



**Cedar Grove High School**  
(13-0760-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
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### How to use this report:

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

### Navigating through the reports:

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

### Other Resources:

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

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



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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	Essex
District	Cedar Grove Township School District
Principal Name	Mr. Richard Mangili
Address	90 Rugby Road Cedar Grove, NJ 07009
Phone Number	973-239-6400
Email Address	<a href="mailto:mangili.rick@cgschools.org">mangili.rick@cgschools.org</a>
Website	<a href="https://www.cgschools.org/high-school/">https://www.cgschools.org/high-school/</a>
Facebook	<a href="https://www.facebook.com/CedarGroveHighSchool">https://www.facebook.com/CedarGroveHighSchool</a>
Twitter	<a href="https://twitter.com/CGpantherpride">https://twitter.com/CGpantherpride</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	115	128	128
10	131	113	126
11	146	130	117
12	119	142	131
Total	511	513	502

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.8%	49.1%	47.0%
Male	51.2%	50.9%	53.0%
Economically Disadvantaged Students	3.3%	2.3%	1.4%
Students with Disabilities	13.2%	13.9%	14.4%
English Learners	1.8%	1.0%	0.4%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.4%	0.2%	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	85.9%	85.1%	84.6%
Hispanic	7.3%	7.9%	7.9%
Black or African American	1.4%	1.3%	1.5%
Asian	5.5%	5.5%	5.2%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.6%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.0%	0.0%

### 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	507	508	498
Shared Time Students	6	7	6
Full Time Equivalent	510	512	501

### Enrollment by Home Language

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

Home Language	% of Students
English	90.9%
Spanish	2.7%
Arabic	1.6%
Other Languages	4.8%



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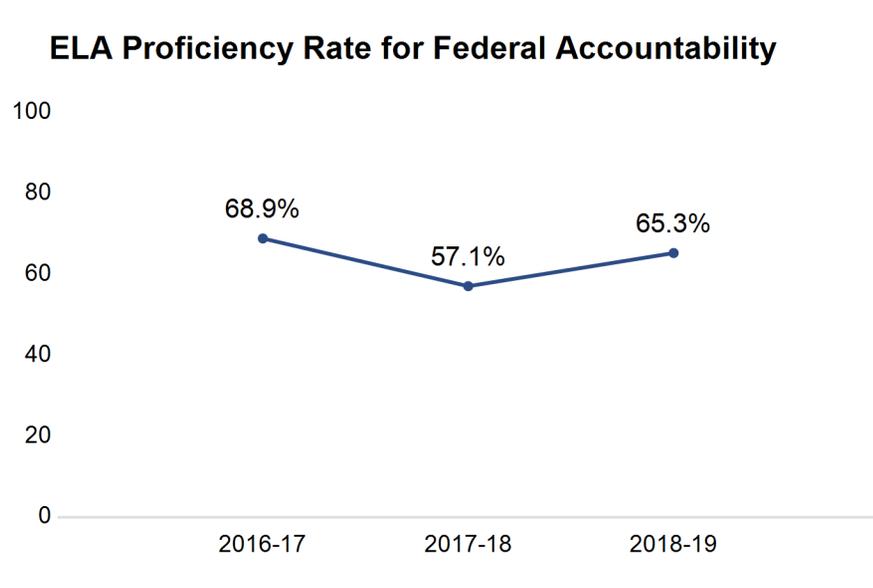
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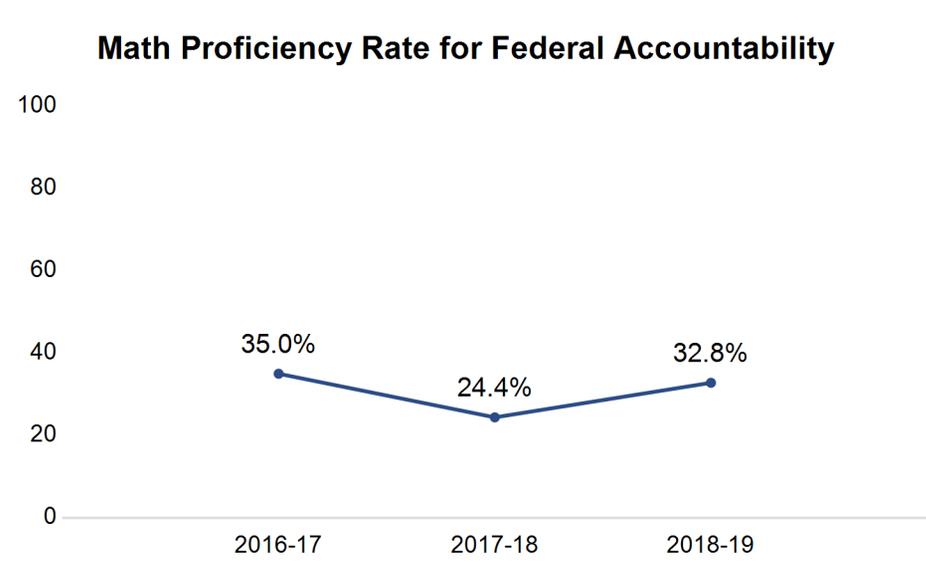
## English Language Arts and Mathematics Performance Trends

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	98.0%	97.6%	98.8%	98.4%	97.1%	99.2%
Proficiency Rate for Federal Accountability	68.9%	57.1%	65.3%	35.0%	24.4%	32.8%
Annual Target	71.9%	72.3%	72.8%	46.6%	48.3%	50.1%
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	251	98.8	65.3	74.1	57.9	65.3	72.8	Not Met
White	210	98.6	64.8	75.0	66.9	64.8	72.5	Not Met
Hispanic	17	100.0	58.8	*	43.9	58.8	**	**
Black or African American	*	*	*	33.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	88.2	*	82.9	88.2	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	125	98.4	72.0	80.0	64.8	72.0		
Male	126	99.2	58.7	68.7	51.3	58.7		
Economically Disadvantaged Students	*	*	*	42.9	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	74.6	67.9	*		
Students with Disabilities	39	92.9	23.1	32.8	22.7	22.6	33.2	Met Target†
Students without Disabilities	212	100.0	73.1	84.5	65.1	73.1		
English Learners	*	*	*	37.5	29.3	*	**	**
Non-English Learners	*	*	*	75.1	60.6	*		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



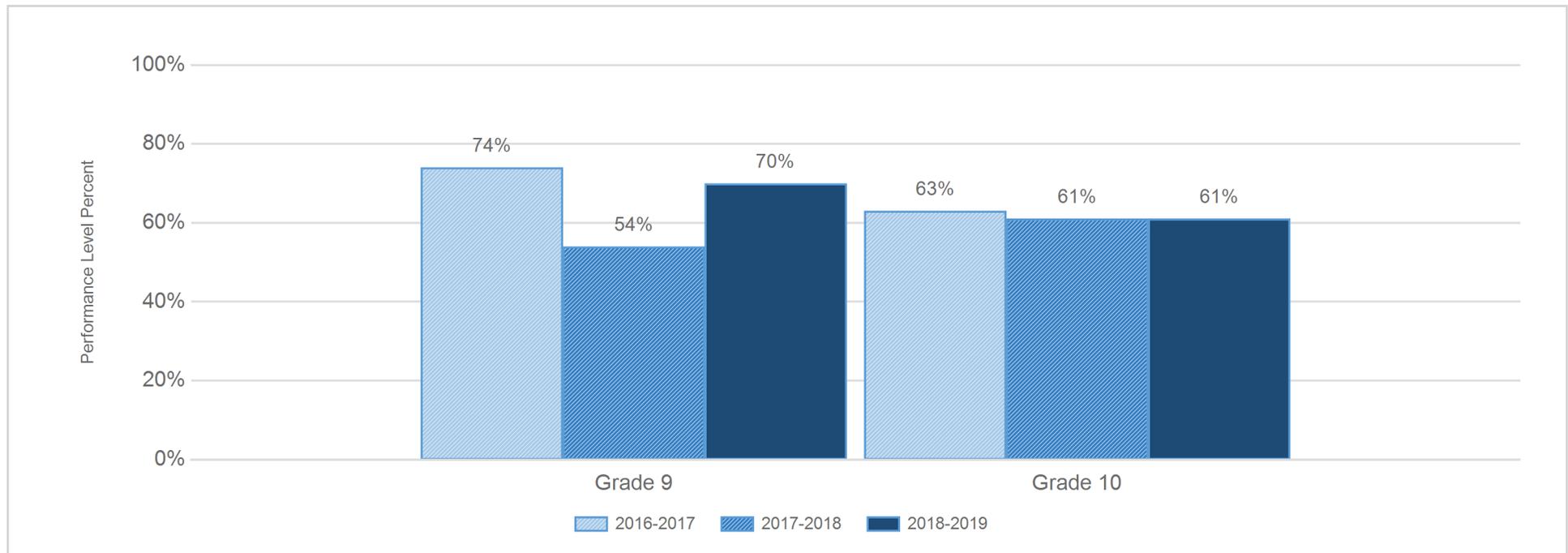
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### English Language Arts Assessment - Performance Trends

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





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	124	767	767	753	*	*	21%	44%	27%	70%	56%
White	104	765	765	762	*	*	22%	42%	25%	67%	65%
Hispanic	*	*	*	737	*	*	*	*	*	*	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	10	787	787	783	0%	0%	*	*	*	90%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	65	773	773	760	*	*	*	46%	31%	77%	63%
Male	59	761	761	746	*	*	*	41%	22%	63%	49%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	65%
Students with Disabilities	18	744	744	717	*	*	56%	*	*	28%	17%
Students without Disabilities	106	771	771	760	*	*	15%	*	*	77%	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	124	767	767	755	*	*	21%	44%	27%	70%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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### English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	128	758	758	757	*	*	21%	40%	21%	61%	58%
White	107	759	759	767	*	*	24%	43%	20%	63%	67%
Hispanic	*	*	*	738	*	*	*	*	*	*	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	62	768	768	766	*	*	18%	*	*	66%	66%
Male	66	748	748	749	*	*	24%	*	*	56%	51%
Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	767	*	*	*	*	*	*	67%
Students with Disabilities	20	717	717	711	*	*	*	*	*	20%	19%
Students without Disabilities	108	765	765	765	*	*	*	*	*	69%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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### Mathematics Assessment - Participation and Performance

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

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Schoolwide	250	99.2	32.8	53.1	44.5	32.8	50.1	Not Met
White	210	99.1	31.9	52.7	54.1	31.9	49.2	Not Met
Hispanic	17	100.0	11.8	*	28.8	11.8	**	**
Black or African American	*	*	*	34.8	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	70.6	*	76.5	70.6	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	125	98.4	36.0	52.7	44.9	36.0		
Male	125	100.0	29.6	53.5	44.2	29.6		
Economically Disadvantaged Students	*	*	*	45.5	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	53.2	54.9	*		
Students with Disabilities	40	95.2	12.5	24.2	17.4	12.5	23	Not Met
Students without Disabilities	210	100.0	36.7	60.4	50.0	36.7		
English Learners	*	*	*	37.5	25.0	*	**	**
Non-English Learners	*	*	*	53.5	46.5	*		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

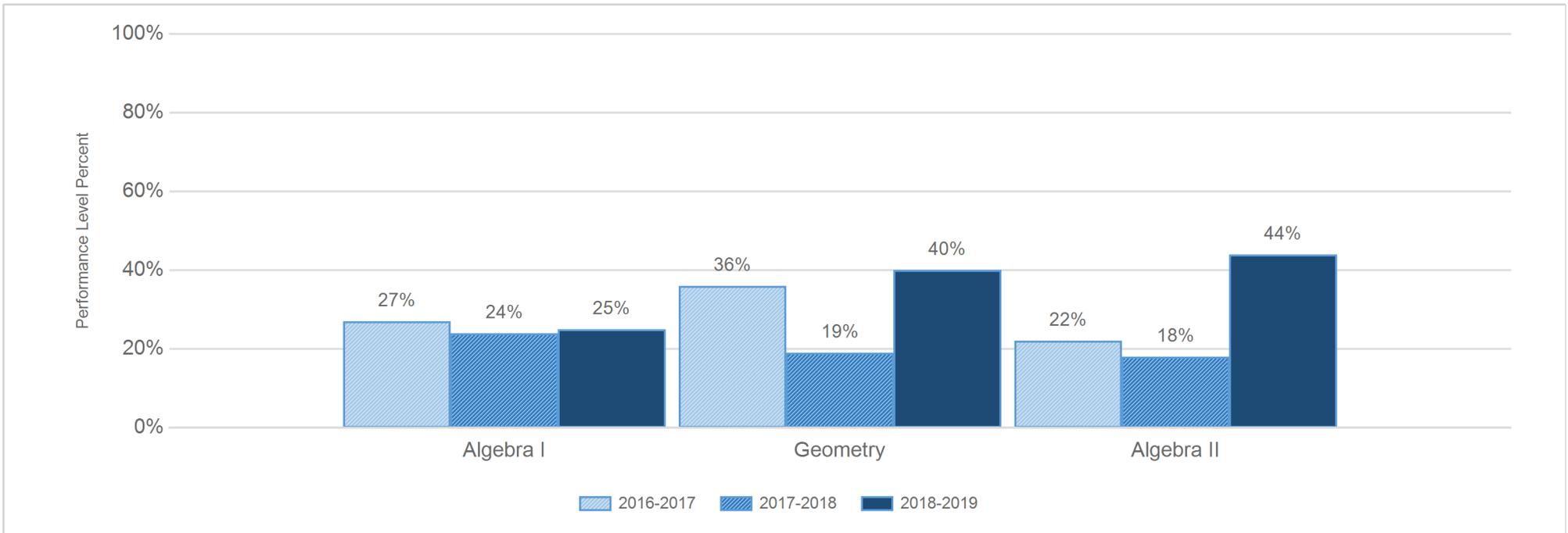


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**Mathematics Assessment – Performance Trends**

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



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



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	134	737	744	744	*	28%	46%	*	*	25%	42%
White	116	737	744	752	*	29%	44%	*	*	25%	53%
Hispanic	11	737	*	728	0%	*	*	*	*	18%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	68	739	744	745	*	28%	47%	*	*	25%	44%
Male	66	736	744	743	*	27%	44%	*	*	26%	41%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	134	737	744	752	*	28%	46%	*	*	25%	52%
Students with Disabilities	30	726	726	717	*	43%	37%	*	*	13%	12%
Students without Disabilities	104	741	748	748	*	23%	48%	*	*	29%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	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	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	77	742	742	737	*	19%	36%	*	*	40%	35%
White	66	743	743	743	*	21%	36%	*	*	39%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	35	743	743	738	*	*	31%	*	*	51%	36%
Male	42	741	741	736	*	*	40%	*	*	31%	34%
Economically Disadvantaged Students	N	N	N	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	77	742	742	743	*	19%	36%	*	*	40%	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	77	742	742	738	*	19%	36%	*	*	40%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



**Cedar Grove High School**  
(13-0760-050)  
Grades Offered: 09-12  
2018-2019

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	39	743	743	755	*	*	33%	*	*	44%	58%
White	28	743	743	758	*	*	39%	43%	0%	43%	62%
Hispanic	*	*	*	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	N	N	N	761	N	N	N	N	N	N	65%
Female	23	742	742	752	*	*	*	*	*	43%	55%
Male	16	744	744	758	*	*	*	*	*	44%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	39	743	743	756	*	*	33%	*	*	44%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	39	743	743	755	*	*	33%	*	*	44%	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	*	*	*
5 or more	N	N	N



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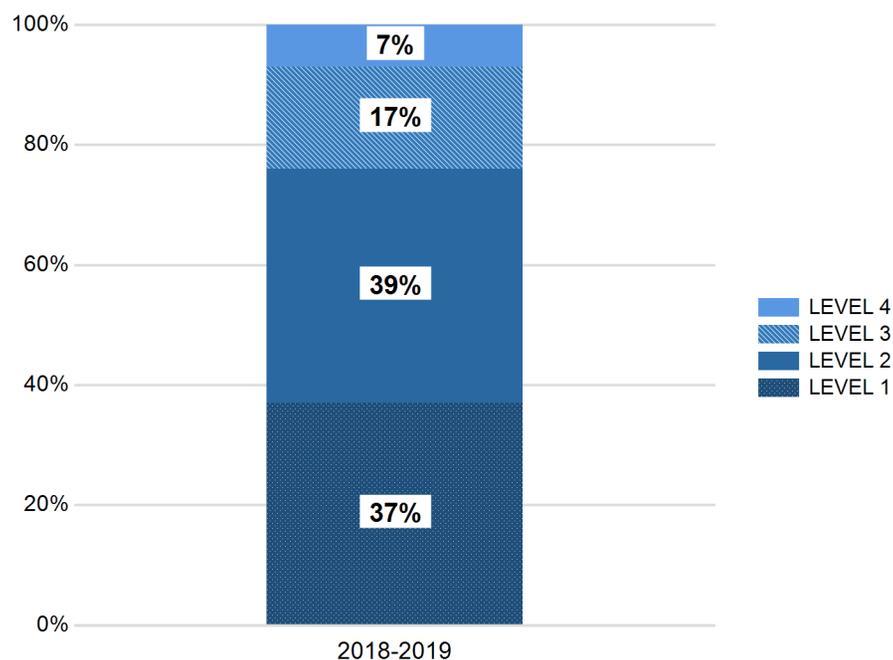
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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
<b>Schoolwide</b>	37	39	17	7
White	39	40	15	6
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	36	42	18	4
Male	37	37	16	10
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	71	18	12	0
Students without Disabilities	31	43	18	8
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

### PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	98.6%	84.5%
12th graders taking SAT in 2018-19 or prior years	91.2%	72.1%
12th graders taking ACT in 2018-19 or prior years	29.1%	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	481	476	Grade 10: 430 Grade 11: 460	69%	61%
PSAT 10/NMSQT - Math	472	477	Grade 10: 480 Grade 11: 510	43%	43%
SAT - Reading and Writing	566	539	480	82%	70%
SAT - Math	554	541	530	61%	53%
ACT - Reading	24	25	22	71%	66%
ACT - English	24	24	18	84%	81%
ACT - Math	23	24	22	66%	65%
ACT - Science	23	24	23	61%	57%



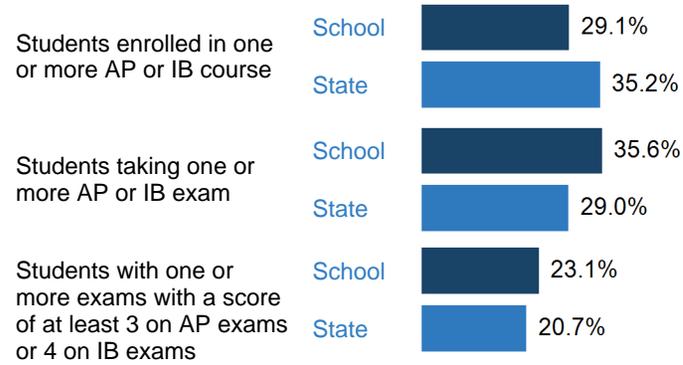
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

**AP/IB Coursework – Participation and Performance**

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



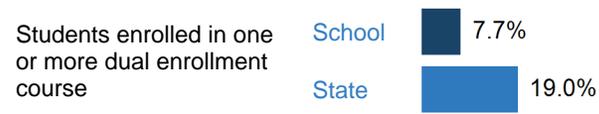
**AP/ IB Courses Offered**

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	0	18
AP Calculus AB	14	14
AP Chemistry	0	13
AP Computer Science Principles	0	1
AP English Literature and Composition	6	6
AP Environmental Science	15	14
AP Macroeconomics	0	19
AP Microeconomics	0	19
AP Music Theory	4	4
AP Physics 1	0	4
AP Physics 2	0	8
AP Physics B	8	0
AP Spanish Language	5	6
AP Statistics	30	30
AP U.S. Government and Politics	12	11
AP U.S. History	11	12

**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.



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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		179
Exams with scores of at least 3 on AP exams or 4 on IB exams		116



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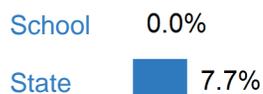
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career 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	0.0%	*	7.7%	10.3%
White	0.0%	*	6.1%	9.6%
Hispanic	0.0%	*	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	N	N	6.8%	12.1%
Female	0.0%	*	7.3%	10.6%
Male	0.0%	*	8.0%	10.1%
Economically Disadvantaged Students	*	*	10.4%	11.8%
Students with Disabilities	0.0%	*	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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### Industry-Valued Credentials

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

#### Students Earning Industry-Valued Credentials



### Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Arts, AV Technology & Communications	*		
Human Services	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	*	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	78	47	1	0	0	0	7
10	2	95	40	1	0	0	1
11	0	0	72	39	0	13	0
12	0	0	1	24	28	61	14
Total	80	142	114	64	28	74	22
Enrolled in AP/IB Course					14	30	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	74	0	0	0	19	0
10	23	69	0	0	1	0
11	1	47	0	9	22	0
12	0	1	0	6	28	0
Total	98	117	0	15	70	0
Enrolled in AP/IB Course	0	0		15	8	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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### Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	94	0	0	0	0	3
10	1	97	0	0	0	24
11	0	93	0	11	11	16
12	0	36	0	37	37	22
Total	95	226	0	48	48	65
Enrolled in AP/IB Course	0	11	0	0		12
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

### World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	2	0	68	0	0	0	0
10	4	0	63	0	0	0	0
11	55	0	22	0	0	0	0
12	22	0	47	0	0	0	0
Total	83	0	200	0	0	0	0
Enrolled in AP/IB Course	5	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	78	0	66	0	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	21	0	0	0	0	0
10	35	0	0	0	0	0
11	23	0	0	0	0	0
12	25	0	0	0	0	0
Total	104	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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## Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



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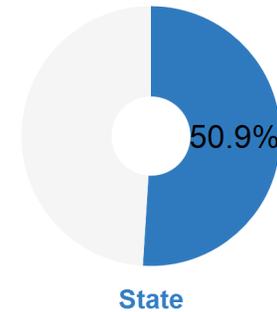
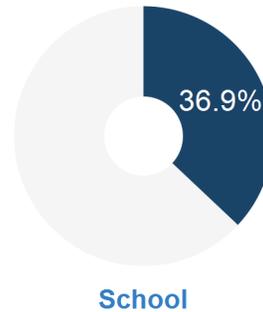
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## Visual and Performing Arts – Course Participation

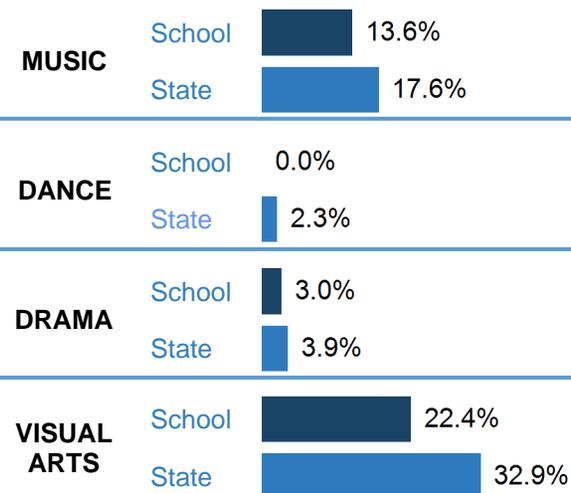
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the 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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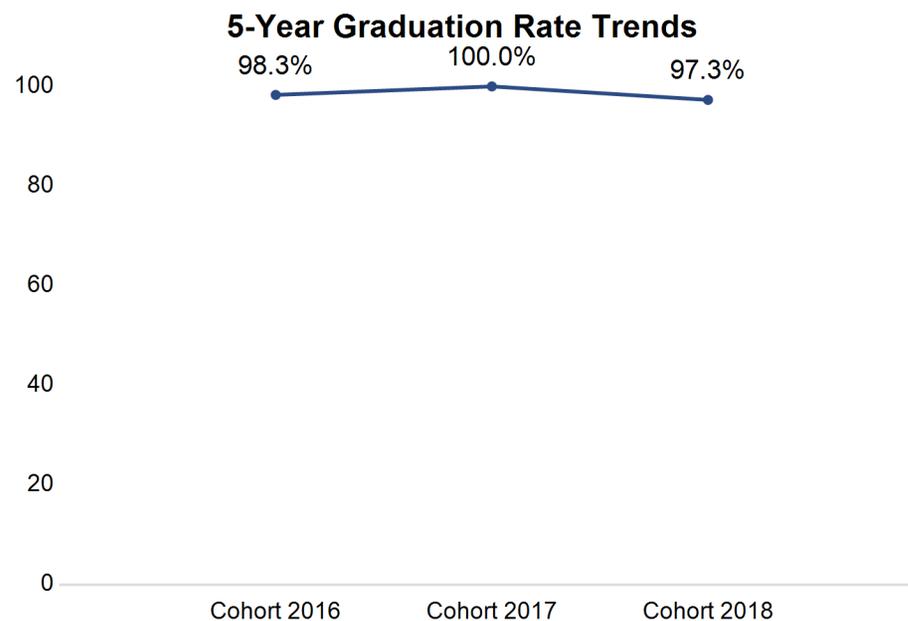
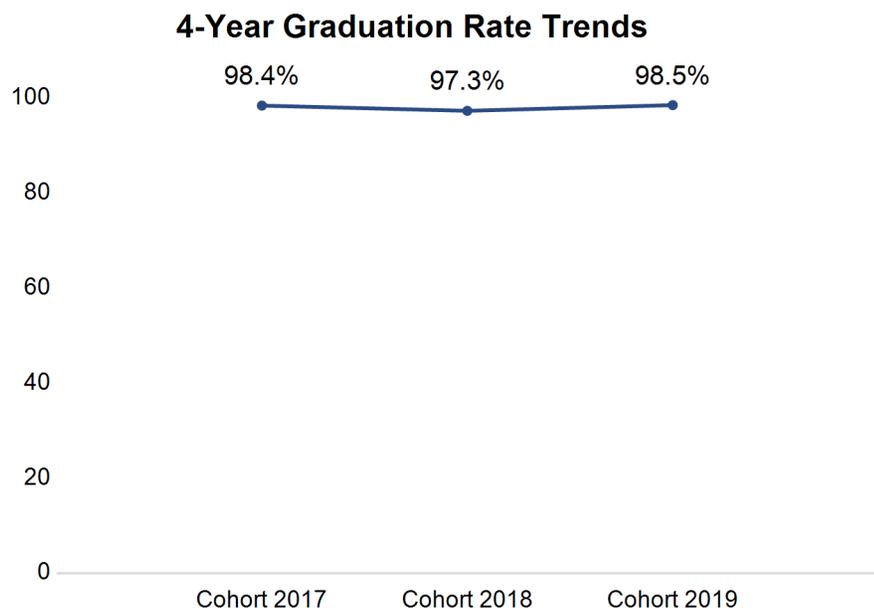
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

### 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.



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	98.4%	97.3%	98.5%	98.3%	100.0%	97.3%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



**Cedar Grove High School**  
(13-0760-050)  
Grades Offered: 09-12  
2018-2019

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

### Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	98.5%	90.6%	97.3%	92.5%	97.3%	N	Met Goal	100.0%	N	Met Goal
White	99.1%	94.9%	97.6%	95.9%	97.6%	N	Met Goal	100.0%	N	Met Goal
Hispanic	100.0%	84.5%	*	87.3%	*	**	**	*	**	**
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	90.9%	97.8%	90.9%	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	98.1%	92.8%	100.0%	94.4%	100.0%			100.0%		
Male	98.7%	88.5%	93.8%	90.8%	93.8%			100.0%		
Economically Disadvantaged Students	*	84.0%	*	87.3%	*	**	**	*	**	**
Students with Disabilities	93.3%	79.2%	80.0%	83.8%	80.0%	**	**	100.0%	N	Met Goal
English Learners	*	75.4%	N	80.1%	N	N	N	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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### Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	100.0%	100.0%
Substitute Competency Test	0.0%	0.0%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	0.0%	0.0%
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	0.0%	1.2%
2017-2018	0.2%	1.2%
2016-2017	0.0%	1.1%



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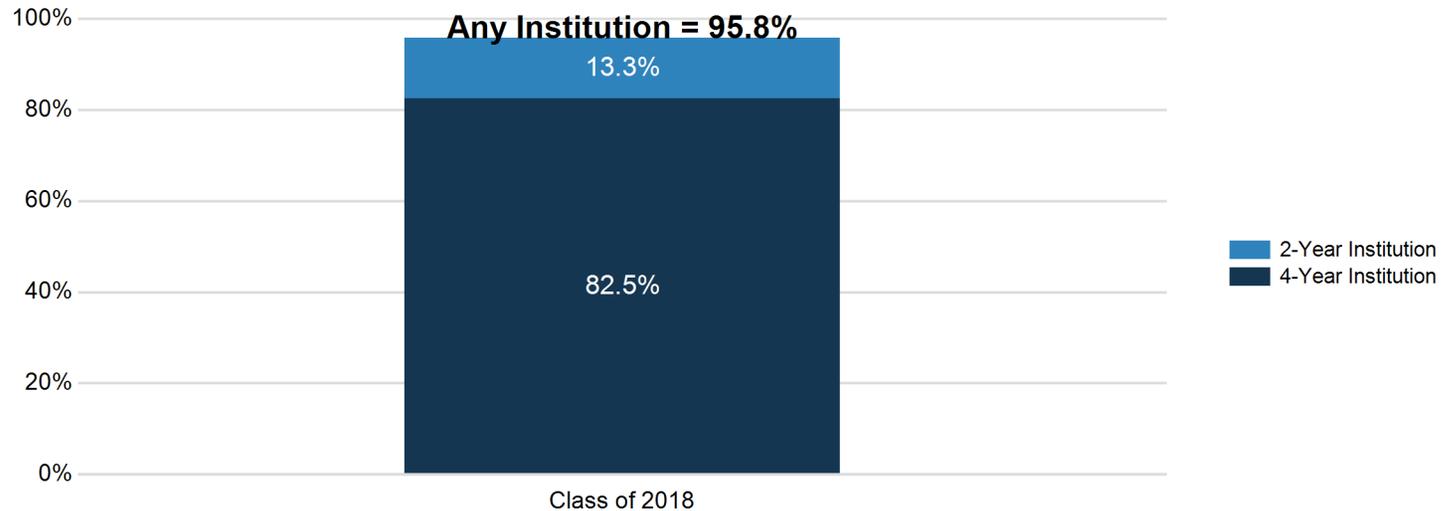
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

### 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	13.3%
% Enrolled in 4-Year Institution	82.5%
% Enrolled in Any Postsecondary Institution	95.8%



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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	89.3%	9.4%	90.6%
White	90.7%	8.2%	91.8%
Hispanic	81.3%	23.1%	76.9%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	73.3%	27.3%	72.7%
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	95.8%	13.9%	86.1%	70.8%	29.2%	56.9%	43.1%
White	95.1%	11.2%	88.8%	69.8%	30.2%	56.9%	43.1%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	87.5%	35.7%	64.3%	85.7%	14.3%	78.6%	21.4%
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.

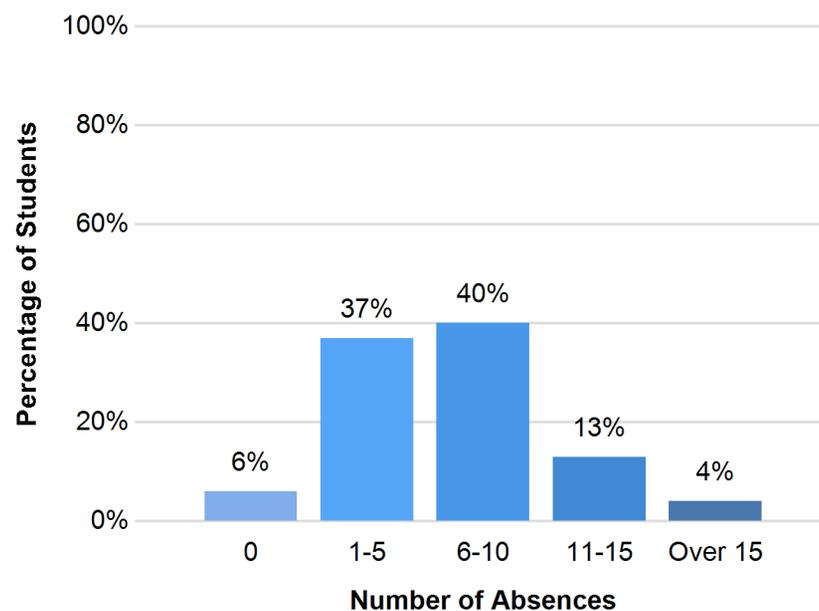
### Chronic Absenteeism

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	19	3.7	14.2	Met
White	14	3.2	14.2	Met
Hispanic	5	12.5	14.2	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	10	4.2		
Male	9	3.3		
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	6	7.3	14.2	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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2018-2019

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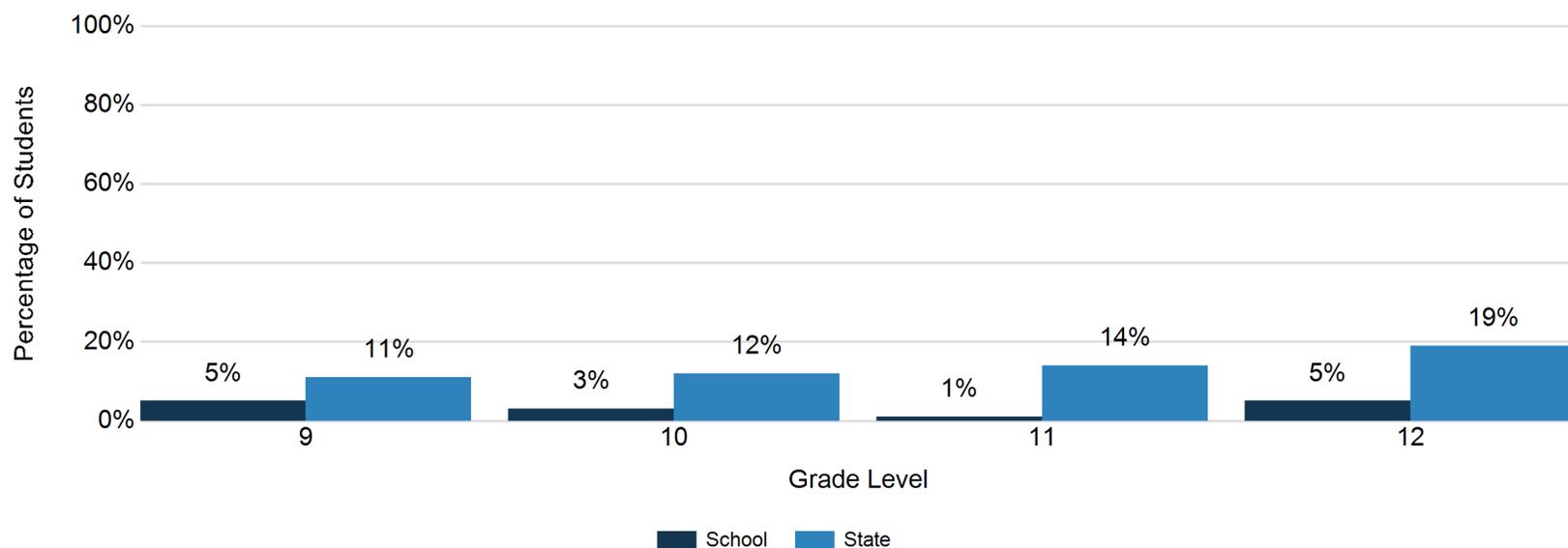
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### Chronic Absenteeism by Grade

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





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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)	0
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.20

### 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	2

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

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

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

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	27	5.4%
Any Suspension	27	5.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
52



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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	8:10 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 35 Mins
Shared Time - Instructional Time	6 Hrs. 35 Mins.

#### 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	44	118,214
Average years experience in public schools	11.3	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	11	9,530
Average years experience in public schools	17.2	16.0
Average years experience in district	11.6	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	10:1
Students to Administrators	251:1	142:1
Teachers to Administrators	22:1	14:1
Students to Librarians/Media Specialists		519:1
Students to Nurses		390:1
Students to Counselors		390:1
Students to Child Study Team Members		312:1



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

### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.0%	61.4%	0.0%	48.4%	77.1%	54.9%
Male	53.0%	38.6%	100.0%	51.6%	22.9%	45.1%
White	84.6%	95.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	7.9%	4.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	5.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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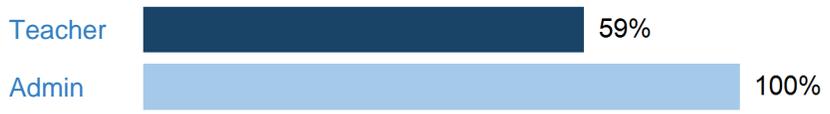
**Teachers and Administrators - Level of Education**

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	90.1%	90.5%
2017-18 Administrators: Same district 2018-19	91.7%	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	98.3%



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## Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

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

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



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**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	68.9%	57.1%	65.3%
Math Proficiency	35.0%	24.4%	32.8%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	98.4%	97.3%	98.5%
5-Year Graduation Rate†	98.3%	100.0%	97.3%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	3.0%	3.4%	3.7%

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



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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.



**Cedar Grove High School**  
(13-0760-050)  
Grades Offered: 09-12  
2018-2019

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

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

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

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



**Cedar Grove High School**  
(13-0760-050)  
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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:

- CGHS is Future Ready certified with Bronze ranking. We are committed to digital learning and college and career readiness. Previously Ranked 62nd Best High School in NJ by U.S. News World Report.
- We prepare students for C&C readiness. Almost 40% of Juniors and Seniors take Adv Placement courses.
- AP college credit courses, Sports Mgmt, Acctg I & Tomorrow's Tchr are options for students to prepare for C&C Readiness. Our Robotics course is doing so well that we will add Robotics II next year.



### Mission, Vision, Theme:

Through its dedication to high standards, collaboration, digital learning and community involvement, the Cedar Grove School District, an academic community committed to excellence, provides a comprehensive education that empowers all students to become life-long learners & productive citizens in the 21st century. In C.G., we envision a digitally connected school district & community where learning is continuous, collaborative, relevant, & adaptive to meet the needs of the 21st century learner



### Awards, Recognition, Accomplishments:

Previously ranked 62nd Best High School in New Jersey by U.S. News and World Report in 2016-17. About 40% of our Juniors and Seniors take Advanced Placement courses. 98% of our students in grades 9, 10 & 11 take the PSAT assessment.



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#### Courses, Curriculum, Instruction:

Cedar Grove High School has a small population of about 500 students. Although we are a small size, we offer a large amount of classes to prepare our students for college and career readiness. We offer 13 AP classes and over 20 honors classes along with 3 dual enrollment classes which college credit is given: Tomorrows Teachers (Fairleigh Dickinson University), Sports Management and Accounting I (Syracuse University)



#### Sports and Athletics:

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

Producing well-rounded individuals is one of our main goals and we take great deal of pride in our competitive interscholastic athletic programs which is evident at our spirited athletic events. CGHS students can participate in various sports that stress value of leadership, responsibility, teamwork and sportsmanship.



#### Clubs and Activities:

Cedar Grove High School offers over 25 extra-curricular clubs; there is something for everyone at CGHS; All School Council, Film Club, Chess Club, Robotics, Science Club, Red Cross Club, Peer Leadership, Spanish & Italian Club, Irish Club, Travel Club, GSA, Robotics and much more!



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 <p><b>Before and After School Programs:</b></p>	<p>Cedar Grove High School offers juniors a Zero Period 2 credit pass/fail SAT prep class from January to March at 7:10 AM. Students meet twice a week in preparation for the March SAT which is offered at CGHS.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Staff at CGHS continues to focus more and more on analyzing data; teachers are able to use a program called, Measure of Academic Progress to see what their students range is in reading and mathematics; Fall testing is solely for baseline data and the Spring MAP will see improvements in those same areas. Additionally, the staff at CGHS has incorporated technology into their classrooms, google documents and google classroom are used daily through chrome books in most classes as well as the art of flipping the classroom.</p>
 <p><b>Postsecondary Information:</b></p>	<p>95% of students in the class of 2018-19 were accepted into 2 or 4 year colleges. Cedar Grove High School offers an annual Financial Aid night for students/parents each fall. Students attend a variety of colleges/universities such as; Dartmouth, Fordham, Rutgers, Connecticut, Delaware, Pittsburgh, Rhode Island, Ohio State, Montclair State, Penn State, Rowan and Marist</p>



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#### Student Supports and Services:

CGHS offers a various amount of student support services such as; academic support, I & RS, 504 Committee, ESL, Child Study Team, Peer Tutoring, Math Applications and Reading/Writing Strategies



#### Student Health and Wellness:

Cedar Grove High School offers breakfast daily for students beginning at 7:30 AM. Students participate in physical education for three marking periods and have one marking period of health class. Sophomores take Driver's Education as their health requirement. In addition to health class, CGHS has a full time Students Assistance Counselor on staff to assist students with personal problems and encourage them to build upon their strengths.



#### Parent and Community Involvement:

It is paramount for the success of CGHS to have parent and community involvement continually. Our Association of Parents and Teachers (APT) work tirelessly to provide scholarships to students in the senior class as well as using funds for beautification purposes inside & outside CGHS. We have a true partnership with the community and it is evident by the tremendous amount of support we receive when having events such as; drama & musical performances, concerts and especially athletic events.



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### Technology and STEM:

Our Robotics/Engineering course has taken off. 20 students experienced self directed personalized instruction enriched with authentic learning experiences and engagement in a digital community of learners. With such a large interest from the students, GCHS will offer Robotics II and STEM Design for the 2019-2020 school year.



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### Other Information

In the 2019-20 School Year CGHS will be adding two new dual enrollment classes such as, Criminal Justice through Fairleigh Dickinson University and Foundations Human Behavior (psychology) through Syracuse University. We are constantly adding to our program of studies. We will also be adding the following new courses: AP Language and Composition, AP Computer Science, Engineering/Robotics II and Film II. Additionally, we will increase our commitment to digital learning by going one-to-one with all students in CGHS.



**Memorial Middle School**  
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2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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



**Memorial Middle School**  
(13-0760-058)  
Grades Offered: 05-08  
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	Essex
District	Cedar Grove Township School District
Principal Name	Mr. Nicholas DeCorte
Address	500 Ridge Road Cedar Grove, NJ 07009
Phone Number	973-239-2646
Email Address	<a href="mailto:decorte.nicholas@cgschools.org">decorte.nicholas@cgschools.org</a>
Website	<a href="https://www.cgschools.org/middle-school/">https://www.cgschools.org/middle-school/</a>
Twitter	<a href="https://twitter.com/CGMMSPRINCIPAL">https://twitter.com/CGMMSPRINCIPAL</a>



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

**Enrollment Trends by Grade**

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

Grade	2016-17	2017-18	2018-19
5	127	113	127
6	125	127	111
7	132	124	126
8	139	135	125
Total	524	499	490

**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	51.0%	52.3%	48.6%
Male	49.0%	47.7%	51.4%
Economically Disadvantaged Students	2.3%	1.4%	1.4%
Students with Disabilities	16.5%	18.4%	18.8%
English Learners	2.1%	1.6%	1.2%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.2%	0.0%	0.4%
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	86.2%	83.8%	82.4%
Hispanic	5.0%	6.0%	6.7%
Black or African American	1.7%	1.6%	1.8%
Asian	5.9%	6.8%	6.7%
Native Hawaiian or Pacific Islander	1.0%	1.2%	1.4%
American Indian or Alaska Native	0.2%	0.4%	0.2%
Two or More Races	0.0%	0.2%	0.6%

**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	88.4%
Arabic	3.3%
Spanish	1.6%
Polish	1.0%
Other Languages	5.7%



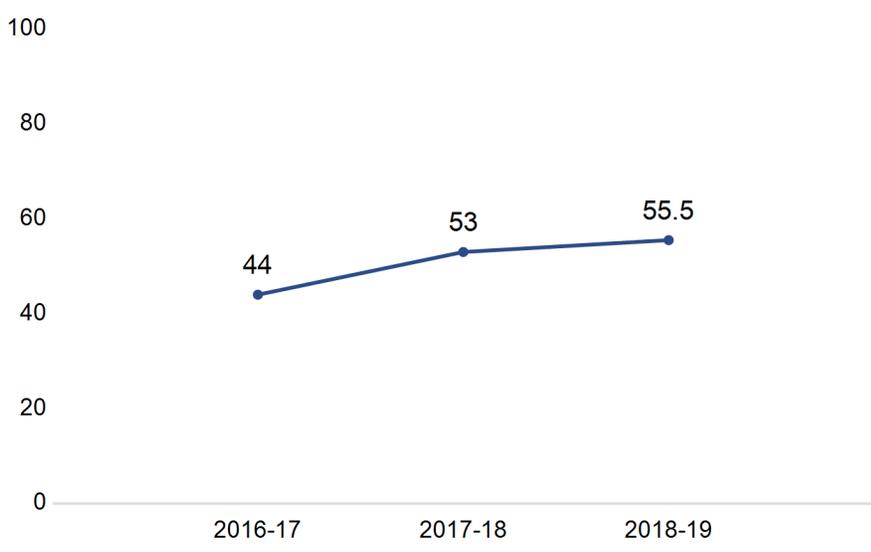
**Memorial Middle School**  
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 2018-2019

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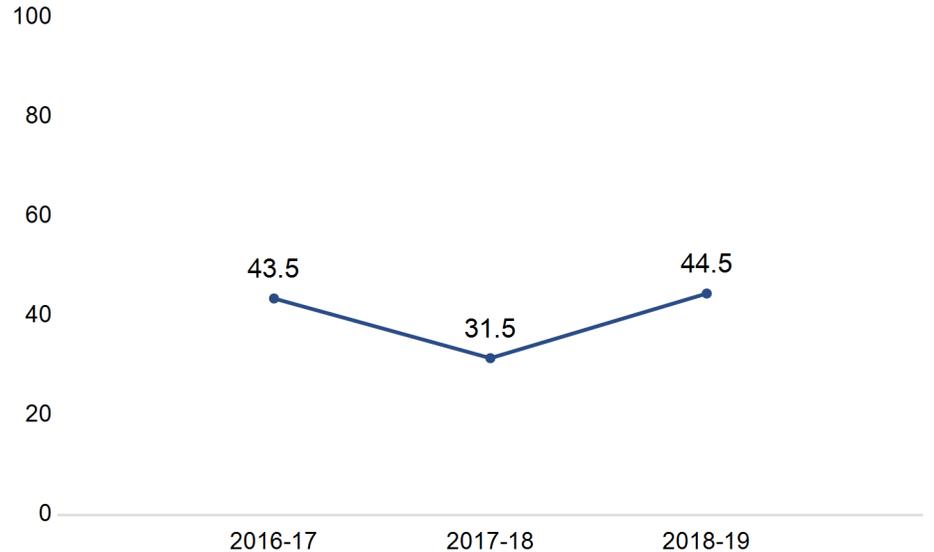
**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	53	55.5	43.5	31.5	44.5
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	55.5	57	50	Met Standard	44.5	53	50	Met Standard
White	56.5	57.5	50	Met Standard	44.5	52	52	Met Standard
Hispanic	33	34.5	49	Not Met	34	43	47	Not Met
Black or African American	*	54	45	**	*	64	43	**
Asian, Native Hawaiian, or Pacific Islander	63	64	59	Exceeds Standard	58	60	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	57	57	53	N	41	47	50	N
Male	55	57	47	N	49	57.5	51	N
Economically Disadvantaged Students	*	*	48	**	*	*	46	**
Students with Disabilities	47.5	45.5	43	Met Standard	37	39	45	Not Met
English Learners	56	46	52	**	*	61	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	*	*	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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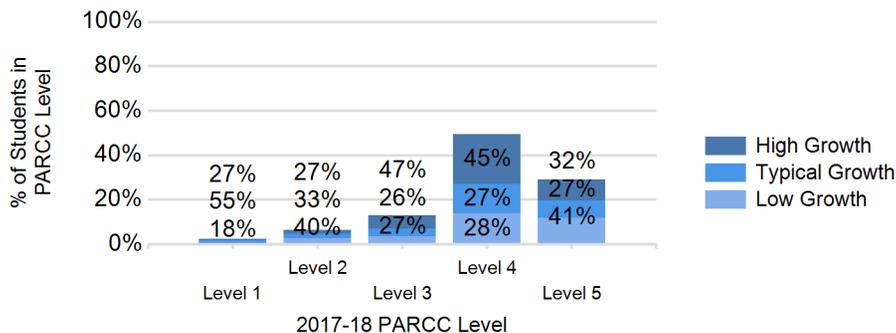
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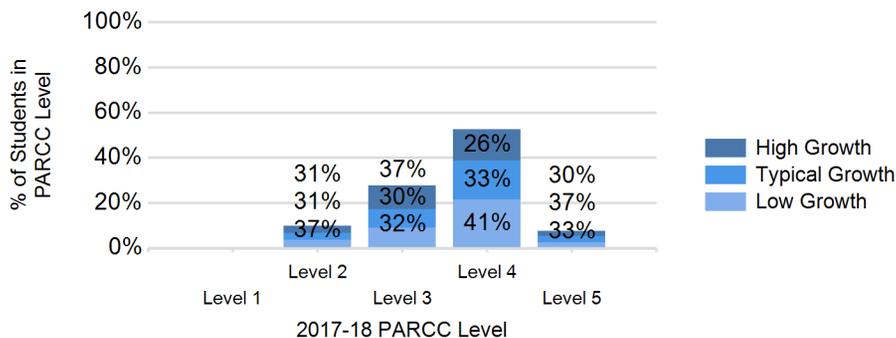
**Student Growth by Performance Level**

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.

**ELA**



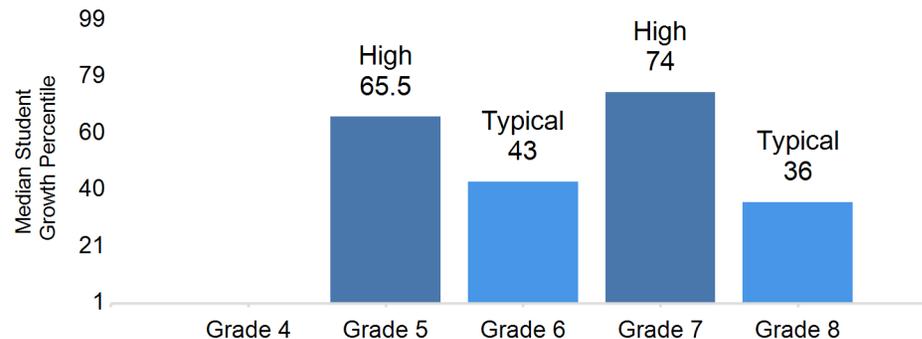
**Math**



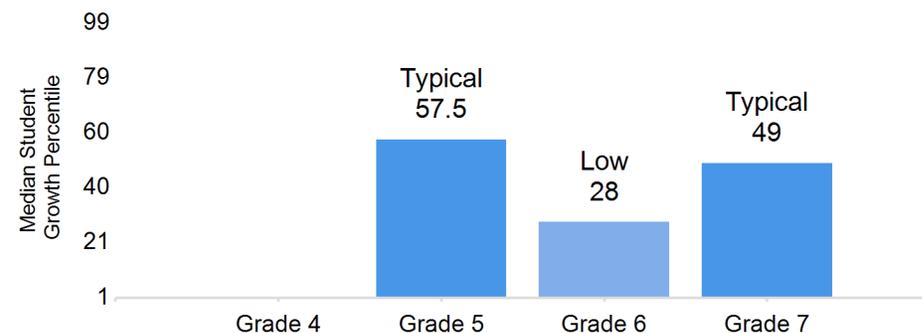
**Student Growth by Grade**

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

**ELA**



**Math**





**Memorial Middle School**  
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2018-2019

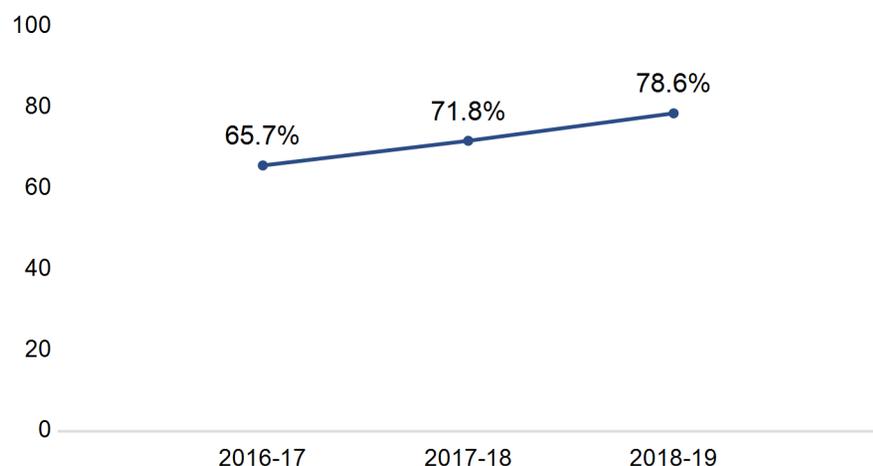
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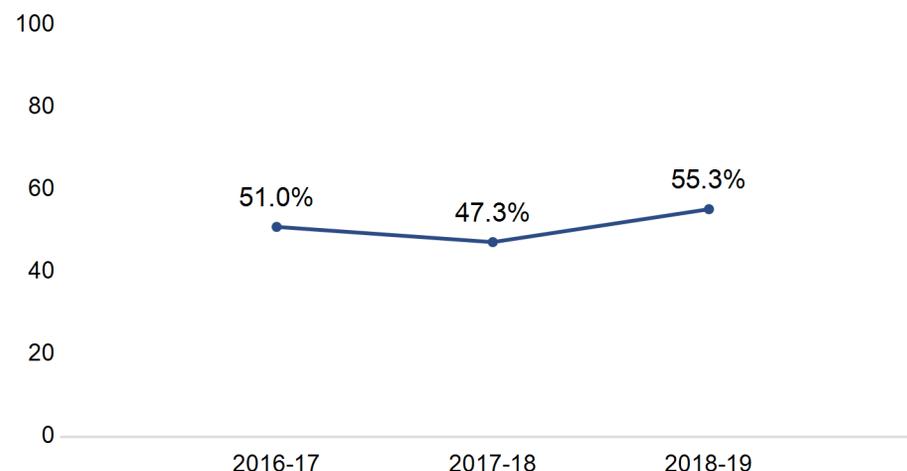
## English Language Arts and Mathematics Performance Trends

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.

### 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	97.4%	97.1%	98.4%	97.6%	97.5%	98.4%
Proficiency Rate for Federal Accountability	65.7%	71.8%	78.6%	51.0%	47.3%	55.3%
Annual Target	61.3%	62.3%	63.3%	47.2%	49.0%	50.7%
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	485	98.4	78.6	74.1	57.9	78.6	63.3	Met Target
White	400	98.0	80.3	75.0	66.9	80.3	62.2	Met Goal
Hispanic	33	100.0	60.6	*	43.9	60.6	50.9	Met Target
Black or African American	*	*	*	33.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	40	100.0	87.5	*	82.9	87.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	235	99.2	83.4	80.0	64.8	83.4		
Male	250	97.7	74.0	68.7	51.3	74.0		
Economically Disadvantaged Students	*	*	*	42.9	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	74.6	67.9	*		
Students with Disabilities	99	97.1	36.4	32.8	22.7	36.4	30.7	Met Target
Students without Disabilities	386	98.7	89.4	84.5	65.1	89.4		
English Learners	14	100.0	42.9	37.5	29.3	42.9	**	**
Non-English Learners	471	98.3	79.6	75.1	60.6	79.6		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

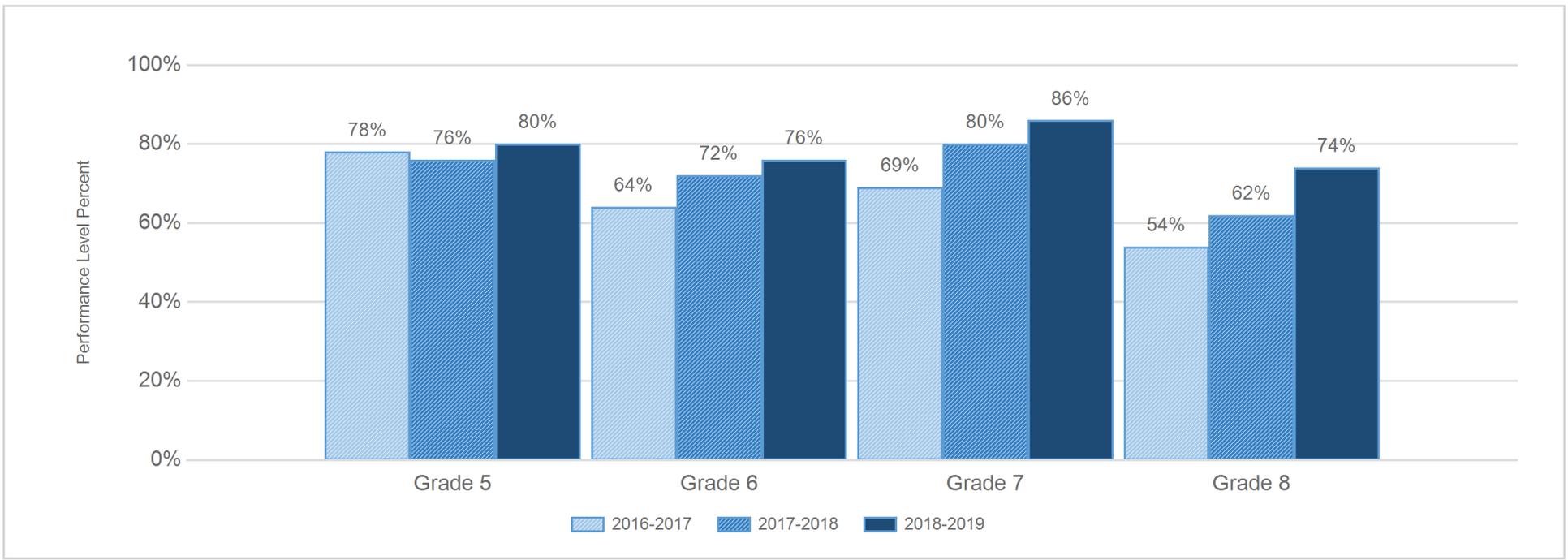


**Memorial Middle School**  
 (13-0760-058)  
 Grades Offered: 05-08  
 2018-2019

**Report Key:**  
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 \*\* 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.





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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
<b>Schoolwide</b>	127	776	776	756	*	*	11%	54%	26%	80%	58%
White	103	774	774	764	*	*	13%	55%	23%	79%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	13	795	795	781	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	51	781	781	761	*	*	*	51%	33%	84%	64%
Male	76	773	773	750	*	*	*	57%	21%	78%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	27	740	740	724	*	*	*	*	*	33%	23%
Students without Disabilities	100	786	786	762	*	*	*	*	*	93%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### 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
<b>Schoolwide</b>	108	769	769	754	0%	*	22%	*	*	76%	56%
White	84	770	770	762	0%	*	*	54%	23%	76%	65%
Hispanic	10	764	764	743	0%	0%	*	*	*	80%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	12	773	773	780	0%	0%	*	*	*	83%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	54	775	775	762	0%	*	*	*	*	85%	64%
Male	54	764	764	748	0%	*	*	*	*	67%	48%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	763	*	*	*	*	*	*	67%
Students with Disabilities	20	749	749	722	0%	*	*	*	*	45%	19%
Students without Disabilities	88	774	774	761	0%	*	*	*	*	83%	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	108	769	769	756	0%	*	22%	*	*	76%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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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
<b>Schoolwide</b>	127	787	787	761	*	*	*	29%	57%	86%	63%
White	106	788	788	769	*	*	*	32%	57%	89%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	68	794	794	769	*	*	*	28%	62%	90%	71%
Male	59	779	779	753	*	*	*	31%	51%	81%	55%
Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	27	745	745	720	*	*	*	*	*	44%	22%
Students without Disabilities	100	798	798	769	*	*	*	*	*	97%	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	127	787	787	763	*	*	*	29%	57%	86%	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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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
<b>Schoolwide</b>	124	770	770	762	*	*	13%	48%	26%	74%	63%
White	108	772	772	770	*	*	11%	51%	27%	78%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	49%
Black or African American	N	N	N	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	63	772	772	771	*	*	*	44%	32%	76%	71%
Male	61	767	767	753	*	*	*	52%	20%	72%	55%
Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	*	772	*	*	*	*	*	*	72%
Students with Disabilities	22	723	723	721	*	*	*	*	*	27%	22%
Students without Disabilities	102	780	780	770	*	*	*	*	*	84%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	485	98.4	55.3	53.1	44.5	55.3	50.7	Met Target
White	400	98.0	55.3	52.7	54.1	55.3	49.5	Met Target
Hispanic	33	100.0	30.3	*	28.8	30.3	35.4	Met Target†
Black or African American	*	*	*	34.8	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	40	100.0	77.5	*	76.5	77.5	79	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	235	99.2	50.6	52.7	44.9	50.6		
Male	250	97.7	59.6	53.5	44.2	59.6		
Economically Disadvantaged Students	*	*	*	45.5	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	53.2	54.9	*		
Students with Disabilities	99	97.1	25.3	24.2	17.4	25.3	23.5	Met Target
Students without Disabilities	386	98.7	63.0	60.4	50.0	63.0		
English Learners	14	100.0	21.4	37.5	25.0	21.4	**	**
Non-English Learners	471	98.3	56.3	53.5	46.5	56.3		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



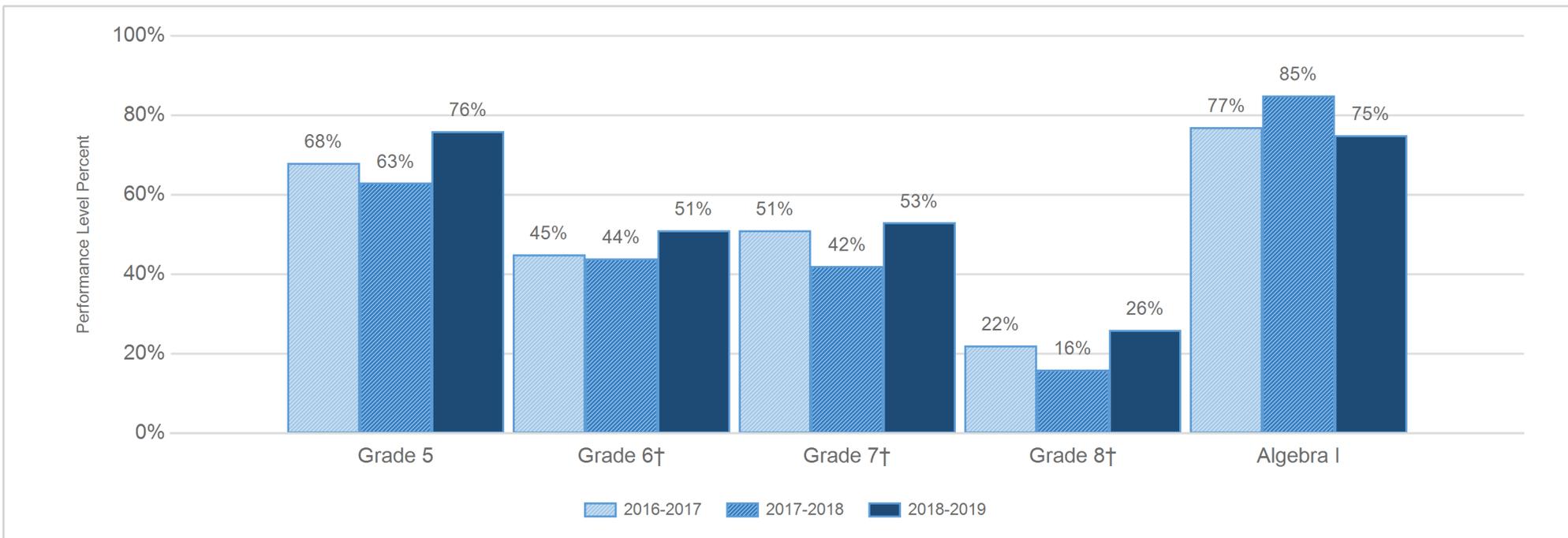
**Memorial Middle School**  
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### Mathematics Assessment – Performance Trends

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



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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	127	764	764	747	*	*	15%	59%	17%	76%	47%
White	103	762	762	755	*	*	15%	60%	16%	76%	58%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	13	786	786	775	0%	0%	*	*	*	92%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	51	758	758	747	*	*	*	*	*	71%	47%
Male	76	768	768	747	*	*	*	*	*	80%	47%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	27	734	734	725	*	*	*	*	*	41%	19%
Students without Disabilities	100	772	772	752	*	*	*	*	*	86%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	108	747	747	741	*	20%	28%	*	*	51%	41%
White	84	747	747	749	0%	21%	29%	*	*	50%	51%
Hispanic	10	742	742	729	0%	*	*	*	*	30%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	12	755	755	769	0%	*	*	*	*	75%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	54	748	748	742	*	*	28%	*	*	54%	42%
Male	54	747	747	740	*	*	28%	*	*	48%	40%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	*	750	*	*	*	*	*	*	53%
Students with Disabilities	20	727	727	716	*	*	*	*	*	25%	12%
Students without Disabilities	88	752	752	746	*	*	*	*	*	57%	46%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	108	747	747	743	*	20%	28%	*	*	51%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	127	751	751	744	*	13%	31%	*	*	53%	42%
White	106	751	751	751	*	14%	33%	*	*	51%	53%
Hispanic	*	*	*	733	*	*	*	*	*	*	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	68	746	746	744	*	*	38%	*	*	41%	42%
Male	59	757	757	743	*	*	24%	*	*	66%	42%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	53%
Students with Disabilities	27	730	730	718	*	*	*	*	*	22%	13%
Students without Disabilities	100	757	757	749	*	*	*	*	*	61%	48%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	127	751	751	745	*	13%	31%	*	*	53%	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	84	726	726	728	25%	25%	24%	26%	0%	26%	29%
White	72	728	728	737	24%	22%	26%	28%	0%	28%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	N	N	N	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	45	723	723	731	*	*	*	*	*	27%	31%
Male	39	729	729	726	*	*	*	*	*	26%	27%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	36%
Students with Disabilities	22	707	707	707	*	*	*	*	*	14%	10%
Students without Disabilities	62	733	733	734	*	*	*	*	*	31%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



**Memorial Middle School**  
(13-0760-058)  
Grades Offered: 05-08  
2018-2019

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	40	767	744	744	0%	0%	25%	*	*	75%	42%
White	36	768	744	752	0%	0%	*	*	*	78%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	18	763	744	745	0%	0%	*	*	*	83%	44%
Male	22	771	744	743	0%	0%	*	*	*	68%	41%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	40	767	744	752	0%	0%	25%	*	*	75%	52%
Students with Disabilities	N	N	726	717	N	N	N	N	N	N	12%
Students without Disabilities	40	767	748	748	0%	0%	25%	*	*	75%	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	40	767	*	745	0%	0%	25%	*	*	75%	*
Homeless Students	N	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	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
5	N	N
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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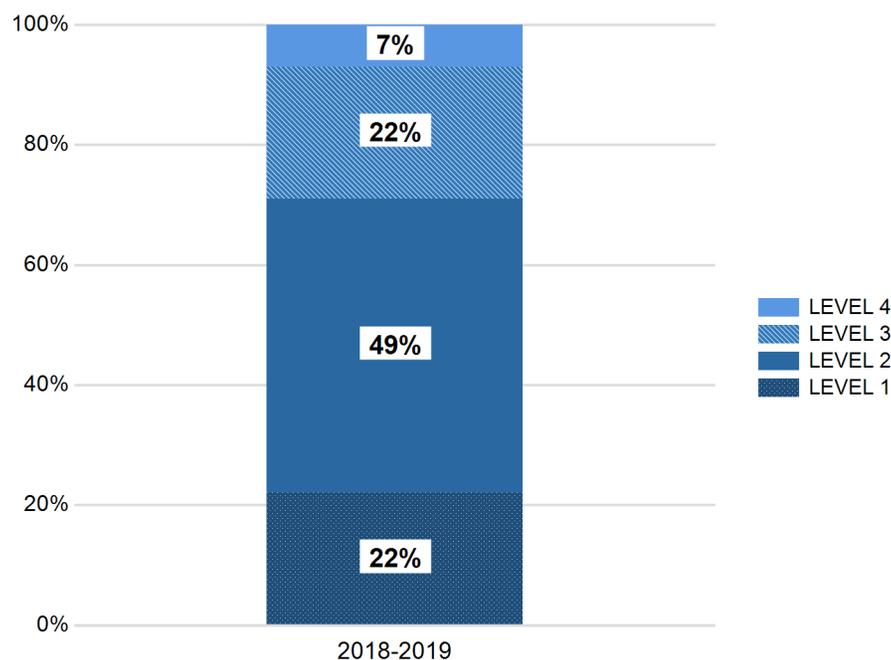
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	22	49	22	7
White	22	51	21	5
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	0	62	15	23
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	29	53	14	4
Male	17	46	28	9
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	52	44	4	0
Students without Disabilities	14	50	27	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



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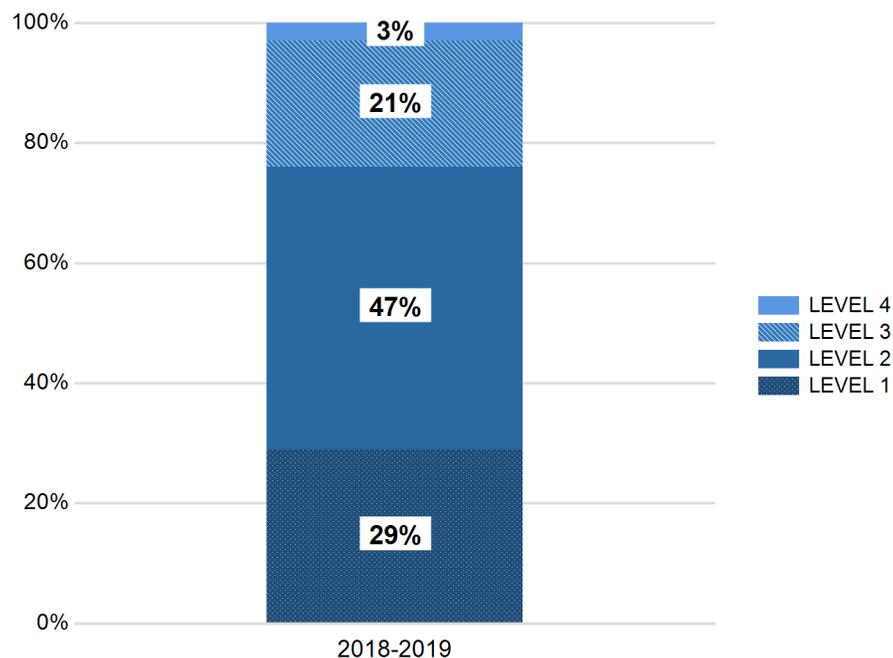
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### NJSLA Science Assessment: Grade 8 Summary

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



### NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	29	47	21	3
White	28	46	22	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	N	N	N	N
Female	28	53	19	0
Male	31	40	23	6
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	68	27	5	0
Students without Disabilities	21	51	24	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	113
7	0	0	131
8	0	0	59
Total	0	0	303

### 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	103	0	0	0	0	0	0
7	122	0	0	0	0	0	0
8	1	0	0	0	0	0	0
Total	226	0	0	0	0	0	0



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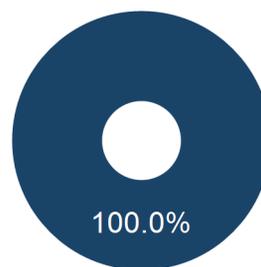
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## Visual and Performing Arts – Course Participation

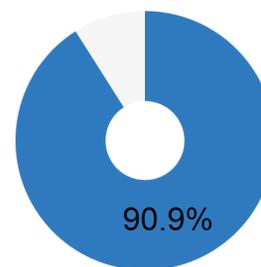
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 6-8:**

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

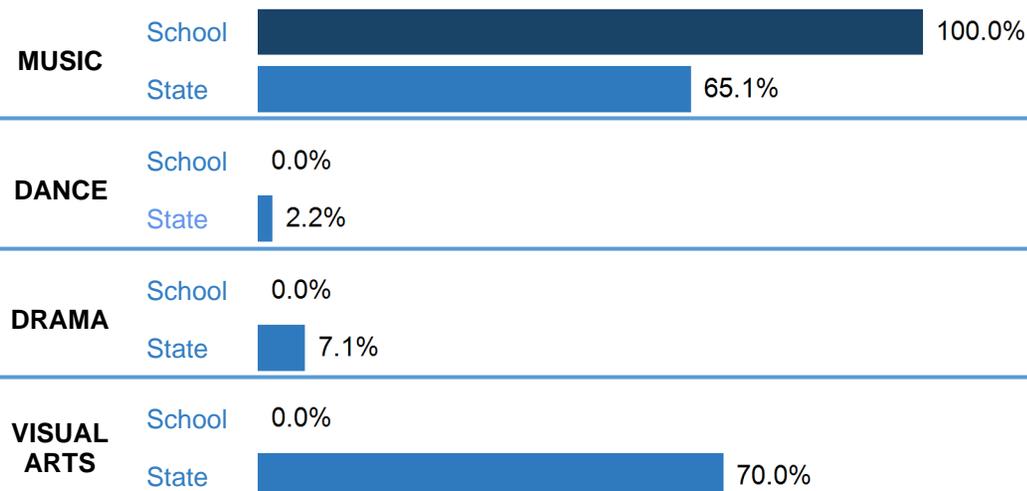


School



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.

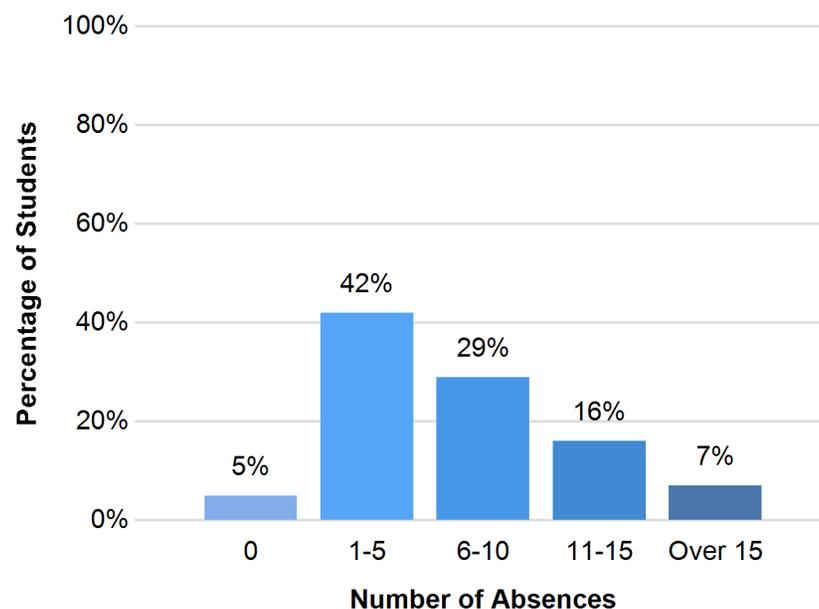
### Chronic Absenteeism

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	27	5.5	8.7	Met
White	26	6.4	8.7	Met
Hispanic	1	2.9	8.7	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	8.7	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	10	4.2		
Male	17	6.6		
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	9	9.3	8.7	Not 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.





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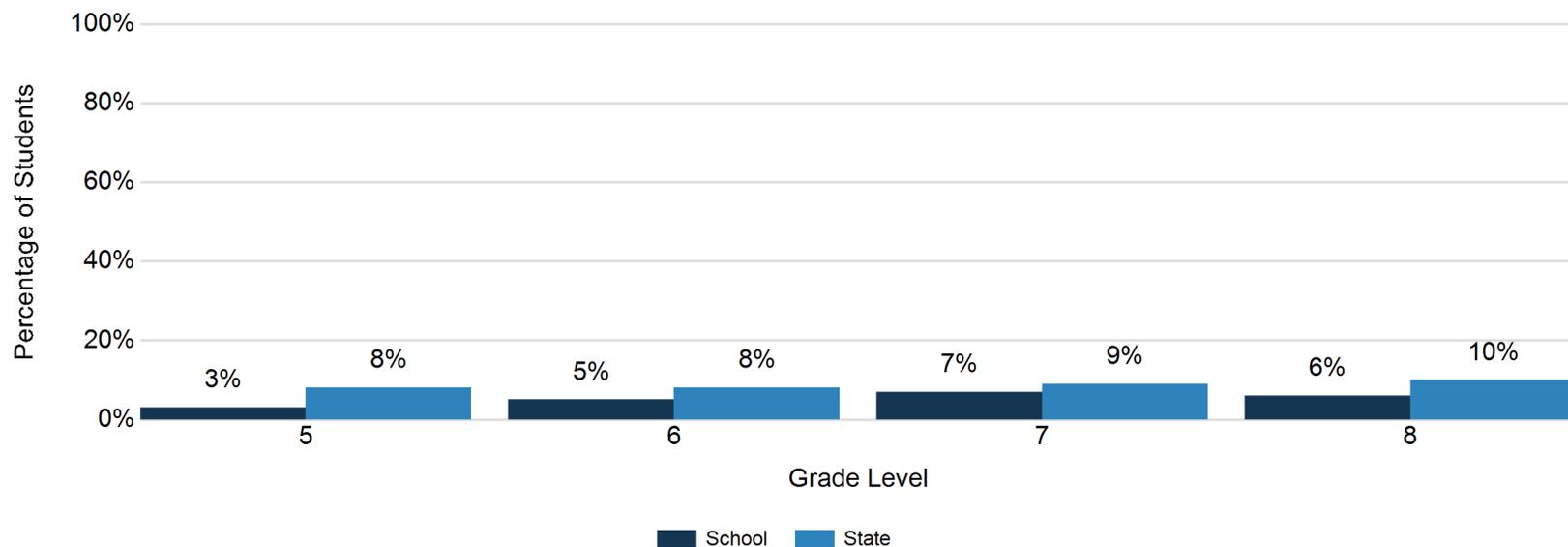
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### Chronic Absenteeism by Grade

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





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

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

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.61

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

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	1	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	1	1
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	*	*
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
10



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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	6 Hrs 40 Mins
Shared Time - Instructional Time	6 Hrs. 40 Mins.

**Device Ratios**

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

School Year	Student to Device Ratio
2018-19	1.4:1



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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	50	118,214
Average years experience in public schools	9.4	12.1
Average years experience in district	8.2	10.8
Percentage of Teachers with 4 or more years experience in the district	84.0%	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	11	9,530
Average years experience in public schools	17.2	16.0
Average years experience in district	11.6	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

**Student and Staff Ratios**

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	245:1	142:1
Teachers to Administrators	25:1	14:1
Students to Librarians/Media Specialists		519:1
Students to Nurses		390:1
Students to Counselors		390:1
Students to Child Study Team Members		312:1



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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	48.6%	70.0%	0.0%	48.4%	77.1%	54.9%
Male	51.4%	30.0%	100.0%	51.6%	22.9%	45.1%
White	82.4%	96.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	6.7%	2.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.8%	2.0%	0.0%	15.0%	6.6%	13.9%
Asian	6.7%	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	1.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.6%	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	90.1%	90.5%
2017-18 Administrators: Same district 2018-19	91.7%	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.



**Memorial Middle School**  
(13-0760-058)  
Grades Offered: 05-08  
2018-2019

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

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

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

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

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

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

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

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

### 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	65.7%	71.8%	78.6%
Math Proficiency	51.0%	47.3%	55.3%
ELA Growth	44	53	56
Math Growth	44	32	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	8.4%	5.7%	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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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](#).

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

- Go Math-5th, Conn. Math-6th, 7th, and 8th, balanced literacy program reflecting NJSLs, Science Curriculum reflecting New Jersey Next Generation Science Standards
- 21st century learning classes: STEM, Computer App. for the Real World, recipient of the NJ Future Ready Bronze Certification
- Award winning Music Program, Social/Emotional Programming: 15 after school clubs, 8th grade Peer Leadership program, RISE Counseling Program, Student of the Month



### Mission, Vision, Theme:

Memorial Middle School provides each student with a sound academic program matched with a variety of activities, which will broaden and extend the learning process. Our staff utilizes 21st Century Learning Strategies to prepare our students for college and careers



### Awards, Recognition, Accomplishments:

Memorial Middle School has been awarded the NJ Future Ready Certification which encompasses many facets to instruction and programming. We also have students that won National Math awards, compete in multiple local organization's essay contests, and became inductees of the Natl Jr. Honor Society



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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>English, Math, block period of LA and Math, Science, Social Studies. Cycles: Art, Music, Character Ed, STEM, Computer App f/Real World, Spanish, Study Skills</p>
 <p><b>Clubs and Activities:</b></p>	<p>Student Council, Yearbook, Newspaper, Technology, Makers club, Drama, Chess, Homework Alliance, Intramurals, Random Acts of Kindness, Academically Speaking, Science Club, Art Club, Debate Club, Peer Leadership, E-Sports</p>



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 <p><b>Before and After School Programs:</b></p>	<p>Please see activities section</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Teachers are provided many opportunities for PD throughout the year. For example: Monthly faculty meetings provide workshops such as data analysis to drive differentiated instruction. Staff also have an opportunity to present to their colleges. We also provide multiple in district workshop days per year. We also offer Ed Camps, where teachers choose their PD. We also foster an encouragement for staff to seek out their own PD in their respective content area</p>
 <p><b>Postsecondary Information:</b></p>	<p>Staff given opportunity to receive tuition reimbursement for continuing education</p>



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 <p><b>Student Supports and Services:</b></p>	<p>Our ESL program supports students in their transition to this country. Our IR&amp;S is comprised of individuals that make recommendations for teachers to assist at risk students to become successful in and out of the classroom. RISE counseling program to assist students socially and emotionally. Reading/Writing Pathways and Math Strategies in place to focus on reinforcing foundational skills in both math and language arts.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>5th Grade Health and Wellness Fair provided annually. Students have an opportunity to visit multiple stations ranging from yoga to hygiene. Students are also provided with a healthy lunch courtesy of our FSA (Family and School Association). Grades 5-8 attend physical education classes daily. 5th grade students have daily 20 minute recess.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Our FSA serves as a viable and valuable asset of the school community. Parent volunteers raise funds to support cultural arts and school wide enrichment programs. They also provide items and services to enhance the learning environment. Our parents' efforts inspire school spirit and pride.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Administrators, Teachers Building Level Survey District Level Survey Students Surveys Administered by teachers prior to summative evaluations Student Climate and Culture committee guided by counseling staff</p>
 <p>School Safety:</p>	<p>We are extremely pro active with respect to safety as we conduct regular drills, traditional and non traditional to prepare in the event of an emergency. We also work closely with the local police department to collaborate in our safety training efforts. School Climate and Safety Committee meets quarterly. Team consists of anti-bullying specialists, administration, teachers, and a parent representative.</p>



### Memorial Middle School

(13-0760-058)

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### Technology and STEM:

We have an extremely versatile STEM lab consisting of Flexible seating, white board tables, 3D printers, as well as supplies to support robotics and sustainability practices. Our school participates in a 1:1 chromebook initiative. Students have access throughout the school day and at home to a school provided device.



**North End Elementary School**  
(13-0760-060)  
Grades Offered: PK-04  
2018-2019

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### How to use this report:

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

### Navigating through the reports:

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

### Other Resources:

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

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



**North End Elementary School**  
(13-0760-060)  
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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	Essex
District	Cedar Grove Township School District
Principal Name	Ms. Traci Dyer
Address	122 Stevens Avenue Cedar Grove, NJ 07009-1147
Phone Number	973-256-1454
Email Address	<a href="mailto:dyer.traci@cgschools.org">dyer.traci@cgschools.org</a>
Website	<a href="https://www.cgschools.org/north-end/">https://www.cgschools.org/north-end/</a>
Facebook	<a href="https://www.facebook.com/northend.principal.7">https://www.facebook.com/northend.principal.7</a>
Twitter	<a href="https://twitter.com/NEPrincipal">https://twitter.com/NEPrincipal</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	20	14	19
KG	44	39	51
1	40	50	40
2	57	37	55
3	59	54	36
4	59	56	53
Total	279	250	254

### 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	42.7%	46.0%	50.4%
Male	57.3%	54.0%	49.6%
Economically Disadvantaged Students	2.9%	2.0%	0.8%
Students with Disabilities	25.8%	22.0%	22.4%
English Learners	5.0%	5.2%	4.7%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.4%	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	80.3%	76.4%	77.2%
Hispanic	6.5%	8.8%	8.3%
Black or African American	1.4%	1.6%	2.4%
Asian	9.0%	9.2%	8.3%
Native Hawaiian or Pacific Islander	2.2%	2.8%	3.1%
American Indian or Alaska Native	0.7%	0.4%	0.0%
Two or More Races	0.0%	0.8%	0.8%

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

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	20	14	19
KG - Half Day	0	0	0
KG - Full Day	44	39	51

### 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	87.4%
Gujarati	3.9%
Spanish	2.8%
Other Languages	5.9%



**North End Elementary School**  
(13-0760-060)  
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2018-2019

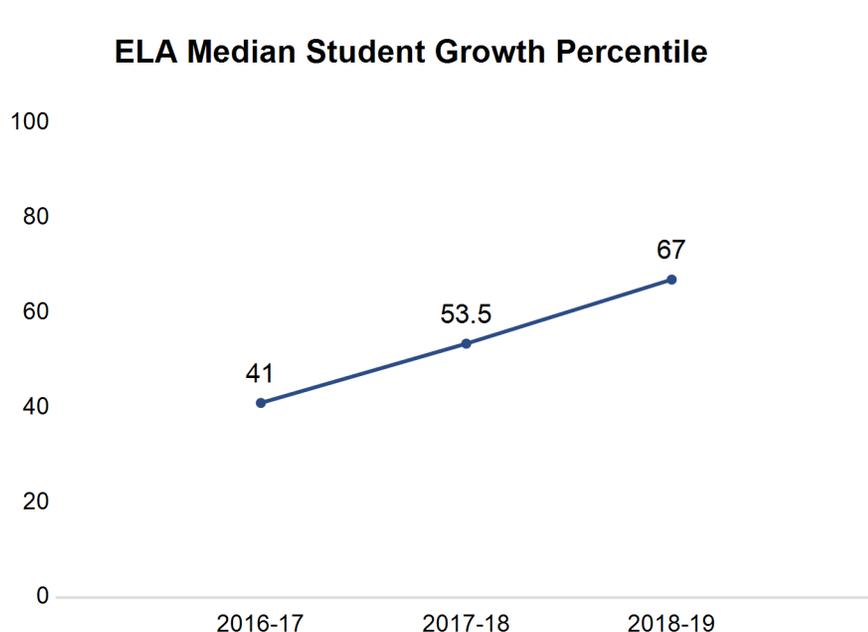
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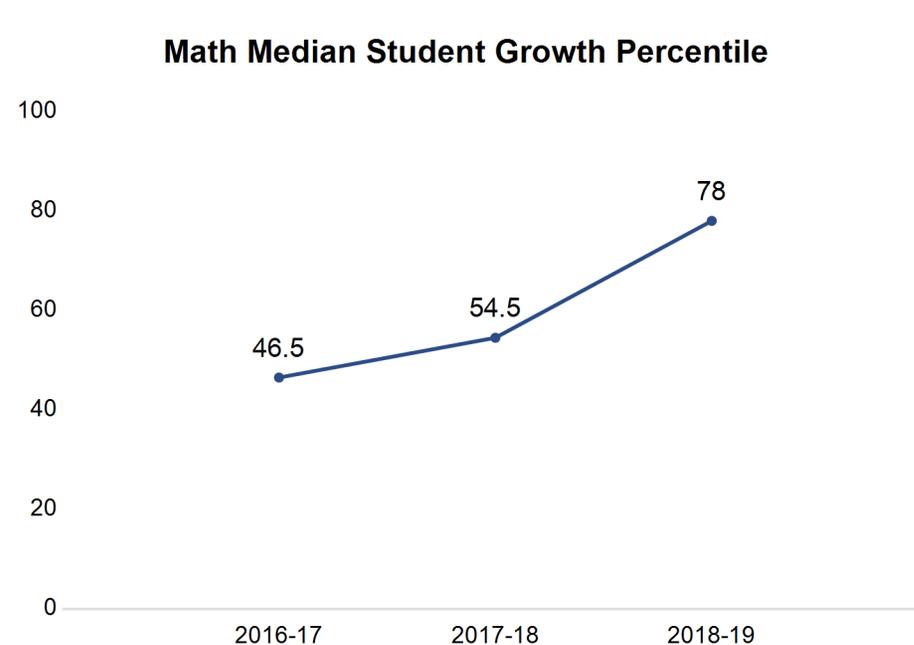
### Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	41	53.5	67	46.5	54.5	78
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	67	57	50	Exceeds Standard	78	53	50	Exceeds Standard
White	67.5	57.5	50	Exceeds Standard	72	52	52	Exceeds Standard
Hispanic	*	34.5	49	**	*	43	47	**
Black or African American	*	54	45	**	*	64	43	**
Asian, Native Hawaiian, or Pacific Islander	*	64	59	**	*	60	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	67	57	53	N	81	47	50	N
Male	66.5	57	47	N	74.5	57.5	51	N
Economically Disadvantaged Students	N	*	48	**	N	*	46	**
Students with Disabilities	38	45.5	43	**	39	39	45	**
English Learners	*	46	52	**	*	61	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	*	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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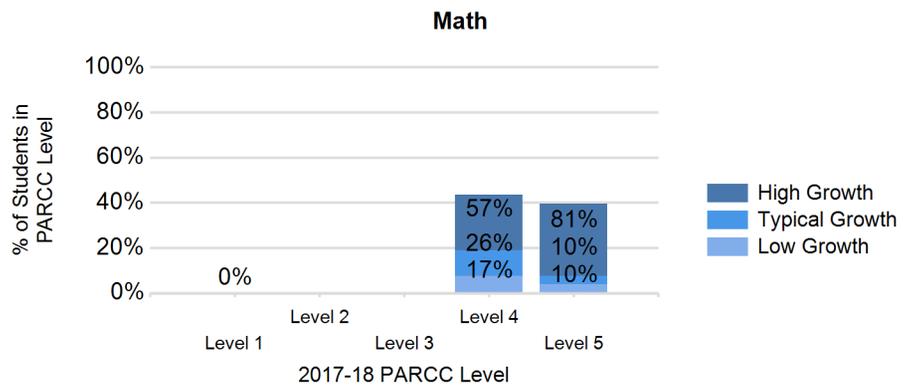
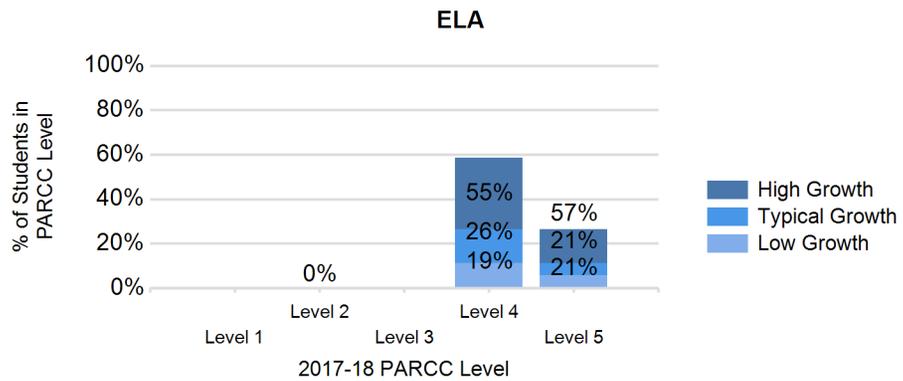
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

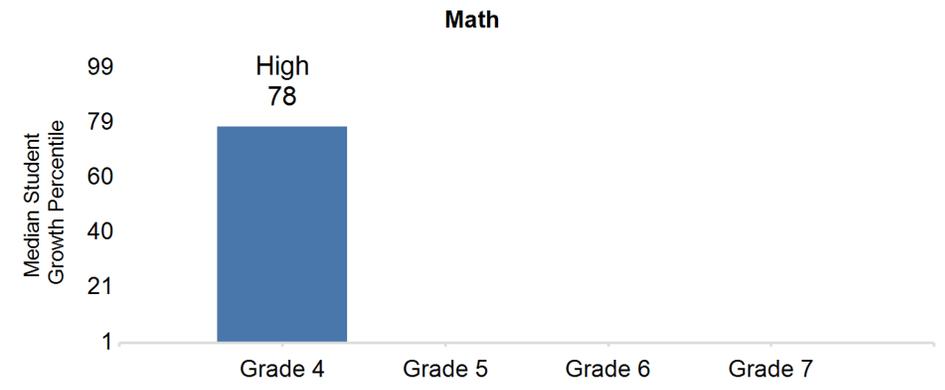
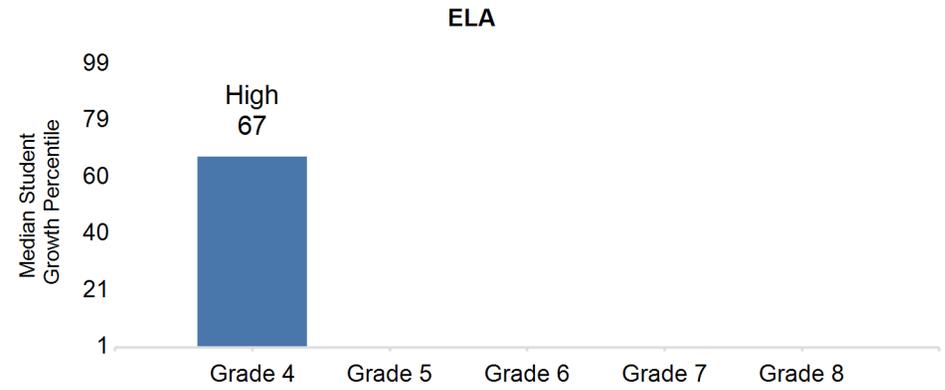
**Student Growth by Performance Level**

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.





**North End Elementary School**  
(13-0760-060)  
Grades Offered: PK-04  
2018-2019

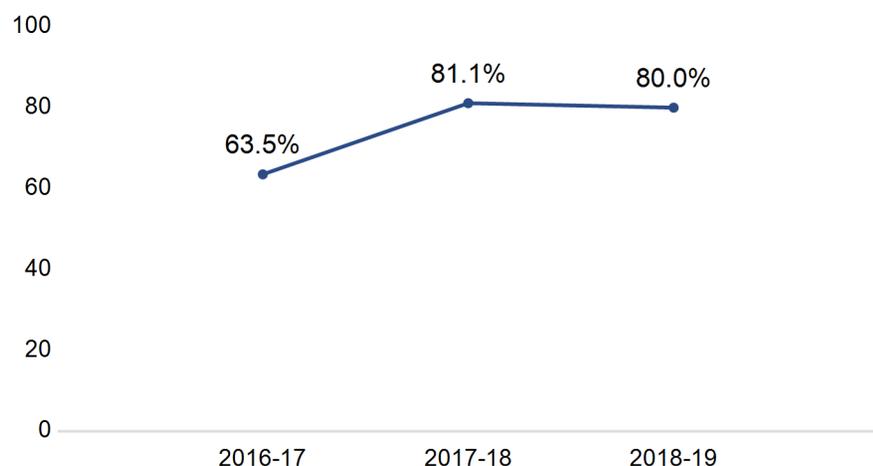
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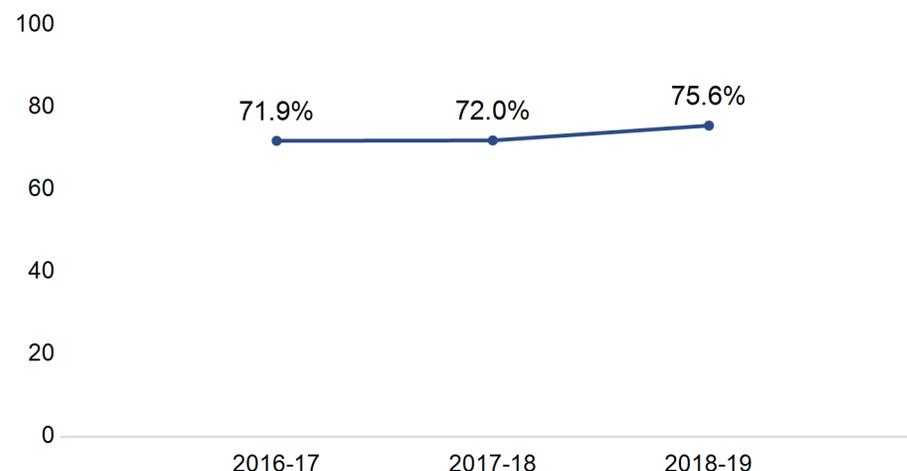
### English Language Arts and Mathematics Performance Trends

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

#### ELA Proficiency Rate for Federal Accountability



#### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.3%	100.0%	100.0%	97.5%	100.0%	100.0%
Proficiency Rate for Federal Accountability	63.5%	81.1%	80.0%	71.9%	72.0%	75.6%
Annual Target	74.5%	74.8%	75.1%	67.4%	68.0%	68.7%
Met Annual Target?	Not Met	Met Goal	Met Goal	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	90	100.0	80.0	74.1	57.9	80.0	75.1	Met Goal
White	69	100.0	78.3	75.0	66.9	78.3	76.2	Met Target
Hispanic	*	*	*	*	43.9	*	**	**
Black or African American	*	*	*	33.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	81.8	*	82.9	81.8	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	46	100.0	91.3	80.0	64.8	91.3		
Male	44	100.0	68.2	68.7	51.3	68.2		
Economically Disadvantaged Students	N	N	N	42.9	40.0	N	**	**
Non-Economically Disadvantaged Students	90	100.0	80.0	74.6	67.9	80.0		
Students with Disabilities	22	100.0	31.8	32.8	22.7	31.8	45.2	Met Target†
Students without Disabilities	68	100.0	95.6	84.5	65.1	95.6		
English Learners	*	*	*	37.5	29.3	*	**	**
Non-English Learners	*	*	*	75.1	60.6	*		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



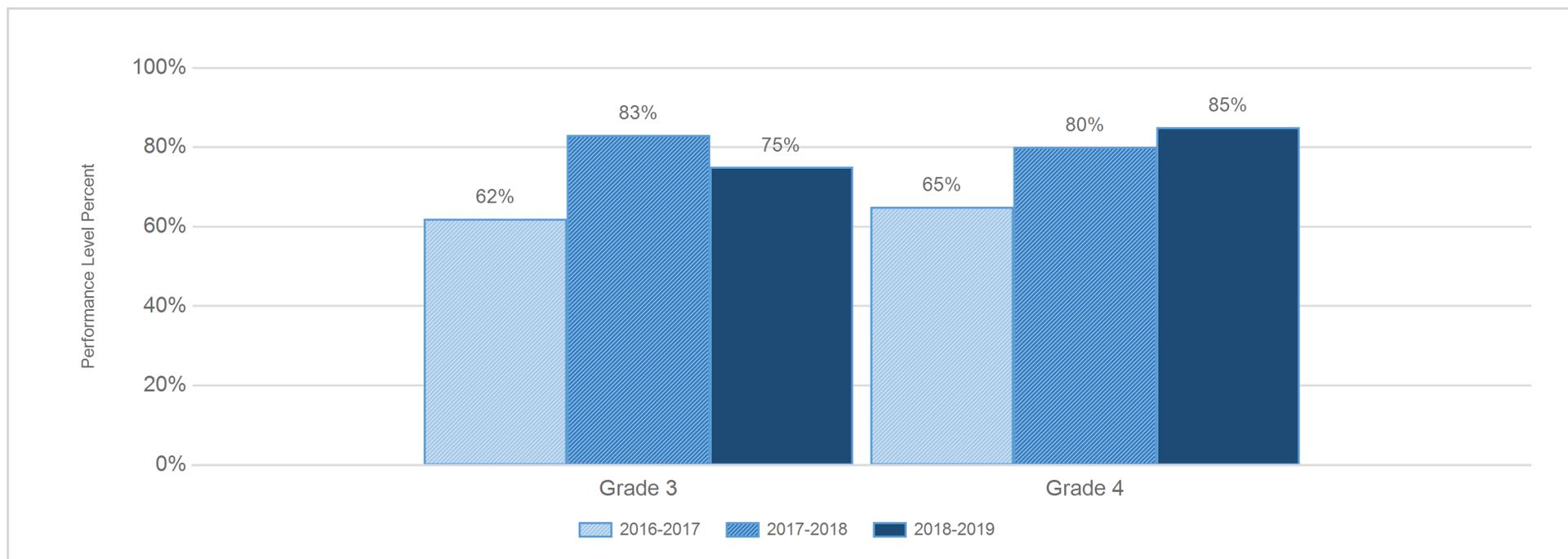
**North End Elementary School**  
(13-0760-060)  
Grades Offered: PK-04  
2018-2019

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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
<b>Schoolwide</b>	36	779	773	748	*	*	*	44%	31%	75%	50%
White	26	774	773	757	*	*	*	*	*	73%	60%
Hispanic	*	*	785	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	N	756	N	N	N	N	N	N	58%
Female	16	789	786	753	*	*	*	*	*	88%	55%
Male	20	771	764	743	*	*	*	*	*	65%	46%
Economically Disadvantaged Students	N	N	*	731	N	N	N	N	N	N	33%
Non-Economically Disadvantaged Students	36	779	*	759	*	*	*	44%	31%	75%	61%
Students with Disabilities	11	744	*	719	*	*	*	*	*	45%	24%
Students without Disabilities	25	795	*	754	*	*	*	*	*	88%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### 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
<b>Schoolwide</b>	53	785	776	755	*	*	*	43%	42%	85%	57%
White	42	785	775	763	*	*	*	40%	43%	83%	67%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	786	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	29	793	784	760	*	*	*	*	*	97%	62%
Male	24	774	769	750	*	*	*	*	*	71%	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	53	785	776	765	*	*	*	43%	42%	85%	69%
Students with Disabilities	10	735	737	725	*	*	*	*	*	20%	25%
Students without Disabilities	43	796	788	761	*	*	*	*	*	100%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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### 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	90	100.0	75.6	53.1	44.5	75.6	68.7	Met Target
White	69	100.0	71.0	52.7	54.1	71.0	67	Met Target
Hispanic	*	*	*	*	28.8	*	**	**
Black or African American	*	*	*	34.8	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	90.9	*	76.5	90.9	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	46	100.0	89.1	52.7	44.9	89.1		
Male	44	100.0	61.4	53.5	44.2	61.4		
Economically Disadvantaged Students	N	N	N	45.5	26.3	N	**	**
Non-Economically Disadvantaged Students	90	100.0	75.6	53.2	54.9	75.6		
Students with Disabilities	22	100.0	22.7	24.2	17.4	22.7	56.4	Not Met
Students without Disabilities	68	100.0	92.6	60.4	50.0	92.6		
English Learners	*	*	*	37.5	25.0	*	**	**
Non-English Learners	*	*	*	53.5	46.5	*		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



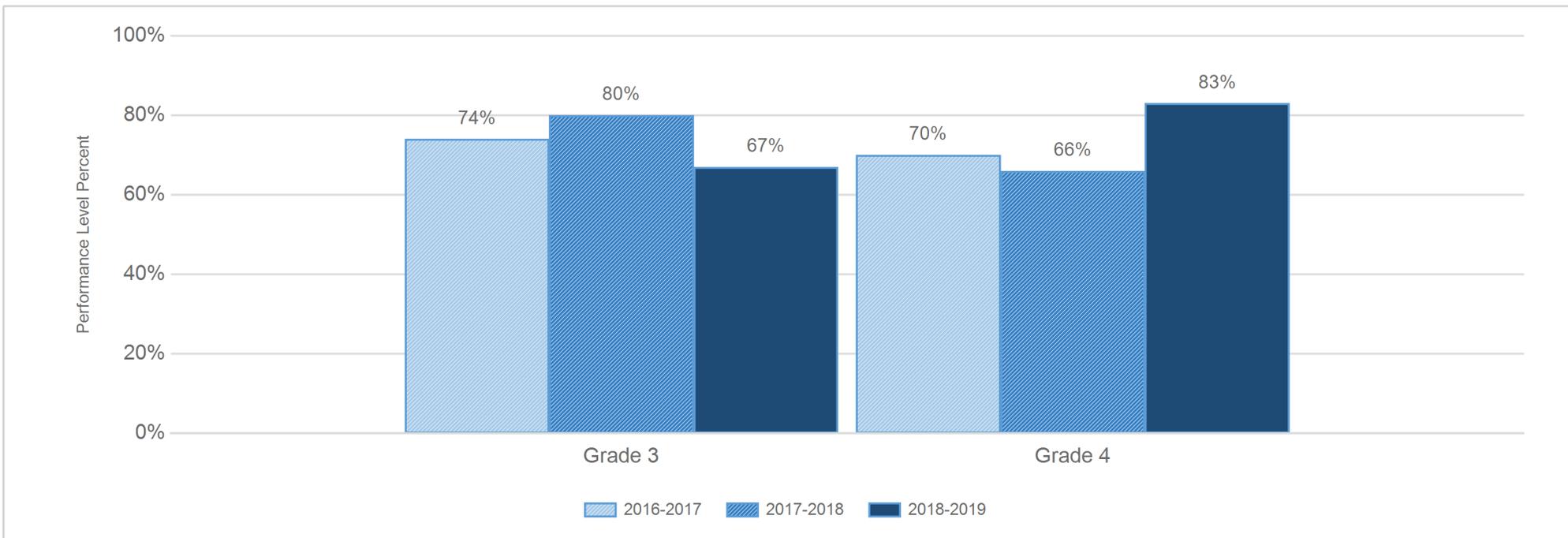
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2018-2019

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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
<b>Schoolwide</b>	36	776	769	752	0%	*	*	*	*	67%	55%
White	26	772	768	760	0%	0%	42%	*	*	58%	66%
Hispanic	*	*	775	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	N	758	N	N	N	N	N	N	62%
Female	16	790	780	751	0%	*	0%	*	*	94%	54%
Male	20	764	761	752	0%	*	55%	*	*	45%	56%
Economically Disadvantaged Students	N	N	*	737	N	N	N	N	N	N	37%
Non-Economically Disadvantaged Students	36	776	*	761	0%	*	*	*	*	67%	67%
Students with Disabilities	11	744	*	731	0%	*	*	*	*	18%	31%
Students without Disabilities	25	789	*	756	0%	*	*	*	*	88%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	53	780	772	749	*	*	*	43%	40%	83%	51%
White	42	779	772	757	*	*	*	45%	36%	81%	62%
Hispanic	*	*	*	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	29	785	775	749	*	*	*	*	*	90%	50%
Male	24	774	768	749	*	*	*	*	*	75%	52%
Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	53	780	772	759	*	*	*	43%	40%	83%	63%
Students with Disabilities	10	734	738	726	*	*	*	*	*	30%	25%
Students without Disabilities	43	791	783	754	*	*	*	*	*	95%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### 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	*	*

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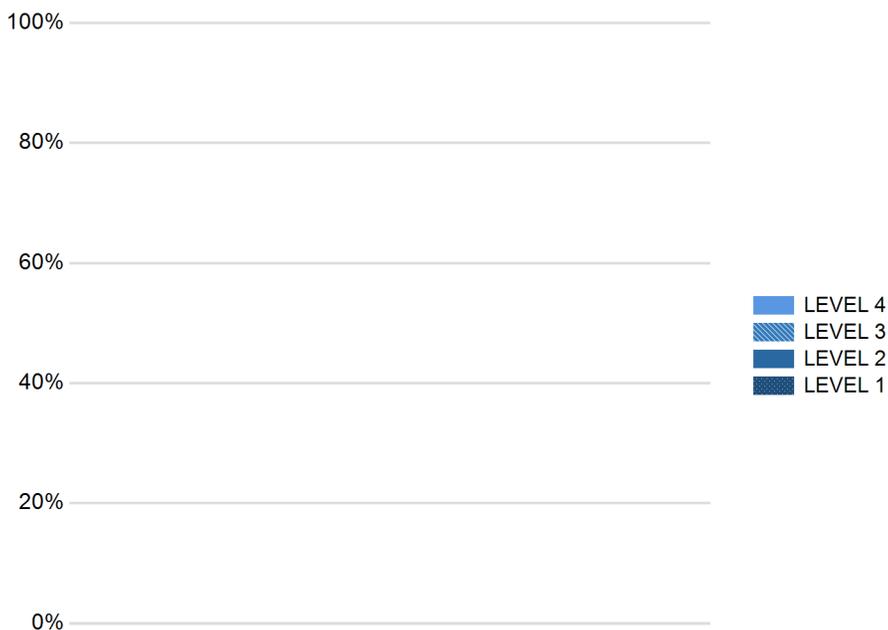
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

**NJSLA Science Assessment: Grade Summary**

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



**NJSLA Science Assessment: Grade**

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4



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

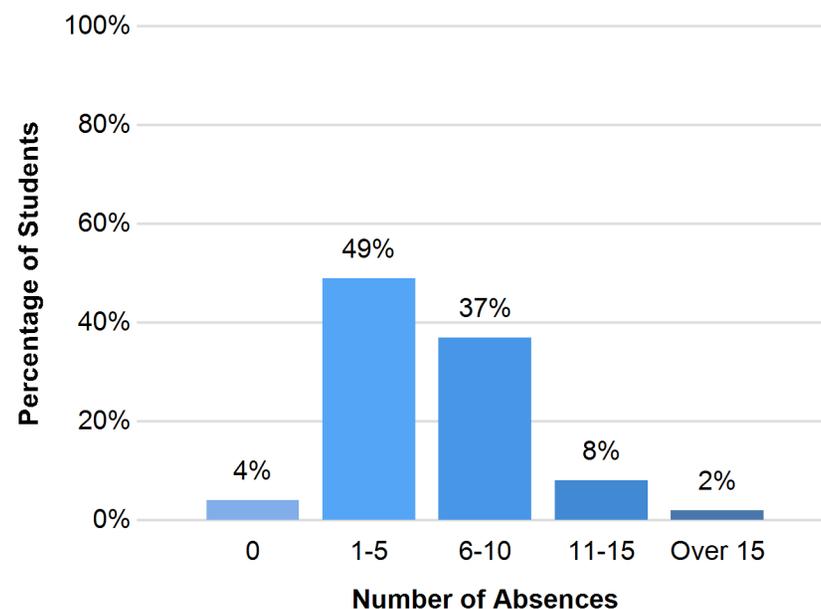
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	3	1.3	9.2	Met
White	3	1.6	9.2	Met
Hispanic	0	0	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	9.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	2	1.7		
Male	1	0.8		
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	0	0	9.2	Met
English Learners	0	0	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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





### North End Elementary School

(13-0760-060)

Grades Offered: PK-04

2018-2019

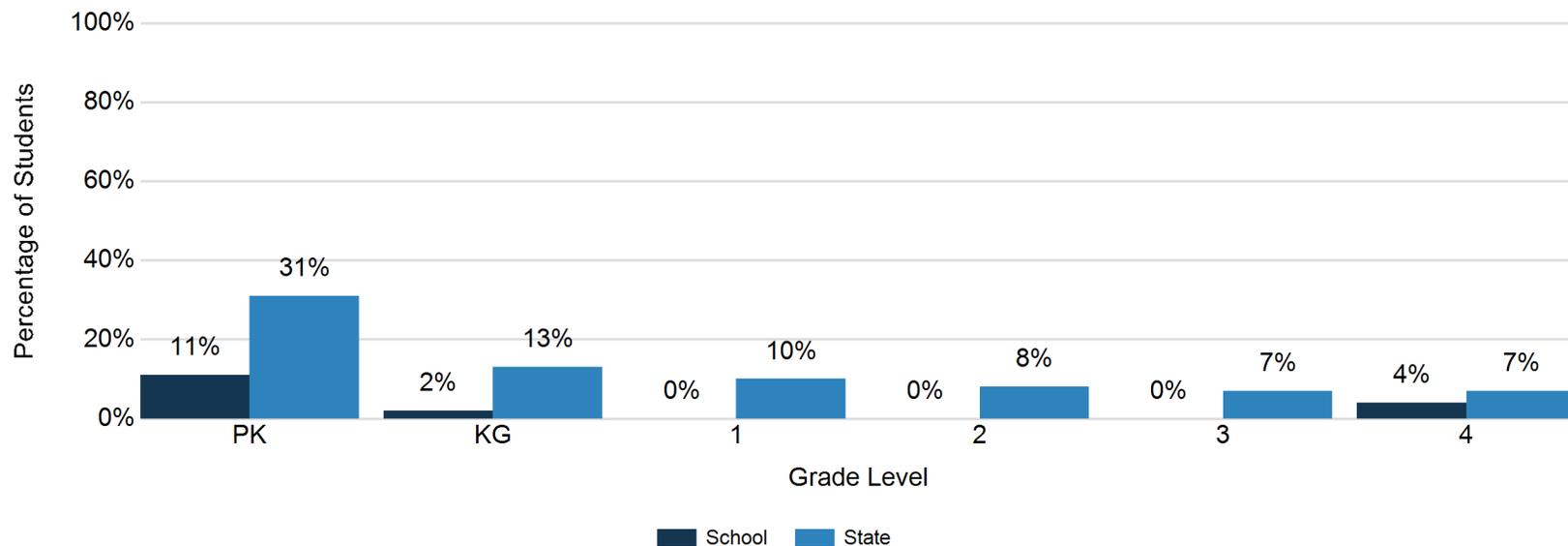
#### Report Key:

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

### Chronic Absenteeism by Grade

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





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

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

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

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

### Police Notifications

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

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

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

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

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

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

#### Device Ratios

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

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



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	29	118,214
Average years experience in public schools	15.8	12.1
Average years experience in district	14.6	10.8
Percentage of Teachers with 4 or more years experience in the district	96.6%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,530
Average years experience in public schools	17.2	16.0
Average years experience in district	11.6	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	10:1
Students to Administrators	254:1	142:1
Teachers to Administrators	29:1	14:1
Students to Librarians/Media Specialists		519:1
Students to Nurses		390:1
Students to Counselors		390:1
Students to Child Study Team Members		312:1



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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	50.4%	96.6%	100.0%	48.4%	77.1%	54.9%
Male	49.6%	3.4%	0.0%	51.6%	22.9%	45.1%
White	77.2%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	8.3%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	8.3%	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	3.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.1%	90.5%
2017-18 Administrators: Same district 2018-19	91.7%	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	98.2%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

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

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



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### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	63.5%	81.1%	80.0%
Math Proficiency	71.9%	72.0%	75.6%
ELA Growth	41	54	67
Math Growth	46	54	78
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		60.0%	*
Chronic Absenteeism	5.7%	1.2%	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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Annually, NJDOE will identify schools in the following federal category:

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

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

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

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

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



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

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

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

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

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



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## School Narrative

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



### Highlights:

- North End is Future Ready certified. Ed Camps and our Teacher Academy assist teachers with best practices in education to implement in classroom instruction.
- Technology is a part of each school day. All classrooms have a SMART Board, 1:1 chromebooks, and a document camera.
- Our very active Family School Association (FSA) works diligently to support the home and school connection.



### Mission, Vision, Theme:

North End School is best described as a child centered environment. Our objective is to provide a multifaceted educational program to meet the needs of each student as an individual and as an integral member of society. We promote college and career readiness skills and empower our students to become critical thinkers and digital learners.



### Awards, Recognition, Accomplishments:

North End School was awarded Future Ready certification, Bronze Tier, in 2018. This is a school certification program designed to support the organization of schools' and districts' efforts through the national Future Ready Framework and New Jersey's aligned resources to best prepare students for success in the digital age.



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### Courses, Curriculum, Instruction:

We accomplish the goal of educating the entire child through the Daily 5/CAFE literacy structure that supports our literacy series, Good Habits, Great Readers. Leveled instructional materials and differentiated instruction provide the backdrop for activities that reinforce key skills and concepts related to NJSLs. During Math instruction, teachers encourage the use of manipulatives and students experiencing a lesson in all three developmental stages (manipulatives, drawings, computation).



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 <p><b>Before and After School Programs:</b></p>	<p>All students may participate in our morning care program that operates daily from 7:40 - 8:10 AM. This program, supported by the Cedar Grove BOE, provides parents with a safe environment for students before the instructional day begins at North End School. Our after school program is operated by the Montclair YMCA and is available from dismissal until 6:30 PM.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>The North End staff has high expectations for their students and themselves. To meet these expectations, staff members actively participate in graduate classes, workshops in and out of district, Ed Camps, and our Teacher Academy. Teachers have been using a professional learning community model to develop an understanding of collaborative learning. Additionally, our teachers have worked with a consulting firm, Conquer Math, to enhance their teaching skills in the area of mathematics instruction.</p>



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 <p><b>Student Supports and Services:</b></p>	<p>North End fosters a collaborative, co-teaching model where a general education and special education teacher work together to teach students with and without disabilities in a shared classroom. Reading and Math Intervention is offered for K-2 students, grade 3 and 4 Basic Skills Program along with an after school Pathways program assists students in need of additional support in ELA and Math. Intervention and Referral Services addresses students who are experiencing learning and/or behavioral difficulties. Our ESL program supports second language students as they acquire a new language.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students partake in physical education classes designed to teach skills, strategies, cooperation, and team building. All students have an hour of lunch/recess each day. Our school nurse addresses a number of programs in classrooms to promote a healthy lifestyle and the wellness of students, such as hygiene, the benefits of exercise, dental care, nutrition, germ prevention.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The parent portal in Genesis, our student data management system, provides parents with important information including grades, attendance and important events. The Family School Association (FSA) is an integral part of the North End community. They provide materials, technology equipment, programs, and cultural experiences that enhance the instructional program. Parents serve as key communicators, disseminating information through the FSAs Facebook page. Additionally, NES is an active partner with multiple local organizations in an effort to teach our children to give back to others. Students collect for several charitable organizations.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p>
 <p>Facilities:</p>	<p>The CGSD prides itself in creating safe learning environments for our staff and students. We have a media center with a computer lab, an art and music room, in addition to an a room for occupational and physical therapy. Our multi-purpose room serves as our lunch room, a place to hold assemblies, and is used for PE instruction. A recent referendum provided funds to upgrade our heating system and our bathrooms. Additional upgrades including new lighting that brightened the hallways of North End School.</p>
 <p>School Safety:</p>	<p>Student safety is our first priority. We believe students must come to school knowing they are safe to learn and engage with their peers. North End has a School Climate Committee comprised of the principal, guidance counselor, teachers and parents. The committee meets to discuss and plan ways to promote school safety so our children feel at home and safe at South End. Our teachers and Guidance Counselor encourage good character traits through the 6 Pillars of Character Education focusing on a different pillar each month. Assemblies that promote kindness and anti-bullying themes are presented to the students. We believe that when children feel safe at school, maximum learning takes place.</p>



**North End Elementary School**  
(13-0760-060)  
Grades Offered: PK-04  
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.

 <p><b>Technology and STEM:</b></p>	<p>At North End we believe that technology enhances our curriculum and is used to improve upon teaching and learning. In addition to one-to-one Chrome Book use in grades K-4, each classroom has a Smartboard and document camera. We use a variety of online assessments and district benchmark assessments to aid our teachers in differentiating instruction providing a more individualized learning. These include DRA (Developmental Reading Assessment), MAP (Measure of Academic Progress), STARS, DIBELS, and Lexia. Students use Raz Kids Plus and Moby Max to target ELA and Math skills. Our teachers are proficient in the use of Google Apps for Educators (Google Classroom, Sites, Documents, Forms, Slides) along with a number of apps allowing students to provide live feedback.</p>
 <p><b>Early Childhood Education:</b></p>	<p>We are proud of our Integrated Preschool Program based on The Creative Curriculum for children 3-4 years old. Additionally, our youngest students take part in music therapy, social skills, group speech, OT/PT, and art class.</p>



### North End Elementary School

(13-0760-060)

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2018-2019

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## School Narrative

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### Other Information

North End believes in the importance of the arts. Students are introduced to the basics of a foreign language in our world language program. Weekly music classes prepare students for annual concerts while teaching the fundamentals of music, useful and practical music classroom activities, and a solid performance ethic. Fourth grade students are given the opportunity to participate in a strings ensemble. Many art lessons grow out of the students' work in academic areas and our art specialist incorporates different media while developing a sequential skills program. Interested fourth grade students are trained as Safety Patrols and some of these children are selected to serve as Panther Peers. These students serve as role models for his/her peers and assist students with staying safe and making responsible choices. We have a Big Brother and Big Sister Program, in which fourth graders interact with kindergarten students by reading stories, completing crafts, having lunch, or playing games. Our students participate in a variety of community outreach efforts, coordinated by our FSA, in which they collect items and monetary donations for several charitable organizations. North End is dedicated to providing its children with an environment which promotes integrity and advances education. We believe that with the aid, cooperation and encouragement from parents, teachers, and neighborhood groups, this will be accomplished with excellence.



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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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

**South End Elementary School**

(13-0760-090)

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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	Essex
District	Cedar Grove Township School District
Principal Name	Mrs. Lynn DiMatteo
Address	116 Harper Terrace Cedar Grove, NJ 07009
Phone Number	973-239-2116
Email Address	<a href="mailto:Dimatteo.Lynn@cgschools.org">Dimatteo.Lynn@cgschools.org</a>
Website	<a href="https://www.cgschools.org/south-end/">https://www.cgschools.org/south-end/</a>
Facebook	<a href="https://www.facebook.com/southendprin">https://www.facebook.com/southendprin</a>
Twitter	<a href="https://twitter.com/southendprin">https://twitter.com/southendprin</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	0	15	16
KG	62	48	73
1	44	60	47
2	63	46	62
3	71	69	46
4	54	72	68
Total	294	311	313

### 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	44.9%	45.7%	44.4%
Male	55.1%	54.3%	55.6%
Economically Disadvantaged Students	1.0%	1.3%	0.6%
Students with Disabilities	16.3%	19.3%	19.8%
English Learners	3.1%	2.3%	1.9%
Homeless Students	0.0%	0.0%	0.0%
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	83.3%	82.3%	81.2%
Hispanic	4.8%	7.7%	9.9%
Black or African American	3.1%	3.2%	2.6%
Asian	6.1%	4.2%	2.9%
Native Hawaiian or Pacific Islander	2.0%	1.9%	2.6%
American Indian or Alaska Native	0.0%	0.0%	0.6%
Two or More Races	0.7%	0.6%	0.3%

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

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	15	16
KG - Half Day	0	0	0
KG - Full Day	62	48	73

### 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	89.1%
Spanish	3.5%
Arabic	1.3%
Polish	1.3%
Portuguese	1.3%
Other Languages	3.5%



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2018-2019

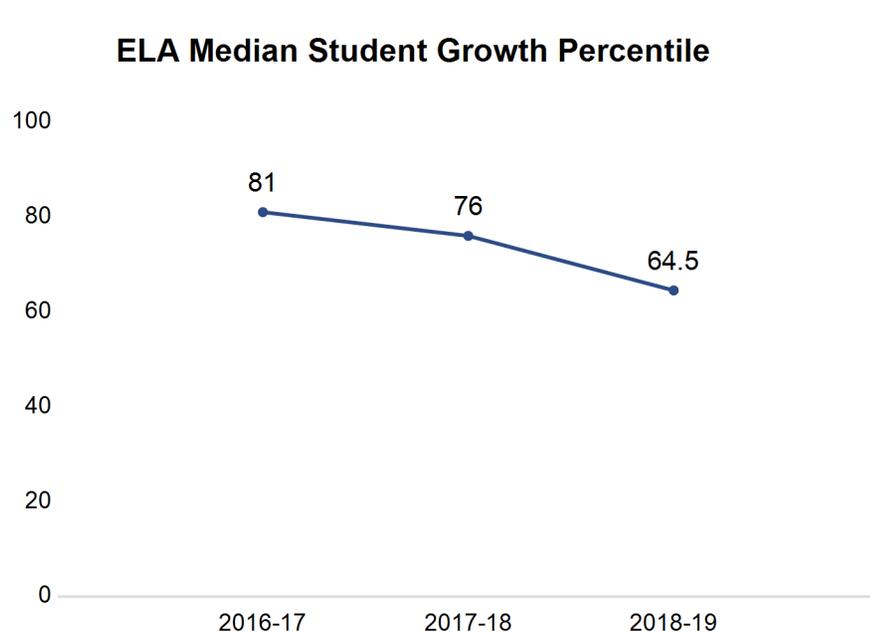
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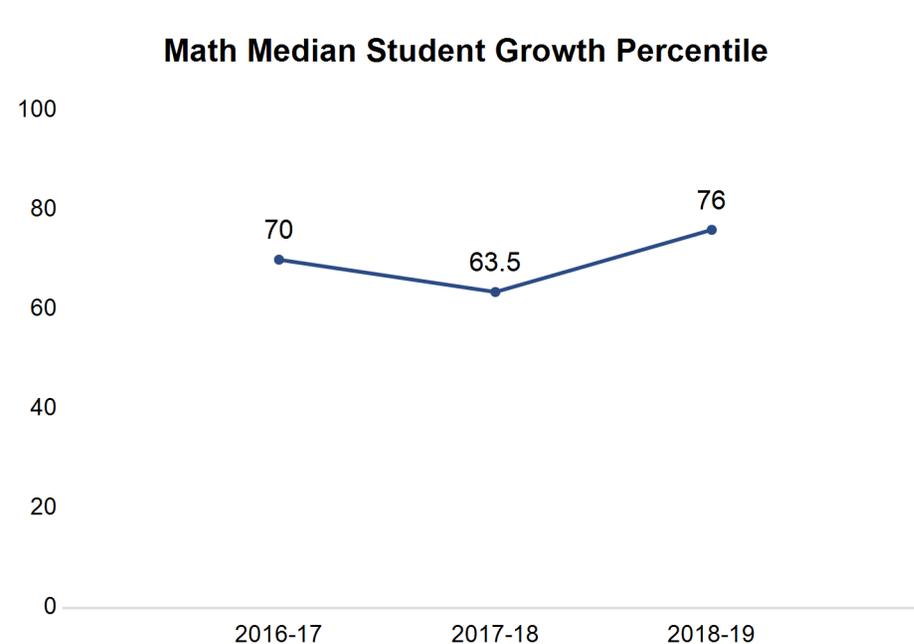
### Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	81	76	64.5	70	63.5	76
Met Standard (40-59.5)?	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	64.5	57	50	Exceeds Standard	76	53	50	Exceeds Standard
White	64.5	57.5	50	Exceeds Standard	79	52	52	Exceeds Standard
Hispanic	*	34.5	49	**	*	43	47	**
Black or African American	*	54	45	**	*	64	43	**
Asian, Native Hawaiian, or Pacific Islander	*	64	59	**	*	60	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	59	57	53	N	69	47	50	N
Male	65	57	47	N	76	57.5	51	N
Economically Disadvantaged Students	N	*	48	**	N	*	46	**
Students with Disabilities	43	45.5	43	**	67	39	45	**
English Learners	*	46	52	**	*	61	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	*	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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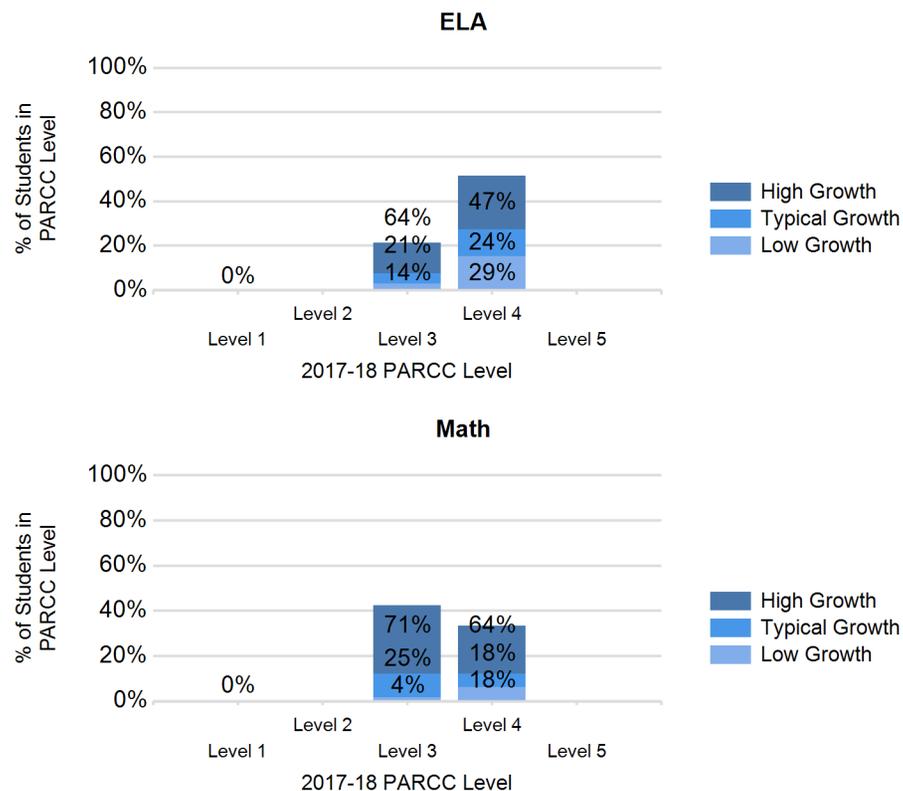
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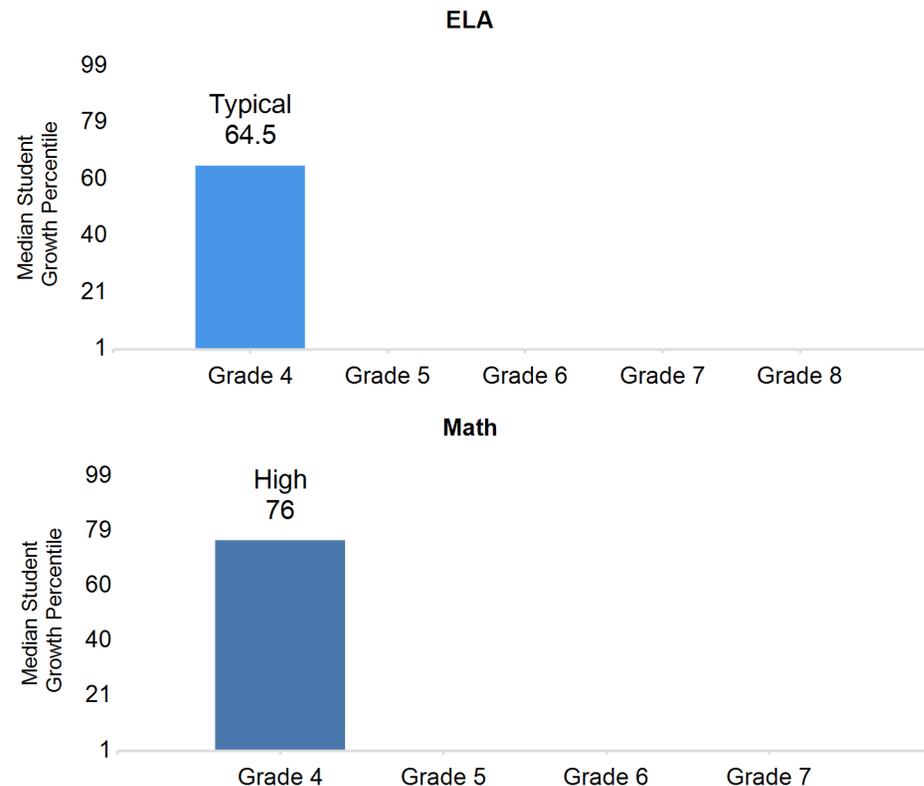
**Student Growth by Performance Level**

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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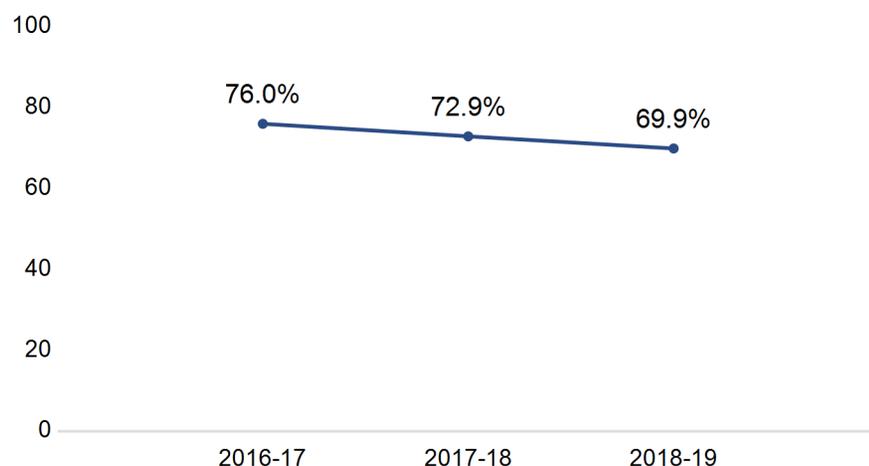
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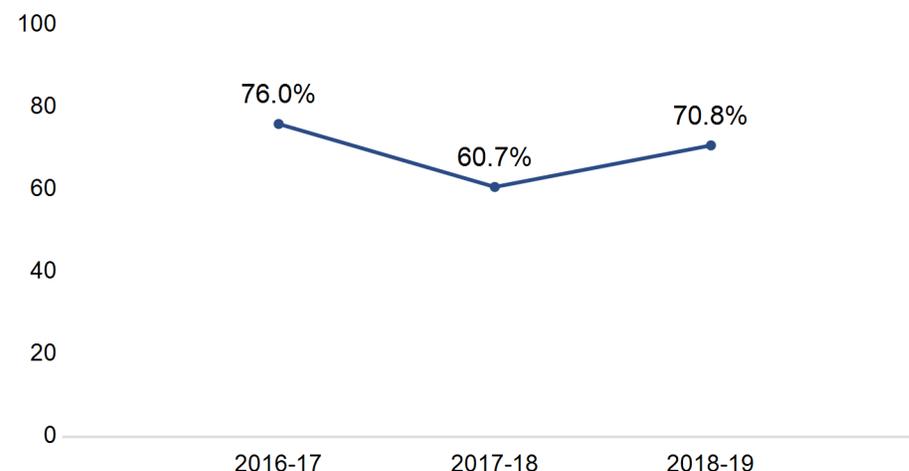
### English Language Arts and Mathematics Performance Trends

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.

#### ELA Proficiency Rate for Federal Accountability



#### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.2%	100.0%	99.1%	99.2%	100.0%	99.1%
Proficiency Rate for Federal Accountability	76.0%	72.9%	69.9%	76.0%	60.7%	70.8%
Annual Target	67.9%	68.6%	69.2%	69.6%	70.1%	70.6%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Not Met	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	113	99.1	69.9	74.1	57.9	69.9	69.2	Met Target
White	89	98.9	73.0	75.0	66.9	73.0	68.7	Met Target
Hispanic	11	100.0	63.6	*	43.9	63.6	**	**
Black or African American	*	*	*	33.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	44	100.0	72.7	80.0	64.8	72.7		
Male	69	98.6	68.1	68.7	51.3	68.1		
Economically Disadvantaged Students	*	*	*	42.9	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	74.6	67.9	*		
Students with Disabilities	29	96.8	34.5	32.8	22.7	34.5	46.8	Met Target†
Students without Disabilities	84	100.0	82.1	84.5	65.1	82.1		
English Learners	*	*	*	37.5	29.3	*	**	**
Non-English Learners	*	*	*	75.1	60.6	*		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



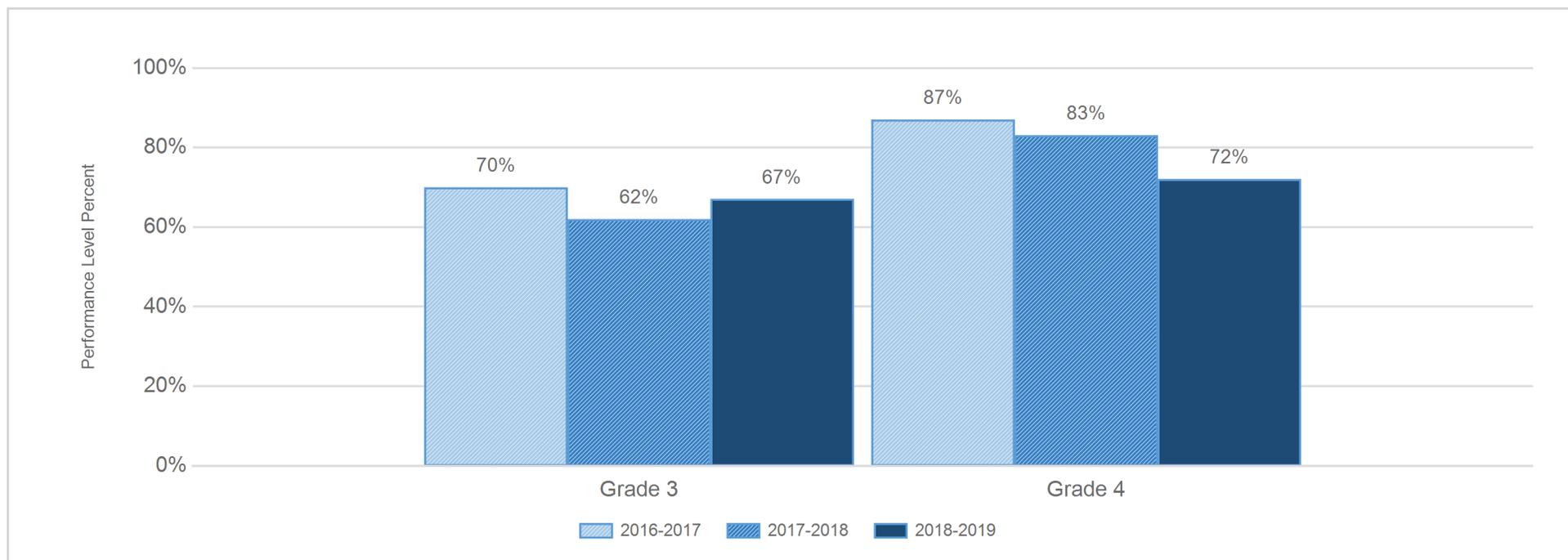
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### English Language Arts Assessment - Performance Trends

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
<b>Schoolwide</b>	46	768	773	748	*	*	22%	*	*	67%	50%
White	35	772	773	757	*	*	*	*	*	71%	60%
Hispanic	*	*	785	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	N	756	N	N	N	N	N	N	58%
Female	17	782	786	753	*	*	*	*	*	71%	55%
Male	29	759	764	743	*	*	*	*	*	66%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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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
<b>Schoolwide</b>	67	769	776	755	*	*	16%	45%	27%	72%	57%
White	55	768	775	763	*	*	*	45%	27%	73%	67%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	786	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	27	774	784	760	*	*	*	*	*	74%	62%
Male	40	765	769	750	*	*	*	*	*	70%	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	67	769	776	765	*	*	16%	45%	27%	72%	69%
Students with Disabilities	19	738	737	725	*	*	*	*	*	32%	25%
Students without Disabilities	48	781	788	761	*	*	*	*	*	88%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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### 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	113	99.1	70.8	53.1	44.5	70.8	70.6	Met Target
White	89	98.9	76.4	52.7	54.1	76.4	70.5	Met Target
Hispanic	11	100.0	63.6	*	28.8	63.6	**	**
Black or African American	*	*	*	34.8	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	44	100.0	72.7	52.7	44.9	72.7		
Male	69	98.6	69.6	53.5	44.2	69.6		
Economically Disadvantaged Students	*	*	*	45.5	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	53.2	54.9	*		
Students with Disabilities	29	96.8	37.9	24.2	17.4	37.9	62.2	Not Met
Students without Disabilities	84	100.0	82.1	60.4	50.0	82.1		
English Learners	*	*	*	37.5	25.0	*	**	**
Non-English Learners	*	*	*	53.5	46.5	*		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



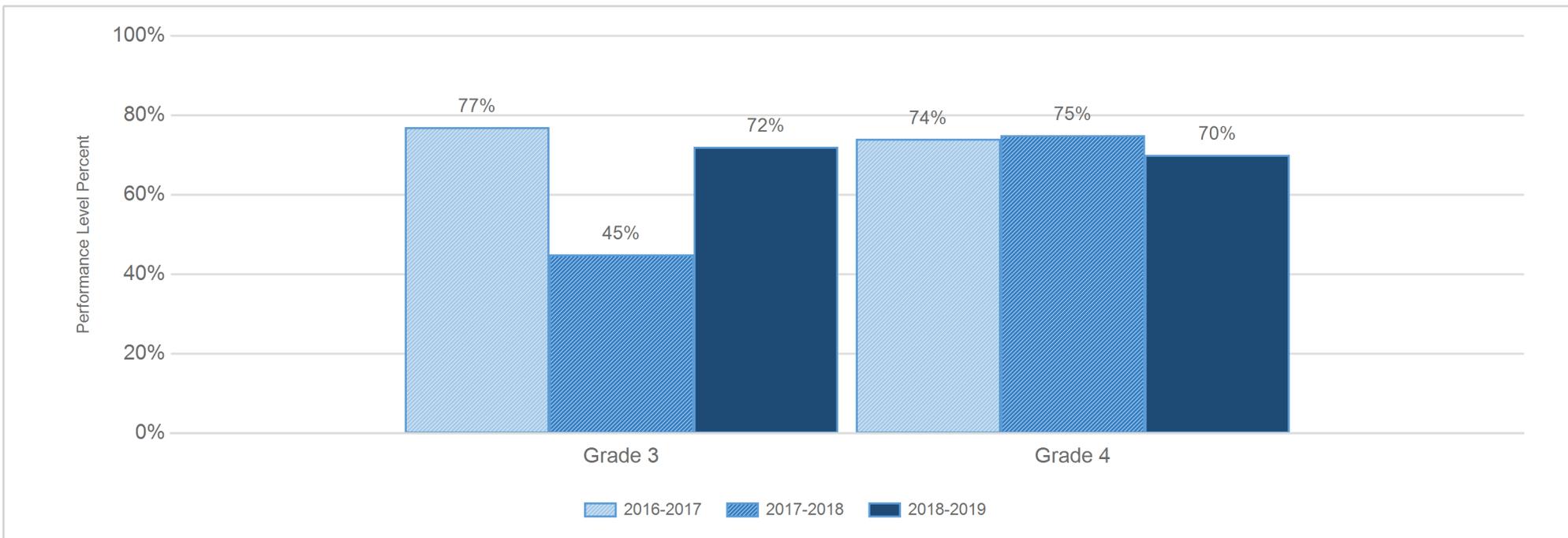
**South End Elementary School**  
(13-0760-090)  
Grades Offered: PK-04  
2018-2019

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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
<b>Schoolwide</b>	46	764	769	752	0%	*	26%	*	*	72%	55%
White	35	766	768	760	0%	0%	*	*	*	77%	66%
Hispanic	*	*	775	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	N	758	N	N	N	N	N	N	62%
Female	17	770	780	751	0%	*	*	*	*	76%	54%
Male	29	760	761	752	0%	*	*	*	*	69%	56%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	67	765	772	749	*	*	22%	51%	19%	70%	51%
White	55	767	772	757	*	*	18%	55%	20%	75%	62%
Hispanic	*	*	*	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	27	765	775	749	*	*	*	*	*	70%	50%
Male	40	765	768	749	*	*	*	*	*	70%	52%
Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	67	765	772	759	*	*	22%	51%	19%	70%	63%
Students with Disabilities	19	740	738	726	*	*	*	*	*	32%	25%
Students without Disabilities	48	775	783	754	*	*	*	*	*	85%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### 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	*	*

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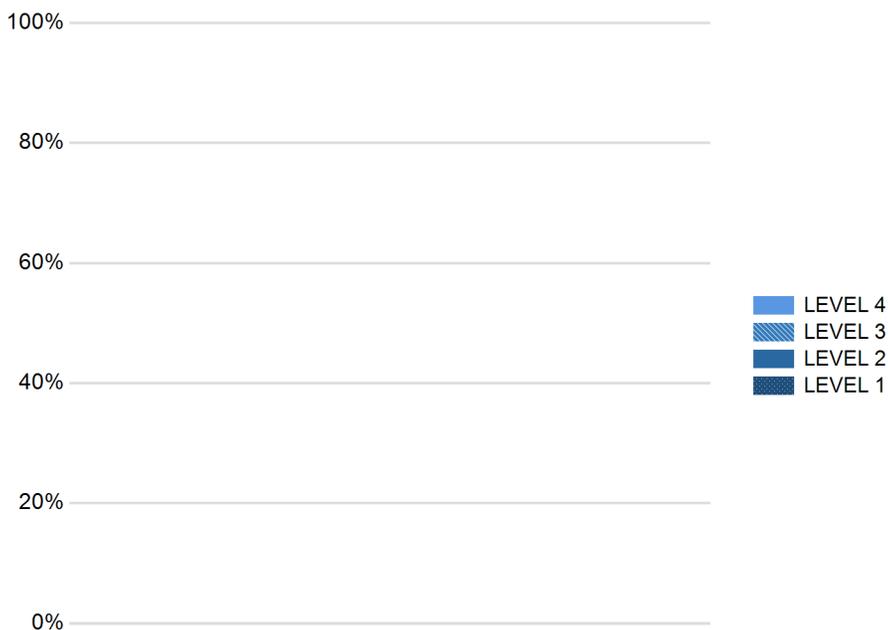
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

**NJSLA Science Assessment: Grade Summary**

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



**NJSLA Science Assessment: Grade**

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4



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

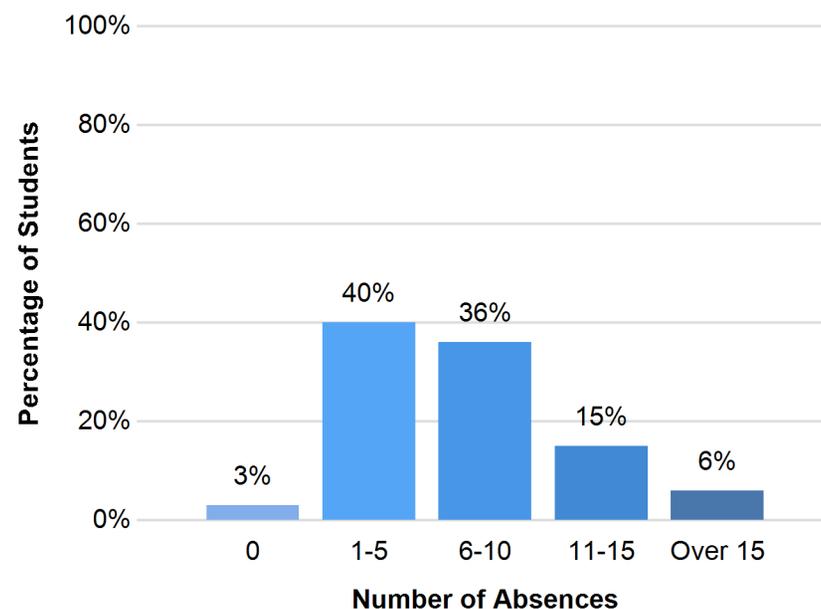
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	13	4.3	9.2	Met
White	10	4.1	9.2	Met
Hispanic	3	10.7	9.2	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	5	3.8		
Male	8	4.8		
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	4	7.1	9.2	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.





### South End Elementary School

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Grades Offered: PK-04

2018-2019

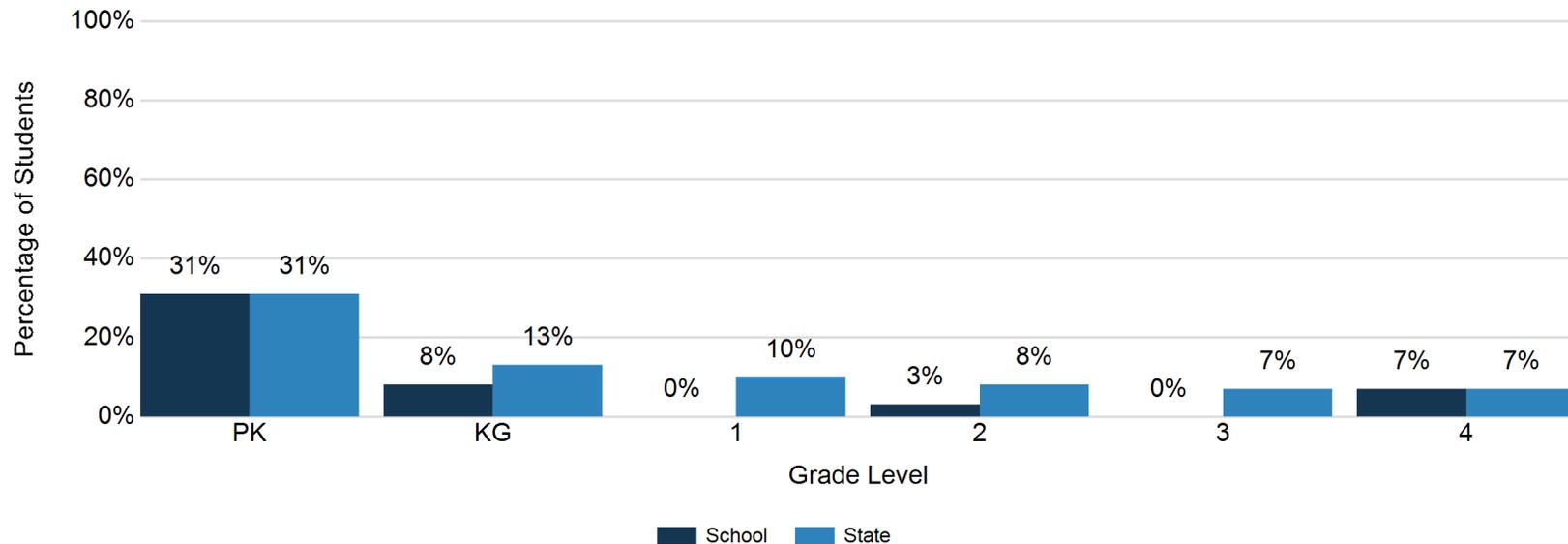
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### Chronic Absenteeism by Grade

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





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

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

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

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

### Police Notifications

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

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

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

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

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

### Student Disciplinary Removals

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

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

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

N



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#### School Day

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

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

#### Device Ratios

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

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



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	27	118,214
Average years experience in public schools	10.7	12.1
Average years experience in district	9.5	10.8
Percentage of Teachers with 4 or more years experience in the district	70.4%	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	11	9,530
Average years experience in public schools	17.2	16.0
Average years experience in district	11.6	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	10:1
Students to Administrators	313:1	142:1
Teachers to Administrators	27:1	14:1
Students to Librarians/Media Specialists		519:1
Students to Nurses		390:1
Students to Counselors		390:1
Students to Child Study Team Members		312:1



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.4%	100.0%	100.0%	48.4%	77.1%	54.9%
Male	55.6%	0.0%	0.0%	51.6%	22.9%	45.1%
White	81.2%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	9.9%	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	2.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	2.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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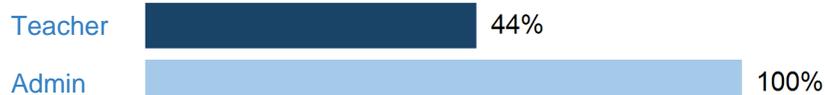
### Teachers and Administrators - Level of Education

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	90.1%	90.5%
2017-18 Administrators: Same district 2018-19	91.7%	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	97.8%



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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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(13-0760-090)  
Grades Offered: PK-04  
2018-2019

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### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	76.0%	72.9%	69.9%
Math Proficiency	76.0%	60.7%	70.8%
ELA Growth	81	76	64
Math Growth	70	64	76
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	6.8%	2.7%	4.3%

† 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	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	**	No
Students with Disabilities	Met Target†	Not Met	**	**	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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



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## School Narrative

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



### Highlights:

- South End is Future Ready certified. We are committed to digital learning and college and career readiness.
- Technology is part of the school day. Students utilize Chromebooks and iPads. From Kindergarten to grade 4, every student has access to a device. All classrooms have a Smartboard and document camera.
- Through the use of Teacher Academies, teachers are versed in best practices to implement in their classroom instruction.



### Mission, Vision, Theme:

South End School is best described as a child centered environment. Our objective is to provide a multifaceted educational program to meet the needs of each student as an individual and as an integral member of society. We promote college and career readiness skills and empower our students to become critical thinkers and digital learners.



### Awards, Recognition, Accomplishments:

South End is proud to be part of the inaugural cohort of schools certified as Future Ready in 2017. We embrace a more personalized learning approach with emphasis on digital learning and 21st century skills. Future Ready certification enables us to collaborate more between and within schools and districts throughout the State of New Jersey to enhance the learning and teaching process.



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Courses, Curriculum, Instruction:

We accomplish the goal of educating the entire child through the Daily5/CAFE literacy structure that supports our literacy series, Good Habits, Great Readers. Leveled instructional materials and differentiated instruction provide the backdrop for activities that reinforce key skills and concepts related to NJSLs. During Math instruction, teachers encourage the use of manipulatives and students experiencing a lesson in all three developmental stages (manipulatives, drawings, computation).



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 <p><b>Before and After School Programs:</b></p>	<p>A morning care program is offered for our children (preschool through grade 4) prior to school opening at 8:10 am courtesy of our district. Aftercare is offered through the Montclair YMCA from dismissal to 6:30 pm.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>The South End staff has high expectations for their students and themselves. To meet these expectations, staff members actively participate in graduate classes, workshops in and out of district, and our Teacher Academy. Teachers have been using a professional learning community model to develop an understanding of collaborative learning. Additionally, our teachers have worked with a consulting firm, Conquer Math, to enhance their teaching skills in the area of mathematics instruction. Our district sponsors an EdCamp at least twice a year for professional development. Most classes are taught and attended by district personnel.</p>



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 <p><b>Student Supports and Services:</b></p>	<p>South End fosters a collaborative, co-teaching model where a general education and special education teacher work together to teach students with and without disabilities in a shared classroom. Reading and Math Intervention is offered for K-2 students, grade 3 and 4 Basic Skills Program along with an after school Pathways program assists students in need of additional support in ELA and Math. Intervention and Referral Services addresses students who are experiencing learning difficulties.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>South End is committed to supporting a school environment that will ensure the health and well-being of all children. We follow the State of New Jersey Nutritional Guidelines adopted in NJ schools. Students partake in physical education classes designed to teach skills, strategies, cooperation, and team building. All students have a half hour of recess each day. Our classroom teachers and school nurse address a number of programs in classrooms to promote a healthy lifestyle and the wellness of students.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Family School Association (FSA) is an integral part of the South End community. They provide materials, technology equipment, and cultural experiences to enhance instructional programs. Parents serve as key communicators, disseminating information through the FSA's Facebook page. We are an active partner with local organizations in an effort to teach our children to give back to others. Students collect for charitable organizations, such as the local food bank and Table-to-Table initiative.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Our Anti-Bullying Coordinator and Specialists designed school climate surveys for students, staff, and parents. Surveys are administered every two years. Results from the most recent survey are posted on a link on our school's webpage <a href="http://www.cgschools.org/our-schools/south-end/">http://www.cgschools.org/our-schools/south-end/</a>.</p>
 <p>Facilities:</p>	<p>The Cedar Grove School District prides itself in creating safe learning environments for our staff and students. In the past five years, new windows have been installed along with a new roof. The heating system and all restrooms were updated using the latest technologies. A new safe and age appropriate playground for our preschool students was recently installed affording our youngest population their own space for outdoor play. Our Media Center has been redesigned this past year to reflect a more modern learning environment.</p>
 <p>School Safety:</p>	<p>Student safety is our first priority. We believe students must come to school knowing they are safe to learn and engage with their peers. South End has a School Climate Committee comprised of the principal, guidance counselor, teachers and parents. The committee meets to discuss and plan ways to promote school safety so our children feel at home and safe at South End. Our teachers and Guidance Counselor encourage good character traits through the 6 Pillars of Character Education focusing on a different pillar each month. Assemblies that promote kindness and anti-bullying themes are presented to the students. We believe that when children feel safe at school, maximum learning takes place.</p>



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 <p><b>Technology and STEM:</b></p>	<p>At South End we believe that technology enhances our curriculum and is used to improve upon teaching and learning. In addition to one-to-one Chrome Book use in grades K-4, each classroom has a Smartboard and document camera. We use a variety of online assessments and district benchmark assessments to aid our teachers in differentiating instruction providing a more individualized learning. These include DRA (Developmental Reading Assessment), STARS, Dibels, and Lexia. Students use Raz Kids Plus and Moby Max to hone their ELA and Math skills. Our teachers are proficient in the use of Google Apps for Educators (Google Classroom, Sites, Documents, Forms, Slides) along with a number of apps allowing students to provide live feedback.</p>
 <p><b>Early Childhood Education:</b></p>	<p>We are proud of our integrated Preschool program based on The Creative Curriculum for 3-4 year olds. Additionally, our youngest students take part in music therapy, occupational therapy, social skills, and art class.</p>



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### Other Information

South End is dedicated to providing children with an environment that promotes integrity and advances education. Students are introduced to the basics of a foreign language in our world language program. South End believes in the arts. We offer a string ensemble for students in grade four. Students at each grade level recognize music style in vocal music class. Art lessons grow out of the students' work in academic areas and incorporate different media while developing a sequential skills program. We highlight the students' musical and artistic talents each year with a winter and spring concert and a school-wide art show. We emphasize a leadership position and our oldest students becoming active members of our school community. Our fourth graders have the opportunity to become Safety Patrol members. Their role is to assist our Preschool, Kindergarteners, and grade 1 students at lunch and recess. Additionally, we have a Panther Peers program that pairs our fourth graders with our Preschool students once a week at lunch. Our oldest students serve as role-models to our younger students teaching them about school safety and responsibility. South End is a true learning community that believes in developing the whole child.