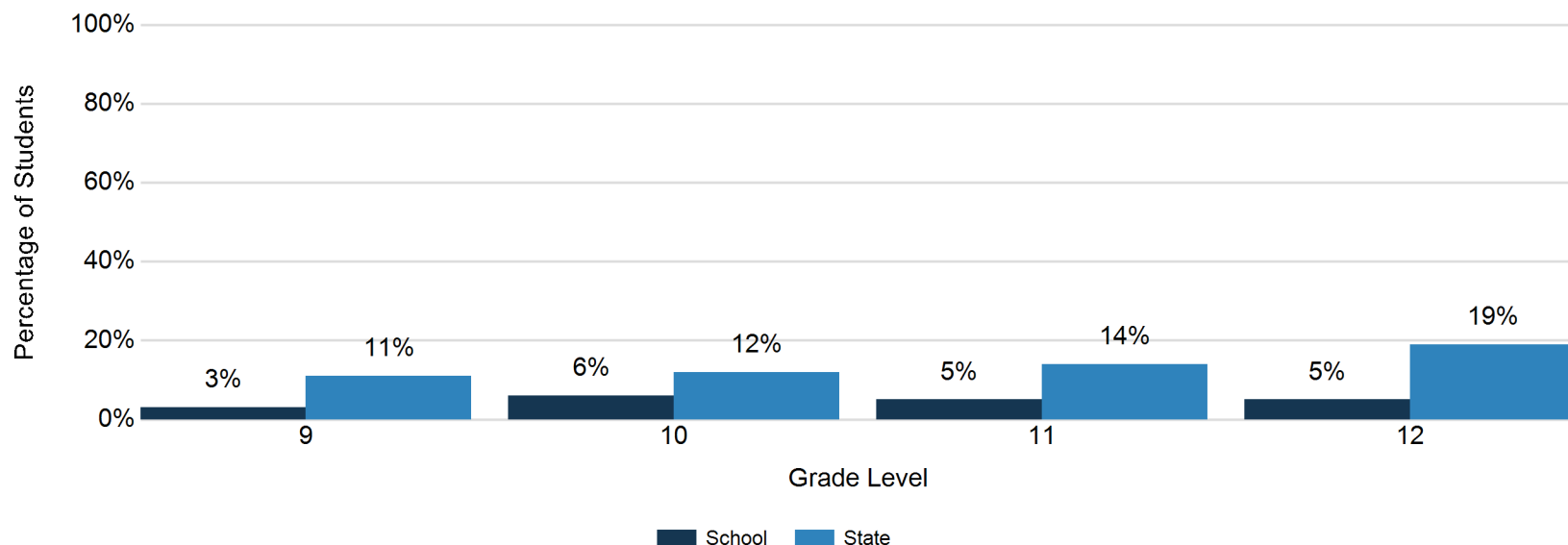
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	17
Weapons	2
Vandalism	2
Substances	44
Harassment, Intimidation, Bullying (HIB)	18
Total Unique Incidents	83
Incidents Per 100 Students Enrolled	5.93

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	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	6	6
Sexual Orientation	0	2	2
Disability	0	0	0
Other	6	8	14
No Identified Nature	0		0

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	1
Substances	7
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	93	6.6%
Out-of-School Suspensions	61	4.4%
Any Suspension	116	8.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	11	0.8%

School Days Missed due to Out-of-School Suspensions
153



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School Day

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

Category	School
Typical Start Time	7:25 AM
Typical End Time	2:02 PM
Length of School Day	6 Hrs 37 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	5 Hrs. 20 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	117	118,214
Average years experience in public schools	12.9	12.1
Average years experience in district	10.7	10.8
Percentage of Teachers with 4 or more years experience in the district	78.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	49	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	10.3	12.0
Percentage of Administrators with 4 or more years experience in the district	77.6%	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	12:1
Students to Administrators	280:1	194:1
Teachers to Administrators	23:1	16:1
Students to Librarians/Media Specialists		1584:1
Students to Nurses		528:1
Students to Counselors		413:1
Students to Child Study Team Members		194:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.2%	63.2%	40.0%	48.4%	77.1%	54.9%
Male	50.8%	36.8%	60.0%	51.6%	22.9%	45.1%
White	85.0%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	7.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.1%	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	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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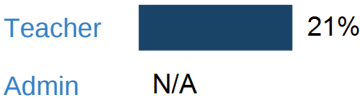
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Teachers and Administrators - Level of Education

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.

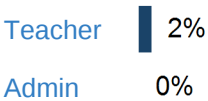
Bachelor's Degree



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	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	97.9%	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.



Middletown High School North
(25-3160-050)
Grades Offered: 09-12
2018-2019

Report Key:
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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.



Middletown High School North
(25-3160-050)
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2018-2019

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	44.7%	46.8%	44.0%
Math Proficiency	27.0%	23.7%	21.1%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	91.3%	96.3%	93.9%
5-Year Graduation Rate†	96.4%	94.2%	96.6%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	18.9%	13.5%	4.7%

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



Middletown High School North

(25-3160-050)

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

 Highlights:	- MHSN earned NJ Future Ready Certification-Silver Status with Distinction. Our "Active Learning Lab" features flexible seating to support personalized learning and active student engagement. - MHSN provides personal Chromebooks to all students with Google for Education accts. An Ed Tech Specialist and Library Media Specialist support teachers in implementing digital tools/resources. - MHSN has an Early College Academy, Arts Academy, and Pathways in STEM, GLP3, and Business. We partner with the Keansburg School District to offer students an opportunity to attend their Law Program.
 Mission, Vision, Theme:	The Middletown HS North community is committed to developing each individual's maximum potential for acquiring, using and enjoying knowledge so that each may become a productive and caring member of our society. In order to provide quality programs and excellent facilities that support each student's academic and social growth, our school is committed to a strong participatory partnership with our staff, our community, our students and their families.
 Awards, Recognition, Accomplishments:	MHSN was recognized by the AP College Board District Honor Roll. Students received commendations for their Advanced Placement scores with distinction and as National Merit Commended Scholars, SAT 700-800 Club, Eagle Scouts and Gold Award, All-Shore Athletes, All-Shore Chorus and Band. Students earned Art, Music, Poetry and Film Awards. There have been West Point and Naval Academy appointments, State and County Athletic Championships and recognitions for Teachers of the Year, Support Staff Employees of the Year and Educational Services Professionals of the Year.



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 Courses, Curriculum, Instruction:	Middletown High School North offers 27 AP courses, dual enrollment opportunities, 31 honors courses, electronic textbook availability, student-centered daily advisory period to provide support and enrichment, core and elective subject area supervisors, academic coaches and directors, all curricula updated and aligned with state standards, elective course options that develop skills necessary for college and career readiness, Pathway and Academy Programs. College credits are awarded through Brookdale Community, Seton Hall, Fairleigh Dickinson and Rider University.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Gymnastics (Girls), Ice Hockey (Boys), 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 (Boys & Girls), Wrestling (Coed) Boys Cross Country- 2nd Place NJSIAA Sectionals Girls Soccer- Most wins in school history, Shore Conference B North Division Champions, NJSIAA Sectional Champions, Officials Sportsmanship Award winner, Girls Bowling- Shore Conference B North Division Champions Wrestling- 2 Individual State Place Winners Ice Hockey- Shore Conference Tournament Finalist Boys Lacrosse- First over .500 season in school history Girls Track- Lion Invitational Champion, 3rd Place NJSIAA Sectionals Softball- Shore Conference B North Champions, NJSIAA Group III State Champions
 Clubs and Activities:	There are 55 co-curricular clubs and activities with opportunities for students to compete in Art, Drama, Film, Music, Writing, Poetry and Dance Competitions. Students raise funding for local charities and volunteer their time for beach clean-ups, local charities and community events. Several leadership and diversity organizations provide opportunities for students to impact their school culture and climate.



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 Before and After School Programs:	We offer an After School Learning Academy to prepare students for standardized state assessments. During the summer months, students can take remedial and enrichment courses offered at our high schools. National Honor Society members provide tutorial assistance throughout the school year. Advanced Placement teachers provided instuction and on-line office hours for students during the summer.
 Staff and Professional Learning:	There are monthly Professional Learning Community activities, opportunities for staff to attend conferences and workshops offered by NJPSA/FEA/ASCD and Brookdale Community College, Summer Institutes for Advanced Placement training and the NJ Council for Social Studies, English, Math and Science. Staff and administrators attend EdCamps and Google Boot Camps to earn certification. Administrators attend School Safety, Security and Crisis Management workshops, HIB trainings and Lifelines Training.
 Postsecondary Information:	88% of students attend college. Other students went on to business or technical schools, full-time employment or the military. We offer parents resources and presentations, such as financial aid night, NCAA night, Naviance, college admissions representatives' visits, college/career resources through the military. Yearly administration of school day PSAT testing for 10th & 11th graders. SAT/ACT Prep courses are offered. Graduates have attended Yale, Dartmouth, Lehigh and New York University.



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 Student Supports and Services:	We have ELL and ESL courses. The Child Study Team at HS North offers services for students with IEPs. The Child Study Team consists of two school psychologists, two social workers, and two learning consultants. We have a full time SAC, 6.5 full time guidance counselors, CPC counselors, 2 full time nurses, Speech services, OT services, PT services and Structured Learning Experiences. Students can receive extra help from their teachers and NHS tutors. There is a Random Drug and Alcohol Program and additional supports for students in our Vision and Bridges programs.
 Student Health and Wellness:	Social, emotional and behavioral support services are provided through Effective School Solutions (ESS), the Vision Program and outside mental health professionals who are housed in the school. Additional mental health/addiction treatment is offered on a referral basis. The Guidance Department has published the monthly Community Resources Series on the website to focus on Social and Emotional Learning target areas. We have a Random Drug and Alcohol Program, a Breakfast Program and Blood Drives. Flu Vaccines and health screenings are provided by the nurses. Students in 9th and 12th grade participate in suicide prevention lessons from the Lifelines curriculum in their Health class. A selected group of identified freshmen students meet weekly with the SAC for focus groups and sophomore students attend a P.A.S.S. program facilitated by counselors from the Monmouth County Mental Health Association. Staff and students are trained in CPR.
 Parent and Community Involvement:	Freshman Academy Parent Forums and PFA meetings are held with presenters from the community. We offer Grade 7 and 8 Open Houses, 9th Grade Orientations, fall and spring musicals, partnerships with local senior citizen organizations and various NJ colleges and universities. The home-school connection is maintained through the Parent Portal and Naviance, phone blasts, Remind texts, the North website and twitter feeds. We have Middletown Friends of Different Learners and affiliation with Crossroads, Middletown Art Center, Middletown Public Library, Bayshore Success Center and YMCA. The district works collaboratively with the Police, Fire and EMS Departments.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Middletown High School has been selected to participate in a three year School Culture Transformation Project (2018-2021) sponsored by the State Department of Education and Rutgers University designed to assist schools in enhancing school climate. This is the second year of implementation. Staff, students and parents were surveyed on the following New Jersey School Climate Survey Domains: Relationships, Parent Engagement, Emotional Environment, Morale, Safety, Teaching and Learning, Physical Environment and Inclusion and Diversity A second survey will be administered in the Spring of 2020.
 Facilities:	The building that houses HS North was built in 1954. Recent additions and renovations to the building include a new chilling tower for the central air conditioning, new boilers, a new running track at the turf stadium, and new air conditioning and doors for the Athletic Bubble. Renovations in the Library Media Center and Auditorium were completed. There is a high elements ropes course for students in physical education classes. We have an auxiliary gym with a weight room, a preschool classroom, a TV Production Studio, a Makerspace studio and three Tech rooms. HS North also has a Greenhouse, Outdoor Horticultural Lab and Learning Center on campus.
 School Safety:	The Middletown School District continues to put student and staff safety as its top priority. We work collaboratively with police and other emergency management personnel to develop and carry out our strategic school safety and security plans and ensure maximum effectiveness and efficiency in allocating security resources. Student social and emotional learning is a focus at every level in order to promote a positive and safe school climate. Our programs and practices include character education, individual and group counseling by mental health professionals, student and staff training, in-district therapeutic programs at the high schools, crisis management teams, partnerships with community mental health organizations and other efforts to promote student self-regulation, social awareness, interpersonal skills and responsible decision making.



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 Technology and STEM:	Students develop conceptual understanding using dynamic digital programs, such as Desmos, GeoGebra, Explore Learning Gizmos and PearDeck. Students have access to video tutorials that are used in flipped classrooms and stations. Our courses have online textbooks and homework platforms to engage our digital natives. Our Active Learning Classroom was built with flexible seating that is configured to support personalized learning and active student engagement. Several math classrooms have interactive boards to enhance the delivery of instruction. These modern learning environments promote collaborative and cooperative learning. The school's Technology and Digital Media Dept. offers rigorous coursework and industry standard hardware and software to prepare students for college and careers. Some of these courses include Innovation and Design, Graphic Design, Technical Drawing, Aerospace Design and Technology, TV and Film Production, Architecture and Spatial Design, and Photography.
 Early Childhood Education:	We have a pre-school program for children ages 3 - 5.



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 Other Information	Middletown HS North has facilitated and hosted Relay for Life every June on the North campus for the past six years. We have added to our numerous honor societies with the organization of the Invictus Promissum Chapter of the English Honor Society and the NuTheta Math society. The district implemented Link-It! to house student data for use in creating personalized instructional plans. We recently earned Silver with Distinction status in the Future Ready New Jersey Certification program. We follow an 80-minute, A/B block schedule with students taking eight courses in each cycle. Staff and students use Naviance for college and career readiness as well as school to home communication. Our district offers students the opportunity to participate in a Senior Internship Program, Individualized Learning Opportunities, Dual Enrollment with Brookdale Community College and Monmouth County Vocational Programs. We also offer the Brookdale Early College Academy, which enables students to graduate high school with an Associate's Degree from BCC. Our high schools are testing sites for SAT/ACT assessments. Students have access to the GLP3, STEM, and Business Pathways, as well as the Arts Academy and Keansburg's Law Program. We have a Strength and Conditioning Coach to assist out students and staff.
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Middletown High School South
 (25-3160-053)
 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:



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 (25-3160-053)
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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Middletown Township Public School District
Principal Name	Mr. Matthew Kirkpatrick
Address	900 NUT SWAMP ROAD MIDDLETOWN, NJ 07748-3199
Phone Number	732-706-6111
Email Address	kirkpatrickm@middletownk12.org
Website	https://www.middletownk12.org/Domain/24
Facebook	https://www.facebook.com/mhss.principal.5
Twitter	https://twitter.com/MHSSPrincipal



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	396	346	451
10	366	391	344
11	325	350	383
12	342	337	359
Total	1,429	1,424	1,537

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	51.5%	52.2%	52.7%
Male	48.5%	47.8%	47.3%
Economically Disadvantaged Students	6.1%	6.4%	6.6%
Students with Disabilities	16.7%	16.7%	18.3%
English Learners	0.1%	0.0%	0.0%
Homeless Students	0.4%	0.3%	0.3%
Students in Foster Care	0.1%	0.2%	0.2%
Military-Connected Students	0.0%	0.1%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	91.0%	91.0%	91.0%
Hispanic	4.6%	4.8%	4.4%
Black or African American	1.6%	1.3%	1.3%
Asian	2.2%	1.9%	1.9%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.1%	0.1%	0.2%
Two or More Races	0.3%	0.5%	1.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,405	1,397	1,511
Shared Time Students	47	52	49
Full Time Equivalent	1,429	1,423	1,536

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	98.9%
Other Languages	1.1%

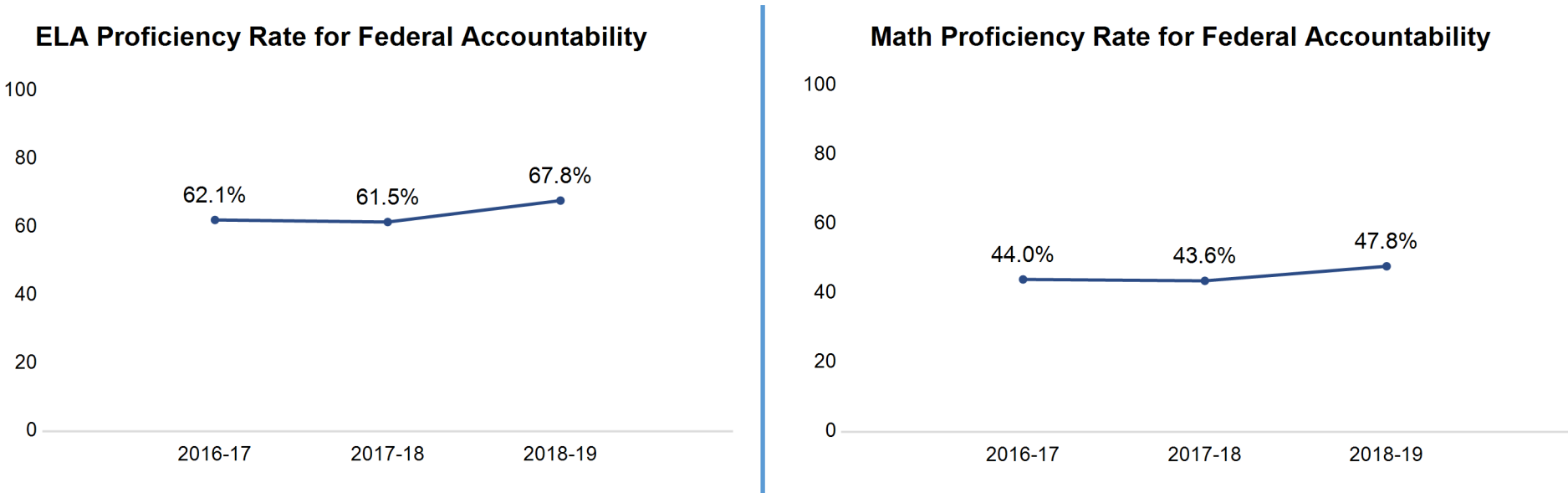


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English Language Arts and Mathematics Performance Trends

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	99.1%	99.3%	98.5%	99.1%	99.2%	98.4%
Proficiency Rate for Federal Accountability	62.1%	61.5%	67.8%	44.0%	43.6%	47.8%
Annual Target	56.3%	57.5%	58.8%	38.3%	40.5%	42.7%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Middletown High School South
 (25-3160-053)
 Grades Offered: 09-12
 2018-2019

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

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	783	98.5	67.8	65.0	57.9	67.8	58.8	Met Target
White	713	98.4	68.3	65.4	66.9	68.3	58.6	Met Target
Hispanic	36	100.0	55.6	59.5	43.9	55.6	51.3	Met Target
Black or African American	10	100.0	40.0	*	38.5	40.0	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	93.3	80.9	82.9	93.3	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	69.0	64.4	*	**	**
Female	414	98.8	72.9	72.4	64.8	72.9		
Male	369	98.2	62.1	57.6	51.3	62.1		
Economically Disadvantaged Students	48	96.1	43.8	40.8	40.0	43.8	49.2	Met Target†
Non-Economically Disadvantaged Students	735	98.7	69.4	68.1	67.9	69.4		
Students with Disabilities	147	96.1	29.9	*	22.7	29.9	24.9	Met Target
Students without Disabilities	636	99.1	76.6	*	65.1	76.6		
English Learners	*	*	*	58.1	29.3	*	**	**
Non-English Learners	*	*	*	65.1	60.6	*		
Homeless Students	*	*	*	42.5	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	72.2	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

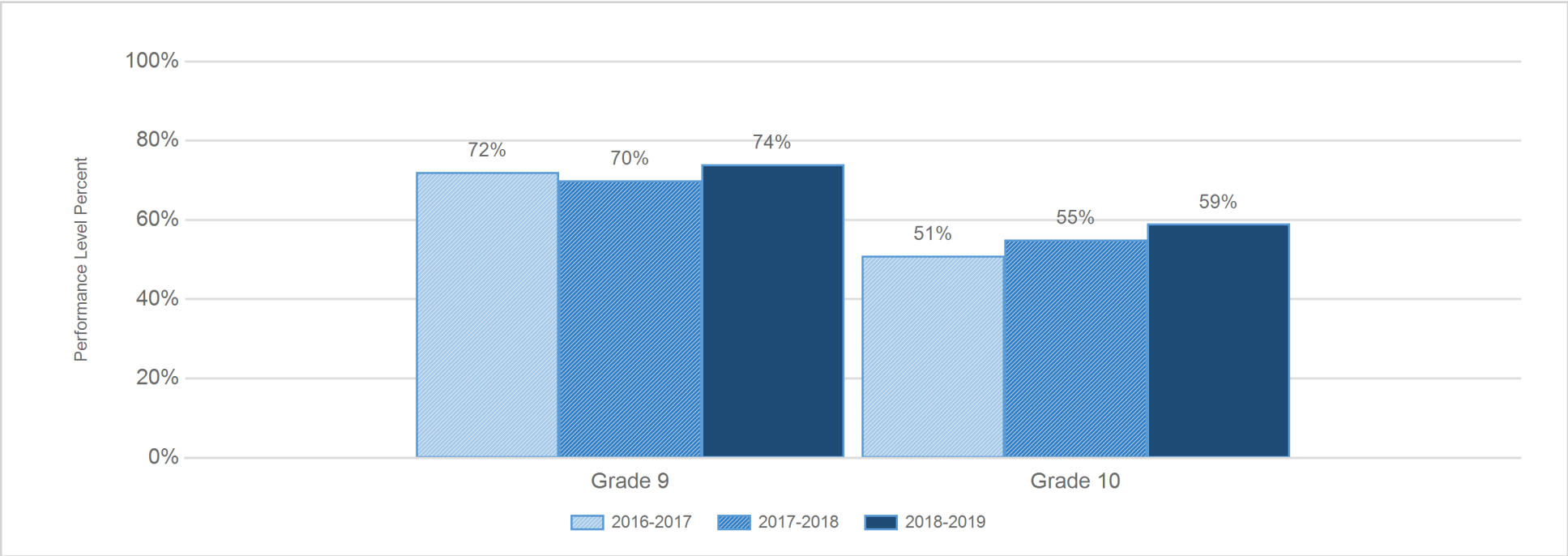


Middletown High School South
(25-3160-053)
Grades Offered: 09-12
2018-2019

Report Key:
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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.





Middletown High School South
(25-3160-053)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	443	765	755	753	5%	5%	16%	55%	20%	74%	56%
White	407	766	756	762	4%	4%	16%	55%	20%	75%	65%
Hispanic	20	748	742	737	*	*	*	*	*	55%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	237	770	762	760	*	*	16%	55%	24%	79%	63%
Male	206	759	748	746	*	*	17%	54%	16%	69%	49%
Economically Disadvantaged Students	21	746	736	734	*	*	*	*	*	57%	36%
Non-Economically Disadvantaged Students	422	766	757	762	*	*	*	*	*	75%	65%
Students with Disabilities	81	728	722	717	*	*	26%	33%	0%	33%	17%
Students without Disabilities	362	773	764	760	*	*	14%	59%	24%	84%	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	443	765	755	755	5%	5%	16%	55%	20%	74%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	*	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



Middletown High School South
(25-3160-053)
Grades Offered: 09-12
2018-2019

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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	338	753	743	757	11%	13%	17%	45%	14%	59%	58%
White	304	752	744	767	11%	13%	16%	45%	14%	59%	67%
Hispanic	16	755	744	738	0%	*	*	*	*	56%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	174	760	751	766	7%	9%	18%	47%	18%	66%	66%
Male	164	745	735	749	15%	17%	16%	42%	10%	52%	51%
Economically Disadvantaged Students	28	724	721	735	36%	*	*	*	*	32%	40%
Non-Economically Disadvantaged Students	310	755	746	767	8%	*	*	*	*	62%	67%
Students with Disabilities	63	720	710	711	30%	22%	22%	*	*	25%	19%
Students without Disabilities	275	760	752	765	6%	11%	16%	*	*	67%	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	338	753	743	760	11%	13%	17%	45%	14%	59%	*
Homeless Students	N	N	*	723	N	N	N	N	N	N	32%
Students in Foster Care	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%



Middletown High School South
(25-3160-053)
Grades Offered: 09-12
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	745	98.4	47.8	52.4	44.5	47.8	42.7	Met Target
White	683	98.3	48.8	53.2	54.1	48.8	42.6	Met Target
Hispanic	34	100.0	20.6	42.4	28.8	20.6	34.9	Not Met
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	76.9	71.4	76.5	76.9	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	58.4	53.3	*	**	**
Female	398	98.8	45.7	51.1	44.9	45.7		
Male	347	98.0	50.1	53.7	44.2	50.1		
Economically Disadvantaged Students	44	95.7	25.0	22.4	26.3	25.0	31.2	Met Target†
Non-Economically Disadvantaged Students	701	98.6	49.2	56.2	54.9	49.2		
Students with Disabilities	131	95.7	18.3	18.1	17.4	18.3	17.7	Met Target
Students without Disabilities	614	99.0	54.1	61.4	50.0	54.1		
English Learners	*	*	*	39.7	25.0	*	**	**
Non-English Learners	*	*	*	52.5	46.5	*		
Homeless Students	*	*	*	22.5	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	50.0	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

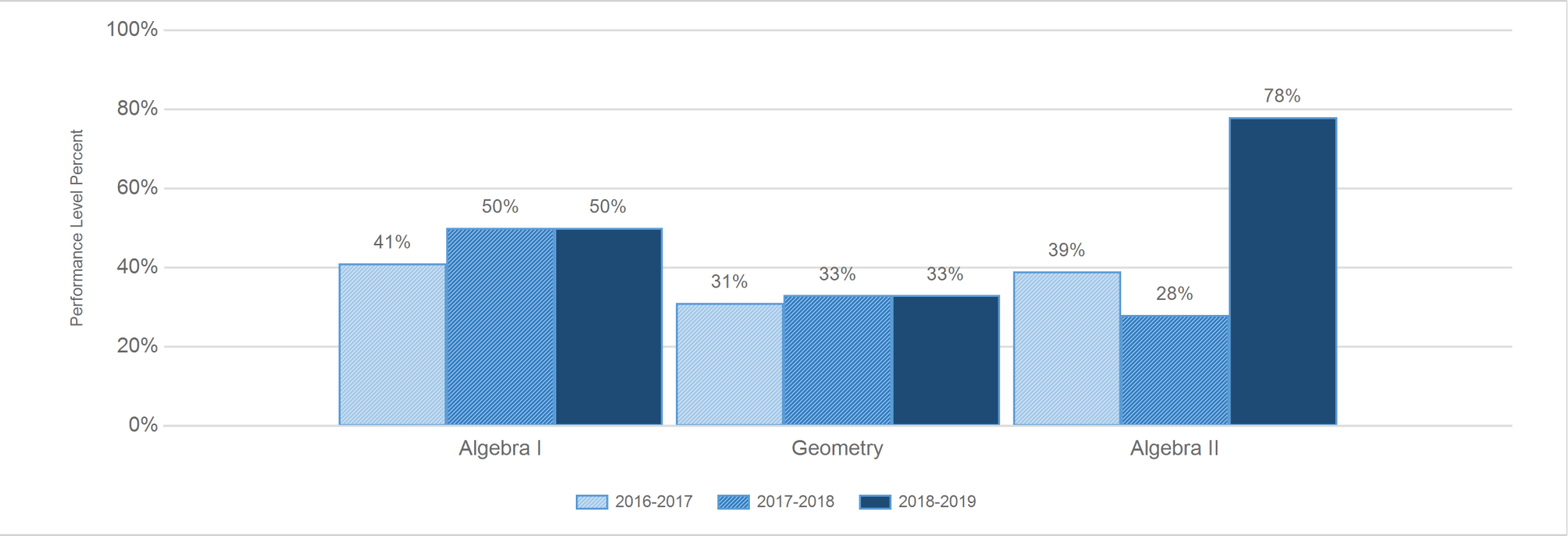


Middletown High School South
(25-3160-053)
Grades Offered: 09-12
2018-2019

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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.



Middletown High School South
(25-3160-053)
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	298	746	749	744	6%	14%	30%	50%	0%	50%	42%
White	271	747	749	752	5%	14%	30%	51%	0%	51%	53%
Hispanic	15	725	743	728	*	*	*	*	*	13%	24%
Black or African American	*	*	728	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	166	747	749	745	*	*	32%	49%	0%	49%	44%
Male	132	744	749	743	*	*	27%	52%	0%	52%	41%
Economically Disadvantaged Students	17	736	723	727	*	*	*	*	*	35%	23%
Non-Economically Disadvantaged Students	281	747	752	752	*	*	*	*	*	51%	52%
Students with Disabilities	75	729	722	717	*	*	29%	28%	0%	28%	12%
Students without Disabilities	223	752	756	748	*	*	30%	57%	0%	57%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	298	746	749	745	6%	14%	30%	50%	0%	50%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Middletown High School South
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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	306	738	732	737	7%	19%	42%	27%	5%	33%	35%
White	279	738	733	743	8%	18%	41%	28%	5%	33%	43%
Hispanic	15	736	730	724	0%	*	*	*	*	20%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	724	745	*	*	*	*	*	*	46%
Female	161	739	733	738	6%	14%	47%	*	*	34%	36%
Male	145	736	732	736	8%	24%	36%	*	*	32%	34%
Economically Disadvantaged Students	25	725	723	722	*	*	*	*	*	20%	16%
Non-Economically Disadvantaged Students	281	739	733	743	*	*	*	*	*	34%	43%
Students with Disabilities	52	712	708	712	*	*	*	*	*	*	*
Students without Disabilities	254	743	737	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	306	738	732	738	7%	19%	42%	27%	5%	33%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	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%



Middletown High School South
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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	137	769	764	755	0%	*	20%	*	*	78%	58%
White	129	769	765	758	0%	*	19%	*	*	79%	62%
Hispanic	*	*	755	731	*	*	*	*	*	*	34%
Black or African American	N	N	*	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	68	765	759	752	0%	*	*	*	*	69%	55%
Male	69	772	770	758	0%	*	*	*	*	87%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	137	769	*	756	0%	*	20%	*	*	78%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	137	769	764	755	0%	*	20%	*	*	78%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Middletown High School South
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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



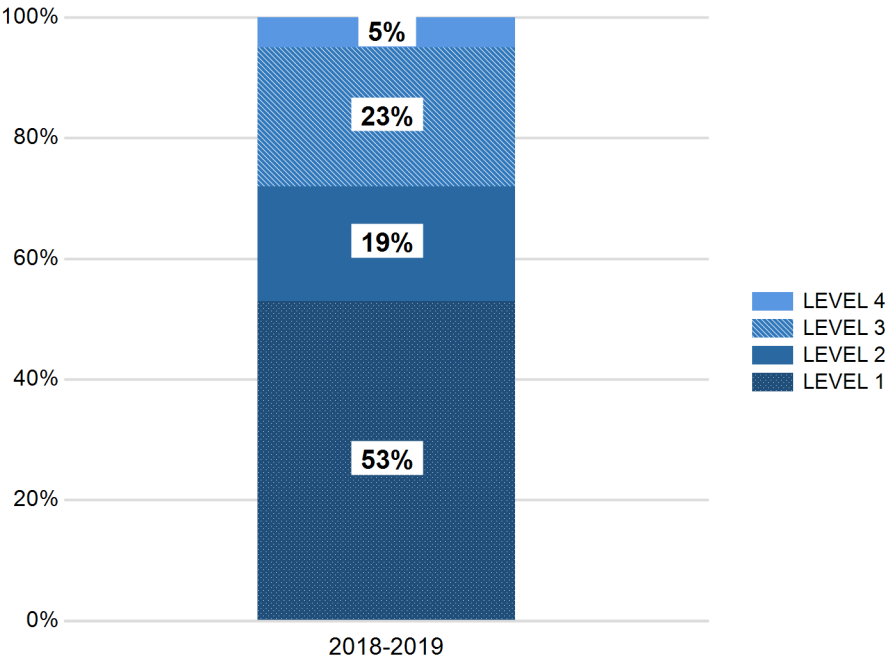
Middletown High School South
(25-3160-053)
Grades Offered: 09-12
2018-2019

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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	53	19	23	5
White	52	20	24	5
Hispanic	70	10	15	5
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	50	23	23	4
Male	57	16	22	5
Economically Disadvantaged Students	74	9	17	0
Non-Economically Disadvantaged Students	52	20	23	5
Students with Disabilities	80	8	11	0
Students without Disabilities	48	21	25	6
English Learners	N	N	N	N
Non-English Learners	53	19	23	5
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



Middletown High School South
(25-3160-053)
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2018-2019

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam 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	99.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	82.6%	72.1%
12th graders taking ACT in 2018-19 or prior years	19.2%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	503	476	Grade 10: 430 Grade 11: 460	77%	61%
PSAT 10/NMSQT - Math	503	477	Grade 10: 480 Grade 11: 510	56%	43%
SAT - Reading and Writing	580	539	480	92%	70%
SAT - Math	581	541	530	71%	53%
ACT - Reading	23	25	22	62%	66%
ACT - English	24	24	18	83%	81%
ACT - Math	24	24	22	68%	65%
ACT - Science	23	24	23	46%	57%



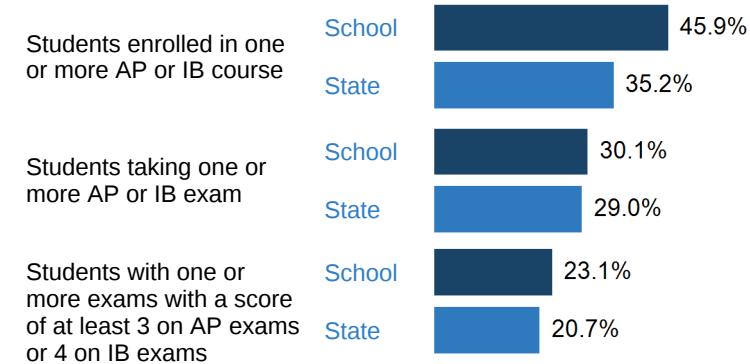
Middletown High School South
(25-3160-053)
Grades Offered: 09-12
2018-2019

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

AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	0	9
AP Biology	17	11
AP Calculus AB	69	61
AP Calculus BC	22	19
AP Chemistry	23	22
AP Comparative Government and Politics	11	0
AP Computer Science A	39	7
AP Computer Science Principles	0	23
AP English Language and Composition	40	35
AP English Literature and Composition	33	5
AP Environmental Science	54	30
AP French Language and Culture	9	0
AP German Language and Culture	0	1
AP Human Geography	50	37
AP Italian Language and Culture	10	0
AP Japanese Language and Culture	0	1



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AP/IB Course	Students Enrolled	Students Tested
AP Macroeconomics	0	7
AP Microeconomics	0	2
AP Music Theory	13	5
AP Physics 1	0	33
AP Physics C: Electricity and Magnetism	15	7
AP Physics C: Mechanics	0	13
AP Psychology	162	44
AP Spanish Language	0	3
AP Spanish Literature	8	0
AP Statistics	102	70
AP U.S. Government and Politics	0	8
AP U.S. History	26	21
Total Exams taken		474
Exams with scores of at least 3 on AP exams or 4 on IB exams		356



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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](#).

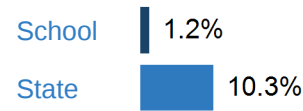
Career and Technical Education Participation

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)



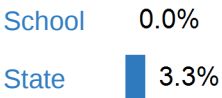
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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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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	*	1.2%	7.7%	10.3%
White	*	1.2%	6.1%	9.6%
Hispanic	*	*	10.3%	11.3%
Black or African American	*	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	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	*	*	7.3%	10.6%
Male	*	*	8.0%	10.1%
Economically Disadvantaged Students	*	*	10.4%	11.8%
Students with Disabilities	*	4.1%	6.6%	9.2%
English Learners	N	N	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	10		
Arts, AV Technology & Communications	*		
Business Management & Administration	*		
Health Science	*		
Hospitality & Tourism	10		
Human Services	*		
Manufacturing	*		
Marketing	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	48	0	0



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

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	303	0	134	0	0	0	13
10	8	311	7	45	1	6	11
11	0	14	178	85	42	19	68
12	0	1	24	55	72	149	83
Total	311	326	343	185	115	174	175
Enrolled in AP/IB Course					91	102	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	409	0	0	0	0	43
10	58	248	1	59	1	16
11	48	50	70	60	147	92
12	64	4	6	55	27	179
Total	579	302	77	174	175	330
Enrolled in AP/IB Course	17	23		54	15	0
Enrolled in Dual Enrollment Course	17	0	0	0	0	44



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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	433	0	0	0	0	90
10	1	336	7	38	1	40
11	0	387	6	50	12	68
12	0	25	6	204	20	127
Total	434	748	19	292	33	325
Enrolled in AP/IB Course	0	26	0	162		59
Enrolled in Dual Enrollment Course	0	26	11	0	0	50

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	295	43	74	20	0	0	0
10	214	46	36	20	0	0	0
11	168	32	52	32	0	0	0
12	28	15	24	17	0	0	0
Total	705	136	186	89	0	0	0
Enrolled in AP/IB Course	8	9	10	0	0	0	0
Enrolled in Dual Enrollment Course	8	9	0	12	0	0	0
Enrolled in Level 3 or Higher	418	95	60	39	0	0	0



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Computer Science and Information Technology– Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	13	0	0	0	5	0
10	24	0	0	0	4	0
11	33	0	0	0	0	0
12	19	0	0	0	1	0
Total	89	0	0	0	10	0
Enrolled in AP/IB Course	39		0			0
Enrolled in Dual Enrollment Course	11	0	0	0	0	0



Middletown High School South

(25-3160-053)

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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
Total	0



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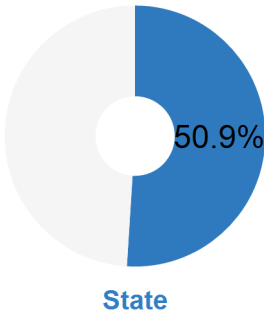
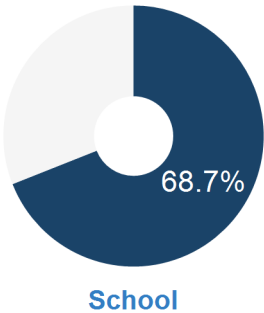
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Visual and Performing Arts – Course Participation

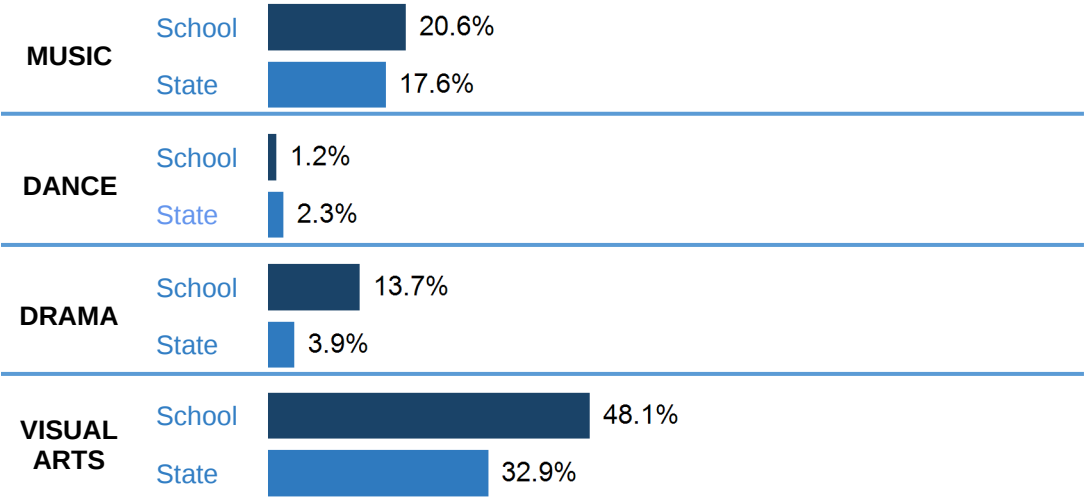
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





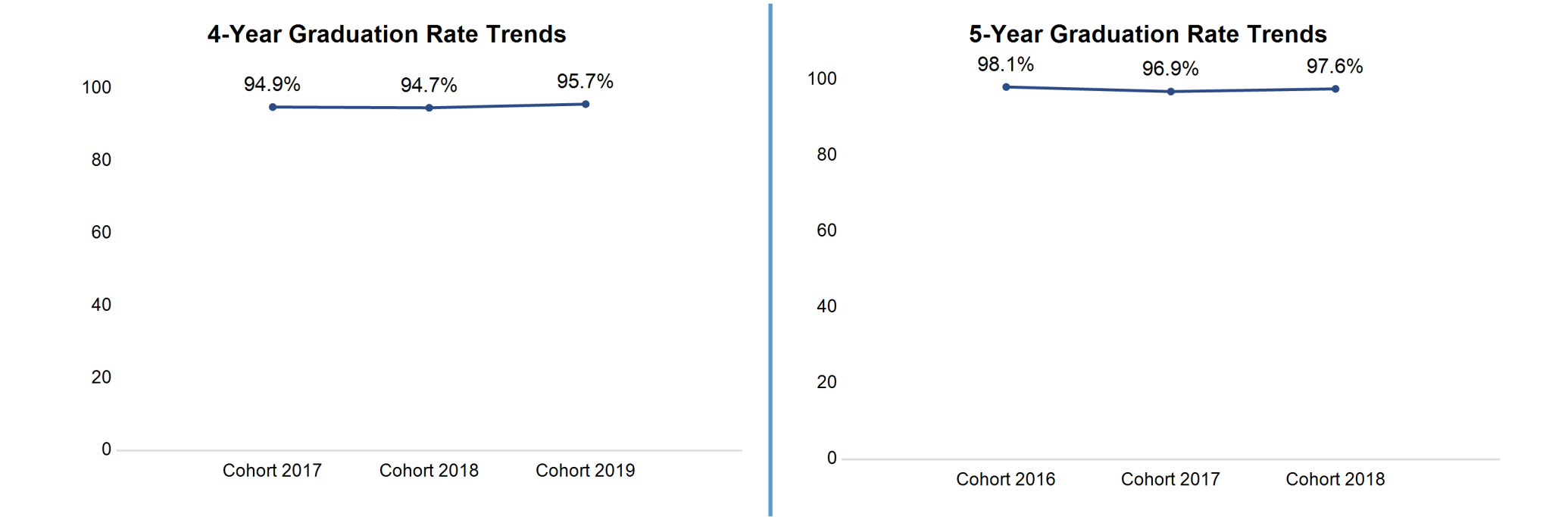
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

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



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	94.9%	94.7%	95.7%	98.1%	96.9%	97.6%
Annual Target	93.7%	93.7%		N	N	
Met Annual Target?	Met Target	Met Target		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	95.7%	90.6%	97.6%	92.5%	94.7%	93.7%	Met Target	96.9%	N	Met Goal
White	96.0%	94.9%	97.4%	95.9%	94.6%	93.6%	Met Target	96.9%	N	Met Goal
Hispanic	91.7%	84.5%	100.0%	87.3%	100.0%	**	**	91.7%	**	**
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	97.9%	92.8%	97.0%	94.4%	95.3%			97.2%		
Male	93.3%	88.5%	98.2%	90.8%	94.2%			96.6%		
Economically Disadvantaged Students	73.9%	84.0%	90.0%	87.3%	76.2%	75.5%	Met Target	100.0%	N	Met Goal
Students with Disabilities	78.0%	79.2%	87.5%	83.8%	76.5%	79.8%	Not Met	86.1%	81.5%	Met Target
English Learners	N	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	N	78.3%	N			*		
Students in Foster Care	*	57.6%	N	82.5%	*			*		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	72.1%	63.2%
Substitute Competency Test	23.4%	36.2%
Portfolio Appeals Process	0.3%	0.0%
Alternate Requirements specified in IEP	4.2%	0.6%
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	0.1%	1.2%
2017-2018	0.0%	1.2%
2016-2017	0.1%	1.1%



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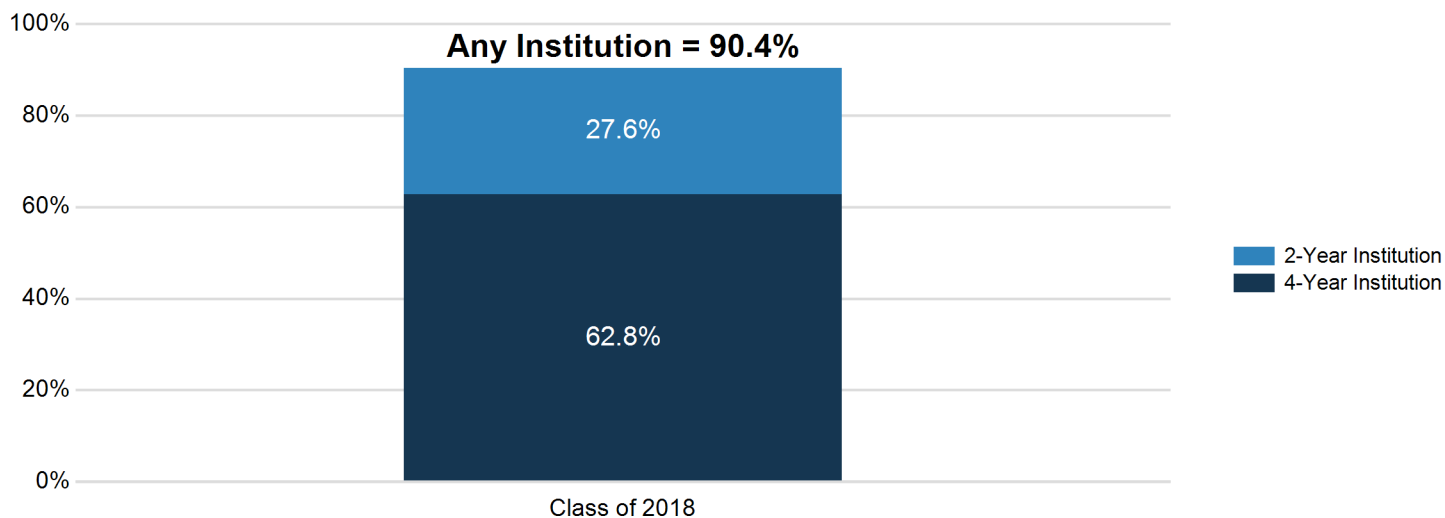
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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	27.6%
% Enrolled in 4-Year Institution	62.8%
% Enrolled in Any Postsecondary Institution	90.4%



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	86.7%	24.3%	75.7%
White	86.2%	24.7%	75.3%
Hispanic	100%	33.3%	66.7%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	100%	10%	90%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	81%	35.3%	64.7%
Students with Disabilities	59.3%	65.6%	34.4%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	90.4%	30.6%	69.4%	76.1%	23.9%	57.5%	42.5%
White	90.8%	31%	69%	75.8%	24.2%	57.4%	42.6%
Hispanic	82.4%	28.6%	71.4%	78.6%	21.4%	64.3%	35.7%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	71.4%	40%	60%	70%	30%	90%	10%
Students with Disabilities	57.1%	58.3%	41.7%	83.3%	16.7%	70.8%	29.2%
English Learners	N	N	N	N	N	N	N



Middletown High School South
(25-3160-053)
Grades Offered: 09-12
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.

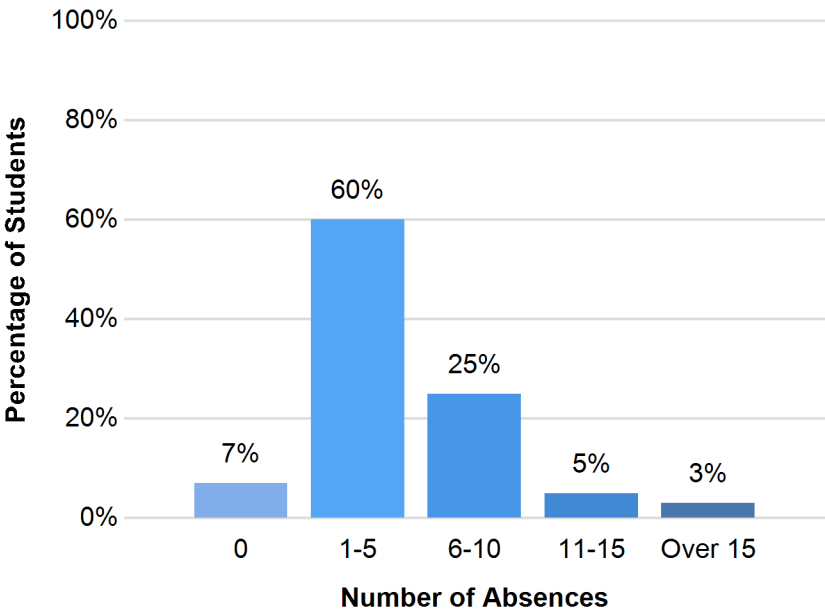
Chronic Absenteeism

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	32	2.0	14.2	Met
White	28	2.0	14.2	Met
Hispanic	0	0	14.2	Met
Black or African American	2	10.0	14.2	Met
Asian, Native Hawaiian, or Pacific	1	3.0	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	21	2.5		
Male	11	1.5		
Economically Disadvantaged Students	9	8.5	14.2	Met
Students with Disabilities	19	6.3	14.2	Met
English Learners	N	N	N	N
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





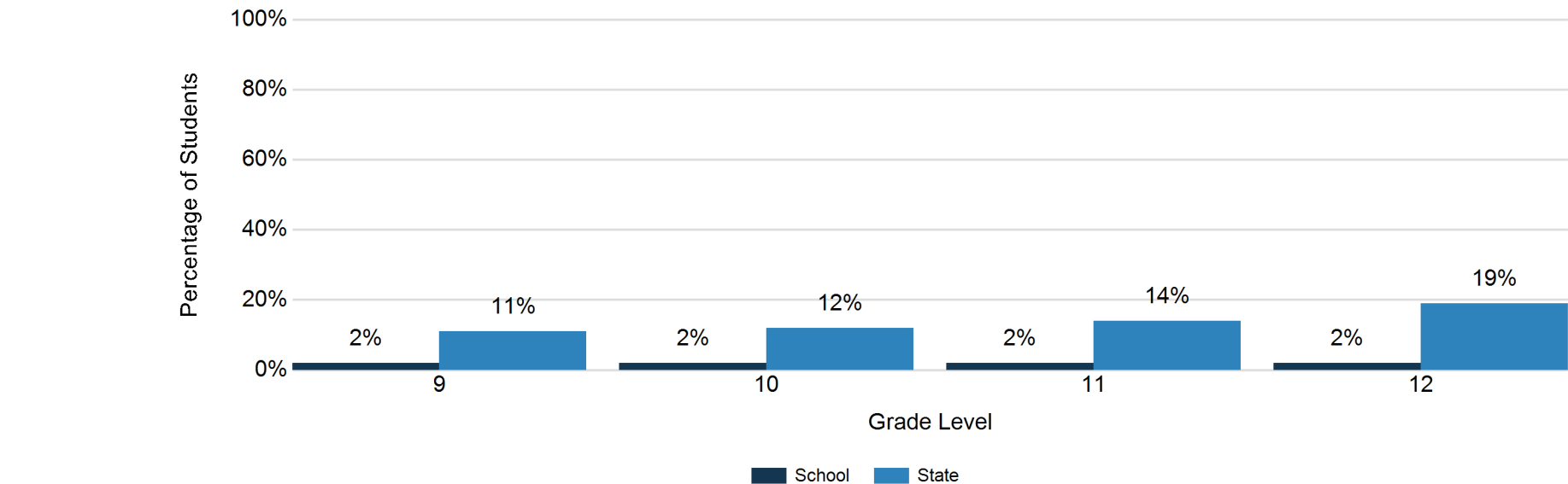
Middletown High School South
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Weapons	0
Vandalism	2
Substances	35
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	47
Incidents Per 100 Students Enrolled	3.06

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	2	2	4
Religion	0	1	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	5	1	6
Other	6	0	6
No Identified Nature	10		10

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	15
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	53	3.5%
Out-of-School Suspensions	44	2.9%
Any Suspension	60	3.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	15	1.0%

School Days Missed due to Out-of-School Suspensions
100



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School Day

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

Category	School
Typical Start Time	7:25 AM
Typical End Time	2:02 PM
Length of School Day	6 Hrs 37 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	5 Hrs. 20 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	126	118,214
Average years experience in public schools	12.6	12.1
Average years experience in district	9.9	10.8
Percentage of Teachers with 4 or more years experience in the district	73.8%	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	49	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	10.3	12.0
Percentage of Administrators with 4 or more years experience in the district	77.6%	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	12:1
Students to Administrators	256:1	194:1
Teachers to Administrators	21:1	16:1
Students to Librarians/Media Specialists		1584:1
Students to Nurses		528:1
Students to Counselors		413:1
Students to Child Study Team Members		194:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.7%	69.8%	33.3%	48.4%	77.1%	54.9%
Male	47.3%	30.2%	66.7%	51.6%	22.9%	45.1%
White	91.0%	96.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	4.4%	1.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.3%	1.6%	0.0%	15.0%	6.6%	13.9%
Asian	1.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	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 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	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	97.9%	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.



Middletown High School South

(25-3160-053)

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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	62.1%	61.5%	67.8%
Math Proficiency	44.0%	43.6%	47.8%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	94.9%	94.7%	95.7%
5-Year Graduation Rate†	98.1%	96.9%	97.6%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	8.6%	8.3%	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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Annually, NJDOE will identify schools in the following federal category:

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Target	Met Goal	N	Met	No
White	Met Target	Met Target	Met Target	Met Goal	n/a	Met	No
Hispanic	Met Target	Not Met	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	Met	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	Met Target†	Met Target†	Met Target	Met Goal	n/a	Met	No
Students with Disabilities	Met Target	Met Target	Not Met	Met Target	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.

 Highlights:	- Middletown High School South has earned NJ Future Ready Certification-Silver Status with Distinction. - Middletown High School South utilizes 1:1 personal Chromebooks for all students. - Middletown South has fully implemented the Early College Academy, and STEM, GLP3, and Business Pathways. Students also have the opportunity to participate in the district's Arts Academy.
 Mission, Vision, Theme:	The mission of Middletown High School South is to prepare and motivate students through rigorous and compassionate instruction to become productive lifelong learners and responsible citizens in a competitive global society. We strive to pique intellectual curiosity, celebrate diversity, and foster the development of a strong moral character in our students through a balanced learning environment.
 Awards, Recognition, Accomplishments:	Accomplishments included College Boards AP District Honor Roll, Air Force and Naval Academy appointments, state and county athletic championships, Basie Award recipients, variety of film, art, and theatre awards, Eagle Scouts, SAT 700-800 Club, All Shore Chorus and Band and staff recognition Program, National Merit Scholars and Semi Finalists, Teacher of the Year, Support Staff of the Year, Educational Service Professionals of the Year, All Shore athletes, West Point appointment.



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 Courses, Curriculum, Instruction:	Middletown High School South offers 27 AP courses, dual enrollment opportunities, 31 honors courses, electronic textbook availability, student-centered daily advisory period to provide support and enrichment, core and elective subject area supervisors, academic coaches and directors, all curricula updated and aligned with state standards, elective course options that develop skills necessary for college and career readiness, and Pathway and Academy Programs.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Gymnastics (Girls), Ice Hockey (Boys), 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 (Boys & Girls), Wrestling (Coed) Girls Cross Country- Shore Conference A North Division Champions, 2nd place NJSIAA Sectional, 3rd place NJSIAA Group meet Field Hockey- NJSIAA Sectional Semi Finalist Girls Soccer- NJSIAA Sectional Quarterfinalist Boys Soccer- NJSIAA Sectional Quarterfinalist Football- Shore Conference A North Division Champions, NJSIAA Sectional Semi Finalist Gymnastics- 3rd place Shore Conference Tournament, 3rd place NJSIAA Sectionals Boys Bowling- Shore Conference B North Champions Boys/Girls Lacrosse- Most wins in school history Baseball- Shore Conference A North Division Champions Softball- Monmouth County Tournament Semi Finalist Boys Golf- Shore Conference A North Champions Girls Swimming- NJSIAA Sectional Finalist
 Clubs and Activities:	MHSS has a variety of arts and music clubs, academic clubs and teams, community volunteer clubs, honor society organizations, special education support clubs, leadership organizations, diversity organizations, technology based clubs and teams, and athletic clubs.



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 Before and After School Programs:	During the summer months, students can take remedial and enrichment courses offered at our high schools. National Honor Society members provide tutorial assistance throughout the school year.
 Staff and Professional Learning:	MHSS offers monthly Professional Learning Community activities, opportunities for staff to attend conferences offered by NJPSA/FEA/ASCD and Brookdale, Summer Institutes for AP training, TCRWP Literacy Institutes, Rutgers Center for Literacy Development workshops, Heinemann Literacy Workshops and the NJ Council for Social Studies, English, Math and Science. Our staff attend Learning Design Team meetings, Assessment Committees, EdCamps and Google Boot Camps for Certification. Administrators attend School Safety, Security and Crisis Management workshops, HIB and Lifelines trainings.
 Postsecondary Information:	In 2018, over 90% of graduates attended college. Other students went on to business or technical schools, full-time employment or the military. MHSS hosted college and military representatives, NCAA Night, Financial Aid Night, Kick-Off to College Application Night. Yearly administration of school day PSAT testing for 10th & 11th graders. SAT and ACT Prep courses are offered. Graduates have attended UPenn, Harvard, BC, BU, NYU, Columbia, Cornell, Rutgers, TCNJ, Seton Hall, Stevens and many others.



Middletown High School South
 (25-3160-053)
 Grades Offered: 09-12
 2018-2019

Report Key:

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School Narrative

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

 Student Supports and Services:	MHSS has a full time CST, full time SAC, 6.5 full time guidance counselors, CPC LSW 3 days a week. There are also 2 full time nurses, Speech, OT, PT Services, Structured Learning Experience, National Honor Society tutoring, I&RS Committee, and a 504 Plan Committee. Staff provides office hours for extra help/enrichment, and a Random Drug and Alcohol Program is implemented. Effective School Solutions for at risk students.
 Student Health and Wellness:	Social, emotional and behavioral support services are provided through Effective School Solutions (ESS). Mental health and addiction treatment is offered on a referral basis. The Guidance Department publishes the Community Resources Series on the High School website. Its purpose is to highlight a different community resources for students and families each month. The building hosts blood drives and a flu clinic as well as a breakfast program. Students in 9th and 12th grade participate in suicide prevention lessons from the Lifelines curriculum in their Health class. The school carries out a random drug and alcohol program. CPC counsleors provide services to students. Health screenings are provided by the nurse's office.
 Parent and Community Involvement:	Parent and community involvement plays a critical role at MHSS. Examples of this involvement include, PFA, Middletown Friends of Different Learners, Oasis House, Grades 7-8 Open Houses, 9th Grade Orientation, athletic support, fall/spring musicals. MHSS has partnerships with local senior citizen organizations, various NJ colleges, Crossroads, MAC, Midd Library, Bayshore Success Center, YMCA, local police and fire. Parents use Parent Portal on Powerschool to maintain the home-school connection. Phone blasts, Twitter, Marquee, webiste to facilitate communication.



Middletown High School South
 (25-3160-053)
 Grades Offered: 09-12
 2018-2019

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School Narrative

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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents Surveys were given to gain an understanding of the perceptions of the staff, students and parents regarding emotional, social and physical security at South, support for teaching and learning, respect for diversity and school connectedness and engagement. Survey results were used to revise practice and develop programs to enhance climate and culture for students, staff and parents.
 Facilities:	MHSS opened in 1976. Renovations to the building occurred in 2000. MHSS has 3 gymnasiums, weight room, athletic bubble, theater, play production room with dressing rooms, 3 art rooms, 2 music rooms, 5 technology classrooms, a fully functioning television studio, fully equipped child development classroom, air conditioning, turf field and track, as well as a high elements rope course. Newly added parking lot provides additional parking for students.
 School Safety:	The Middletown School District continues to put student and staff safety as its top priority. We work collaboratively with police and other emergency management personnel to develop and carry out our strategic school safety and security plans and ensure maximum effectiveness and efficiency in allocating security resources. Student social and emotional learning is a focus at every level in order to promote a positive and safe school climate. Our programs and practices include character education, individual and group counseling by mental health professionals, student and staff training, in-district therapeutic programs at the high schools, crisis management teams, partnerships with community mental health organizations and other efforts to promote student self-regulation, social awareness, interpersonal skills and responsible decision making.



Middletown High School South
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School Narrative

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 Technology and STEM:	MHSS is a one-to-one device school that provides all students with Chromebooks and Google for Education accounts. An Educational Technology Specialist and Library Media Specialist support teachers in implementing digital tools and resources into the curriculum, as well as manage the school's Maker Space. Other technology/STEM programs/resources include, but aren't limited to Summer Technology Internship Program, Student Library Program, Tech Tutors Club, and Girls Who Code Club. Classes are offered in Innovation and Design, Graphic Design, Technical Drawing, Aerospace. Design and Technology, TV and Film Production, Architecture and Spatial Design, Photography. There are 3-D printers for student and teacher use. Our new Active Learning Lab is equipped with wall whiteboards, personal whiteboards, and flexible seating. The District has furthered its commitment to technology/STEM through its high school STEM Pathway program and Digital Media Arts track of the New Arts Academy.
 Early Childhood Education:	Fully fuctioning pre-school program.



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School Narrative

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 Other Information	Middletown High School South has a Freshman Academy, in order to ensure an effective high school transition. Students are on an 80-minute, A/B block schedule. Staff and students use Naviance for college and career readiness as well as school to home communication. The district implemented Link-It! to house student data for use in creating personalized instructional plans. Students can participate on 27 varsity teams and in more than 50 clubs. Our Board of Education celebrates student success with a monthly Student Recognition Program. Our students are offered the opportunities to participate in Senior Internship Program, Individualized Learning Opportunities, Dual Enrollment Courses, and Monmouth County Vocational Programs. We also offer the Brookdale Early College Academy, which enables students to graduate high school with an Associate's Degree from BCC. Other activities for students include Challenger Cheer, National Letter of Intent Signing Days, and Freshmen for a Day. The building is a SAT/ACT testing site. In 2019, Midd South had three National Merit Commended Scholars. Finally, there is School Safety Committee that involves a number of stakeholders. Students also have access to the GLP3, STEM, and Business Pathways, as well as the Arts Academy.
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Middletown Village Elementary School
(25-3160-130)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Middletown Village Elementary School**

(25-3160-130)

Grades Offered: KG-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Middletown Township Public School District
Principal Name	Mrs. Karen Zupancic
Address	147 KINGS HIGHWAY MIDDLETOWN, NJ 07748-2085
Phone Number	732-671-0267
Email Address	zupancick@middletownk12.org
Website	https://www.middletownk12.org/domain/13
Twitter	https://twitter.com/MVS_Principal



Middletown Village Elementary School

(25-3160-130)

Grades Offered: KG-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
KG	53	73	63
1	57	48	70
2	65	63	50
3	69	67	62
4	63	70	63
5	69	63	73
Total	376	384	381

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

Student Group	2016-17	2017-18	2018-19
Female	50.8%	51.6%	46.7%
Male	49.2%	48.4%	53.3%
Economically Disadvantaged Students	9.3%	7.0%	8.1%
Students with Disabilities	21.3%	21.9%	23.9%
English Learners	1.9%	3.9%	3.4%
Homeless Students	1.3%	0.3%	0.3%
Students in Foster Care	0.3%	0.3%	0.0%
Military-Connected Students	0.0%	0.3%	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	82.2%	79.9%	78.5%
Hispanic	10.1%	10.2%	12.9%
Black or African American	2.4%	2.3%	0.8%
Asian	2.9%	4.4%	3.4%
Native Hawaiian or Pacific Islander	0.0%	0.3%	0.8%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.4%	2.9%	3.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	53	73	63

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	95.8%
Spanish	2.4%
Other Languages	1.8%



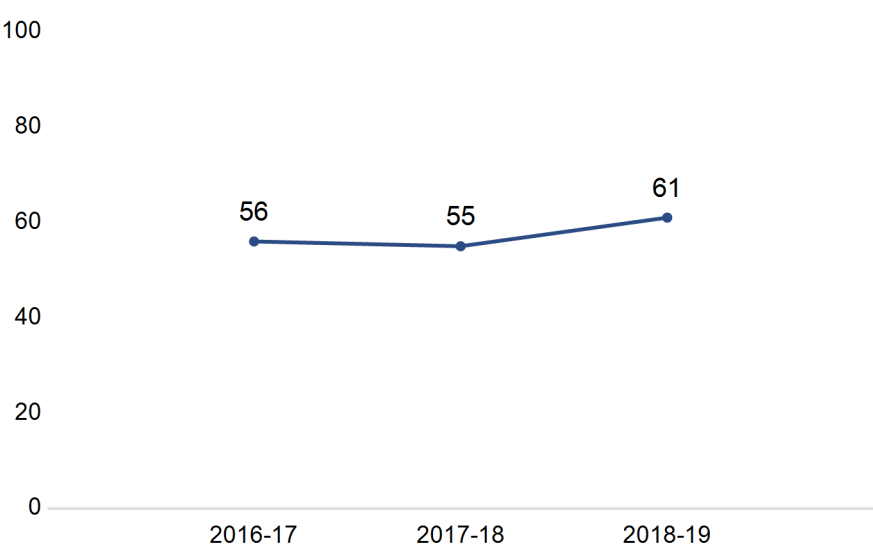
Middletown Village Elementary School
(25-3160-130)
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2018-2019

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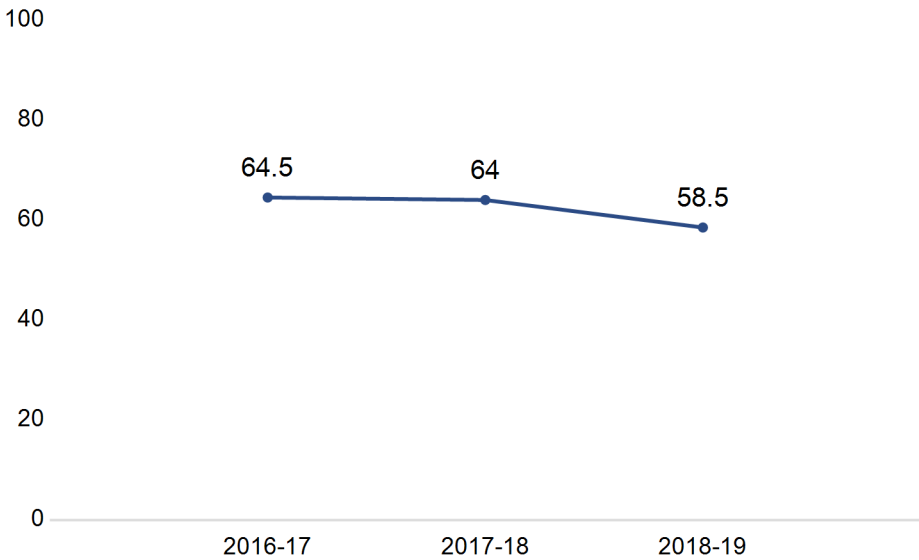
Student Growth Trends and Progress

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	56	55	61	64.5	64	58.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Middletown Village Elementary School

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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	61	55	50	Exceeds Standard	58.5	51	50	Met Standard
White	55	55	50	Met Standard	58	51	52	Met Standard
Hispanic	70	55	49	**	72.5	50.5	47	**
Black or African American	*	39	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	*	62	59	**	*	58.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	66	49	**	*	56.5	52	**
Female	57	59	53	N	54	49	50	N
Male	62	52	47	N	64.5	53	51	N
Economically Disadvantaged Students	*	49	48	**	*	44.5	46	**
Students with Disabilities	45.5	47	43	Met Standard	55.5	47	45	Met Standard
English Learners	*	64	52	**	*	55	50	**
Homeless Students	N	58	43	N	N	49.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	67.5	49	N	N	*	51	N
Migrant Students	N	*	47	N	N	*	51	N



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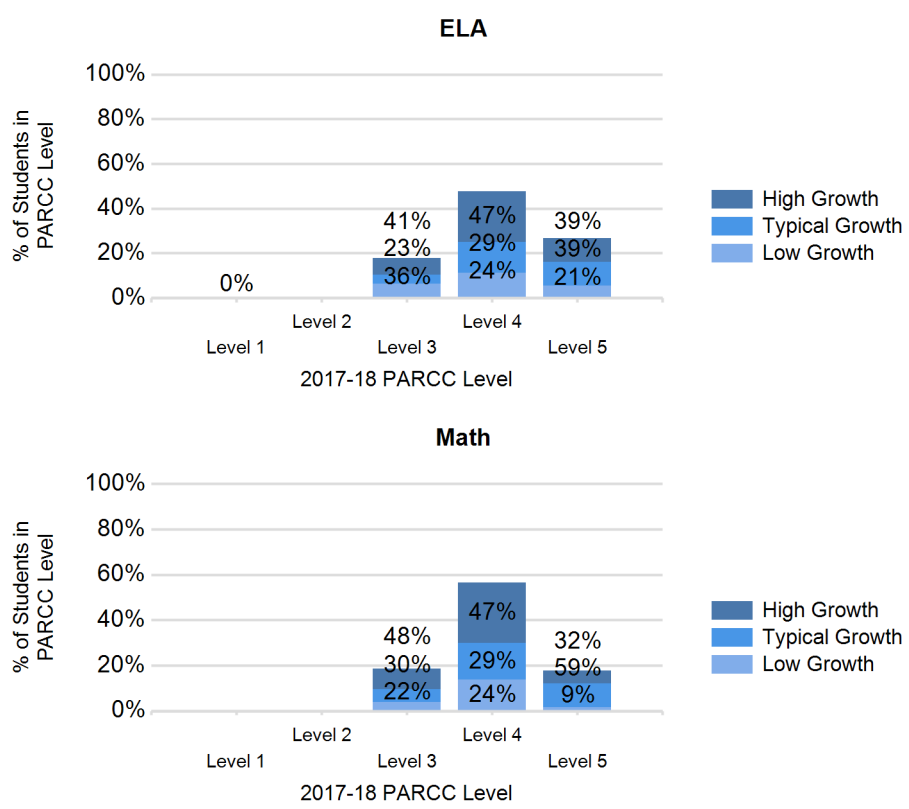
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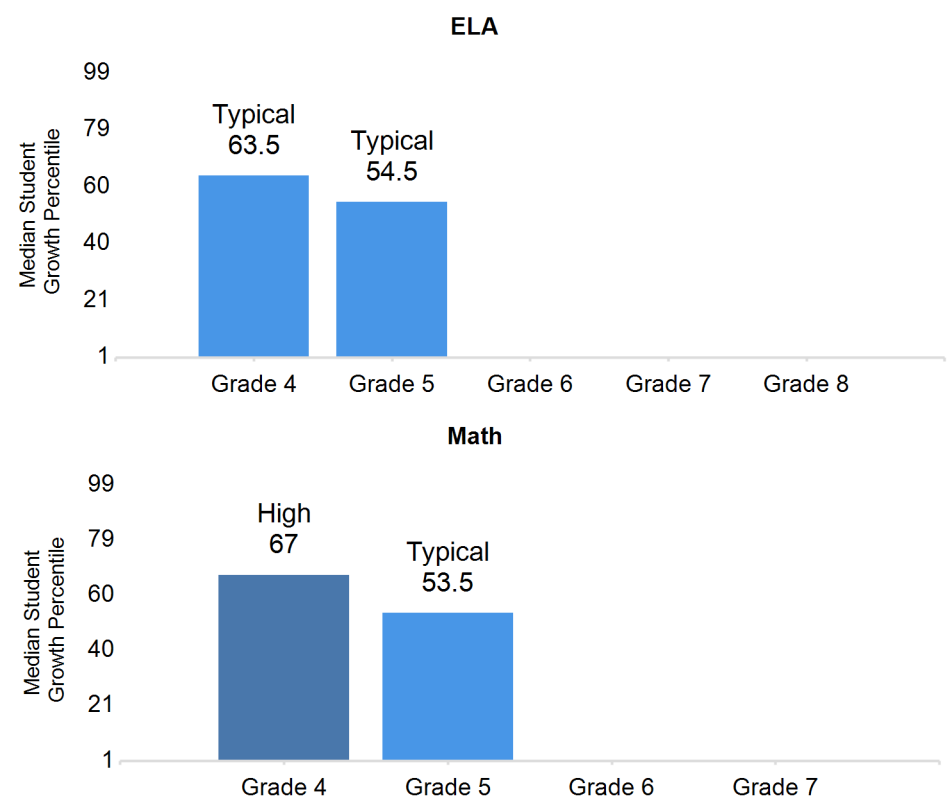
Student Growth by Performance Level

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.



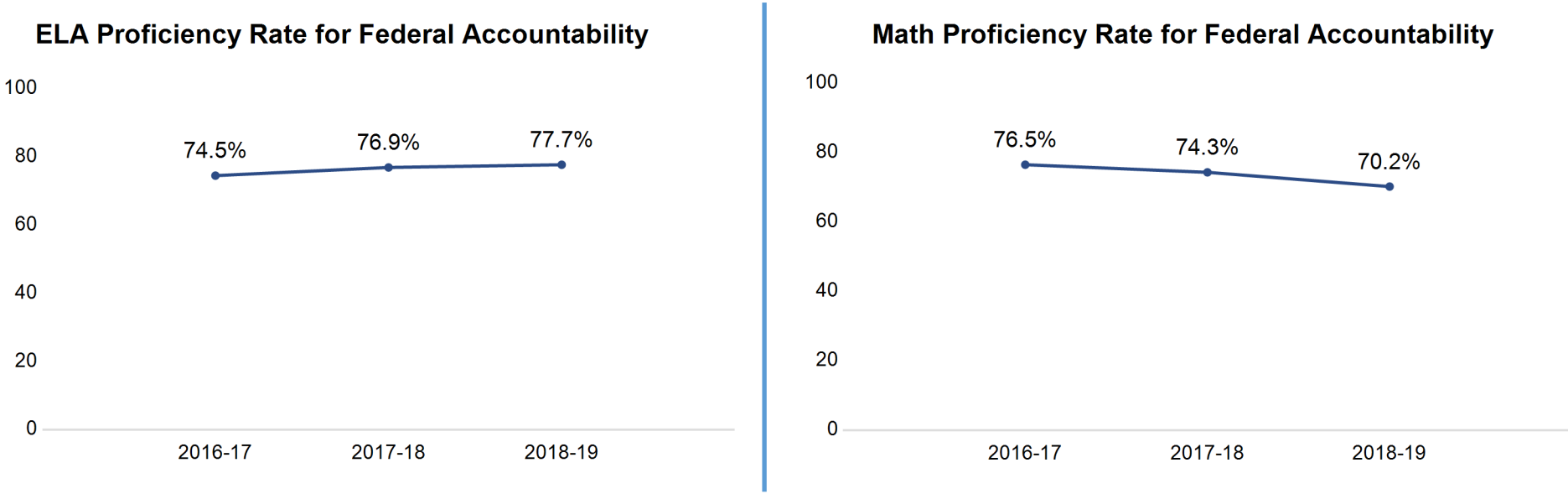


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English Language Arts and Mathematics Performance Trends

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	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	74.5%	76.9%	77.7%	76.5%	74.3%	70.2%
Annual Target	70.7%	71.2%	71.7%	71.6%	72.1%	72.5%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	188	100.0	77.7	65.0	57.9	77.7	71.7	Met Target
White	154	100.0	76.6	65.4	66.9	76.6	72.8	Met Target
Hispanic	18	100.0	83.3	59.5	43.9	83.3	**	**
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	80.9	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	69.0	64.4	*	**	**
Female	90	100.0	82.2	72.4	64.8	82.2		
Male	98	100.0	73.5	57.6	51.3	73.5		
Economically Disadvantaged Students	10	100.0	50.0	40.8	40.0	50.0	**	**
Non-Economically Disadvantaged Students	178	100.0	79.2	68.1	67.9	79.2		
Students with Disabilities	54	100.0	44.4	*	22.7	44.4	40.9	Met Target
Students without Disabilities	134	100.0	91.0	*	65.1	91.0		
English Learners	*	*	*	58.1	29.3	*	**	**
Non-English Learners	*	*	*	65.1	60.6	*		
Homeless Students	*	*	*	42.5	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	72.2	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

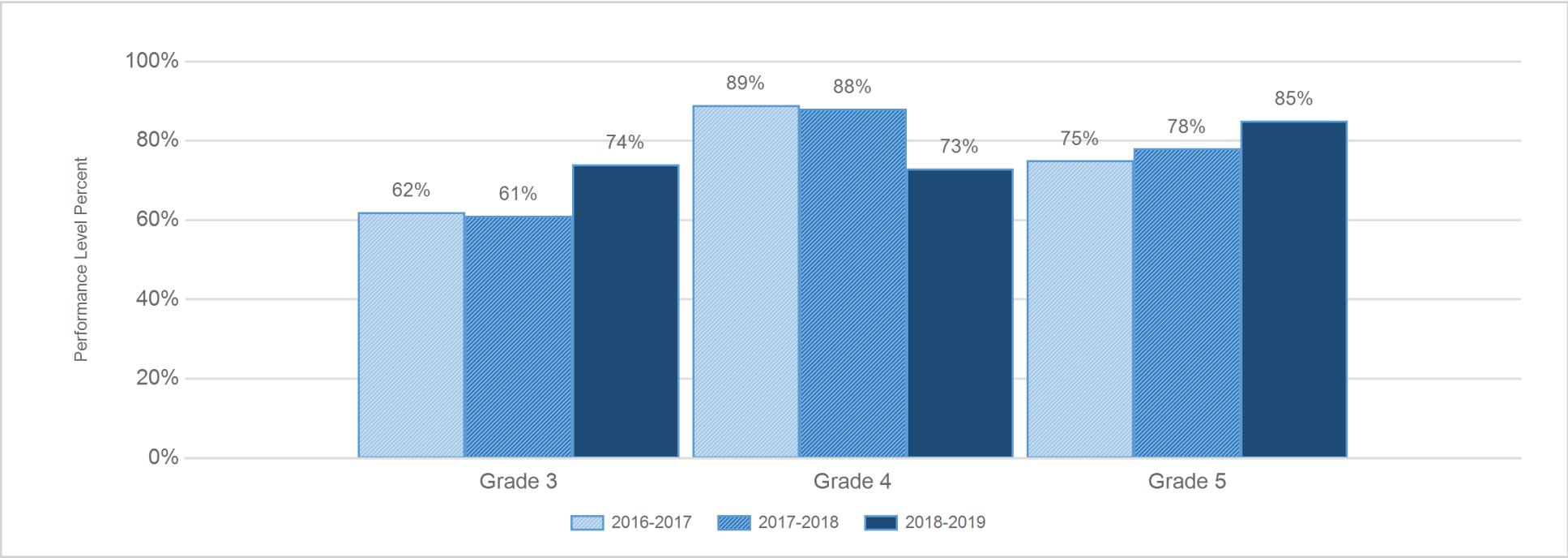


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	768	754	748	*	*	*	*	*	74%	50%
White	46	769	*	757	*	*	*	*	*	76%	60%
Hispanic	*	*	746	734	*	*	*	*	*	*	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	*	*	763	756	*	*	*	*	*	*	58%
Female	30	775	761	753	*	*	*	*	*	80%	55%
Male	28	761	747	743	*	*	*	*	*	68%	46%
Economically Disadvantaged Students	*	*	737	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	756	759	*	*	*	*	*	*	61%
Students with Disabilities	16	739	724	719	*	*	*	*	*	38%	24%
Students without Disabilities	42	779	762	754	*	*	*	*	*	88%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Middletown Village 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	59	767	761	755	*	*	*	46%	27%	73%	57%
White	48	768	762	763	*	*	*	44%	27%	71%	67%
Hispanic	*	*	752	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	770	762	*	*	*	*	*	*	64%
Female	25	777	767	760	*	*	*	*	*	76%	62%
Male	34	760	756	750	*	*	*	*	*	71%	53%
Economically Disadvantaged Students	*	*	739	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	764	765	*	*	*	*	*	*	69%
Students with Disabilities	20	734	728	725	*	*	*	*	*	40%	25%
Students without Disabilities	39	784	770	761	*	*	*	*	*	90%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Middletown Village Elementary School

(25-3160-130)

Grades Offered: KG-05

2018-2019

Report Key:
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 N No Data is available to display
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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	71	780	766	756	0%	*	*	52%	32%	85%	58%
White	60	777	767	764	0%	*	*	52%	30%	82%	68%
Hispanic	*	*	757	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	35	783	774	761	0%	*	*	51%	37%	89%	64%
Male	36	776	758	750	0%	*	*	53%	28%	81%	52%
Economically Disadvantaged Students	N	N	744	740	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	71	780	769	766	0%	*	*	52%	32%	85%	69%
Students with Disabilities	18	754	737	724	0%	*	*	*	*	56%	23%
Students without Disabilities	53	788	774	762	0%	*	*	*	*	94%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	71	780	*	758	0%	*	*	52%	32%	85%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	*	723	N	N	N	N	N	N	26%



Middletown Village Elementary School
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Grades Offered: KG-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	188	100.0	70.2	52.4	44.5	70.2	72.5	Met Target†
White	154	100.0	68.2	53.2	54.1	68.2	72.8	Met Target†
Hispanic	18	100.0	88.9	42.4	28.8	88.9	**	**
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	71.4	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	58.4	53.3	*	**	**
Female	90	100.0	70.0	51.1	44.9	70.0		
Male	98	100.0	70.4	53.7	44.2	70.4		
Economically Disadvantaged Students	10	100.0	40.0	22.4	26.3	40.0	**	**
Non-Economically Disadvantaged Students	178	100.0	71.9	56.2	54.9	71.9		
Students with Disabilities	54	100.0	37.0	18.1	17.4	37.0	45.7	Met Target†
Students without Disabilities	134	100.0	83.6	61.4	50.0	83.6		
English Learners	*	*	*	39.7	25.0	*	**	**
Non-English Learners	*	*	*	52.5	46.5	*		
Homeless Students	*	*	*	22.5	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	50.0	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

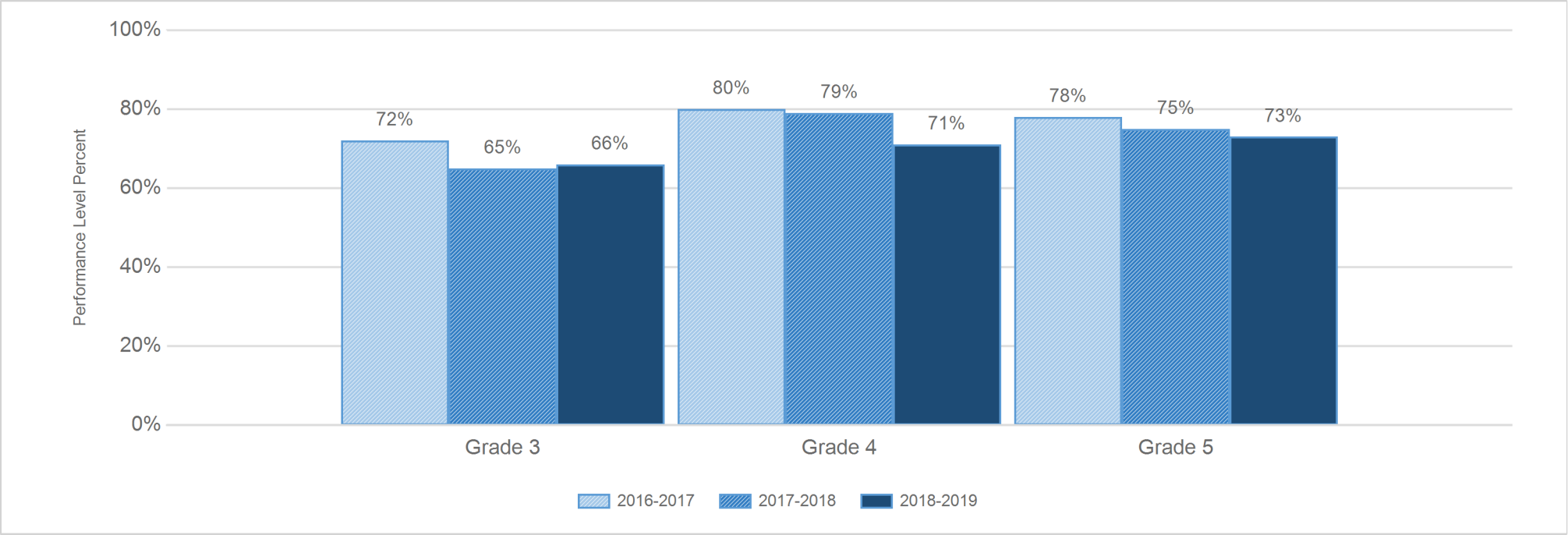


Middletown Village Elementary School
(25-3160-130)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	764	761	752	0%	*	24%	*	*	66%	55%
White	46	764	*	760	0%	*	28%	*	*	63%	66%
Hispanic	*	*	755	739	*	*	*	*	*	*	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	*	*	766	758	*	*	*	*	*	*	62%
Female	30	765	763	751	0%	*	*	*	*	70%	54%
Male	28	763	759	752	0%	*	*	*	*	61%	56%
Economically Disadvantaged Students	*	*	738	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	764	761	*	*	*	*	*	*	67%
Students with Disabilities	16	744	735	731	0%	*	*	*	*	38%	31%
Students without Disabilities	42	772	768	756	0%	*	*	*	*	76%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	765	757	749	*	*	20%	*	*	71%	51%
White	48	765	758	757	*	*	*	*	*	73%	62%
Hispanic	*	*	745	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	771	754	*	*	*	*	*	*	58%
Female	25	765	755	749	*	*	*	*	*	68%	50%
Male	34	765	759	749	*	*	*	*	*	74%	52%
Economically Disadvantaged Students	*	*	733	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	63%
Students with Disabilities	20	740	730	726	*	*	*	*	*	30%	25%
Students without Disabilities	39	777	764	754	*	*	*	*	*	92%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	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	71	766	754	747	0%	*	*	48%	25%	73%	47%
White	60	764	754	755	0%	*	*	45%	23%	68%	58%
Hispanic	*	*	749	735	*	*	*	*	*	*	30%
Black or African American	N	N	*	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	35	764	754	747	0%	*	*	*	*	71%	47%
Male	36	768	753	747	0%	*	*	*	*	75%	47%
Economically Disadvantaged Students	N	N	729	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	71	766	757	757	0%	*	*	48%	25%	73%	59%
Students with Disabilities	18	743	728	725	0%	*	*	*	*	44%	19%
Students without Disabilities	53	774	760	752	0%	*	*	*	*	83%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	71	766	*	749	0%	*	*	48%	25%	73%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%



Middletown Village Elementary School

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† 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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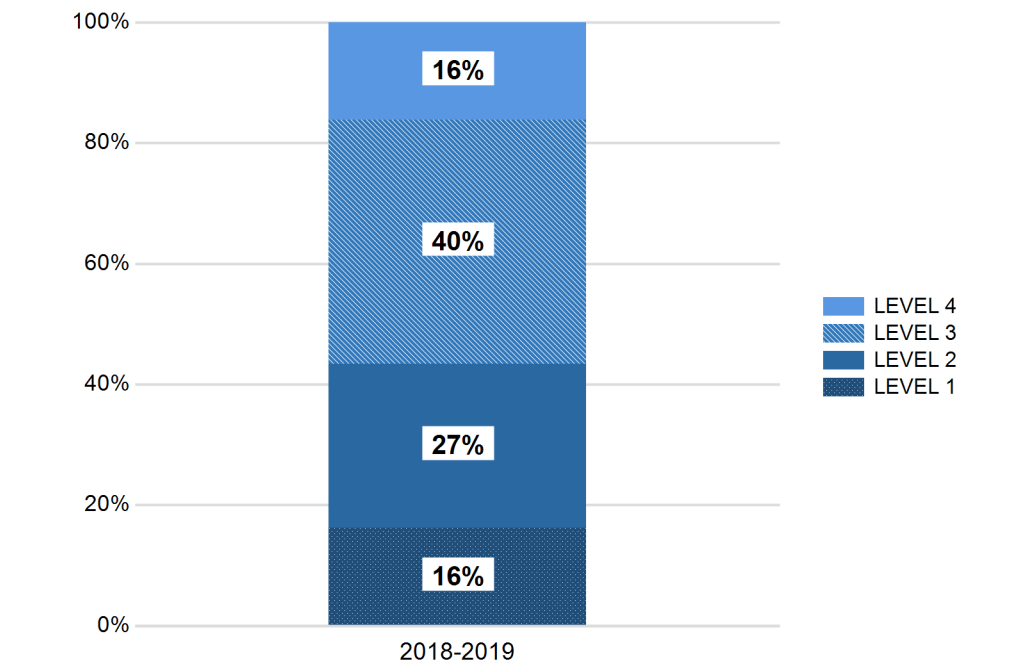
2018-2019

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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 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	16	27	40	16
White	18	27	40	15
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	22	25	50	3
Male	11	30	30	30
Economically Disadvantaged Students	N	N	N	N
Non-Economically Disadvantaged Students	16	27	40	16
Students with Disabilities	47	21	26	5
Students without Disabilities	6	30	44	20
English Learners	N	N	N	N
Non-English Learners	16	27	40	16
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.

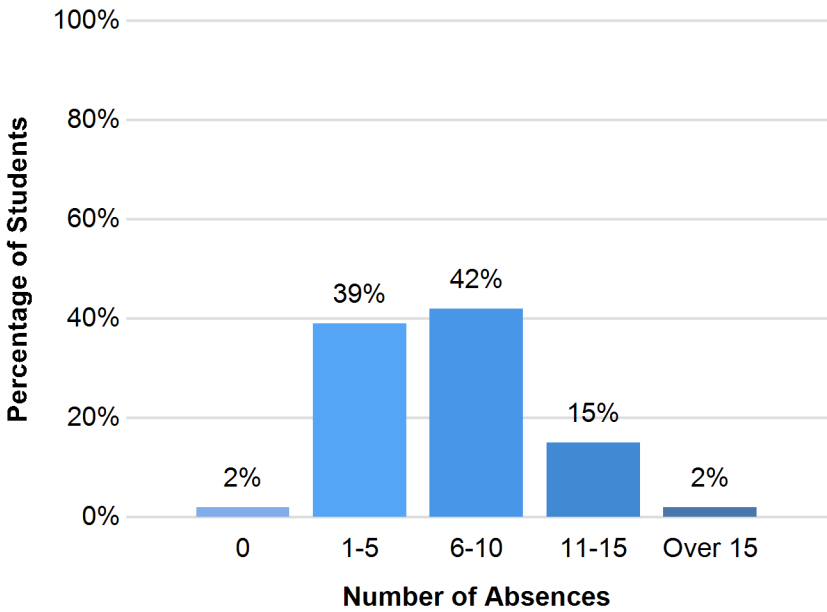
Chronic Absenteeism

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	5	1.4	8.9	Met
White	4	1.4	8.9	Met
Hispanic	1	2.3	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	4	2.4		
Male	1	0.5		
Economically Disadvantaged Students	1	4.3	8.9	Met
Students with Disabilities	2	2.6	8.9	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.





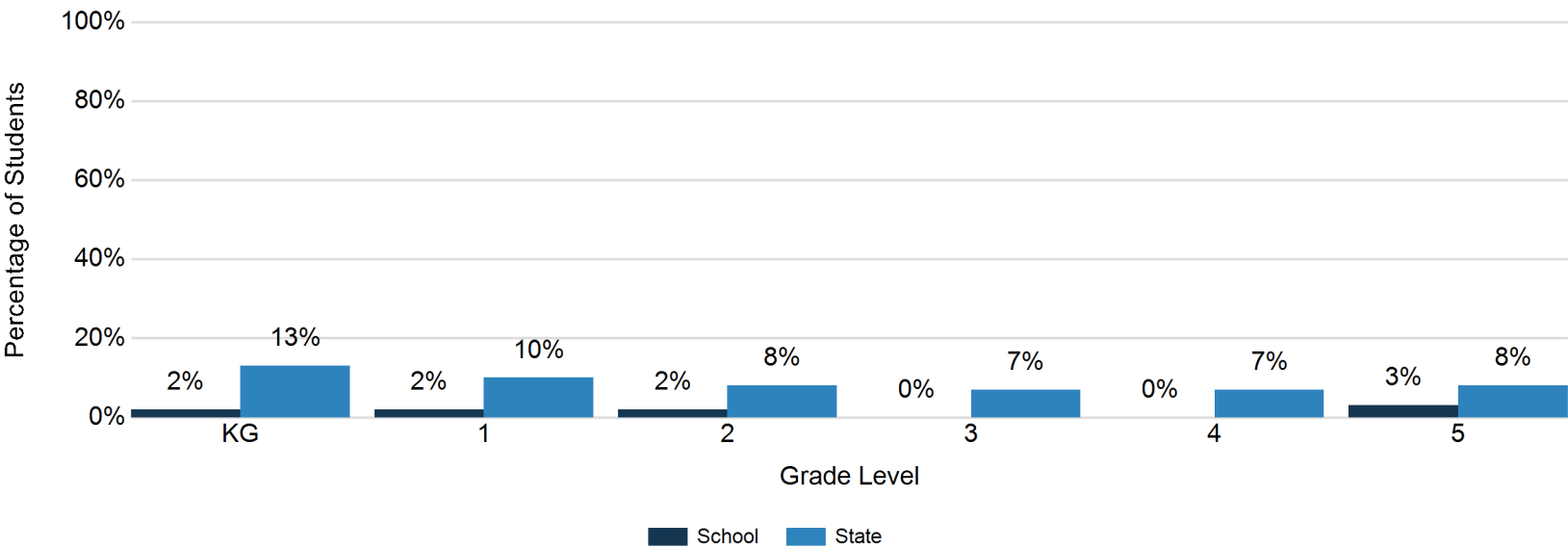
Middletown Village Elementary School
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Chronic Absenteeism by Grade

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





Middletown Village Elementary School

(25-3160-130)

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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

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	2	0	2
Other	0	0	0
No Identified Nature	5		5

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
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
*



Middletown Village Elementary School
(25-3160-130)
Grades Offered: KG-05
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	8:55 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 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	40	118,214
Average years experience in public schools	14.7	12.1
Average years experience in district	10.6	10.8
Percentage of Teachers with 4 or more years experience in the district	77.5%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	49	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	10.3	12.0
Percentage of Administrators with 4 or more years experience in the district	77.6%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	381:1	194:1
Teachers to Administrators	40:1	16:1
Students to Librarians/Media Specialists		1584:1
Students to Nurses		528:1
Students to Counselors		413:1
Students to Child Study Team Members		194:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.7%	87.5%	100.0%	48.4%	77.1%	54.9%
Male	53.3%	12.5%	0.0%	51.6%	22.9%	45.1%
White	78.5%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	12.9%	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	3.4%	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	0.8%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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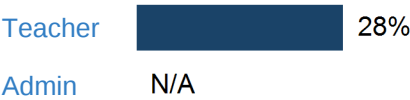
Teachers: All classroom teachers

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	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	97.9%	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.



Middletown Village Elementary School

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

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

ESSA Accountability Status

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

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

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



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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	74.5%	76.9%	77.7%
Math Proficiency	76.5%	74.3%	70.2%
ELA Growth	56	55	61
Math Growth	64	64	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	2.7%	0.8%	1.4%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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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:

- Curriculum is aligned to NJSLs with a student directed learning approach.
- Readers' and Writers' Workshop, StemScopes and Go Math materials used to meet NJSLs and NGSS.
- Technology devices: 1:1 Chromebooks- Grades 2-5; iPads and Smartboards



Mission, Vision, Theme:

Mission Statement: As a "Village" we celebrate an inclusive community of lifelong learners, risk takers and future leaders. This school year our theme is #1team1dream bringing focus to the positive outcomes that occur when we work together with the same vision.



Awards, Recognition, Accomplishments:

Middletown Village Elementary School has received NJ Future Ready Certification-Silver Status with Distinction and is Common Sense Digital Citizenship Certified. Students have earned Middletown Township Arts Council Awards and Middletown Township BOE Art Awards. Middletown Village teachers have been recognized within the district as teacher leaders facilitating professional development for teaching and paraprofessional staff members. Specific classrooms in Middletown Village have been identified as Classroom Lab Sites for Readers' and Writers' Workshop.



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 Courses, Curriculum, Instruction:	Curriculum is aligned to NJSLS. A wide variety of materials/resources are available, in both print and digital form, including GoMath, DreamBox, Readers' and Writers' Workshop with rich classroom libraries, and StemScopes. Instruction is differentiated in both process and product. Traditional homework is moving to Classroom Extensions to further strengthen the home-school connection while providing opportunities that focus on student interest and choice.
 Clubs and Activities:	YMCA offers Y-Kids Clubs sessions throughout the year encouraging creativity through fine arts, mind, and body movement. Girls On the Run club for students in grades 3-5 meets in the fall and spring. An after-school fitness club incorporates cardio training and yoga. Our school technology club provides opportunity for students in grades 3-5 to explore passion projects. With the completed construction of new garden beds as an Eagle Scout project by a Village alumni, we are working to partner up with Rutgers for a school community garden.



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Before and After School Programs:	Teachers provide before/after school small group targeted instruction as needed to foster student achievement.
Staff and Professional Learning:	Middletown Village teachers are committed to their own professional learning as evidenced by their advanced degrees and continuing education commitment. Building based PD based on an annual survey of needs focuses on district/school initiatives, instructional strategies, changing pedagogy, current data, as well as whole child well-being.



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Student Supports and Services:	Middletown Village School is one of the district's direct providers of ESL instruction. In addition, classroom teachers have received SIOP training. Inclusive classrooms/activities guide our instructional practices. Tiered interventions and small group instruction support student learning. Classroom settings include ICR/RC and self-contained classrooms.
Student Health and Wellness:	All students participate in PE and Health classes each week. Posters in the Health Office and All Purpose Room promote making healthy food choices. Classes schedule physical movement breaks daily. Students engage in Teacher Directed Physical Education daily. Hearing and vision screenings are conducted by the school nurse.
Parent and Community Involvement:	Middletown Village School has a very active and involved parent organization, the PFA. Parent information meetings, school-wide and grade level enrichment assemblies, and family fun events are organized by the PFA. Each year a New Family gathering is held to acclimate new families to the school/community. Community and local organizations set up information tables at Back to School Night. Community leaders and parents are frequent classroom guest readers.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers School climate surveys for safety, atmosphere, instructional practices and HIB have been used. Administrator and staff as well as PFA have created surveys. All staff annually take a survey on the leadership practices of the building principal.
 Facilities:	Middletown Village School was built in 1941 with two additions added in later years. All instructional spaces have air conditioning. The school, located in the historical district of Middletown, has a student created mural depicting historical houses in the community in one of its hallways. In addition to a new roof and a new public announcement system, the school houses three water filtering stations for student/staff use.
 School Safety:	The Middletown School District continues to put student and staff safety as its top priority. We work collaboratively with police and other emergency management personnel to develop and carry out our strategic school safety and security plans and ensure maximum effectiveness and efficiency in allocating security resources. Student social and emotional learning is a focus at every level in order to promote a positive and safe school climate. Our programs and practices include Responsive Classroom, character education, individual and group counseling by mental health professionals, student and staff training, crisis management teams, partnerships with community mental health organizations and other efforts to promote student self-regulation, social awareness, interpersonal skills and responsible decision making.



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Technology and STEM:	District initiatives based on technology and STEM are supported through daily innovative practices within our classrooms. Student driven hands on activities, that include coding, robotics, engineering and design, inspire students to demonstrate creativity, explore 21st century topics, generate projects of interest and develop deeper understandings that prepare them for future academic success. Our school is equipped for 21st century learners. Technology, such as SMART Boards, Chromebooks, iPads, and document cameras are utilized to engage learners and enhance learning. Students in grades 3-5 each have been assigned a Chromebook and actively work in a 1:1 digital environment on a daily basis. Beyond the classroom, we offer students opportunities to deepen their understanding through the Technology club.
Early Childhood Education:	Middletown Village Elementary School has a full time kindergarten program. Students in Kindergarten learn through interactive lessons that will help build a strong foundation for future social, emotional and academic success.



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 Other Information	Sudents receive instruction in special areas - Art, Health, Music, PE and Spanish. Staff, students and parents are trained yearly in safe schools procedures and protocols. Middletown Village School is represented on the District's Safe School Committee by a teaching staff member and a parent. Each classroom has a Smartboard which is used throughout the school day for instruction. Chromebooks and iPads are used by students as learning tools. Classroom extension projects include families through the use of an ongoing blog. The school website is updated weekly to keep families informed of updates and important information. Community happenings are posted to the school's virtual backpack and Twitter account. Teachers regularly tweet classroom activities. Students give back to the community with food collections throughout the year. In addition, as needs present, the school community organizes drives to help those in need. Middletown Village School is one of the largest donors of pajamas to the local chapter of the Pajama Program. Middletown Village School is part of a local arts initiative for embedding creative strategies in teaching and learning.
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Navesink Elementary School
(25-3160-140)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Middletown Township Public School District
Principal Name	Mr. James Altobello
Address	151 MONMOUTH AVENUE ATLANTIC HIGHLANDS, NJ 07716
Phone Number	732-291-0289
Email Address	altobelloj@middletownk12.org
Website	https://www.middletownk12.org/domain/14
Twitter	https://twitter.com/NavesinkSchool



Navesink Elementary School

(25-3160-140)

Grades Offered: KG-05

2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	38	38	37
1	51	37	36
2	55	46	31
3	48	56	42
4	54	48	46
5	44	53	41
Total	290	278	233

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	49.0%	48.2%	48.5%
Male	51.0%	51.8%	51.5%
Economically Disadvantaged Students	16.9%	14.4%	11.6%
Students with Disabilities	25.5%	25.5%	16.3%
English Learners	1.7%	2.9%	2.6%
Homeless Students	1.7%	0.4%	0.0%
Students in Foster Care	1.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.4%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	84.5%	82.0%	80.3%
Hispanic	6.9%	10.1%	11.6%
Black or African American	2.1%	2.2%	1.3%
Asian	2.4%	1.8%	2.6%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.4%	0.0%
Two or More Races	3.4%	3.6%	4.3%

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
KG - Half Day	0	0	0
KG - Full Day	38	38	37

Enrollment by Home Language

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

Home Language	% of Students
English	97.9%
Other Languages	2.1%



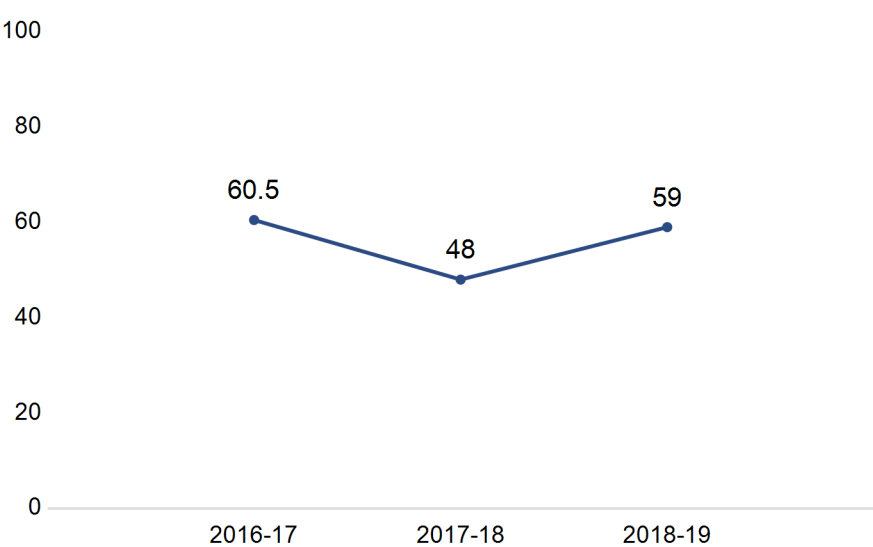
Navesink Elementary School
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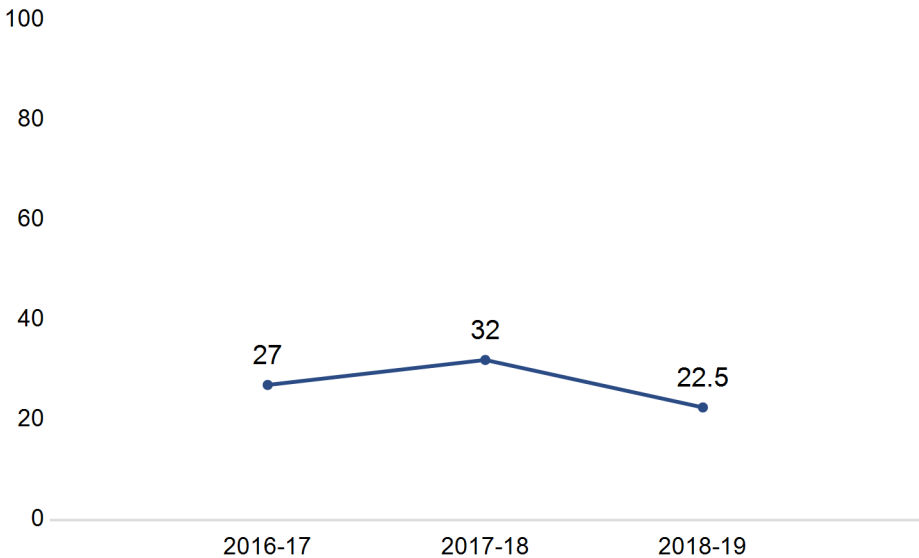
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	60.5	48	59	27	32	22.5
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Not Met	Not Met	Not Met
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	59	55	50	Met Standard	22.5	51	50	Not Met
White	59	55	50	Met Standard	22	51	52	Not Met
Hispanic	59.5	55	49	**	44	50.5	47	**
Black or African American	*	39	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	*	62	59	**	*	58.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	66	49	**	N	56.5	52	**
Female	59	59	53	N	14.5	49	50	N
Male	60	52	47	N	41.5	53	51	N
Economically Disadvantaged Students	*	49	48	**	*	44.5	46	**
Students with Disabilities	34	47	43	**	18	47	45	**
English Learners	*	64	52	**	*	55	50	**
Homeless Students	N	58	43	N	N	49.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	67.5	49	N	N	*	51	N
Migrant Students	N	*	47	N	N	*	51	N



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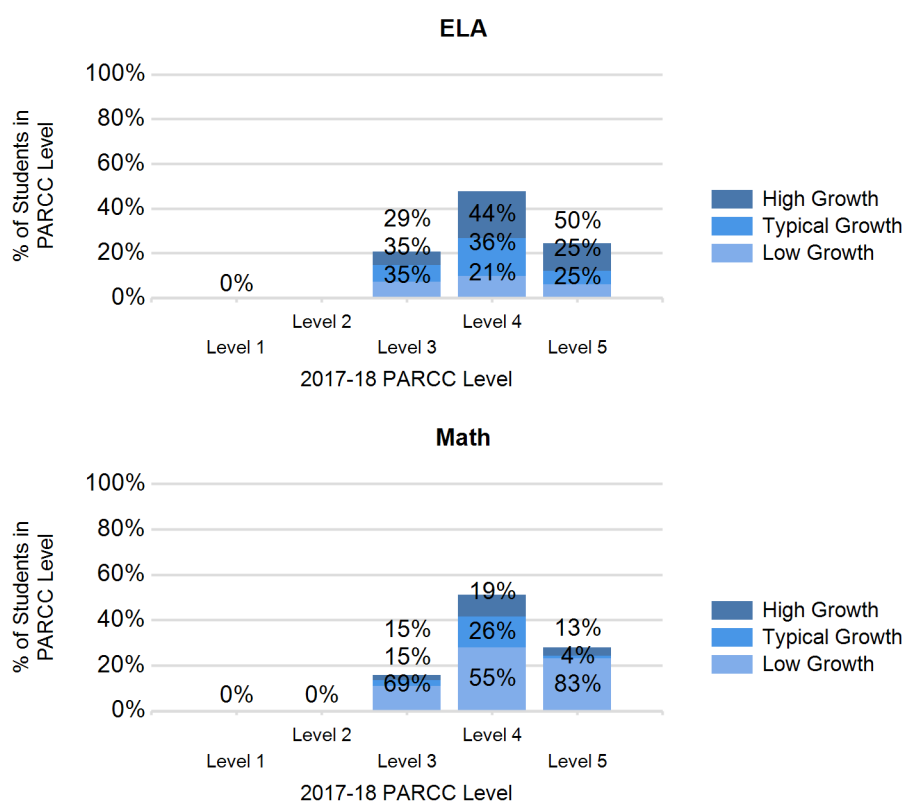
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

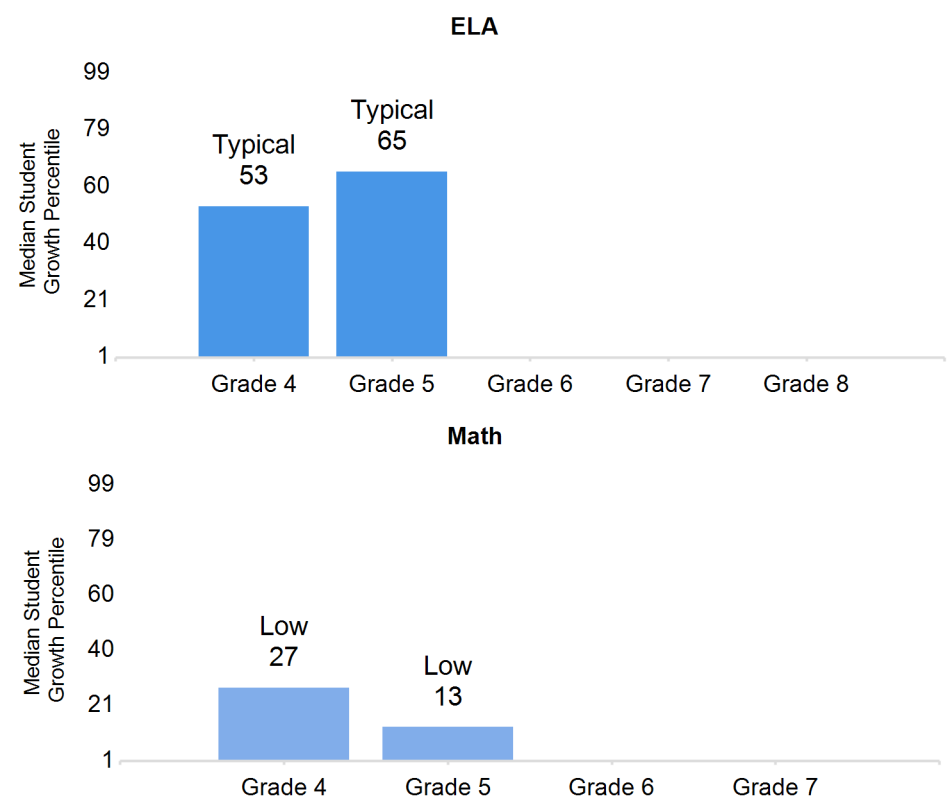
Student Growth by Performance Level

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



Student Growth by Grade

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



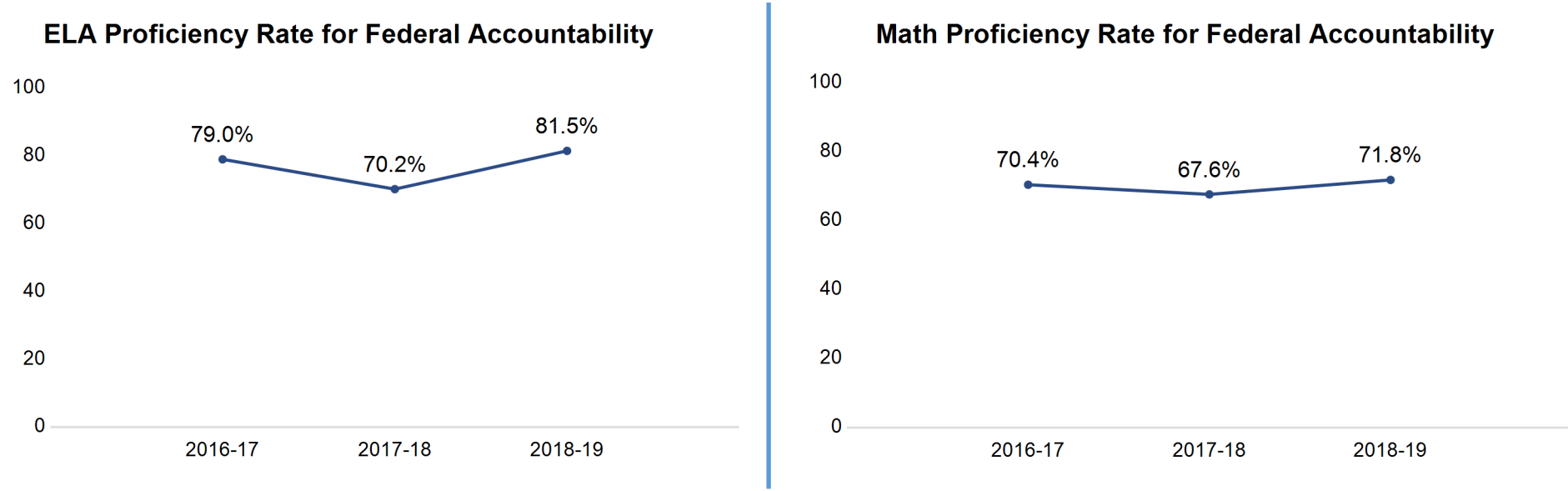


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.7%	97.3%	98.4%	95.5%	98.0%	98.4%
Proficiency Rate for Federal Accountability	79.0%	70.2%	81.5%	70.4%	67.6%	71.8%
Annual Target	60.9%	61.9%	62.9%	71.4%	71.8%	72.3%
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	124	98.4	81.5	65.0	57.9	81.5	62.9	Met Goal
White	105	98.1	83.8	65.4	66.9	83.8	65.8	Met Goal
Hispanic	12	100.0	66.7	59.5	43.9	66.7	**	**
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	80.9	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	69.0	64.4	*	**	**
Female	66	98.5	86.4	72.4	64.8	86.4		
Male	58	98.3	75.9	57.6	51.3	75.9		
Economically Disadvantaged Students	11	100.0	63.6	40.8	40.0	63.6	**	**
Non-Economically Disadvantaged Students	113	98.3	83.2	68.1	67.9	83.2		
Students with Disabilities	24	100.0	50.0	*	22.7	50.0	26.5	Met Target
Students without Disabilities	100	98.1	89.0	*	65.1	89.0		
English Learners	*	*	*	58.1	29.3	*	**	**
Non-English Learners	*	*	*	65.1	60.6	*		
Homeless Students	N	N	N	42.5	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	72.2	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

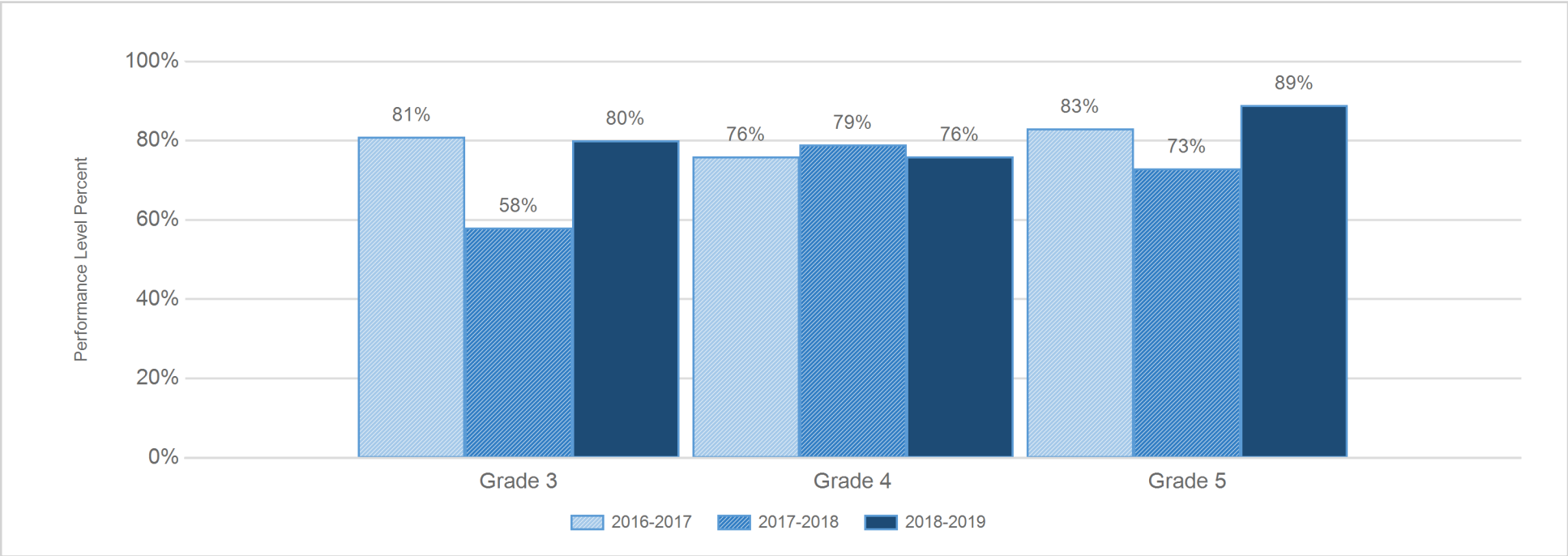


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	780	754	748	*	*	*	*	*	80%	50%
White	34	781	*	757	*	0%	*	*	*	82%	60%
Hispanic	*	*	746	734	*	*	*	*	*	*	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	*	*	763	756	*	*	*	*	*	*	58%
Female	19	794	761	753	*	*	*	*	*	95%	55%
Male	21	768	747	743	*	*	*	*	*	67%	46%
Economically Disadvantaged Students	*	*	737	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	756	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	724	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	762	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	768	761	755	*	*	*	54%	22%	76%	57%
White	37	770	762	763	*	*	*	*	*	78%	67%
Hispanic	*	*	752	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	778	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	770	762	N	N	N	N	N	N	64%
Female	25	770	767	760	*	*	*	*	*	76%	62%
Male	21	765	756	750	*	*	*	*	*	76%	53%
Economically Disadvantaged Students	*	*	739	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	764	765	*	*	*	*	*	*	69%
Students with Disabilities	10	740	728	725	*	*	*	*	*	40%	25%
Students without Disabilities	36	775	770	761	*	*	*	*	*	86%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	783	766	756	*	*	*	55%	34%	89%	58%
White	33	783	767	764	*	*	0%	58%	33%	91%	68%
Hispanic	*	*	757	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	22	783	774	761	*	*	*	*	*	91%	64%
Male	16	784	758	750	*	*	*	*	*	88%	52%
Economically Disadvantaged Students	*	*	744	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	769	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	737	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	774	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	38	783	*	758	*	*	*	55%	34%	89%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	*	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	124	98.4	71.8	52.4	44.5	71.8	72.3	Met Target†
White	105	98.1	75.2	53.2	54.1	75.2	74.2	Met Target
Hispanic	12	100.0	25.0	42.4	28.8	25.0	**	**
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	71.4	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	58.4	53.3	*	**	**
Female	66	98.5	63.6	51.1	44.9	63.6		
Male	58	98.3	81.0	53.7	44.2	81.0		
Economically Disadvantaged Students	11	100.0	45.5	22.4	26.3	45.5	**	**
Non-Economically Disadvantaged Students	113	98.3	74.3	56.2	54.9	74.3		
Students with Disabilities	24	100.0	37.5	18.1	17.4	37.5	43.2	Met Target†
Students without Disabilities	100	98.1	80.0	61.4	50.0	80.0		
English Learners	*	*	*	39.7	25.0	*	**	**
Non-English Learners	*	*	*	52.5	46.5	*		
Homeless Students	N	N	N	22.5	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	50.0	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

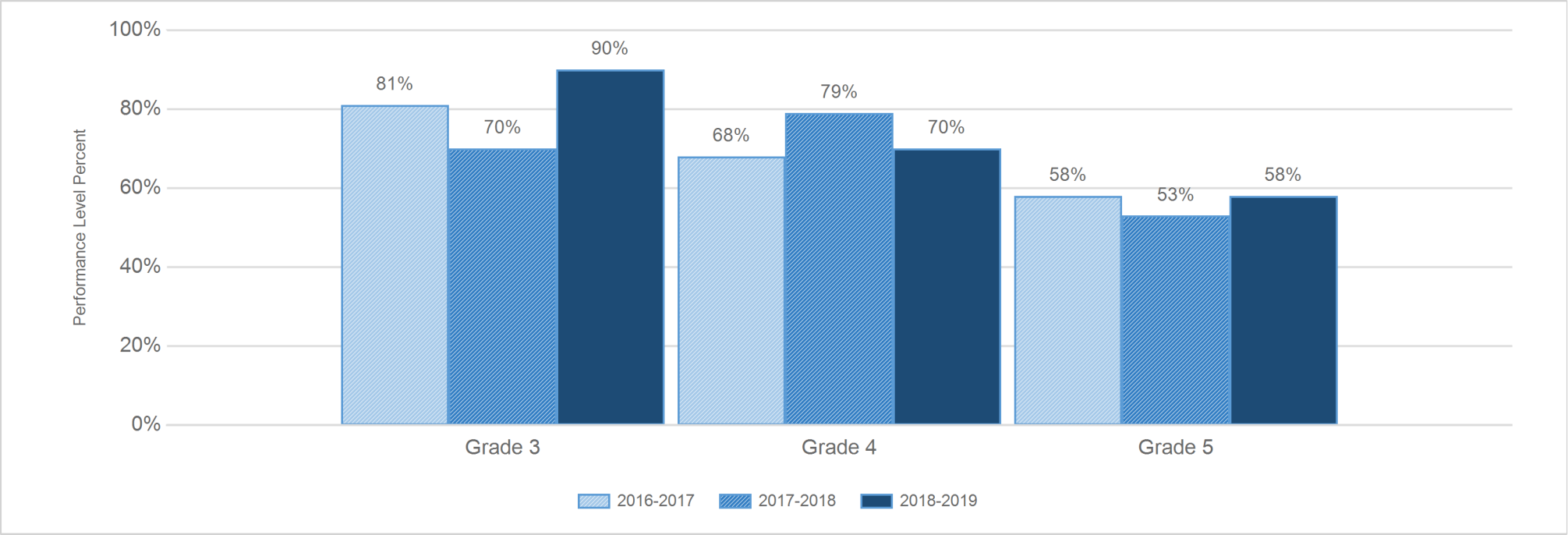


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Mathematics Assessment – Performance Trends

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.



Navesink Elementary School

(25-3160-140)

Grades Offered: KG-05

2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	787	761	752	0%	*	*	53%	38%	90%	55%
White	34	788	*	760	0%	*	*	53%	38%	91%	66%
Hispanic	*	*	755	739	*	*	*	*	*	*	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	*	*	766	758	*	*	*	*	*	*	62%
Female	19	793	763	751	0%	*	*	*	*	95%	54%
Male	21	782	759	752	0%	*	*	*	*	86%	56%
Economically Disadvantaged Students	*	*	738	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	764	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	735	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	768	756	*	*	*	*	*	*	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Navesink Elementary School

(25-3160-140)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	758	757	749	*	*	*	*	*	70%	51%
White	37	761	758	757	*	*	*	*	*	76%	62%
Hispanic	*	*	745	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	779	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	771	754	N	N	N	N	N	N	58%
Female	25	751	755	749	*	*	*	*	*	56%	50%
Male	21	767	759	749	*	*	*	*	*	86%	52%
Economically Disadvantaged Students	*	*	733	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	63%
Students with Disabilities	10	732	730	726	*	*	*	*	*	30%	25%
Students without Disabilities	36	766	764	754	*	*	*	*	*	81%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Navesink Elementary School
(25-3160-140)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	756	754	747	*	*	26%	*	*	58%	47%
White	33	754	754	755	*	*	*	*	*	61%	58%
Hispanic	*	*	749	735	*	*	*	*	*	*	30%
Black or African American	N	N	*	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	22	750	754	747	*	*	*	*	*	45%	47%
Male	16	763	753	747	*	*	*	*	*	75%	47%
Economically Disadvantaged Students	*	*	729	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	757	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	728	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	760	752	*	*	*	*	*	*	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	38	756	*	749	*	*	26%	*	*	58%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%



Navesink Elementary School
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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† 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	*	*	*



Navesink Elementary School

(25-3160-140)

Grades Offered: KG-05

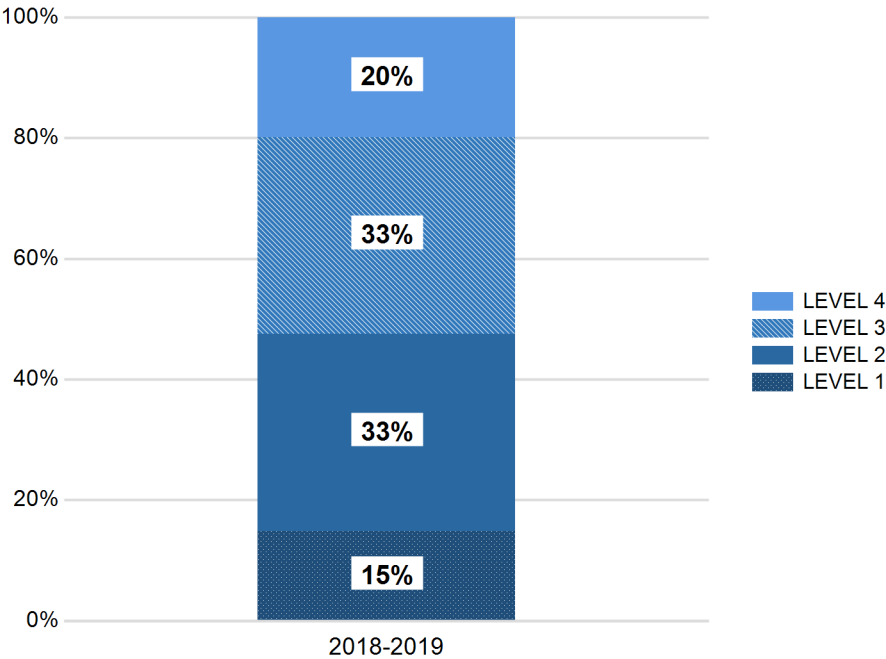
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	15	33	33	20
White	17	31	34	17
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	13	43	26	17
Male	18	18	41	24
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	15	33	33	20
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



Navesink Elementary School

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2018-2019

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

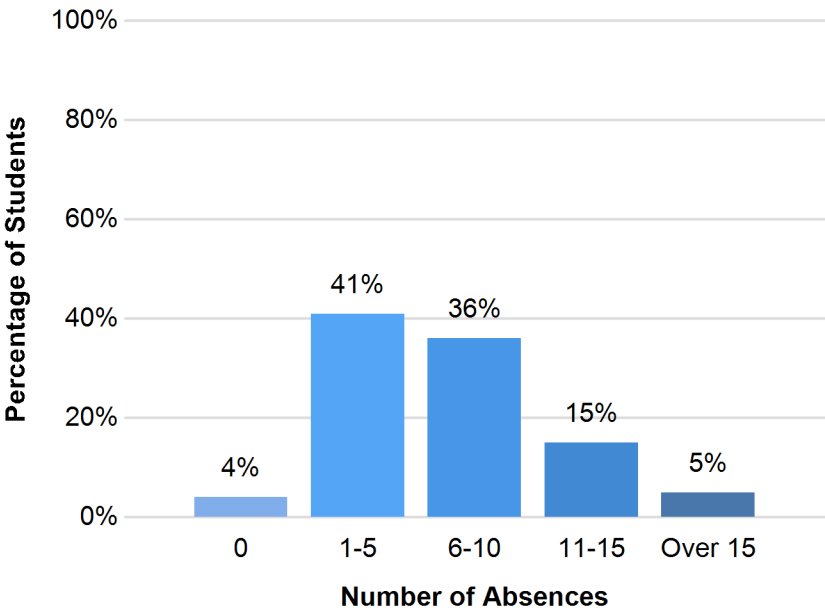
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	6	2.5	8.9	Met
White	4	2.1	8.9	Met
Hispanic	2	6.5	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	2	1.8		
Male	4	3.2		
Economically Disadvantaged Students	2	6.5	8.9	Met
Students with Disabilities	2	4.5	8.9	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





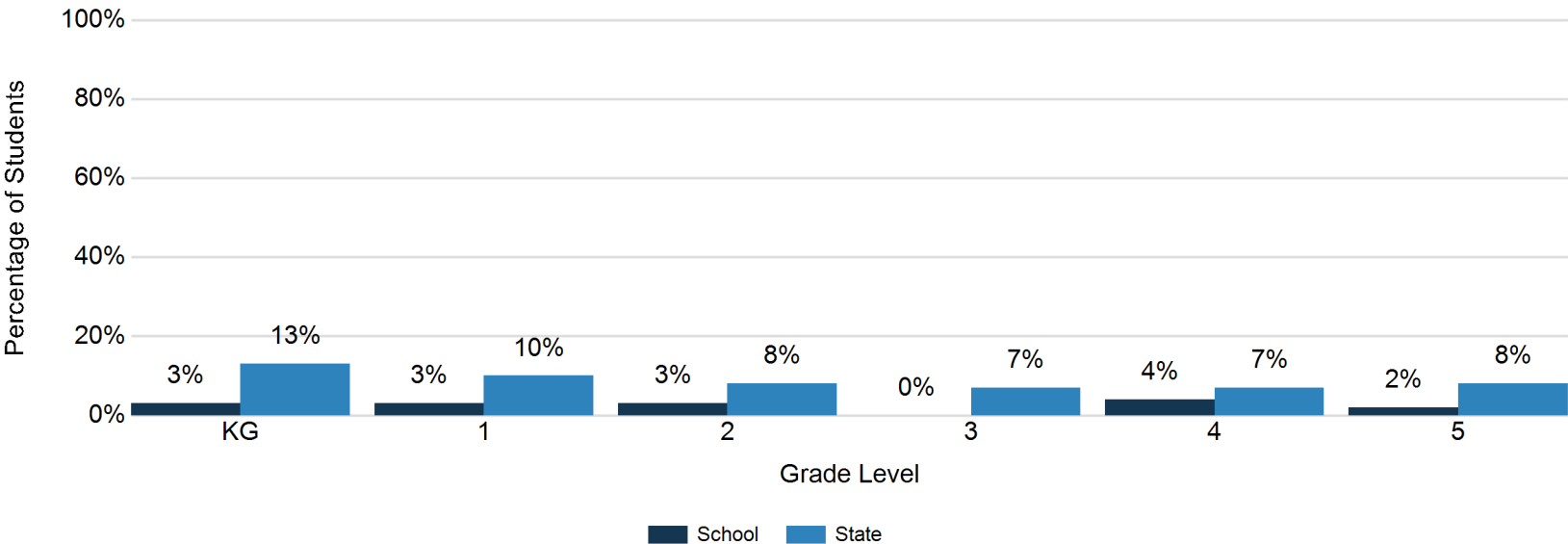
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Chronic Absenteeism by Grade

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	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	8:55 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 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	27	118,214
Average years experience in public schools	15.8	12.1
Average years experience in district	12.3	10.8
Percentage of Teachers with 4 or more years experience in the district	77.8%	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	49	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	10.3	12.0
Percentage of Administrators with 4 or more years experience in the district	77.6%	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	12:1
Students to Administrators	233:1	194:1
Teachers to Administrators	27:1	16:1
Students to Librarians/Media Specialists		1584:1
Students to Nurses		528:1
Students to Counselors		413:1
Students to Child Study Team Members		194:1



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Teachers: All classroom teachers
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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.5%	92.6%	0.0%	48.4%	77.1%	54.9%
Male	51.5%	7.4%	100.0%	51.6%	22.9%	45.1%
White	80.3%	92.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.6%	3.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.3%	3.7%	0.0%	15.0%	6.6%	13.9%
Asian	2.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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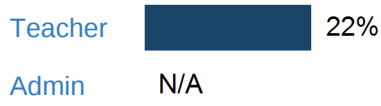
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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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.

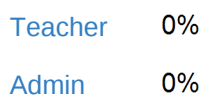
Bachelor's Degree



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	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	97.9%	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%



Navesink Elementary School
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Per-Pupil Expenditures by Source

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

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

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

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

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



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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.



Navesink Elementary School

(25-3160-140)

Grades Offered: KG-05

2018-2019

Report Key:

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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:

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	79.0%	70.2%	81.5%
Math Proficiency	70.4%	67.6%	71.8%
ELA Growth	60	48	59
Math Growth	27	32	22
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	3.4%	2.2%	2.5%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

 Highlights:	- Curriculum and Instruction: Go Math, Readers & Writers Workshop, and STEMscopes - Strong emphasis on purposeful technology integration: 1 to 1 chromebook initaitve in grades 3-5 and iPads in grades K-2. - Awarded NJ Future Ready Certification-Silver Status with Distinction based upon the design and delivery of instruction that effectively supports the development of 21st century skills.
 Mission, Vision, Theme:	Navesink School works tirelessly to exceed expectations and ensure our students are prepared for their future as leaders. We embrace our educational responsibility to provide an academically rigorous program in an environment that empowers students to grow socially and emotionally as well. Navesink School is a Community of Learners today and a Community of Leaders for tomorrow.
 Awards, Recognition, Accomplishments:	Navesink is a Future Ready Certificated School and has earned NJ Future Ready Certification-Silver Status with Distinction as a results of its steadfast commitmet to the faciliation of differentiated instruction that enables studens to pursue personalized curiosities. Navesink's staff is dedicated to "whole child" development, ensuring that educational activities support the developepment of academic, social, and emotional growth.



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 Courses, Curriculum, Instruction:	Navesink School offers a full day K-5 program featuring curricula that aligns with national and state standards, with particular focus on college and career readiness. Its balanced approach to literacy development is guided by the workshop model, which promotes active engagement. The GoMath Program offers a diverse experience that emphasizes conceptual, as well as procedural comprehension. Finally, STEMscopes fosters an inquiry-based approach to scientific exploration.
 Clubs and Activities:	Navesink School is committed to providing opportunities for students that foster overall development. Its activities include: Fitness Club, Technology Club, Book Clubs, Chorus, and Band.



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 Before and After School Programs:	Navesink School partners with the Local YMCA, which provides before and after care services for students. This program provides diverse offerings and differentiated activiites throughout the year.
 Staff and Professional Learning:	Navesink School functions as a true learning organization and uses a collaborative approach to identify areas of strength, as well as opportunities for growth. Quantitative, as well as qualitative data are analyzed, and utilized to inform the decision-making process. Through collaboration and collegiality, staff members embrace an action research approach to support continuous improvement. Staff members have developed year-long studies to promote growth in specified areas. Additionally, the school's Learning Design Team examines performance results and constructs strategies to support progress across grade-levels. Navesink's staff models the value of lifelong learning.



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 Student Supports and Services:	Navesink School provides the full scope of support services for students with disabilities. It features an active and engaged I&RS team, which is dedicated to developing supports and monitoring progress through a tiered intervention system.
 Student Health and Wellness:	Navesink School offers a fitness club through the fall and spring months, which encourages healthy choices and active lifestyles. Additionally, initiatives have been launched to strengthen mindfulness, and yoga sessions are facilitated on a monthly basis.
 Parent and Community Involvement:	Navesink School has a dedicated PTA that provides unwavering support to students as well as staff. It offers funding that enables the facilitation of enrichment programs that enhance learning experiences across grade-levels.



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 Facilities:	Navesink School is a facility that is effectively maintained to ensure that all students have access to an environment that is suitable, warm and inspiring.
 School Safety:	The Middletown School District continues to put student and staff safety as its top priority. We work collaboratively with police and other emergency management personnel to develop and carry out our strategic school safety and security plans and ensure maximum effectiveness and efficiency in allocating security resources. Student social and emotional learning is a focus at every level in order to promote a positive and safe school climate. Our programs and practices include Responsive Classroom, character education, individual and group counseling by mental health professionals, student and staff training, crisis management teams, partnerships with community mental health organizations and other efforts to promote student self-regulation, social awareness, interpersonal skills and responsible decision making.



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 Technology and STEM:	Navesink School's Educational Technology Specialist works collaboratively with staff on Teachnolgy integration and STEM integration. District initiatives based on technology and STEM are supported through daily innovative practices within our classrooms. Student driven hands on activities, that include coding, robotics, engineering and design, inspire students to demonstrate creativity, explore 21st century topics, generate projects of interest and develop deeper understandings that prepare them for future academic success. Our school is equipped for 21st century learners. Technology, such as SMART Boards, Chromebooks, iPads, and document cameras are utilized to engage learners and enhance learning. Students in grades 3-5 each have been assigned a Chromebook and actively work in a 1:1 digital environment on a daily basis. Beyond the classroom, we offer students opportunities to deepen their understanding through the Technology club.
 Early Childhood Education:	Navesink School has a full time kindergarten program. These students learn through interactive lessons that provide a strong foundation for future academic success.



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 Other Information	The students at Navesink School are active participants in meaningful activities to guide them in becoming lifelong learners and responsible citizens. Students are provided with classes in Art, Music, Health, Spanish and Physical Education. In grades four and five, students have the opportunity to participate in instrumental music. Academic success is credited to students, teachers and parents working together as a cohesive group. Curricula in all subject areas align with the state standards, and teachers differentiate instruction to promote individual student academic success and use an interdisciplinary approach to promote personalized learning. Our balanced literacy program integrates authentic literature and informational texts using best practices such as guided group instruction, Reader's/Writer's Workshop and word work. Math skills and concepts are supported with a hands-on approach to foster conceptual as well as procedural understanding of the discipline and an appreciation for the world of numbers. Smart Boards, iPads, Chromebooks and document cameras are utilized in classrooms to enhance student learning. Students in Grades 3-5 each have a Chromebook and actively work in a 1:1 environment on a daily basis. Navesink School prioritizes students safety, technology integration and a seamless communication structure that encompasses a multi-modal approach. We are proud of our students, proud of our staff and proud of our community.
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New Monmouth Elementary School
(25-3160-143)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**New Monmouth Elementary School**

(25-3160-143)

Grades Offered: PK-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Middletown Township Public School District
Principal Name	Mr. Matthew Ferri
Address	121 NEW MONMOUTH ROAD MIDDLETOWN, NJ 07748-2298
Phone Number	732-671-5317
Email Address	ferrim@middletownk12.org
Website	https://www.middletownk12.org/newmonmouth
Facebook	https://www.facebook.com/NewMonmouthPride/?scrlybrkr
Twitter	https://twitter.com/newmonmouthelem



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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
PK	77	78	77
KG	48	55	54
1	44	52	56
2	48	45	48
3	58	46	42
4	63	52	44
5	67	64	51
Total	405	392	372

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

Student Group	2016-17	2017-18	2018-19
Female	45.7%	42.9%	42.2%
Male	54.3%	57.1%	57.8%
Economically Disadvantaged Students	12.3%	13.3%	10.8%
Students with Disabilities	24.0%	29.3%	28.0%
English Learners	0.7%	0.3%	0.0%
Homeless Students	0.2%	0.5%	1.1%
Students in Foster Care	0.2%	0.0%	0.5%
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	87.2%	86.0%	85.5%
Hispanic	7.4%	9.2%	11.0%
Black or African American	0.7%	0.3%	0.3%
Asian	3.2%	3.3%	2.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.3%	0.3%
Two or More Races	1.5%	1.0%	0.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	56	51	51
PK - Full Day	21	27	26
KG - Half Day	0	0	0
KG - Full Day	48	55	54

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	98.1%
Other Languages	1.9%



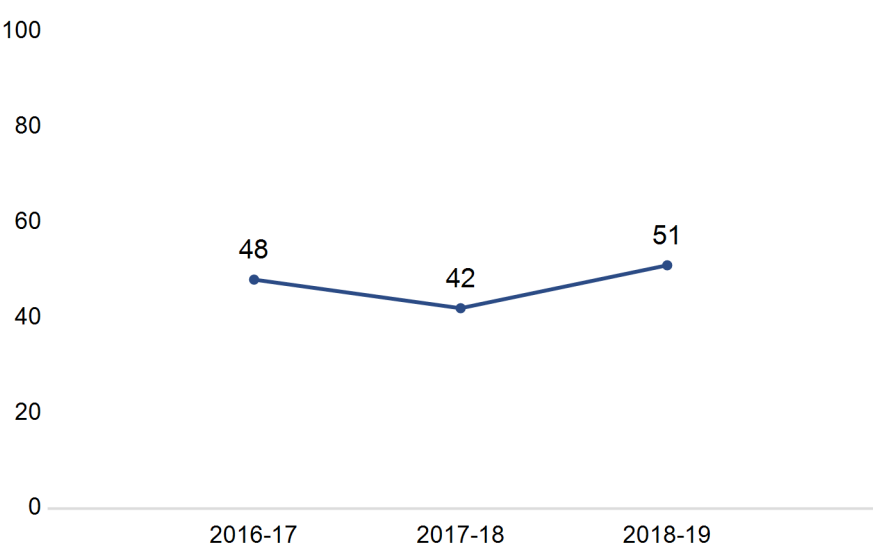
New Monmouth Elementary School
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2018-2019

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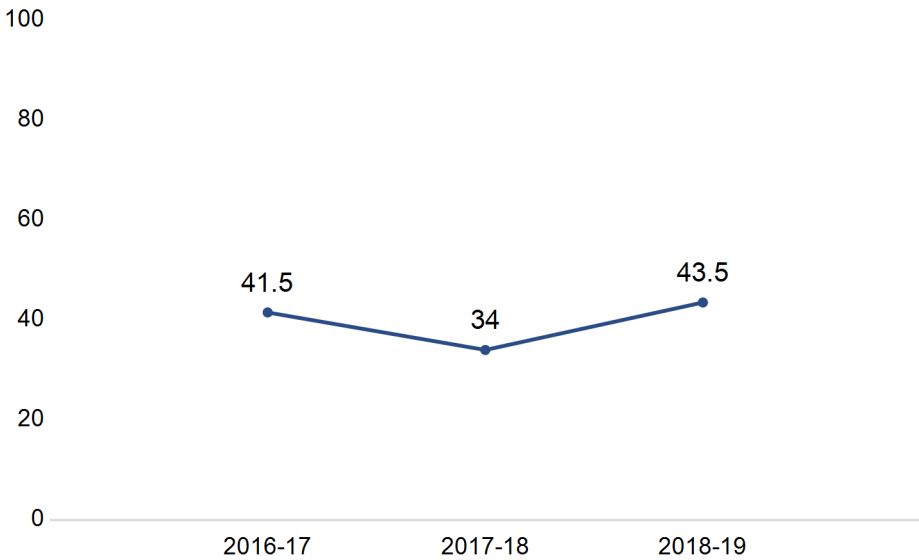
Student Growth Trends and Progress

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	48	42	51	41.5	34	43.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	51	55	50	Met Standard	43.5	51	50	Met Standard
White	48.5	55	50	Met Standard	41.5	51	52	Met Standard
Hispanic	*	55	49	**	*	50.5	47	**
Black or African American	N	39	45	**	N	46	43	**
Asian, Native Hawaiian, or Pacific Islander	*	62	59	**	*	58.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	66	49	**	N	56.5	52	**
Female	54.5	59	53	N	43.5	49	50	N
Male	47.5	52	47	N	45.5	53	51	N
Economically Disadvantaged Students	*	49	48	**	*	44.5	46	**
Students with Disabilities	51	47	43	**	66	47	45	**
English Learners	*	64	52	**	*	55	50	**
Homeless Students	N	58	43	N	N	49.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	67.5	49	N	N	*	51	N
Migrant Students	N	*	47	N	N	*	51	N



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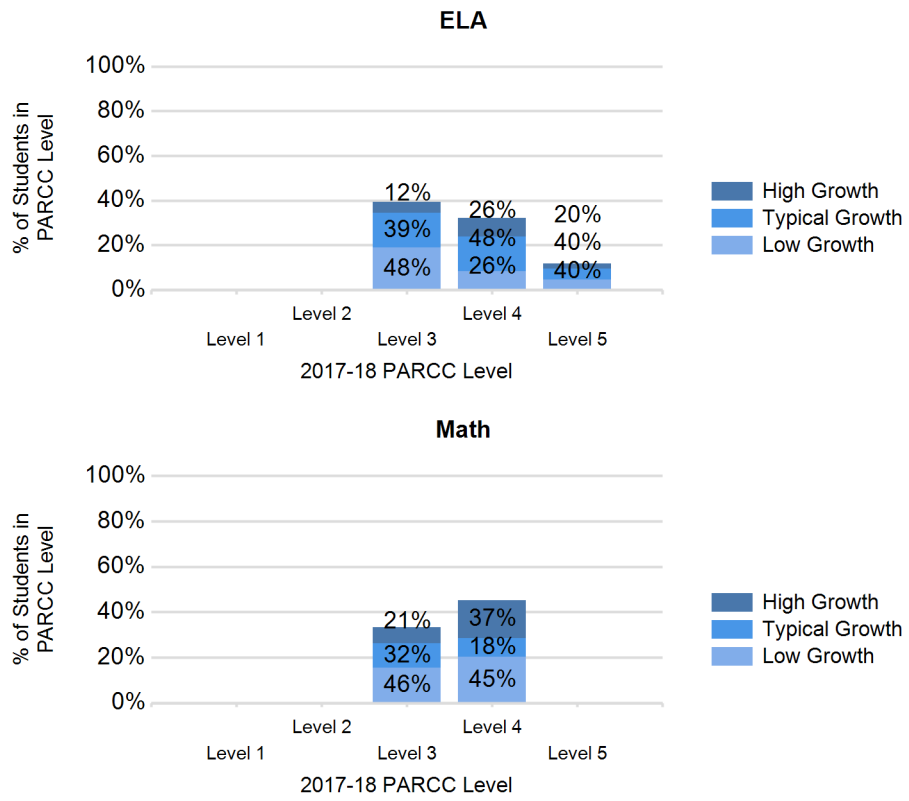
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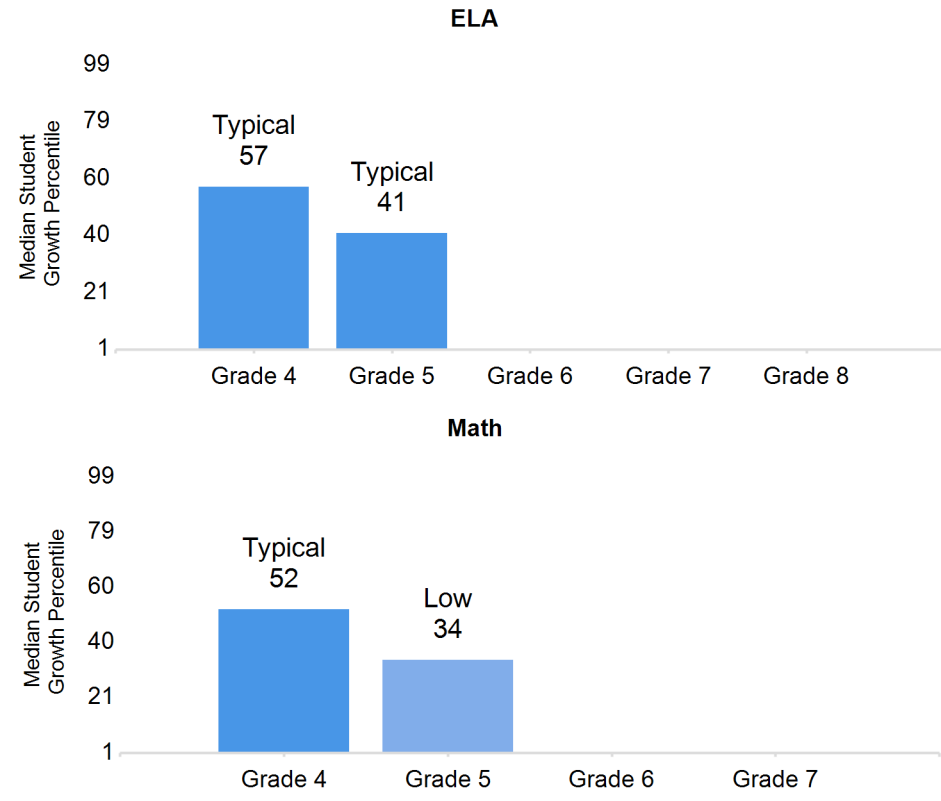
Student Growth by Performance Level

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.



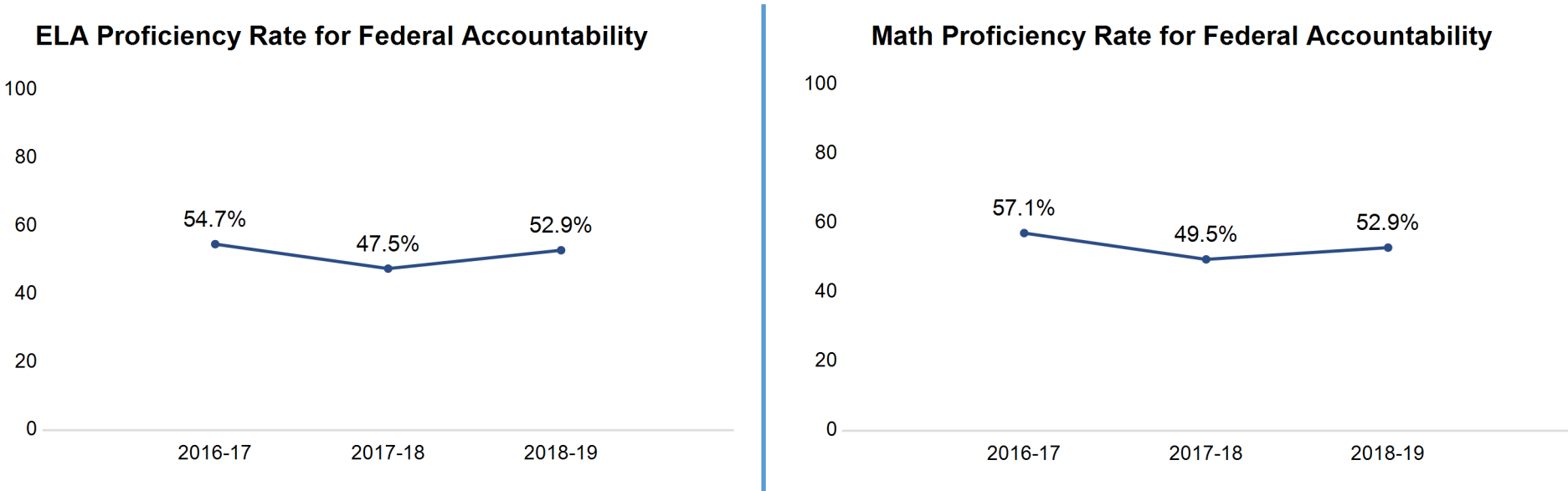


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English Language Arts and Mathematics Performance Trends

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	94.4%	92.9%	98.6%	94.4%	92.9%	98.6%
Proficiency Rate for Federal Accountability	54.7%	47.5%	52.9%	57.1%	49.5%	52.9%
Annual Target	58.8%	59.9%	61.0%	61.8%	62.7%	63.7%
Met Annual Target?	Met Target†	Not Met	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



New Monmouth Elementary School
(25-3160-143)
Grades Offered: PK-05
2018-2019

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

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment. This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	138	98.6	52.9	65.0	57.9	52.9	61	Not Met
White	122	98.4	53.3	65.4	66.9	53.3	62.7	Not Met
Hispanic	*	*	*	59.5	43.9	*	**	**
Black or African American	N	N	N	*	38.5	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	80.9	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	69.0	64.4	N	**	**
Female	63	96.9	55.6	72.4	64.8	55.6		
Male	75	100.0	50.7	57.6	51.3	50.7		
Economically Disadvantaged Students	11	100.0	27.3	40.8	40.0	27.3	**	**
Non-Economically Disadvantaged Students	127	98.5	55.1	68.1	67.9	55.1		
Students with Disabilities	28	96.7	14.3	*	22.7	14.3	29.9	Not Met
Students without Disabilities	110	99.1	62.7	*	65.1	62.7		
English Learners	*	*	*	58.1	29.3	*	**	**
Non-English Learners	*	*	*	65.1	60.6	*		
Homeless Students	N	N	N	42.5	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	72.2	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

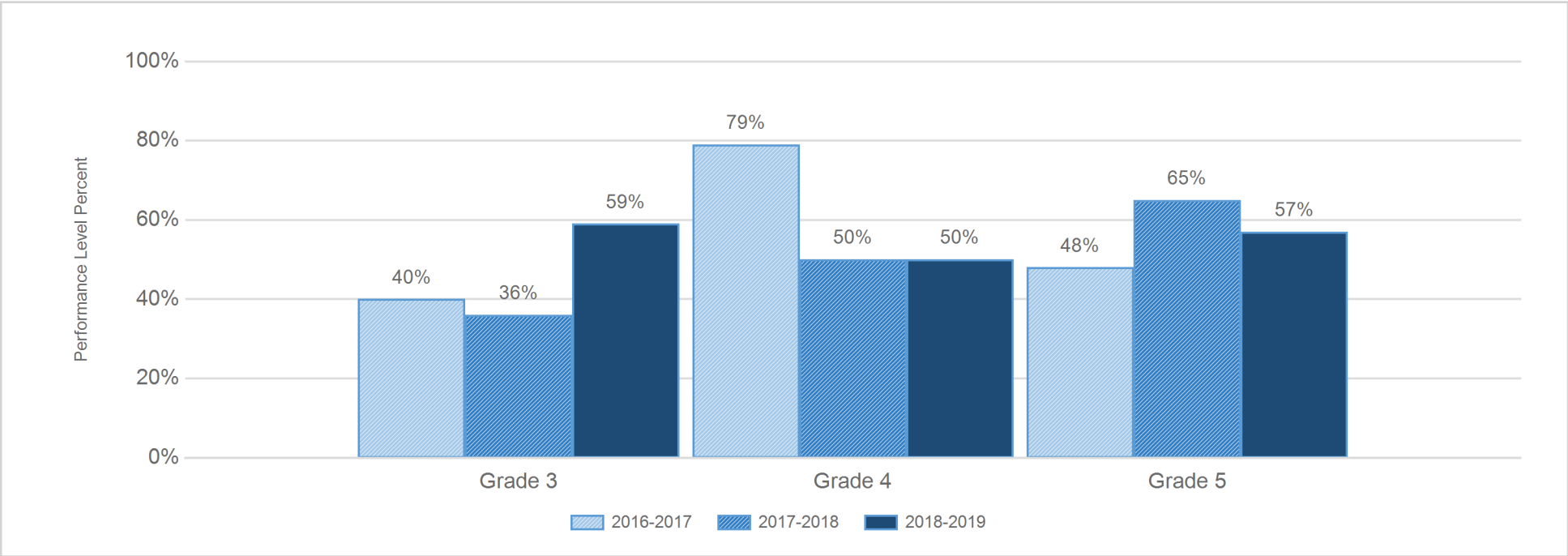


New Monmouth Elementary School
(25-3160-143)
Grades Offered: PK-05
2018-2019

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

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





New Monmouth Elementary School

(25-3160-143)

Grades Offered: PK-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	763	754	748	*	*	29%	*	*	59%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	*	*	746	734	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	763	756	N	N	N	N	N	N	58%
Female	16	774	761	753	*	*	*	*	*	69%	55%
Male	25	755	747	743	*	*	*	*	*	52%	46%
Economically Disadvantaged Students	*	*	737	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	756	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	724	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	762	754	*	*	*	*	*	*	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	41	763	*	751	*	*	29%	*	*	59%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



New Monmouth Elementary School
(25-3160-143)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	753	761	755	0%	*	43%	*	*	50%	57%
White	40	751	762	763	0%	*	45%	*	*	48%	67%
Hispanic	*	*	752	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	770	762	N	N	N	N	N	N	64%
Female	21	758	767	760	0%	*	*	*	*	57%	62%
Male	23	748	756	750	0%	*	*	*	*	43%	53%
Economically Disadvantaged Students	*	*	739	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	764	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	728	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	770	761	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



New Monmouth Elementary School

(25-3160-143)

Grades Offered: PK-05

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	47	752	766	756	*	*	28%	*	*	57%	58%
White	43	752	767	764	*	*	26%	*	*	58%	68%
Hispanic	*	*	757	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	24	757	774	761	*	*	*	*	*	50%	64%
Male	23	747	758	750	*	*	*	*	*	65%	52%
Economically Disadvantaged Students	*	*	744	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	769	766	*	*	*	*	*	*	69%
Students with Disabilities	11	718	737	724	*	*	*	*	*	*	23%
Students without Disabilities	36	763	774	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	47	752	*	758	*	*	28%	*	*	57%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	*	723	N	N	N	N	N	N	26%



New Monmouth Elementary School
(25-3160-143)
Grades Offered: PK-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	138	98.6	52.9	52.4	44.5	52.9	63.7	Not Met
White	122	98.4	54.1	53.2	54.1	54.1	64.5	Not Met
Hispanic	*	*	*	42.4	28.8	*	**	**
Black or African American	N	N	N	*	23.0	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	71.4	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	58.4	53.3	N	**	**
Female	63	96.9	47.6	51.1	44.9	47.6		
Male	75	100.0	57.3	53.7	44.2	57.3		
Economically Disadvantaged Students	11	100.0	*	22.4	26.3	*	**	**
Non-Economically Disadvantaged Students	127	98.5	*	56.2	54.9	*		
Students with Disabilities	28	96.7	17.9	18.1	17.4	17.9	32.1	Not Met
Students without Disabilities	110	99.1	61.8	61.4	50.0	61.8		
English Learners	*	*	*	39.7	25.0	*	**	**
Non-English Learners	*	*	*	52.5	46.5	*		
Homeless Students	N	N	N	22.5	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	50.0	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

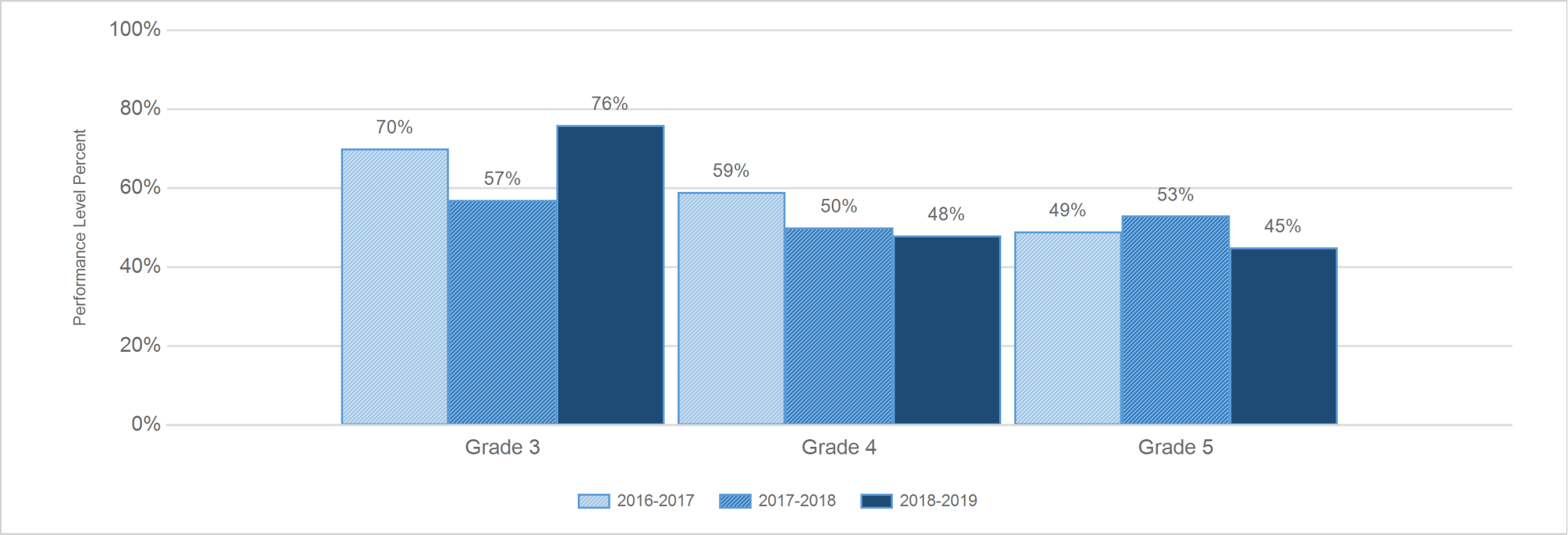


New Monmouth Elementary School
(25-3160-143)
Grades Offered: PK-05
2018-2019

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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.



New Monmouth Elementary School

(25-3160-143)

Grades Offered: PK-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	764	761	752	*	*	*	*	*	76%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	*	*	755	739	*	*	*	*	*	*	40%
Black or African American	N	N	*	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	766	758	N	N	N	N	N	N	62%
Female	16	766	763	751	*	*	*	*	*	69%	54%
Male	25	762	759	752	*	*	*	*	*	80%	56%
Economically Disadvantaged Students	*	*	738	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	764	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	735	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	768	756	*	*	*	*	*	*	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	41	764	*	754	*	*	*	*	*	76%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



New Monmouth Elementary School
(25-3160-143)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	752	757	749	0%	*	41%	*	*	48%	51%
White	40	752	758	757	0%	*	40%	*	*	48%	62%
Hispanic	*	*	745	737	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	771	754	N	N	N	N	N	N	58%
Female	21	751	755	749	0%	*	*	*	*	48%	50%
Male	23	754	759	749	0%	*	*	*	*	48%	52%
Economically Disadvantaged Students	*	*	733	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	730	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	764	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



New Monmouth Elementary School
(25-3160-143)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	750	754	747	0%	23%	32%	*	*	45%	47%
White	43	750	754	755	0%	26%	28%	*	*	47%	58%
Hispanic	*	*	749	735	*	*	*	*	*	*	30%
Black or African American	N	N	*	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	24	751	754	747	0%	*	*	*	*	38%	47%
Male	23	750	753	747	0%	*	*	*	*	52%	47%
Economically Disadvantaged Students	*	*	729	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	757	757	*	*	*	*	*	*	59%
Students with Disabilities	11	726	728	725	*	*	*	*	*	*	19%
Students without Disabilities	36	757	760	752	*	*	*	*	*	*	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	47	750	*	749	0%	23%	32%	*	*	45%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%



New Monmouth Elementary School

(25-3160-143)

Grades Offered: PK-05

2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



New Monmouth Elementary School

(25-3160-143)

Grades Offered: PK-05

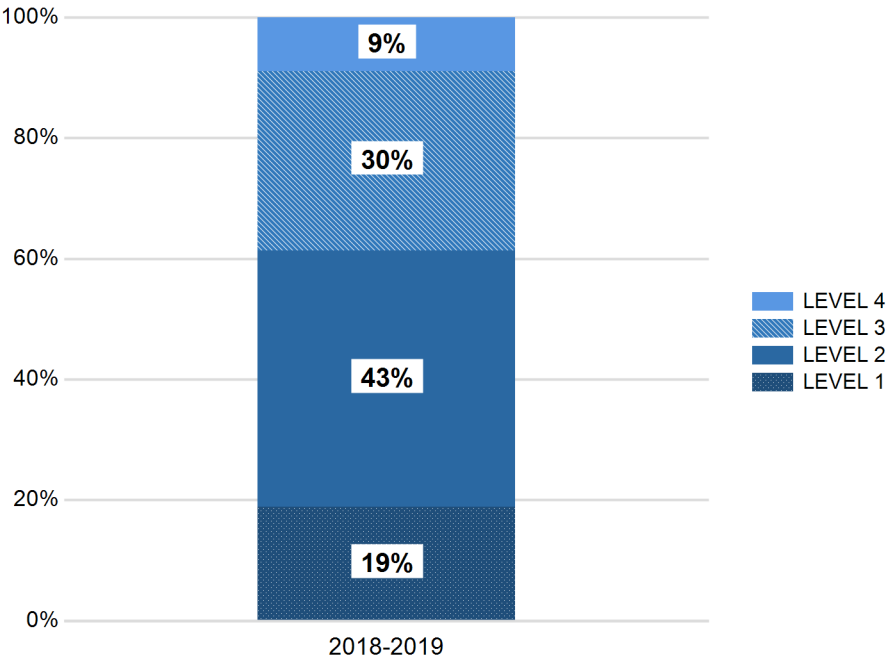
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	19	43	30	9
White	19	47	26	9
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	20	44	32	4
Male	18	41	27	14
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	55	27	18	0
Students without Disabilities	8	47	33	11
English Learners	N	N	N	N
Non-English Learners	19	43	30	9
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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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.

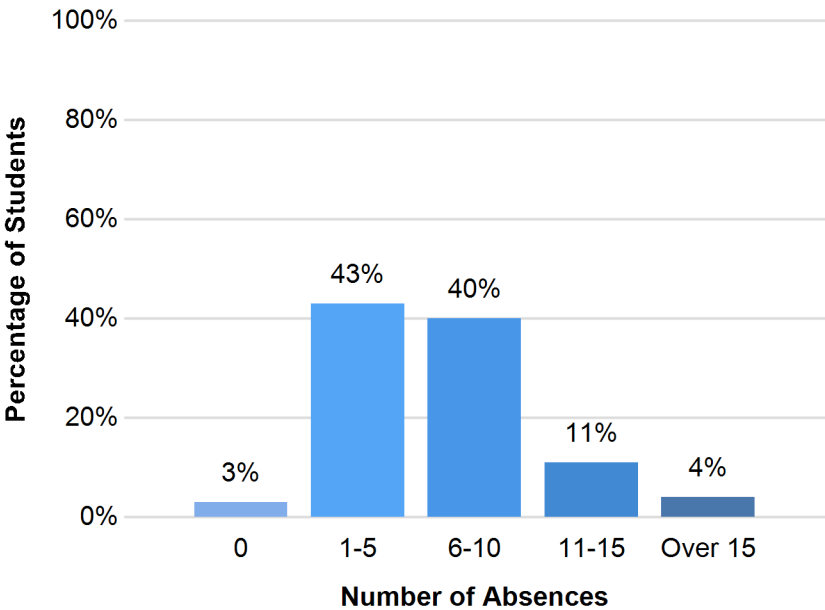
Chronic Absenteeism

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	9	3.1	8.9	Met
White	6	2.4	8.9	Met
Hispanic	3	10.3	8.9	Not Met
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	3	2.2		
Male	6	3.8		
Economically Disadvantaged Students	3	10.7	8.9	Not Met
Students with Disabilities	3	5.5	8.9	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





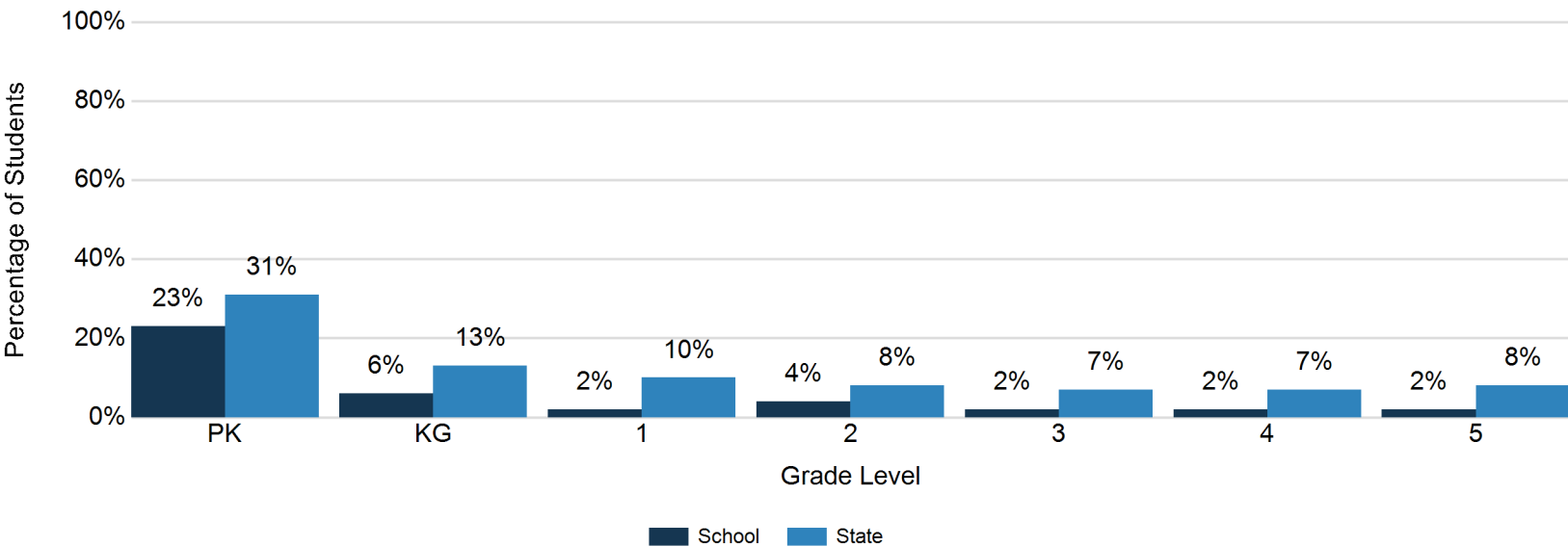
New Monmouth Elementary School
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2018-2019

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Chronic Absenteeism by Grade

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





New Monmouth Elementary School

(25-3160-143)

Grades Offered: PK-05

2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

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	1	0	1
Sexual Orientation	0	0	0
Disability	4	0	4
Other	0	0	0
No Identified Nature	2		2

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	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	8:55 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 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	41	118,214
Average years experience in public schools	14.4	12.1
Average years experience in district	12.4	10.8
Percentage of Teachers with 4 or more years experience in the district	82.9%	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	49	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	10.3	12.0
Percentage of Administrators with 4 or more years experience in the district	77.6%	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	12:1
Students to Administrators	372:1	194:1
Teachers to Administrators	41:1	16:1
Students to Librarians/Media Specialists		1584:1
Students to Nurses		528:1
Students to Counselors		413:1
Students to Child Study Team Members		194:1



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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	42.2%	92.7%	0.0%	48.4%	77.1%	54.9%
Male	57.8%	7.3%	100.0%	51.6%	22.9%	45.1%
White	85.5%	95.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.0%	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	2.2%	2.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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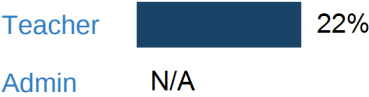
Teachers: All classroom teachers

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.

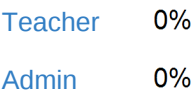
Bachelor's Degree



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	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	97.9%	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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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	54.7%	47.5%	52.9%
Math Proficiency	57.1%	49.5%	52.9%
ELA Growth	48	42	51
Math Growth	42	34	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	N
Chronic Absenteeism	2.7%	1.3%	3.1%

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



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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

 Highlights:	- Curriculum includes GoMath, Reader's & Writer's Workshop Model for Instruction, and STEMscopes. - Strong emphasis on the incorporation of technology that includes 1:1 Chromebooks (3-5), iPads (PK-2), and Chrome Lab. - Curriculum aligns to NJSLs with a student directed personalized learning approach. Learning environments, include flexible seating to facilitate collaborative learning opportunities.
 Mission, Vision, Theme:	At New Monmouth Elementary School, we believe that children come first. The staff and community work cooperatively to foster an environment where students are able to communicate effectively, take ownership of their learning, and be respectful of others and their differences.
 Awards, Recognition, Accomplishments:	New Monmouth Elementary School has earned NJ Future Ready Certification-Silver Status with Distinction and is a Common Sense Digital Citizenship certified school.



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 Courses, Curriculum, Instruction:	Our teachers differentiate instruction and modify/adapt curriculum units to provide an interdisciplinary program. We use a workshop based literacy program that integrates the main components of Reader's Workshop utilizing authentic literature and informational text, word work and guided reading during instruction. Formal writing instruction is through the workshop model of instruction. New Monmouth utilizes the district adopted Go Math program and STEMscope to address the NGSS.
 Clubs and Activities:	Wellness Warriors, Theater Week (Drama Club) and Technology Club.



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School Narrative

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 Before and After School Programs:	New Monmouth School offers YMCA Before & Aftercare programs for students in grades K-5. School-wide activities such as Celebrity Readers, Read Across America, Science Share, Grandparents Day, Student vs. Staff Basketball game, Band concert and the school play enhance the curriculum. An understanding of community service is fostered through our Harvest of Giving, hat & mitten drives, Veterans Day celebration, holiday greetings for troops abroad, and Middletown Helps its Own.
 Staff and Professional Learning:	Teachers are engaged in purposeful and personalized professional learning experiences throughout the year. Within the district, structures have been put in place to support teachers as they participate in professional growth opportunities such as independent studies, personalized reflective practice experiences, job-embedded professional learning, micro-credentialing and teacher-facilitated conversations as they work towards individualized professional learning goals. All teachers also participate on an ongoing basis in Professional Learning Community work, which is spearheaded by the leadership of designated Learning Design Teams within each building. Learning Design Teams lead building-level experiences, through a PLC-like structure, that stimulate professional dialogue to inform decision-making and increase instructional capacity to positively impact student outcomes.



New Monmouth Elementary School
(25-3160-143)
Grades Offered: PK-05
2018-2019

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School Narrative

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 Student Supports and Services:	At New Monmouth School, inclusive classrooms/activities guide our instructional practices. Tiered interventions and small group instruction support student learning. Classroom settings include ICR/RC and self-contained classrooms. Special services and programs include Speech, Occupational and Physical Therapy, and Academic Support instruction. Our full time Social Behavior Support Specialist provides social emotional learning opportunities for students at all levels.
 Student Health and Wellness:	New Monmouth School offers Wellness Warriors Club to all K-5 students. In addition, we promote overall wellness with planned Brain Breaks throughout the school day, and we host an Annual PINK day to raise awareness for cancer.
 Parent and Community Involvement:	Our active PTA provides financial support for enrichment, special projects and social activities for our students. Many volunteer committees provide services such as Pre-K orientation, library circulation, Fun Day, the Color Run, memory book, book fair, holiday craft, variety show, cultural events, academic enrichment, and field trips. The home/school connection is fundamental to the success of our students. Parents are always encouraged to become actively involved in their children's education.



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 Climate Surveys:	Is a Climate Survey Used: Yes
 Facilities:	New Monmouth Elementary School opened on November 3rd 1967. We have an extensively used All Purpose Room, Chrome Lab, and a state of the art Tech Lab/Newsroom. Each classroom is air conditioned. The most recent large scale facility projects included a new roof, new gym floor, an upgrade of our elevator, and new solar panels.
 School Safety:	The Middletown School District continues to put student and staff safety as its top priority. We work collaboratively with police and other emergency management personnel to develop and carry out our strategic school safety and security plans and ensure maximum effectiveness and efficiency in allocating security resources. Student social and emotional learning is a focus at every level in order to promote a positive and safe school climate. Our programs and practices include Responsive Classroom, character education, individual and group counseling by mental health professionals, student and staff training, crisis management teams, partnerships with community mental health organizations and other efforts to promote student self-regulation, social awareness, interpersonal skills and responsible decision making.



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 Technology and STEM:	District initiatives based on technology and STEM are supported through daily innovative practices within our classrooms. Student driven hands on activities, that include coding, robotics, engineering and design, inspire students to demonstrate creativity, explore 21st century topics, generate projects of interest and develop deeper understandings that prepare them for future academic success. Our school is equipped for 21st century learners. Technology, such as SMART Boards, Chromebooks, iPads, and document cameras are utilized to engage learners and enhance learning. Students in grades 3-5 each have been assigned a Chromebook and actively work in a 1:1 digital environment on a daily basis. Beyond the classroom, we offer students opportunities to deepen their understanding through the Technology Club.
 Early Childhood Education:	The Middletown Township Preschool Program utilizes The Creative Curriculum- Teaching Strategies GOLD for Preschool. This curriculum is scientifically researched based, approved by the New Jersey Department of Education, Division of Early Childhood Education and aligned with the New Jersey Preschool Teaching and Learning Standards. The Creative Curriculum provides hands-on learning with best practices for developmentally appropriate activities.



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 Other Information	New Monmouth School is a learning community of almost 400 Pre-K through Grade 5 students. Our school population is enhanced by the presence of many classes for students with a variety of special needs. All students are recognized as individuals with unique talents and challenges. It is our mission to provide each child with the means to learn, play, grow, and contribute as citizens of the school, the community, and the world. The dedicated staff of over 100 teachers, therapists, paraprofessionals, and support personnel is committed to on-going professional development in support of our academic goals, programs, and services for students. Readers and Writers workshop drive the Language Arts instruction. Differentiated instruction provides for large and small group presentations, guided reading, independent practice and focused attention to each student's needs. As students move to upper elementary grades, the focus moves from learning to read and write to refining these skills while engaging in research and collaborative, project-based activities. We departmentalize in fourth and fifth grades allowing students to experience different teaching styles and teachers to go into greater depth in their areas of instruction. Co-teachers provide support and lower the student-teacher ratio. We also subscribe to a tiered intervention model to assist students in need. Integration of technology into teaching and learning has been enhanced through use of the computer lab, mobile laptop carts, iPads, and our 1 to 1 Chromebook initiative in grades three through five. Students are exploring the benefits of Google Classroom and a variety of Apps to enhance instruction. In addition, all of our classrooms are equipped with SMARTboard technology. Special area classes such as Art, Music, Physical Education, Health, and Spanish broaden student experiences. These programs are aligned to state and federal standards as well as best practices.
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Nut Swamp Elementary School
(25-3160-145)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Middletown Township Public School District
Principal Name	Mr. Neil Leone
Address	925 Nut Swamp Road MIDDLETOWN, NJ 07748-3198
Phone Number	732-671-5795
Email Address	leonen@middletownk12.org
Website	https://www.middletownk12.org/Domain/16
Twitter	https://twitter.com/NutSwampTigers



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	76	74	95
1	99	83	90
2	97	102	83
3	94	99	103
4	120	97	98
5	100	121	100
Total	586	576	569

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	53.1%	52.3%	52.5%
Male	46.9%	47.7%	47.5%
Economically Disadvantaged Students	1.5%	1.0%	0.7%
Students with Disabilities	10.6%	13.5%	13.2%
English Learners	0.5%	0.5%	0.4%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.5%	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	91.0%	89.8%	90.0%
Hispanic	5.8%	6.6%	5.4%
Black or African American	0.0%	0.2%	0.5%
Asian	1.2%	0.7%	0.5%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.9%	2.6%	3.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	76	74	95

Enrollment by Home Language

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

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



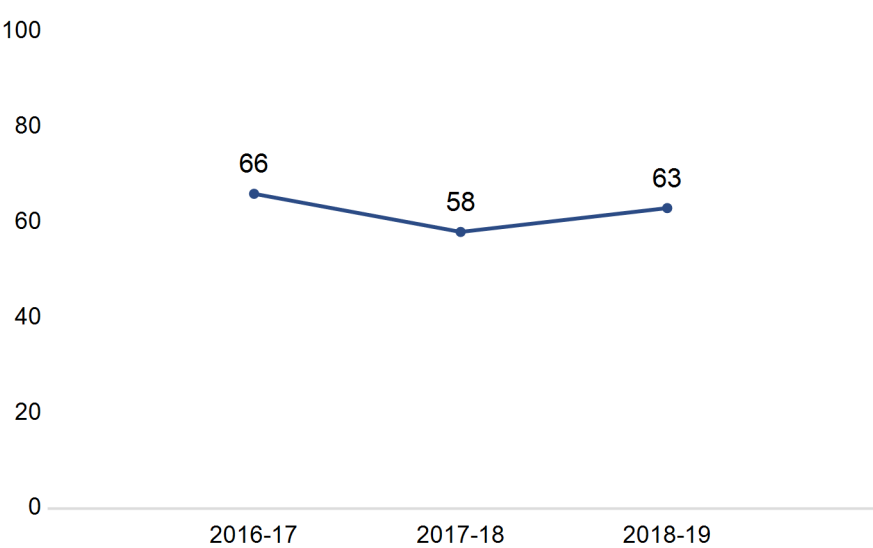
Nut Swamp Elementary School
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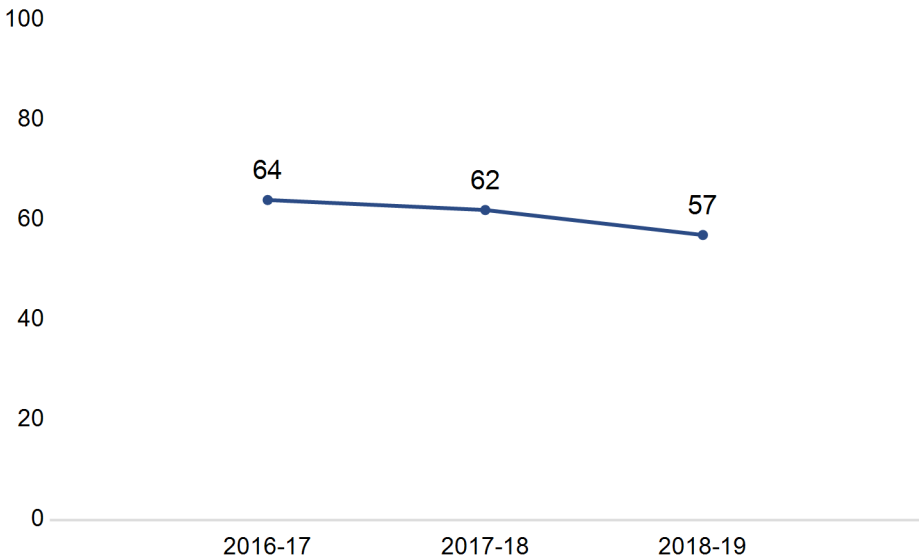
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	66	58	63	64	62	57
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	63	55	50	Exceeds Standard	57	51	50	Met Standard
White	63	55	50	Exceeds Standard	60	51	52	Exceeds Standard
Hispanic	49	55	49	**	42	50.5	47	**
Black or African American	N	39	45	**	N	46	43	**
Asian, Native Hawaiian, or Pacific Islander	*	62	59	**	*	58.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	66	49	**	*	56.5	52	**
Female	63	59	53	N	59.5	49	50	N
Male	65	52	47	N	56	53	51	N
Economically Disadvantaged Students	*	49	48	**	*	44.5	46	**
Students with Disabilities	67	47	43	Exceeds Standard	45	47	45	Met Standard
English Learners	N	64	52	**	N	55	50	**
Homeless Students	N	58	43	N	N	49.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	67.5	49	N	*	*	51	N
Migrant Students	N	*	47	N	N	*	51	N



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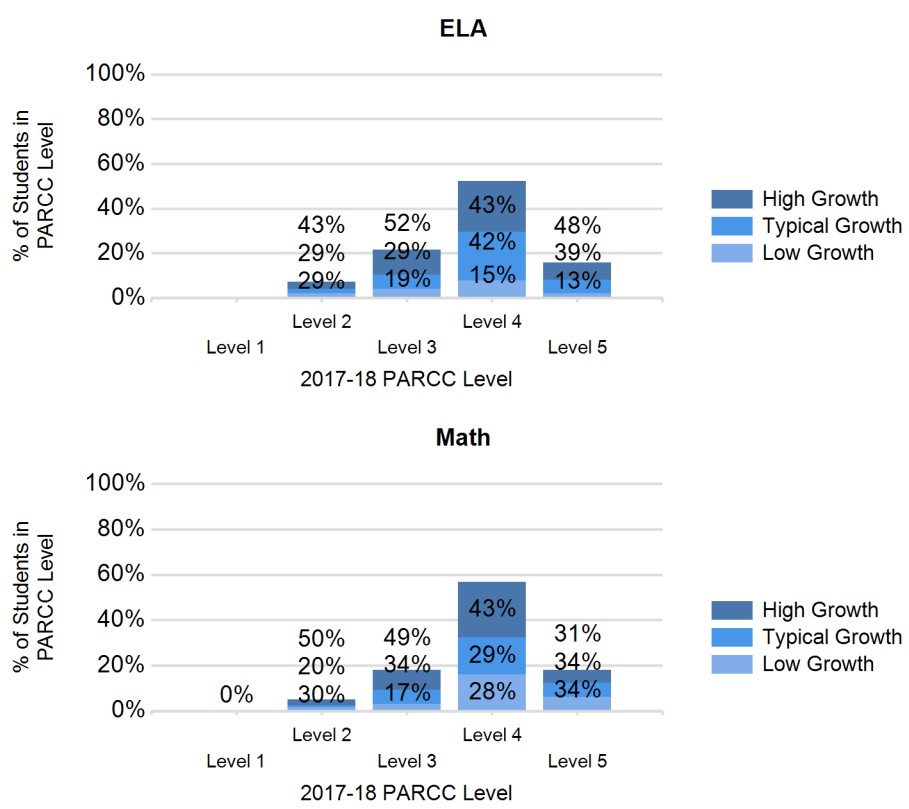
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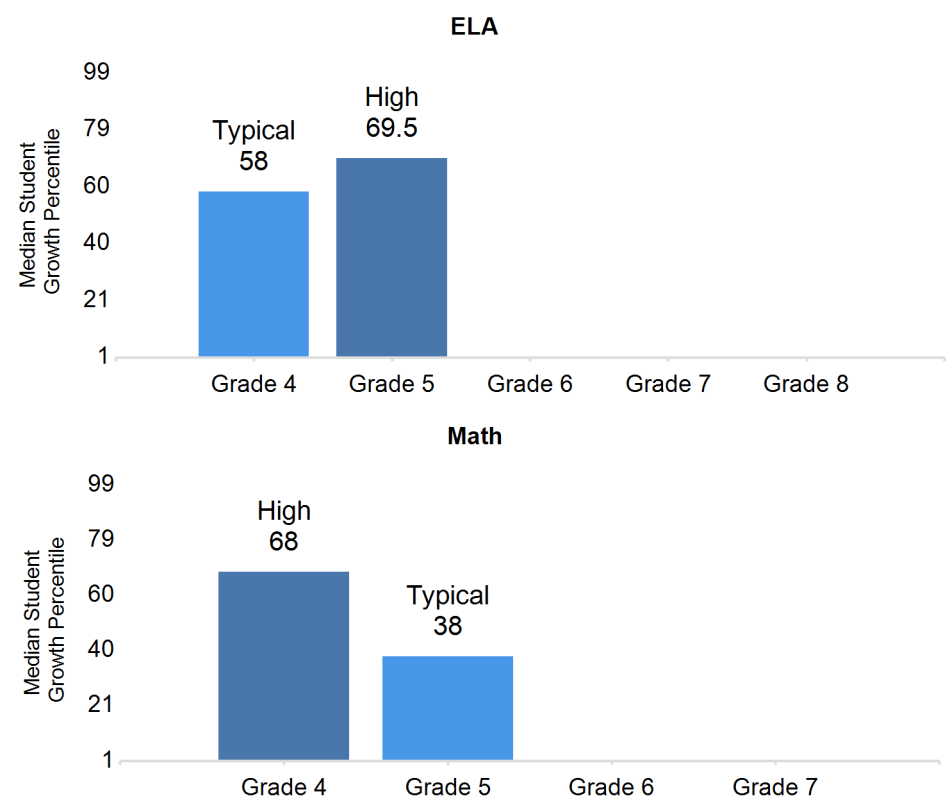
Student Growth by Performance Level

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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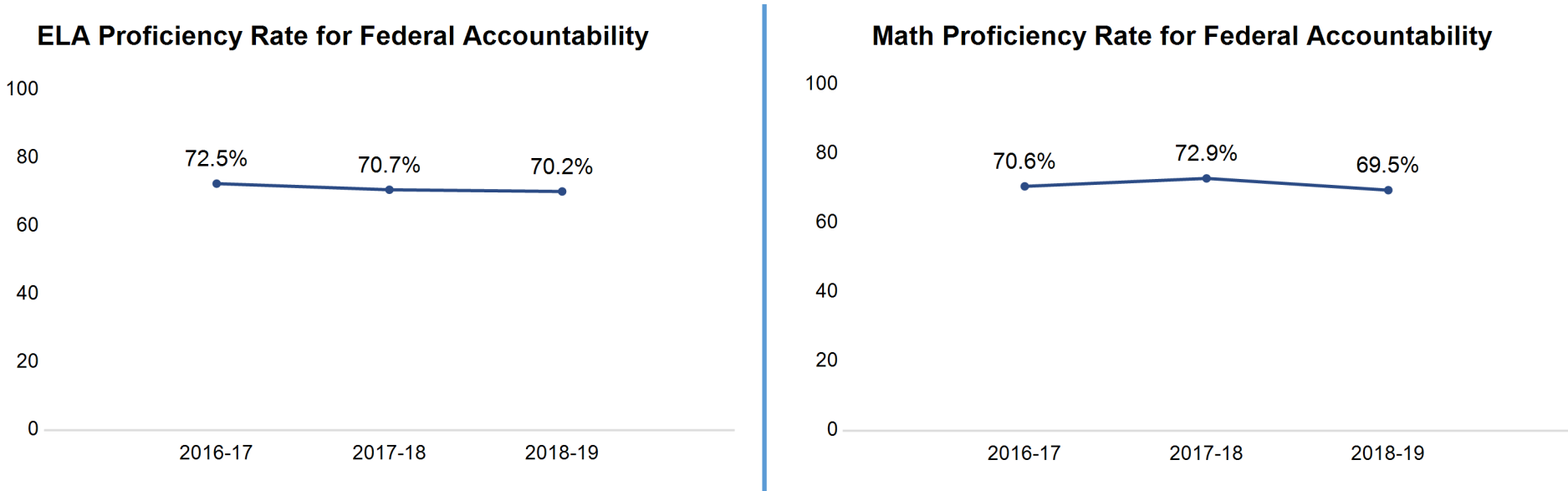
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English Language Arts and Mathematics Performance Trends

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	98.1%	98.2%	98.1%	98.1%	97.8%	98.1%
Proficiency Rate for Federal Accountability	72.5%	70.7%	70.2%	70.6%	72.9%	69.5%
Annual Target	72.2%	72.6%	73.0%	73.7%	74.1%	74.4%
Met Annual Target?	Met Target	Met Target†	Met Target†	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	302	98.1	70.2	65.0	57.9	70.2	73	Met Target†
White	275	98.2	71.3	65.4	66.9	71.3	72.6	Met Target†
Hispanic	17	100.0	52.9	59.5	43.9	52.9	**	**
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	80.9	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	69.0	64.4	*	**	**
Female	160	97.6	76.9	72.4	64.8	76.9		
Male	142	98.6	62.7	57.6	51.3	62.7		
Economically Disadvantaged Students	*	*	*	40.8	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	68.1	67.9	*		
Students with Disabilities	54	98.2	29.6	*	22.7	29.6	48.7	Not Met
Students without Disabilities	248	98.0	79.0	*	65.1	79.0		
English Learners	*	*	*	58.1	29.3	*	**	**
Non-English Learners	*	*	*	65.1	60.6	*		
Homeless Students	N	N	N	42.5	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	72.2	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

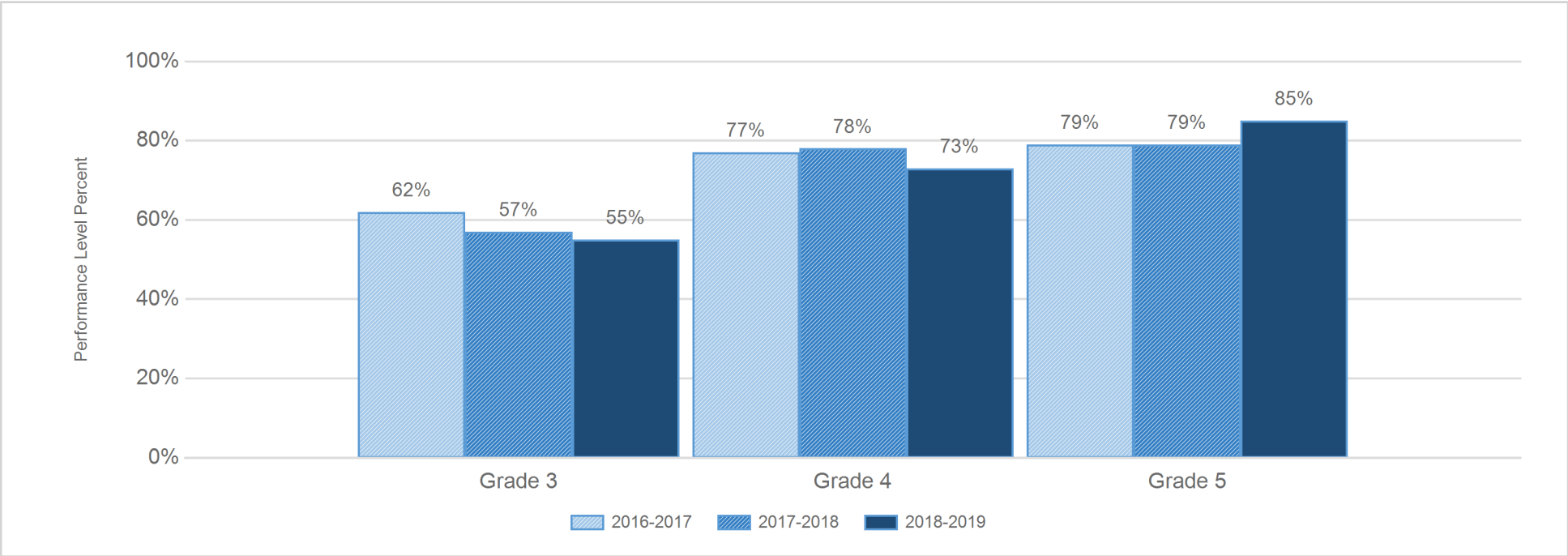


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	751	754	748	11%	12%	23%	*	*	55%	50%
White	92	753	*	757	*	11%	21%	*	*	59%	60%
Hispanic	*	*	746	734	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	763	756	*	*	*	*	*	*	58%
Female	55	764	761	753	*	*	18%	*	*	69%	55%
Male	47	737	747	743	*	*	28%	*	*	38%	46%
Economically Disadvantaged Students	N	N	737	731	N	N	N	N	N	N	33%
Non-Economically Disadvantaged Students	102	751	756	759	11%	12%	23%	*	*	55%	61%
Students with Disabilities	21	707	724	719	*	*	*	*	*	*	24%
Students without Disabilities	81	763	762	754	*	*	*	*	*	*	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	102	751	*	751	11%	12%	23%	*	*	55%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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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	101	766	761	755	*	*	20%	55%	18%	73%	57%
White	92	767	762	763	*	*	22%	55%	17%	73%	67%
Hispanic	*	*	752	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	778	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	770	762	*	*	*	*	*	*	64%
Female	54	766	767	760	*	*	*	*	*	72%	62%
Male	47	767	756	750	*	*	*	*	*	74%	53%
Economically Disadvantaged Students	*	*	739	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	764	765	*	*	*	*	*	*	69%
Students with Disabilities	13	740	728	725	*	*	*	*	*	38%	25%
Students without Disabilities	88	770	770	761	*	*	*	*	*	78%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	101	766	*	758	*	*	20%	55%	18%	73%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Nut Swamp Elementary School

(25-3160-145)

Grades Offered: KG-05

2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	778	766	756	*	*	*	62%	23%	85%	58%
White	91	778	767	764	*	*	*	59%	25%	85%	68%
Hispanic	*	*	757	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	53	784	774	761	*	*	*	*	*	91%	64%
Male	46	770	758	750	*	*	*	*	*	78%	52%
Economically Disadvantaged Students	*	*	744	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	769	766	*	*	*	*	*	*	69%
Students with Disabilities	17	752	737	724	*	*	*	*	*	59%	23%
Students without Disabilities	82	783	774	762	*	*	*	*	*	90%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	99	778	*	758	*	*	*	62%	23%	85%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	*	723	N	N	N	N	N	N	26%



Nut Swamp Elementary School
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2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	302	98.1	69.5	52.4	44.5	69.5	74.4	Not Met
White	275	98.2	69.1	53.2	54.1	69.1	73.9	Not Met
Hispanic	17	100.0	58.8	42.4	28.8	58.8	**	**
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	71.4	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	58.4	53.3	*	**	**
Female	160	97.6	72.5	51.1	44.9	72.5		
Male	142	98.6	66.2	53.7	44.2	66.2		
Economically Disadvantaged Students	*	*	*	22.4	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	56.2	54.9	*		
Students with Disabilities	54	98.2	29.6	18.1	17.4	29.6	41.8	Not Met
Students without Disabilities	248	98.0	78.2	61.4	50.0	78.2		
English Learners	*	*	*	39.7	25.0	*	**	**
Non-English Learners	*	*	*	52.5	46.5	*		
Homeless Students	N	N	N	22.5	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	50.0	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

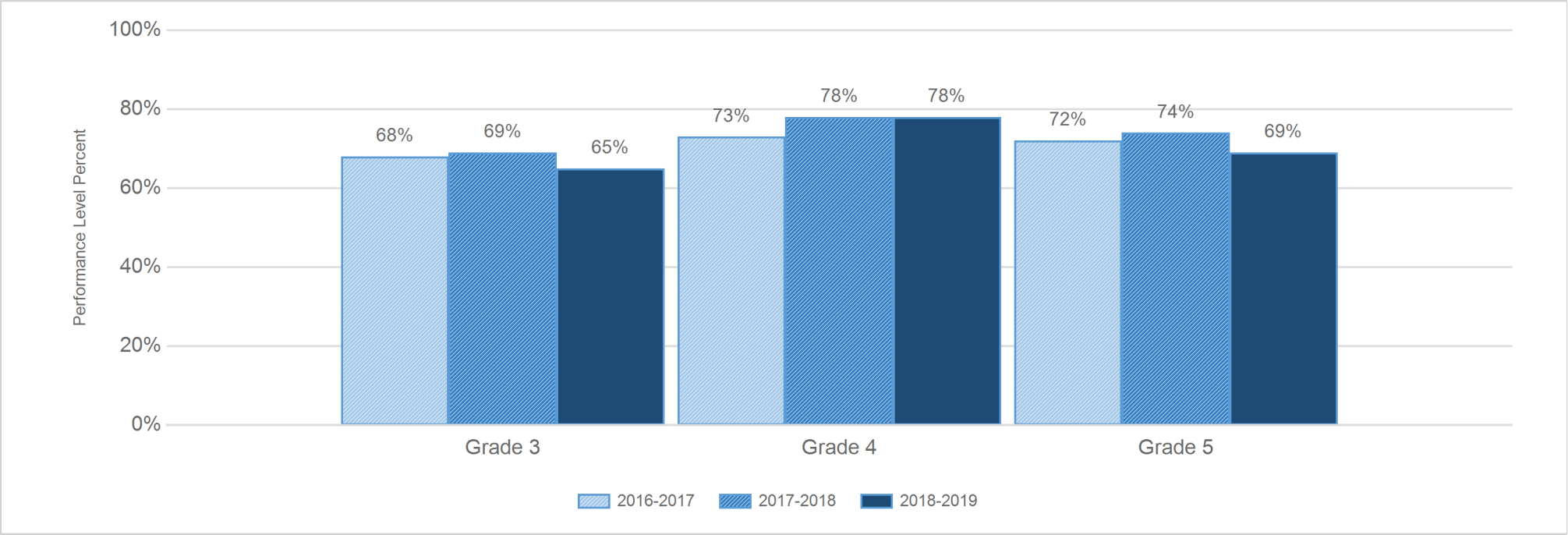


Nut Swamp Elementary School
(25-3160-145)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	760	761	752	*	*	21%	49%	16%	65%	55%
White	92	760	*	760	*	*	22%	48%	16%	64%	66%
Hispanic	*	*	755	739	*	*	*	*	*	*	40%
Black or African American	N	N	*	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	766	758	*	*	*	*	*	*	62%
Female	55	768	763	751	*	*	18%	*	*	75%	54%
Male	47	750	759	752	*	*	23%	*	*	53%	56%
Economically Disadvantaged Students	N	N	738	737	N	N	N	N	N	N	37%
Non-Economically Disadvantaged Students	102	760	764	761	*	*	21%	49%	16%	65%	67%
Students with Disabilities	21	722	735	731	*	*	*	*	*	14%	31%
Students without Disabilities	81	769	768	756	*	*	*	*	*	78%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	102	760	*	754	*	*	21%	49%	16%	65%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Nut Swamp Elementary School

(25-3160-145)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	766	757	749	*	*	18%	*	*	78%	51%
White	92	767	758	757	*	*	18%	*	*	78%	62%
Hispanic	*	*	745	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	779	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	771	754	*	*	*	*	*	*	58%
Female	54	765	755	749	*	*	*	*	*	76%	50%
Male	47	768	759	749	*	*	*	*	*	81%	52%
Economically Disadvantaged Students	*	*	733	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	63%
Students with Disabilities	13	742	730	726	*	*	*	*	*	54%	25%
Students without Disabilities	88	770	764	754	*	*	*	*	*	82%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	101	766	*	751	*	*	18%	*	*	78%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Nut Swamp Elementary School

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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	99	761	754	747	*	*	20%	52%	17%	69%	47%
White	91	760	754	755	*	*	20%	51%	18%	68%	58%
Hispanic	*	*	749	735	*	*	*	*	*	*	30%
Black or African American	N	N	*	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	53	760	754	747	*	*	*	*	*	68%	47%
Male	46	761	753	747	*	*	*	*	*	70%	47%
Economically Disadvantaged Students	*	*	729	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	757	757	*	*	*	*	*	*	59%
Students with Disabilities	17	737	728	725	*	*	*	*	*	35%	19%
Students without Disabilities	82	765	760	752	*	*	*	*	*	76%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	99	761	*	749	*	*	20%	52%	17%	69%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%



Nut Swamp Elementary School
(25-3160-145)
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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



Nut Swamp Elementary School

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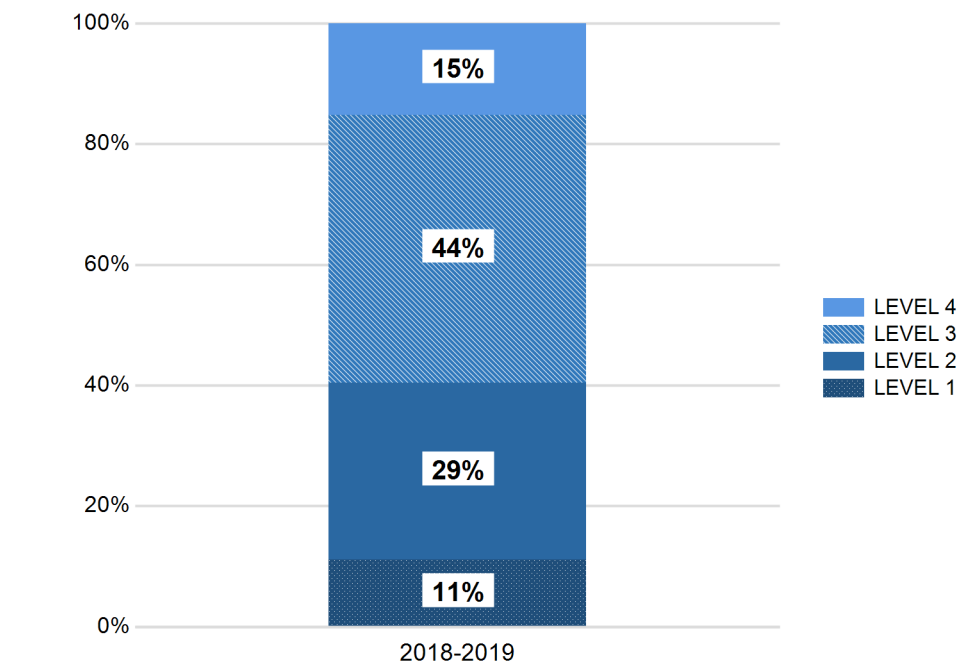
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	11	29	44	15
White	12	27	45	16
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	10	29	45	16
Male	13	28	43	15
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	25	38	31	6
Students without Disabilities	9	27	47	17
English Learners	N	N	N	N
Non-English Learners	11	29	44	15
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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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.

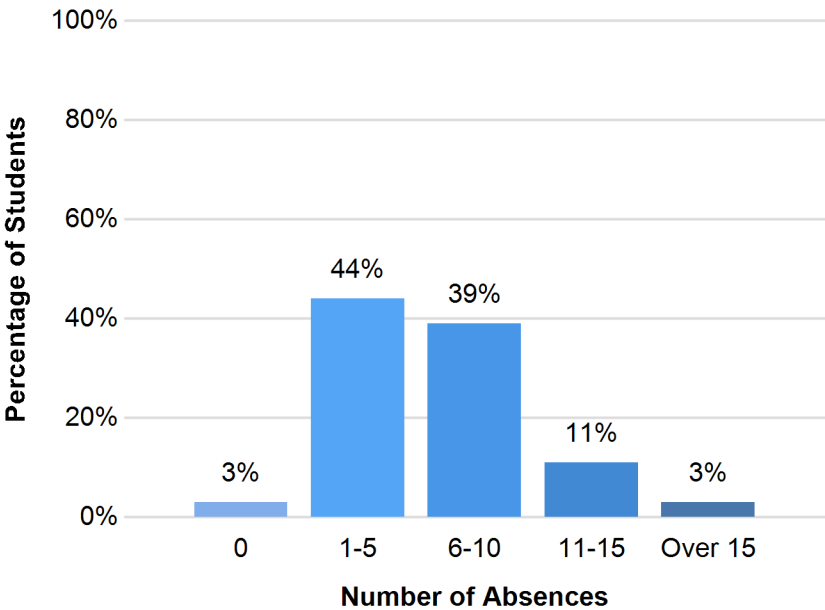
Chronic Absenteeism

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	8	1.4	8.9	Met
White	7	1.3	8.9	Met
Hispanic	0	0	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	4.8	8.9	Met
Female	6	2.0		
Male	2	0.7		
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	2	2.4	8.9	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





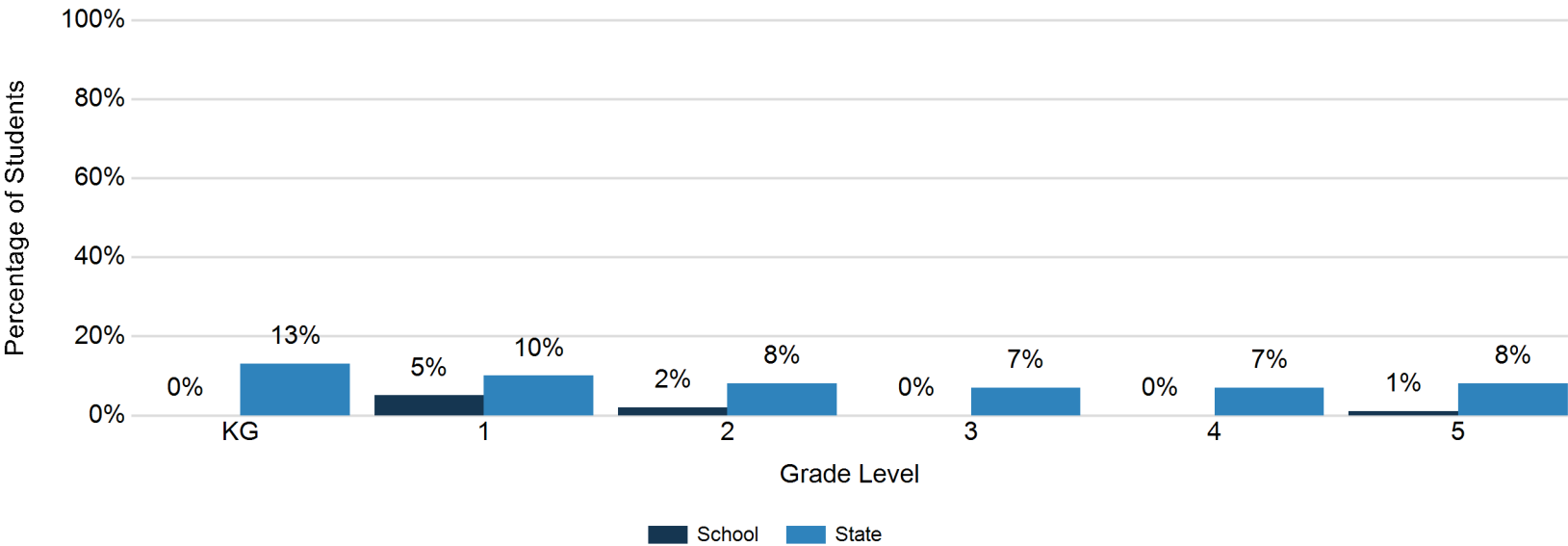
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Chronic Absenteeism by Grade

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





Nut Swamp Elementary School

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.18

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
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
*



Nut Swamp Elementary School

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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 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



Nut Swamp Elementary School

(25-3160-145)

Grades Offered: KG-05

2018-2019

Report Key:
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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	44	118,214
Average years experience in public schools	11.8	12.1
Average years experience in district	9.6	10.8
Percentage of Teachers with 4 or more years experience in the district	77.3%	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	49	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	10.3	12.0
Percentage of Administrators with 4 or more years experience in the district	77.6%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	569:1	194:1
Teachers to Administrators	44:1	16:1
Students to Librarians/Media Specialists		1584:1
Students to Nurses		528:1
Students to Counselors		413:1
Students to Child Study Team Members		194:1



Nut Swamp Elementary School

(25-3160-145)

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2018-2019

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Teachers: All classroom teachers
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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.5%	90.9%	0.0%	48.4%	77.1%	54.9%
Male	47.5%	9.1%	100.0%	51.6%	22.9%	45.1%
White	90.0%	95.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	5.4%	4.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.5%	0.0%	0.0%	2.1%	0.2%	0.2%



Nut Swamp Elementary School
(25-3160-145)
Grades Offered: KG-05
2018-2019

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Teachers: All classroom teachers

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

Teachers and Administrators - 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	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	97.9%	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	97.5%



Nut Swamp Elementary School
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Per-Pupil Expenditures by Source

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

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

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

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

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



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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.



Nut Swamp Elementary School

(25-3160-145)

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2018-2019

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

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	72.5%	70.7%	70.2%
Math Proficiency	70.6%	72.9%	69.5%
ELA Growth	66	58	63
Math Growth	64	62	57
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	1.9%	0.2%	1.4%

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



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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
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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†	Not Met	Exceeds Standard	Met Standard	**	Met	No
White	Met Target†	Not Met	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	**	**	**	**	n/a	**	No
Students with Disabilities	Not Met	Not Met	Exceeds Standard	Met Standard	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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



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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:	- Curriculum includes GoMath, Reader's & Writer's Workshop model for instruction, and STEMscopes. Nut Swamp is a Responsive Classroom school. - Strong emphasis on the incorporation of technology that includes 1:1 Chromebooks (3-5), iPads (K-2), and the Team Tiger Tech Lab. A digital learning environment is infused in our daily instruction. - We feature the largest elementary band in the District with over 120 4th and 5th grade students.
 Mission, Vision, Theme:	Our school community believes that, "In partnership with the entire community, Nut Swamp Elementary School will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community."
 Awards, Recognition, Accomplishments:	Nut Swamp School is proud to be a Common Sense Digital Citizenship Certified school and has earned NJ Future Ready Certification-Silver Status with Distinction.



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 Courses, Curriculum, Instruction:	The teaching staff differentiates instruction and modifies/adapts curriculum units to provide an interdisciplinary program. We use a workshop based literacy program that integrates the main components of Reader's Workshop utilizing authentic literature and informational text, word work and guided reading during instruction. Formal writing instruction is through the workshop model of instruction. Nut Swamp utilizes the district adopted Go Math program and STEMscope to address the NGSS.
 Clubs and Activities:	Fitness Club, Y-Clubs After School Clubs, Theater Week (Drama Club), 4th and 5th grade Band, Fifth Grade Chorus and Technology Club.



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 Before and After School Programs:	Nut Swamp School offers YMCA Before & Aftercare for students in grades K-5. Academically, we offer students the opportunity to compete in math Dreambox events in both the fall and the spring.
 Staff and Professional Learning:	Teachers are engaged in purposeful and personalized professional learning experiences throughout the year. Within the district, structures have been put in place to support teachers as they participate in professional growth opportunities such as independent studies, personalized reflective practice experiences, job-embedded professional learning, micro-credentialing and teacher-facilitated conversations as they work towards individualized professional learning goals. All teachers also participate on an ongoing basis in Professional Learning Community work, which is spearheaded by the leadership of designated Learning Design Teams within each building. Learning Design Teams lead building-level experiences, through a PLC-like structure, that stimulate professional dialogue to inform decision-making and increase instructional capacity to positively impact student outcomes.



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 Student Supports and Services:	Nut Swamp School has the largest K-5 student population in MiddletownTownship School District. We provide a continuum of special education services and an I&RS program which provides targeted interventions for students who are experiencing learning, behavioral or health difficulties. Our full time Social Behavior Support Specialist integrates lessons that help students feel successful.
 Student Health and Wellness:	Nut Swamp School offers Fit Club to all K-5 students. In addition, we promote overall wellness with planned Brain Breaks throughout the school day.
 Parent and Community Involvement:	Nut Swamp School has a local PTA that is extremely involved with the school. Meetings are typically held once a month. Our largest fundraising event is the Annual Event held each winter where the PTA raises funds to pay for family fun activities, class trips, Fun Day and enrichment programs. Our parents also run the school library where students can select from a recently updated catalogue.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers Nut Swamp School routinely checks on the climate of the school by utilizing the state suggested climate survey offered by the DOE. In addition, we take climate surveys to gauge issues impacting specific grades when needs arise. A comprehensive survey is offered to staff each year where they rate leadership using the Stronge Evaluation tool.
 Facilities:	Nut Swamp School was built in 1965 and the current Principal, Neil Leone, has served in that capacity since October 2016. We have an extensively used All Purpose Room, Team Tiger Tech Room, and a conference room. Each classroom is air conditioned The most recent large scale facility project included solar panels that cover the majority of the roof.
 School Safety:	The Middletown School District continues to put student and staff safety as its top priority. We work collaboratively with police and other emergency management personnel to develop and carry out our strategic school safety and security plans and ensure maximum effectiveness and efficiency in allocating security resources. Student social and emotional learning is a focus at every level in order to promote a positive and safe school climate. Our programs and practices include character education, individual and group counseling by mental health professionals, student and staff training, crisis management teams, partnerships with community mental health organizations and other efforts to promote student self-regulation, social awareness, interpersonal skills and responsible decision making. For the 2018-19 school year, Nut Swamp has implemented the role of security officer in our building. The security officer collaborates with the Principal on daily safety concerns.



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 Technology and STEM:	District STEM initiatives are supported through daily innovative practices within our classrooms. Student driven hands on activities, that include coding, robotics, engineering and design, inspire students to demonstrate creativity, explore 21st century topics, generate projects of interest and develop deeper understandings that prepare them for future academic success. Our school is equipped for 21st century learners. Technology, such as SMART Boards, Chromebooks, iPads, and document cameras are utilized to engage learners and enhance learning. Students in grades 3-5 each have been assigned a Chromebook and actively work in a 1:1 digital environment on a daily basis. Beyond the classroom, we offer students opportunities to deepen their understanding through the Technology Club.
 Early Childhood Education:	We have a full time kindergarten program. Students in Kindergarten learn through interactive lessons that will help build a strong foundation for future academic success.



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 Other Information	The academic success of our students is credited to students, teachers and parents working together as a cohesive group. The teachers differentiate instruction and modify/adapt curriculum units to provide an interdisciplinary program. Our workshop based literacy program integrates the main components of Reader's Workshop utilizing authentic literature and informational text, word work and guided reading during instruction. Formal writing instruction is taught through the workshop model of instruction. Nut Swamp utilizes the district adopted Go Math program. Mathematical skills and concepts are supported with hands-on approaches that incorporate multi-media presentations to foster understanding and an appreciation for the world of numbers. Technology, such as SMART Boards, Chromebooks, iPads, and document cameras are utilized to engage learners and enhance learning. Students in grades 3-5 each have been assigned a Chromebook and actively work in a 1:1 digital environment on a daily basis. The special subjects provide the children with a variety of motivating and interesting learning experiences. Art classes study the products of the masters and engage students in activities of individual artistic expression. During physical education the children stretch, run, twist, and jump with their classmates to help develop young bones and muscles. Vocal and instrumental music classes provide the opportunity for students to learn the families of instruments and to develop a love of music, and students receive instruction in World Language to acquire basic knowledge of the Spanish language as well as the rich culture.
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Ocean Avenue Elementary School
(25-3160-080)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Ocean Avenue Elementary School
(25-3160-080)
Grades Offered: PK-05
2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Middletown Township Public School District
Principal Name	Mrs. Cynthia Wilson
Address	235 OCEAN AVENUE NORTH MIDDLETOWN, NJ 07748-2798
Phone Number	732-787-0092
Email Address	wilsoncc@middletownk12.org
Website	https://www.middletownk12.org/Domain/17
Facebook	https://www.facebook.com/OASPTA
Twitter	https://twitter.com/oceanaveschool



Ocean Avenue Elementary School

(25-3160-080)

Grades Offered: PK-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
PK	28	22	21
KG	46	43	48
1	57	35	48
2	44	53	36
3	53	44	53
4	48	50	49
5	38	50	49
Total	314	297	304

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

Student Group	2016-17	2017-18	2018-19
Female	48.1%	49.8%	51.6%
Male	51.9%	50.2%	48.4%
Economically Disadvantaged Students	38.9%	34.7%	32.9%
Students with Disabilities	15.0%	14.8%	13.2%
English Learners	1.0%	0.3%	0.3%
Homeless Students	2.2%	1.3%	3.0%
Students in Foster Care	1.9%	1.3%	1.0%
Military-Connected Students	0.6%	0.3%	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	83.4%	80.8%	76.0%
Hispanic	8.3%	10.1%	14.8%
Black or African American	2.2%	2.0%	2.0%
Asian	0.3%	1.0%	0.7%
Native Hawaiian or Pacific Islander	0.6%	0.3%	0.0%
American Indian or Alaska Native	0.3%	0.0%	0.0%
Two or More Races	4.8%	5.7%	6.6%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	28	22	21
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	46	43	48

Enrollment by Home Language

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

Home Language	% of Students
English	99.0%
Spanish	1.0%



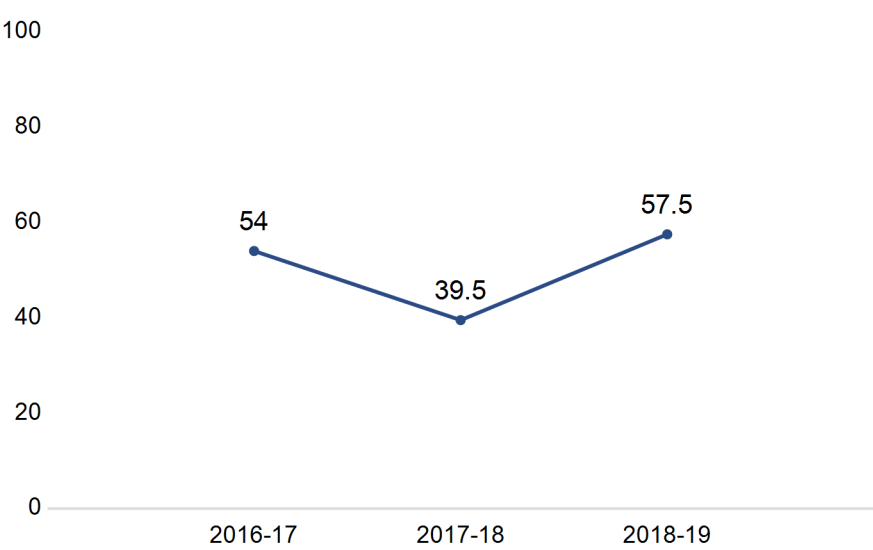
Ocean Avenue Elementary School
(25-3160-080)
Grades Offered: PK-05
2018-2019

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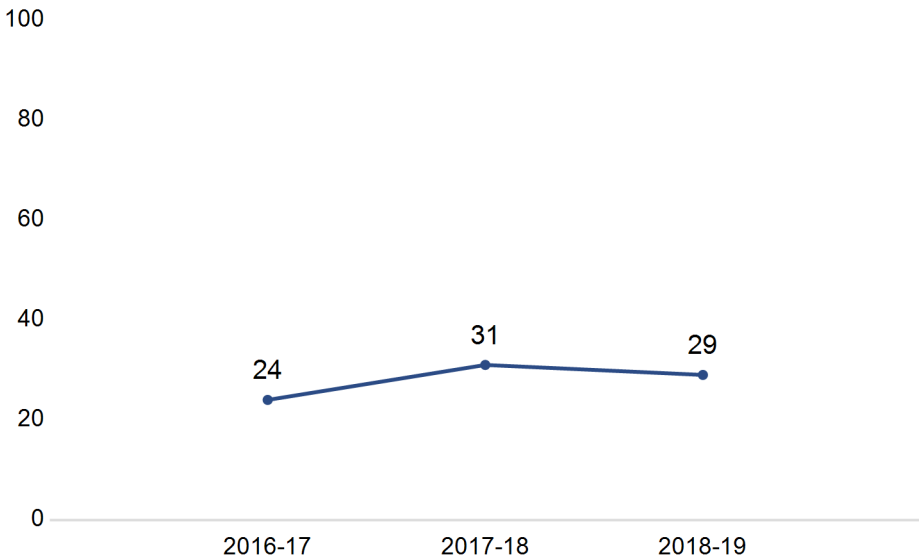
Student Growth Trends and Progress

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	54	39.5	57.5	24	31	29
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Not Met	Not Met	Not Met
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	57.5	55	50	Met Standard	29	51	50	Not Met
White	57.5	55	50	Met Standard	31	51	52	Not Met
Hispanic	60	55	49	**	24.5	50.5	47	**
Black or African American	*	39	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	*	62	59	**	*	58.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	66	49	**	*	56.5	52	**
Female	61	59	53	N	32	49	50	N
Male	52	52	47	N	27	53	51	N
Economically Disadvantaged Students	57.5	49	48	Met Standard	26	44.5	46	Not Met
Students with Disabilities	44	47	43	**	31	47	45	**
English Learners	N	64	52	**	N	55	50	**
Homeless Students	*	58	43	N	*	49.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	67.5	49	N	N	*	51	N
Migrant Students	N	*	47	N	N	*	51	N



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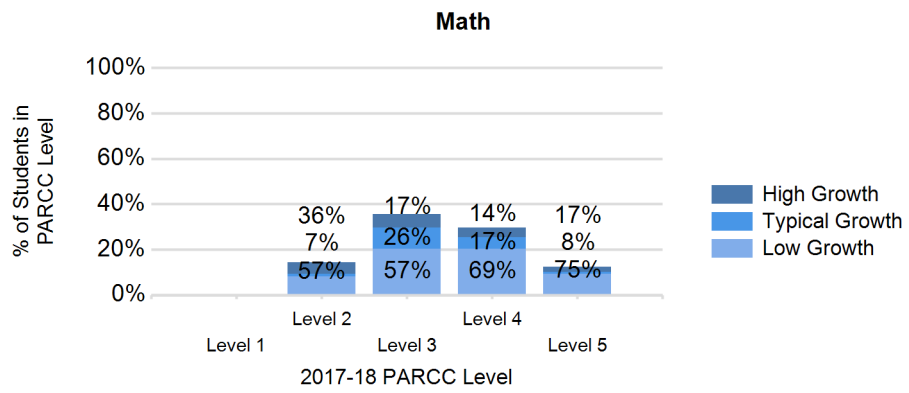
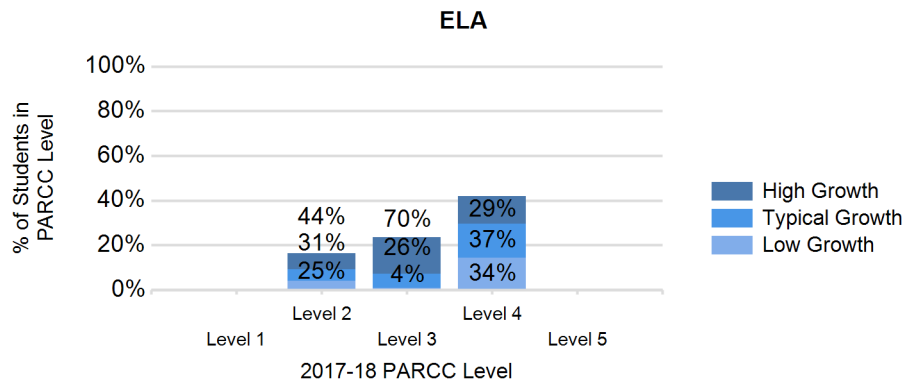
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

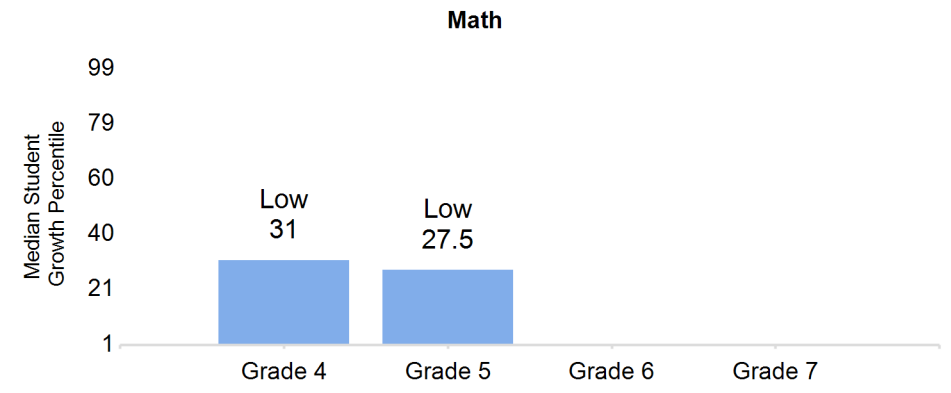
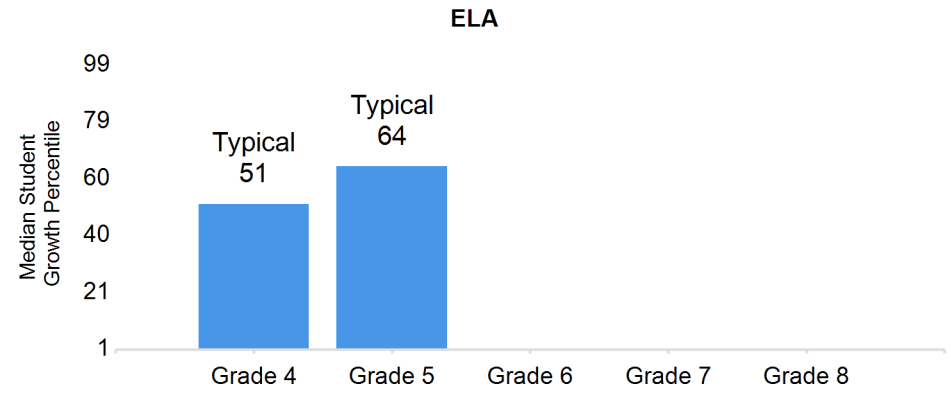
Student Growth by Performance Level

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



Student Growth by Grade

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





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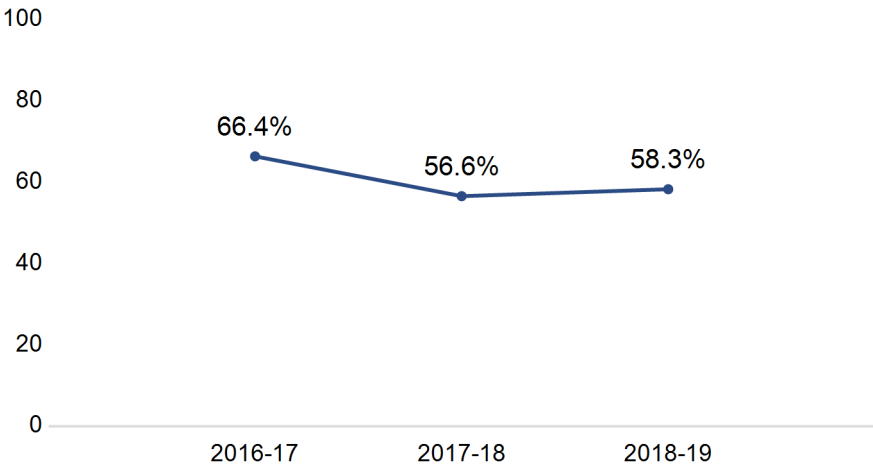
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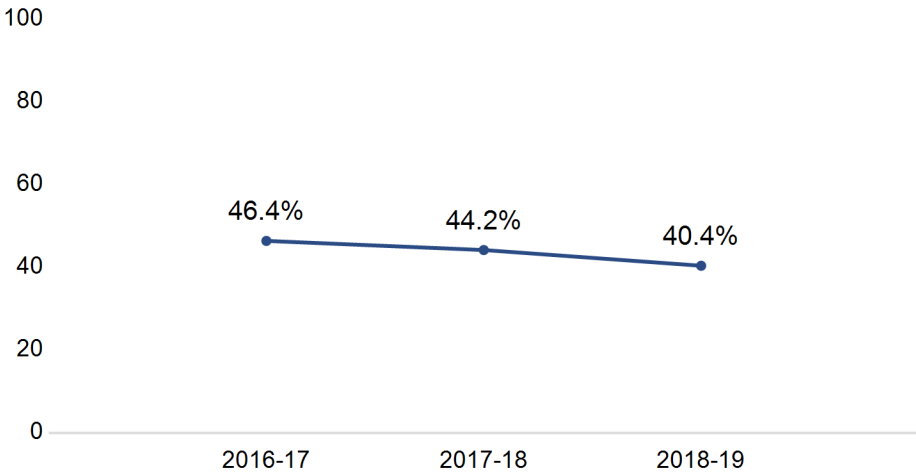
English Language Arts and Mathematics Performance Trends

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	97.2%	98.0%	100.0%	97.2%	98.0%	100.0%
Proficiency Rate for Federal Accountability	66.4%	56.6%	58.3%	46.4%	44.2%	40.4%
Annual Target	56.5%	57.8%	59.0%	56.5%	57.8%	59.0%
Met Annual Target?	Met Target	Met Target†	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	156	100.0	58.3	65.0	57.9	58.3	59	Met Target†
White	120	100.0	62.5	65.4	66.9	62.5	60.9	Met Target
Hispanic	20	100.0	50.0	59.5	43.9	50.0	N	N
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	80.9	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	10	100.0	60.0	69.0	64.4	60.0	**	**
Female	82	100.0	65.9	72.4	64.8	65.9		
Male	74	100.0	50.0	57.6	51.3	50.0		
Economically Disadvantaged Students	49	100.0	38.8	40.8	40.0	38.8	43.2	Met Target†
Non-Economically Disadvantaged Students	107	100.0	67.3	68.1	67.9	67.3		
Students with Disabilities	26	100.0	*	*	22.7	*	24.1	Not Met
Students without Disabilities	130	100.0	*	*	65.1	*		
English Learners	N	N	N	58.1	29.3	N	**	**
Non-English Learners	156	100.0	58.3	65.1	60.6	58.3		
Homeless Students	*	*	*	42.5	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	72.2	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

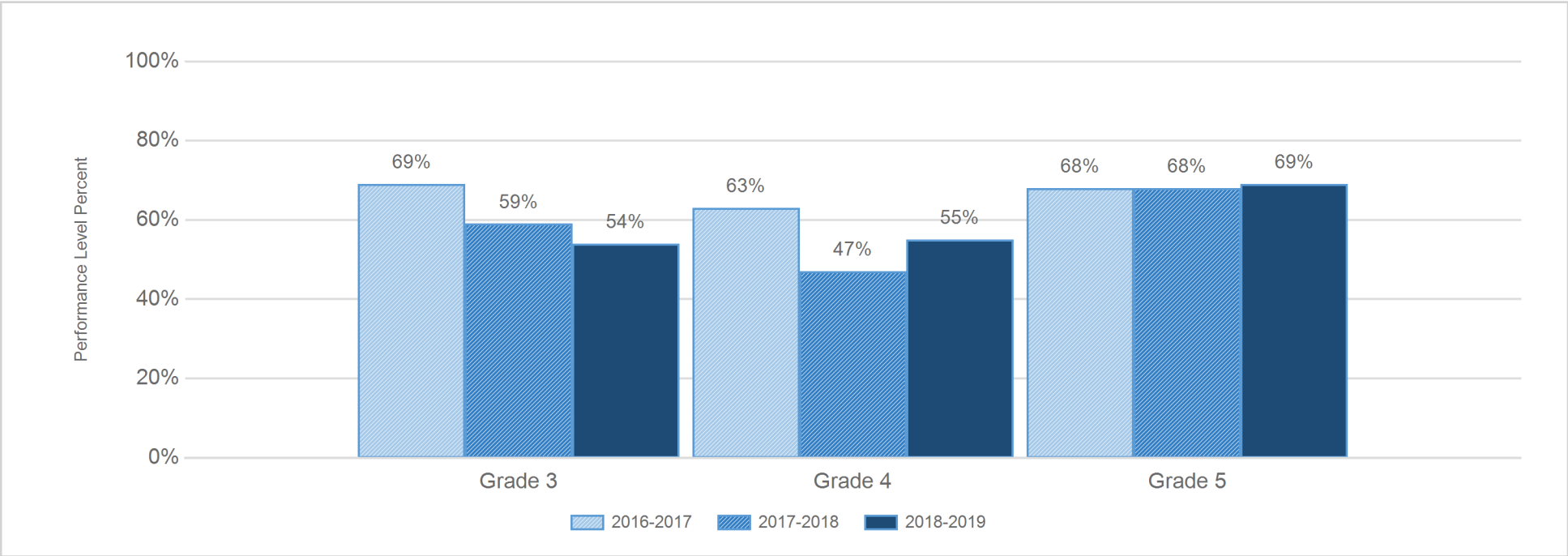


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	750	754	748	*	*	23%	*	*	54%	50%
White	45	752	*	757	*	*	24%	*	*	58%	60%
Hispanic	*	*	746	734	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	763	756	*	*	*	*	*	*	58%
Female	27	754	761	753	*	*	*	*	*	59%	55%
Male	29	745	747	743	*	*	*	*	*	48%	46%
Economically Disadvantaged Students	20	738	737	731	*	*	*	*	*	40%	33%
Non-Economically Disadvantaged Students	36	756	756	759	*	*	*	*	*	61%	61%
Students with Disabilities	*	*	724	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	762	754	*	*	*	*	*	*	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	56	750	*	751	*	*	23%	*	*	54%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	751	761	755	*	*	22%	*	*	55%	57%
White	39	753	762	763	*	*	*	*	*	56%	67%
Hispanic	*	*	752	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	770	762	*	*	*	*	*	*	64%
Female	26	762	767	760	*	*	*	*	*	62%	62%
Male	25	739	756	750	*	*	*	*	*	48%	53%
Economically Disadvantaged Students	15	741	739	740	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	36	755	764	765	*	*	*	*	*	61%	69%
Students with Disabilities	*	*	728	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	770	761	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	51	751	*	758	*	*	22%	*	*	55%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	760	766	756	*	*	20%	*	*	69%	58%
White	35	765	767	764	*	*	*	*	*	77%	68%
Hispanic	*	*	757	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	779	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	27	770	774	761	*	*	*	*	*	81%	64%
Male	22	747	758	750	*	*	*	*	*	55%	52%
Economically Disadvantaged Students	16	744	744	740	*	*	*	*	*	38%	39%
Non-Economically Disadvantaged Students	33	767	769	766	*	*	*	*	*	85%	69%
Students with Disabilities	*	*	737	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	774	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	49	760	*	758	*	*	20%	*	*	69%	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	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	*	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	156	100.0	40.4	52.4	44.5	40.4	59	Not Met
White	120	100.0	43.3	53.2	54.1	43.3	58.5	Not Met
Hispanic	20	100.0	25.0	42.4	28.8	25.0	N	N
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	71.4	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	10	100.0	50.0	58.4	53.3	50.0	**	**
Female	82	100.0	41.5	51.1	44.9	41.5		
Male	74	100.0	39.2	53.7	44.2	39.2		
Economically Disadvantaged Students	49	100.0	18.4	22.4	26.3	18.4	46.7	Not Met
Non-Economically Disadvantaged Students	107	100.0	50.5	56.2	54.9	50.5		
Students with Disabilities	26	100.0	*	18.1	17.4	*	11.2	Met Target†
Students without Disabilities	130	100.0	*	61.4	50.0	*		
English Learners	N	N	N	39.7	25.0	N	**	**
Non-English Learners	156	100.0	40.4	52.5	46.5	40.4		
Homeless Students	*	*	*	22.5	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	50.0	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

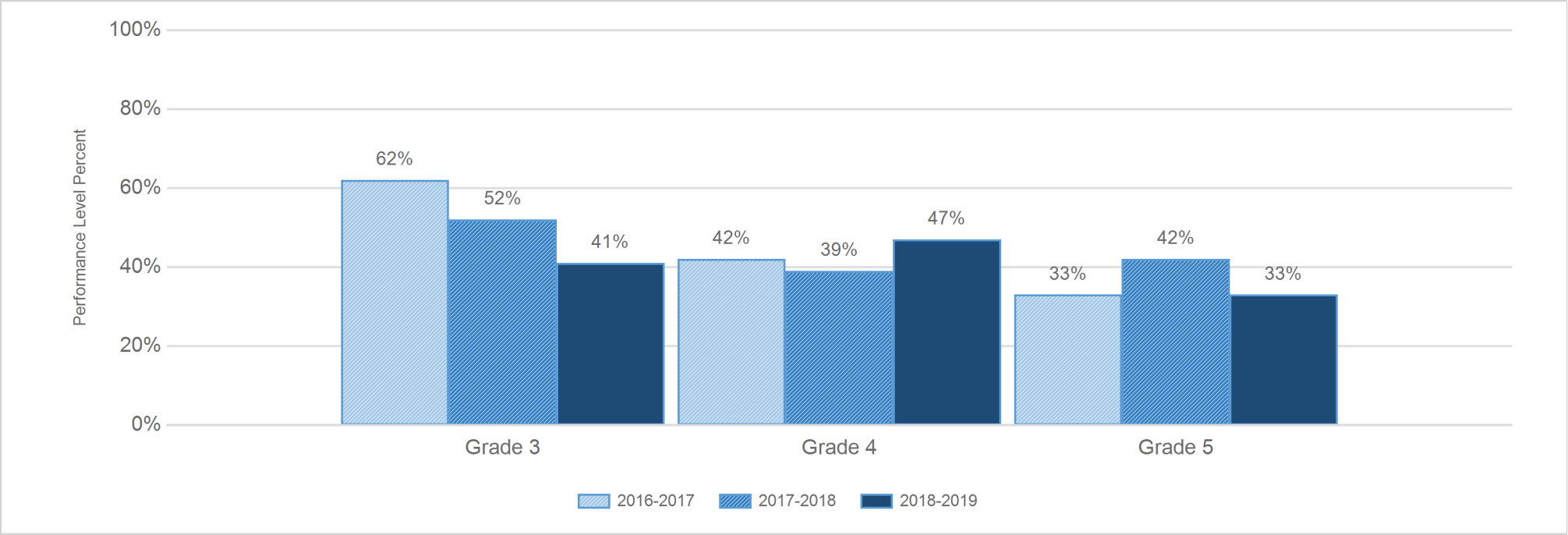


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Mathematics Assessment – Performance Trends

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	56	744	761	752	*	*	39%	*	*	41%	55%
White	45	744	*	760	*	*	38%	*	*	44%	66%
Hispanic	*	*	755	739	*	*	*	*	*	*	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	766	758	*	*	*	*	*	*	62%
Female	27	744	763	751	*	*	41%	*	*	41%	54%
Male	29	743	759	752	*	*	38%	*	*	41%	56%
Economically Disadvantaged Students	20	733	738	737	*	*	*	*	*	25%	37%
Non-Economically Disadvantaged Students	36	749	764	761	*	*	*	*	*	50%	67%
Students with Disabilities	*	*	735	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	768	756	*	*	*	*	*	*	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	56	744	*	754	*	*	39%	*	*	41%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Ocean Avenue Elementary School
(25-3160-080)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	747	757	749	*	*	31%	*	*	47%	51%
White	39	752	758	757	*	*	36%	*	*	49%	62%
Hispanic	*	*	745	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	771	754	*	*	*	*	*	*	58%
Female	26	753	755	749	*	*	*	*	*	58%	50%
Male	25	741	759	749	*	*	*	*	*	36%	52%
Economically Disadvantaged Students	15	727	733	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	36	756	760	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	730	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	764	754	*	*	*	*	*	*	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	51	747	*	751	*	*	31%	*	*	47%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	49	734	754	747	*	29%	29%	*	*	33%	47%
White	35	738	754	755	*	*	34%	*	*	37%	58%
Hispanic	*	*	749	735	*	*	*	*	*	*	30%
Black or African American	N	N	*	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	27	736	754	747	*	*	*	*	*	30%	47%
Male	22	730	753	747	*	*	*	*	*	36%	47%
Economically Disadvantaged Students	16	721	729	732	*	*	*	*	*	19%	27%
Non-Economically Disadvantaged Students	33	740	757	757	*	*	*	*	*	39%	59%
Students with Disabilities	*	*	728	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	760	752	*	*	*	*	*	*	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	49	734	*	749	*	29%	29%	*	*	33%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



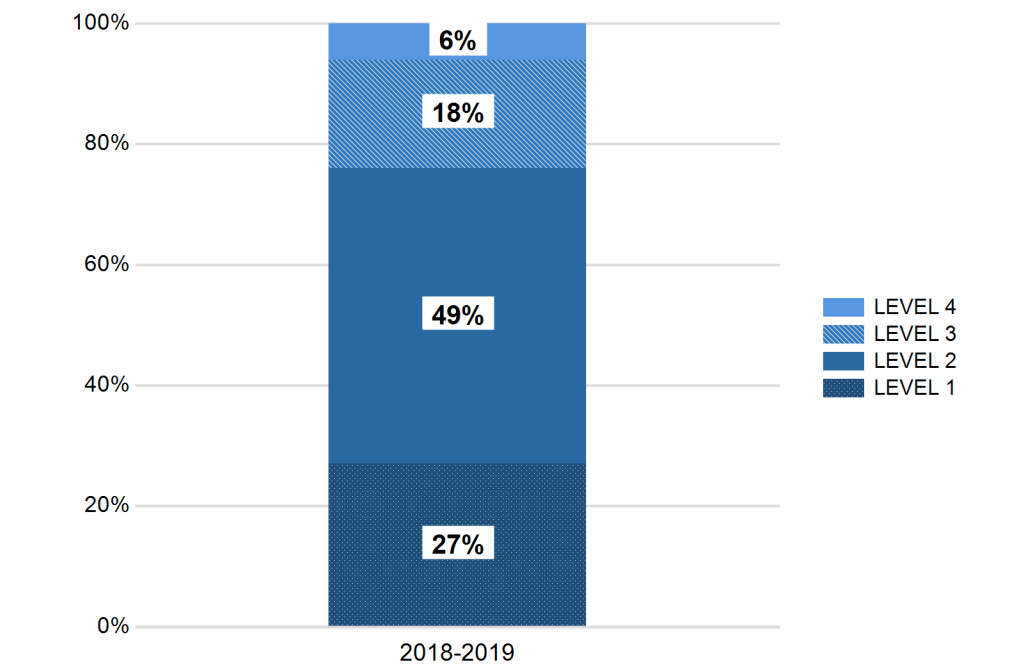
Ocean Avenue Elementary School
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2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	27	49	18	6
White	23	46	26	6
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	15	63	22	0
Male	41	32	14	14
Economically Disadvantaged Students	47	41	0	12
Non-Economically Disadvantaged Students	16	53	28	3
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	27	49	18	6
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Ocean Avenue Elementary School

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

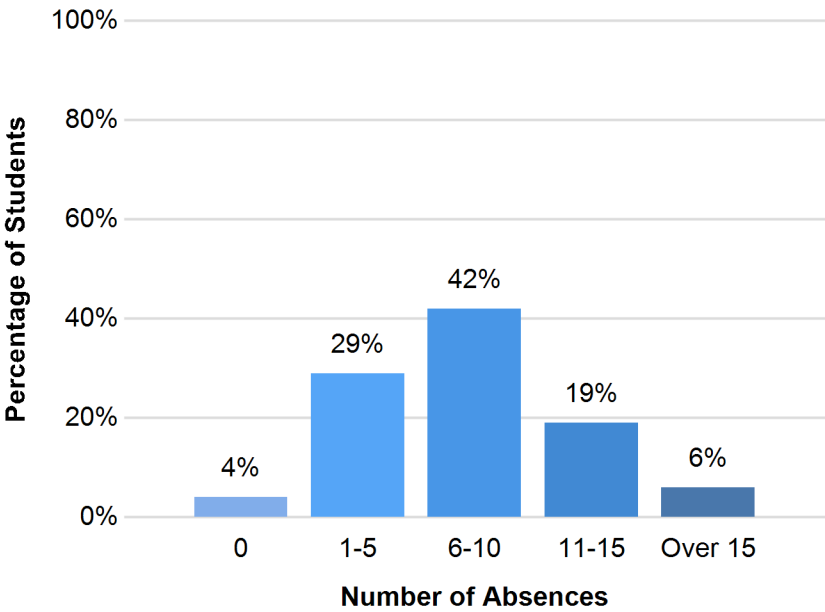
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	17	5.5	8.9	Met
White	14	6.1	8.9	Met
Hispanic	1	2.4	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	8.7	8.9	Met
Female	9	5.7		
Male	8	5.3		
Economically Disadvantaged Students	12	11.3	8.9	Not Met
Students with Disabilities	9	15.8	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	3	30.0		
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.





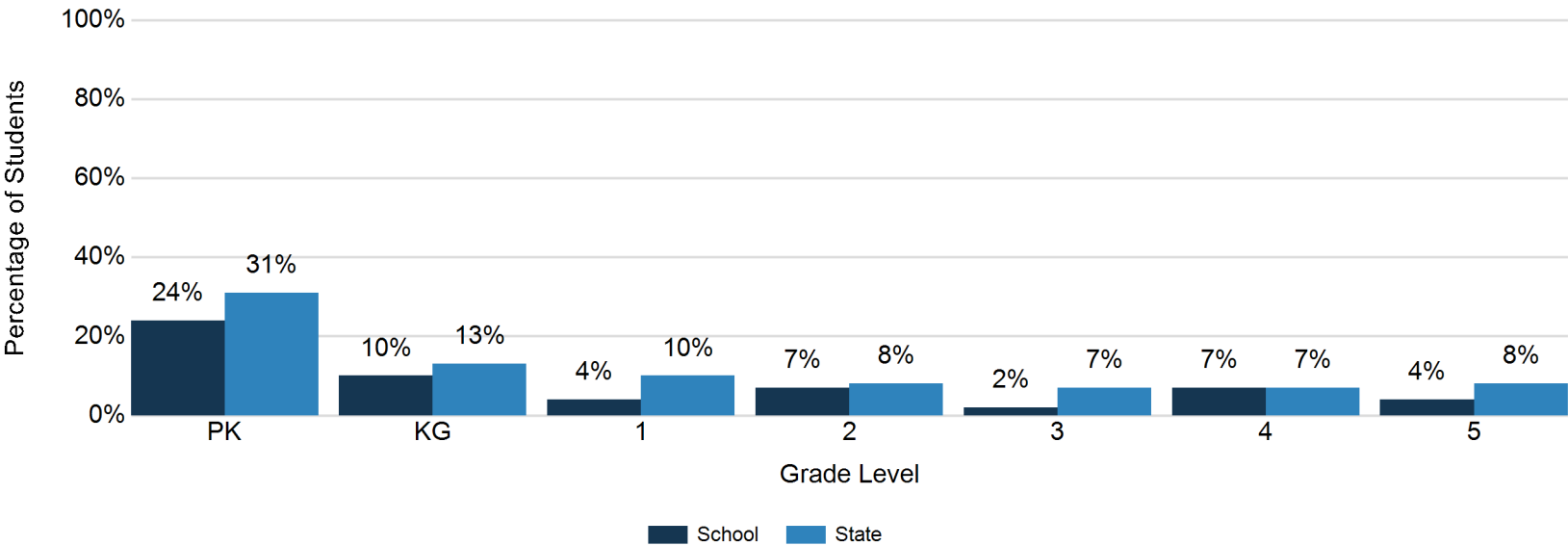
Ocean Avenue Elementary School
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.32

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	0	0.0%
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
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	8:55 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 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	29	118,214
Average years experience in public schools	12.1	12.1
Average years experience in district	11.1	10.8
Percentage of Teachers with 4 or more years experience in the district	79.3%	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	49	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	10.3	12.0
Percentage of Administrators with 4 or more years experience in the district	77.6%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	304:1	194:1
Teachers to Administrators	29:1	16:1
Students to Librarians/Media Specialists		1584:1
Students to Nurses		528:1
Students to Counselors		413:1
Students to Child Study Team Members		194:1



Ocean Avenue Elementary School

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

Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.6%	93.1%	100.0%	48.4%	77.1%	54.9%
Male	48.4%	6.9%	0.0%	51.6%	22.9%	45.1%
White	76.0%	93.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	14.8%	6.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

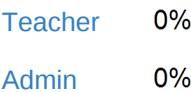
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	97.9%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.1%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



Ocean Avenue Elementary School
(25-3160-080)
Grades Offered: PK-05
2018-2019

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

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 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	66.4%	56.6%	58.3%
Math Proficiency	46.4%	44.2%	40.4%
ELA Growth	54	40	58
Math Growth	24	31	29
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	N
Chronic Absenteeism	3.1%	2.5%	5.5%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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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:

- Researched based curricula drive the instruction at OAS: Reader's and Writer's Workshop, Go-Math and Stemscopes.
- Strong emphasis on the incorporation of technology that includes 1:1 Chromebooks (2-5), iPads (Pre-K-2)
- All members of the learning community work collaboratively to provide a safe and emotionally secure learning environment.



Mission, Vision, Theme:

The Learning Community of OAS believes that ALL children can learn! We believe in using research-based best practices to provide meaningful and engaging learning, and valid data analysis to identify the needs of all learners to drive our instruction. Purposeful feedback, individualization and targeted instruction will support students as learners; fostering habits of mind will support the development of the whole child.



Awards, Recognition, Accomplishments:

Ocean Avenue School is proud to be a Common Sense Digital Citizenship Certified school and has earned NJ Future Ready Certification-Silver Status with Distinction.



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 Courses, Curriculum, Instruction:	Daily, students are immersed in activities and instruction that encompass academic and social education. Innovative methods and strategies are used to accomplish these goals. We are continuing to utilize the processes from Reader's and Writer's Workshop to support literacy instruction. Our balanced literacy program is student centered, inclusive, and interdisciplinary, focusing on supporting reading and writing instruction while connecting these skills to the content areas.
 Clubs and Activities:	Fitness Club, Garden Club, Theater Week, Technology Club, Morning Mindfulness, Girls on The Run and Strengthening Families are some of the clubs and activities offered before & after school at Ocean Avenue School.



Ocean Avenue Elementary School

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2018-2019

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 Before and After School Programs:	Through Title 1 funding, Ocean Avenue is able to provide students with before and after school tutoring programs. Teachers are also dedicated to meeting with students before and after school for additional support. In addition to academic support, through Title 1 funding, OAS provides the Strenghtening Families Program to support high-risk families. Strengthening Families is a 14 week, evidence-based program that promotes parenting skills, children's social skills and family life skills training. Parents and children participate in SFP under the guidance of licensed social workers.
 Staff and Professional Learning:	Teachers are engaged in purposeful and personalized professional learning experiences throughout the year. Within the district, structures have been put in place to support teachers as they participate in professional growth opportunities such as independent studies, personalized reflective practice experiences, job-embedded professional learning, micro-credentialing and teacher-facilitated conversations as they work towards individualized professional learning goals. All teachers also participate on an ongoing basis in Professional Learning Community work, which is spearheaded by the leadership of designated Learning Design Teams within each building. Learning Design Teams lead building-level experiences, through a PLC-like structure, that stimulate professional dialogue to inform decision-making and increase instructional capacity to positively impact student outcomes.



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 Student Supports and Services:	Ocean Avenue works hard to be a supportive and inclusive community and we are committed to supporting students, families, community members and staff from a wide range of races, ethnicities, genders, cultures, abilities, economic classes and family structures. Our diversity allows us to expand our minds, learn from each other, and support one another in a variety of ways. Our unique histories and experiences are central to building a strong community.
 Student Health and Wellness:	Ocean Avenue devotes much time to developing the social and emotional capacity of our students. We partner with the Bayshore Family Success Center to offer on-site counseling services to our students. This program is offered by the YMCA. Our school psychologist provides a variety of groups that support coping, social skills, and executive function. We provide families with many community resources that offer nutritional, financial and mental health assistance.
 Parent and Community Involvement:	The PTA of Ocean Avenue is another positive influence in the school. Moms, dads and grandparents volunteer their time to provide the school with "extras." We have assembly programs that enrich all areas of the curriculum and provide students the opportunity to enrich learning by attending field trips. The school community partners with many community agencies to foster involvement.

School Narrative

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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers The school climate survey is used to identify children's perceived level of safety in the environment. It asks the children to identify their comfort level with staff, comfort level in various settings within the school and overall feeling of safety. The data collected is used to analyze patterns and to develop interventions for areas of concern.
 Facilities:	Ocean Avenue Elementary School wsa built in 1931. Cynthia C. Wilson has been the building principal since 2009. The building has been updated over the years with the most recent upgrades including solar panels and two water filtration systems. Through the acquisition of a Target grant we were able to repurpose the exisiting libray and created a comfy Reading Room. Our computer lab has been transformed into a Zen Den where mindful activities coexist with daily instruction.
 School Safety:	The Middletown School District continues to put student and staff safety as its top priority. We work collaboratively with police and other emergency management personnel to develop and carry out our strategic school safety and security plans and ensure maximum effectiveness and efficiency in allocating security resources. Student social and emotional learning is a focus at every level in order to promote a positive and safe school climate. Our programs and practices include Responsive Classroom, character education, individual and group counseling by mental health professionals, student and staff training, in-district therapeutic programs provided by the YMCA, crisis management teams, partnerships with community mental health organizations and other efforts to promote student self-regulation, social awareness, interpersonal skills and responsible decision making.



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 Technology and STEM:	District initiatives based on technology and STEM are supported through daily innovative practices within our classrooms. Student driven, hands-on activities, that include coding, robotics, engineering and design, inspire students to demonstrate creativity, explore 21st century topics, generate projects of interest and develop deeper understandings that prepare them for future academic success. Our school is equipped for 21st century learners. Technology, such as SMART Boards, Chromebooks, iPads, and document cameras are utilized to engage learners and enhance learning. Students in grades 3-5 each have been assigned a Chromebook and actively work in a 1:1 digital environment on a daily basis. Beyond the classroom, we offer students opportunities to deepen their understanding through the Technology club's after school STEM programs.
 Early Childhood Education:	The Middletown Township Preschool Program utilizes The Creative Curriculum- Teaching Strategies GOLD for Preschool. This curriculum is scientifically researched based, approved by the New Jersey Department of Education, Division of Early Childhood Education and aligned with the New Jersey Preschool Teaching and Learning Standards. The Creative Curriculum provides hands-on learning with best practices for developmentally appropriate activities.



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 Other Information	Ocean Avenue School is located in a small bayside community in Middletown Township with a student population of 290 students. Our school possesses many indicators of a high performing school as suggested by the Center for Comprehensive School Reform and Improvement. Characteristics include; aligned and rigorous curriculum, effective instruction, use of formative and summative student data assessment, highly qualified staff, effective school leadership and opportunities for personalized learning. At Ocean Avenue School we believe in creating a learning environment that is student centered and inviting so that students feel comfortable and believe in themselves. It is our goal to grow, inspire and motivate learners so that they can become critical thinkers and college/career ready citizens. Teaching and learning are aligned to the New Jersey Student Learning standards in an environment that meets the demands required to succeed in a competitive world.
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Port Monmouth Elementary School
(25-3160-150)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Port Monmouth Elementary School
(25-3160-150)
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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Middletown Township Public School District
Principal Name	Ms. Maureen McCormack
Address	202 MAIN STREET PORT MONMOUTH, NJ 07758-1299
Phone Number	732-787-0441
Email Address	mccormackm@middletownk12.org
Website	https://www.middletownk12.org/portmonmouth
Twitter	https://twitter.com/PortMonmouth_NJ



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	31	26	32
1	44	33	25
2	36	46	28
3	38	35	44
4	41	41	36
5	46	41	39
Total	236	222	204

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	52.5%	50.0%	51.0%
Male	47.5%	50.0%	49.0%
Economically Disadvantaged Students	20.3%	22.1%	24.0%
Students with Disabilities	16.1%	19.8%	19.6%
English Learners	0.4%	0.5%	1.5%
Homeless Students	1.3%	1.4%	0.5%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	79.7%	75.7%	70.6%
Hispanic	14.4%	16.7%	18.6%
Black or African American	0.4%	1.4%	1.0%
Asian	2.1%	2.3%	3.4%
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	3.4%	4.1%	6.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	31	26	32

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	94.6%
Spanish	2.0%
Chinese	1.5%
Korean	1.0%
Other Languages	1.0%



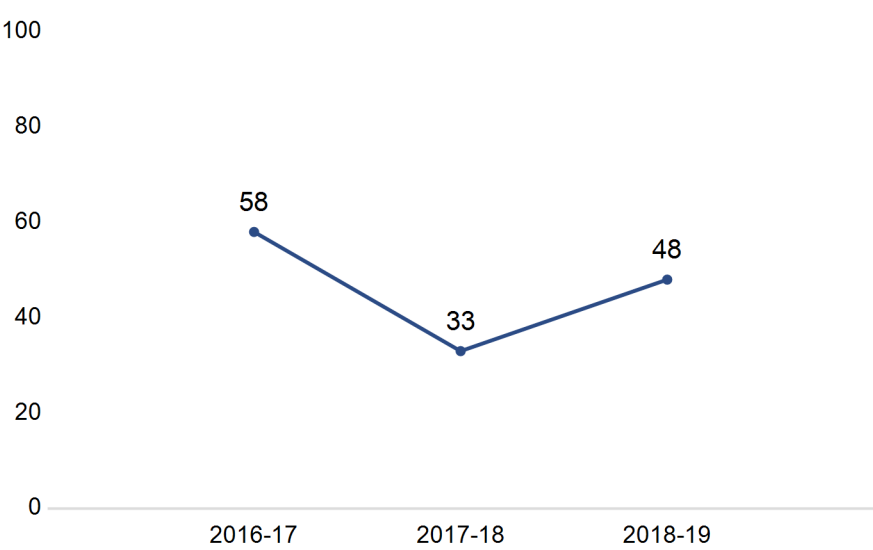
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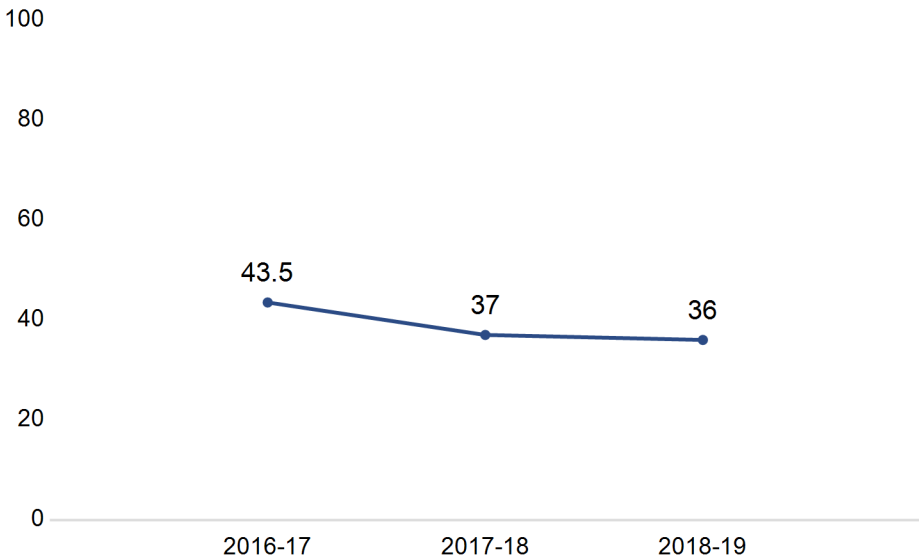
Student Growth Trends and Progress

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	58	33	48	43.5	37	36
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Not Met	Not Met
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	55	50	Met Standard	36	51	50	Not Met
White	46.5	55	50	Met Standard	37	51	52	Not Met
Hispanic	51	55	49	**	39.5	50.5	47	**
Black or African American	*	39	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	*	62	59	**	*	58.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	66	49	**	*	56.5	52	**
Female	46.5	59	53	N	33	49	50	N
Male	54	52	47	N	37	53	51	N
Economically Disadvantaged Students	56.5	49	48	**	31	44.5	46	**
Students with Disabilities	49.5	47	43	**	34.5	47	45	**
English Learners	*	64	52	**	*	55	50	**
Homeless Students	N	58	43	N	N	49.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	67.5	49	N	N	*	51	N
Migrant Students	N	*	47	N	N	*	51	N



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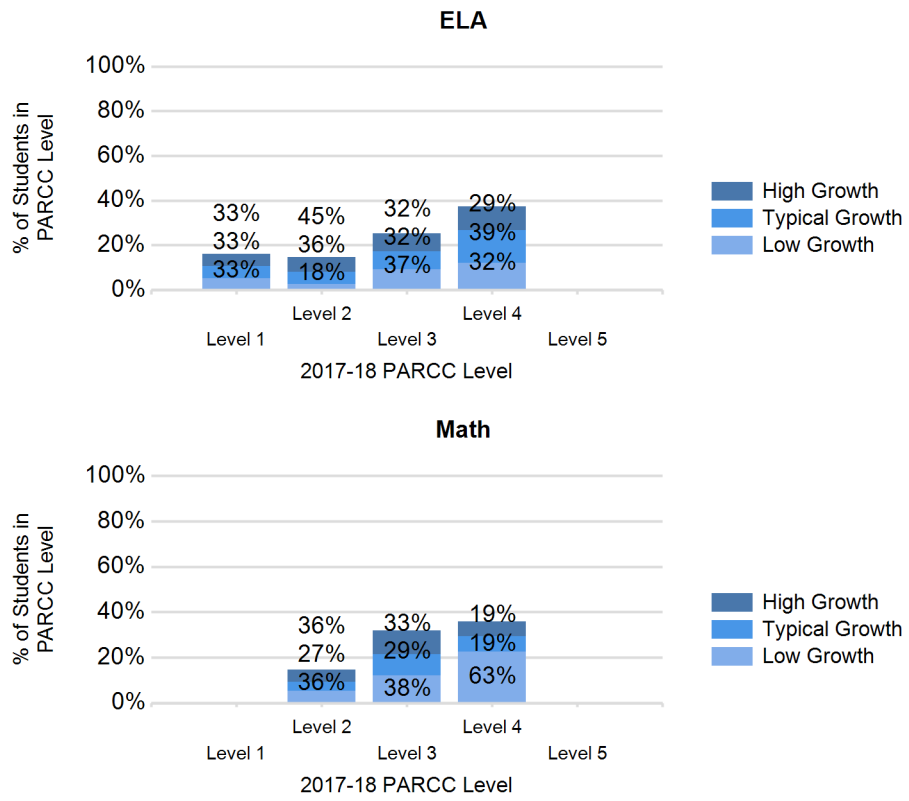
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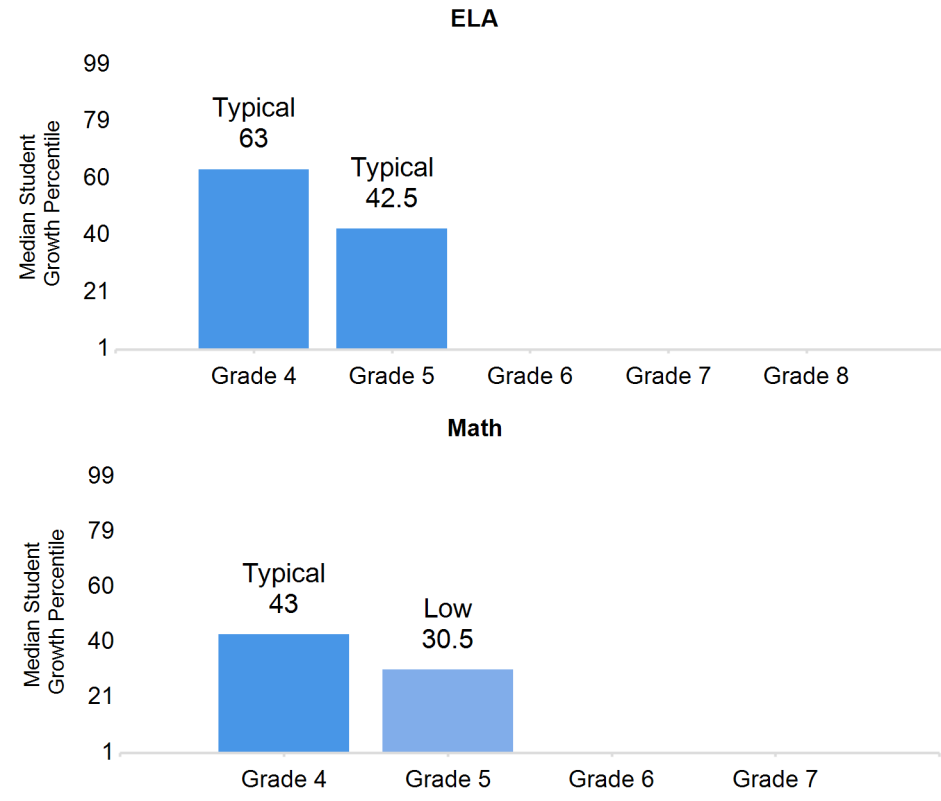
Student Growth by Performance Level

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



Student Growth by Grade

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



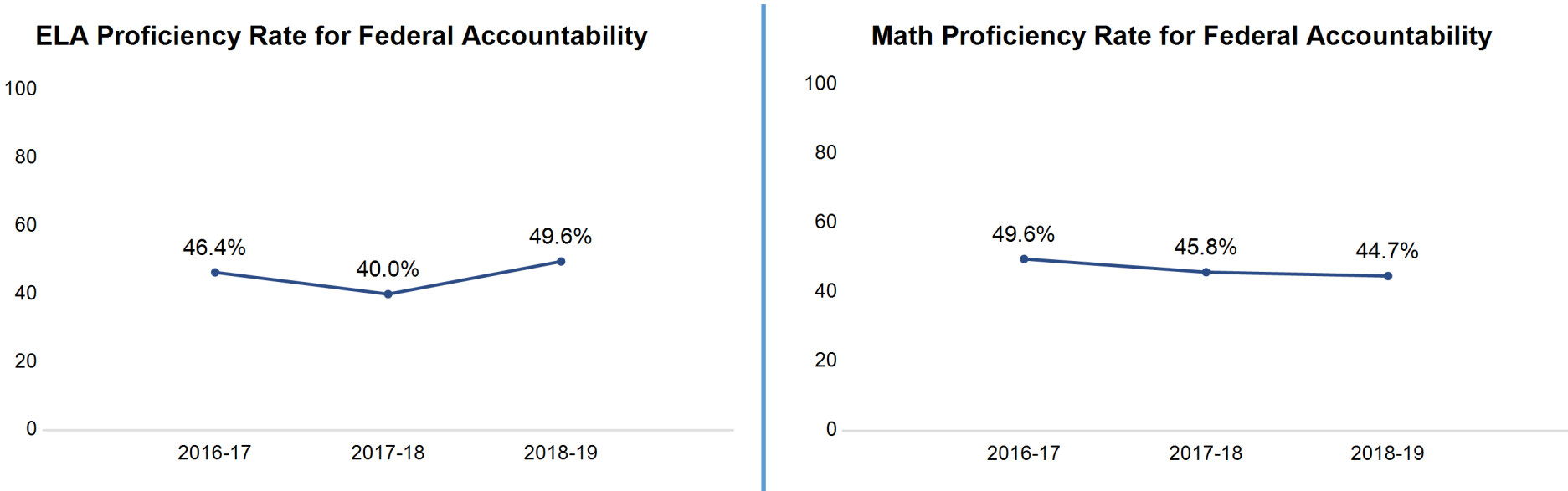


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.2%	97.6%	97.6%	99.2%	97.6%	97.6%
Proficiency Rate for Federal Accountability	46.4%	40.0%	49.6%	49.6%	45.8%	44.7%
Annual Target	50.7%	52.3%	53.8%	62.6%	63.5%	64.4%
Met Annual Target?	Met Target†	Not Met	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Port Monmouth Elementary School

(25-3160-150)

Grades Offered: KG-05

2018-2019

Report Key:
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 N No Data is available to display
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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	123	97.6	49.6	65.0	57.9	49.6	53.8	Met Target†
White	89	97.8	47.2	65.4	66.9	47.2	55.7	Met Target†
Hispanic	23	95.8	47.8	59.5	43.9	47.8	N	N
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	80.9	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	69.0	64.4	*	**	**
Female	59	96.8	61.0	72.4	64.8	61.0		
Male	64	98.5	39.1	57.6	51.3	39.1		
Economically Disadvantaged Students	23	92.3	43.5	40.8	40.0	42.0	47	Met Target†
Non-Economically Disadvantaged Students	100	99.0	51.0	68.1	67.9	51.0		
Students with Disabilities	37	94.9	27.0	*	22.7	27.0	17	Met Target
Students without Disabilities	86	98.9	59.3	*	65.1	59.3		
English Learners	*	*	*	58.1	29.3	*	**	**
Non-English Learners	*	*	*	65.1	60.6	*		
Homeless Students	N	N	N	42.5	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	72.2	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



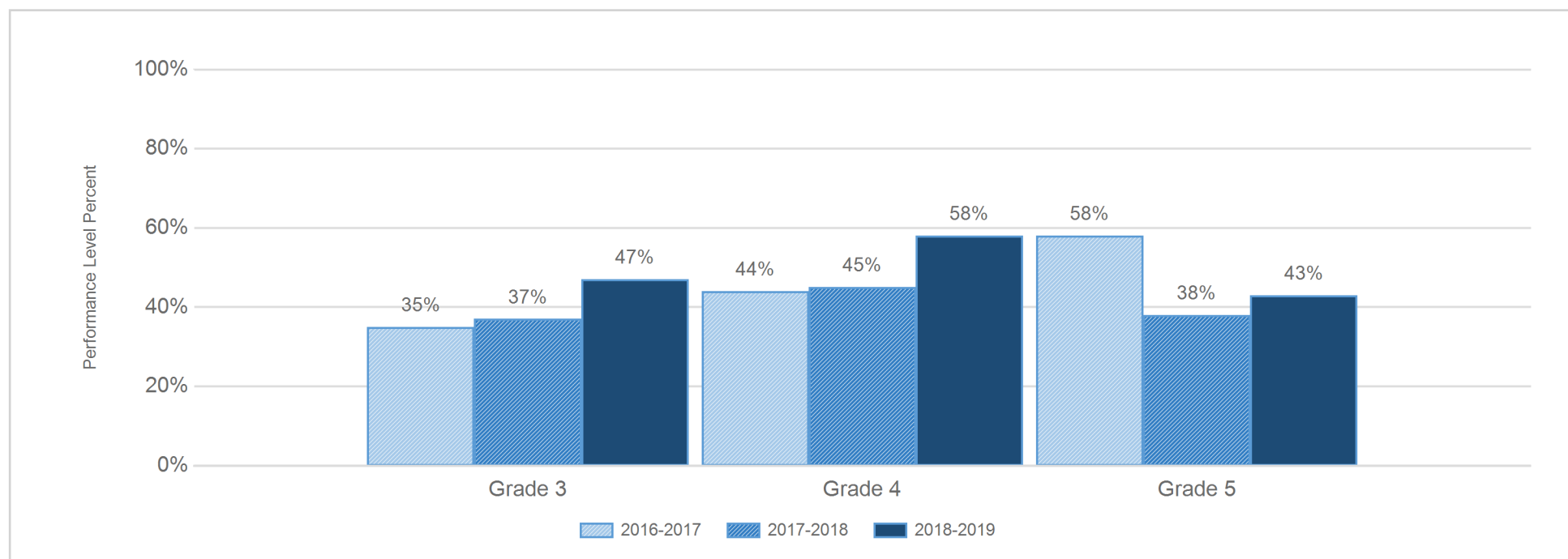
Port Monmouth Elementary School
(25-3160-150)
Grades Offered: KG-05
2018-2019

Report Key:

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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.





Port Monmouth Elementary School

(25-3160-150)

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	743	754	748	*	*	26%	*	*	47%	50%
White	34	741	*	757	*	*	*	*	*	47%	60%
Hispanic	*	*	746	734	*	*	*	*	*	*	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	*	*	763	756	*	*	*	*	*	*	58%
Female	26	750	761	753	*	*	*	*	*	58%	55%
Male	21	735	747	743	*	*	*	*	*	33%	46%
Economically Disadvantaged Students	*	*	737	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	756	759	*	*	*	*	*	*	61%
Students with Disabilities	18	727	724	719	*	*	*	*	*	33%	24%
Students without Disabilities	29	753	762	754	*	*	*	*	*	55%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	47	743	*	751	*	*	26%	*	*	47%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Port Monmouth Elementary School

(25-3160-150)

Grades Offered: KG-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	751	761	755	*	*	*	*	*	58%	57%
White	28	745	762	763	*	*	*	*	*	50%	67%
Hispanic	*	*	752	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	770	762	*	*	*	*	*	*	64%
Female	15	763	767	760	*	*	*	*	*	67%	62%
Male	25	744	756	750	*	*	*	*	*	52%	53%
Economically Disadvantaged Students	11	751	739	740	*	*	*	*	*	55%	40%
Non-Economically Disadvantaged Students	29	751	764	765	*	*	*	*	*	59%	69%
Students with Disabilities	13	725	728	725	*	*	*	*	*	31%	25%
Students without Disabilities	27	763	770	761	*	*	*	*	*	70%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Port Monmouth Elementary School
(25-3160-150)
Grades Offered: KG-05
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	37	742	766	756	*	*	30%	*	*	43%	58%
White	27	744	767	764	*	*	*	*	*	44%	68%
Hispanic	*	*	757	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	19	750	774	761	*	*	*	*	*	58%	64%
Male	18	733	758	750	*	*	*	*	*	28%	52%
Economically Disadvantaged Students	*	*	744	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	769	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	737	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	774	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	37	742	*	758	*	*	30%	*	*	43%	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	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	*	723	N	N	N	N	N	N	26%



Port Monmouth Elementary School
(25-3160-150)
Grades Offered: KG-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	123	97.6	44.7	52.4	44.5	44.7	64.4	Not Met
White	89	97.8	43.8	53.2	54.1	43.8	65.8	Not Met
Hispanic	23	95.8	39.1	42.4	28.8	39.1	N	N
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	71.4	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	58.4	53.3	*	**	**
Female	59	96.8	49.2	51.1	44.9	49.2		
Male	64	98.5	40.6	53.7	44.2	40.6		
Economically Disadvantaged Students	23	92.3	34.8	22.4	26.3	33.6	49.5	Met Target†
Non-Economically Disadvantaged Students	100	99.0	47.0	56.2	54.9	47.0		
Students with Disabilities	37	94.9	29.7	18.1	17.4	29.6	30.5	Met Target†
Students without Disabilities	86	98.9	51.2	61.4	50.0	51.2		
English Learners	*	*	*	39.7	25.0	*	**	**
Non-English Learners	*	*	*	52.5	46.5	*		
Homeless Students	N	N	N	22.5	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	50.0	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

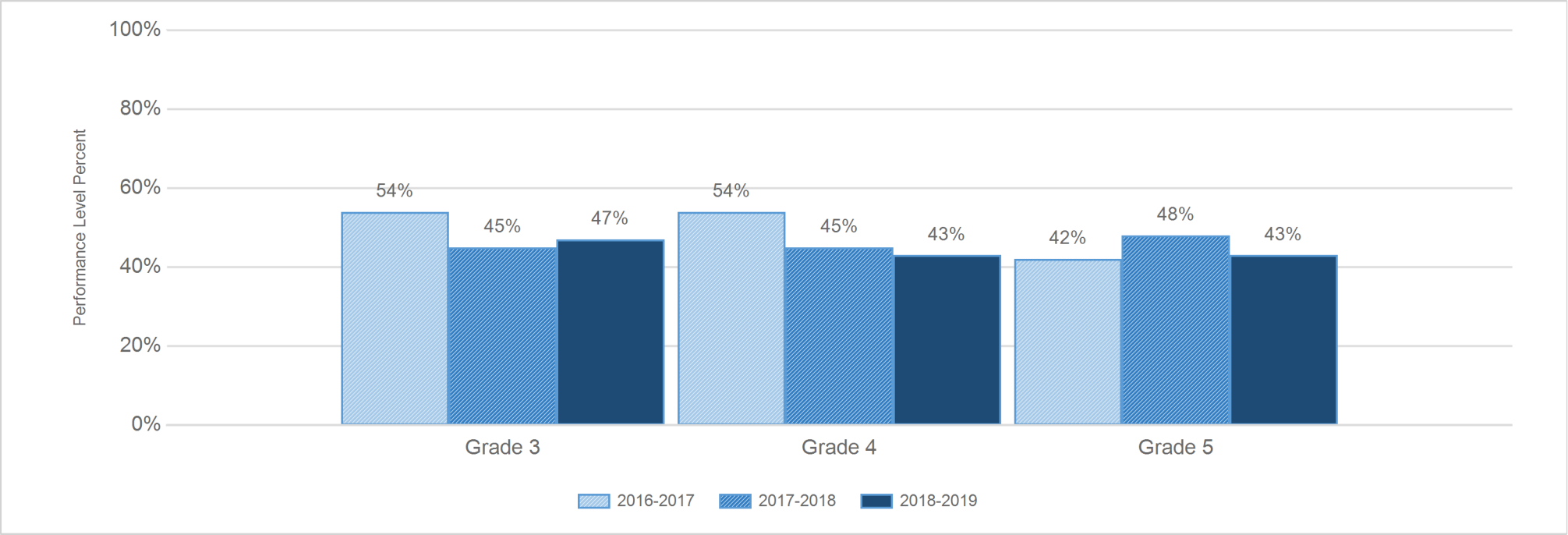


Port Monmouth Elementary School
(25-3160-150)
Grades Offered: KG-05
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

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



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



Port Monmouth Elementary School

(25-3160-150)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	745	761	752	*	*	28%	*	*	47%	55%
White	34	743	*	760	*	*	29%	*	*	44%	66%
Hispanic	*	*	755	739	*	*	*	*	*	*	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	*	*	766	758	*	*	*	*	*	*	62%
Female	26	745	763	751	*	*	*	*	*	46%	54%
Male	21	744	759	752	*	*	*	*	*	48%	56%
Economically Disadvantaged Students	*	*	738	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	764	761	*	*	*	*	*	*	67%
Students with Disabilities	18	730	735	731	*	*	*	*	*	33%	31%
Students without Disabilities	29	754	768	756	*	*	*	*	*	55%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	47	745	*	754	*	*	28%	*	*	47%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Port Monmouth Elementary School

(25-3160-150)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	744	757	749	*	*	35%	*	*	43%	51%
White	28	739	758	757	*	*	*	*	*	43%	62%
Hispanic	*	*	745	737	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	771	754	*	*	*	*	*	*	58%
Female	15	745	755	749	*	*	*	*	*	47%	50%
Male	25	743	759	749	*	*	*	*	*	40%	52%
Economically Disadvantaged Students	11	736	733	734	*	*	*	*	*	27%	32%
Non-Economically Disadvantaged Students	29	747	760	759	*	*	*	*	*	48%	63%
Students with Disabilities	13	726	730	726	*	*	*	*	*	31%	25%
Students without Disabilities	27	752	764	754	*	*	*	*	*	48%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Port Monmouth Elementary School

(25-3160-150)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	745	754	747	*	27%	*	*	*	43%	47%
White	27	745	754	755	*	*	*	*	*	44%	58%
Hispanic	*	*	749	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	19	749	754	747	*	*	*	*	*	53%	47%
Male	18	741	753	747	*	*	*	*	*	33%	47%
Economically Disadvantaged Students	*	*	729	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	757	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	728	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	760	752	*	*	*	*	*	*	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	37	745	*	749	*	27%	*	*	*	43%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%



Port Monmouth Elementary School
(25-3160-150)
Grades Offered: KG-05
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† 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	*	*	*



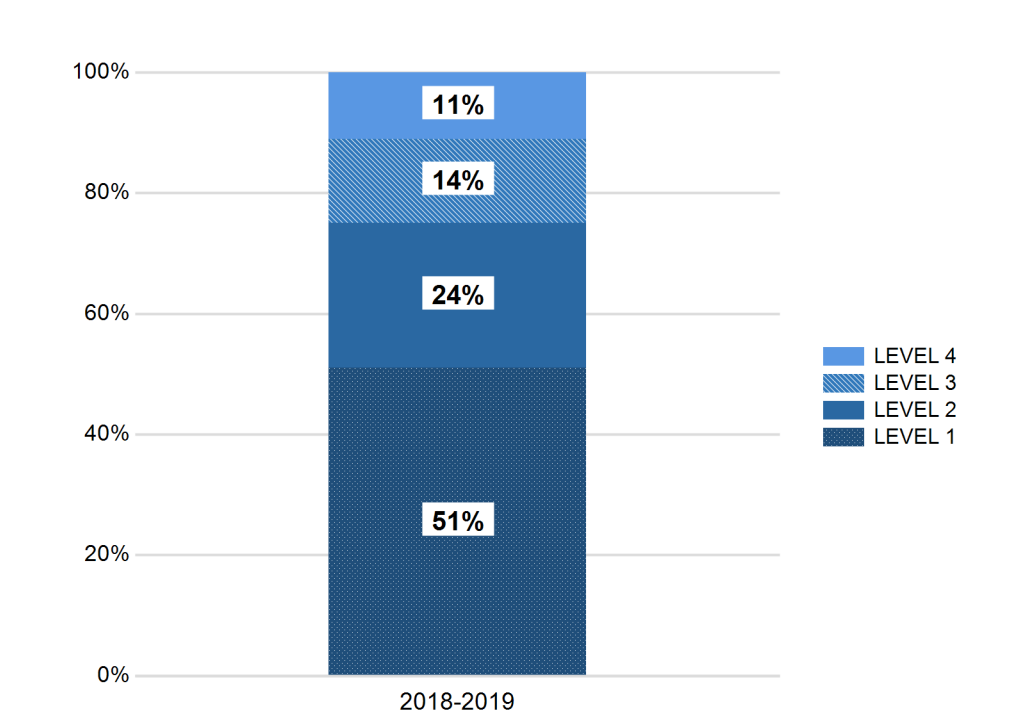
Port Monmouth Elementary School
(25-3160-150)
Grades Offered: KG-05
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	51	24	14	11
White	48	26	15	11
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	47	26	21	5
Male	56	22	6	17
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	51	24	14	11
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Port Monmouth Elementary School

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

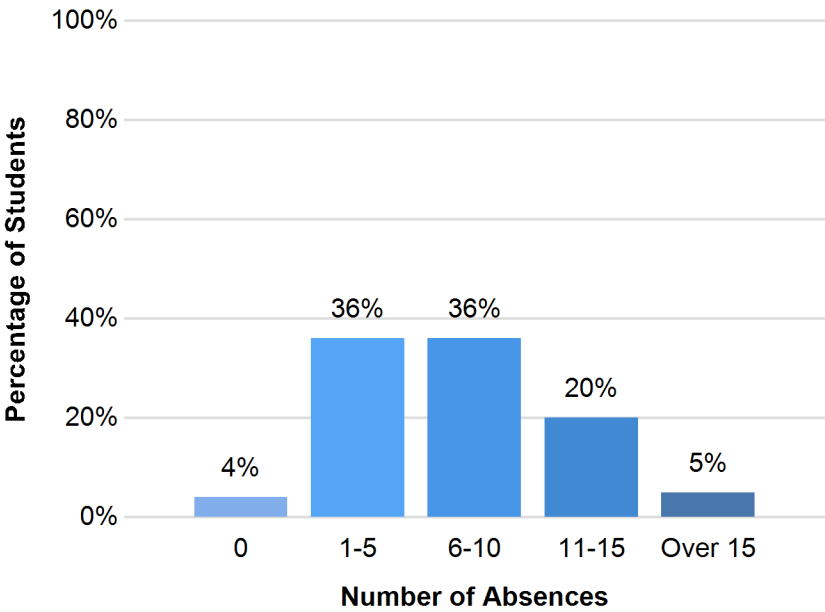
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	7	3.2	8.9	Met
White	5	3.2	8.9	Met
Hispanic	1	2.5	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	7.7	**	**
Female	2	1.9		
Male	5	4.5		
Economically Disadvantaged Students	5	9.1	8.9	Not Met
Students with Disabilities	6	11.3	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





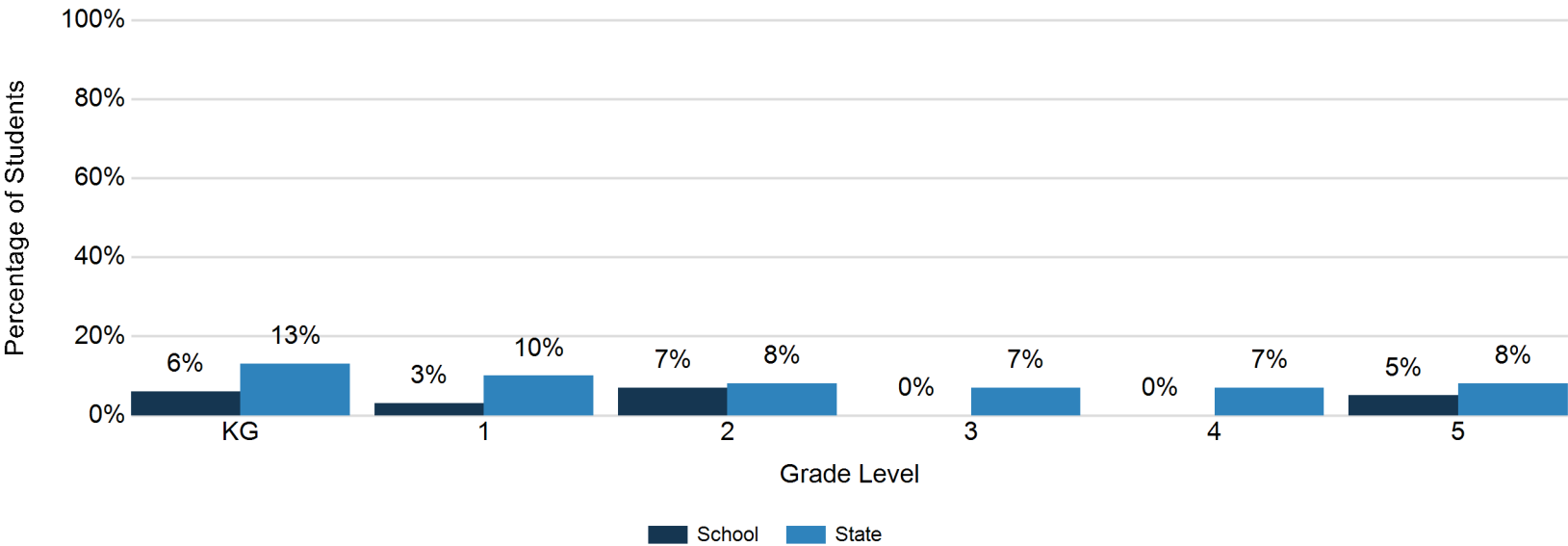
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Chronic Absenteeism by Grade

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

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	1	0	1
No Identified Nature	2		2

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	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	8:55 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 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	24	118,214
Average years experience in public schools	13.1	12.1
Average years experience in district	11.2	10.8
Percentage of Teachers with 4 or more years experience in the district	75.0%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	49	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	10.3	12.0
Percentage of Administrators with 4 or more years experience in the district	77.6%	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	12:1
Students to Administrators	204:1	194:1
Teachers to Administrators	24:1	16:1
Students to Librarians/Media Specialists		1584:1
Students to Nurses		528:1
Students to Counselors		413:1
Students to Child Study Team Members		194:1



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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	51.0%	95.8%	100.0%	48.4%	77.1%	54.9%
Male	49.0%	4.2%	0.0%	51.6%	22.9%	45.1%
White	70.6%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	18.6%	0.0%	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	3.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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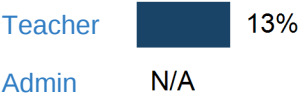
Teachers: All classroom teachers

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.

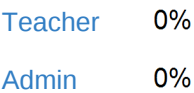
Bachelor's Degree



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	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	97.9%	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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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	46.4%	40.0%	49.6%
Math Proficiency	49.6%	45.8%	44.7%
ELA Growth	58	33	48
Math Growth	44	37	36
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	3.0%	0.9%	3.2%

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



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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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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:	- The staff at Port Monmouth School implements Teachers College Writing and Reading Workshop Model for Literacy Instruction. Curriulum and instruction also includes GoMath and StemScopes for science. - Our school incorporates technology into all aspects of curriculum - 1:1 Chromebook (2-5th grade) and we are proud to have earned NJ Future Ready Certification-Silver Status with Distinction. - The Responsive Classroom approach is used to create safe, engaging learning communities where all have a sense of belonging.
 Mission, Vision, Theme:	Students at Port Monmouth Elementary School will grow in a nurturing and motivating learning community. Individual goals will be recognized, fostered and celebrated through differentiated content, process and product to prepare them to reach their full potential as lifelong learners and global contributors.
 Awards, Recognition, Accomplishments:	Port Monmouth is a Common Sense Digital Citizenship Certified School and has earned NJ Future Ready Certification-Silver Status with Distinction.



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School Narrative

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 Courses, Curriculum, Instruction:	Curriculum is aligned to NJSLs. A wide variety of materials/resources are available in both print and in digital form. We are continuing to utilize the processes from Reader's and Writer's Workshop to support literacy instruction. Our balanced literacy program is student centered, inclusive, and interdisciplinary, focusing on supporting reading and writing instruction while connecting these skills to the content areas. Traditional homework is moving to more meaningful Classroom Extensions to further strengthen the home-school connection while providing opportunities that focus on student interest and choice. In addition to our strong academic foundation, we are proud of our small school approach to social and emotional education. Our students are encouraged to recognize and understand one another's differences while celebrating the things that make us all unique.
 Clubs and Activities:	Girls on the Run club for girls in grade 3-5 meets in the spring. A morning fitness club incorporates cardio training and yoga. Our school technology club provides opportunity for students to explore coding projects. Students also participate in Y-Afterschool Clubs and Theaters Week (Drama Club).



Port Monmouth Elementary School
(25-3160-150)
Grades Offered: KG-05
2018-2019

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 Before and After School Programs:	Port Monmouth offers both Before and After Care for K-5 students through the YMCA program. Through Title 1 funding, we provide students with before and after school tutoring programs. Additionally, teachers are dedicated to meeting with their students before and after school for additional support. Before and after school programs are offered daily to students in grades K-5.
 Staff and Professional Learning:	Teachers are engaged in purposeful and personalized professional learning experiences throughout the year. Within the district, structures have been put in place to support teachers as they participate in professional growth opportunities such as independent studies, personalized reflective practice experiences, job-embedded professional learning, micro-credentialing and teacher-facilitated conversations as they work towards individualized professional learning goals. All teachers also participate on an ongoing basis in Professional Learning Community work, which is spearheaded by the leadership of designated Learning Design Teams within each building. Learning Design Teams lead building-level experiences, through a PLC-like structure, that stimulate professional dialogue to inform decision-making and increase instructional capacity to positively impact student outcomes.



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 Student Supports and Services:	Port Monmouth has In-class resource sections for each of the 6 grade levels (K-5), Resource Room for grades 2-5, 504 Committee, as well as an I&RS team that routinely monitors the progress of students in need of academic or behavioral interventions. CST, social bahavior support specialists and YMCA counselors support student social-emotional well-being.
 Student Health and Wellness:	Port Monmouth School offers a Fit Club, Walking Cub and Wii Dance Warriors to all of our students. In addition, we promote overall wellness with planned Brain Breaks amd Mindfulness activities throughout the school day.
 Parent and Community Involvement:	In addition to the outstanding work done every day by our staff members at Port Monmouth, our school community would not be what it is today without the cooperation, dedication, and support of our PTA. The PTA has funded some many wonderful projects and events at our school, including the total replacement and upgrade of our state of the art playground equipment, the purchase of our Ga-Ga Pit, poster printers, speaker systems and so much more!



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Port Monmouth School annually checks on the climate of the school by utilizing climate surveys offered by DOE and those compiled in-house, especially when a specific need arises. Climate surveys covering safety, atmosphere, instructional practices and HIB have been used. Additionally, all staff annually take a survey on the leadership practices of the building principal.
 Facilities:	Port Monmouth Elementary School was built in 1922. The current principal is Maureen McCormack. We have an All Purpose Room which is used extensively for many purposes and school community events. Each classroom is air conditioned.
 School Safety:	The Middletown School District continues to put student and staff safety as its top priority. We work collaboratively with police and other emergency management personnel to develop and carry out our strategic school safety and security plans and ensure maximum effectiveness and efficiency in allocating security resources. Student social and emotional learning is a focus at every level in order to promote a positive and safe school climate. Our programs and practices include Responsive Classroom, character education, individual and group counseling by mental health professionals, student and staff training, crisis management teams, partnerships with community mental health organizations and other efforts to promote student self-regulation, social awareness, interpersonal skills and responsible decision making.



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 Technology and STEM:	District initiatives based on technology and STEM are supported through daily innovative practices within our classrooms. Student driven, hands-on activities, that include coding, robotics, engineering and design, inspire students to demonstrate creativity, explore 21st century topics, generate projects of interest and develop deeper understandings that prepare them for future academic success. Our school is equipped for 21st century learners. Technology, such as SMART Boards, Chromebooks, iPads, and document cameras are utilized to engage learners and enhance learning. Students in grades 3-5 each have been assigned a Chromebook and actively work in a 1:1 digital environment on a daily basis. Beyond the classroom, we offer students opportunities to deepen their understanding through the Technology Club.
 Early Childhood Education:	Port Monmouth Elementary School has a full time kindergarten program. Students in Kindergarten learn through interactive lessons that will help build a strong foundation for future academic success.



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 Other Information	Port Monmouth School is located in the largest K-12 School District in Monmouth County. Our school is one of 12 elementary schools in the district with an enrollment of approximately 200 students. Our small size allows us to get to know our students and their families on a personal level. We capitalize on that personal effect by maximizing their education through a tiered model of instruction. Within this tiered model, students enjoy time learning as a whole group, in small groups, and even independently throughout the day. Students also engage in multifaceted methods of instruction as a way to enhance and further develop their knowledge and understanding of the curriculum. We continue to emphasize the Workshop Model approach to instruction in both English/Language Arts and Math instruction, while implementing research based intervention models to support struggling learners. As always, our school is proud to continue the use of new technology that is embedded into everyday instruction. Our school has SmartBoards and mounted projectors installed in every classroom, and our staff has received comprehensive professional development to maximize the implementation of this technology. Additionally, our school has placed at least six personal computing devices, including iPads, iPad minis, and Chromebooks in every KG-1st grade classroom as well as a 1:1 Chromebook model in grades 2-5 to facilitate technology based learning centers while fostering 21st century skills aligned with state standards.
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River Plaza Elementary School
(25-3160-160)
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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:



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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Middletown Township Public School District
Principal Name	Mr. David Whitman
Address	155 HUBBARD AVENUE RED BANK, NJ 07701-5599
Phone Number	732-747-3679
Email Address	whitmand@middletownk12.org
Website	https://www.middletownk12.org/Domain/19
Twitter	https://twitter.com/RPPPrincipal



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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
KG	50	42	46
1	47	49	47
2	40	45	50
3	56	42	47
4	48	50	45
5	61	50	52
Total	302	278	287

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

Student Group	2016-17	2017-18	2018-19
Female	52.0%	48.6%	45.6%
Male	48.0%	51.4%	54.4%
Economically Disadvantaged Students	4.6%	3.6%	5.6%
Students with Disabilities	10.3%	18.0%	21.6%
English Learners	0.7%	0.0%	0.7%
Homeless Students	0.3%	0.0%	0.7%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.4%	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	90.4%	91.7%	88.2%
Hispanic	5.0%	5.4%	5.2%
Black or African American	0.3%	0.0%	0.0%
Asian	1.3%	1.1%	0.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.7%	0.4%	0.0%
Two or More Races	2.3%	1.4%	5.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	50	42	46

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	98.6%
Other Languages	1.4%



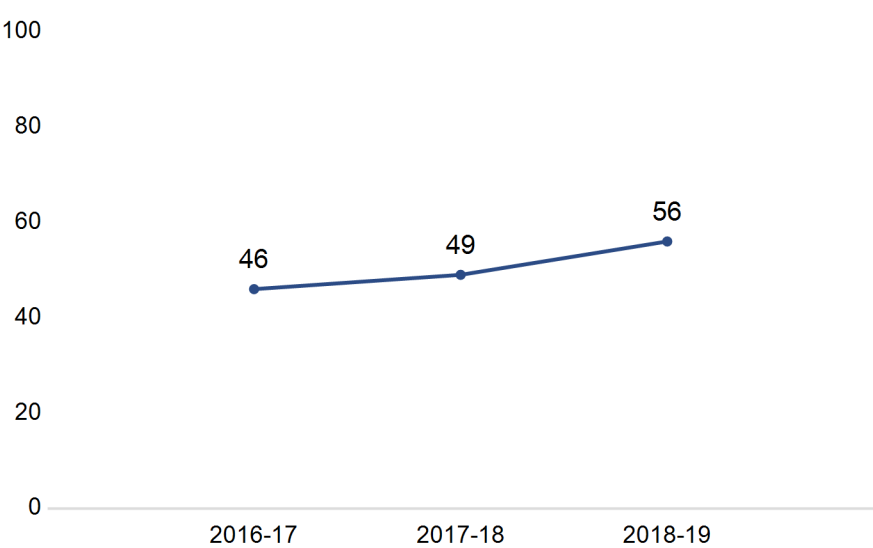
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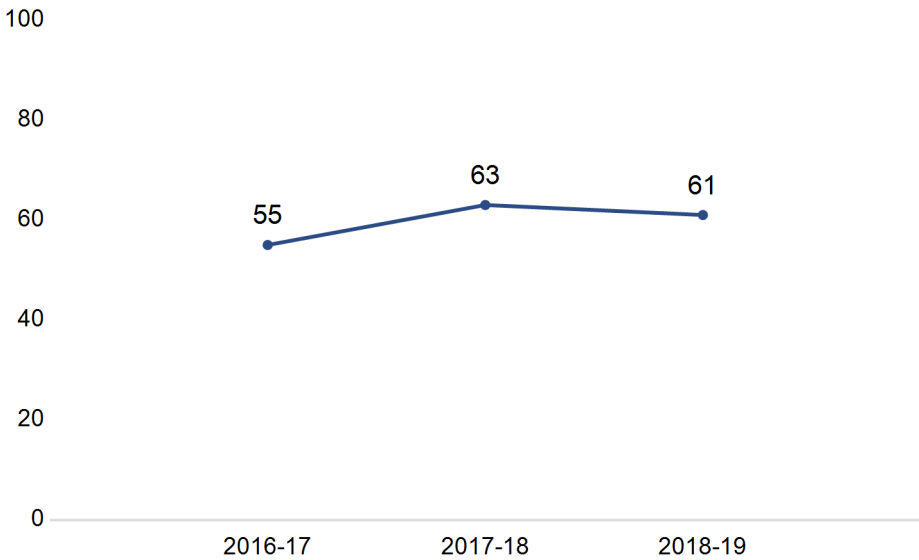
Student Growth Trends and Progress

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	46	49	56	55	63	61
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard	Exceeds 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	56	55	50	Met Standard	61	51	50	Exceeds Standard
White	56.5	55	50	Met Standard	61.5	51	52	Exceeds Standard
Hispanic	*	55	49	**	*	50.5	47	**
Black or African American	N	39	45	**	N	46	43	**
Asian, Native Hawaiian, or Pacific Islander	*	62	59	**	*	58.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	66	49	**	N	56.5	52	**
Female	58	59	53	N	58	49	50	N
Male	50	52	47	N	69	53	51	N
Economically Disadvantaged Students	*	49	48	**	*	44.5	46	**
Students with Disabilities	47.5	47	43	Met Standard	63.5	47	45	Exceeds Standard
English Learners	N	64	52	**	N	55	50	**
Homeless Students	N	58	43	N	N	49.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	67.5	49	N	N	*	51	N
Migrant Students	N	*	47	N	N	*	51	N



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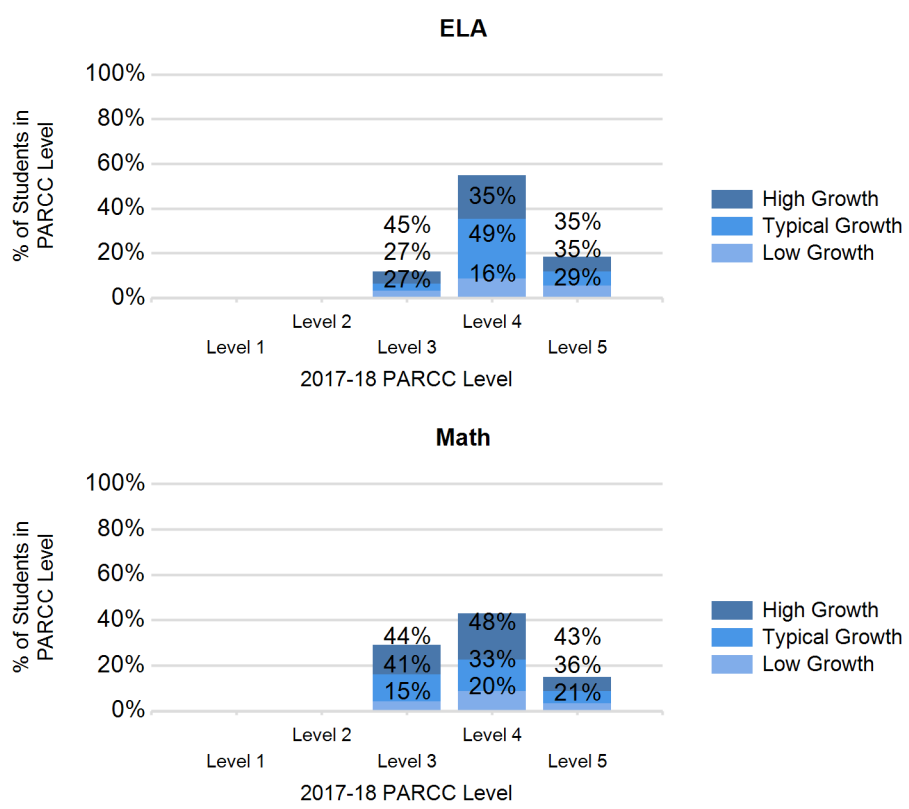
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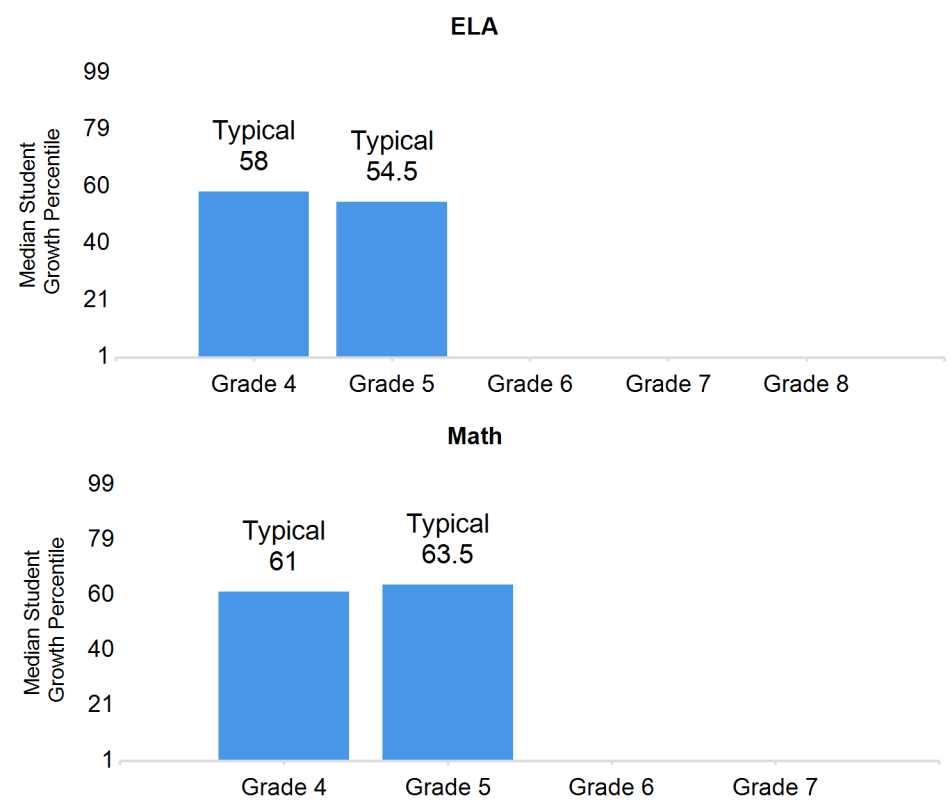
Student Growth by Performance Level

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.



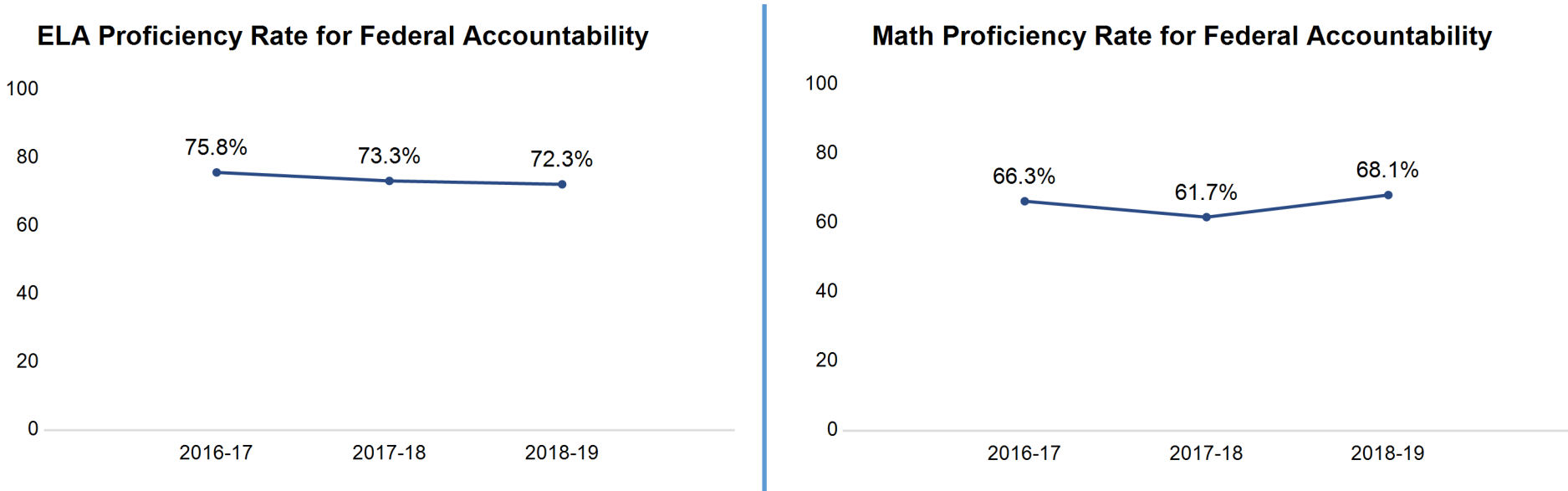


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English Language Arts and Mathematics Performance Trends

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	100.0%	98.6%	99.3%	100.0%	98.6%	99.3%
Proficiency Rate for Federal Accountability	75.8%	73.3%	72.3%	66.3%	61.7%	68.1%
Annual Target	80.0%	80.0%	80.0%	75.3%	75.6%	75.8%
Met Annual Target?	Met Target†	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	141	99.3	72.3	65.0	57.9	72.3	80	Not Met
White	131	99.2	74.0	65.4	66.9	74.0	80	Met Target†
Hispanic	*	*	*	59.5	43.9	*	**	**
Black or African American	N	N	N	*	38.5	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	80.9	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	69.0	64.4	*	**	**
Female	76	100.0	77.6	72.4	64.8	77.6		
Male	65	98.5	66.2	57.6	51.3	66.2		
Economically Disadvantaged Students	*	*	*	40.8	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	68.1	67.9	*		
Students with Disabilities	32	97.1	31.3	*	22.7	31.3	25.5	Met Target
Students without Disabilities	109	100.0	84.4	*	65.1	84.4		
English Learners	N	N	N	58.1	29.3	N	**	**
Non-English Learners	141	99.3	72.3	65.1	60.6	72.3		
Homeless Students	N	N	N	42.5	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	72.2	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

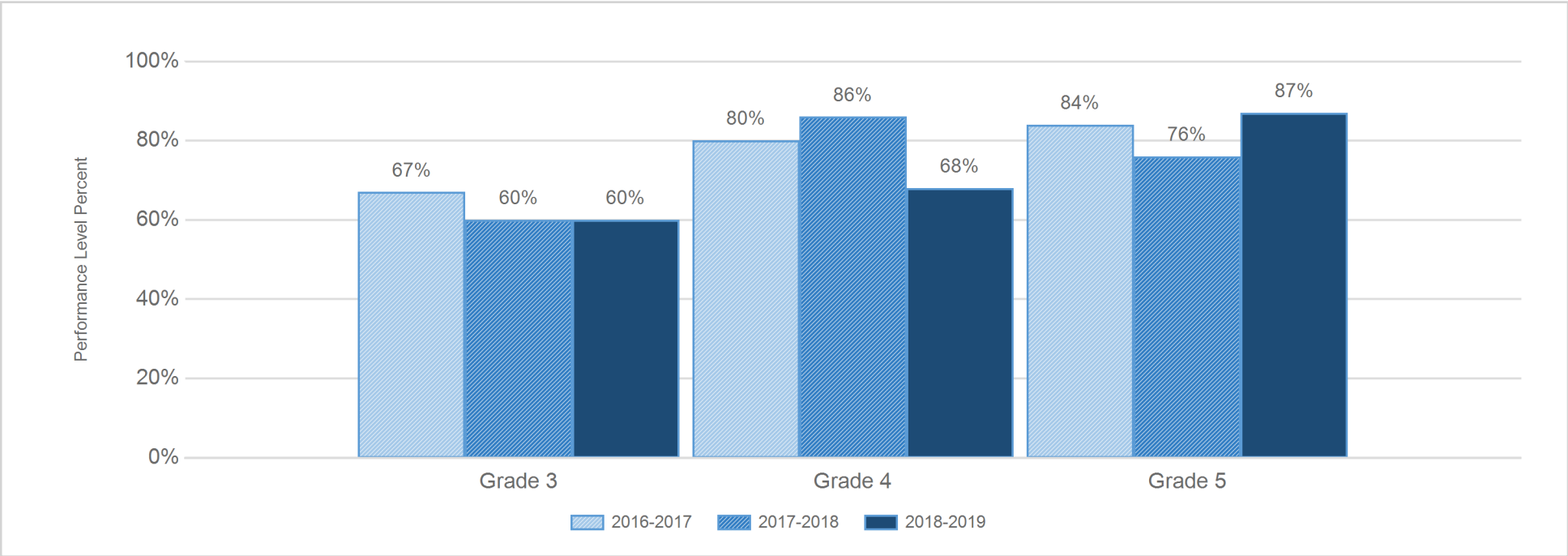


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	753	754	748	*	*	29%	*	*	60%	50%
White	41	754	*	757	*	*	27%	*	*	63%	60%
Hispanic	*	*	746	734	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	763	756	*	*	*	*	*	*	58%
Female	25	759	761	753	*	*	*	*	*	72%	55%
Male	20	745	747	743	*	*	*	*	*	45%	46%
Economically Disadvantaged Students	*	*	737	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	756	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	724	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	762	754	*	*	*	*	*	*	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	45	753	*	751	*	*	29%	*	*	60%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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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	44	763	761	755	*	*	*	*	*	68%	57%
White	41	763	762	763	*	*	*	*	*	68%	67%
Hispanic	*	*	752	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	770	762	*	*	*	*	*	*	64%
Female	22	763	767	760	*	*	*	*	*	68%	62%
Male	22	763	756	750	*	*	*	*	*	68%	53%
Economically Disadvantaged Students	N	N	739	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	44	763	764	765	*	*	*	*	*	68%	69%
Students with Disabilities	12	720	728	725	*	*	*	*	*	*	25%
Students without Disabilities	32	779	770	761	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	44	763	*	758	*	*	*	*	*	68%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



River Plaza Elementary School

(25-3160-160)

Grades Offered: KG-05

2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	777	766	756	0%	*	*	62%	25%	87%	58%
White	49	777	767	764	0%	*	*	65%	22%	88%	68%
Hispanic	*	*	757	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	779	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	28	785	774	761	0%	*	*	*	*	93%	64%
Male	24	767	758	750	0%	*	*	*	*	79%	52%
Economically Disadvantaged Students	*	*	744	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	769	766	*	*	*	*	*	*	69%
Students with Disabilities	13	754	737	724	0%	*	*	*	*	62%	23%
Students without Disabilities	39	784	774	762	0%	*	*	*	*	95%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	52	777	*	758	0%	*	*	62%	25%	87%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	*	723	N	N	N	N	N	N	26%



River Plaza Elementary School
(25-3160-160)
Grades Offered: KG-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	141	99.3	68.1	52.4	44.5	68.1	75.8	Not Met
White	131	99.2	67.9	53.2	54.1	67.9	75.3	Not Met
Hispanic	*	*	*	42.4	28.8	*	**	**
Black or African American	N	N	N	*	23.0	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	71.4	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	58.4	53.3	*	**	**
Female	76	100.0	65.8	51.1	44.9	65.8		
Male	65	98.5	70.8	53.7	44.2	70.8		
Economically Disadvantaged Students	*	*	*	22.4	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	56.2	54.9	*		
Students with Disabilities	32	97.1	28.1	18.1	17.4	28.1	19.3	Met Target
Students without Disabilities	109	100.0	79.8	61.4	50.0	79.8		
English Learners	N	N	N	39.7	25.0	N	**	**
Non-English Learners	141	99.3	68.1	52.5	46.5	68.1		
Homeless Students	N	N	N	22.5	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	50.0	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

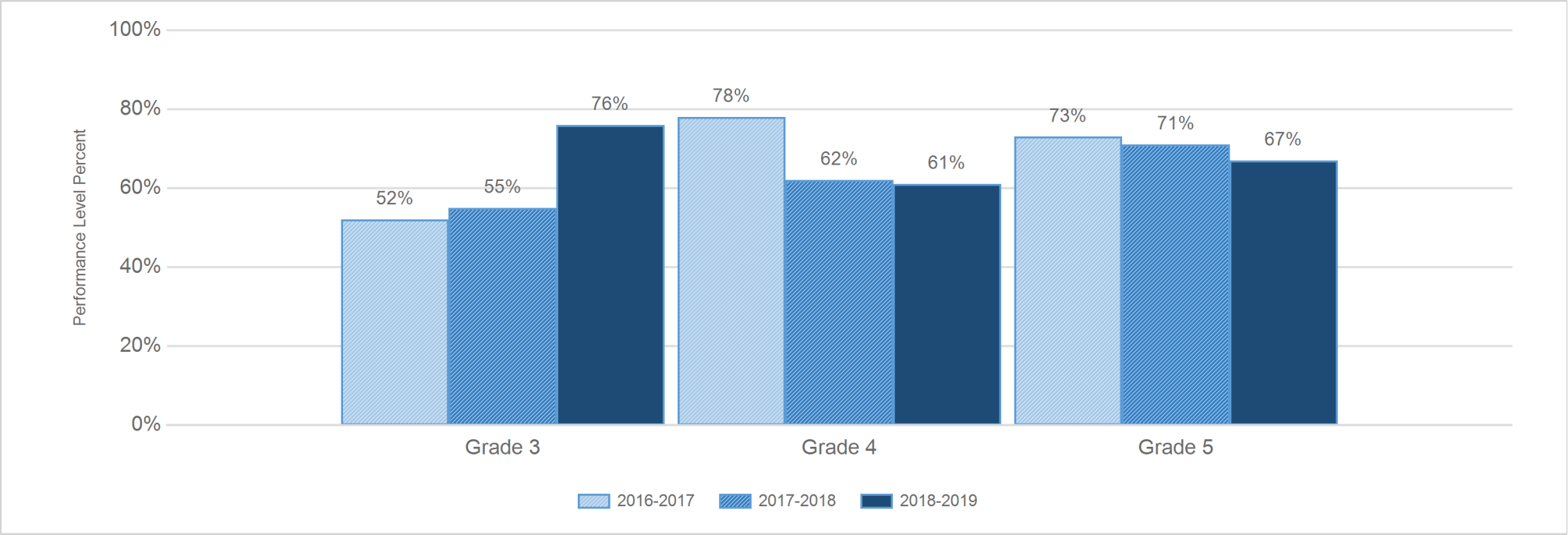


River Plaza Elementary School
(25-3160-160)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



River Plaza Elementary School

(25-3160-160)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	770	761	752	*	*	*	53%	22%	76%	55%
White	41	770	*	760	*	*	*	*	*	76%	66%
Hispanic	*	*	755	739	*	*	*	*	*	*	40%
Black or African American	N	N	*	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	766	758	*	*	*	*	*	*	62%
Female	25	774	763	751	*	*	*	*	*	84%	54%
Male	20	765	759	752	*	*	*	*	*	65%	56%
Economically Disadvantaged Students	*	*	738	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	764	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	735	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	768	756	*	*	*	*	*	*	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	45	770	*	754	*	*	*	53%	22%	76%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



River Plaza Elementary School
(25-3160-160)
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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	44	756	757	749	*	*	*	*	*	61%	51%
White	41	756	758	757	*	*	*	*	*	61%	62%
Hispanic	*	*	745	737	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	771	754	*	*	*	*	*	*	58%
Female	22	757	755	749	*	*	*	*	*	59%	50%
Male	22	755	759	749	*	*	*	*	*	64%	52%
Economically Disadvantaged Students	N	N	733	734	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	44	756	760	759	*	*	*	*	*	61%	63%
Students with Disabilities	12	716	730	726	*	*	*	*	*	*	25%
Students without Disabilities	32	771	764	754	*	*	*	*	*	*	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	44	756	*	751	*	*	*	*	*	61%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	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	52	762	754	747	0%	*	27%	*	*	67%	47%
White	49	762	754	755	0%	*	27%	*	*	67%	58%
Hispanic	*	*	749	735	*	*	*	*	*	*	30%
Black or African American	N	N	*	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	28	761	754	747	0%	*	*	*	*	57%	47%
Male	24	762	753	747	0%	*	*	*	*	79%	47%
Economically Disadvantaged Students	*	*	729	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	757	757	*	*	*	*	*	*	59%
Students with Disabilities	13	748	728	725	0%	*	*	*	*	46%	19%
Students without Disabilities	39	766	760	752	0%	*	*	*	*	74%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	52	762	*	749	0%	*	27%	*	*	67%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%



River Plaza Elementary School

(25-3160-160)

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2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



River Plaza Elementary School

(25-3160-160)

Grades Offered: KG-05

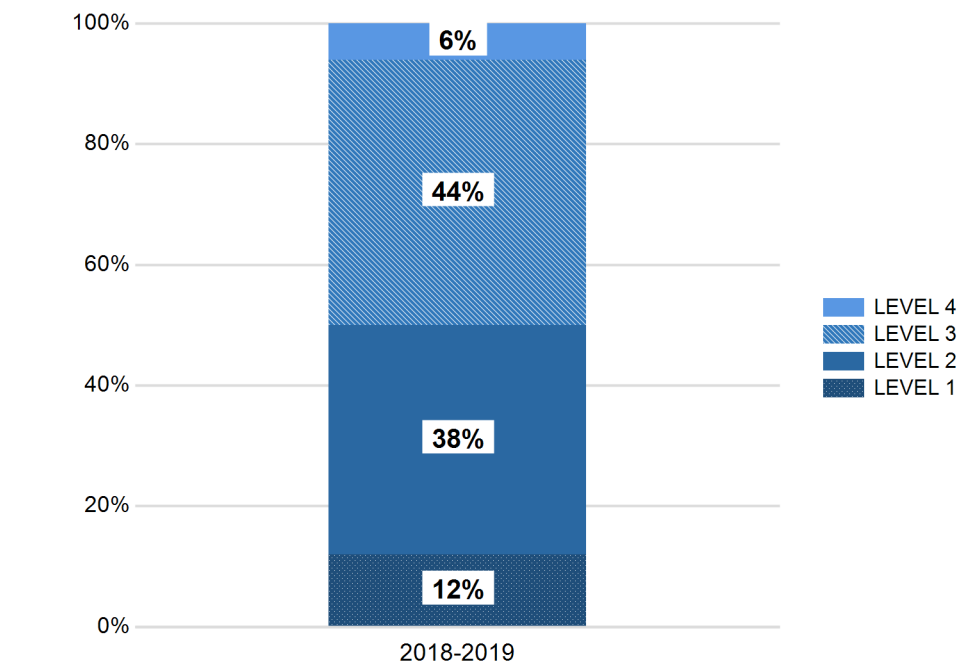
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



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	12	38	44	6
White	10	41	43	6
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	7	43	43	7
Male	17	33	46	4
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	43	21	36	0
Students without Disabilities	0	45	47	8
English Learners	N	N	N	N
Non-English Learners	12	38	44	6
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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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.

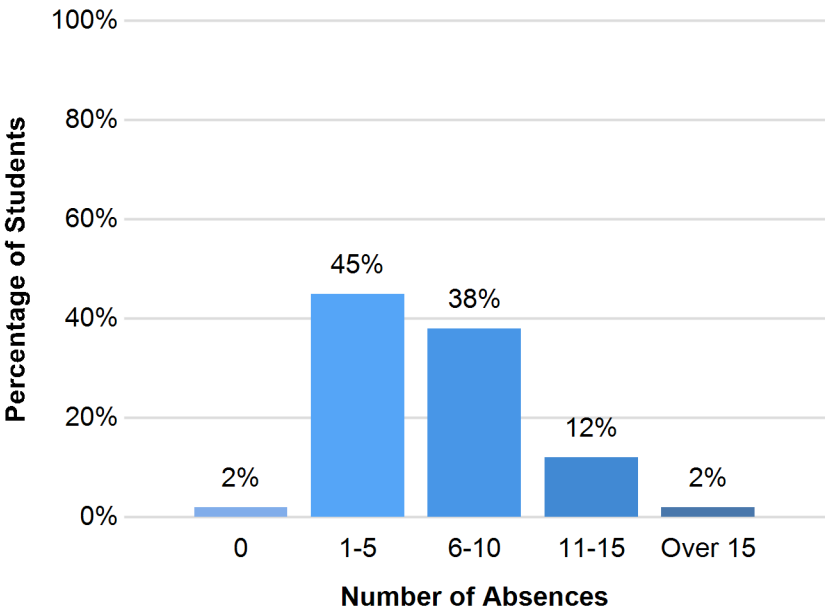
Chronic Absenteeism

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	3	1.1	8.9	Met
White	2	0.8	8.9	Met
Hispanic	1	6.7	**	**
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	1	0.8		
Male	2	1.3		
Economically Disadvantaged Students	1	5.9	**	**
Students with Disabilities	2	3.2	8.9	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.





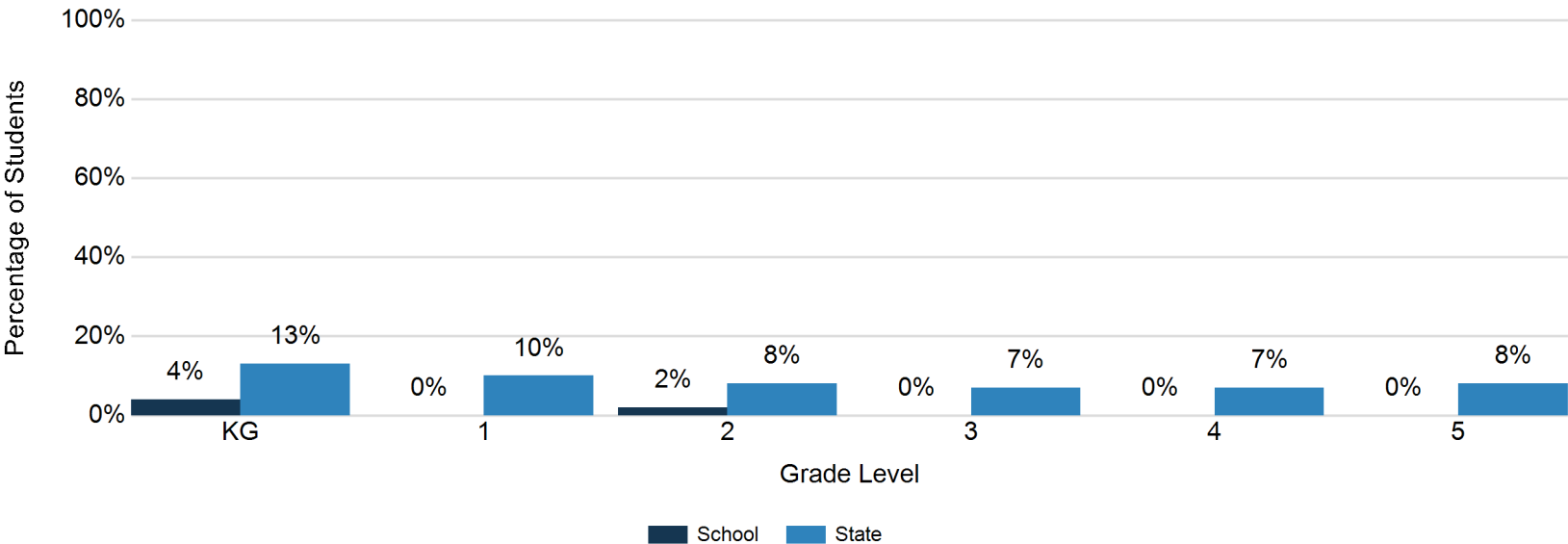
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Chronic Absenteeism by Grade

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





River Plaza Elementary School

(25-3160-160)

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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	1	0	1
Disability	0	0	0
Other	0	0	0
No Identified Nature	10		10

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
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
*



River Plaza Elementary School

(25-3160-160)

Grades Offered: KG-05

2018-2019

Report Key:
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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 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	27	118,214
Average years experience in public schools	13.2	12.1
Average years experience in district	10.9	10.8
Percentage of Teachers with 4 or more years experience in the district	77.8%	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	49	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	10.3	12.0
Percentage of Administrators with 4 or more years experience in the district	77.6%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	287:1	194:1
Teachers to Administrators	27:1	16:1
Students to Librarians/Media Specialists		1584:1
Students to Nurses		528:1
Students to Counselors		413:1
Students to Child Study Team Members		194:1



River Plaza Elementary School
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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	45.6%	92.6%	0.0%	48.4%	77.1%	54.9%
Male	54.4%	7.4%	100.0%	51.6%	22.9%	45.1%
White	88.2%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	5.2%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.9%	0.0%	0.0%	2.1%	0.2%	0.2%



River Plaza Elementary School
(25-3160-160)
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2018-2019

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Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

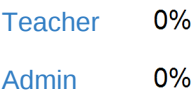
Bachelor's Degree



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	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	97.9%	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.



River Plaza Elementary School

(25-3160-160)

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	75.8%	73.3%	72.3%
Math Proficiency	66.3%	61.7%	68.1%
ELA Growth	46	49	56
Math Growth	55	63	61
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	1.3%	1.1%	1.1%

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



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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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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:	- Reader's & Writer's Workshop Model for Instruction, STEMscopes & The Ideal Math Lesson, Responsive Classroom - Strong emphasis on the incorporation of technology that includes 1:1 Chromebooks (3-5), iPads (K-2) - Elementary School that is rich in tradition. River Plaza School first opened in 1922.
 Mission, Vision, Theme:	The Middletown Township Public School District, in partnership with our resourceful and historically rich community, provides students with a rigorous and relevant education, rooted in the state standards, motivating them to recognize and develop their full potential as responsible citizens, contributing to an ever-evolving global society.
 Awards, Recognition, Accomplishments:	River Plaza School is proud to have earned NJ Future Ready Certification-Silver Status with Distinction for our efforts to support personalized learning. River Plaza received a \$1 million infrastructure grant through the 2018 NJ Safe Routes to School Grant to create a safer walking environment for River Plaza Elementary School students and encourage walking and biking to and from school on a daily basis.



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 Courses, Curriculum, Instruction:	The teachers differentiate instruction and modify/adapt curriculum units to provide an interdisciplinary program. We use a workshop based literacy program which integrates the main components of Reader's Workshop utilizing authentic literature and informational text, word work and guided reading during instruction. Formal writing instruction is taught through the workshop model of instruction. River Plaza utilizes the district adopted Go Math resources and STEMscopes program.
 Clubs and Activities:	Fitness Club, Y-Clubs After School Clubs and Technology Club.



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 Before and After School Programs:	River Plaza School offers YMCA Before & Aftercare for students in grades K-5. River Plaza also has an After School Learning Academy program for students in grade 3-5. Academically, our students participate in the Summer Dreambox Challenge and Summer Reading Twitter Initiative.
 Staff and Professional Learning:	Teachers are engaged in purposeful and personalized professional learning experiences throughout the year. Within the district, structures have been put in place to support teachers as they participate in professional growth opportunities such as independent studies, personalized reflective practice experiences, job-embedded professional learning, micro-credentialing and teacher-facilitated conversations as they work towards individualized professional learning goals. All teachers also participate on an ongoing basis in Professional Learning Community work, which is spearheaded by the leadership of designated Learning Design Teams within each building. Learning Design Teams lead building-level experiences, through a PLC-like structure, that stimulate professional dialogue to inform decision-making and increase instructional capacity to positively impact student outcomes.



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 Student Supports and Services:	River Plaza teachers are trained in the SIOP model to support our English Language Learners. River Plaza offers resource room, in-class resource and self-contained special education settings to support our students with special needs. River Plaza has an I&RS program which provides targeted interventions for students who are experiencing learning, behavioral or health difficulties.
 Student Health and Wellness:	River Plaza School offers Fit Club to all K-5 students. In addition, we promote overall wellness with planned Brain Breaks throughout the school day.
 Parent and Community Involvement:	River Plaza School has a local PFA that is extremely involved with the school. Meetings are typically held once a month. Our parents also plan and facilitate many after school events aimed at building community for our school.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers River Plaza School routinely checks on the climate of the school by utilizing the state suggested climate survey offered by the DOE. In addition, we take climate surveys to gauge issues impacting specific grades when needs arise. A comprehensive survey is offered to staff each year where they rate principal leadership.
 Facilities:	River Plaza School was built in 1922. The current principal is David Whitmann. We have an All Purpose Room which is used extensively for many purposes and school community events. Each classroom is air conditioned.
 School Safety:	The Middletown School District continues to put student and staff safety as its top priority. We work collaboratively with police and other emergency management personnel to develop and carry out our strategic school safety and security plans and ensure maximum effectiveness and efficiency in allocating security resources. Student social and emotional learning is a focus at every level in order to promote a positive and safe school climate. Our programs and practices include Responsive Classroom, character education, individual and group counseling by mental health professionals, student and staff training, crisis management teams, partnerships with community mental health organizations and other efforts to promote student self-regulation, social awareness, interpersonal skills and responsible decision making.



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 Technology and STEM:	District STEM initiatives are supported through daily innovative practices within our classrooms. Student driven hands on activities, that include coding, robotics, engineering and design, inspire students to demonstrate creativity, explore 21st century topics, generate projects of interest and develop deeper understandings that prepare them for future academic success. Our school is equipped for 21st century learners. Technology, such as SMART Boards, Chromebooks, iPads, and document cameras are utilized to engage learners and enhance learning. Students in grades 3-5 each have been assigned a Chromebook and actively work in a 1:1 digital environment on a daily basis. Beyond the classroom, we offer students opportunities to deepen their understanding through the Technology Club.
 Early Childhood Education:	River Plaza Elementary School has a full time kindergarten program. Students in Kindergarten learn through interactive lessons that will help build a strong foundation for future academic success.



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School Narrative

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 Other Information	The academic success of our students is credited to students, teachers and parents working together as a cohesive group. The teachers differentiate instruction and modify/adapt curriculum units to provide an interdisciplinary program. Our workshop based literacy program integrates the main components of Reader's Workshop utilizing authentic literature and informational text, word work and guided reading during instruction. Formal writing instruction is taught through the workshop model of instruction. River Plaza utilizes the district adopted Go Math resources. Mathematical skills and concepts are supported with hands-on approaches that incorporate multi-media presentations to foster understanding and an appreciation for the world of numbers. Technology, such as SMART Boards, Chromebooks, iPads, and document cameras are utilized to engage learners and enhance learning. Students in grades 3-5 each have been assigned a Chromebook and actively work in a 1:1 digital environment on a daily basis. The special subjects provide the children with a variety of motivating and interesting learning experiences. Art classes study the products of the masters and engage students in activities of individual artistic expression. During physical education the children stretch, run, twist, and jump with their classmates to help develop young bones and muscles. Vocal and instrumental music classes provide the opportunity for students to learn the families of instruments and to develop a love of music, and students receive instruction in World Language to acquire basic knowledge of the Spanish language as well as the rich culture.
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Thompson Middle School
(25-3160-057)
Grades Offered: 06-08
2018-2019

Report Key:

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Thompson Middle School
(25-3160-057)
Grades Offered: 06-08
2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Middletown Township Public School District
Principal Name	Mr. Brian Currie
Address	1001 MIDDLETOWN LINCROFT ROAD MIDDLETOWN, NJ 07748-3299
Phone Number	732-671-2212
Email Address	currieb@middletownk12.org
Website	https://www.middletownk12.org/Domain/21
Twitter	https://twitter.com/ThompsonMSpride



Thompson Middle School

(25-3160-057)

Grades Offered: 06-08

2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	341	326	325
7	391	346	329
8	296	397	347
Total	1,028	1,069	1,001

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.6%	49.3%	50.2%
Male	51.4%	50.7%	49.8%
Economically Disadvantaged Students	4.3%	3.3%	3.4%
Students with Disabilities	14.5%	16.8%	15.9%
English Learners	0.1%	0.0%	0.0%
Homeless Students	0.4%	0.5%	0.1%
Students in Foster Care	0.3%	0.2%	0.1%
Military-Connected Students	0.0%	0.4%	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	92.1%	91.9%	91.5%
Hispanic	3.6%	3.6%	4.9%
Black or African American	1.0%	1.1%	0.5%
Asian	2.1%	2.5%	1.7%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.1%
American Indian or Alaska Native	0.2%	0.2%	0.0%
Two or More Races	0.8%	0.7%	1.3%

Enrollment by Home Language

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

Home Language	% of Students
English	99.0%
Other Languages	1.0%



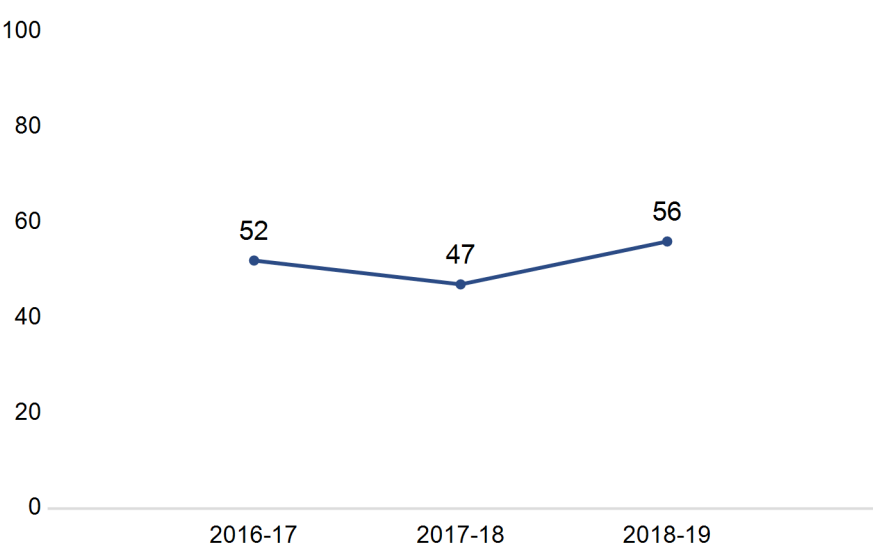
Thompson Middle School
(25-3160-057)
Grades Offered: 06-08
2018-2019

Report Key:
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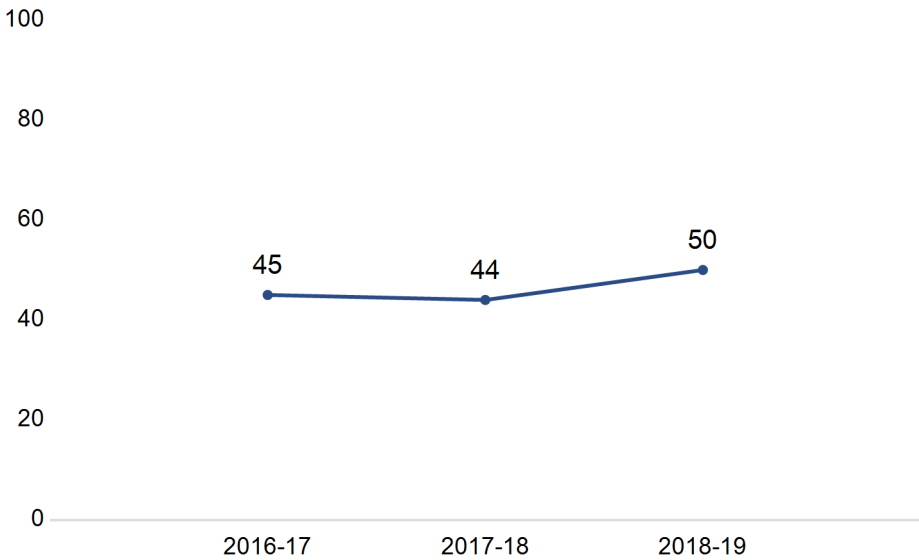
Student Growth Trends and Progress

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	52	47	56	45	44	50
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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	56	55	50	Met Standard	50	51	50	Met Standard
White	56	55	50	Met Standard	50	51	52	Met Standard
Hispanic	61	55	49	Exceeds Standard	53	50.5	47	Met Standard
Black or African American	*	39	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	52.5	62	59	**	50	58.5	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	66	49	**	*	56.5	52	**
Female	58	59	53	N	50	49	50	N
Male	54	52	47	N	51	53	51	N
Economically Disadvantaged Students	53	49	48	Met Standard	41.5	44.5	46	Met Standard
Students with Disabilities	45.5	47	43	Met Standard	42	47	45	Met Standard
English Learners	*	64	52	**	*	55	50	**
Homeless Students	*	58	43	N	N	49.5	44	N
Students in Foster Care	*	*	42	N	N	*	44	N
Military-Connected Students	*	67.5	49	N	*	*	51	N
Migrant Students	N	*	47	N	N	*	51	N



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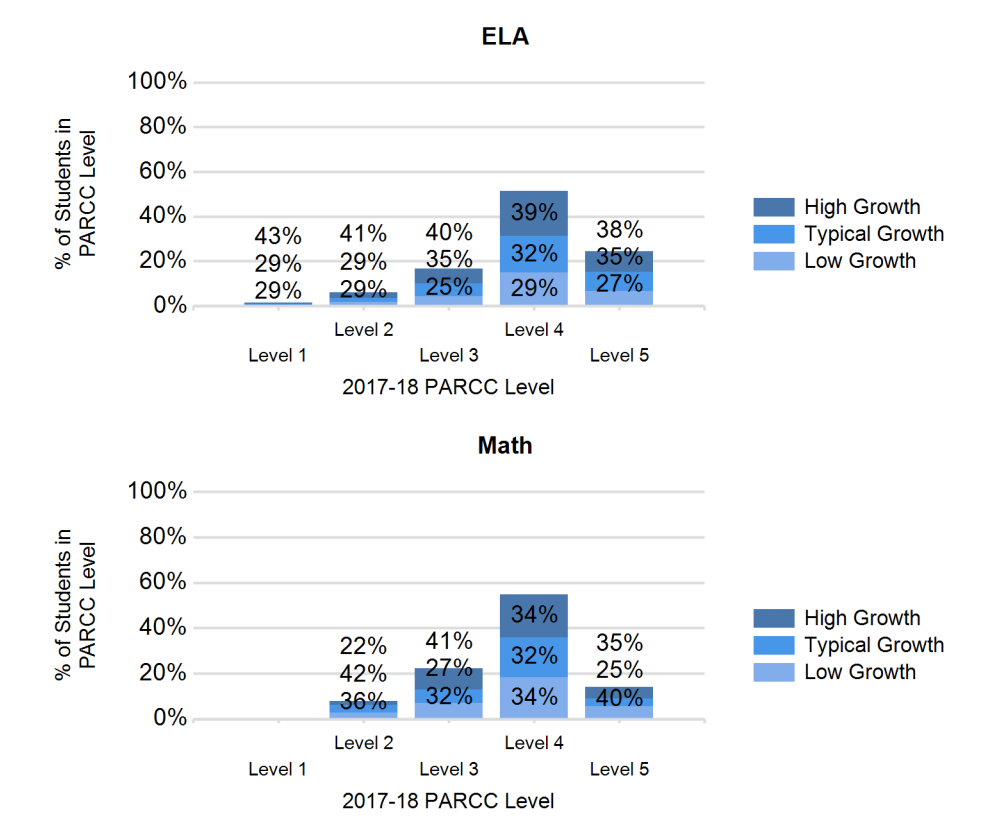
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

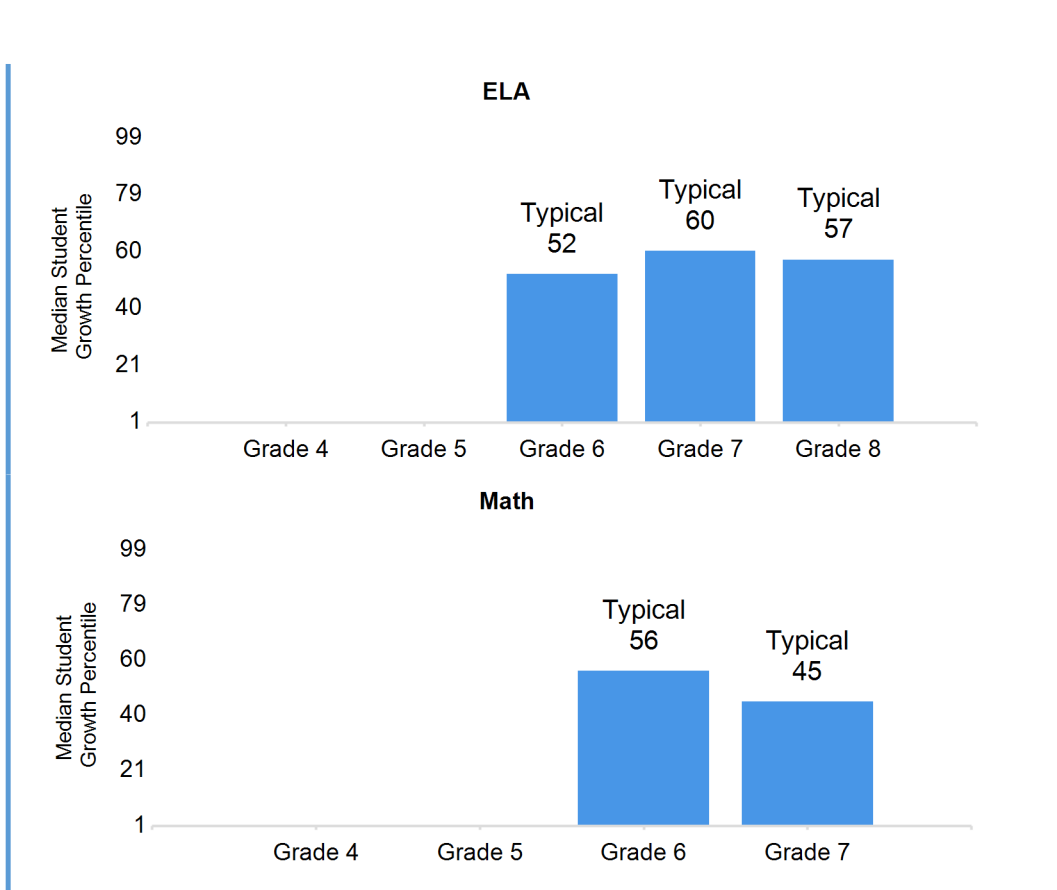
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



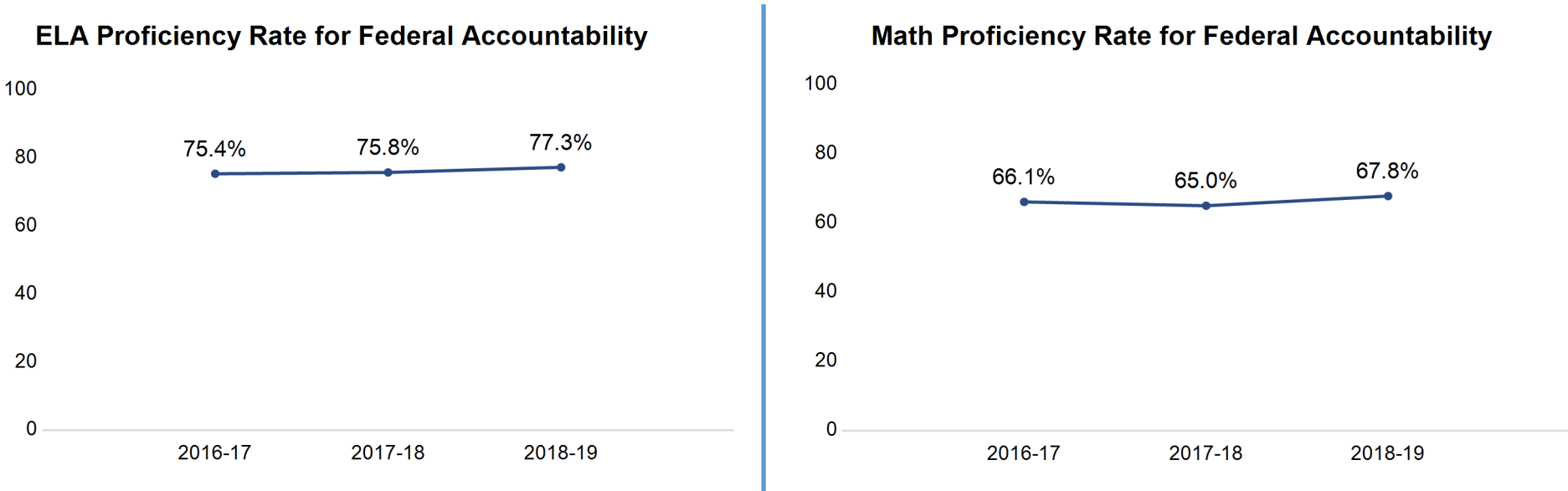


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.0%	98.9%	98.9%	98.8%	98.8%	98.9%
Proficiency Rate for Federal Accountability	75.4%	75.8%	77.3%	66.1%	65.0%	67.8%
Annual Target	69.0%	69.6%	70.1%	65.2%	66.0%	66.7%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	996	98.9	77.3	65.0	57.9	77.3	70.1	Met Target
White	914	98.9	77.1	65.4	66.9	77.1	70.1	Met Target
Hispanic	49	98.0	73.5	59.5	43.9	73.5	58	Met Target
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	18	100.0	94.4	80.9	82.9	94.4	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	69.0	64.4	*	**	**
Female	498	98.8	84.1	72.4	64.8	84.1		
Male	498	99.0	70.5	57.6	51.3	70.5		
Economically Disadvantaged Students	33	97.1	54.5	40.8	40.0	54.5	55.5	Met Target†
Non-Economically Disadvantaged Students	963	99.0	78.1	68.1	67.9	78.1		
Students with Disabilities	161	97.0	29.8	*	22.7	29.8	34.5	Met Target†
Students without Disabilities	835	99.3	86.5	*	65.1	86.5		
English Learners	*	*	*	58.1	29.3	*	**	**
Non-English Learners	*	*	*	65.1	60.6	*		
Homeless Students	*	*	*	42.5	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	72.2	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

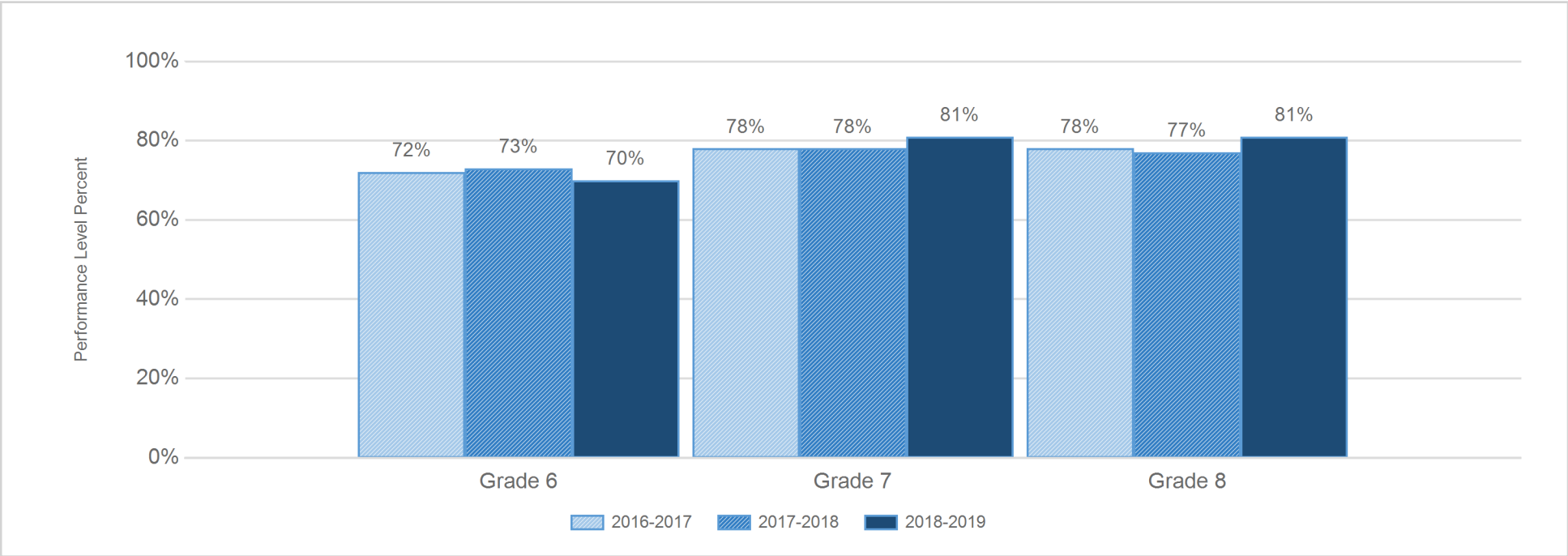


Thompson Middle School
(25-3160-057)
Grades Offered: 06-08
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 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	325	768	761	754	*	*	22%	49%	21%	70%	56%
White	295	767	762	762	*	*	21%	51%	20%	71%	65%
Hispanic	20	772	759	743	0%	*	*	*	*	70%	43%
Black or African American	*	*	717	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	771	760	*	*	*	*	*	*	64%
Female	172	773	767	762	*	*	17%	50%	27%	77%	64%
Male	153	762	755	748	*	*	27%	48%	15%	63%	48%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	763	*	*	*	*	*	*	67%
Students with Disabilities	55	736	729	722	*	*	*	*	*	27%	19%
Students without Disabilities	270	774	769	761	*	*	*	*	*	79%	64%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	325	768	*	756	*	*	22%	49%	21%	70%	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	326	782	775	761	4%	4%	11%	29%	51%	81%	63%
White	300	782	776	769	5%	3%	11%	30%	51%	81%	72%
Hispanic	15	775	763	747	0%	*	*	*	*	67%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	783	768	*	*	*	*	*	*	68%
Female	173	791	785	769	*	*	9%	32%	57%	88%	71%
Male	153	773	765	753	*	*	14%	27%	45%	72%	55%
Economically Disadvantaged Students	12	765	751	743	0%	0%	*	*	*	67%	45%
Non-Economically Disadvantaged Students	314	783	778	771	4%	4%	*	*	*	81%	73%
Students with Disabilities	51	727	730	720	*	*	33%	*	*	24%	22%
Students without Disabilities	275	792	785	769	*	*	7%	*	*	91%	71%
English Learners	N	N	*	706	N	N	N	N	N	N	12%
Non-English Learners	326	782	*	763	4%	4%	11%	29%	51%	81%	65%
Homeless Students	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	342	779	773	762	*	*	13%	45%	36%	81%	63%
White	317	779	774	770	*	*	14%	44%	36%	80%	72%
Hispanic	13	782	767	747	0%	0%	*	*	*	92%	49%
Black or African American	*	*	739	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	759	769	*	*	*	*	*	*	69%
Female	152	785	780	771	*	*	7%	43%	45%	88%	71%
Male	190	774	766	753	*	*	17%	47%	29%	76%	55%
Economically Disadvantaged Students	13	753	748	743	*	*	*	*	*	62%	45%
Non-Economically Disadvantaged Students	329	780	775	772	*	*	*	*	*	82%	72%
Students with Disabilities	52	746	735	721	*	*	37%	*	*	40%	22%
Students without Disabilities	290	785	781	770	*	*	9%	*	*	89%	71%
English Learners	N	N	*	708	N	N	N	N	N	N	12%
Non-English Learners	342	779	*	764	*	*	13%	45%	36%	81%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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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	996	98.9	67.8	52.4	44.5	67.8	66.7	Met Target
White	914	98.9	67.4	53.2	54.1	67.4	67	Met Target
Hispanic	49	98.0	65.3	42.4	28.8	65.3	51	Met Target
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	18	100.0	94.4	71.4	76.5	94.4	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	58.4	53.3	*	**	**
Female	498	98.8	67.3	51.1	44.9	67.3		
Male	498	99.0	68.3	53.7	44.2	68.3		
Economically Disadvantaged Students	33	97.1	27.3	22.4	26.3	27.3	51.5	Not Met
Non-Economically Disadvantaged Students	963	99.0	69.2	56.2	54.9	69.2		
Students with Disabilities	161	97.0	18.0	18.1	17.4	18.0	33.1	Not Met
Students without Disabilities	835	99.3	77.4	61.4	50.0	77.4		
English Learners	*	*	*	39.7	25.0	*	**	**
Non-English Learners	*	*	*	52.5	46.5	*		
Homeless Students	*	*	*	22.5	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	50.0	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

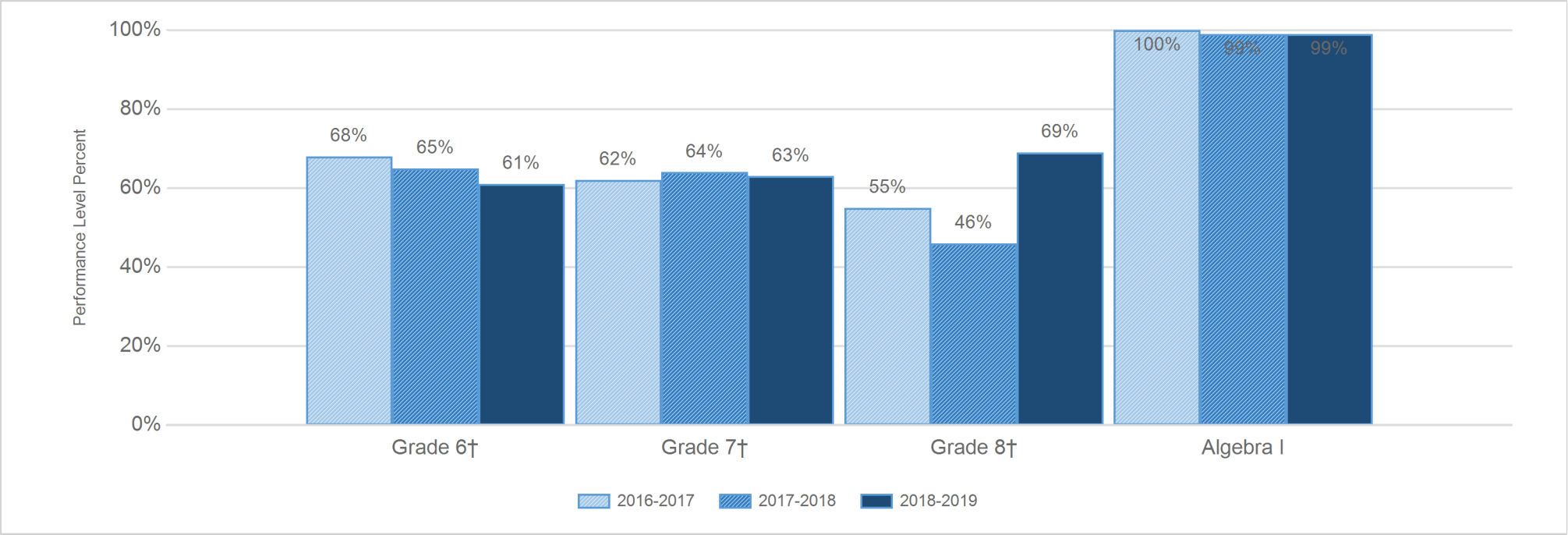


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	325	758	751	741	*	*	27%	49%	12%	61%	41%
White	295	758	751	749	*	*	28%	49%	12%	61%	51%
Hispanic	20	754	746	729	*	*	*	*	*	60%	24%
Black or African American	*	*	711	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	763	747	*	*	*	*	*	*	48%
Female	172	756	751	742	*	*	26%	*	*	62%	42%
Male	153	759	751	740	*	*	29%	*	*	59%	40%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	*	750	*	*	*	*	*	*	53%
Students with Disabilities	55	731	723	716	*	*	44%	*	*	16%	12%
Students without Disabilities	270	763	757	746	*	*	24%	*	*	70%	46%
English Learners	N	N	*	709	N	N	N	N	N	N	*
Non-English Learners	325	758	*	743	*	*	27%	49%	12%	61%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Thompson Middle School
(25-3160-057)
Grades Offered: 06-08
2018-2019

Report Key:

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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	326	759	753	744	*	*	21%	44%	20%	63%	42%
White	300	759	754	751	*	*	21%	44%	19%	63%	53%
Hispanic	15	753	742	733	*	*	*	*	*	53%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	746	749	*	*	*	*	*	*	51%
Female	173	758	752	744	*	*	24%	45%	16%	61%	42%
Male	153	761	753	743	*	*	17%	43%	24%	67%	42%
Economically Disadvantaged Students	12	732	731	731	*	*	*	*	*	25%	24%
Non-Economically Disadvantaged Students	314	760	755	751	*	*	*	*	*	65%	53%
Students with Disabilities	51	720	721	718	*	*	*	*	*	*	13%
Students without Disabilities	275	766	759	749	*	*	*	*	*	*	48%
English Learners	N	N	*	716	N	N	N	N	N	N	10%
Non-English Learners	326	759	*	745	*	*	21%	44%	20%	63%	44%
Homeless Students	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%



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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	228	761	746	728	*	8%	22%	*	*	69%	29%
White	219	761	747	737	*	8%	22%	*	*	68%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	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	101	761	745	731	*	*	19%	*	*	71%	31%
Male	127	762	746	726	*	*	24%	*	*	67%	27%
Economically Disadvantaged Students	12	750	728	719	*	*	*	*	*	42%	20%
Non-Economically Disadvantaged Students	216	762	748	735	*	*	*	*	*	70%	36%
Students with Disabilities	51	743	722	707	*	*	43%	*	*	31%	10%
Students without Disabilities	177	767	753	734	*	*	16%	*	*	80%	35%
English Learners	N	N	*	706	N	N	N	N	N	N	10%
Non-English Learners	228	761	*	730	*	8%	22%	*	*	69%	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	797	749	744	0%	0%	*	*	*	99%	42%
White	98	798	749	752	0%	0%	*	*	*	99%	53%
Hispanic	*	*	743	728	*	*	*	*	*	*	24%
Black or African American	*	*	728	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	51	791	749	745	0%	0%	*	*	*	100%	44%
Male	63	801	749	743	0%	0%	*	*	*	98%	41%
Economically Disadvantaged Students	*	*	723	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	752	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	722	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	756	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	114	797	749	745	0%	0%	*	*	*	99%	*
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	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N



Thompson Middle School

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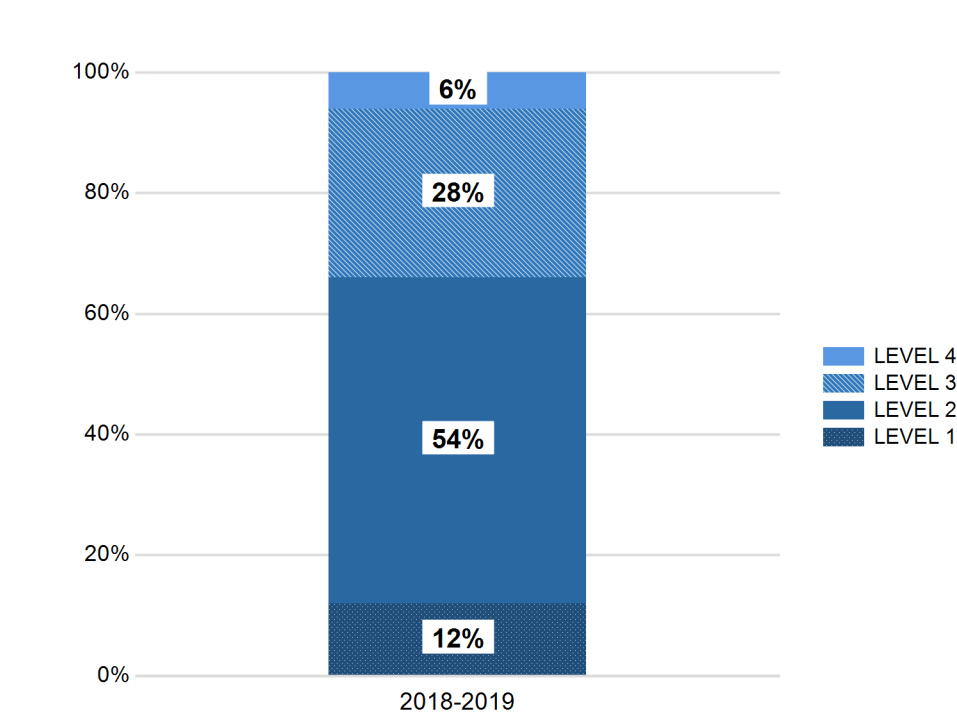
2018-2019

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 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	12	54	28	6
White	13	54	28	5
Hispanic	8	31	38	23
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	12	54	31	3
Male	12	54	26	8
Economically Disadvantaged Students	38	54	8	0
Non-Economically Disadvantaged Students	11	54	29	6
Students with Disabilities	41	49	8	2
Students without Disabilities	7	55	32	7
English Learners	N	N	N	N
Non-English Learners	12	54	28	6
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
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	325
7	0	0	329
8	116	0	231
Total	116	0	885

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	323	324	0	0	0	0	0
7	227	76	0	0	0	0	26
8	247	52	0	0	0	0	48
Total	797	452	0	0	0	0	74



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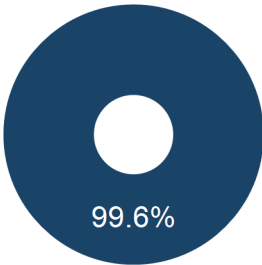
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Visual and Performing Arts – Course Participation

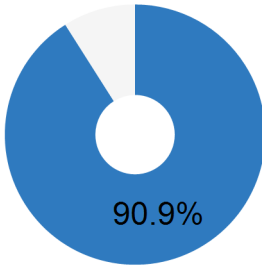
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

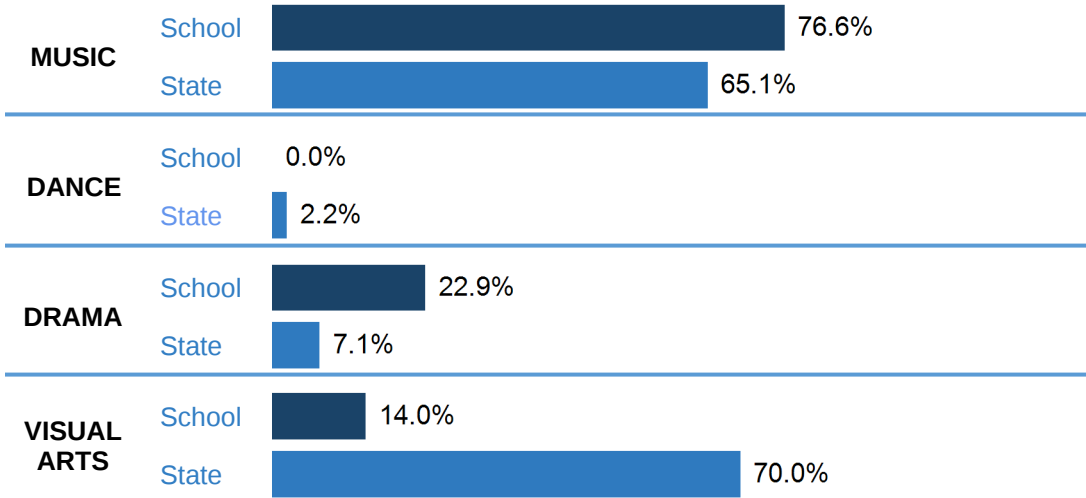


School



State

Students enrolled in one or more classes by discipline:





Thompson Middle School

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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

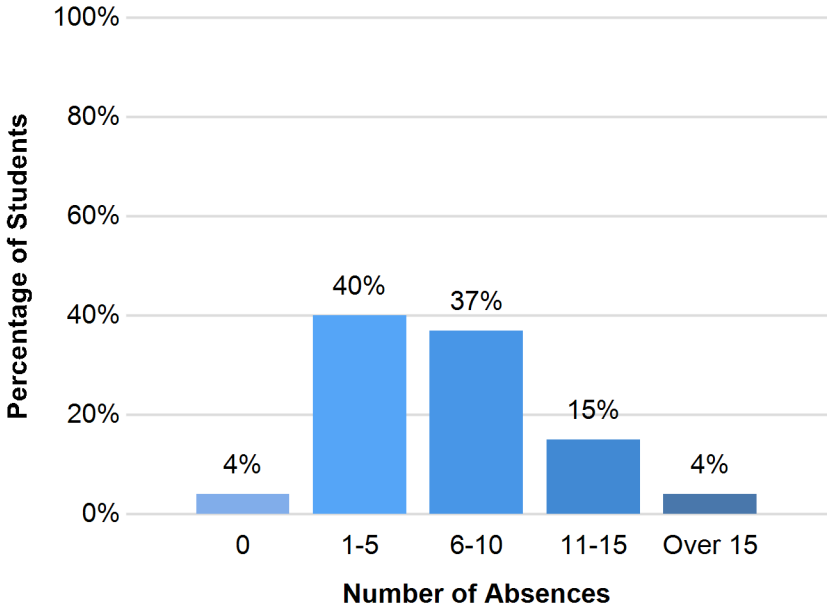
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	18	1.8	9.1	Met
White	15	1.6	9.1	Met
Hispanic	2	4.0	9.1	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	11	2.2		
Male	7	1.4		
Economically Disadvantaged Students	2	5.7	9.1	Met
Students with Disabilities	6	3.6	9.1	Met
English Learners	N	N	N	N
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





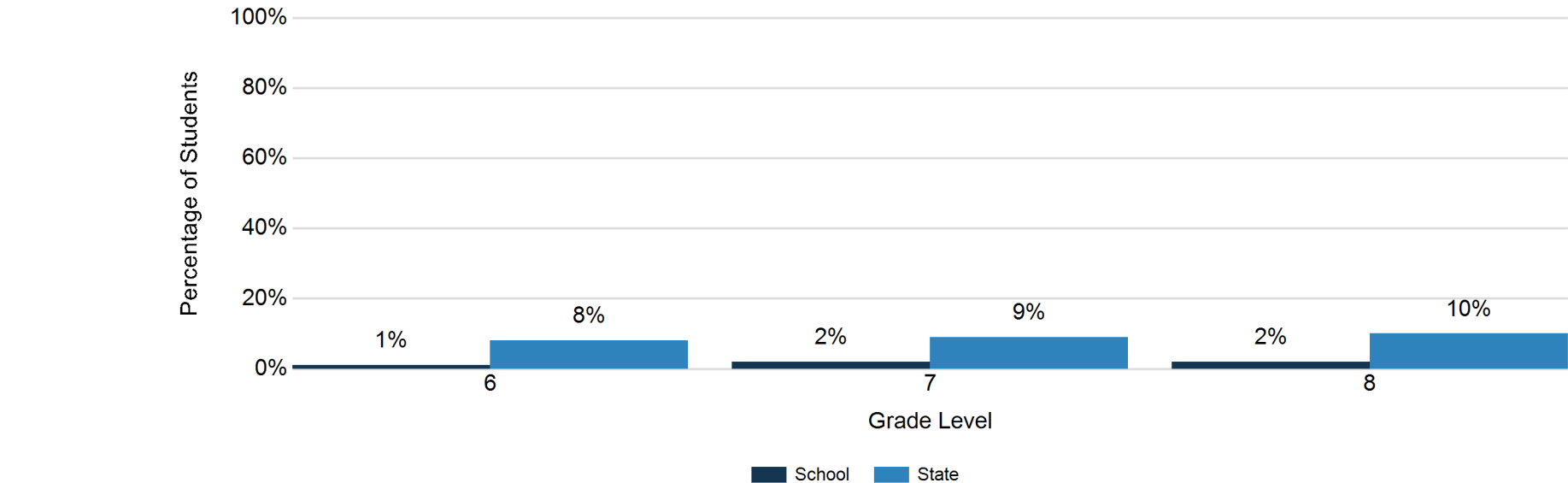
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.50

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	4	2	6
No Identified Nature	0		0

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	11	1.1%
Any Suspension	16	1.6%
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
15



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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	2:40 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 33 Mins
Shared Time - Instructional Time	5 Hrs. 33 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	83	118,214
Average years experience in public schools	12.1	12.1
Average years experience in district	10.2	10.8
Percentage of Teachers with 4 or more years experience in the district	81.9%	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	49	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	10.3	12.0
Percentage of Administrators with 4 or more years experience in the district	77.6%	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	12:1
Students to Administrators	501:1	194:1
Teachers to Administrators	42:1	16:1
Students to Librarians/Media Specialists		1584:1
Students to Nurses		528:1
Students to Counselors		413:1
Students to Child Study Team Members		194:1



Thompson Middle School

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.2%	73.5%	0.0%	48.4%	77.1%	54.9%
Male	49.8%	26.5%	100.0%	51.6%	22.9%	45.1%
White	91.5%	98.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	4.9%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.5%	1.2%	0.0%	15.0%	6.6%	13.9%
Asian	1.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.3%	0.0%	0.0%	2.1%	0.2%	0.2%



Thompson Middle School
(25-3160-057)
Grades Offered: 06-08
2018-2019

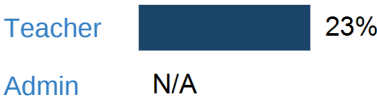
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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

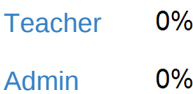
Bachelor's Degree



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	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	97.9%	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	96.9%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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	75.4%	75.8%	77.3%
Math Proficiency	66.1%	65.0%	67.8%
ELA Growth	52	47	56
Math Growth	45	44	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	3.2%	2.1%	1.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Thompson Middle School

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Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Met Standard	N	Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Highlights:	- Technology is a part of each school day, with all students utilizing 1:1 personal Chromebooks. - Thompson Middle School has an award winning concert band and performing chorus. - Thompson has earned NJ Future Ready Certification-Silver Status with Distinction and Common Sense Media Certification for Digital Citizenship.
 Mission, Vision, Theme:	We provide a positive learning environment, which recognizes the individual differences of the diverse learning styles of our students. We encourage joint responsibility among students, parents, and staff. We support learning experiences that empower students to share new ideas and generate curiosity and exploration. Our mission is to assure that all students have the opportunity to learn and grow to their full potential.
 Awards, Recognition, Accomplishments:	Thompson has achieved Future Ready Silver Status Certification with Distinction.



Thompson Middle School
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Courses, Curriculum, Instruction:

The academic program at Thompson has been designed to provide a rich learning environment for all students which consists of the four core subjects: Language Arts, Math, Science and Social Studies. In addition, students will take Physical Education and Health, a wide range of exploratory courses, Band or Chorus. World Language and World Cultures offers both cultural immersion and language-based courses. All students have an Advisory period for 3 marking periods (out of 4) and the schedule is balanced with 6 sixty minute classes a day plus a lunch period.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Coed)

Thompson offers a comprehensive interscholastic athletic program. The following sports are offered: Baseball (boys), Softball (girls), Field Hockey (girls), Basketball (boys and girls), Cross Country (boys and girls), Track and Field (girls and boys), wrestling (boys and girls), Soccer (girls and boys), Cheerleading (girls).



Clubs and Activities:

After school clubs and activities include Board Game Club, Chess Club, Environmental Club, Math Contest Club, Newspaper Club, Peer Leaders, School Musical, STEM Club, Student Activities, Student Council, Tech Tutors, T20 Singers, Yearbook, Fostering Friendships, Diversity Club, Intramurals and Lego Club.



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Before and After School Programs:	After school programs include the After School Learning Academy.
Staff and Professional Learning:	Teachers are involved in departmental, grade level, and teacher teams for the purpose of articulation and best practices, which meet several times throughout the year, along with both district and building generated professional development. An emphasis is put on teacher leadership in the development and presentation of Professional Development. Teachers participate in the district's Professional Development Hub which allows them to personalize their learning. Teachers participate in a shared, best-practices program called Pride At Work (PAW) in which teachers are invited to "open classrooms" to observe highly effective strategies, activities, and lessons.



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 Student Supports and Services:	Thompson supports its students with special needs through specialized programs as well as in-class support and pull-out resources within the school. Intervention and Referral Services are used as an additional means of student support, as are student specific 504 plans.
 Student Health and Wellness:	Thompson has a full student support staff consisting of a full Guidance Counselling Department and Child Study Team, a Student Assistance Counselor and a fulltime nurse, all who participate on the school's Crisis Team. Thompson is provided with additional outside counselling services from CPC Behavioral Healthcare. The Lifelines curriculum has been embedded in the district's Middle School health curriculum.
 Parent and Community Involvement:	Thompson's PFA meets five times per year and hosts presentations to educate parents on current middle school trends and challenges. The school uses its website, phone blast system, Remind, and Twitter to connect with the community. Teachers use Google Classroom, and parent conferences are arranged through Guidance and CST. Parents access the Parent Portal to monitor their child's academic progress. Parents are invited to celebrate learning with their children at events such as Family Engineering Night.



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School Narrative

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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Thompson issued a staff survey for the purpose of evaluating and improving teaching and learning as well as the school environment. Staff, parent and student surveys were issued to the stakeholders of the district in order to provide direction in the decisions when creating a new district 5-year strategic plan.
 Facilities:	School administration, with the support of the district's Director of Facilities, continues to evaluate and execute improvements to the building and campus.
 School Safety:	The Middletown School District puts student and staff safety the top priority. We collaborate with police and emergency management personnel to develop and carry out our strategic school safety and security plans and ensure maximum effectiveness and efficiency in allocating security resources. Thompson parents, staff, and administrators participate on the District School Safety Committee. Mandated drills are conducted routinely under supervision of the District Supervisor of Security, who also conducts building security checks. Social and emotional learning is a focus at every level in order to promote a positive and safe school climate. Our programs and practices include character education, individual and group counseling by mental health professionals, student and staff training, crisis management teams, partnerships with community mental health organizations and other efforts to promote student self-regulation, social awareness, interpersonal skills and responsible decision making.



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 Technology and STEM:	The district's middle schools have adopted math and science curriculum that support the instruction of technology and STEM. The new middle school schedule offers a variety of activity arts classes which introduces and exposes students to the many aspects of STEM related fields.
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 Other Information Thompson Middle School supports students' social and emotional growth and continues its mindfulness initiative through its Learning Design Team. Thompson supports positive student attendance initiatives throughout the year with several school activities and recognitions. Thompson also focuses on increased extra-curricular participation.



Thorne Middle School
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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:



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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Monmouth
District	Middletown Township Public School District
Principal Name	Mr. Thomas Olausen
Address	70 MURPHY ROAD PORT MONMOUTH, NJ 07758-1099
Phone Number	732-787-1220
Email Address	olausent@middletownk12.org
Website	https://www.middletownk12.org/Domain/22
Twitter	https://twitter.com/thorne_ms



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
6	222	232	226
7	253	227	239
8	269	258	220
Total	744	717	685

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%	48.5%	49.3%
Male	50.1%	51.5%	50.7%
Economically Disadvantaged Students	19.0%	19.7%	20.0%
Students with Disabilities	22.0%	23.3%	24.8%
English Learners	0.3%	0.4%	0.1%
Homeless Students	0.7%	0.6%	1.9%
Students in Foster Care	0.4%	0.3%	0.1%
Military-Connected Students	0.0%	0.1%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	85.2%	84.5%	81.9%
Hispanic	8.3%	9.9%	11.1%
Black or African American	1.9%	2.1%	2.5%
Asian	2.7%	2.0%	2.3%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	1.6%	1.4%	2.2%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	97.8%
Spanish	1.3%
Other Languages	0.9%



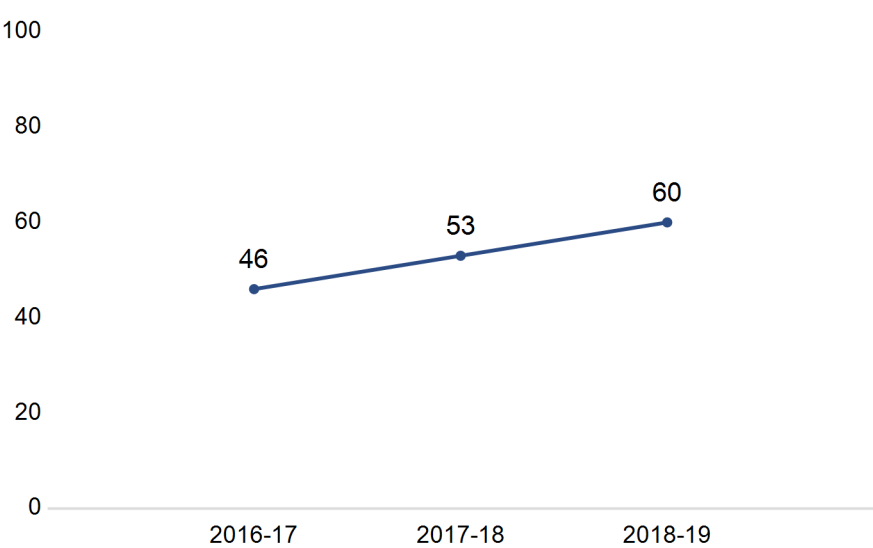
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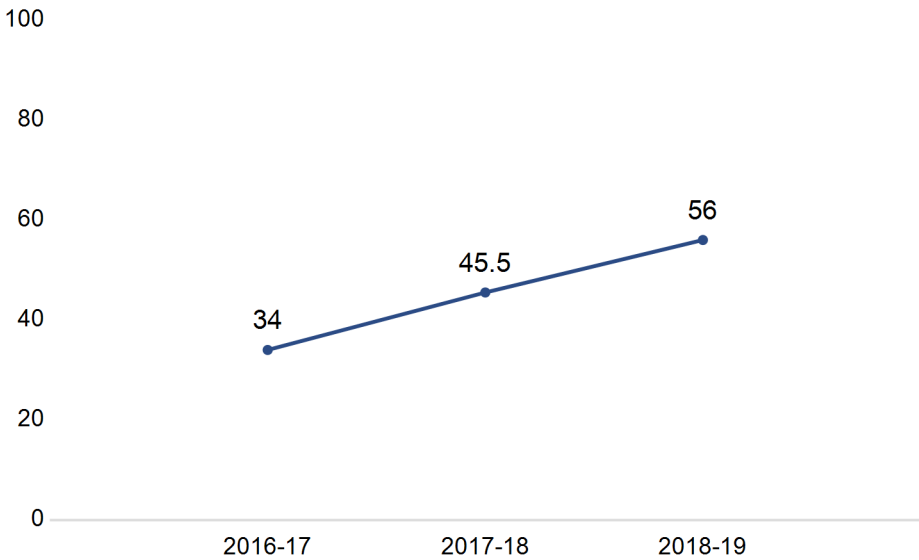
Student Growth Trends and Progress

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	46	53	60	34	45.5	56
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds 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	60	55	50	Exceeds Standard	56	51	50	Met Standard
White	60	55	50	Exceeds Standard	55	51	52	Met Standard
Hispanic	60	55	49	Exceeds Standard	57	50.5	47	Met Standard
Black or African American	36	39	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	63.5	62	59	**	*	58.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	54.5	66	49	**	*	56.5	52	**
Female	63	59	53	N	62	49	50	N
Male	55.5	52	47	N	51	53	51	N
Economically Disadvantaged Students	50	49	48	Met Standard	57.5	44.5	46	Met Standard
Students with Disabilities	49.5	47	43	Met Standard	51.5	47	45	Met Standard
English Learners	*	64	52	**	*	55	50	**
Homeless Students	70	58	43	N	*	49.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	67.5	49	N	*	*	51	N
Migrant Students	N	*	47	N	N	*	51	N



Thorne Middle School
(25-3160-059)
Grades Offered: 06-08
2018-2019

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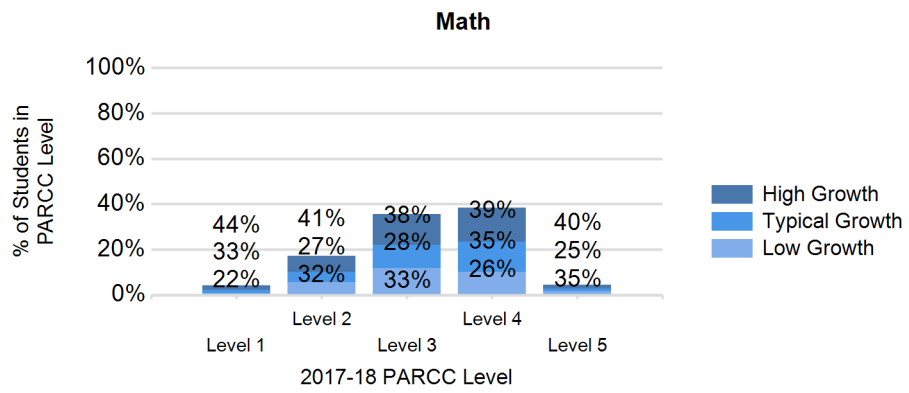
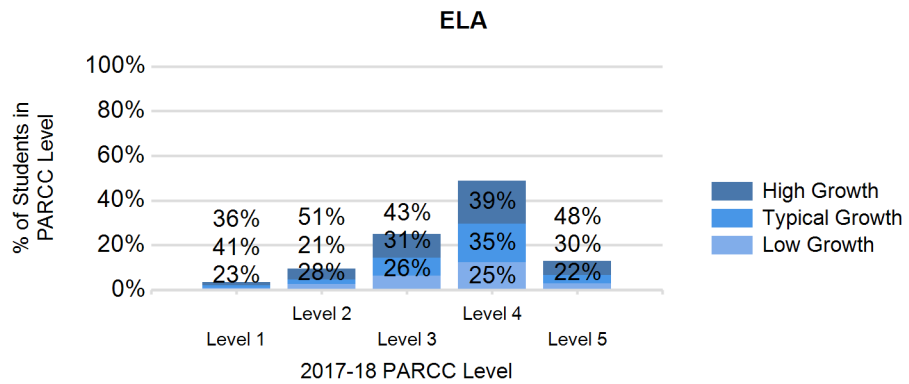
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

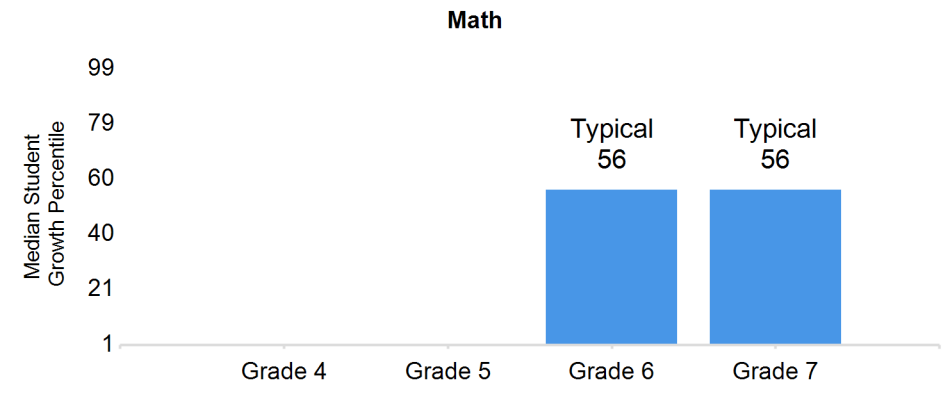
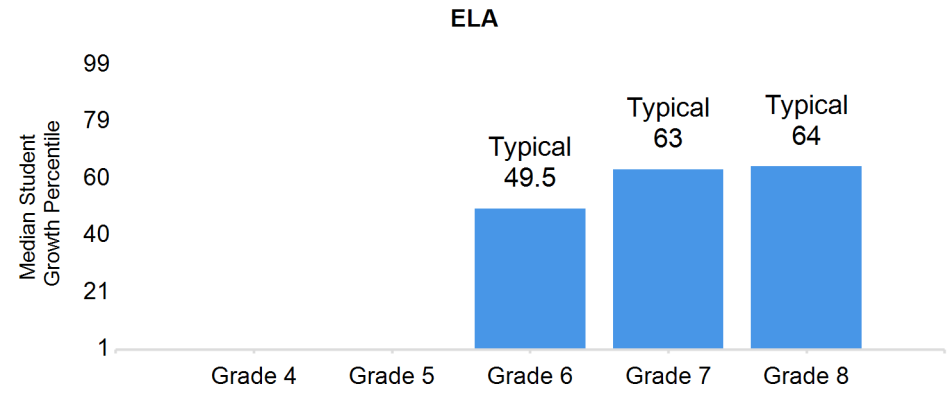
Student Growth by Performance Level

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.



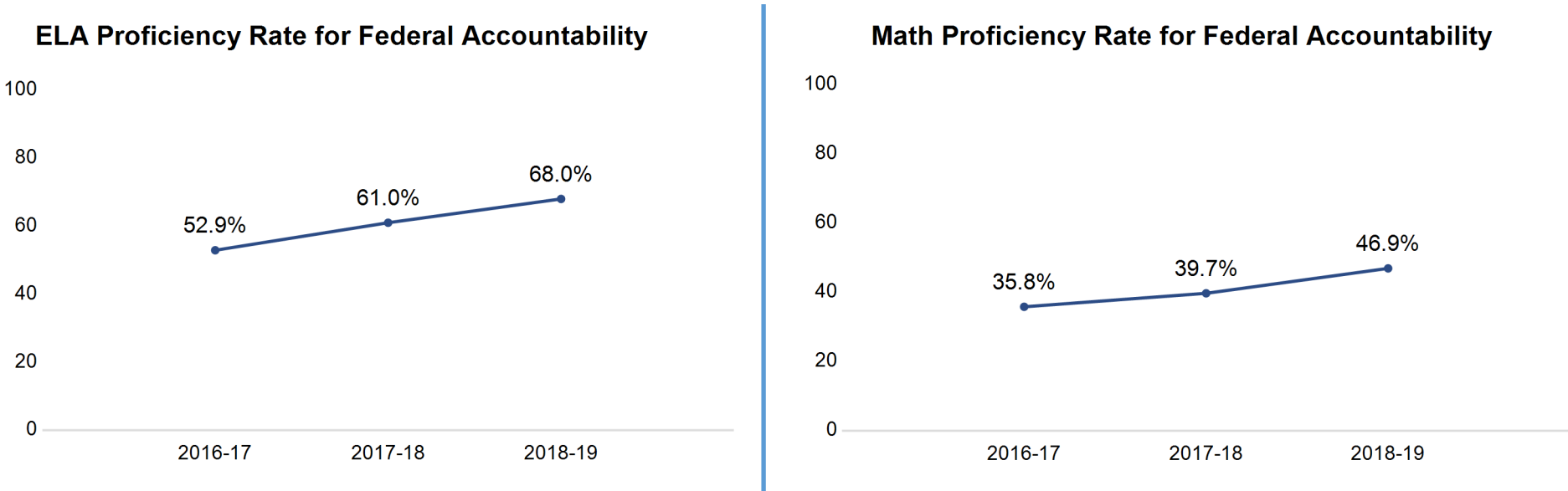


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English Language Arts and Mathematics Performance Trends

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	98.6%	98.5%	99.6%	98.5%	98.6%	99.4%
Proficiency Rate for Federal Accountability	52.9%	61.0%	68.0%	35.8%	39.7%	46.9%
Annual Target	41.0%	43.1%	45.1%	35.3%	37.6%	40.0%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	669	99.6	68.0	65.0	57.9	68.0	45.1	Met Target
White	554	99.5	68.2	65.4	66.9	68.2	46.8	Met Target
Hispanic	74	100.0	70.3	59.5	43.9	70.3	33.9	Met Target
Black or African American	16	100.0	43.8	*	38.5	43.8	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	76.9	80.9	82.9	76.9	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	12	100.0	66.7	69.0	64.4	66.7	**	**
Female	335	99.4	75.8	72.4	64.8	75.8		
Male	334	99.7	60.2	57.6	51.3	60.2		
Economically Disadvantaged Students	134	99.3	50.0	40.8	40.0	50.0	30	Met Target
Non-Economically Disadvantaged Students	535	99.6	72.5	68.1	67.9	72.5		
Students with Disabilities	158	99.4	25.3	*	22.7	25.3	18.8	Met Target
Students without Disabilities	511	99.6	81.2	*	65.1	81.2		
English Learners	*	*	*	58.1	29.3	*	**	**
Non-English Learners	*	*	*	65.1	60.6	*		
Homeless Students	13	100.0	61.5	42.5	29.1	61.5		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	72.2	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

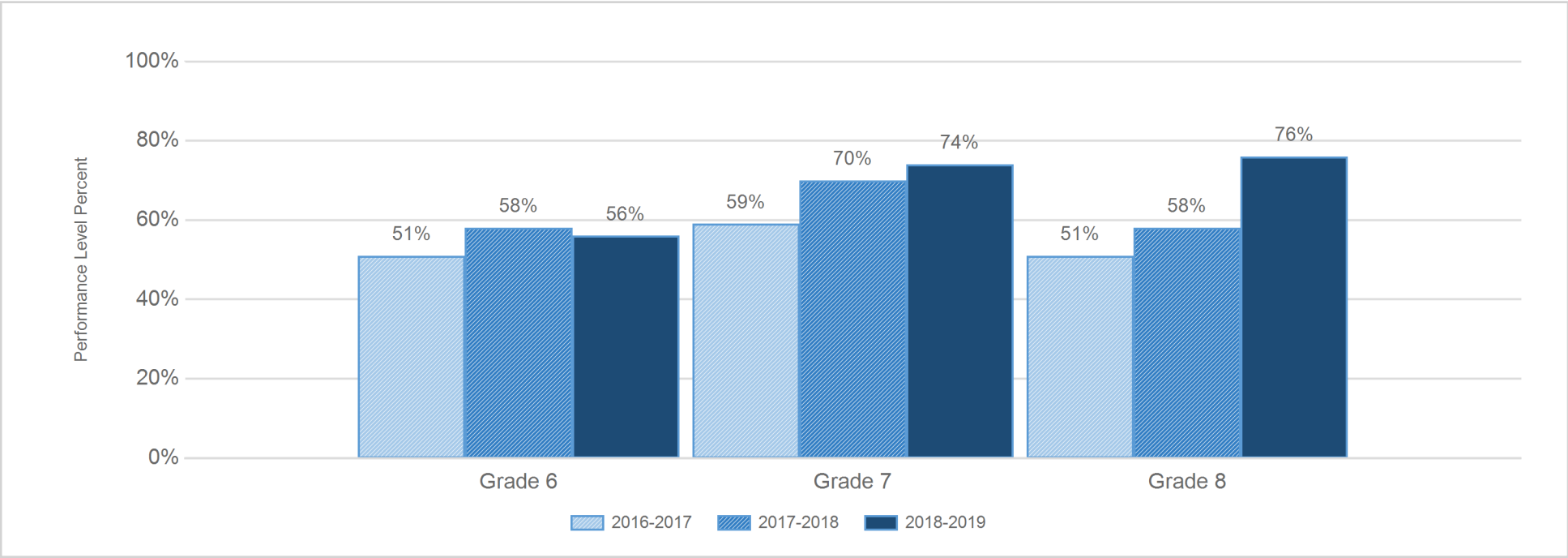


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English Language Arts Assessment - Performance Trends

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	227	755	761	754	5%	7%	31%	44%	12%	56%	56%
White	184	757	762	762	*	*	33%	44%	13%	57%	65%
Hispanic	27	749	759	743	*	*	*	*	*	59%	43%
Black or African American	*	*	717	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	771	760	*	*	*	*	*	*	64%
Female	121	761	767	762	*	*	31%	*	*	62%	64%
Male	106	749	755	748	*	*	30%	*	*	50%	48%
Economically Disadvantaged Students	49	739	*	740	*	*	24%	*	*	41%	39%
Non-Economically Disadvantaged Students	178	760	*	763	*	*	33%	*	*	61%	67%
Students with Disabilities	58	723	729	722	21%	*	48%	*	*	10%	19%
Students without Disabilities	169	766	769	761	0%	*	25%	*	*	72%	64%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	227	755	*	756	5%	7%	31%	44%	12%	56%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	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	229	770	775	761	*	*	17%	41%	33%	74%	63%
White	196	772	776	769	*	*	16%	39%	35%	74%	72%
Hispanic	21	764	763	747	0%	*	*	*	*	71%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	783	768	*	*	*	*	*	*	68%
Female	110	784	785	769	*	*	9%	39%	48%	87%	71%
Male	119	757	765	753	*	*	24%	43%	18%	61%	55%
Economically Disadvantaged Students	44	751	751	743	*	*	27%	*	*	50%	45%
Non-Economically Disadvantaged Students	185	775	778	771	*	*	14%	*	*	79%	73%
Students with Disabilities	44	734	730	720	*	*	34%	*	*	32%	22%
Students without Disabilities	185	779	785	769	*	*	12%	*	*	84%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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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	207	772	773	762	*	*	15%	51%	25%	76%	63%
White	163	775	774	770	*	*	15%	48%	29%	77%	72%
Hispanic	28	764	767	747	0%	*	*	*	*	75%	49%
Black or African American	*	*	739	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	759	769	*	*	*	*	*	*	69%
Female	99	777	780	771	*	*	10%	57%	26%	83%	71%
Male	108	767	766	753	*	*	20%	46%	23%	69%	55%
Economically Disadvantaged Students	39	756	748	743	*	*	*	*	*	62%	45%
Non-Economically Disadvantaged Students	168	775	775	772	*	*	*	*	*	79%	72%
Students with Disabilities	42	739	735	721	*	*	*	*	*	43%	22%
Students without Disabilities	165	780	781	770	*	*	*	*	*	84%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	668	99.4	46.9	52.4	44.5	46.9	40	Met Target
White	553	99.3	48.6	53.2	54.1	48.6	40	Met Target
Hispanic	74	100.0	40.5	42.4	28.8	40.5	44.6	Met Target†
Black or African American	16	100.0	18.8	*	23.0	18.8	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	61.5	71.4	76.5	61.5	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	12	100.0	25.0	58.4	53.3	25.0	**	**
Female	335	99.4	46.6	51.1	44.9	46.6		
Male	333	99.4	47.1	53.7	44.2	47.1		
Economically Disadvantaged Students	134	99.3	23.1	22.4	26.3	23.1	28.7	Met Target†
Non-Economically Disadvantaged Students	534	99.4	52.8	56.2	54.9	52.8		
Students with Disabilities	158	99.4	*	18.1	17.4	*	20.3	Not Met
Students without Disabilities	510	99.4	*	61.4	50.0	*		
English Learners	*	*	*	39.7	25.0	*	**	**
Non-English Learners	*	*	*	52.5	46.5	*		
Homeless Students	13	100.0	15.4	22.5	17.1	15.4		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	50.0	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

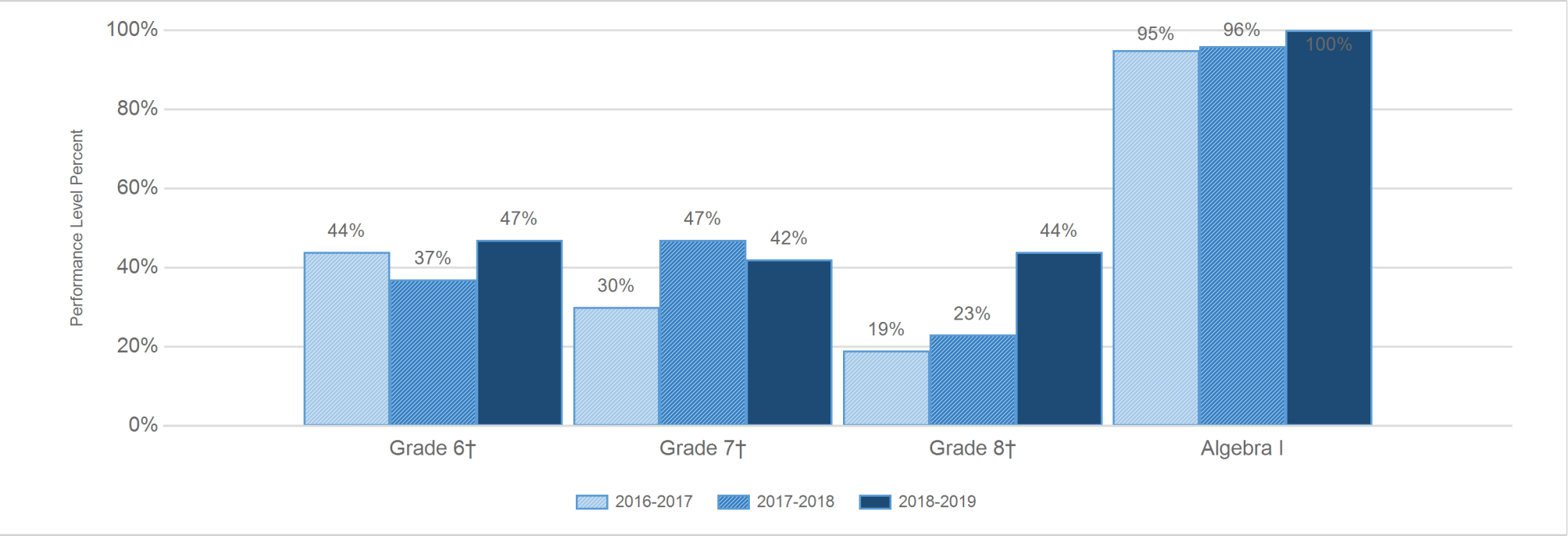


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	227	743	751	741	6%	19%	28%	*	*	47%	41%
White	184	744	751	749	*	20%	29%	*	*	47%	51%
Hispanic	27	741	746	729	*	*	*	48%	0%	48%	24%
Black or African American	*	*	711	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	763	747	*	*	*	*	*	*	48%
Female	121	746	751	742	*	21%	29%	*	*	48%	42%
Male	106	740	751	740	*	17%	26%	*	*	45%	40%
Economically Disadvantaged Students	49	727	*	726	*	31%	31%	*	*	24%	21%
Non-Economically Disadvantaged Students	178	747	*	750	*	16%	27%	*	*	53%	53%
Students with Disabilities	58	717	723	716	*	*	*	*	*	*	12%
Students without Disabilities	169	752	757	746	*	*	*	*	*	*	46%
English Learners	N	N	*	709	N	N	N	N	N	N	*
Non-English Learners	227	743	*	743	6%	19%	28%	*	*	47%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	229	747	753	744	*	21%	33%	*	*	42%	42%
White	196	749	754	751	*	20%	32%	*	*	45%	53%
Hispanic	21	739	742	733	0%	*	48%	*	*	29%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	746	749	*	*	*	*	*	*	51%
Female	110	749	752	744	*	25%	31%	*	*	44%	42%
Male	119	745	753	743	*	18%	35%	*	*	41%	42%
Economically Disadvantaged Students	44	733	731	731	*	*	55%	*	*	16%	24%
Non-Economically Disadvantaged Students	185	750	755	751	*	*	28%	*	*	49%	53%
Students with Disabilities	44	722	721	718	*	*	*	*	*	*	13%
Students without Disabilities	185	753	759	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Thorne Middle School
(25-3160-059)
Grades Offered: 06-08
2018-2019

Report Key:

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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	173	740	746	728	16%	17%	23%	*	*	44%	29%
White	132	742	747	737	13%	17%	23%	*	*	47%	38%
Hispanic	27	733	*	722	*	*	*	37%	0%	37%	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	89	740	745	731	15%	20%	20%	*	*	45%	31%
Male	84	739	746	726	18%	13%	26%	*	*	43%	27%
Economically Disadvantaged Students	39	729	728	719	*	26%	*	*	*	31%	20%
Non-Economically Disadvantaged Students	134	743	748	735	*	14%	*	*	*	48%	36%
Students with Disabilities	42	713	722	707	40%	24%	26%	*	*	10%	10%
Students without Disabilities	131	748	753	734	8%	15%	22%	*	*	55%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	*	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	33	799	749	744	0%	0%	0%	61%	39%	100%	42%
White	30	799	749	752	0%	0%	0%	60%	40%	100%	53%
Hispanic	*	*	743	728	*	*	*	*	*	*	24%
Black or African American	N	N	728	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	10	793	749	745	0%	0%	0%	*	*	100%	44%
Male	23	801	749	743	0%	0%	0%	*	*	100%	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	33	799	752	752	0%	0%	0%	61%	39%	100%	52%
Students with Disabilities	N	N	722	717	N	N	N	N	N	N	12%
Students without Disabilities	33	799	756	748	0%	0%	0%	61%	39%	100%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	33	799	749	745	0%	0%	0%	61%	39%	100%	*
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	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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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	10	10
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	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	N	N	N
5 or more	N	N	N



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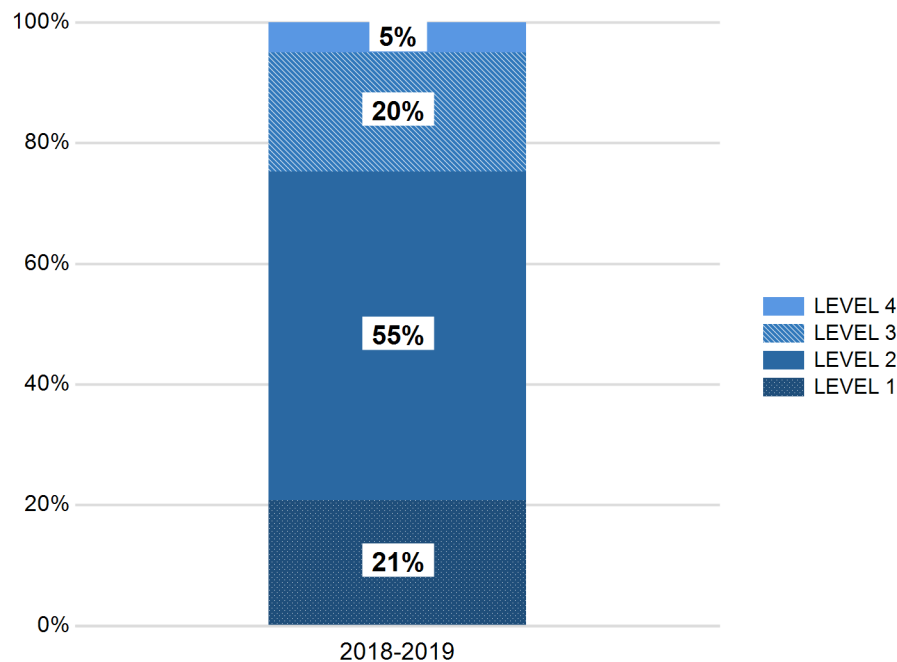
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	21	55	20	5
White	19	54	21	6
Hispanic	21	61	18	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	25	59	13	3
Male	18	51	25	6
Economically Disadvantaged Students	31	62	8	0
Non-Economically Disadvantaged Students	19	53	22	6
Students with Disabilities	44	51	4	0
Students without Disabilities	15	56	24	6
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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	225
7	0	0	239
8	33	0	187
Total	33	0	651

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	221	221	0	0	0	0	0
7	125	32	0	0	0	0	66
8	108	32	0	0	0	0	68
Total	454	285	0	0	0	0	134



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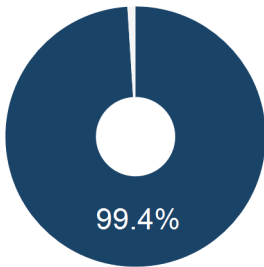
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Visual and Performing Arts – Course Participation

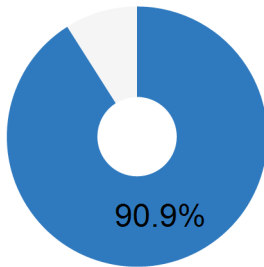
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

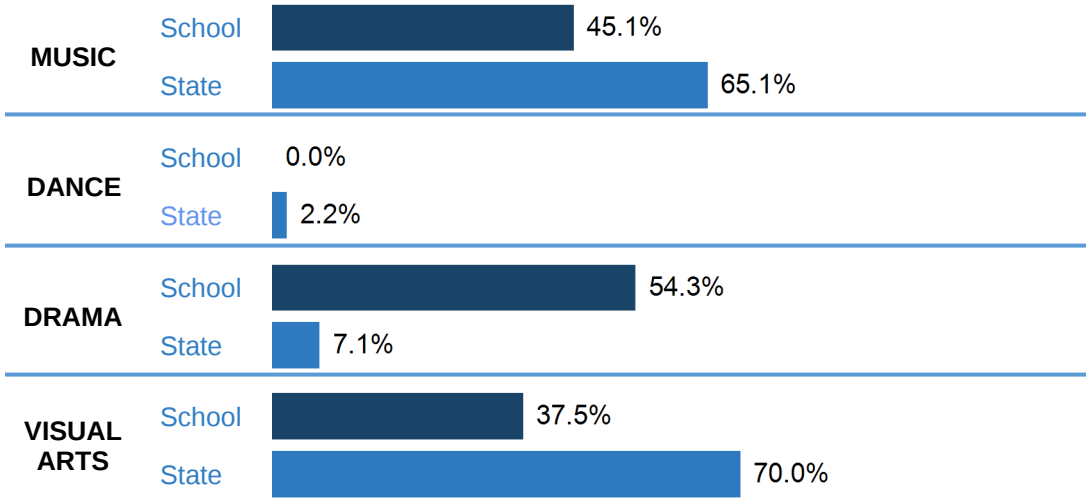


School



State

Students enrolled in one or more classes by discipline:





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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.

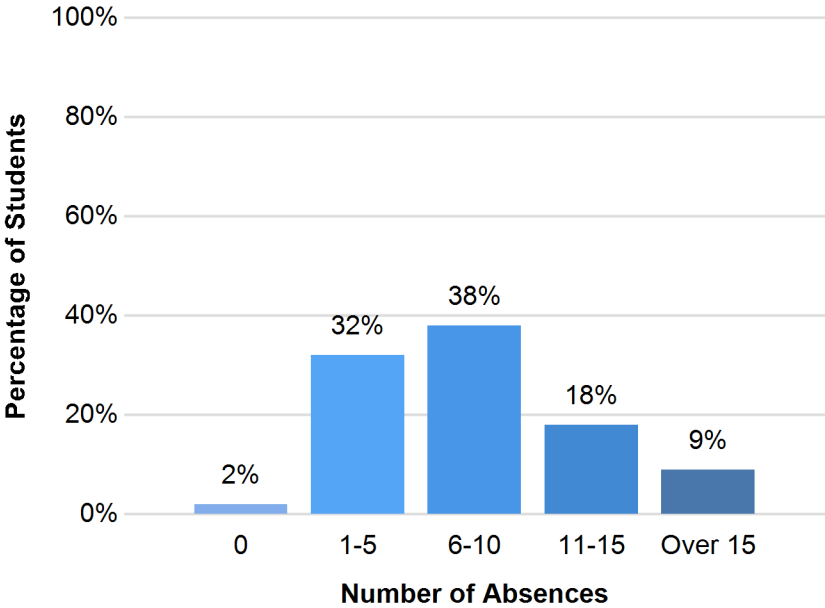
Chronic Absenteeism

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	47	6.9	9.1	Met
White	38	6.8	9.1	Met
Hispanic	6	7.7	9.1	Met
Black or African American	2	13.3	**	**
Asian, Native Hawaiian, or Pacific	1	6.7	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	25	7.5		
Male	22	6.3		
Economically Disadvantaged Students	24	17.1	9.1	Not Met
Students with Disabilities	20	12.0	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	3	27.3		
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.





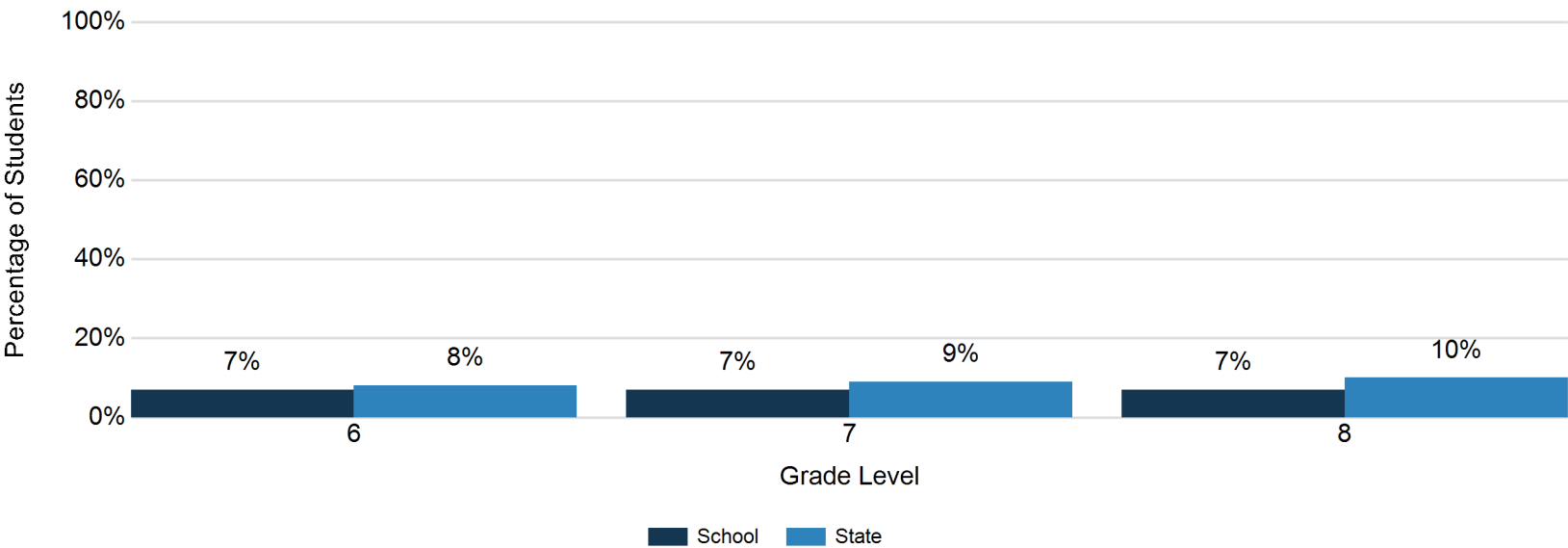
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Chronic Absenteeism by Grade

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	17
Weapons	0
Vandalism	2
Substances	4
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	32
Incidents Per 100 Students Enrolled	4.67

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	2	3
Religion	1	0	1
Ancestry	1	1	2
Gender	0	2	2
Sexual Orientation	0	1	1
Disability	0	1	1
Other	1	2	3
No Identified Nature	1		1

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	3
Weapons	0
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	30	4.4%
Out-of-School Suspensions	32	4.7%
Any Suspension	44	6.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
116



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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	2:40 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 33 Mins
Shared Time - Instructional Time	5 Hrs. 33 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	68	118,214
Average years experience in public schools	15.7	12.1
Average years experience in district	13.6	10.8
Percentage of Teachers with 4 or more years experience in the district	79.4%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	49	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	10.3	12.0
Percentage of Administrators with 4 or more years experience in the district	77.6%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	343:1	194:1
Teachers to Administrators	34:1	16:1
Students to Librarians/Media Specialists		1584:1
Students to Nurses		528:1
Students to Counselors		413:1
Students to Child Study Team Members		194:1



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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.3%	76.5%	0.0%	48.4%	77.1%	54.9%
Male	50.7%	23.5%	100.0%	51.6%	22.9%	45.1%
White	81.9%	98.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.1%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.5%	1.5%	0.0%	15.0%	6.6%	13.9%
Asian	2.3%	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	2.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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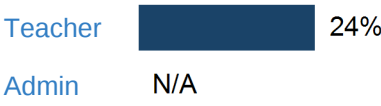
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Teachers and Administrators - Level of Education

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.

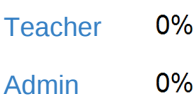
Bachelor's Degree



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	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	97.9%	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%



Thorne Middle School
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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	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	52.9%	61.0%	68.0%
Math Proficiency	35.8%	39.7%	46.9%
ELA Growth	46	53	60
Math Growth	34	46	56
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	8.7%	4.6%	6.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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	N	Met	No
White	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Not Met	Met 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).



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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:	- Thorne Middle School has received school-wide Common Sense Media Certification for Digital Citizenship and has earned NJ Future Ready Certification-Silver Status with Distinction. - Thorne Middle School has an award-winning concert band and performing chorus. This is the innagural year for the Thorne Honor Society. - Technology is an integral part of each school day, with all students utilizing 1:1 personal Chromebook. Thorne has achieved NJ Future Ready Certification-Silver Status with Distinction.
 Mission, Vision, Theme:	We provide a positive learning environment, which recognizes the individual differences of the diverse learning styles of our students. We encourage joint responsibility among students, parents, and staff. We support learning experiences that empower students to share new ideas and generate curiosity and exploration. Our mission is to assure that all students have the opportunity to learn and grow to their full potential.
 Awards, Recognition, Accomplishments:	The school has earned NJ Future Ready Certification-Silver Status with Distinction.



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Courses, Curriculum, Instruction:

The academic program at Thorne has been designed to provide a rich learning environment for all students which consists of the four core subjects: Language Arts, Math, Science and Social Studies. In addition, students will take Physical Education and Health, a wide range of Activity Arts courses, or Band or Chorus. World Language offers both cultural immersion and language-based courses. All students have an Advisory period for 3 marking periods (out of 4) and the schedule is balanced with 6 sixty minute classes a day plus a lunch period.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Coed)

Thorne offers a comprehensive interscholastic athletic program. The following sports are offered: Baseball (boys), Soccer (boys and girls), Softball (girls), Field Hockey (girls), Basketball (boys and girls), Cross Country (boys and girls), Track and Field (girls and boys), Wrestling (boys and girls), Cheerleading (girls). Thorne also offers an intramural sports program for 6th grade students.



Clubs and Activities:

After school clubs and activities include Drama Club, Chorus - Vocal Ensemble, Math Club, Newspaper, Diversity Club, STEM Club, Student Activities, Substance Abuse Prevention, Student Council, Peer Leaders, Tech Tutor Club, Walking Club, Yearbook Circle of Friends, Jazz Band, Intramural Sports.



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 Before and After School Programs:	The After School Learning Academy provides targeted instruction to bolster student achievement.
 Staff and Professional Learning:	Teachers are involved in departmental, grade level, and teacher teams (Communities) for the purpose of articulation, planning, and best practices. Groups meet weekly and/or several times throughout the year, along with both district and building generated professional development. An emphasis is put on teacher leadership in the development and presentation of Professional Development. Teachers participate in the district's Professional Development Hub which allows them to personalize their learning. Teachers are provided with the opportunity to pursue a Personalized Reflective Practice and Independent Study option to help personalize their practice.



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Student Supports and Services:

Thorne supports its students with special needs through in-class support, resource room, and self-contained educational programs within the school. Intervention and Referral Services are used as an additional means of student support as are student specific 504 plans.



Student Health and Wellness:

Thorne has a full student support staff consisting of grade level Guidance Counselors, a full Child Study Team, a Student Assistance Counselor and a fulltime nurse, all who participate on the school's Crisis Team. Thorne is provided with additional outside counselling services from both the YMCA and CPC Behavioral Healthcare. The Lifelines curriculum has been embedded in the district's Middle School health curriculum.



Parent and Community Involvement:

The PTA meets monthly to update the community and solicit feedback. The PTA has a Facebook page and the school uses a website, phone blast system, and Twitter to communicate with the community. Teachers use Google Classroom and parent conferences are arranged through Guidance and CST. Parents access the Parent Portal to monitor their child's academic progress. Parents are invited to celebrate learning with their children at events such as the Innovation Fair. They are also welcomed into the building for school performances, art shows, poetry competitions, Career Day, classroom presentations, and athletic events.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Parent, student, and teacher surveys were issued to the school community regarding input for the new 5-year Strategic Planning process in order to guage the areas needing to be addressed in the development of this new plan. The focus of this survey related to programs, facilites, safety, curriculum, etc. Further, student surveys were issued for the purpose of gauging social-emotional well-being and perception of safety.
 Facilities:	School administration, with the support of the district's Director of Facilities, continues to evaluate and execute improvements to the building.
 School Safety:	The Middletown School District puts student and staff safety the top priority. We collaborate with police and emergency management personnel to develop and carry out our strategic school safety and security plans and ensure maximum effectiveness and efficiency in allocating security resources. Thorne parents, staff, and administrators participate on the District School Safety Committee. Mandated drills are conducted routinely under supervision of the District Supervisor of Security, who also conducts building security checks. Social and emotional learning is a focus at every level in order to promote a positive and safe school climate. Our programs and practices include character education, individual and group counseling by mental health professionals, student and staff training, crisis management teams, partnerships with community mental health organizations and other efforts to promote student self-regulation, social awareness, interpersonal skills and responsible decision making.



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 Technology and STEM:	The district's middle schools have adopted math and science curricula that support the instruction of technology and STEM. The new middle school schedule offers a variety of activity arts classes which introduces and exposes students to the many aspects of technology and STEM related activites and fields. Student driven hands on activities, that include coding, robotics, engineering and design, inspire students to demonstrate creativity, explore 21st century topics, generate projects of interest and develop deeper understandings that prepare them for future academic success. Thorne is equipped for 21st century learners. Technology, such as SMART Boards, Chromebooks, iPads, and document cameras are utilized to engage learners and enhance learning. Each students in grades has been provided with a Chromebook and actively work in a 1:1 digital environment on a daily basis.
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A blue circular icon containing a white lowercase letter 'i', representing information. Other Information	Thorne Middle School supports students' social and emotional growth and emphasizes character education and support services for students and their families. As Learning Design Teams have been formed in each school in Middletown as part of a District Initiative, Thorne's has focused on social and emotional learning as a pathway to academic success. The Thorne community has embraced the program "Rachel's Challenge," a comprehensive program that empowers students to make a difference in school culture and climate. Thorne has partnered with outside agencies such as the Bayshore Success Center, which provides a variety of resources for families.
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