



Adamsville Primary School
(35-0555-030)
Grades Offered: PK-04
2018-2019

Report Key:

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Adamsville Primary School**

(35-0555-030)

Grades Offered: PK-04

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

School Contact Information

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

Type	Contact Information
County	Somerset
District	Bridgewater-Raritan Regional School District
Principal Name	Dr. James Singagliese
Address	400 Union Avenue Bridgewater, NJ 08807
Phone Number	908-526-6440
Email Address	jsingagliese@brrsd.org
Website	https://ad.brrsd.org/



Adamsville Primary School
(35-0555-030)
Grades Offered: PK-04
2018-2019

Report Key:

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

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	90	75	55
KG	87	85	60
1	74	116	109
2	123	75	109
3	101	123	76
4	95	108	126
Total	570	582	535

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.6%	48.5%	48.4%
Male	51.4%	51.5%	51.6%
Economically Disadvantaged Students	18.1%	18.2%	17.6%
Students with Disabilities	19.1%	20.3%	17.0%
English Learners	13.2%	18.7%	13.6%
Homeless Students	0.0%	0.0%	0.2%
Students in Foster Care	0.2%	0.2%	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	39.1%	35.4%	31.4%
Hispanic	26.7%	29.2%	28.8%
Black or African American	4.6%	4.6%	5.4%
Asian	26.8%	27.0%	32.1%
Native Hawaiian or Pacific Islander	0.7%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	2.1%	3.6%	1.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	61	55	43
PK - Full Day	29	20	12
KG - Half Day	82	79	60
KG - Full Day	5	6	0

Enrollment by Home Language

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

Home Language	% of Students
English	59.1%
Spanish	16.1%
Hindi	4.7%
Telugu	4.1%
Tamil	3.7%
Other Languages	12.3%



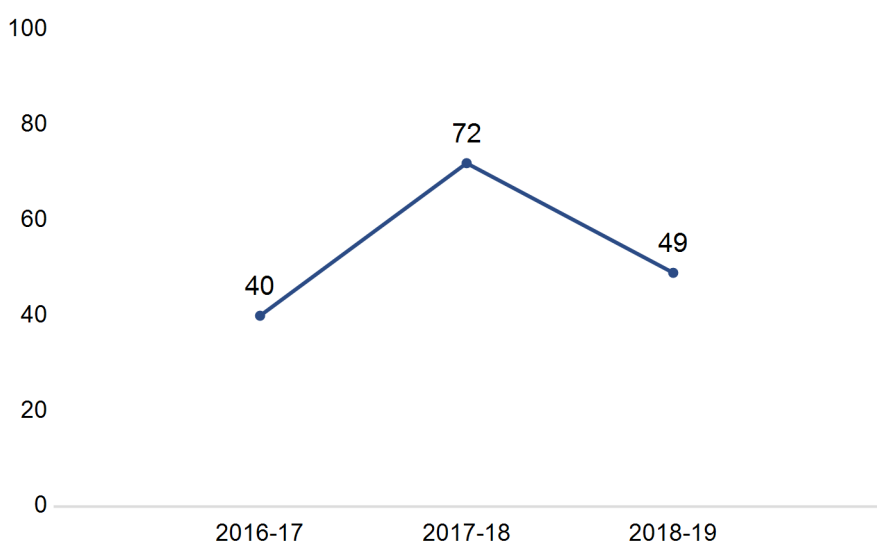
Adamsville Primary School
 (35-0555-030)
 Grades Offered: PK-04
 2018-2019

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

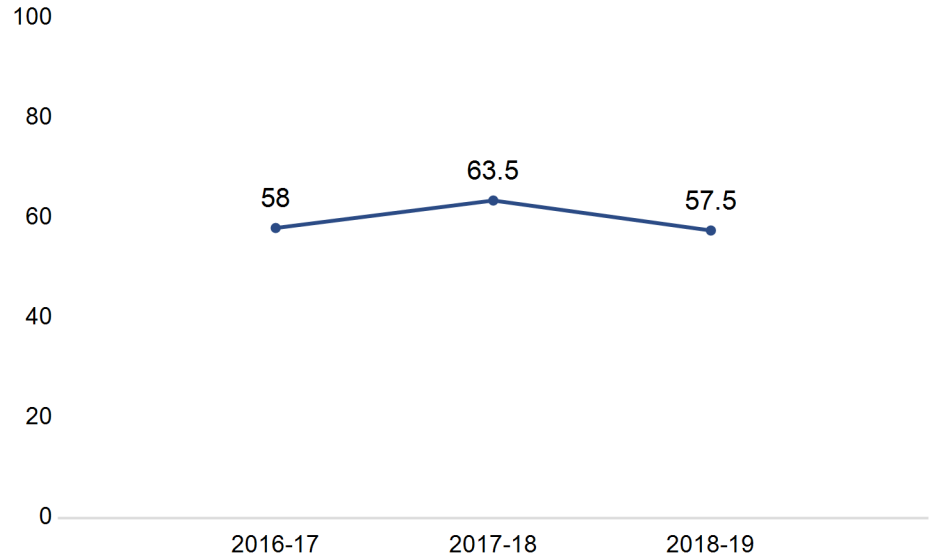
Student Growth Trends and Progress

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	40	72	49	58	63.5	57.5
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Adamsville Primary School
(35-0555-030)
Grades Offered: PK-04
2018-2019

Report Key:

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

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	49	56	50	Met Standard	57.5	49	50	Met Standard
White	48.5	55	50	Met Standard	52	45	52	Met Standard
Hispanic	39	48	49	Not Met	54.5	44	47	Met Standard
Black or African American	*	43.5	45	**	*	35	43	**
Asian, Native Hawaiian, or Pacific Islander	62.5	65	59	Exceeds Standard	77	57	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	61	49	**	*	42	52	**
Female	44	58	53	N	57	48.5	50	N
Male	50.5	55	47	N	57.5	49	51	N
Economically Disadvantaged Students	41	47	48	Met Standard	66	41.5	46	**
Students with Disabilities	49	50	43	Met Standard	71	42	45	Exceeds Standard
English Learners	47	56	52	Met Standard	64	46	50	Exceeds Standard
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	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



Adamsville Primary School
 (35-0555-030)
 Grades Offered: PK-04
 2018-2019

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

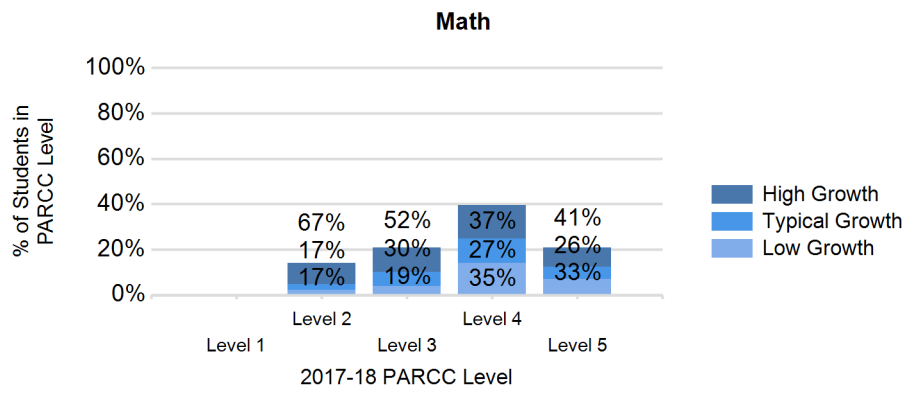
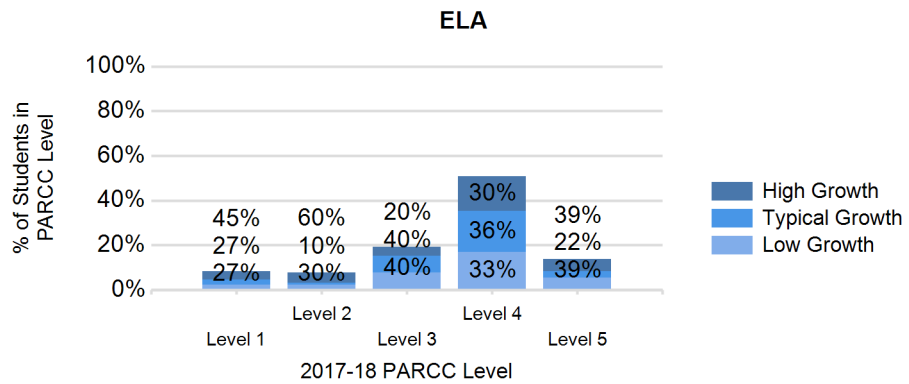
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

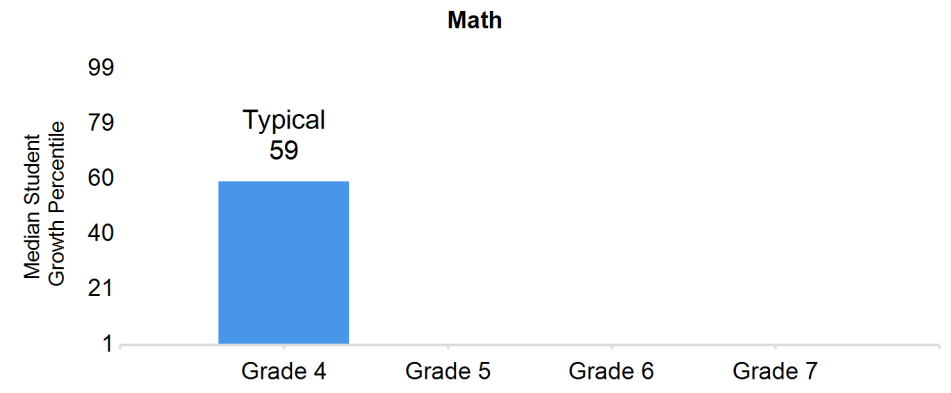
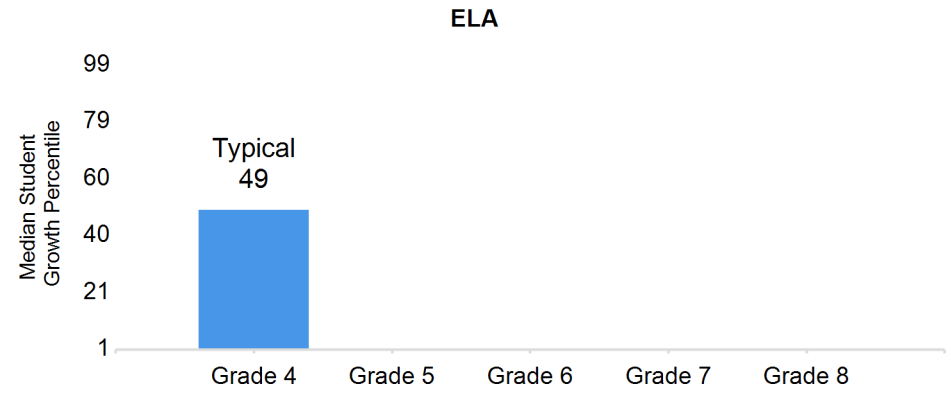
Student Growth by Performance Level

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



Student Growth by Grade

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





Adamsville Primary School
(35-0555-030)
Grades Offered: PK-04
2018-2019

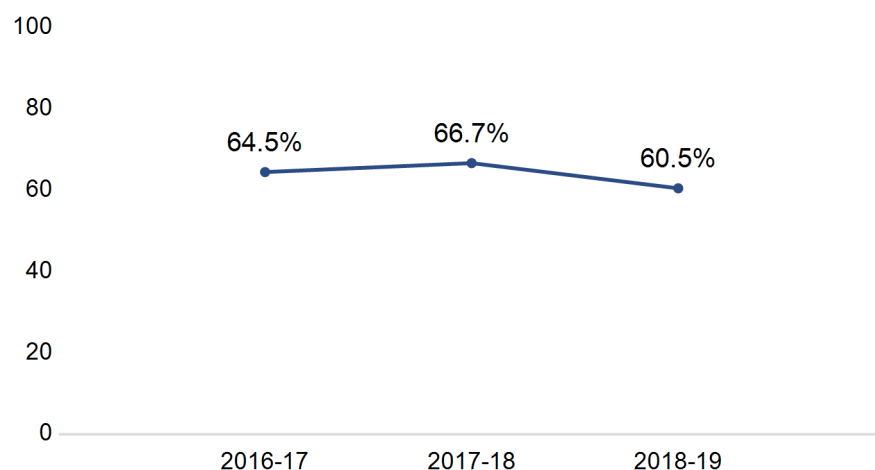
Report Key:

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

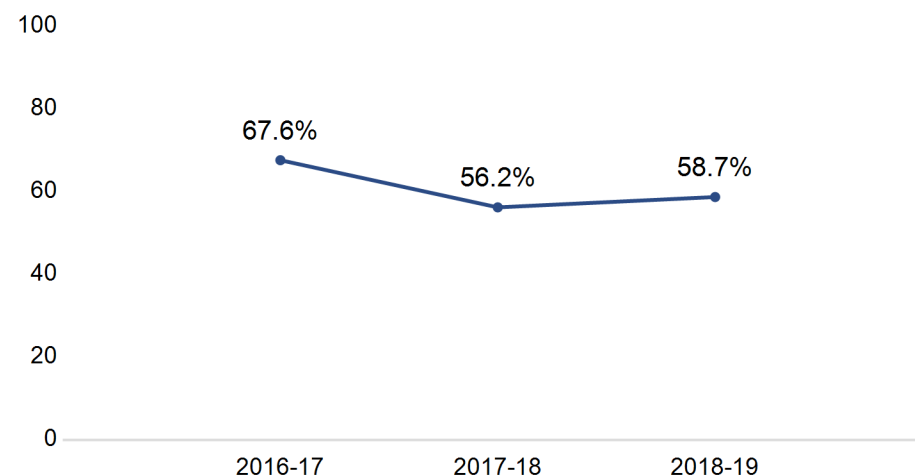
English Language Arts and Mathematics Performance Trends

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	99.0%	100.0%	99.5%	98.6%	99.6%	99.5%
Proficiency Rate for Federal Accountability	64.5%	66.7%	60.5%	67.6%	56.2%	58.7%
Annual Target	67.2%	67.8%	68.5%	75.9%	76.1%	76.3%
Met Annual Target?	Met Target†	Met Target†	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Adamsville Primary School
(35-0555-030)
Grades Offered: PK-04
2018-2019

Report Key:

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

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	205	99.5	60.5	76.9	57.9	60.5	68.5	Not Met
White	75	98.7	61.3	75.2	66.9	61.3	69.5	Met Target†
Hispanic	66	100.0	42.4	*	43.9	42.4	55.5	Not Met
Black or African American	*	*	*	52.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	47	100.0	85.1	91.1	82.9	85.1	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	110	99.1	65.5	82.1	64.8	65.5		
Male	95	100.0	54.7	72.0	51.3	54.7		
Economically Disadvantaged Students	32	100.0	37.5	52.1	40.0	37.5	51.7	Not Met
Non-Economically Disadvantaged Students	173	99.4	64.7	79.4	67.9	64.7		
Students with Disabilities	33	100.0	30.3	36.0	22.7	30.3	24.8	Met Target
Students without Disabilities	172	99.4	66.3	84.1	65.1	66.3		
English Learners	44	100.0	54.5	56.3	29.3	54.5	56.5	Met Target†
Non-English Learners	161	99.4	62.1	78.1	60.6	62.1		
Homeless Students	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.



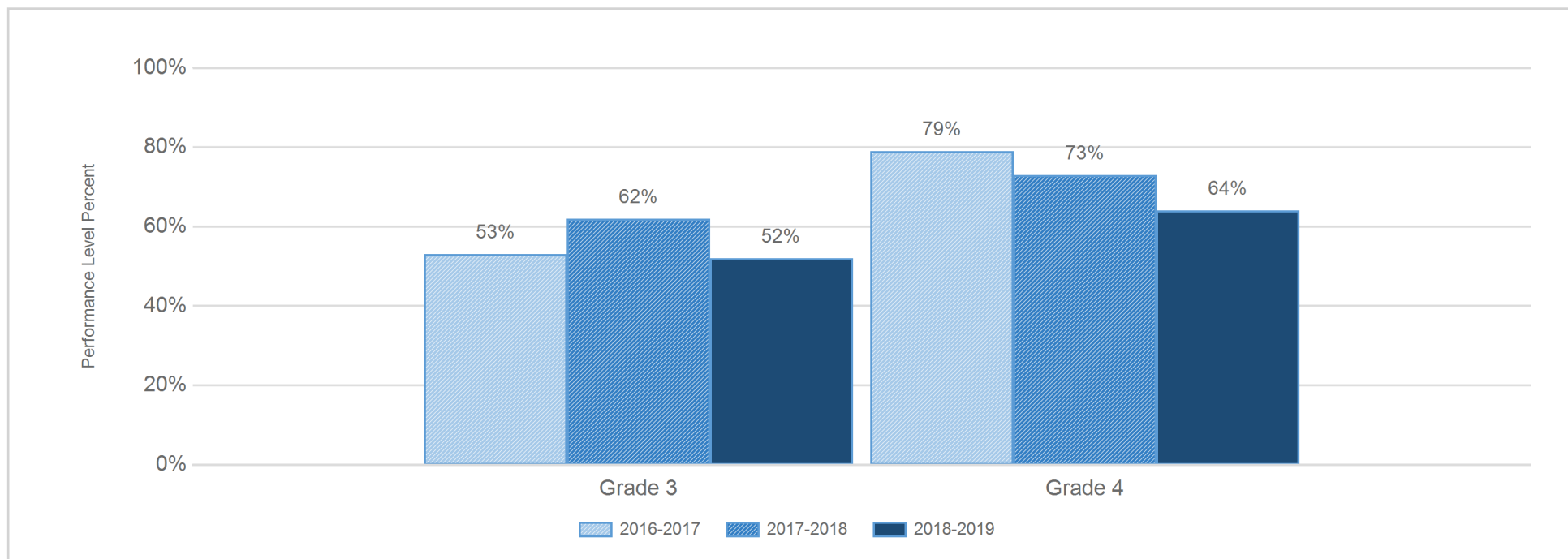
Adamsville Primary School
(35-0555-030)
Grades Offered: PK-04
2018-2019

Report Key:

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

English Language Arts Assessment - Performance Trends

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





Adamsville Primary School
(35-0555-030)
Grades Offered: PK-04
2018-2019

Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	748	763	748	*	*	27%	*	*	52%	50%
White	32	748	757	757	*	*	34%	47%	0%	47%	60%
Hispanic	27	732	739	734	*	*	*	*	*	30%	36%
Black or African American	*	*	761	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	778	756	N	N	N	N	N	N	58%
Female	41	755	767	753	*	*	24%	*	*	63%	55%
Male	34	740	759	743	*	*	29%	*	*	38%	46%
Economically Disadvantaged Students	13	738	730	731	*	*	*	*	*	38%	33%
Non-Economically Disadvantaged Students	62	750	766	759	*	*	*	*	*	55%	61%
Students with Disabilities	*	*	729	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	769	754	*	*	*	*	*	*	56%
English Learners	*	*	738	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	764	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	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%



Adamsville Primary School
(35-0555-030)
Grades Offered: PK-04
2018-2019

Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	136	764	773	755	*	*	24%	43%	21%	64%	57%
White	44	767	*	763	0%	*	*	*	*	70%	67%
Hispanic	43	747	752	743	*	*	33%	*	*	51%	44%
Black or African American	*	*	752	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	35	779	791	779	*	*	*	40%	40%	80%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	774	762	*	*	*	*	*	*	64%
Female	73	765	778	760	*	*	23%	44%	22%	66%	62%
Male	63	762	768	750	*	*	25%	43%	19%	62%	53%
Economically Disadvantaged Students	20	746	740	740	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	116	767	776	765	*	*	*	*	*	68%	69%
Students with Disabilities	24	735	738	725	*	*	*	*	*	33%	25%
Students without Disabilities	112	770	780	761	*	*	*	*	*	71%	64%
English Learners	*	*	739	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	774	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%



Adamsville Primary School
(35-0555-030)
Grades Offered: PK-04
2018-2019

Report Key:

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

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	208	99.5	58.7	61.3	44.5	58.7	76.3	Not Met
White	76	98.7	59.2	57.4	54.1	59.2	74.9	Not Met
Hispanic	66	100.0	40.9	*	28.8	40.9	71.3	Not Met
Black or African American	13	100.0	53.8	34.2	23.0	53.8	**	**
Asian, Native Hawaiian, or Pacific Islander	48	100.0	81.3	83.1	76.5	81.3	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	110	99.1	59.1	61.2	44.9	59.1		
Male	98	100.0	58.2	61.4	44.2	58.2		
Economically Disadvantaged Students	32	100.0	37.5	27.8	26.3	37.5	68	Not Met
Non-Economically Disadvantaged Students	176	99.5	62.5	64.9	54.9	62.5		
Students with Disabilities	33	100.0	30.3	22.7	17.4	30.3	24.8	Met Target
Students without Disabilities	175	99.5	64.0	68.2	50.0	64.0		
English Learners	47	100.0	61.7	47.9	25.0	61.7	70.6	Met Target†
Non-English Learners	161	99.4	57.8	62.2	46.5	57.8		
Homeless Students	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.



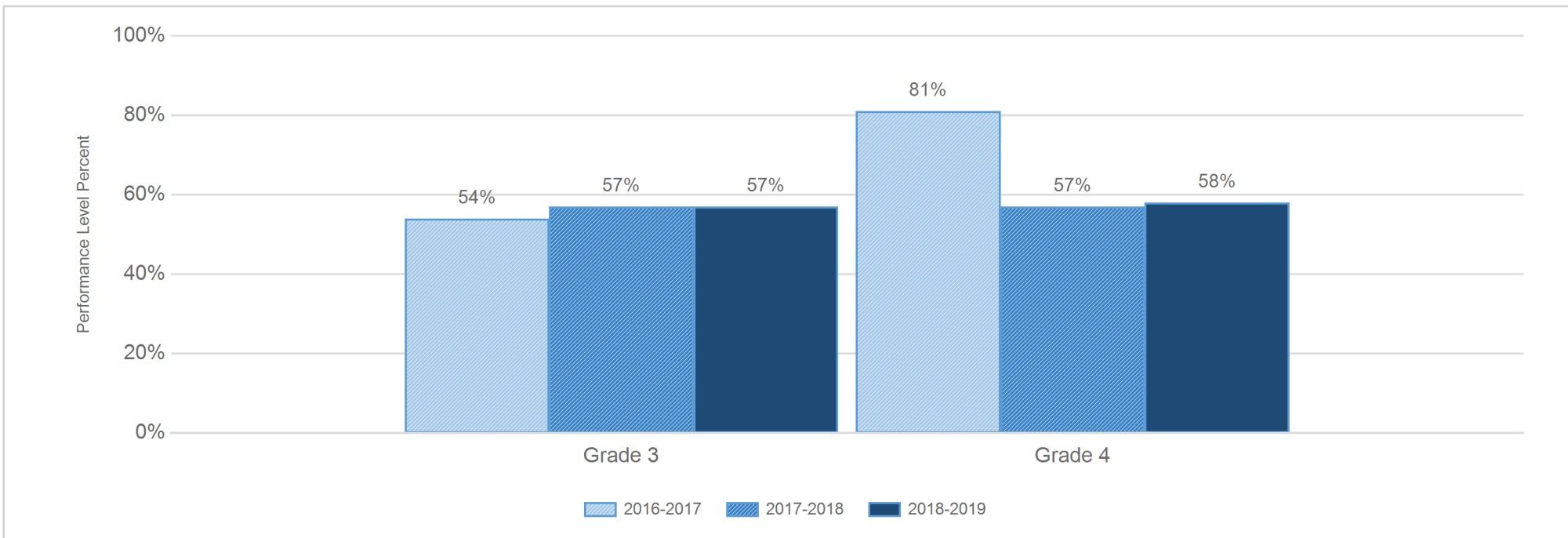
Adamsville Primary School
(35-0555-030)
Grades Offered: PK-04
2018-2019

Report Key:

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

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.



Adamsville Primary School
(35-0555-030)
Grades Offered: PK-04
2018-2019

Report Key:

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

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	752	764	752	*	16%	19%	*	*	57%	55%
White	32	751	758	760	*	*	*	*	*	53%	66%
Hispanic	27	740	743	739	*	*	*	*	*	44%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	13	775	783	778	0%	0%	*	*	*	85%	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	N	N	778	758	N	N	N	N	N	N	62%
Female	41	747	762	751	*	*	*	*	*	59%	54%
Male	36	757	766	752	*	*	*	*	*	56%	56%
Economically Disadvantaged Students	13	746	735	737	*	*	*	*	*	46%	37%
Non-Economically Disadvantaged Students	64	753	767	761	*	*	*	*	*	59%	67%
Students with Disabilities	*	*	732	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	770	756	*	*	*	*	*	*	60%
English Learners	10	761	751	728	*	0%	*	*	*	50%	26%
Non-English Learners	67	751	765	754	*	18%	*	*	*	58%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	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%



Adamsville Primary School
(35-0555-030)
Grades Offered: PK-04
2018-2019

Report Key:

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

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	139	757	767	749	*	*	27%	45%	13%	58%	51%
White	45	758	*	757	*	0%	31%	*	*	62%	62%
Hispanic	43	742	747	737	*	*	37%	*	*	40%	36%
Black or African American	*	*	750	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	36	779	786	776	*	*	*	47%	33%	81%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	753	754	*	*	*	*	*	*	58%
Female	74	756	767	749	*	*	23%	*	*	58%	50%
Male	65	758	767	749	*	*	32%	*	*	58%	52%
Economically Disadvantaged Students	20	739	737	734	*	*	*	*	*	30%	32%
Non-Economically Disadvantaged Students	119	760	770	759	*	*	*	*	*	63%	63%
Students with Disabilities	24	735	738	726	*	*	42%	*	*	29%	25%
Students without Disabilities	115	762	772	754	*	*	24%	*	*	64%	56%
English Learners	*	*	737	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	768	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%



Adamsville Primary School
(35-0555-030)
Grades Offered: PK-04
2018-2019

Report Key:

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

DLM Alternate Assessment - Participation

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

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

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	65.4%	56.6%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	46	*	*
3-4	21	81.0%	19.0%
5 or more	*	*	*



Adamsville Primary School
 (35-0555-030)
 Grades Offered: PK-04
 2018-2019

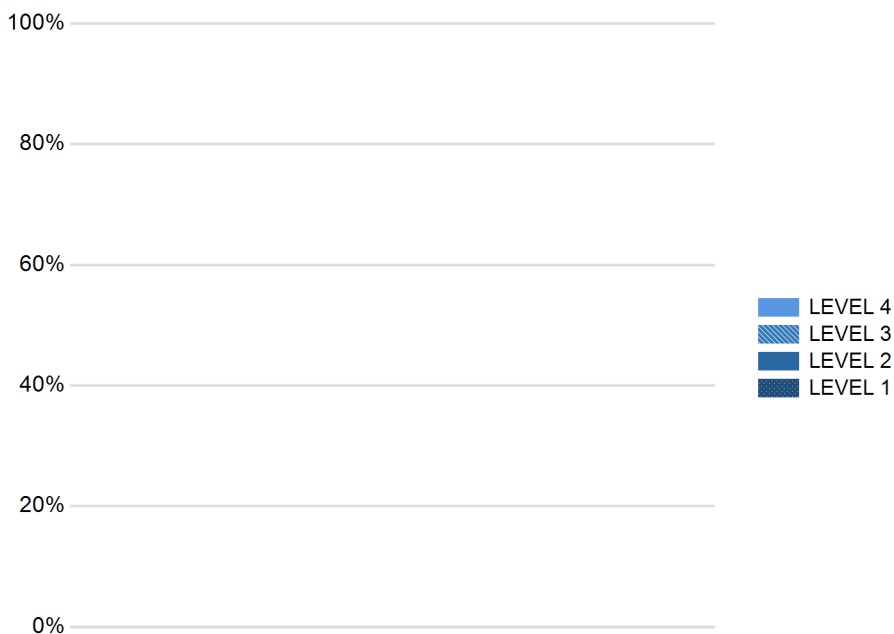
Report Key:

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

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



Adamsville Primary School

(35-0555-030)

Grades Offered: PK-04

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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.

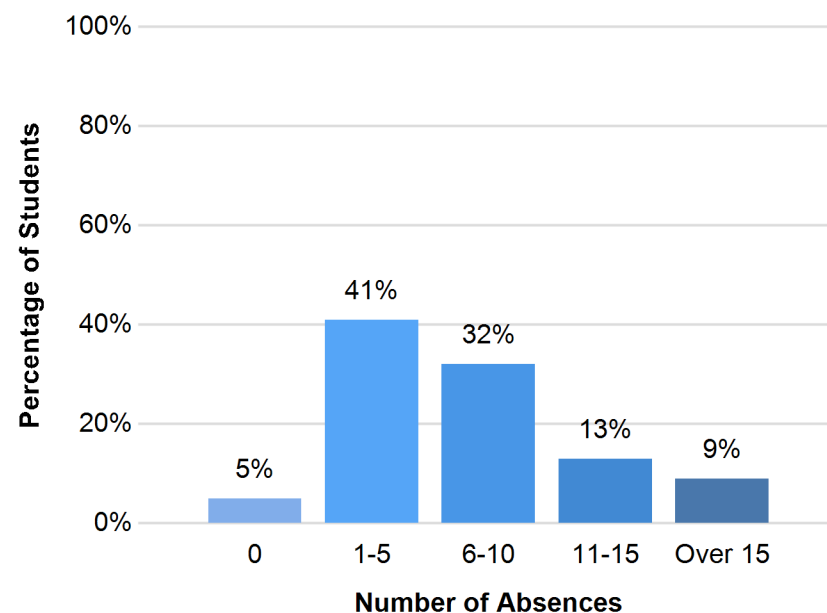
Chronic Absenteeism

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	9.2	Met
White	9	5.6	9.2	Met
Hispanic	9	6.3	9.2	Met
Black or African American	0	0	9.2	Met
Asian, Native Hawaiian, or Pacific	9	5.9	9.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	13	5.4		
Male	14	5.5		
Economically Disadvantaged Students	5	5.5	9.2	Met
Students with Disabilities	8	11.4	9.2	Not Met
English Learners	4	5.6	9.2	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Adamsville Primary School

(35-0555-030)

Grades Offered: PK-04

2018-2019

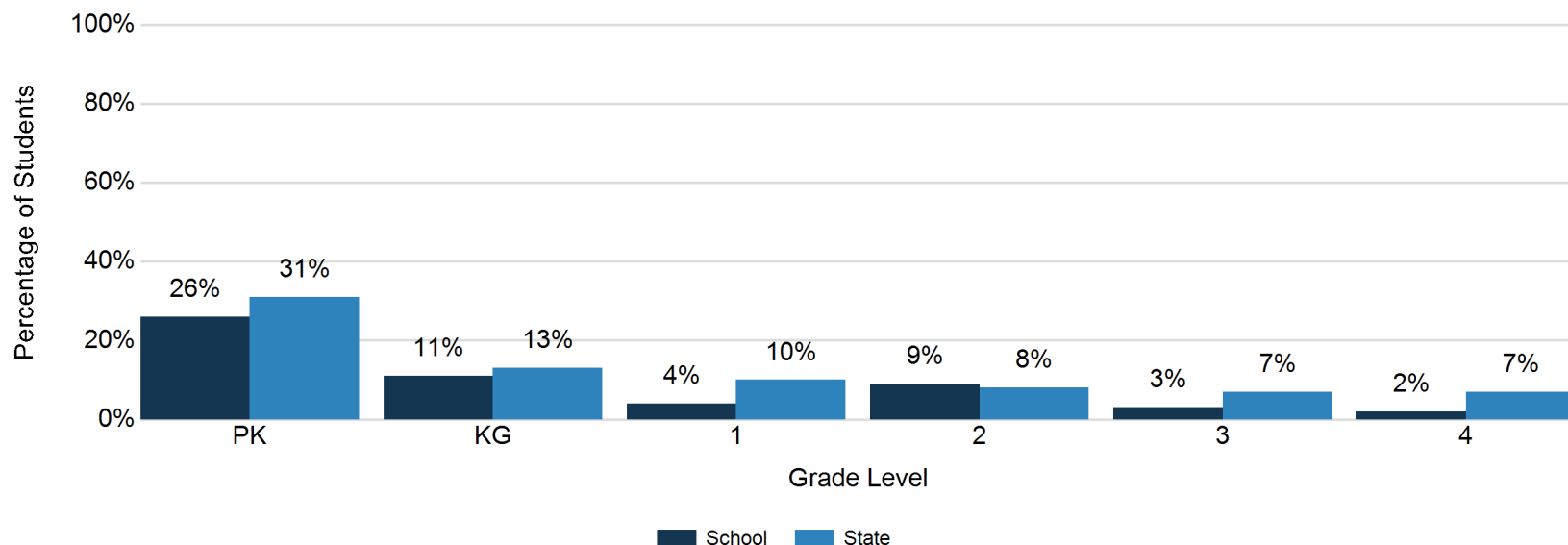
Report Key:

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

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.





Adamsville Primary School
(35-0555-030)
Grades Offered: PK-04
2018-2019

Report Key:

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

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	1	3
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	4	0	4
Disability	0	0	0
Other	1	0	1
No Identified Nature	2		2

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



Adamsville Primary School

(35-0555-030)

Grades Offered: PK-04

2018-2019

Report Key:

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

School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

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

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



Adamsville Primary School
(35-0555-030)
Grades Offered: PK-04
2018-2019

Report Key:

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

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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	61	118,214
Average years experience in public schools	10.7	12.1
Average years experience in district	10.4	10.8
Percentage of Teachers with 4 or more years experience in the district	75.4%	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	46	9,530
Average years experience in public schools	12.0	16.0
Average years experience in district	11.5	12.0
Percentage of Administrators with 4 or more years experience in the district	76.1%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	11:1
Students to Administrators	178:1	185:1
Teachers to Administrators	20:1	17:1
Students to Librarians/Media Specialists		852:1
Students to Nurses		609:1
Students to Counselors		304:1
Students to Child Study Team Members		258:1



Adamsville Primary School
(35-0555-030)
Grades Offered: PK-04
2018-2019

Report Key:

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

Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.4%	96.7%	66.7%	48.4%	77.1%	54.9%
Male	51.6%	3.3%	33.3%	51.6%	22.9%	45.1%
White	31.4%	95.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	28.8%	1.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.4%	1.6%	0.0%	15.0%	6.6%	13.9%
Asian	32.1%	1.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.9%	0.0%	0.0%	2.1%	0.2%	0.2%



Adamsville Primary School
(35-0555-030)
Grades Offered: PK-04
2018-2019

Report Key:

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

Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.1%	90.5%
2017-18 Administrators: Same district 2018-19	95.5%	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	94.1%



Adamsville Primary School

(35-0555-030)

Grades Offered: PK-04

2018-2019

Report Key:

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

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.



Adamsville Primary School
(35-0555-030)
Grades Offered: PK-04
2018-2019

Report Key:

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

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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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.



Adamsville Primary School
(35-0555-030)
Grades Offered: PK-04
2018-2019

Report Key:

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

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

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

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

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	64.5%	66.7%	60.5%
Math Proficiency	67.6%	56.2%	58.7%
ELA Growth	40	72	49
Math Growth	58	64	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		77.6%	65.4%
Chronic Absenteeism	4.2%	6.1%	5.5%

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



Adamsville Primary School
(35-0555-030)
Grades Offered: PK-04
2018-2019

Report Key:

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

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.



Adamsville Primary School
(35-0555-030)
Grades Offered: PK-04
2018-2019

Report Key:

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

Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Adamsville Primary School

(35-0555-030)

Grades Offered: PK-04

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

School 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:

- Multicultural Celebrations: Events that allow families to explore various cultures represented at Adamsville.
- STEAM Community Expos: Students, parents, and staff engage in inquiry based projects where they present a scientific investigation.
- Our Mindfulness Initiative promotes student learning and social/emotional well being.



Mission, Vision, Theme:

The mission of the Bridgewater-Raritan Regional School District is: We will teach them One and All; Young to Old and Big to Small; Inspire, engage and educate; Improve our world and make it great; Challenge All to grow, exceed; So one day They will take the lead. For more information, visit our website at: <https://www.brrsd.org/community/strategic-planning>



Adamsville Primary School

(35-0555-030)

Grades Offered: PK-04

2018-2019

Report Key:

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

School 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.



Courses, Curriculum, Instruction:

The BRRSD offers our students the opportunity to develop their mastery of the NJSLs. Individual growth is supported by exceptional staff, deep and interconnected curriculum, cutting-edge methods, and a variety of resources. Students imagine, invent, question and discover in safe and supportive spaces. Within our PreK-12 continuum, Adamsville focuses on developing the early foundational skills needed to succeed as students mature. Access our curricula here: <https://brsdk12-public.rubiconatlas.org/Atlas/Public/View/Default>



Clubs and Activities:

As an extension to our academic programs, Adamsville offers a wide variety of clubs and activities. Examples include dancing, singing, gardening, clay and wood crafts, engineering and building, baking, and an array of athletic activities.



Adamsville Primary School
 (35-0555-030)
 Grades Offered: PK-04
 2018-2019

Report Key:

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

School 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.



Before and After School Programs:

Each school in BRRSD offers programs before and after school. Some are consistent by level and others unique to a school. For more information on the programs at Adamsville, please visit our website at: <https://www.brrsd.org/parents>



Adamsville Primary School

(35-0555-030)

Grades Offered: PK-04




2018-2019

Report Key:

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

School 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>Student Supports and Services:</p>	<p>As our mission statement says, "We will teach them, One and All." BRRSD recognizes that each student learns differently and as such each school offers a complete system of supports for students and all of their unique needs. For more information, please see our website at: https://www.brrsd.org/departments/school-counseling</p>
 <p>Student Health and Wellness:</p>	<p>BRRSD's strategic work is grounded upon six critical areas. One of these six is Health and Wellness. We currently support students in this area with comprehensive instructional and guidance programs; however, we are also working with our community to develop even more opportunities for students to grow and find support. For more information, visit our website at: https://www.brrsd.org/departments/school-counseling/health-and-wellness</p>
 <p>Parent and Community Involvement:</p>	<p>The mission statement of the BRRSD opens with one word: "We." BRRSD believes that to truly help children grow, we need to involve every aspect of our dynamic community. Each school offers multiple opportunities for parents and community members to get involved. For more information about opportunities here at Adamsville, visit our website at: https://ad.brrsd.org/parent-resources</p>

**Bradley Gardens Primary School**

(35-0555-040)

Grades Offered: PK-04

2018-2019

Report Key:

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Bradley Gardens Primary School**

(35-0555-040)

Grades Offered: PK-04

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

School Contact Information

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

Type	Contact Information
County	Somerset
District	Bridgewater-Raritan Regional School District
Principal Name	Mrs. Barbara Binford
Address	148 Pine Street Bridgewater, NJ 08807
Phone Number	908-725-8444
Email Address	bbinford@brrsd.org
Website	https://bg.brrsd.org/



Bradley Gardens Primary School

(35-0555-040)

Grades Offered: PK-04

2018-2019

Report Key:

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

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	31	38
KG	38	32	31
1	49	55	51
2	70	47	63
3	66	67	47
4	45	71	63
Total	268	303	294

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	46.6%	44.6%	43.9%
Male	53.4%	55.4%	56.1%
Economically Disadvantaged Students	5.6%	6.3%	7.1%
Students with Disabilities	18.3%	24.4%	20.7%
English Learners	0.7%	1.0%	1.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.7%
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	64.2%	50.2%	47.6%
Hispanic	7.1%	14.9%	17.3%
Black or African American	1.9%	2.0%	2.0%
Asian	22.0%	26.7%	27.2%
Native Hawaiian or Pacific Islander	0.7%	1.0%	0.7%
American Indian or Alaska Native	0.0%	0.0%	0.7%
Two or More Races	4.1%	5.3%	4.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	24	31
PK - Full Day	0	7	7
KG - Half Day	38	29	28
KG - Full Day	0	3	3

Enrollment by Home Language

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

Home Language	% of Students
English	80.6%
Spanish	3.7%
Telugu	2.4%
Tamil	2.0%
Gujarati	1.7%
Other Languages	9.5%



Bradley Gardens Primary School
 (35-0555-040)
 Grades Offered: PK-04
 2018-2019

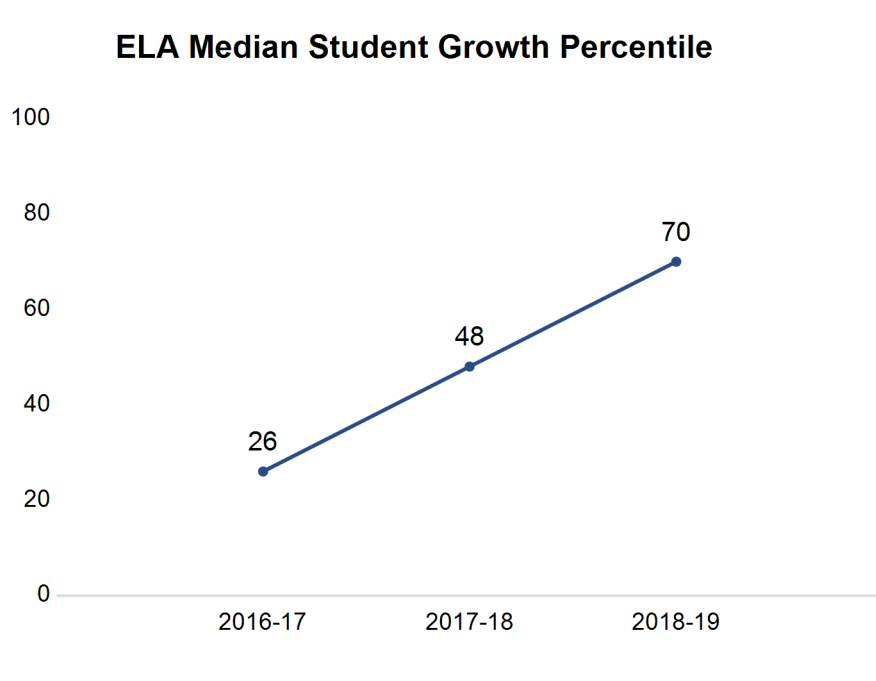
Report Key:

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

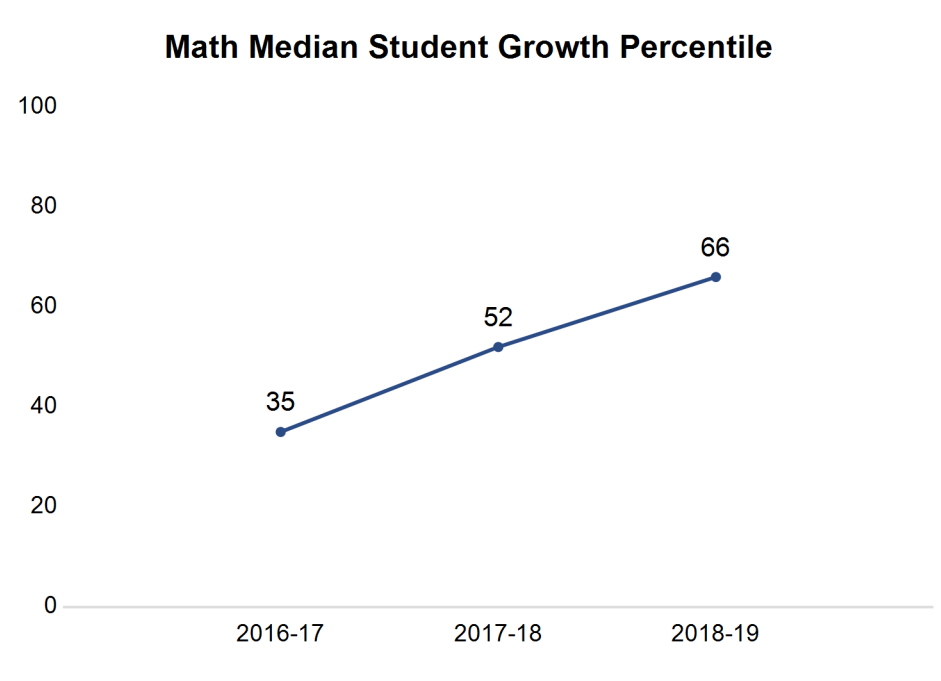
Student Growth Trends and Progress

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	26	48	70	35	52	66
Met Standard (40-59.5)?	Not Met	Met Standard	Exceeds Standard	Not Met	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Bradley Gardens Primary School

(35-0555-040)

Grades Offered: PK-04

2018-2019

Report Key:

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

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	70	56	50	Exceeds Standard	66	49	50	Exceeds Standard
White	68	55	50	Exceeds Standard	59	45	52	Met Standard
Hispanic	72	48	49	**	56.5	44	47	**
Black or African American	*	43.5	45	**	*	35	43	**
Asian, Native Hawaiian, or Pacific Islander	62	65	59	Exceeds Standard	76.5	57	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	61	49	**	*	42	52	**
Female	70	58	53	N	61	48.5	50	N
Male	69	55	47	N	67.5	49	51	N
Economically Disadvantaged Students	*	47	48	**	*	41.5	46	**
Students with Disabilities	*	50	43	**	*	42	45	**
English Learners	*	56	52	**	*	46	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	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



Bradley Gardens Primary School
 (35-0555-040)
 Grades Offered: PK-04
 2018-2019

Report Key:

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

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

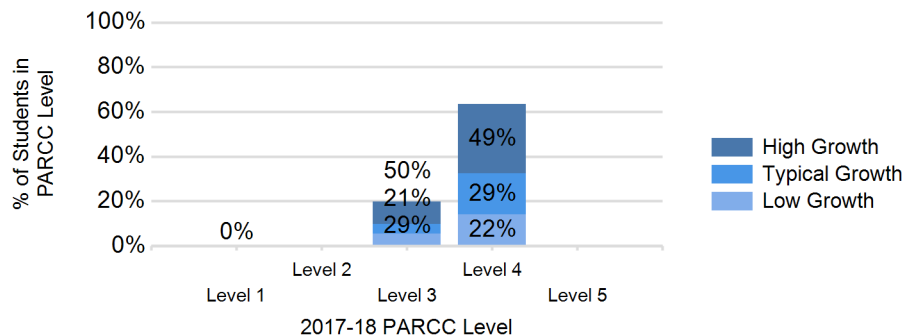
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

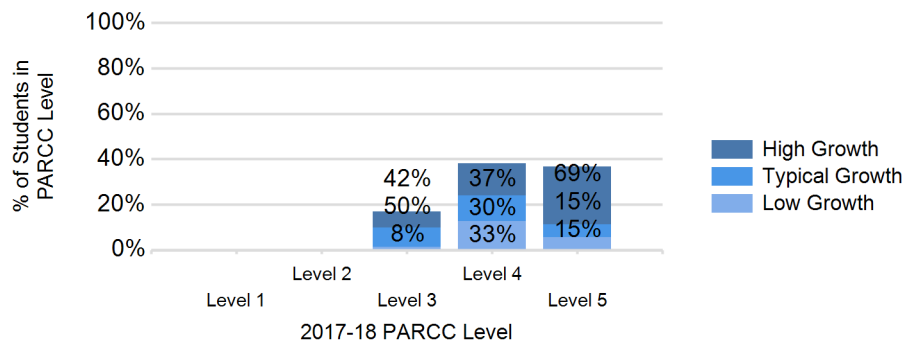
Student Growth by Performance Level

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

ELA



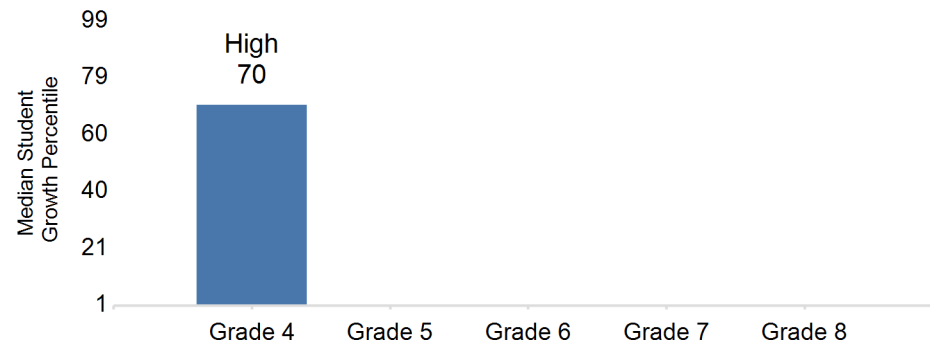
Math



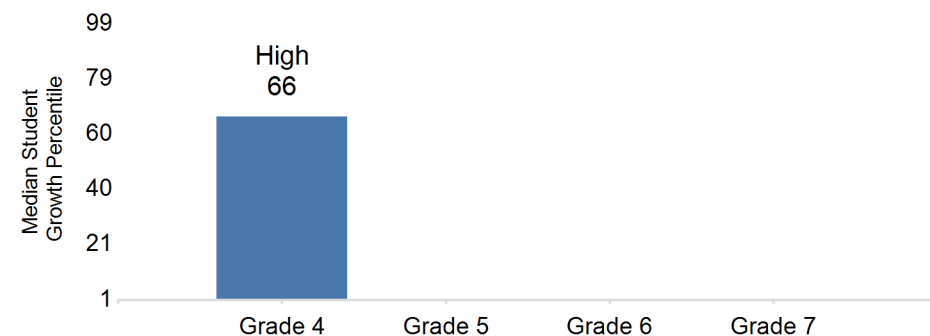
Student Growth by Grade

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

ELA



Math





Bradley Gardens Primary School
(35-0555-040)
Grades Offered: PK-04
2018-2019

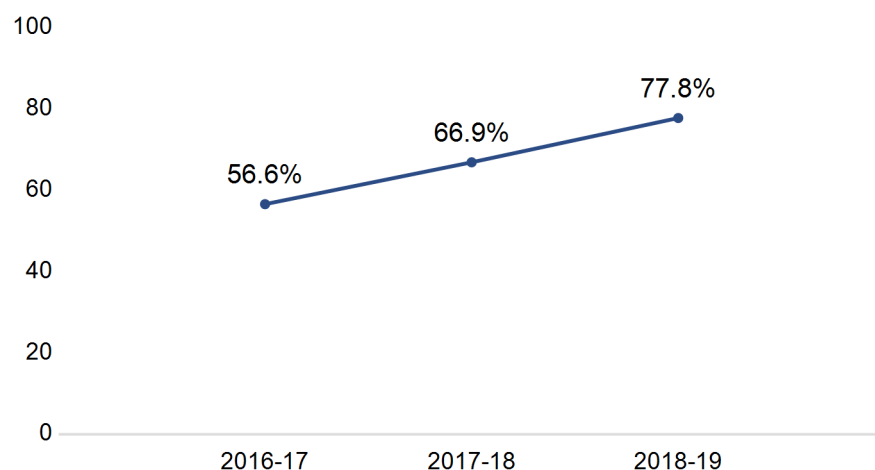
Report Key:

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

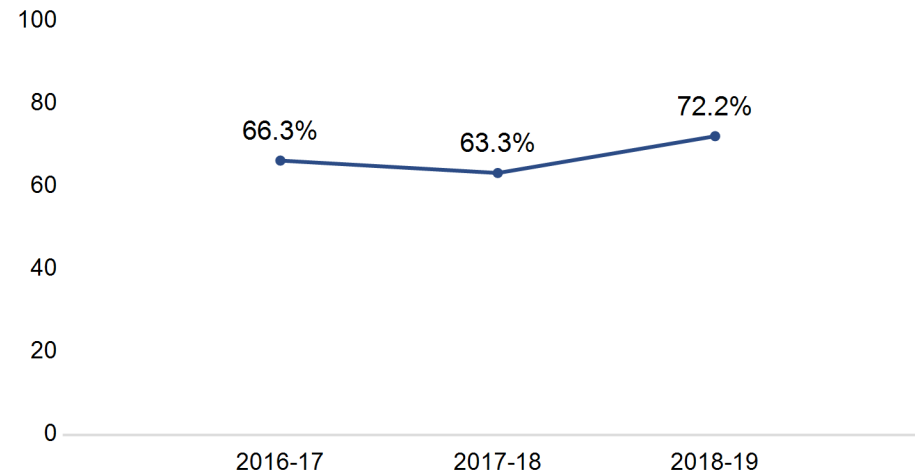
English Language Arts and Mathematics Performance Trends

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	100.0%	97.2%	99.2%	100.0%	97.2%	99.2%
Proficiency Rate for Federal Accountability	56.6%	66.9%	77.8%	66.3%	63.3%	72.2%
Annual Target	65.8%	66.6%	67.3%	64.1%	65.0%	65.8%
Met Annual Target?	Not Met	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.



Bradley Gardens Primary School

(35-0555-040)

Grades Offered: PK-04

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	126	99.2	77.8	76.9	57.9	77.8	67.3	Met Target
White	57	98.3	77.2	75.2	66.9	77.2	68	Met Target
Hispanic	21	100.0	57.1	*	43.9	57.1	47.5	Met Target
Black or African American	*	*	*	52.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	40	100.0	87.5	91.1	82.9	87.5	69.2	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	60	98.4	78.3	82.1	64.8	78.3		
Male	66	100.0	77.3	72.0	51.3	77.3		
Economically Disadvantaged Students	*	*	*	52.1	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	79.4	67.9	*		
Students with Disabilities	19	100.0	36.8	36.0	22.7	36.8	N	N
Students without Disabilities	107	99.1	85.0	84.1	65.1	85.0		
English Learners	13	100.0	84.6	56.3	29.3	84.6	**	**
Non-English Learners	113	99.1	77.0	78.1	60.6	77.0		
Homeless Students	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.



Bradley Gardens Primary School

(35-0555-040)

Grades Offered: PK-04

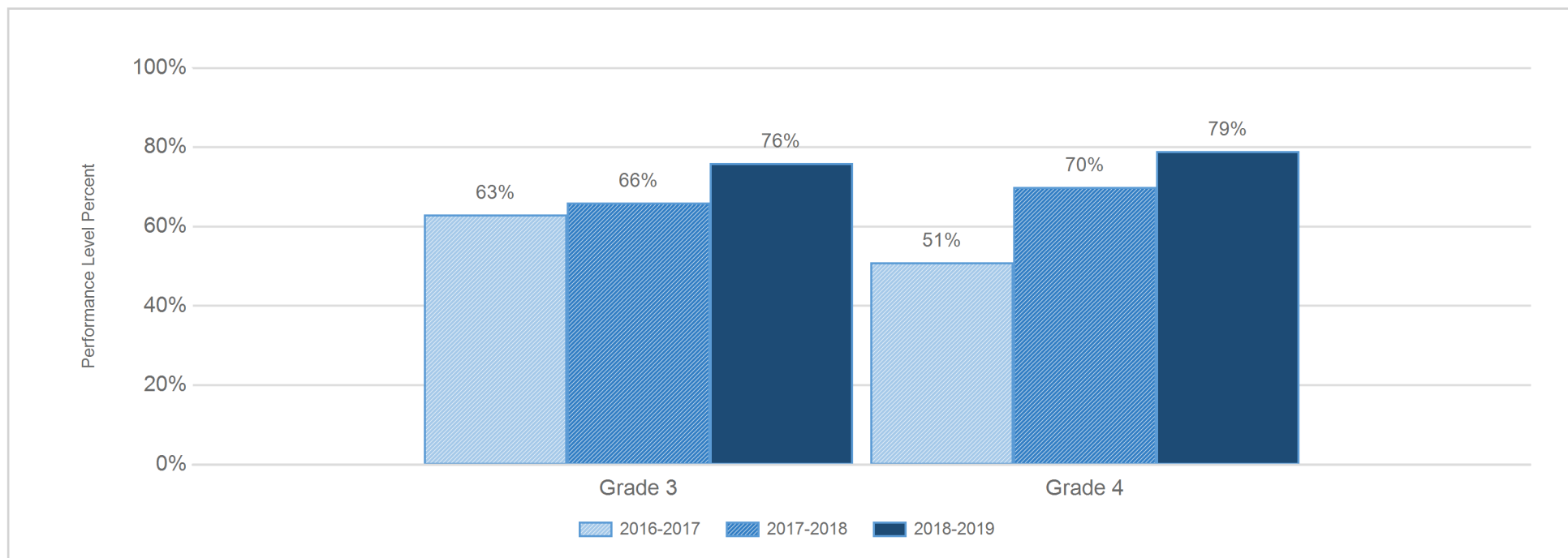
2018-2019

Report Key:

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

English Language Arts Assessment - Performance Trends

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





Bradley Gardens Primary School

(35-0555-040)

Grades Offered: PK-04

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	769	763	748	*	*	*	*	*	76%	50%
White	28	758	757	757	*	*	*	*	*	68%	60%
Hispanic	*	*	739	734	*	*	*	*	*	*	36%
Black or African American	N	N	761	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	16	791	*	773	0%	0%	*	*	*	94%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	778	756	*	*	*	*	*	*	58%
Female	27	769	767	753	*	*	*	*	*	74%	55%
Male	28	769	759	743	*	*	*	*	*	79%	46%
Economically Disadvantaged Students	*	*	730	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	766	759	*	*	*	*	*	*	61%
Students with Disabilities	12	727	729	719	*	*	*	*	*	42%	24%
Students without Disabilities	43	781	769	754	*	*	*	*	*	86%	56%
English Learners	*	*	738	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	764	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	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%



Bradley Gardens Primary School
(35-0555-040)
Grades Offered: PK-04
2018-2019

Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	778	773	755	0%	*	*	46%	33%	79%	57%
White	30	778	*	763	0%	*	*	*	*	87%	67%
Hispanic	15	767	752	743	0%	*	*	*	*	60%	44%
Black or African American	*	*	752	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	24	789	791	779	0%	*	*	*	*	83%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	774	762	*	*	*	*	*	*	64%
Female	34	784	778	760	0%	*	*	44%	38%	82%	62%
Male	38	774	768	750	0%	*	*	47%	29%	76%	53%
Economically Disadvantaged Students	*	*	740	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	776	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	738	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	780	761	*	*	*	*	*	*	64%
English Learners	N	N	739	720	N	N	N	N	N	N	17%
Non-English Learners	72	778	774	758	0%	*	*	46%	33%	79%	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%



Bradley Gardens Primary School

(35-0555-040)

Grades Offered: PK-04

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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	126	99.2	72.2	61.3	44.5	72.2	65.8	Met Target
White	57	98.3	61.4	57.4	54.1	61.4	68	Met Target†
Hispanic	21	100.0	52.4	*	28.8	52.4	47.5	Met Target
Black or African American	*	*	*	34.2	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	40	100.0	95.0	83.1	76.5	95.0	72.8	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	60	98.4	68.3	61.2	44.9	68.3		
Male	66	100.0	75.8	61.4	44.2	75.8		
Economically Disadvantaged Students	*	*	*	27.8	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	64.9	54.9	*		
Students with Disabilities	19	100.0	42.1	22.7	17.4	42.1	N	N
Students without Disabilities	107	99.1	77.6	68.2	50.0	77.6		
English Learners	13	100.0	61.5	47.9	25.0	61.5	**	**
Non-English Learners	113	99.1	73.5	62.2	46.5	73.5		
Homeless Students	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.



Bradley Gardens Primary School

(35-0555-040)

Grades Offered: PK-04

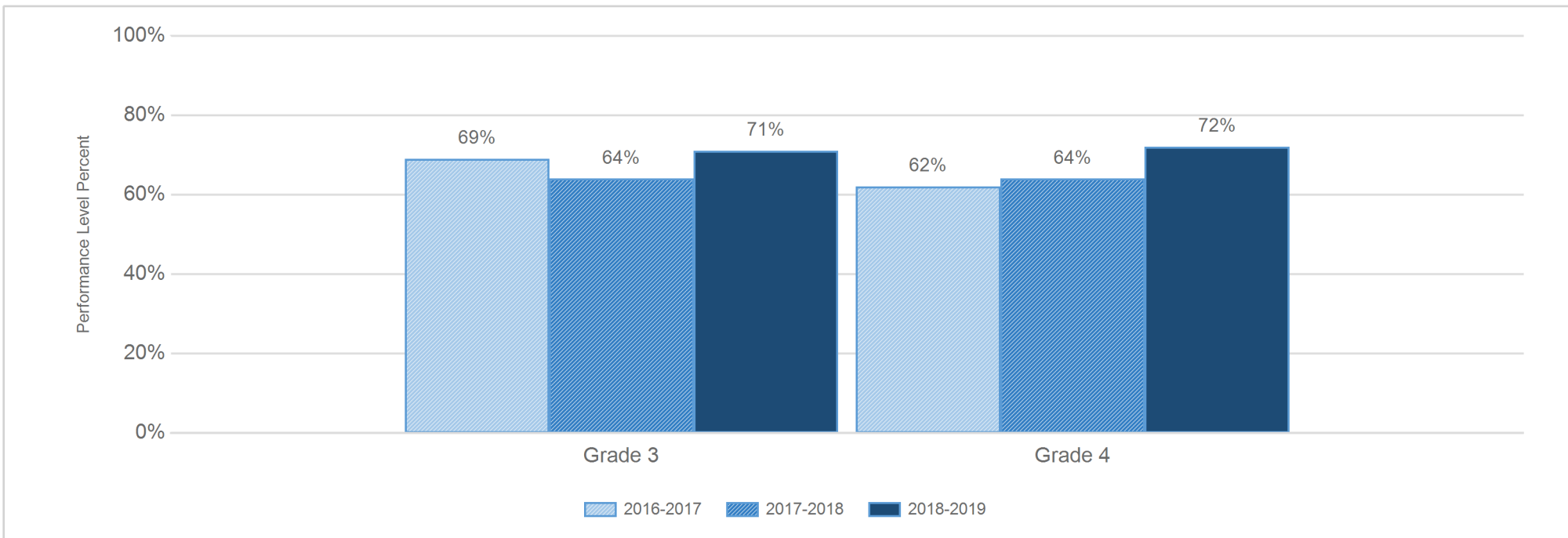
2018-2019

Report Key:

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

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.



Bradley Gardens Primary School
(35-0555-040)
Grades Offered: PK-04
2018-2019

Report Key:

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

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	767	764	752	*	*	*	47%	24%	71%	55%
White	28	750	758	760	*	*	*	*	*	54%	66%
Hispanic	*	*	743	739	*	*	*	*	*	*	40%
Black or African American	N	N	*	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	16	795	783	778	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	778	758	*	*	*	*	*	*	62%
Female	27	761	762	751	*	*	*	*	*	63%	54%
Male	28	772	766	752	*	*	*	*	*	79%	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	767	761	*	*	*	*	*	*	67%
Students with Disabilities	12	732	732	731	*	*	*	*	*	42%	31%
Students without Disabilities	43	776	770	756	*	*	*	*	*	79%	60%
English Learners	*	*	751	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	765	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	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%



Bradley Gardens Primary School

(35-0555-040)

Grades Offered: PK-04

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	771	767	749	*	*	17%	47%	25%	72%	51%
White	30	761	*	757	0%	*	*	*	*	67%	62%
Hispanic	15	753	747	737	*	*	*	*	*	53%	36%
Black or African American	*	*	750	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	24	794	786	776	*	0%	*	*	*	92%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	753	754	*	*	*	*	*	*	58%
Female	34	769	767	749	*	*	*	*	*	71%	50%
Male	38	772	767	749	*	*	*	*	*	74%	52%
Economically Disadvantaged Students	*	*	737	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	770	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	738	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	772	754	*	*	*	*	*	*	56%
English Learners	N	N	737	722	N	N	N	N	N	N	18%
Non-English Learners	72	771	768	751	*	*	17%	47%	25%	72%	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%



Bradley Gardens Primary School

(35-0555-040)

Grades Offered: PK-04

2018-2019

Report Key:

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

DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



Bradley Gardens Primary School
 (35-0555-040)
 Grades Offered: PK-04
 2018-2019

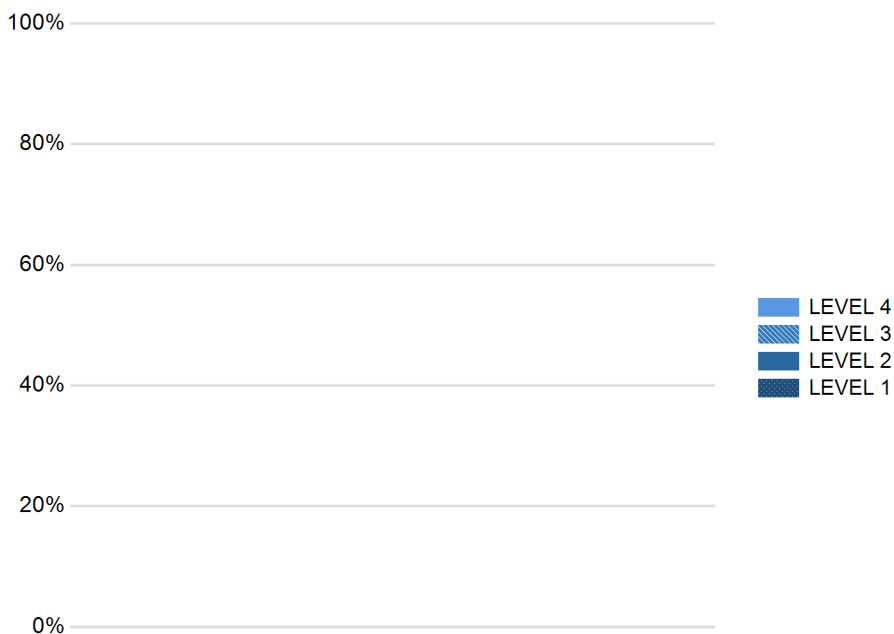
Report Key:

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

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



Bradley Gardens Primary School

(35-0555-040)

Grades Offered: PK-04

2018-2019

Report Key:

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

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

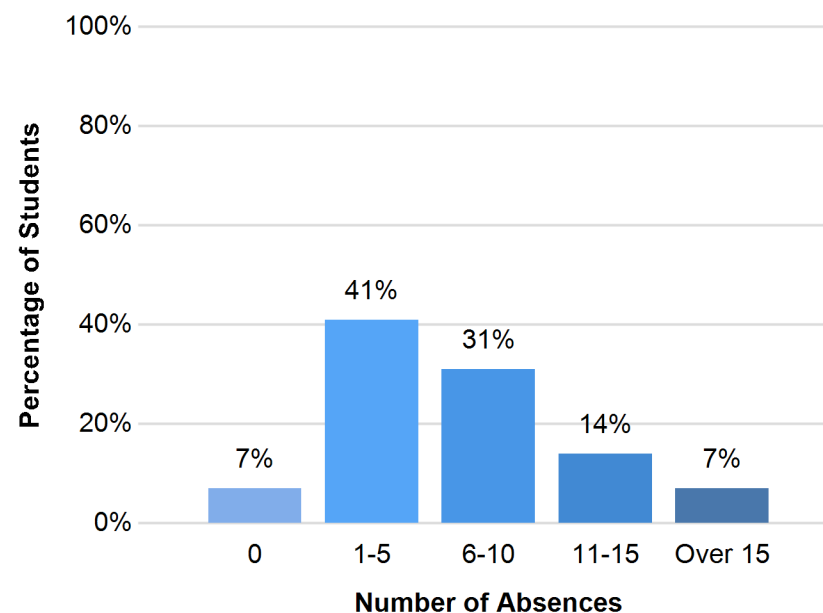
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	8	3.0	9.2	Met
White	6	4.7	9.2	Met
Hispanic	1	2.0	9.2	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	1.3	9.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	0	0	**	**
Female	4	3.3		
Male	4	2.7		
Economically Disadvantaged Students	3	18.8	**	**
Students with Disabilities	3	7.7	9.2	Met
English Learners	0	0	**	**
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.





Bradley Gardens Primary School

(35-0555-040)

Grades Offered: PK-04

2018-2019

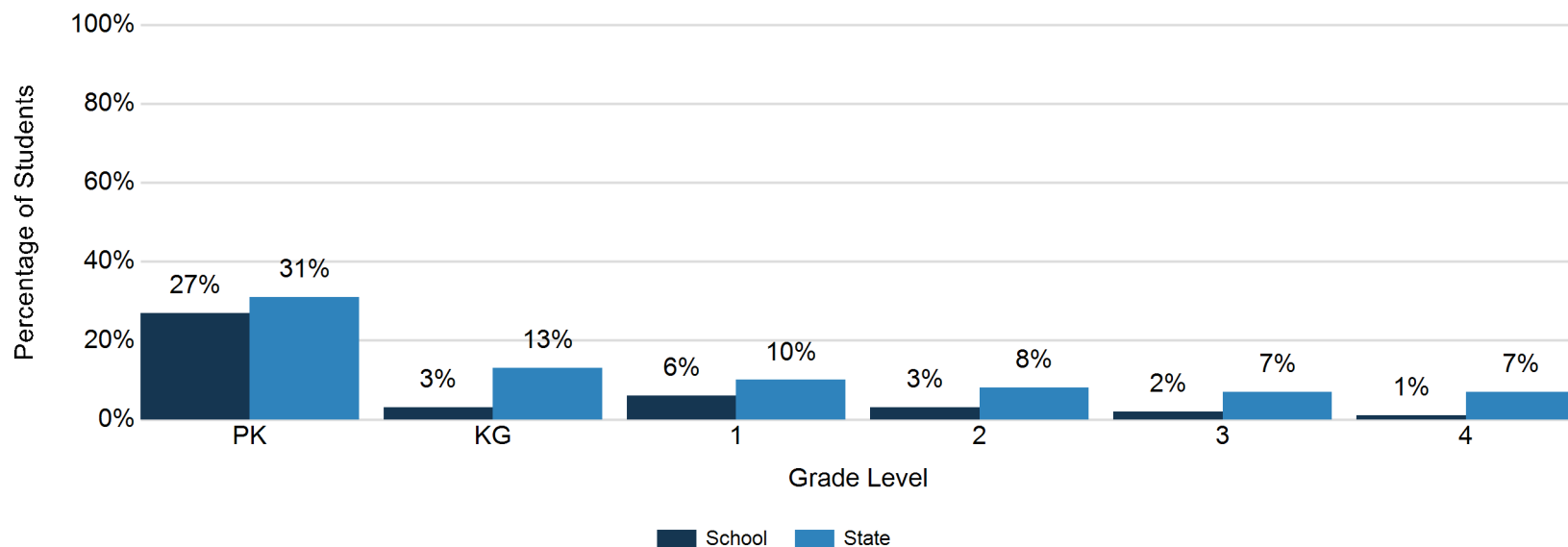
Report Key:

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

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.





Bradley Gardens Primary School

(35-0555-040)

Grades Offered: PK-04

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA*, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	4		4

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*



Bradley Gardens Primary School

(35-0555-040)

Grades Offered: PK-04

2018-2019

Report Key:

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

School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 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



Bradley Gardens Primary School

(35-0555-040)

Grades Offered: PK-04

2018-2019

Report Key:

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

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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	30	118,214
Average years experience in public schools	11.6	12.1
Average years experience in district	11.5	10.8
Percentage of Teachers with 4 or more years experience in the district	83.3%	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	46	9,530
Average years experience in public schools	12.0	16.0
Average years experience in district	11.5	12.0
Percentage of Administrators with 4 or more years experience in the district	76.1%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	294:1	185:1
Teachers to Administrators	30:1	17:1
Students to Librarians/Media Specialists		852:1
Students to Nurses		609:1
Students to Counselors		304:1
Students to Child Study Team Members		258:1



Bradley Gardens Primary School

(35-0555-040)

Grades Offered: PK-04

2018-2019

Report Key:

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

Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	43.9%	76.7%	100.0%	48.4%	77.1%	54.9%
Male	56.1%	23.3%	0.0%	51.6%	22.9%	45.1%
White	47.6%	93.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	17.3%	6.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	27.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.7%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.7%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.4%	0.0%	0.0%	2.1%	0.2%	0.2%



Bradley Gardens Primary School

(35-0555-040)

Grades Offered: PK-04

2018-2019

Report Key:

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

Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.1%	90.5%
2017-18 Administrators: Same district 2018-19	95.5%	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	94.8%



Bradley Gardens Primary School

(35-0555-040)

Grades Offered: PK-04

2018-2019

Report Key:

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

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.



Bradley Gardens Primary School

(35-0555-040)

Grades Offered: PK-04

2018-2019

Report Key:

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

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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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.



Bradley Gardens Primary School

(35-0555-040)

Grades Offered: PK-04

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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

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

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

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	56.6%	66.9%	77.8%
Math Proficiency	66.3%	63.3%	72.2%
ELA Growth	26	48	70
Math Growth	35	52	66
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	3.7%	4.4%	3.0%

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



Bradley Gardens Primary School

(35-0555-040)

Grades Offered: PK-04

2018-2019

Report Key:

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

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.



Bradley Gardens Primary School

(35-0555-040)

Grades Offered: PK-04

2018-2019

Report Key:

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

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	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	**	No
Students with Disabilities	N	N	**	**	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).



Bradley Gardens Primary School

(35-0555-040)

Grades Offered: PK-04

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

School 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:

- We showed An Attitude of Gratitude. Students shared what they were grateful for every morning over the announcements. Students wrote on a gratitude graffiti board which stayed up all year.
- We set a school wide reading goal and surpassed it! The students watched Mrs. Binford and the PTO President get duct taped to the wall in an assembly as a prize for meeting this goal!
- Students in every grade were nominated to be part of the first ever student council, while students in fourth grade had to campaign and be voted into the student cabinet.



Mission, Vision, Theme:

The mission of the Bridgewater-Raritan Regional School District is: We will teach them One and All; Young to Old and Big to Small; Inspire, engage and educate; Improve our world and make it great; Challenge All to grow, exceed; So one day They will take the lead. For more information, visit our website at: <https://www.brrsd.org/community/strategic-planning>



Bradley Gardens Primary School

(35-0555-040)

Grades Offered: PK-04

2018-2019

Report Key:

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

School 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.



Courses, Curriculum, Instruction:

The BRRSD offers our students the opportunity to develop their mastery of the NJSLs. Individual growth is supported by exceptional staff, deep and interconnected curriculum, cutting-edge methods, and a variety of resources. Students imagine, invent, question and discover in safe and supportive spaces. Within our K-12 continuum, Bradley Gardens focuses on developing the early foundational skills needed to succeed as students mature. Access our curricula here: <https://brrsdk12-public.rubiconatlas.org/Atlas/Public/View/Default>



Clubs and Activities:

As an extension to our academic program, Bradley Gardens offers a variety of activities for the students to participate in. Examples include a field hockey camp, a fitness night, Bradley Buddies, and a color run.



Bradley Gardens Primary School

(35-0555-040)

Grades Offered: PK-04

2018-2019

Report Key:

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

School 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.



Before and After School Programs:

Each school in BRRSD offers programs before and after school. Some are consistent by level and others unique to a school. For more information on the programs at Bradley Gardens, please visit our website at: <https://www.brrsd.org/parents>



Bradley Gardens Primary School

(35-0555-040)

Grades Offered: PK-04




2018-2019

Report Key:

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

School 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>Student Supports and Services:</p>	<p>As our mission statement says, "We will teach them, One and All." BRRSD recognizes that each student learns differently and as such each school offers a complete system of supports for students and all of their unique needs. For more information, please see our website at: https://www.brrsd.org/departments/school-counseling</p>
 <p>Student Health and Wellness:</p>	<p>BRRSD's strategic work is grounded upon six critical areas. One of these six is Health and Wellness. We currently support students in this area with comprehensive instructional and guidance programs; however, we are also working with our community to develop even more opportunities for students to grow and find support. For more information, visit our website at: https://www.brrsd.org/departments/school-counseling/health-and-wellness</p>
 <p>Parent and Community Involvement:</p>	<p>The mission statement of the BRRSD opens with one word: "We." BRRSD believes that to truly help children grow, we need to involve every aspect of our dynamic community. Each school offers multiple opportunities for parents and community members to get involved. For more information about opportunities here at Bradley Gardens, visit our website at: https://bg.brrsd.org/parent-resources</p>



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

School Contact Information

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

Type	Contact Information
County	Somerset
District	Bridgewater-Raritan Regional School District
Principal Name	Dr. Charles Ezell
Address	600 Garretson Road Bridgewater, NJ 08807
Phone Number	908-231-8660
Email Address	cezell@brrsd.org
Website	https://hs.brrsd.org/



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

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

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	696	699	733
10	705	669	667
11	720	691	669
12	718	740	702
Total	2,839	2,799	2,772

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.6%	49.2%	48.6%
Male	50.4%	50.8%	51.4%
Economically Disadvantaged Students	8.0%	8.2%	10.1%
Students with Disabilities	16.2%	15.9%	15.5%
English Learners	1.2%	1.2%	1.9%
Homeless Students	0.0%	0.0%	0.1%
Students in Foster Care	0.2%	0.3%	0.1%
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	60.8%	54.3%	51.5%
Hispanic	10.9%	14.7%	17.3%
Black or African American	3.2%	2.7%	3.0%
Asian	23.6%	24.6%	26.1%
Native Hawaiian or Pacific Islander	0.9%	0.4%	0.7%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	0.8%	3.3%	1.2%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	2,782	2,751	2,725
Shared Time Students	113	95	92
Full Time Equivalent	2,839	2,799	2,771

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	80.6%
Spanish	6.0%
Chinese	2.2%
Telugu	1.7%
Tamil	1.2%
Other Languages	8.3%



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

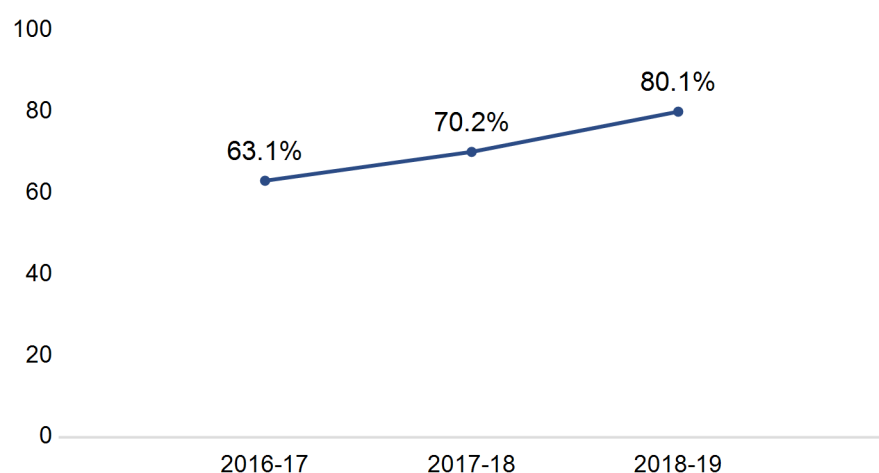
Report Key:

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

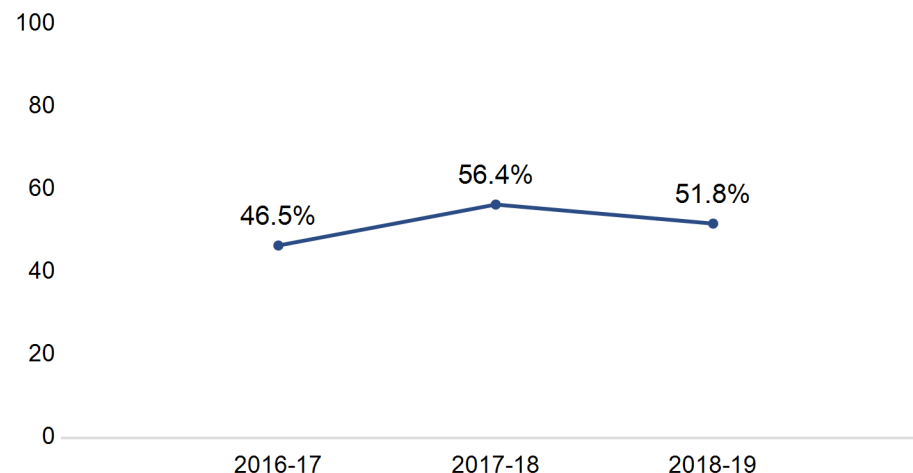
English Language Arts and Mathematics Performance Trends

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	78.3%	93.1%	97.8%	79.3%	96.4%	98.4%
Proficiency Rate for Federal Accountability	63.1%	70.2%	80.1%	46.5%	56.4%	51.8%
Annual Target	62.7%	63.6%	64.5%	55.6%	56.9%	58.2%
Met Annual Target?	Met Target	Met Target	Met Goal	Not Met	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1350	97.8	80.1	76.9	57.9	80.1	64.5	Met Goal
White	690	97.9	77.7	75.2	66.9	77.7	61.9	Met Target
Hispanic	233	97.2	68.2	*	43.9	68.2	46.2	Met Target
Black or African American	32	97.0	43.8	52.4	38.5	43.8	63.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	378	98.2	94.2	91.1	82.9	94.2	78.8	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	17	100.0	100.0	*	64.4	100.0	**	**
Female	649	98.5	84.6	82.1	64.8	84.6		
Male	701	97.3	76.0	72.0	51.3	76.0		
Economically Disadvantaged Students	116	97.5	56.9	52.1	40.0	56.9	47.1	Met Target
Non-Economically Disadvantaged Students	1234	97.9	82.3	79.4	67.9	82.3		
Students with Disabilities	201	88.2	37.8	36.0	22.7	35.1	34.5	Met Target
Students without Disabilities	1149	99.7	87.6	84.1	65.1	87.6		
English Learners	35	97.2	34.3	56.3	29.3	34.3	31.7	Met Target
Non-English Learners	1315	97.9	81.4	78.1	60.6	81.4		
Homeless Students	*	*	*	*	29.1	*		
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.



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

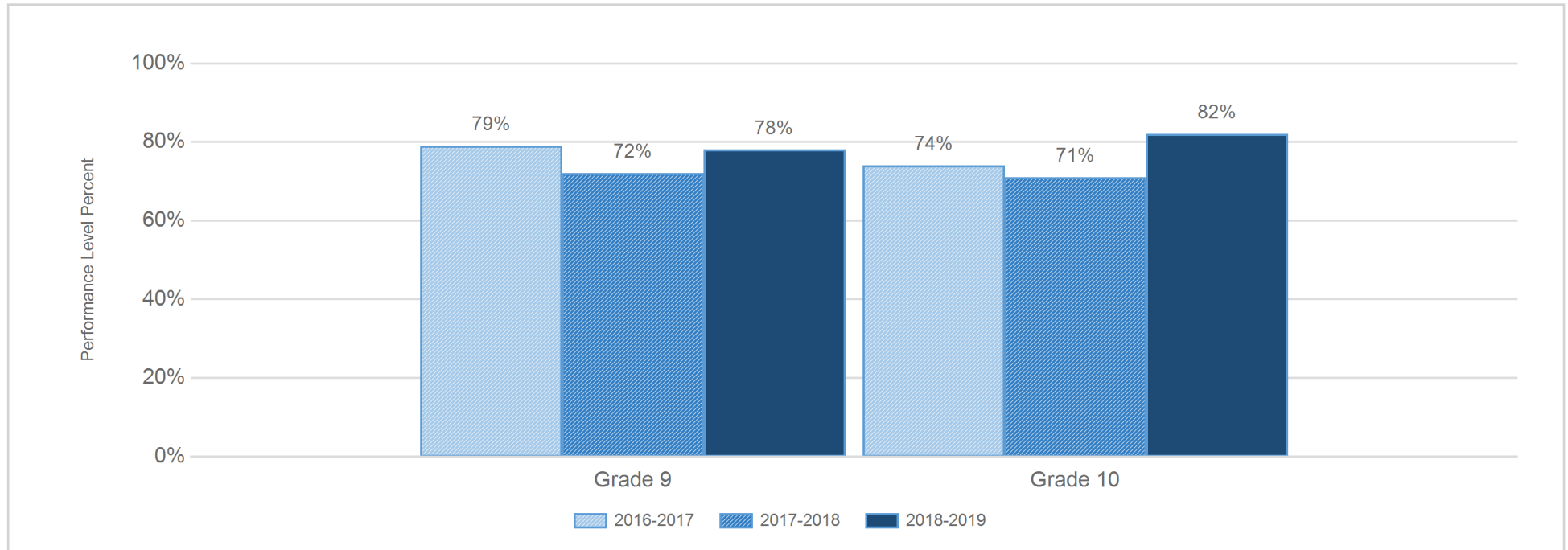
** Accountability calculations require 20 or more students

N No Data is available to display

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

English Language Arts Assessment - Performance Trends

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





Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	702	776	776	753	3%	5%	13%	42%	36%	78%	56%
White	357	771	771	762	3%	6%	16%	44%	31%	75%	65%
Hispanic	136	762	762	737	*	*	17%	49%	21%	69%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	181	797	797	783	*	*	*	32%	61%	93%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	343	781	781	760	*	*	13%	41%	41%	82%	63%
Male	359	771	771	746	*	*	14%	43%	32%	75%	49%
Economically Disadvantaged Students	64	749	749	734	*	17%	22%	*	*	52%	36%
Non-Economically Disadvantaged Students	638	778	778	762	*	4%	13%	*	*	81%	65%
Students with Disabilities	110	737	737	717	*	*	34%	*	*	35%	17%
Students without Disabilities	592	783	783	760	*	*	10%	*	*	86%	63%
English Learners	14	711	711	693	*	*	*	*	*	14%	*
Non-English Learners	688	777	777	755	*	*	*	*	*	80%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	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%



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	652	787	787	757	4%	5%	9%	36%	46%	82%	58%
White	332	781	781	767	*	*	11%	43%	38%	81%	67%
Hispanic	102	767	767	738	*	*	17%	40%	26%	67%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	197	811	811	792	*	*	*	21%	75%	96%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	306	795	795	766	*	*	7%	33%	55%	88%	66%
Male	346	780	780	749	*	*	11%	38%	39%	77%	51%
Economically Disadvantaged Students	54	753	753	735	*	*	*	39%	22%	61%	40%
Non-Economically Disadvantaged Students	598	790	790	767	*	*	*	35%	49%	84%	67%
Students with Disabilities	87	738	738	711	*	*	23%	*	*	41%	19%
Students without Disabilities	565	794	794	765	*	*	7%	*	*	88%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



Bridgewater-Raritan High School
(35-0555-005)
Grades Offered: 09-12
2018-2019

Report Key:

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

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	1188	98.4	51.8	61.3	44.5	51.8	58.2	Not Met
White	648	98.3	48.1	57.4	54.1	48.1	56.9	Not Met
Hispanic	231	97.1	35.9	*	28.8	35.9	36	Met Target†
Black or African American	34	97.1	29.4	34.2	23.0	29.4	42.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	258	99.6	77.9	83.1	76.5	77.9	75.6	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	17	100.0	52.9	*	53.3	52.9	N	N
Female	582	98.3	51.4	61.2	44.9	51.4		
Male	606	98.4	52.1	61.4	44.2	52.1		
Economically Disadvantaged Students	127	97.8	26.8	27.8	26.3	26.8	37.7	Not Met
Non-Economically Disadvantaged Students	1061	98.4	54.8	64.9	54.9	54.8		
Students with Disabilities	200	95.7	19.0	22.7	17.4	19.0	30.8	Not Met
Students without Disabilities	988	98.9	58.4	68.2	50.0	58.4		
English Learners	38	100.0	34.2	47.9	25.0	34.2	30.3	Met Target
Non-English Learners	1150	98.3	52.3	62.2	46.5	52.3		
Homeless Students	*	*	*	*	17.1	*		
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.



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

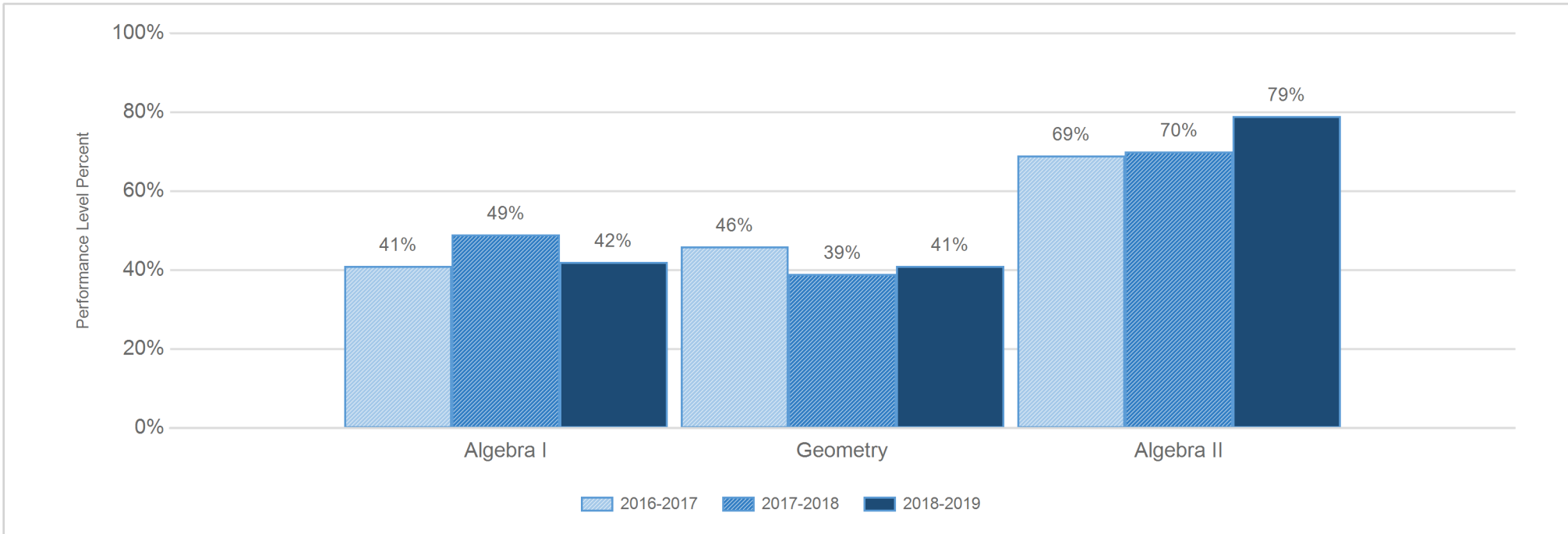
** Accountability calculations require 20 or more students

N No Data is available to display

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

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.



Bridgewater-Raritan High School
(35-0555-005)
Grades Offered: 09-12
2018-2019

Report Key:

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

Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	453	743	762	744	7%	23%	27%	*	*	42%	42%
White	239	743	757	752	7%	20%	30%	*	*	44%	53%
Hispanic	124	735	742	728	*	30%	34%	*	*	29%	24%
Black or African American	18	731	*	725	*	*	*	*	*	44%	20%
Asian, Native Hawaiian, or Pacific Islander	62	760	784	775	*	19%	*	*	*	65%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	10	739	*	752	*	*	*	*	*	40%	51%
Female	213	744	761	745	*	22%	30%	*	*	44%	44%
Male	240	742	762	743	*	25%	25%	*	*	41%	41%
Economically Disadvantaged Students	69	727	*	727	*	41%	36%	*	*	14%	23%
Non-Economically Disadvantaged Students	384	746	*	752	*	20%	26%	*	*	47%	52%
Students with Disabilities	112	723	*	717	17%	42%	23%	*	*	18%	12%
Students without Disabilities	341	749	*	748	4%	17%	29%	*	*	50%	47%
English Learners	30	727	727	710	*	50%	*	*	*	20%	*
Non-English Learners	423	744	763	745	*	22%	*	*	*	44%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	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%



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	431	743	754	737	4%	13%	42%	*	*	41%	35%
White	264	743	749	743	5%	12%	43%	*	*	41%	43%
Hispanic	84	737	742	724	*	13%	54%	*	*	29%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	65	753	774	762	*	*	26%	66%	0%	66%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	226	744	754	738	*	11%	45%	*	*	42%	36%
Male	205	741	755	736	*	14%	40%	*	*	40%	34%
Economically Disadvantaged Students	48	734	734	722	*	*	48%	*	*	27%	16%
Non-Economically Disadvantaged Students	383	744	756	743	*	*	42%	*	*	43%	43%
Students with Disabilities	76	725	*	712	*	30%	41%	*	*	13%	*
Students without Disabilities	355	747	*	741	*	9%	43%	*	*	47%	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	312	773	773	755	*	*	14%	69%	11%	79%	58%
White	144	765	765	758	*	*	22%	*	*	70%	62%
Hispanic	29	771	771	731	*	*	*	*	*	83%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	131	784	784	777	0%	*	*	75%	16%	91%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	143	771	771	752	*	*	15%	69%	10%	78%	55%
Male	169	775	775	758	*	*	14%	69%	12%	80%	62%
Economically Disadvantaged Students	15	767	767	729	*	*	*	*	*	73%	32%
Non-Economically Disadvantaged Students	297	773	773	761	*	*	*	*	*	80%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	312	773	773	755	*	*	14%	69%	11%	79%	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	*



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

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

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	64.3%	40.9%	<u>Exceeds</u>

† 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	33	81.8%	18.2%
3-4	14	57.1%	42.9%
5 or more	N	N	N



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

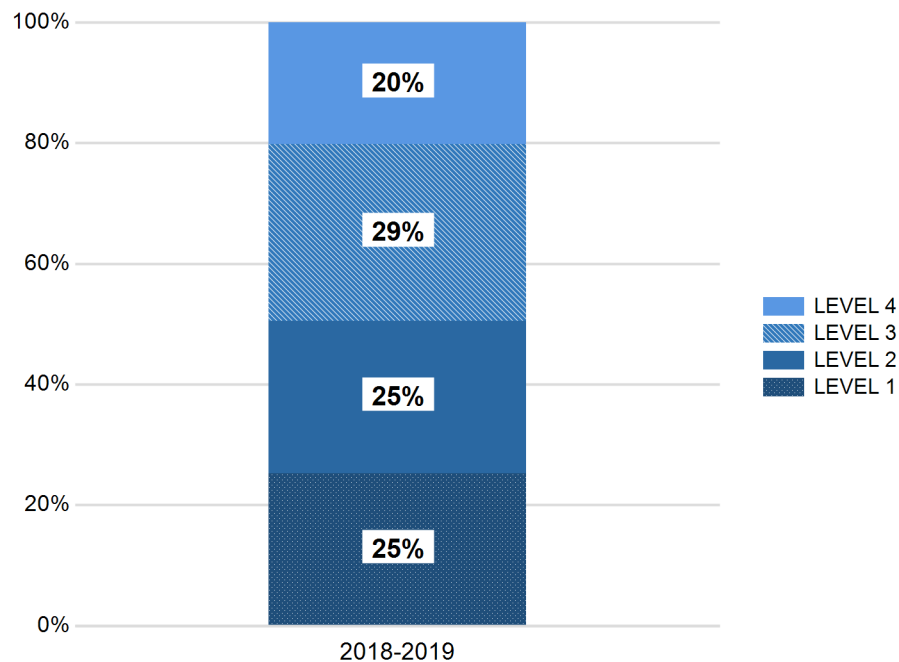
N No Data is available to display

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

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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	25	25	29	20
White	24	26	32	17
Hispanic	43	37	15	5
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	12	17	34	37
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	27	25	32	16
Male	24	26	26	24
Economically Disadvantaged Students	58	28	13	0
Non-Economically Disadvantaged Students	22	25	31	22
Students with Disabilities	54	29	12	5
Students without Disabilities	21	25	32	22
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



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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	52.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	83.1%	72.1%
12th graders taking ACT in 2018-19 or prior years	24.7%	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	588	476	Grade 10: 430 Grade 11: 460	93%	61%
PSAT 10/NMSQT - Math	594	477	Grade 10: 480 Grade 11: 510	86%	43%
SAT - Reading and Writing	600	539	480	90%	70%
SAT - Math	616	541	530	78%	53%
ACT - Reading	26	25	22	76%	66%
ACT - English	26	24	18	88%	81%
ACT - Math	26	24	22	75%	65%
ACT - Science	26	24	23	71%	57%



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

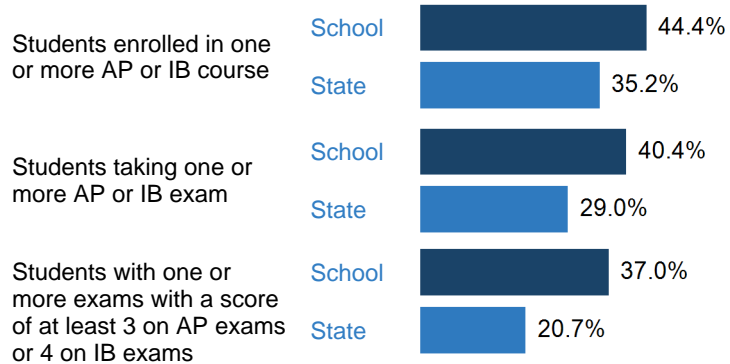
N No Data is available to display

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

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

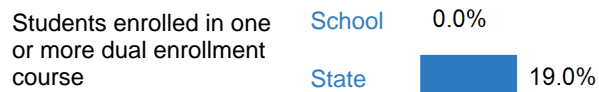
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	0	1
AP Biology	68	55
AP Calculus AB	119	111
AP Calculus BC	126	131
AP Chemistry	31	28
AP Chinese Language and Culture	0	14
AP Comparative Government and Politics	0	3
AP Computer Science A	55	53
AP Computer Science Principles	82	75
AP English Language and Composition	158	91
AP English Literature and Composition	0	48
AP Environmental Science	79	54
AP European History	38	27
AP French Language and Culture	17	14
AP German Language and Culture	8	4
AP Human Geography	0	1



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

AP/IB Course	Students Enrolled	Students Tested
AP Italian Language and Culture	7	6
AP Latin (Virgil, Catullus and Horace)	17	11
AP Macroeconomics	100	91
AP Microeconomics	128	122
AP Music Theory	8	6
AP Physics 1	167	115
AP Physics 2	29	14
AP Physics C	43	0
AP Physics C: Electricity and Magnetism	0	22
AP Physics C: Mechanics	0	27
AP Psychology	191	181
AP Seminar	23	15
AP Spanish Language	39	38
AP Statistics	76	59
AP Studio Art—Drawing Portfolio	12	11
AP U.S. Government and Politics	53	44



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	207	97
Total Exams taken		1569
Exams with scores of at least 3 on AP exams or 4 on IB exams		1428



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

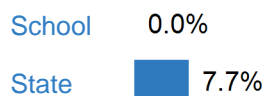
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

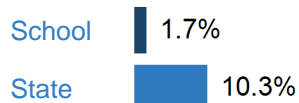
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

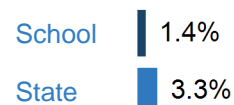
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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





Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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

Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	1.7%	7.7%	10.3%
White	0.0%	2.2%	6.1%	9.6%
Hispanic	0.0%	2.5%	10.3%	11.3%
Black or African American	0.0%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	*	6.8%	12.1%
Female	0.0%	1.9%	7.3%	10.6%
Male	0.0%	1.4%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	*	10.4%	11.8%
Students with Disabilities	0.0%	2.8%	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

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

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](#).

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	16		
Arts, AV Technology & Communications	22		
Health Science	11		
Hospitality & Tourism	*		
Human Services	17	*	*
Law, Public Safety, Corrections & Security	*		
Manufacturing	*		
Transportation, Distribution & Logistics	11	*	*
Total (All Clusters)	92	*	*



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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	411	161	128	17	0	0	40
10	16	279	191	159	9	3	35
11	5	43	253	175	167	18	39
12	0	6	56	85	289	167	185
Total	432	489	628	436	465	188	299
Enrolled in AP/IB Course					245	76	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	709	5	2	0	0	13
10	37	612	5	0	3	115
11	36	59	154	27	379	103
12	36	46	85	73	169	128
Total	818	722	246	100	551	359
Enrolled in AP/IB Course	68	31		79	238	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

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

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.

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	700	9	27	0	1	27
10	9	638	55	51	22	74
11	5	644	115	154	46	66
12	2	61	116	157	39	221
Total	716	1352	313	362	108	388
Enrolled in AP/IB Course	0	207	208	191		86
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	311	109	100	43	29	35	0
10	279	103	90	62	27	43	13
11	263	70	82	62	14	18	0
12	133	42	29	30	10	25	0
Total	986	324	301	197	80	121	13
Enrolled in AP/IB Course	39	17	7	17	8	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	394	179	168	110	38	87	0



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	89	0	0	0	0	20
10	68	0	50	0	0	8
11	54	0	18	0	0	8
12	43	0	14	0	0	5
Total	254	0	82	0	0	41
Enrolled in AP/IB Course	55		82			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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
Chinese	*
French	15
German	*
Italian	*
Latin	10
Spanish	33
Total	70



Bridgewater-Raritan High School
(35-0555-005)
Grades Offered: 09-12
2018-2019

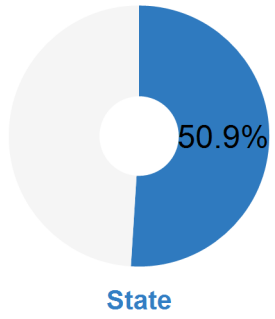
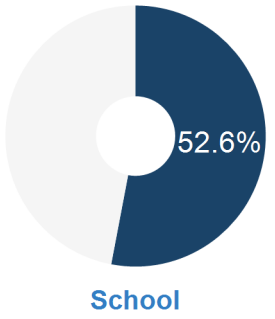
Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note, see note below table

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:

Table with 4 rows (MUSIC, DANCE, DRAMA, VISUAL ARTS) and 2 columns (School, State) showing enrollment percentages.



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

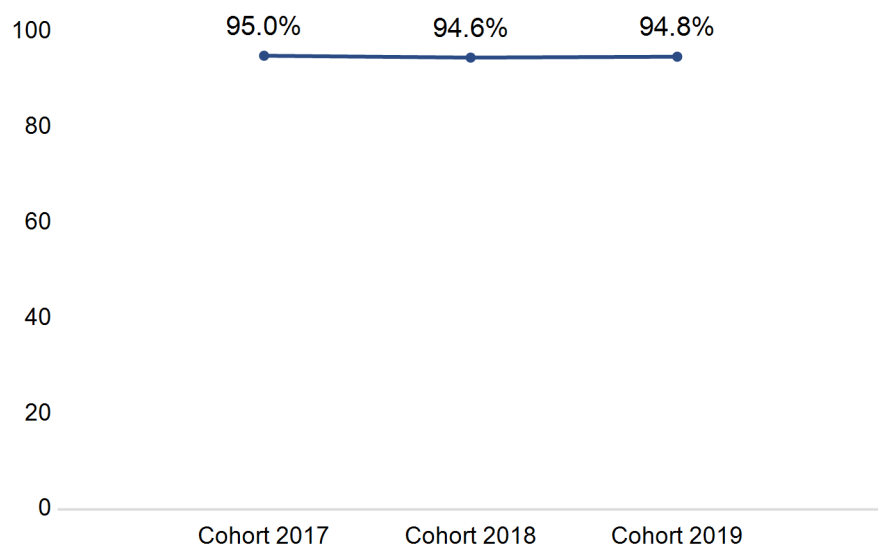
- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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

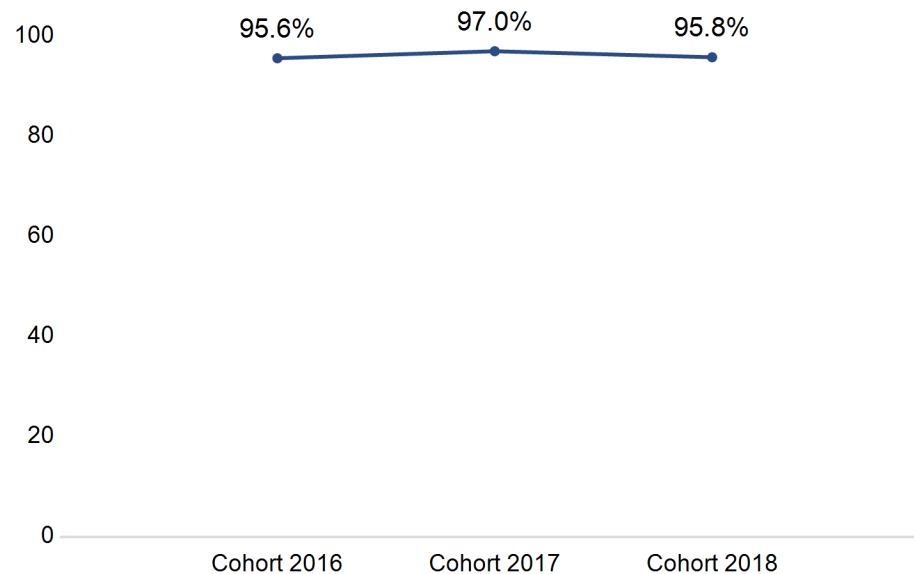
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	95.0%	94.6%	94.8%	95.6%	97.0%	95.8%
Annual Target	N	95.0%		N	N	
Met Annual Target?	Met Goal	Not Met		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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	94.8%	90.6%	95.8%	92.5%	94.6%	95.0%	Not Met	97.0%	N	Met Goal
White	96.2%	94.9%	96.8%	95.9%	96.3%	N	Met Goal	97.5%	N	Met Goal
Hispanic	84.0%	84.5%	90.8%	87.3%	82.9%	90.2%	Not Met	95.7%	N	Met Goal
Black or African American	*	83.3%	83.9%	87.1%	80.6%	79.6%	Met Target	93.5%	90.0%	Met Target
Asian, Native Hawaiian or Pacific Islander	98.8%	96.9%	97.3%	97.8%	97.3%	N	Met Goal	96.8%	N	Met Goal
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	95.9%	92.8%	96.6%	94.4%	95.1%			98.6%		
Male	93.6%	88.5%	94.9%	90.8%	94.1%			95.6%		
Economically Disadvantaged Students	80.6%	84.0%	90.8%	87.3%	82.1%	81.9%	Met Target	91.4%	77.0%	Met Target
Students with Disabilities	80.5%	79.2%	87.6%	83.8%	84.4%	89.6%	Not Met	90.6%	94.7%	Not Met
English Learners	71.4%	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	N	74.6%	*	78.3%	*			N		
Students in Foster Care	*	57.6%	N	82.5%	*			*		
Migrant Students	N	83.3%	N	85.0%	N			N		



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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	86.3%	84.5%
Substitute Competency Test	12.7%	14.5%
Portfolio Appeals Process	0.0%	0.3%
Alternate Requirements specified in IEP	1.0%	0.7%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.3%	1.2%
2017-2018	0.4%	1.2%
2016-2017	0.7%	1.1%



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

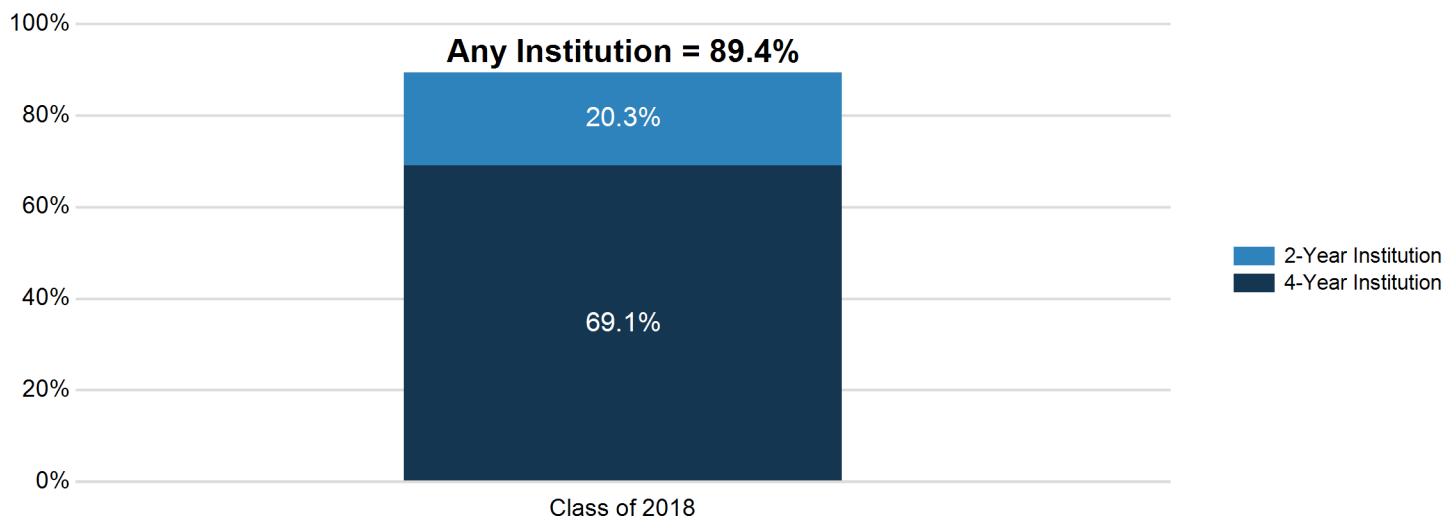
† This indicates a table specific note, see note below table

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	20.3%
% Enrolled in 4-Year Institution	69.1%
% Enrolled in Any Postsecondary Institution	89.4%



Bridgewater-Raritan High School
(35-0555-005)
Grades Offered: 09-12
2018-2019

Report Key:

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

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	86.6%	22.9%	77.1%
White	88.9%	19.9%	80.1%
Hispanic	69.7%	50%	50%
Black or African American	83.3%	46.7%	53.3%
Asian, Native Hawaiian, or Pacific Islander	92.4%	14.6%	85.4%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	70.4%	55.3%	44.7%
Students with Disabilities	67.7%	50.8%	49.2%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	89.4%	22.7%	77.3%	70.3%	29.7%	55.9%	44.1%
White	91.3%	22.8%	77.2%	68.9%	31.1%	52.6%	47.4%
Hispanic	78.7%	47.3%	52.7%	86.5%	13.5%	78.4%	21.6%
Black or African American	76.2%	43.8%	56.3%	68.8%	31.3%	62.5%	37.5%
Asian, Native Hawaiian, or Pacific Islander	92.3%	8.4%	91.6%	68.4%	31%	52.9%	47.1%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	89.7%	23.1%	76.9%	57.7%	42.3%	53.8%	46.2%
Economically Disadvantaged Students	59.5%	60%	40%	80%	20%	84%	16%
Students with Disabilities	69.7%	60.2%	39.8%	80.7%	19.3%	73.5%	26.5%
English Learners	*	*	*	*	*	*	*



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

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

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.

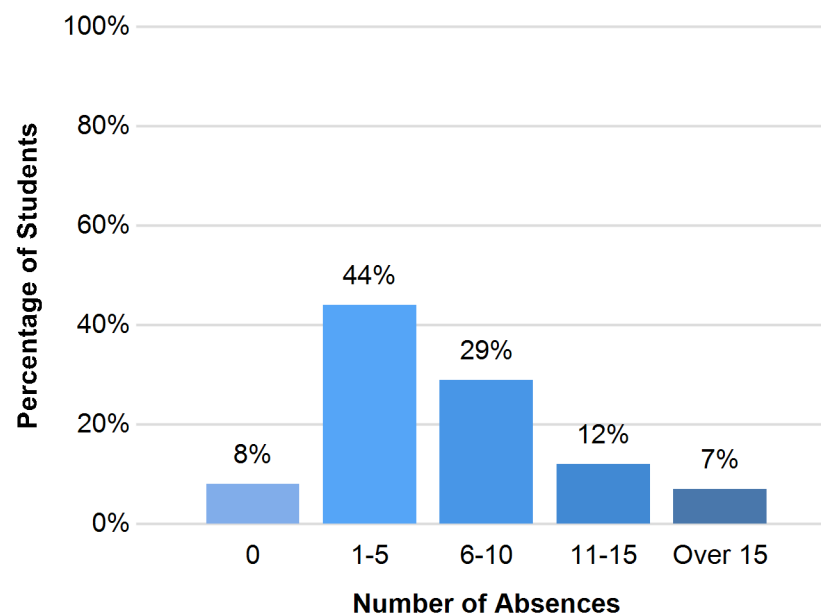
Chronic Absenteeism

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	155	5.4	14.2	Met
White	73	4.9	14.2	Met
Hispanic	39	7.9	14.2	Met
Black or African American	13	15.7	14.2	Not Met
Asian, Native Hawaiian, or Pacific	24	3.2	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Met
Female	82	5.9		
Male	73	5.0		
Economically Disadvantaged Students	42	14.7	14.2	Not Met
Students with Disabilities	63	13.1	14.2	Met
English Learners	4	8.0	14.2	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

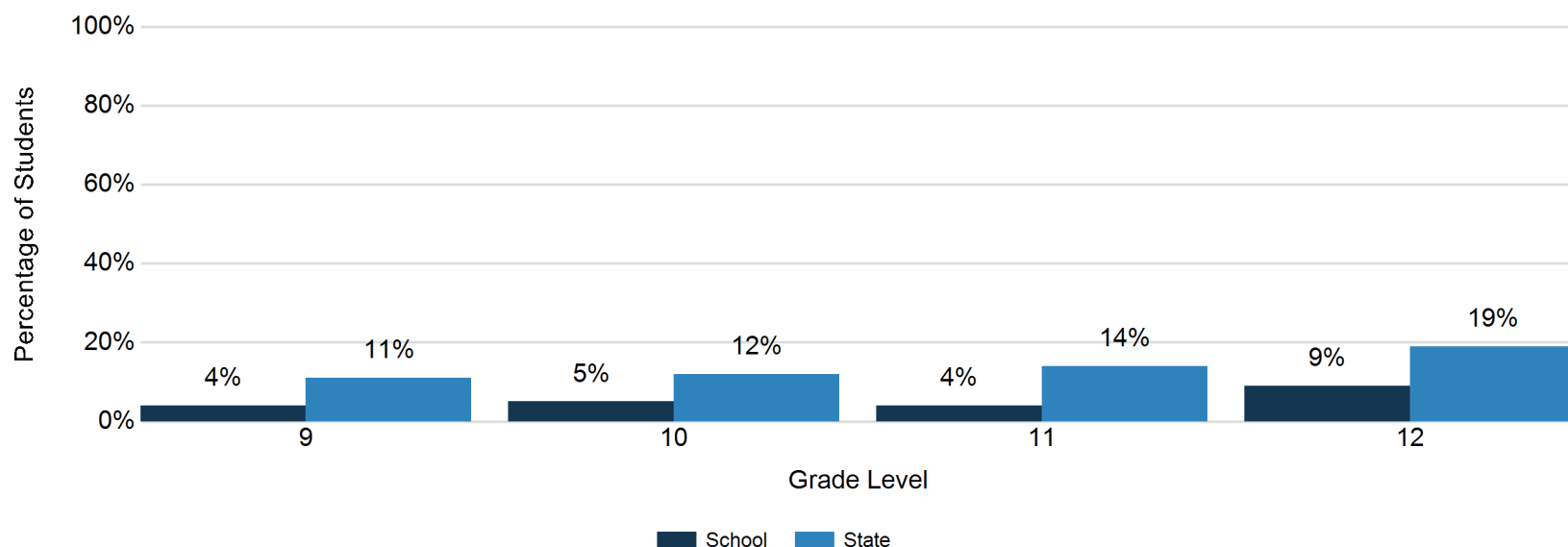
N No Data is available to display

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

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.





Bridgewater-Raritan High School
 (35-0555-005)
 Grades Offered: 09-12
 2018-2019

Report Key:

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

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	42
Weapons	3
Vandalism	23
Substances	27
Harassment, Intimidation, Bullying (HIB)	29
Total Unique Incidents	124
Incidents Per 100 Students Enrolled	4.47

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	15
Weapons	3
Vandalism	8
Substances	18
Harassment, Intimidation, Bullying (HIB)	5
Other Incidents Leading to Removal	6

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	7	8
Religion	1	5	6
Ancestry	1	5	6
Gender	2	1	3
Sexual Orientation	2	6	8
Disability	0	1	1
Other	0	13	13
No Identified Nature	24		24

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	170	6.1%
Out-of-School Suspensions	182	6.6%
Any Suspension	291	10.5%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	19	0.7%

School Days Missed due to Out-of-School Suspensions
1169



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

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

School Day

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

Category	School
Typical Start Time	7:20 AM
Typical End Time	2:21 PM
Length of School Day	7 Hrs 1 Mins
Full Time - Instructional Time	7 Hrs 1 Mins
Shared Time - Instructional Time	7 Hrs. 1 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	1.0:1



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

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

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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	229	118,214
Average years experience in public schools	12.0	12.1
Average years experience in district	11.9	10.8
Percentage of Teachers with 4 or more years experience in the district	84.3%	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	46	9,530
Average years experience in public schools	12.0	16.0
Average years experience in district	11.5	12.0
Percentage of Administrators with 4 or more years experience in the district	76.1%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	213:1	185:1
Teachers to Administrators	18:1	17:1
Students to Librarians/Media Specialists		852:1
Students to Nurses		609:1
Students to Counselors		304:1
Students to Child Study Team Members		258:1



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.6%	59.0%	30.8%	48.4%	77.1%	54.9%
Male	51.4%	41.0%	69.2%	51.6%	22.9%	45.1%
White	51.5%	95.6%	92.3%	42.4%	83.6%	77.4%
Hispanic	17.3%	1.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.0%	0.4%	0.0%	15.0%	6.6%	13.9%
Asian	26.1%	2.6%	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	0.7%	0.0%	7.7%	0.2%	0.1%	0.1%
Two or More Races	1.2%	0.0%	0.0%	2.1%	0.2%	0.2%



Bridgewater-Raritan High School
 (35-0555-005)
 Grades Offered: 09-12
 2018-2019

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

Key terms for staff data:

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

Teachers and Administrators - Level of Education

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

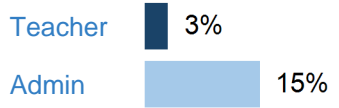
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.1%	90.5%
2017-18 Administrators: Same district 2018-19	95.5%	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	93.9%



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

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

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.



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

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

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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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.



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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

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

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

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	63.1%	70.2%	80.1%
Math Proficiency	46.5%	56.4%	51.8%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	95.0%	94.6%	94.8%
5-Year Graduation Rate†	95.6%	97.0%	95.8%
Progress toward English Language Proficiency		52.4%	64.3%
Chronic Absenteeism	3.7%	4.1%	5.4%

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



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

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

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.



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

School 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:

- BRHS is recognized in U.S. News & World Report and Newsweek for ranking among America's Best High Schools. This puts BRHS in the top half of the top 1% of all high schools in the United States!
- In 2018-19, 70 students earned the State Seal of Biliteracy in one of 6 languages. In addition, 76 students earned honors on the National Latin Exam as well as 52 on the National French Exam.
- The NAMM Foundation rated BRHS as one of the Best Communities for Music Education for 2018-19. The Wind Ensemble was recognized as a top Ensembles in the state and performed at the State Band Concert.



Mission, Vision, Theme:

The mission of the Bridgewater-Raritan Regional School District is: We will teach them One and All; Young to Old and Big to Small; Inspire, engage and educate; Improve our world and make it great; Challenge All to grow, exceed; So one day They will take the lead. For more information, visit our website at: <https://www.brrsd.org/community/strategic-planning>






Bridgewater-Raritan High School
 (35-0555-005)
 Grades Offered: 09-12
 2018-2019

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

School 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>Courses, Curriculum, Instruction:</p>	<p>The BRRSD offers our students the opportunity to develop their mastery of the NJLS. Individual growth is supported by exceptional staff, deep and interconnected curriculum, cutting-edge methods, and a variety of resources. Students imagine, invent, question and discover in safe and supportive spaces. Within our K-12 continuum, BRHS students engage all areas of content at the most exciting and rigorous levels. Access our curricula here: https://brrsdk12-public.rubiconatlas.org/Atlas/Public/View/Default</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed)</p> <p>All Bridgewater-Raritan High School Interscholastic Athletic Teams are open to all Bridgewater-Raritan High School Students that meet the New Jersey State Interscholastic Athletic Association (NJSIAA) Academic Eligibility Standards, have an approved Athletic Physical and Parent/Guardian permission. For specific information visit our website at: https://hs.brrsd.org/athletics</p>
 <p>Clubs and Activities:</p>	<p>As an extension to our academic programs, BRHS offers a wide variety of clubs and activities. BRHS offers over 116 formal clubs and activities that are available for student membership based upon interest and personal preference. Examples include the Academic Team, Amnesty International, Astronomy Club, Ayati Charity Club, St. Baldricks Club, BRTV, C.O.D.E., Christian Club, Computer Build Club, Council for Exceptional Children, Earth Guardians, Ensembros, FBLA, FHLA/HOSA, Firefighters Club, FIRST Robotics Team 303, French Honor Society, Gay-Straight Alliance, Girls Who Code, Green Infra Club, Habitat for Humanity, Improv. Comedy Club, Jewish Israeli Club, Latin Honor Society, M.L.K. Kids Club, Mock Trial Team, Model United Nations, National Art Honors Society, National Honor Society, Theater Arts Company, Student Mental Health Committee, Spanish National Honor Society, Seeing Eye Dog Club, Women in Stem, W.I.N (women in need).</p>



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

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

School 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.



Postsecondary Information:

BRHS utilizes Naviance to help students manage their college applications, submit letters of recommendation, high school transcripts, mid-year and final grade reports, and communicate information related to financial aid and scholarships. BRHS also hosts an annual Financial Aid night for parents and students. BRHS offers an elective credit course for students entitled SAT Prep. This class exposes students to test taking strategies, enhances higher order problem solving and thinking skills. Information related to fee-waivers is provided by the student's individual school counselor. Students entitled to test accommodation are provided support through both the school Counseling Office and Special Services department in the form of individual assistance in completing and submitting necessary documentation to the test providers. Class of 2019: 4 yr College 71%; 2 yr College 22.4%; Non-US College .1%; Trade/Technical School/Apprenticeships .6%; Employment 4.5%; Military 1.2%; Other .2%



Bridgewater-Raritan High School

(35-0555-005)

Grades Offered: 09-12

2018-2019

Report Key:

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

School Narrative

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



Student Supports and Services:

As our mission statement says, "We will teach them, One and All." BRRSD recognizes that each student learns differently and as such each school offers a complete system of supports for students and all of their unique needs. For more information, please see our website at: <https://www.brrsd.org/departments/school-counseling>



Student Health and Wellness:

BRRSD's strategic work is grounded upon six critical areas. One of these six is Health and Wellness. We currently support students in this area with comprehensive instructional and guidance programs; however, we are also working with our community to develop even more opportunities for students to grow and find support. For more information, visit our website at: <https://www.brrsd.org/departments/school-counseling/health-and-wellness>



Parent and Community Involvement:

The mission statement of the BRRSD opens with one word: "We." BRRSD believes that to truly help children grow, we need to involve every aspect of our dynamic community. Each school offers multiple opportunities for parents and community members to get involved. For more information about opportunities here at BRHS, visit our website at: <https://hs.brrsd.org/parent-resources>



Bridgewater-Raritan Middle School
(35-0555-010)
Grades Offered: 07-08
2018-2019

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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	Somerset
District	Bridgewater-Raritan Regional School District
Principal Name	Mrs. Christina Steffner
Address	128 Merriwood Road Bridgewater, NJ 08807
Phone Number	908-231-8661
Email Address	csteffner@brrsd.org
Website	https://ms.brrsd.org/



Bridgewater-Raritan Middle School
 (35-0555-010)
 Grades Offered: 07-08
 2018-2019

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

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
7	694	658	696
8	696	702	668
Total	1,391	1,361	1,365

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.6%	51.1%	49.2%
Male	51.4%	48.9%	50.8%
Economically Disadvantaged Students	10.2%	10.5%	10.7%
Students with Disabilities	16.5%	14.8%	13.4%
English Learners	0.8%	1.9%	2.0%
Homeless Students	0.1%	0.1%	0.1%
Students in Foster Care	0.0%	0.2%	0.1%
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	55.8%	50.2%	45.0%
Hispanic	11.5%	16.5%	18.4%
Black or African American	2.7%	2.0%	2.9%
Asian	28.3%	27.6%	31.4%
Native Hawaiian or Pacific Islander	0.9%	0.5%	0.9%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	0.9%	3.3%	1.3%

Enrollment by Home Language

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

Home Language	% of Students
English	74.8%
Spanish	6.5%
Tamil	2.8%
Chinese	2.7%
Telugu	2.3%
Other Languages	10.9%

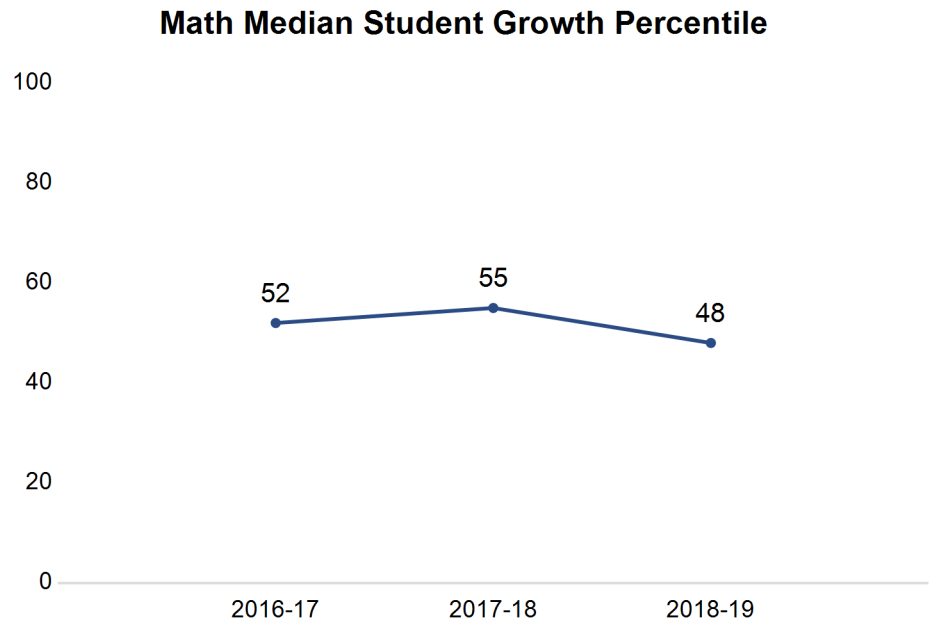
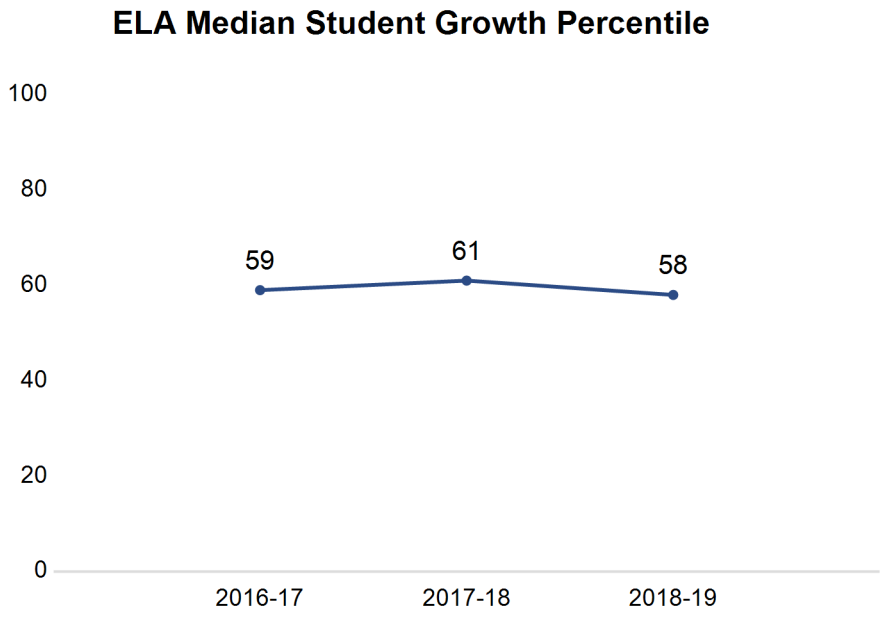


Bridgewater-Raritan Middle School
 (35-0555-010)
 Grades Offered: 07-08
 2018-2019

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

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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	59	61	58	52	55	48
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	58	56	50	Met Standard	48	49	50	Met Standard
White	56.5	55	50	Met Standard	44	45	52	Met Standard
Hispanic	49	48	49	Met Standard	43.5	44	47	Met Standard
Black or African American	42.5	43.5	45	Met Standard	34.5	35	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	66	65	59	Exceeds Standard	56	57	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	62	61	49	**	59	42	52	**
Female	57.5	58	53	N	45	48.5	50	N
Male	58	55	47	N	50	49	51	N
Economically Disadvantaged Students	47.5	47	48	Met Standard	39	41.5	46	Not Met
Students with Disabilities	56	50	43	Met Standard	37	42	45	Not Met
English Learners	77	56	52	Exceeds Standard	43	46	50	Met Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	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



Bridgewater-Raritan Middle School
 (35-0555-010)
 Grades Offered: 07-08
 2018-2019

Report Key:

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

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

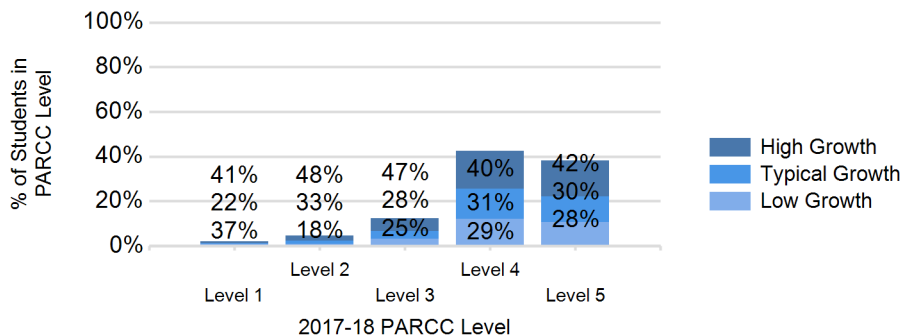
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

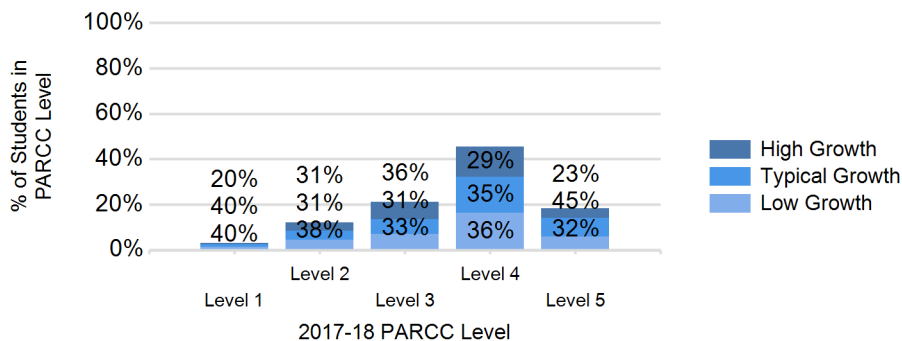
Student Growth by Performance Level

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

ELA



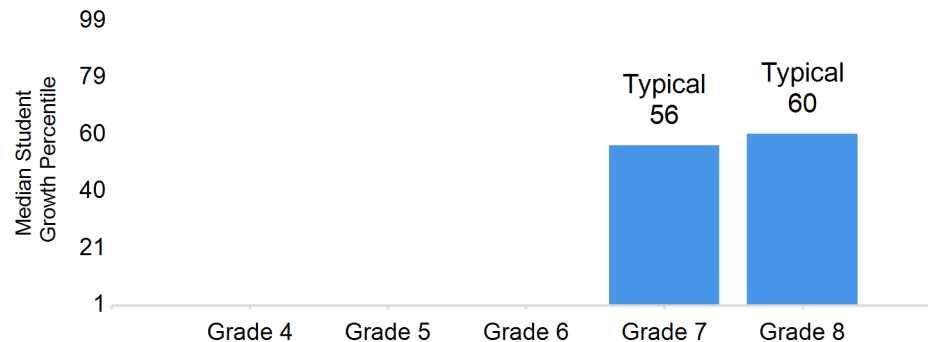
Math



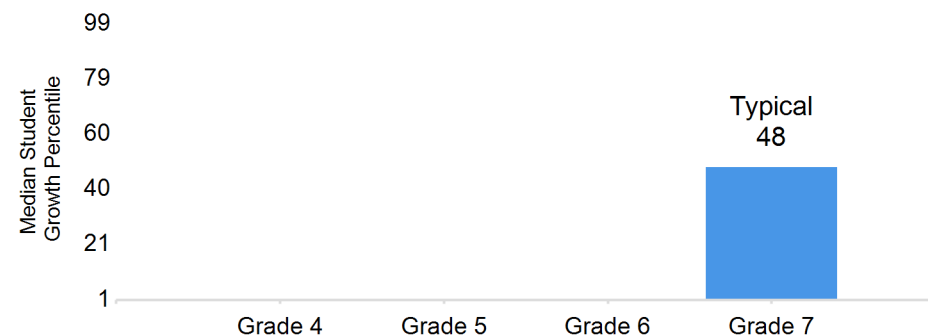
Student Growth by Grade

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

ELA



Math





Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

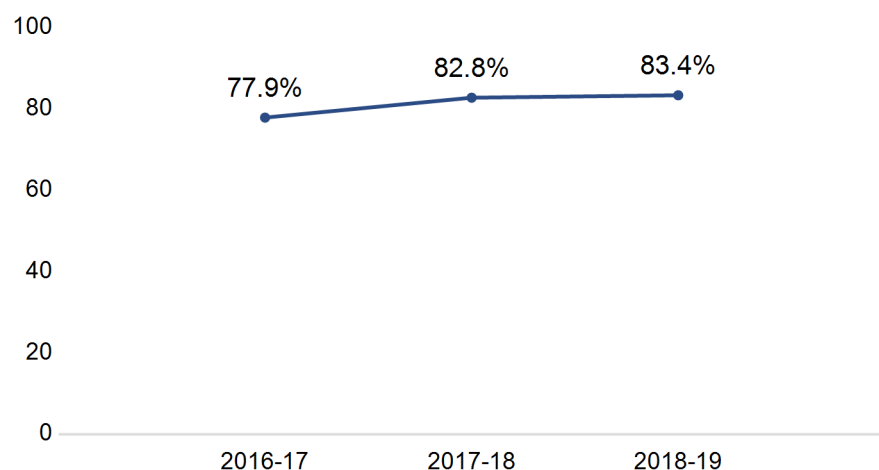
N No Data is available to display

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

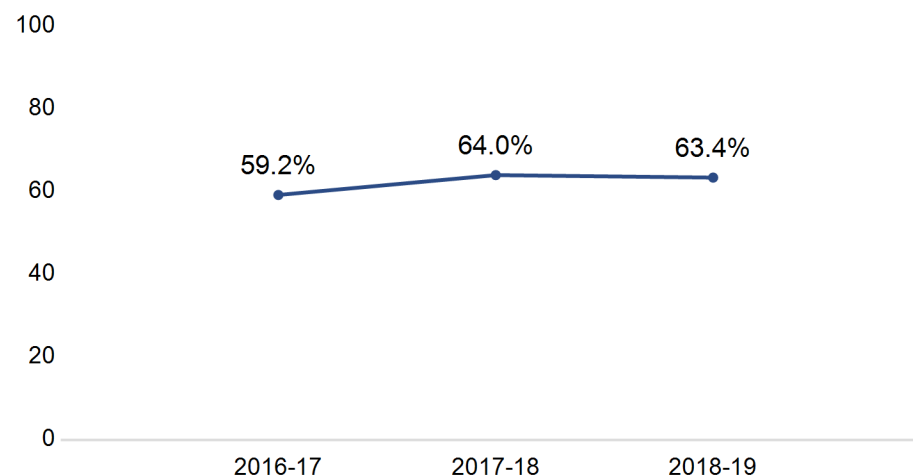
English Language Arts and Mathematics Performance Trends

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%	98.7%	98.5%	98.2%	98.5%	98.3%
Proficiency Rate for Federal Accountability	77.9%	82.8%	83.4%	59.2%	64.0%	63.4%
Annual Target	78.1%	78.2%	78.3%	66.0%	66.8%	67.5%
Met Annual Target?	Met Target†	Met Goal	Met Goal	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.



Bridgewater-Raritan Middle School
(35-0555-010)
Grades Offered: 07-08
2018-2019

Report Key:

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

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	1335	98.5	83.4	76.9	57.9	83.4	78.3	Met Goal
White	619	97.6	82.2	75.2	66.9	82.2	75.2	Met Goal
Hispanic	239	99.2	70.7	*	43.9	70.7	57.9	Met Target
Black or African American	38	95.1	63.2	52.4	38.5	63.2	57.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	420	99.8	94.5	91.1	82.9	94.5	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	19	95.0	73.7	*	64.4	73.7	N	N
Female	649	97.8	90.9	82.1	64.8	90.9		
Male	686	99.1	76.2	72.0	51.3	76.2		
Economically Disadvantaged Students	130	100.0	58.5	52.1	40.0	58.5	56.7	Met Target
Non-Economically Disadvantaged Students	1205	98.3	86.1	79.4	67.9	86.1		
Students with Disabilities	181	95.3	39.2	36.0	22.7	39.2	40.8	Met Target†
Students without Disabilities	1154	99.0	90.3	84.1	65.1	90.3		
English Learners	53	100.0	56.6	56.3	29.3	56.6	61.3	Met Target†
Non-English Learners	1282	98.4	84.5	78.1	60.6	84.5		
Homeless Students	*	*	*	*	29.1	*		
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.

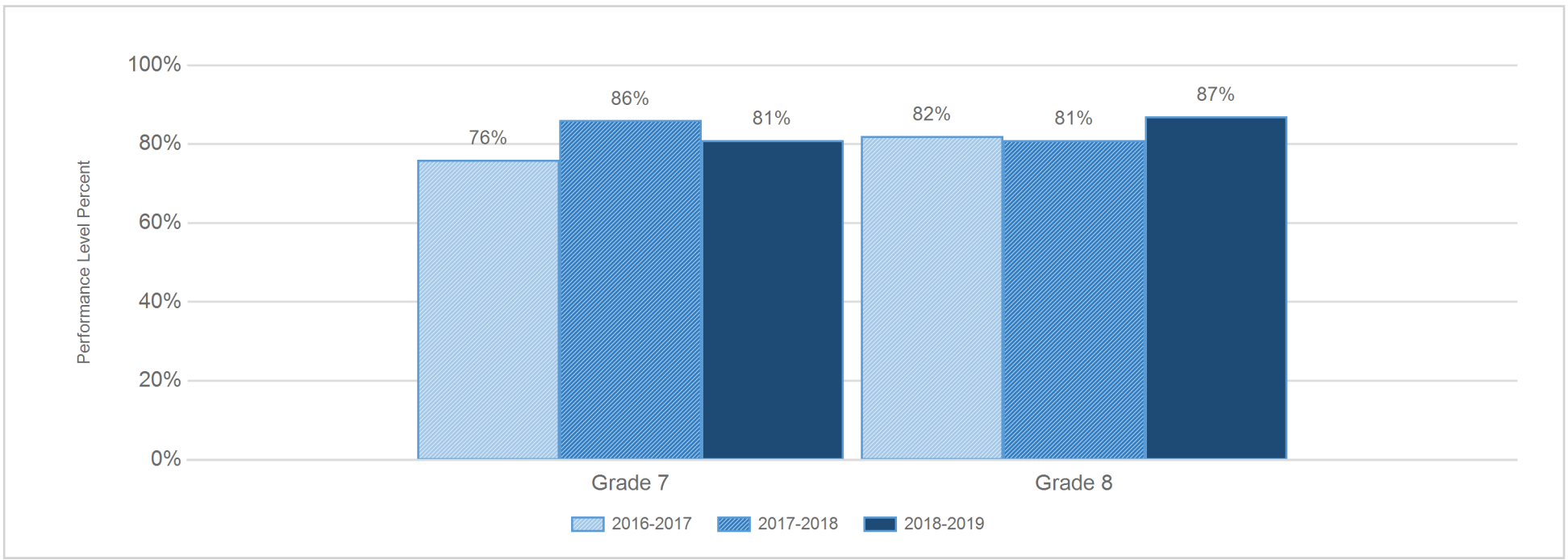


Bridgewater-Raritan Middle School
 (35-0555-010)
 Grades Offered: 07-08
 2018-2019

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

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.





Bridgewater-Raritan Middle School
(35-0555-010)
Grades Offered: 07-08
2018-2019

Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	684	780	780	761	3%	3%	13%	34%	47%	81%	63%
White	304	777	777	769	*	*	16%	37%	42%	79%	72%
Hispanic	127	764	764	747	*	*	20%	39%	29%	69%	50%
Black or African American	22	753	753	741	*	*	*	*	*	64%	43%
Asian, Native Hawaiian, or Pacific Islander	221	797	797	790	*	*	5%	27%	67%	94%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	10	778	778	768	0%	0%	*	*	*	70%	68%
Female	317	788	788	769	*	*	10%	32%	55%	88%	71%
Male	367	773	773	753	*	*	15%	35%	41%	75%	55%
Economically Disadvantaged Students	71	756	756	743	*	*	24%	32%	24%	56%	45%
Non-Economically Disadvantaged Students	613	783	783	771	*	*	12%	34%	50%	84%	73%
Students with Disabilities	94	738	738	720	*	*	32%	*	*	37%	22%
Students without Disabilities	590	787	787	769	*	*	10%	*	*	88%	71%
English Learners	11	725	725	706	*	*	*	*	*	36%	12%
Non-English Learners	673	781	781	763	*	*	*	*	*	82%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	648	789	789	762	2%	4%	7%	39%	48%	87%	63%
White	305	785	785	770	*	*	6%	45%	43%	88%	72%
Hispanic	117	768	768	747	*	*	14%	45%	27%	73%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	200	809	809	794	0%	*	*	27%	69%	96%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	331	797	797	771	*	*	3%	39%	56%	95%	71%
Male	317	781	781	753	*	*	11%	38%	40%	78%	55%
Economically Disadvantaged Students	63	755	755	743	*	*	21%	41%	19%	60%	45%
Non-Economically Disadvantaged Students	585	793	793	772	*	*	6%	39%	51%	90%	72%
Students with Disabilities	74	740	740	721	*	*	18%	*	*	43%	22%
Students without Disabilities	574	795	795	770	*	*	6%	*	*	92%	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%



Bridgewater-Raritan Middle School
(35-0555-010)
Grades Offered: 07-08
2018-2019

Report Key:

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

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	1337	98.3	63.4	61.3	44.5	63.4	67.5	Not Met
White	618	97.5	58.9	57.4	54.1	58.9	62.4	Not Met
Hispanic	240	98.8	42.5	*	28.8	42.5	35.3	Met Target
Black or African American	38	95.1	34.2	34.2	23.0	34.2	49.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	422	99.8	84.4	83.1	76.5	84.4	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	19	95.0	63.2	*	53.3	63.2	N	N
Female	652	97.8	64.0	61.2	44.9	64.0		
Male	685	98.9	62.8	61.4	44.2	62.8		
Economically Disadvantaged Students	131	98.6	25.2	27.8	26.3	25.2	35.1	Not Met
Non-Economically Disadvantaged Students	1206	98.3	67.5	64.9	54.9	67.5		
Students with Disabilities	180	94.7	16.7	22.7	17.4	16.6	29.6	Not Met
Students without Disabilities	1157	98.9	70.6	68.2	50.0	70.6		
English Learners	57	100.0	40.4	47.9	25.0	40.4	41.3	Met Target†
Non-English Learners	1280	98.2	64.4	62.2	46.5	64.4		
Homeless Students	*	*	*	*	17.1	*		
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.



Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

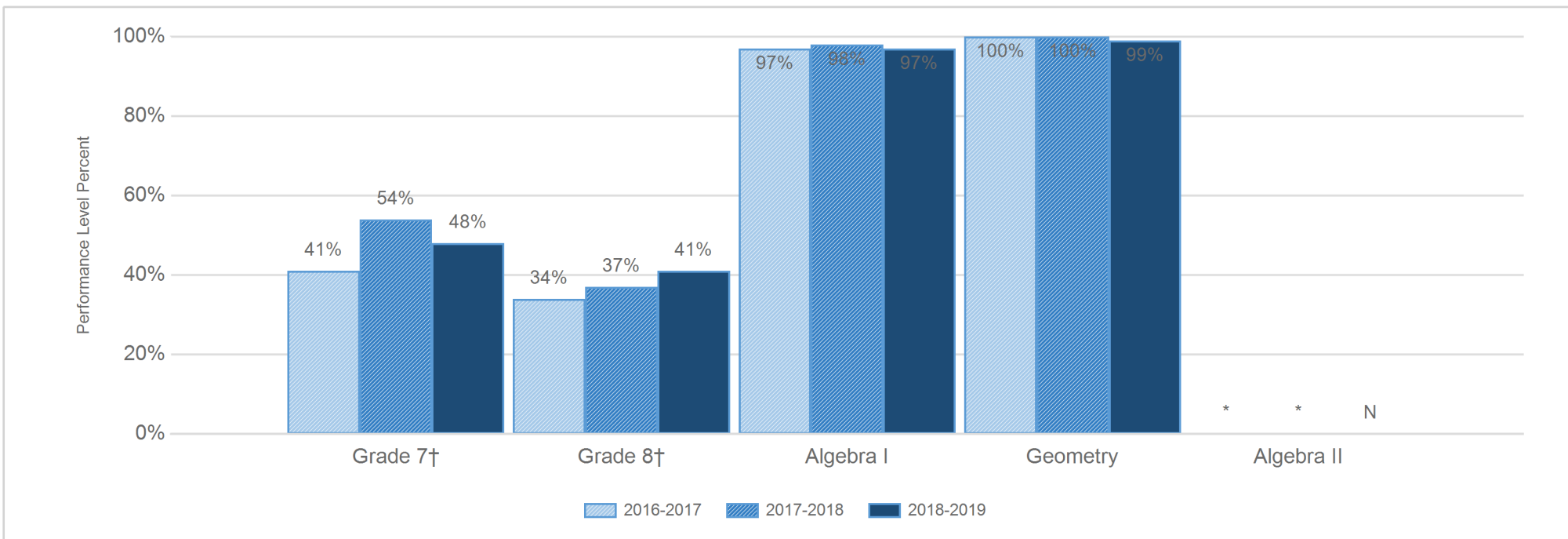
** Accountability calculations require 20 or more students

N No Data is available to display

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

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.



Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	525	746	746	744	5%	15%	32%	45%	3%	48%	42%
White	260	748	748	751	*	14%	35%	*	*	48%	53%
Hispanic	121	736	736	733	10%	21%	36%	*	*	34%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	115	757	757	768	*	*	27%	*	*	67%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	251	747	747	744	*	17%	32%	*	*	48%	42%
Male	274	746	746	743	*	13%	32%	*	*	48%	42%
Economically Disadvantaged Students	70	729	729	731	14%	27%	37%	*	*	21%	24%
Non-Economically Disadvantaged Students	455	749	749	751	3%	13%	31%	*	*	52%	53%
Students with Disabilities	91	721	721	718	*	38%	31%	*	*	12%	13%
Students without Disabilities	434	752	752	749	*	10%	32%	*	*	56%	48%
English Learners	15	716	716	716	*	*	*	*	*	13%	10%
Non-English Learners	510	747	747	745	*	*	*	*	*	49%	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	347	741	741	728	8%	20%	31%	*	*	41%	29%
White	184	744	744	737	8%	16%	34%	*	*	43%	38%
Hispanic	97	735	735	722	*	30%	*	36%	0%	36%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	50	750	750	747	*	*	34%	50%	0%	50%	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	177	745	745	731	*	18%	33%	*	*	45%	31%
Male	170	737	737	726	*	22%	29%	*	*	37%	27%
Economically Disadvantaged Students	57	728	728	719	*	*	46%	*	*	19%	20%
Non-Economically Disadvantaged Students	290	744	744	735	*	*	28%	*	*	45%	36%
Students with Disabilities	68	722	722	707	24%	26%	34%	*	*	16%	10%
Students without Disabilities	279	746	746	734	4%	18%	30%	*	*	47%	35%
English Learners	11	702	702	706	*	*	*	*	*	*	10%
Non-English Learners	336	743	743	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%



Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	303	790	762	744	0%	0%	*	*	*	97%	42%
White	116	785	757	752	0%	0%	*	*	*	98%	53%
Hispanic	20	783	742	728	0%	0%	*	*	*	90%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	157	794	784	775	0%	0%	*	*	*	97%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	157	785	761	745	0%	0%	*	*	*	96%	44%
Male	146	794	762	743	0%	0%	*	*	*	99%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	727	710	N	N	N	N	N	N	*
Non-English Learners	303	790	763	745	0%	0%	*	*	*	97%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	164	784	754	737	0%	0%	*	*	*	99%	35%
White	48	780	749	743	0%	0%	*	*	*	98%	43%
Hispanic	10	783	742	724	0%	0%	0%	*	*	100%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	103	786	774	762	0%	0%	0%	34%	66%	100%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	69	784	754	738	0%	0%	*	*	*	100%	36%
Male	95	784	755	736	0%	0%	*	*	*	99%	34%
Economically Disadvantaged Students	N	N	734	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	164	784	756	743	0%	0%	*	*	*	99%	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	164	784	*	738	0%	0%	*	*	*	99%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	773	755	N	N	N	N	N	N	58%
White	N	N	765	758	N	N	N	N	N	N	62%
Hispanic	N	N	771	731	N	N	N	N	N	N	34%
Black or African American	N	N	*	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	784	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	*	761	N	N	N	N	N	N	65%
Female	N	N	771	752	N	N	N	N	N	N	55%
Male	N	N	775	758	N	N	N	N	N	N	62%
Economically Disadvantaged Students	N	N	767	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	N	N	773	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	N	N	*	756	N	N	N	N	N	N	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	N	N	773	755	N	N	N	N	N	N	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	*



Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08

2018-2019

Report Key:

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

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
7	*	*
8	10	10

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	58.8%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	20	80.0%	20.0%
3-4	*	*	*
5 or more	N	N	N



Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

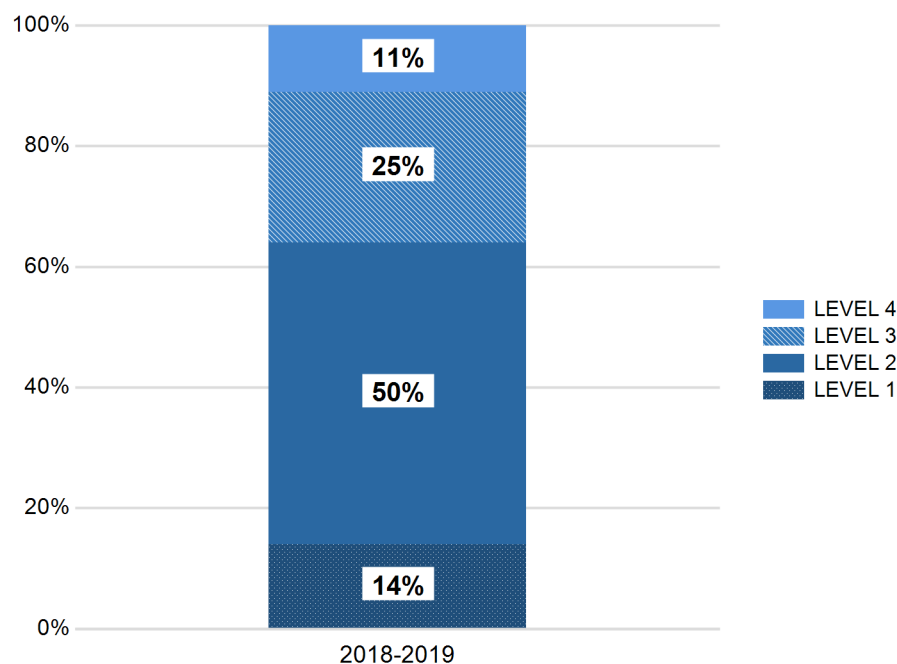
N No Data is available to display

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

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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	14	50	25	11
White	12	57	25	6
Hispanic	32	52	14	2
Black or African American	41	35	24	0
Asian, Native Hawaiian, or Pacific Islander	5	39	31	25
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	60	20	20
Female	12	53	27	8
Male	16	46	22	15
Economically Disadvantaged Students	37	51	12	0
Non-Economically Disadvantaged Students	12	50	26	12
Students with Disabilities	43	50	3	4
Students without Disabilities	11	50	27	12
English Learners	80	20	0	0
Non-English Learners	13	50	25	11
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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
7	162	0	534
8	143	164	360
Total	305	164	894

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
7	222	149	79	73	42	25	0
8	222	134	95	36	51	22	0
Total	444	283	174	109	93	47	0



Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08

2018-2019

Report Key:

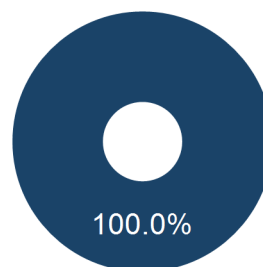
- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Visual and Performing Arts – Course Participation

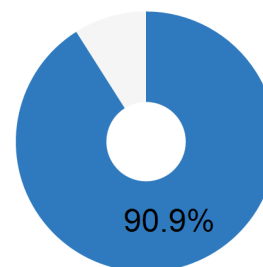
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

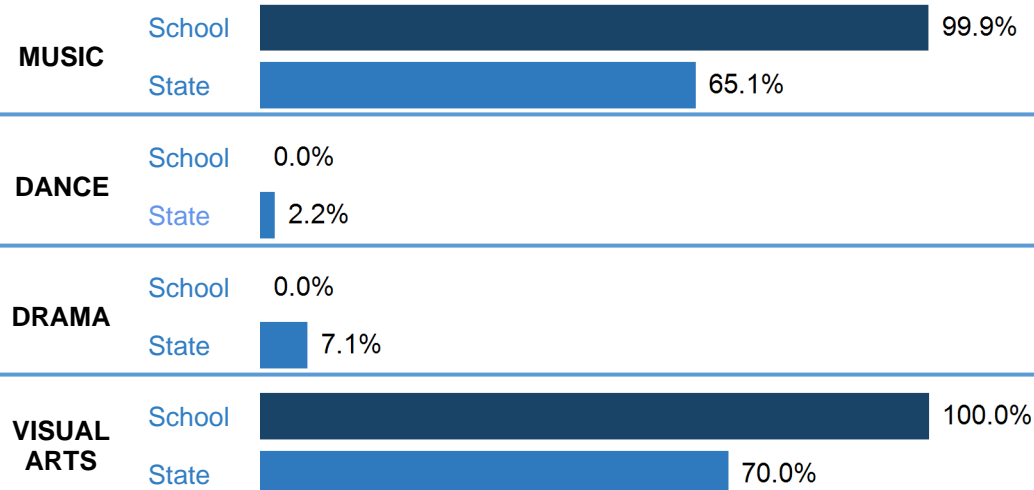


School



State

Students enrolled in one or more classes by discipline:





Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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

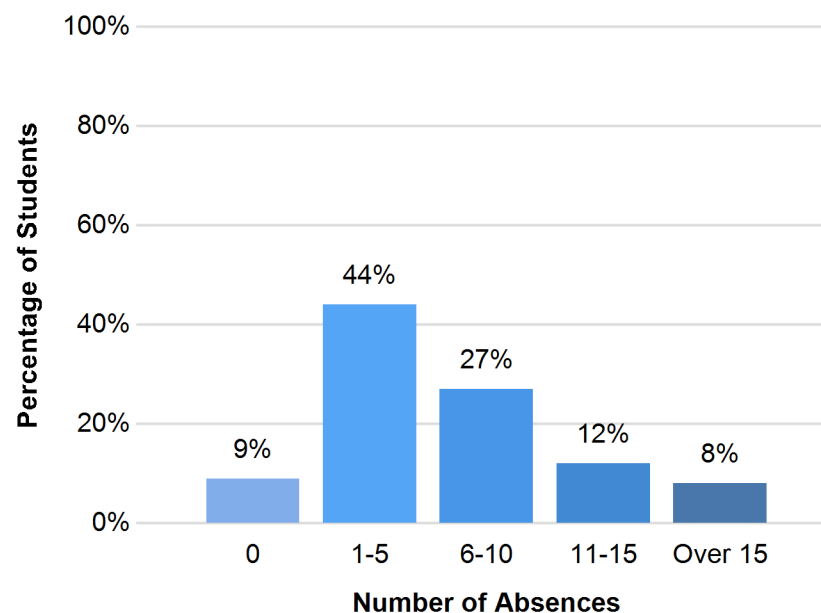
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	69	5.0	9.5	Met
White	38	6.1	9.5	Met
Hispanic	17	6.8	9.5	Met
Black or African American	3	7.1	9.5	Met
Asian, Native Hawaiian, or Pacific	10	2.3	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	33	4.9		
Male	36	5.1		
Economically Disadvantaged Students	19	13.2	9.5	Not Met
Students with Disabilities	30	15.6	9.5	Not Met
English Learners	2	8.0	9.5	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08

2018-2019

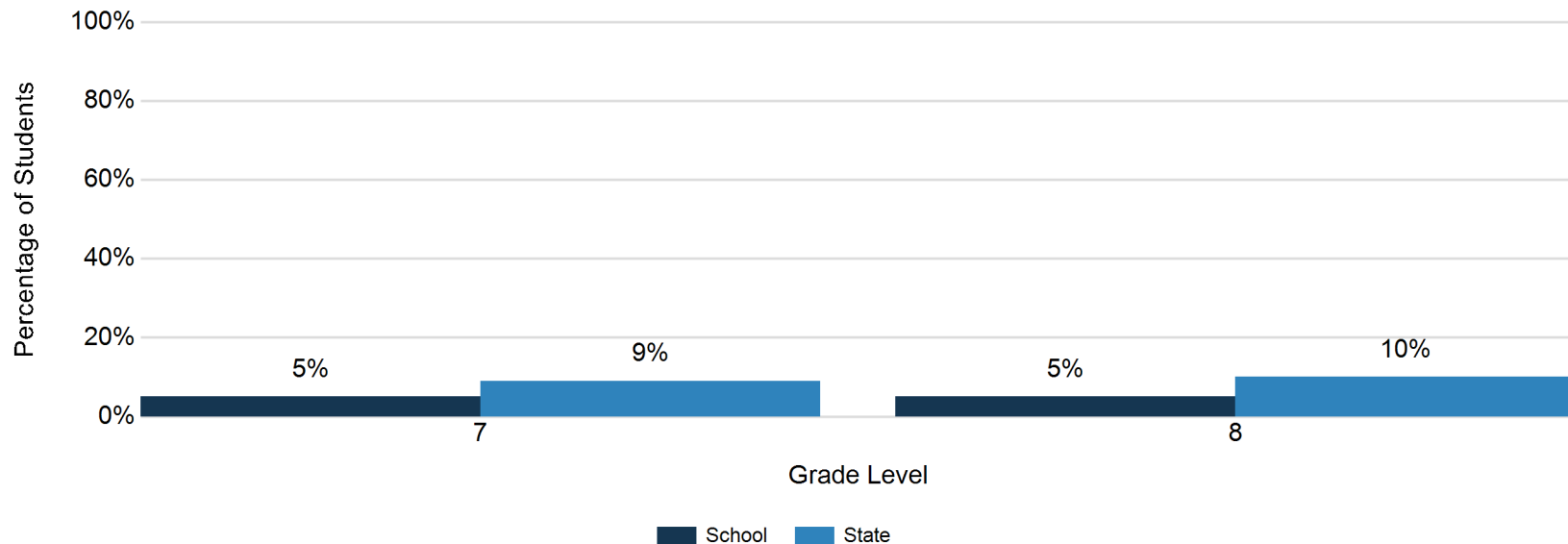
Report Key:

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

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.





Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	3
Weapons	0
Vandalism	1
Substances	10
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	1.47

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	3
Weapons	0
Vandalism	0
Substances	10
Harassment, Intimidation, Bullying (HIB)	1
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	1	2	3
Religion	0	0	0
Ancestry	0	0	0
Gender	1	1	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	3	3
No Identified Nature	19		19

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	16	1.2%
Any Suspension	21	1.5%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
59



Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08

2018-2019

Report Key:

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

School Day

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

Category	School
Typical Start Time	7:35 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 42 Mins
Shared Time - Instructional Time	5 Hrs. 42 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



Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08

2018-2019

Report Key:

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

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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	125	118,214
Average years experience in public schools	13.9	12.1
Average years experience in district	13.6	10.8
Percentage of Teachers with 4 or more years experience in the district	90.4%	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	46	9,530
Average years experience in public schools	12.0	16.0
Average years experience in district	11.5	12.0
Percentage of Administrators with 4 or more years experience in the district	76.1%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	228:1	185:1
Teachers to Administrators	21:1	17:1
Students to Librarians/Media Specialists		852:1
Students to Nurses		609:1
Students to Counselors		304:1
Students to Child Study Team Members		258:1



Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.2%	72.8%	83.3%	48.4%	77.1%	54.9%
Male	50.8%	27.2%	16.7%	51.6%	22.9%	45.1%
White	45.0%	96.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	18.4%	1.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.9%	1.6%	0.0%	15.0%	6.6%	13.9%
Asian	31.4%	0.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.9%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.3%	0.0%	0.0%	2.1%	0.2%	0.2%



Bridgewater-Raritan Middle School
 (35-0555-010)
 Grades Offered: 07-08
 2018-2019

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

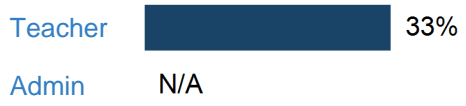
Key terms for staff data:

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.1%	90.5%
2017-18 Administrators: Same district 2018-19	95.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.4%



Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08

2018-2019

Report Key:

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

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.



Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08

2018-2019

Report Key:

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

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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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.



Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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

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

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

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	77.9%	82.8%	83.4%
Math Proficiency	59.2%	64.0%	63.4%
ELA Growth	59	61	58
Math Growth	52	55	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		76.9%	58.8%
Chronic Absenteeism	4.1%	4.7%	5.0%

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



Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08

2018-2019

Report Key:

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

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.



Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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

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



Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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:

- BRMS was recognized for the third straight year as A No Place for Hate School for our programs in promoting a positive climate.
- BRMS offers a challenging schedule of courses as well as enrichment and remediation opportunities for all students.
- BRMS received the 2019 "Best in Communities Award for Music Education which was featured in NAMMFoundation.org



Mission, Vision, Theme:

The mission of the Bridgewater-Raritan Regional School District is: We will teach them One and All; Young to Old and Big to Small; Inspire, engage and educate; Improve our world and make it great; Challenge All to grow, exceed; So one day They will take the lead. For more information, visit our website at: <https://www.brrsd.org/community/strategic-planning>



Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08




2018-2019

Report Key:

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

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>Courses, Curriculum, Instruction:</p>	<p>The BRRSD offers our students the opportunity to develop their mastery of the NJLS. Individual growth is supported by exceptional staff, deep and interconnected curriculum, cutting-edge methods, and a variety of resources. Students imagine, invent, question and discover in safe and supportive spaces. Within our K-12 continuum, BRMS students apply their still-developing skills to the study of specific, rigorous areas of content. Access our curricula here: https://brrsdk12-public.rubiconatlas.org/Atlas/Public/View/Default</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Coed), Field Hockey (Girls), Lacrosse (Boys & Girls), Skiing (Coed), Softball (Girls), Track and Field - Spring (Coed), Volleyball (Coed), Wrestling (Coed)</p> <p>As an extension of our curriculum, Bridgewater-Raritan Middle School offers a number of athletic opportunities after school. For specific information visit our website at: https://ms.brrsd.org/athletics</p>
 <p>Clubs and Activities:</p>	<p>As an extension to our academic programs, BRMS offers a wide variety of clubs and activities. Examples include Yearbook, Tech Crew, Operation Book, Drama, Ski and Snowboarding, Community Awareness, DIY, Student Council, Art, Mathcounts, Studio Orchestra, Jazz Ensemble, Wind Ensemble, School Newspaper, Robotics, Odyssey of the Mind, Geography Bee, Spelling Bee, Choir, FBLA. BRMS also offers a wide variety of travel sports teams including cross country, field hockey, cheerleading, wrestling, basketball, track and field, softball, baseball, lacrosse and participates in middle school league tournaments.</p>



Bridgewater-Raritan Middle School

(35-0555-010)

Grades Offered: 07-08




2018-2019

Report Key:

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

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>Student Supports and Services:</p>	<p>As our mission statement says, "We will teach them, One and All." BRRSD recognizes that each student learns differently and as such each school offers a complete system of supports for students and all of their unique needs. For more information, please see our website at: https://www.brrsd.org/departments/school-counseling</p>
 <p>Student Health and Wellness:</p>	<p>BRRSD's strategic work is grounded upon six critical areas. One of these six is Health and Wellness. We currently support students in this area with comprehensive instructional and guidance programs; however, we are also working with our community to develop even more opportunities for students to grow and find support. For more information, visit our website at: https://www.brrsd.org/departments/school-counseling/health-and-wellness</p>
 <p>Parent and Community Involvement:</p>	<p>The mission statement of the BRRSD opens with one word: "We." BRRSD believes that to truly help children grow, we need to involve every aspect of our dynamic community. Each school offers multiple opportunities for parents and community members to get involved. For more information about opportunities here at BRMS, visit our website at: https://ms.brrsd.org/parent-resources</p>



Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

School Contact Information

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

Type	Contact Information
County	Somerset
District	Bridgewater-Raritan Regional School District
Principal Name	Mrs. Kelliann Tenkate
Address	1300 Crim Road Bridgewater, NJ 08807
Phone Number	908-231-1022
Email Address	ktenkate@brrsd.org
Website	https://cr.brrsd.org/



Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

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	50	47	48
KG	45	65	68
1	65	76	82
2	69	74	71
3	71	69	80
4	85	68	70
Total	385	399	419

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	45.2%	46.1%	46.1%
Male	54.8%	53.9%	53.9%
Economically Disadvantaged Students	2.6%	3.3%	2.9%
Students with Disabilities	26.5%	26.6%	25.8%
English Learners	0.3%	0.5%	1.0%
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	67.5%	63.7%	63.2%
Hispanic	5.5%	6.8%	9.1%
Black or African American	2.1%	1.8%	1.9%
Asian	19.5%	20.1%	18.9%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.7%
Two or More Races	5.2%	7.8%	6.0%

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	35	34	39
PK - Full Day	15	13	9
KG - Half Day	38	59	63
KG - Full Day	7	6	5

Enrollment by Home Language

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

Home Language	% of Students
English	90.7%
Chinese	2.1%
Tamil	1.2%
Marathi	1.2%
Spanish	1.2%
Other Languages	3.6%



Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

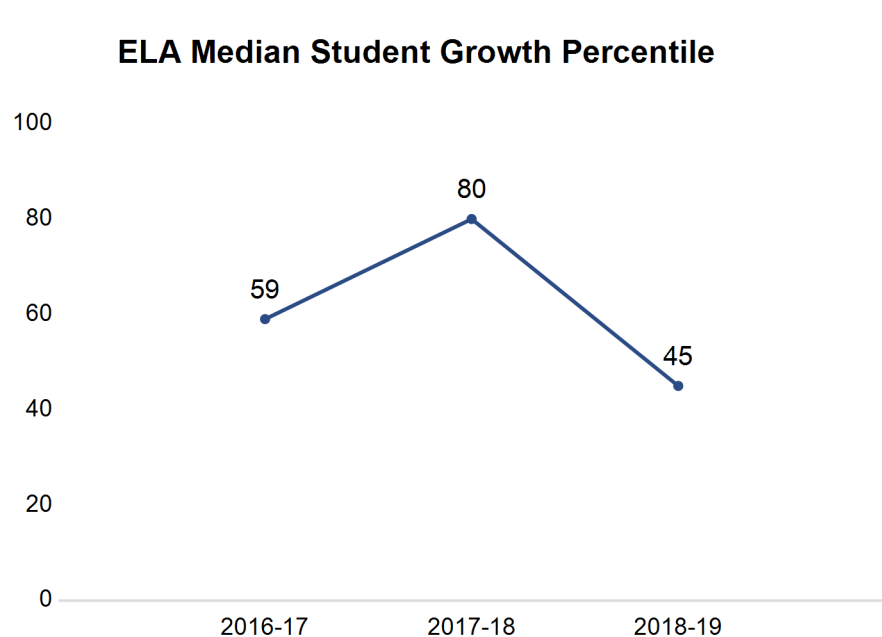
Report Key:

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

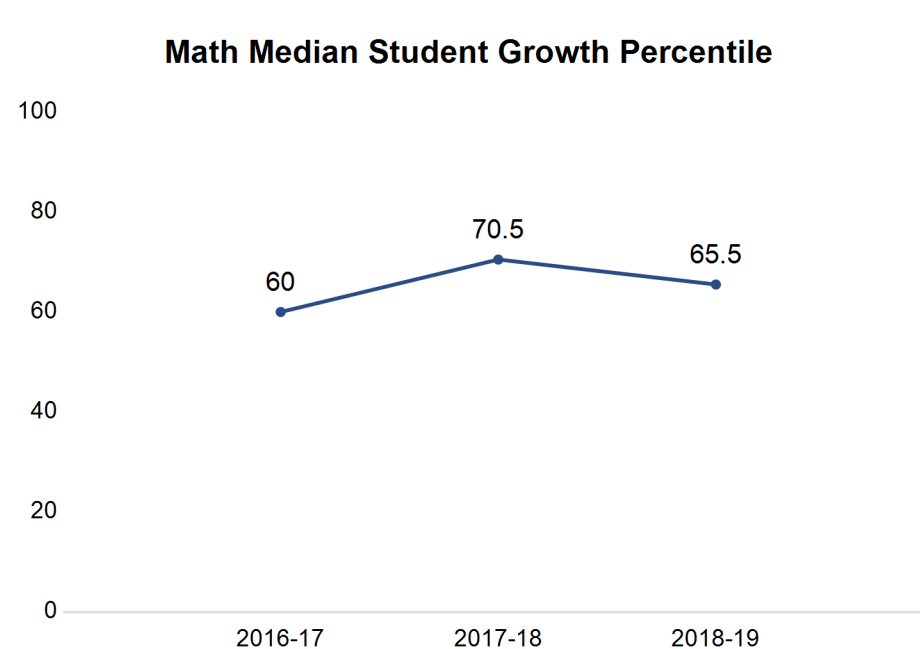
Student Growth Trends and Progress

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	59	80	45	60	70.5	65.5
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	45	56	50	Met Standard	65.5	49	50	Exceeds Standard
White	52	55	50	Met Standard	74	45	52	Exceeds Standard
Hispanic	44	48	49	**	*	44	47	**
Black or African American	*	43.5	45	**	*	35	43	**
Asian, Native Hawaiian, or Pacific Islander	44	65	59	**	68	57	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	61	49	**	N	42	52	**
Female	41.5	58	53	N	66	48.5	50	N
Male	49	55	47	N	63	49	51	N
Economically Disadvantaged Students	N	47	48	**	N	41.5	46	**
Students with Disabilities	29	50	43	**	69	42	45	**
English Learners	N	56	52	**	N	46	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	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



Crim Primary School
 (35-0555-045)
 Grades Offered: PK-04
 2018-2019

Report Key:

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

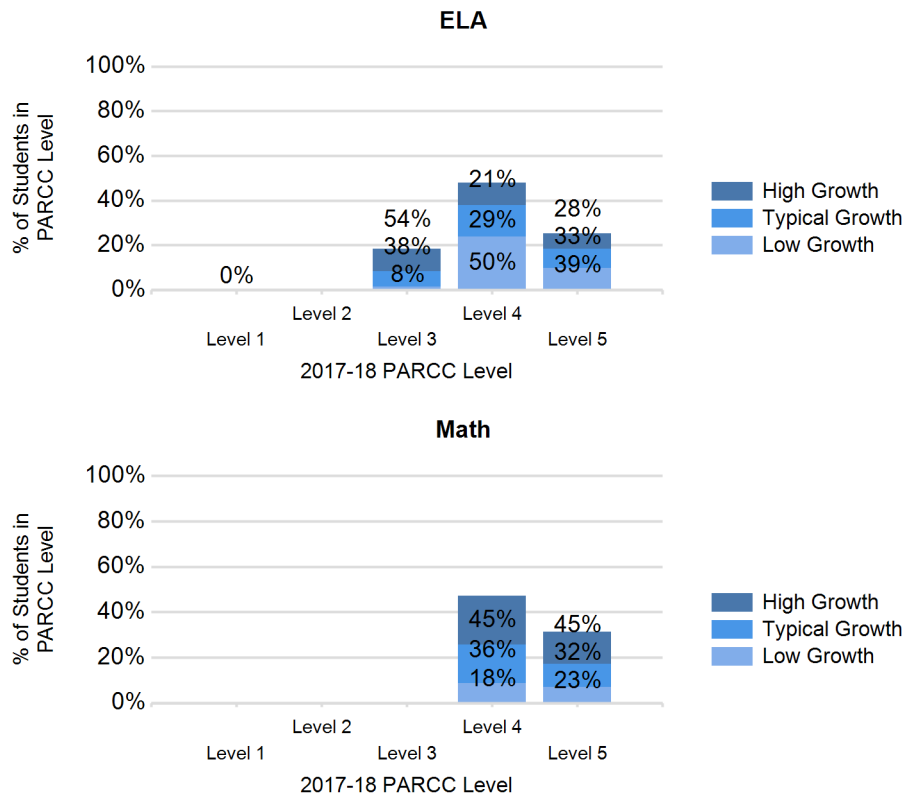
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

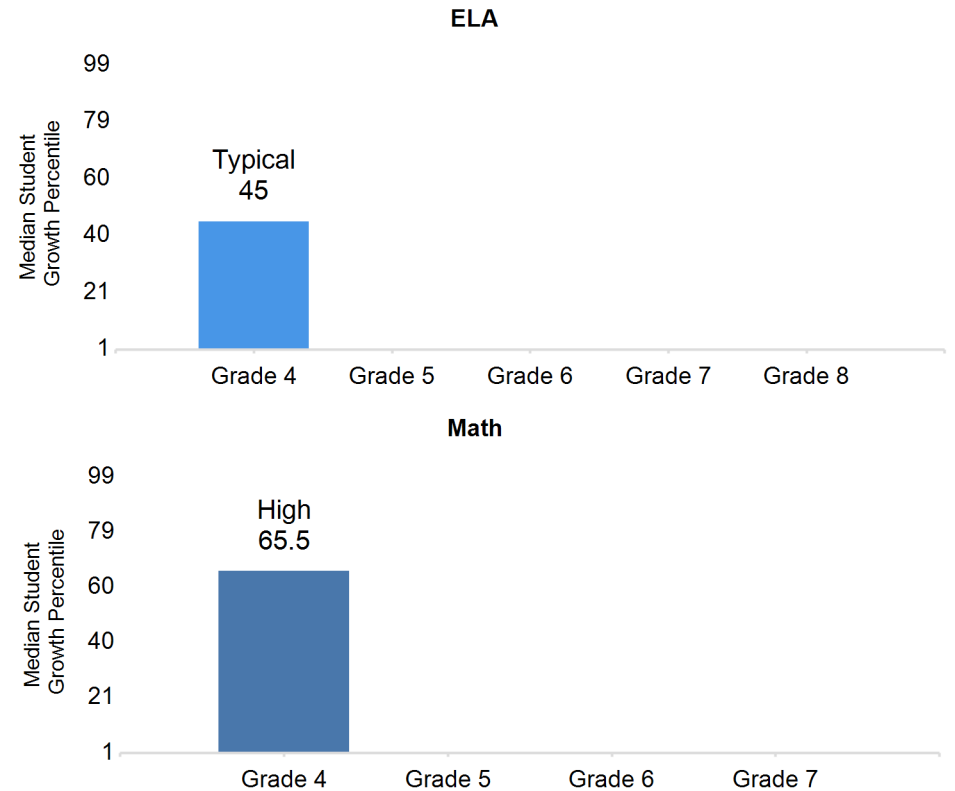
Student Growth by Performance Level

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



Student Growth by Grade

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





Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

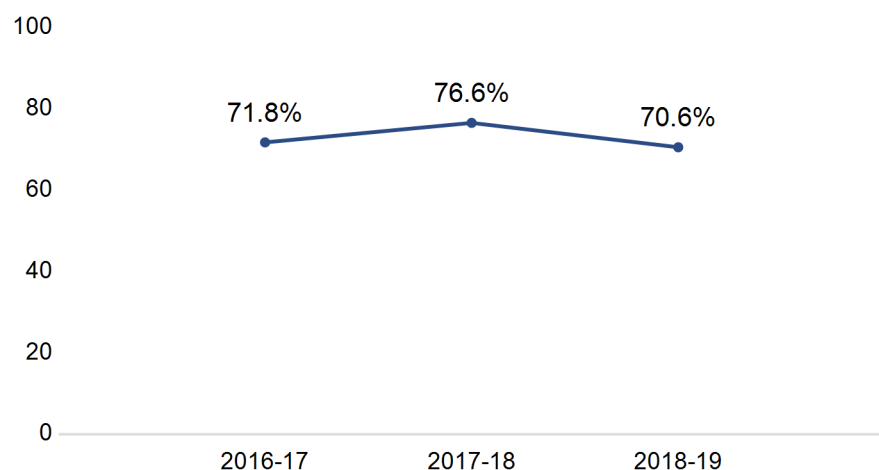
Report Key:

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

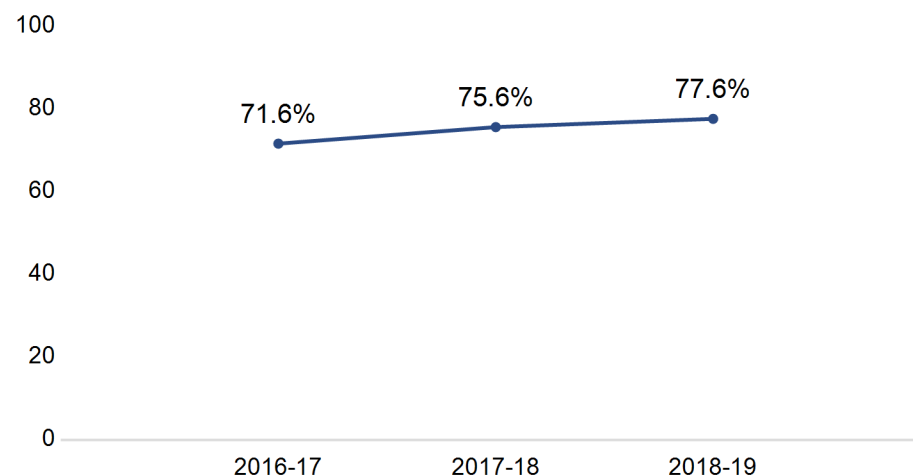
English Language Arts and Mathematics Performance Trends

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	99.3%	100.0%	99.4%	98.7%	98.6%	98.7%
Proficiency Rate for Federal Accountability	71.8%	76.6%	70.6%	71.6%	75.6%	77.6%
Annual Target	71.5%	72.0%	72.4%	74.8%	75.1%	75.3%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	153	99.4	70.6	76.9	57.9	70.6	72.4	Met Target†
White	97	99.0	66.0	75.2	66.9	66.0	71.5	Met Target†
Hispanic	15	100.0	60.0	*	43.9	60.0	**	**
Black or African American	*	*	*	52.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	28	100.0	85.7	91.1	82.9	85.7	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	71	100.0	78.9	82.1	64.8	78.9		
Male	82	98.8	63.4	72.0	51.3	63.4		
Economically Disadvantaged Students	*	*	*	52.1	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	79.4	67.9	*		
Students with Disabilities	33	100.0	51.5	36.0	22.7	51.5	41.2	Met Target
Students without Disabilities	120	99.2	75.8	84.1	65.1	75.8		
English Learners	*	*	*	56.3	29.3	*	**	**
Non-English Learners	*	*	*	78.1	60.6	*		
Homeless Students	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.



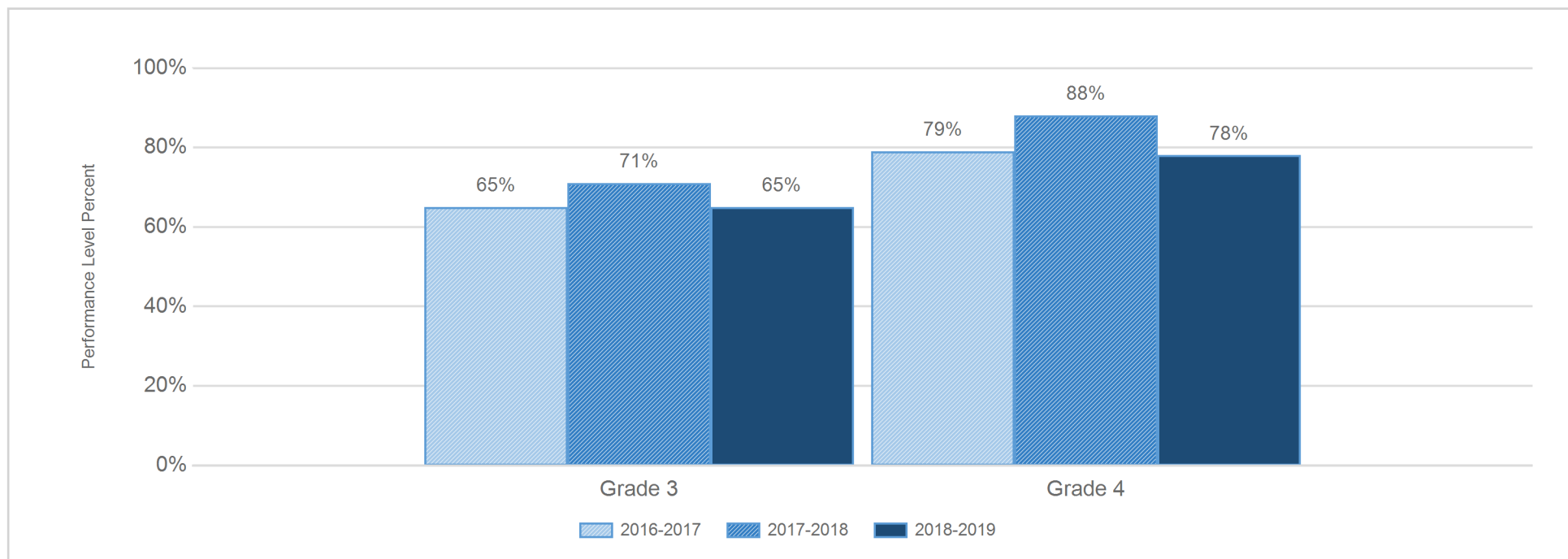
Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

English Language Arts Assessment - Performance Trends

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





Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	762	763	748	*	*	20%	53%	13%	65%	50%
White	53	754	757	757	*	*	26%	*	*	58%	60%
Hispanic	*	*	739	734	*	*	*	*	*	*	36%
Black or African American	*	*	761	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	13	768	*	773	0%	*	*	*	*	69%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	778	756	*	*	*	*	*	*	58%
Female	38	767	767	753	*	*	*	*	*	76%	55%
Male	42	757	759	743	*	*	*	*	*	55%	46%
Economically Disadvantaged Students	*	*	730	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	766	759	*	*	*	*	*	*	61%
Students with Disabilities	15	738	729	719	*	*	0%	*	*	60%	24%
Students without Disabilities	65	767	769	754	*	*	25%	*	*	66%	56%
English Learners	*	*	738	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	764	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	772	773	755	*	*	15%	47%	32%	78%	57%
White	43	767	*	763	0%	*	*	51%	26%	77%	67%
Hispanic	10	765	752	743	0%	0%	*	*	*	60%	44%
Black or African American	*	*	752	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	16	797	791	779	0%	0%	0%	*	*	100%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	774	762	*	*	*	*	*	*	64%
Female	33	771	778	760	*	*	*	52%	30%	82%	62%
Male	40	773	768	750	*	*	*	43%	33%	75%	53%
Economically Disadvantaged Students	N	N	740	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	73	772	776	765	*	*	15%	47%	32%	78%	69%
Students with Disabilities	17	752	738	725	*	*	*	*	*	47%	25%
Students without Disabilities	56	778	780	761	*	*	*	*	*	88%	64%
English Learners	N	N	739	720	N	N	N	N	N	N	17%
Non-English Learners	73	772	774	758	*	*	15%	47%	32%	78%	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%



Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	152	98.7	77.6	61.3	44.5	77.6	75.3	Met Target
White	96	98.0	72.9	57.4	54.1	72.9	75.9	Met Target†
Hispanic	15	100.0	73.3	*	28.8	73.3	**	**
Black or African American	*	*	*	34.2	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	28	100.0	92.9	83.1	76.5	92.9	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	71	100.0	81.7	61.2	44.9	81.7		
Male	81	97.6	74.1	61.4	44.2	74.1		
Economically Disadvantaged Students	*	*	*	27.8	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	64.9	54.9	*		
Students with Disabilities	32	97.0	53.1	22.7	17.4	53.1	49.2	Met Target
Students without Disabilities	120	99.2	84.2	68.2	50.0	84.2		
English Learners	*	*	*	47.9	25.0	*	**	**
Non-English Learners	*	*	*	62.2	46.5	*		
Homeless Students	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.



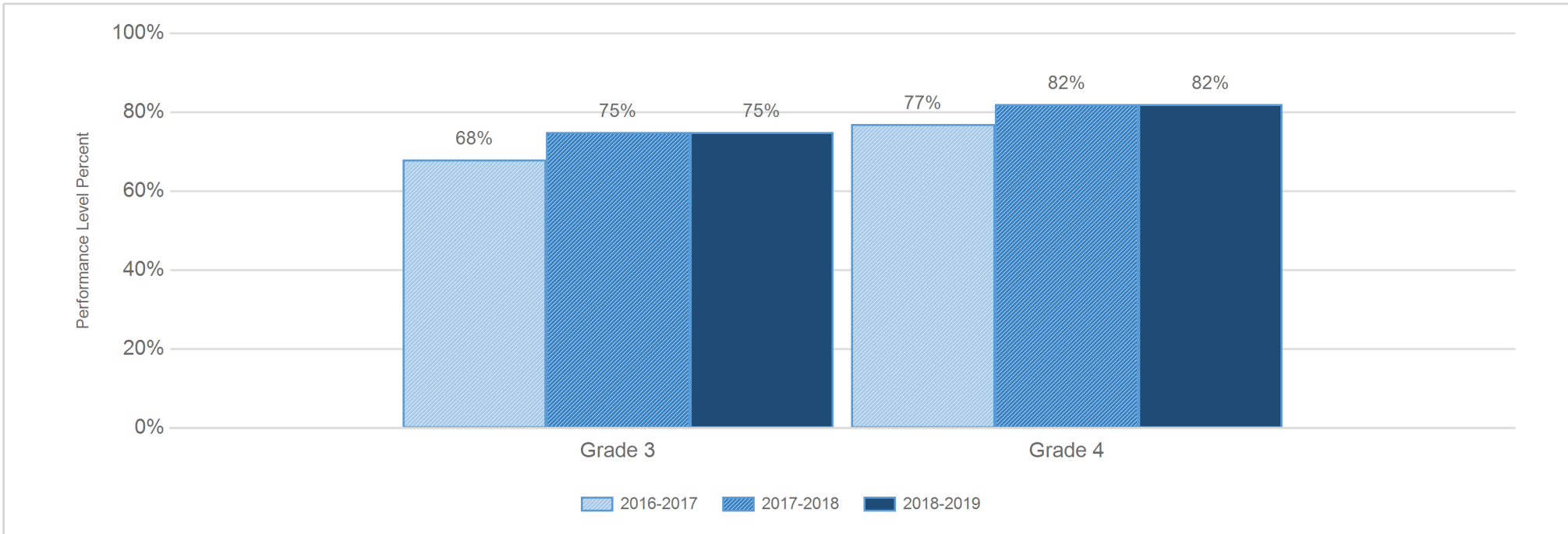
Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

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.



Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	767	764	752	*	*	19%	49%	25%	75%	55%
White	52	760	758	760	0%	*	25%	*	*	69%	66%
Hispanic	*	*	743	739	*	*	*	*	*	*	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	13	775	783	778	*	0%	*	*	*	85%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	778	758	*	*	*	*	*	*	62%
Female	38	769	762	751	*	*	*	53%	26%	79%	54%
Male	41	765	766	752	*	*	*	46%	24%	71%	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	767	761	*	*	*	*	*	*	67%
Students with Disabilities	14	756	732	731	*	*	*	*	*	57%	31%
Students without Disabilities	65	769	770	756	*	*	*	*	*	78%	60%
English Learners	*	*	751	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	765	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	774	767	749	0%	*	*	60%	22%	82%	51%
White	43	769	*	757	0%	*	*	*	*	79%	62%
Hispanic	10	762	747	737	0%	0%	*	*	*	70%	36%
Black or African American	*	*	750	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	16	794	786	776	0%	0%	0%	*	*	100%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	753	754	*	*	*	*	*	*	58%
Female	33	773	767	749	0%	*	*	*	*	85%	50%
Male	40	774	767	749	0%	*	*	*	*	80%	52%
Economically Disadvantaged Students	N	N	737	734	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	73	774	770	759	0%	*	*	60%	22%	82%	63%
Students with Disabilities	17	757	738	726	0%	*	*	*	*	53%	25%
Students without Disabilities	56	779	772	754	0%	*	*	*	*	91%	56%
English Learners	N	N	737	722	N	N	N	N	N	N	18%
Non-English Learners	73	774	768	751	0%	*	*	60%	22%	82%	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%



Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

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



Crim Primary School
 (35-0555-045)
 Grades Offered: PK-04
 2018-2019

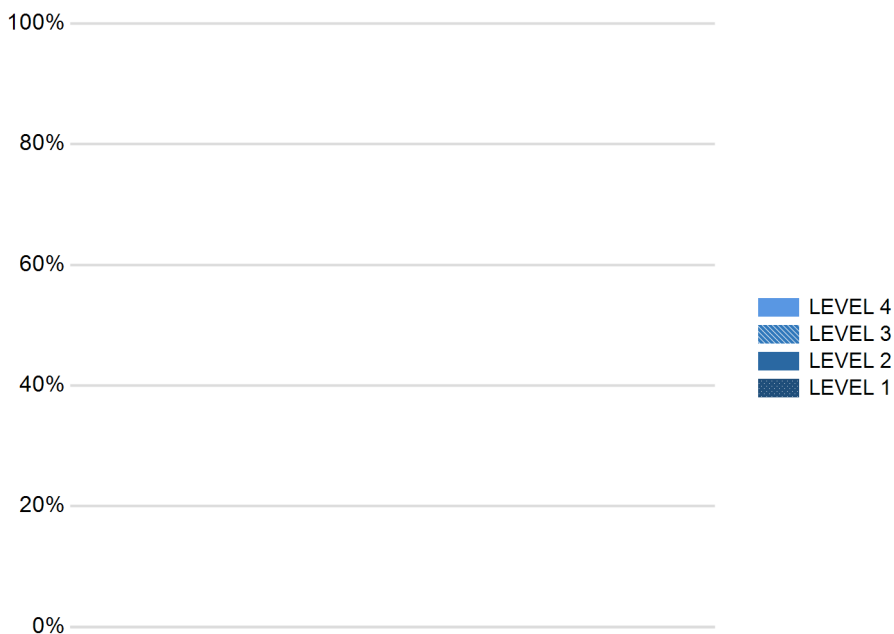
Report Key:

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

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
---------------	-----------	-----------	-----------	-----------



Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

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.

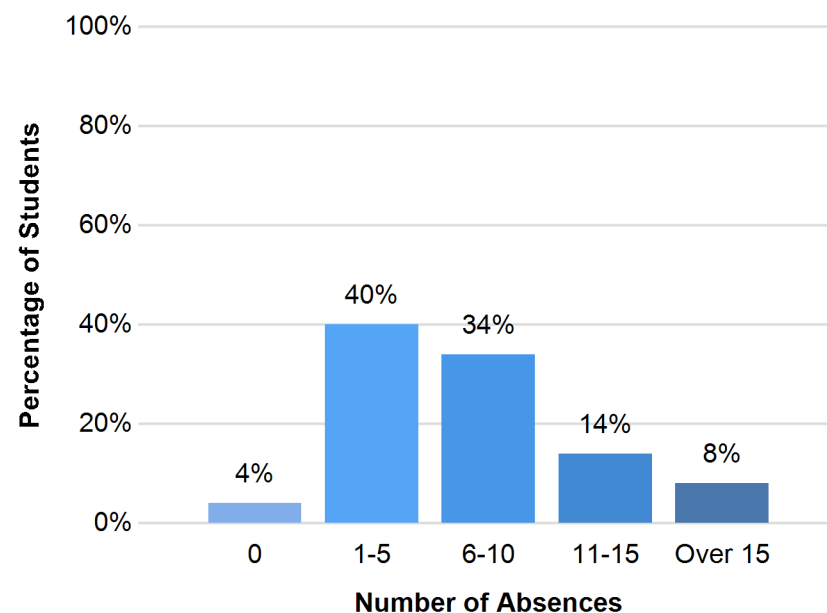
Chronic Absenteeism

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	16	4.4	9.2	Met
White	13	5.5	9.2	Met
Hispanic	1	2.9	9.2	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	9.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	1	4.3	9.2	Met
Female	7	4.0		
Male	9	4.7		
Economically Disadvantaged Students	0	0	**	**
Students with Disabilities	4	5.7	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.





Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

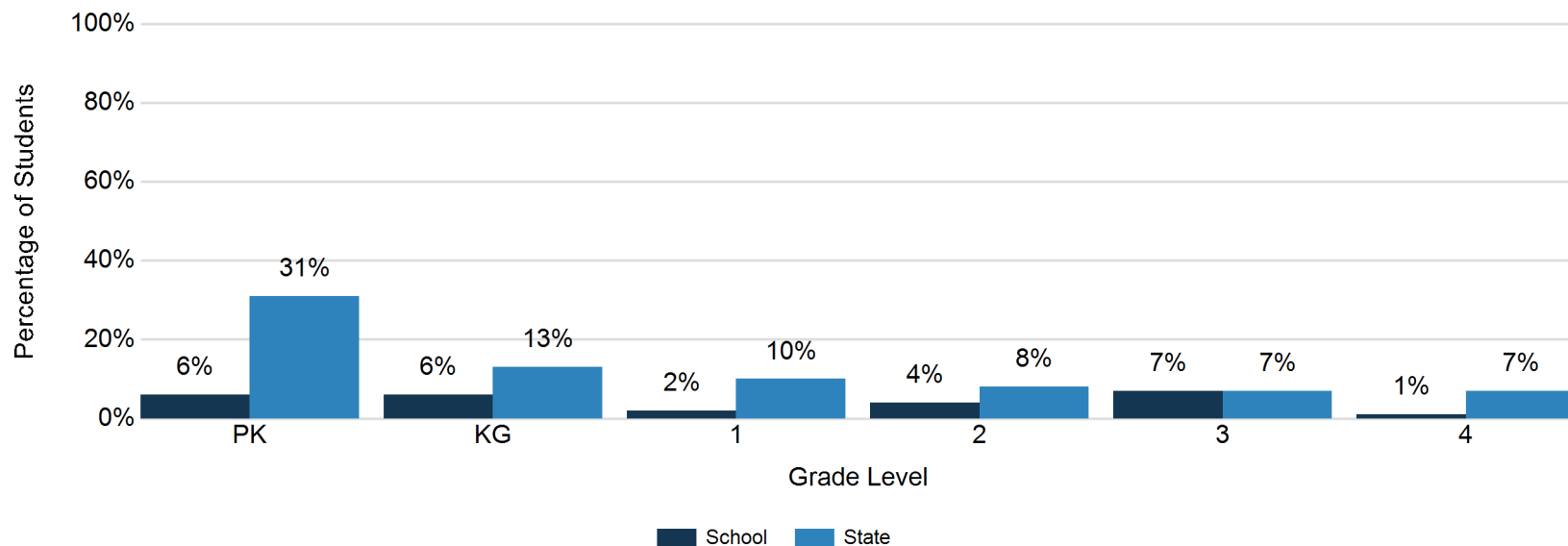
Report Key:

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

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.





Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	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



Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

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

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



Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	41	118,214
Average years experience in public schools	12.9	12.1
Average years experience in district	12.6	10.8
Percentage of Teachers with 4 or more years experience in the district	80.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,530
Average years experience in public schools	12.0	16.0
Average years experience in district	11.5	12.0
Percentage of Administrators with 4 or more years experience in the district	76.1%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	419:1	185:1
Teachers to Administrators	41:1	17:1
Students to Librarians/Media Specialists		852:1
Students to Nurses		609:1
Students to Counselors		304:1
Students to Child Study Team Members		258:1



Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.1%	90.2%	100.0%	48.4%	77.1%	54.9%
Male	53.9%	9.8%	0.0%	51.6%	22.9%	45.1%
White	63.2%	97.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	9.1%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	18.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.7%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	2.4%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.0%	0.0%	0.0%	2.1%	0.2%	0.2%



Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.1%	90.5%
2017-18 Administrators: Same district 2018-19	95.5%	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	93.7%



Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

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.



Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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.



Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

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

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

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

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	71.8%	76.6%	70.6%
Math Proficiency	71.6%	75.6%	77.6%
ELA Growth	59	80	45
Math Growth	60	70	66
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	3.6%	4.5%	4.4%

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



Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

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.



Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

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	Exceeds Standard	**	Met	No
White	Met Target†	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	**	**	**	**	n/a	**	No
Students with Disabilities	Met Target	Met Target	**	**	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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



Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

School Narrative

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



Highlights:

- The school motto, "Work Hard, Be Kind", is fostered through an inclusive environment with a Character Education focus that includes Responsive Classroom and Second-Step lessons at its core.
- The school community celebrates student inquiry, creativity and achievement through opportunities such as Family Music Night, Talent Show, STEM Expo, and participation in academic competitions.
- All Crim students participate in therapy dog visits to promote social-emotional wellness, communication skills, and develop a warm and nurturing feeling about literacy.



Mission, Vision, Theme:

The mission of the Bridgewater-Raritan Regional School District is: We will teach them One and All; Young to Old and Big to Small; Inspire, engage and educate; Improve our world and make it great; Challenge All to grow, exceed; So one day They will take the lead. For more information, visit our website at: <https://www.brrsd.org/community/strategic-planning>





Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

School 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>Courses, Curriculum, Instruction:</p>	<p>The BRRSD offers our students the opportunity to develop their mastery of the NJSLs. Individual growth is supported by exceptional staff, deep and interconnected curriculum, cutting-edge methods, and a variety of resources. Students imagine, invent, question and discover in safe and supportive spaces. Within our K-12 continuum, Crim focuses on developing the early foundational skills needed to succeed as students mature. Access our curricula here: https://brrsdk12-public.rubiconatlas.org/Atlas/Public/View/Default</p>
 <p>Clubs and Activities:</p>	<p>As an extension to our academic programs, Crim School offers PTO-organized mini-courses to foster a love of sports, health and wellness, cooking, visual arts, performing arts, technology, and more. Each round of courses allows popular sessions to run again while new enrichment courses are continually introduced through the creative energies of our students, parents, and staff members. The PTO also sponsors a number of grade-level field trips, whole-school assemblies and family events throughout the school year.</p>



Crim Primary School
 (35-0555-045)
 Grades Offered: PK-04
 2018-2019

Report Key:

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

School 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.



Before and After School Programs:

Each school in BRRSD offers programs before and after school. Some are consistent by level and others unique to a school. For more information on the programs at Crim, please visit our website at: <https://www.brrsd.org/parents>






Crim Primary School
(35-0555-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

School 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>Student Supports and Services:</p>	<p>As our mission statement says, "We will teach them, One and All." BRRSD recognizes that each student learns differently and as such each school offers a complete system of supports for students and all of their unique needs. For more information, please see our website at: https://www.brrsd.org/departments/school-counseling</p>
 <p>Student Health and Wellness:</p>	<p>BRRSD's strategic work is grounded upon six critical areas. One of these six is Health and Wellness. We currently support students in this area with comprehensive instructional and guidance programs; however, we are also working with our community to develop even more opportunities for students to grow and find support. For more information, visit our website at: https://www.brrsd.org/departments/school-counseling/health-and-wellness</p>
 <p>Parent and Community Involvement:</p>	<p>The mission statement of the BRRSD opens with one word: "We." BRRSD believes that to truly help children grow, we need to involve every aspect of our dynamic community. Each school offers multiple opportunities for parents and community members to get involved. For more information about opportunities here at Crim, visit our website at: https://cr.brrsd.org/parent-resources</p>

**Eisenhower Intermediate School**

(35-0555-048)

Grades Offered: 05-06

2018-2019

Report Key:

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Eisenhower Intermediate School**

(35-0555-048)

Grades Offered: 05-06

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

School Contact Information

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

Type	Contact Information
County	Somerset
District	Bridgewater-Raritan Regional School District
Principal Name	Mr. Joseph Diskin
Address	791 Eisenhower Avenue Bridgewater, NJ 08807
Phone Number	908-231-0230
Email Address	jdiskin@brrsd.org
Website	https://ei.brrsd.org



Eisenhower Intermediate School
 (35-0555-048)
 Grades Offered: 05-06
 2018-2019

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

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	377	386	375
6	346	392	388
Total	723	778	765

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	48.0%	49.1%	49.3%
Male	52.0%	50.9%	50.7%
Economically Disadvantaged Students	8.2%	10.2%	10.3%
Students with Disabilities	14.2%	15.4%	14.1%
English Learners	0.0%	0.1%	0.0%
Homeless Students	0.0%	0.3%	0.1%
Students in Foster Care	0.3%	0.0%	0.1%
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	48.5%	41.5%	41.0%
Hispanic	8.9%	15.3%	16.6%
Black or African American	2.2%	3.5%	3.7%
Asian	36.9%	35.2%	35.2%
Native Hawaiian or Pacific Islander	1.5%	0.6%	0.5%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two or More Races	1.9%	3.9%	2.6%

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	72.3%
Spanish	5.5%
Tamil	3.7%
Hindi	3.4%
Telugu	3.1%
Other Languages	12.0%



Eisenhower Intermediate School
(35-0555-048)
Grades Offered: 05-06
2018-2019

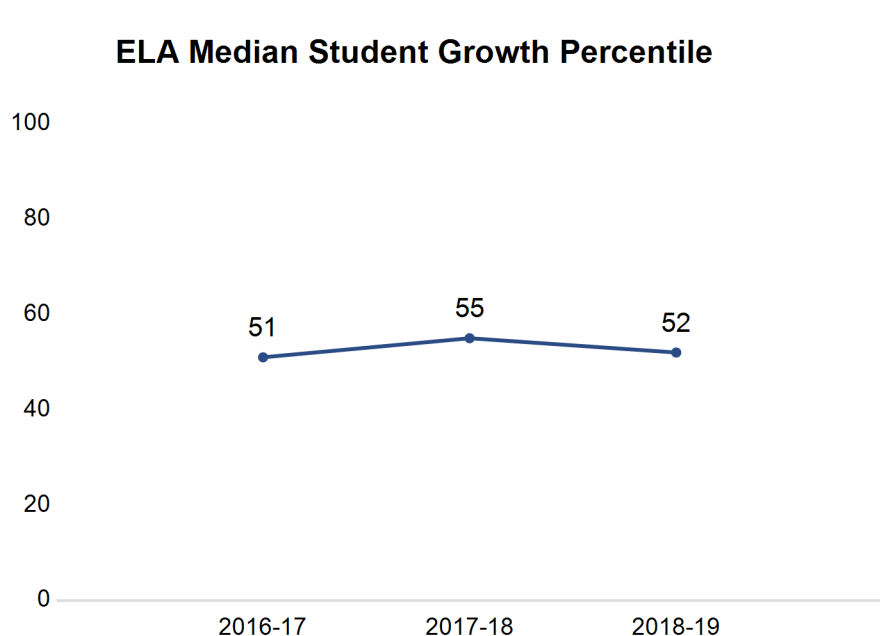
Report Key:

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

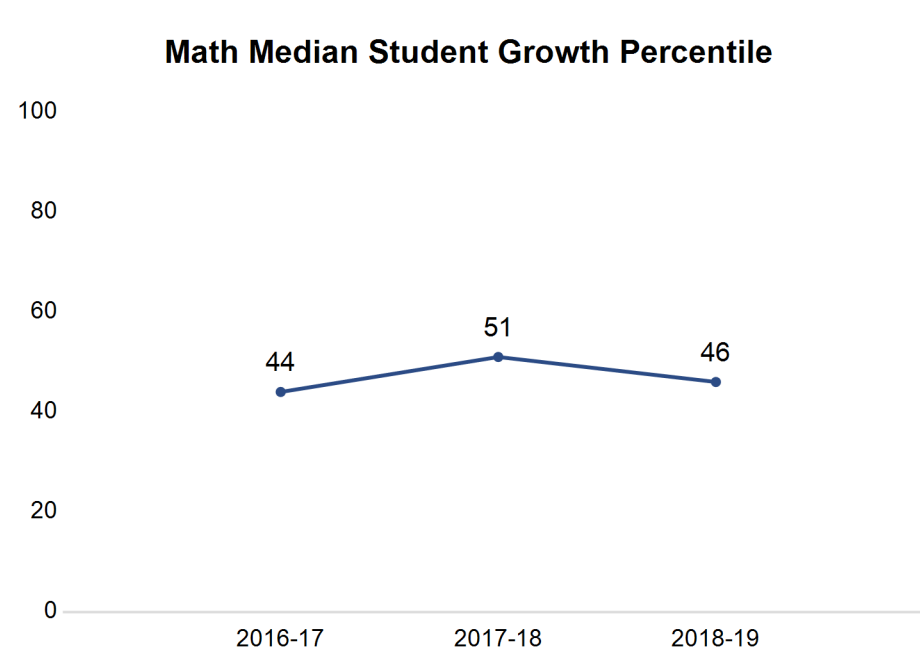
Student Growth Trends and Progress

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	51	55	52	44	51	46
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Eisenhower Intermediate School

(35-0555-048)

Grades Offered: 05-06

2018-2019

Report Key:

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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	52	56	50	Met Standard	46	49	50	Met Standard
White	49	55	50	Met Standard	42	45	52	Met Standard
Hispanic	52.5	48	49	Met Standard	43	44	47	Met Standard
Black or African American	36	43.5	45	Not Met	29.5	35	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	58	65	59	Met Standard	54	57	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	50	61	49	Met Standard	35	42	52	Not Met
Female	58	58	53	N	45	48.5	50	N
Male	48	55	47	N	46	49	51	N
Economically Disadvantaged Students	58	47	48	Met Standard	46	41.5	46	Met Standard
Students with Disabilities	50	50	43	Met Standard	45	42	45	Met Standard
English Learners	58	56	52	Met Standard	47.5	46	50	Met Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



Eisenhower Intermediate School
 (35-0555-048)
 Grades Offered: 05-06
 2018-2019

Report Key:

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

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

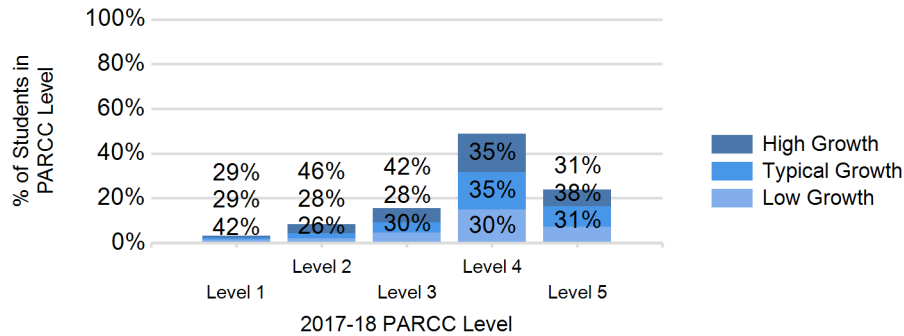
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

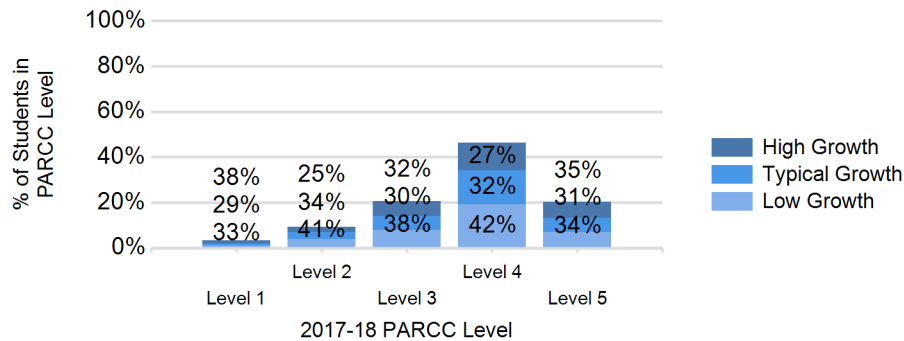
Student Growth by Performance Level

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

ELA



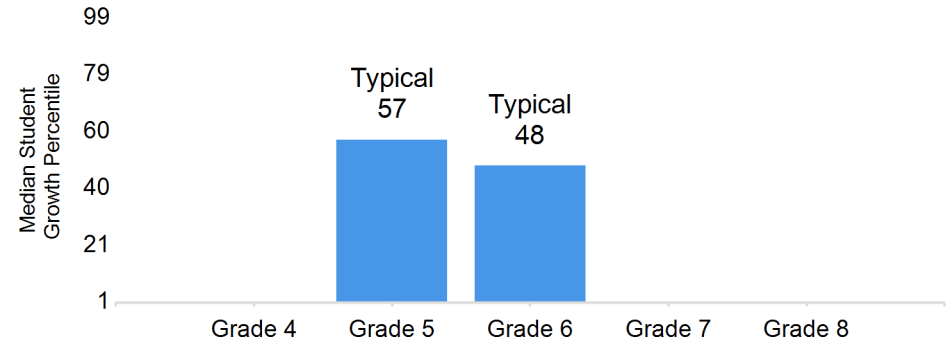
Math



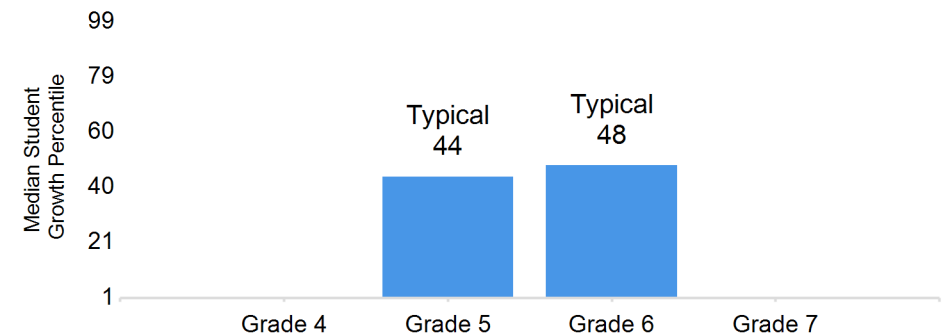
Student Growth by Grade

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

ELA



Math





Eisenhower Intermediate School
(35-0555-048)
Grades Offered: 05-06
2018-2019

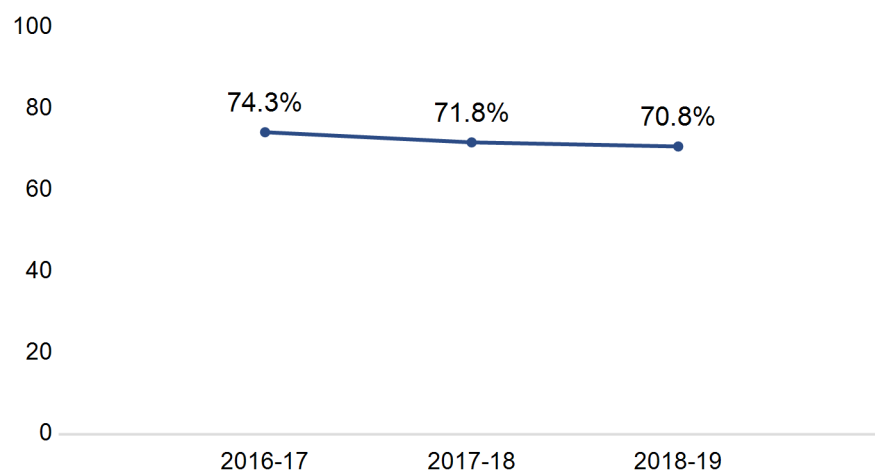
Report Key:

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

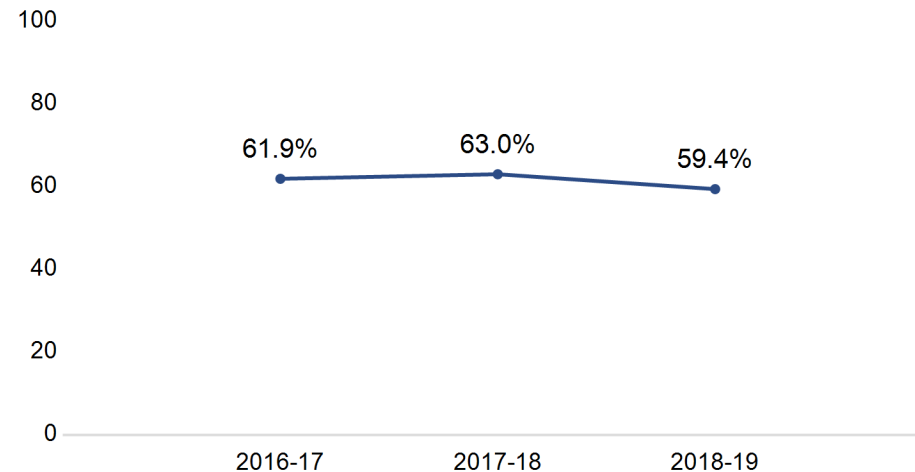
English Language Arts and Mathematics Performance Trends

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	98.8%	98.5%	99.6%	98.5%	98.1%	99.5%
Proficiency Rate for Federal Accountability	74.3%	71.8%	70.8%	61.9%	63.0%	59.4%
Annual Target	65.8%	66.6%	67.3%	58.1%	59.3%	60.4%
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.



Eisenhower Intermediate School
(35-0555-048)
Grades Offered: 05-06
2018-2019

Report Key:

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

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	758	99.6	70.8	76.9	57.9	70.8	67.3	Met Target
White	317	99.4	66.6	75.2	66.9	66.6	60.2	Met Target
Hispanic	122	99.2	53.3	*	43.9	53.3	49.2	Met Target
Black or African American	29	100.0	41.4	52.4	38.5	41.4	48.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	269	100.0	88.5	91.1	82.9	88.5	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	21	100.0	52.4	*	64.4	52.4	72.2	Not Met
Female	373	99.5	76.4	82.1	64.8	76.4		
Male	385	99.7	65.5	72.0	51.3	65.5		
Economically Disadvantaged Students	70	98.6	44.3	52.1	40.0	44.3	42.1	Met Target
Non-Economically Disadvantaged Students	688	99.7	73.5	79.4	67.9	73.5		
Students with Disabilities	116	98.3	23.3	36.0	22.7	23.3	35.6	Not Met
Students without Disabilities	642	99.8	79.4	84.1	65.1	79.4		
English Learners	36	100.0	61.1	56.3	29.3	61.1	59.8	Met Target
Non-English Learners	722	99.6	71.3	78.1	60.6	71.3		
Homeless Students	*	*	*	*	29.1	*		
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.



Eisenhower Intermediate School

(35-0555-048)

Grades Offered: 05-06

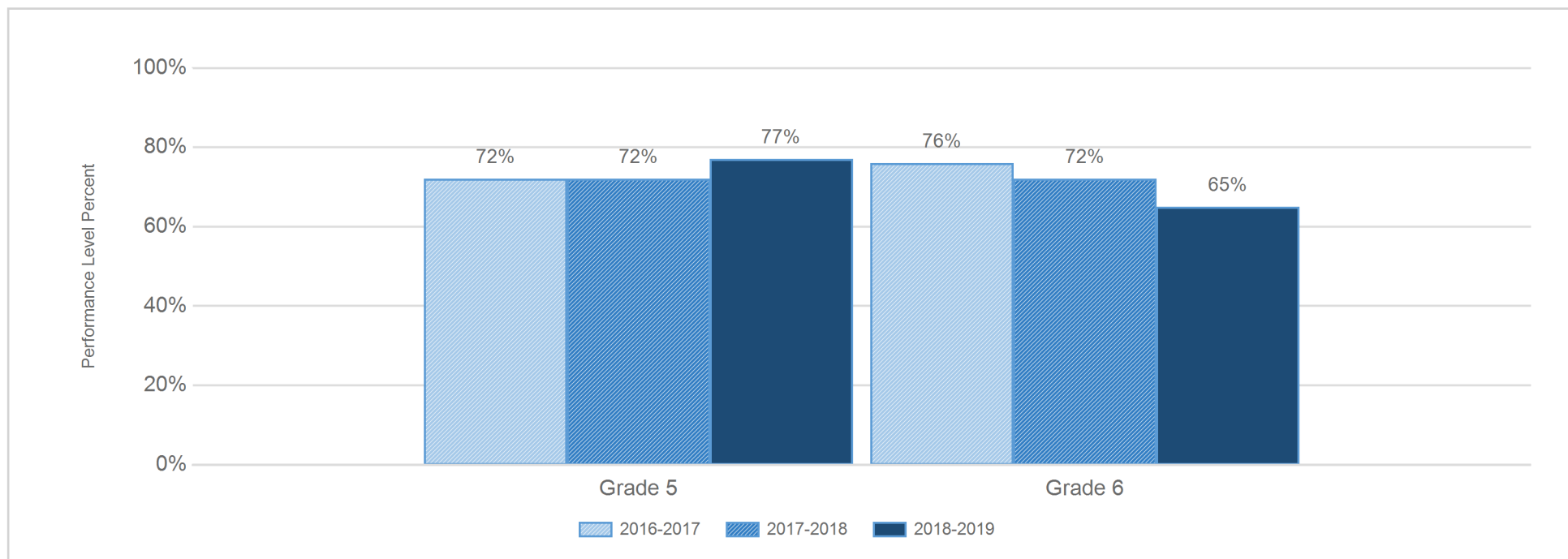
2018-2019

Report Key:

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

English Language Arts Assessment - Performance Trends

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





Eisenhower Intermediate School
(35-0555-048)
Grades Offered: 05-06
2018-2019

Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	372	772	774	756	3%	6%	14%	54%	22%	77%	58%
White	155	767	770	764	*	*	17%	57%	16%	74%	68%
Hispanic	49	751	757	743	*	*	24%	*	*	53%	44%
Black or African American	11	754	*	739	0%	*	*	*	*	64%	38%
Asian, Native Hawaiian, or Pacific Islander	145	786	789	781	*	*	*	52%	38%	90%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	12	767	*	762	0%	*	*	*	*	67%	65%
Female	175	778	778	761	*	*	13%	53%	28%	81%	64%
Male	197	767	769	750	*	*	15%	55%	17%	73%	52%
Economically Disadvantaged Students	33	742	746	740	*	*	*	*	*	48%	39%
Non-Economically Disadvantaged Students	339	775	777	766	*	*	*	*	*	79%	69%
Students with Disabilities	53	734	738	724	*	*	25%	*	*	28%	23%
Students without Disabilities	319	779	780	762	*	*	12%	*	*	85%	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	*	*	*	729	*	*	*	*	*	*	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%



Eisenhower Intermediate School
(35-0555-048)
Grades Offered: 05-06
2018-2019

Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	386	763	768	754	4%	7%	24%	45%	20%	65%	56%
White	161	756	765	762	*	*	29%	48%	11%	59%	65%
Hispanic	73	750	753	743	*	*	30%	*	*	53%	43%
Black or African American	*	*	737	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	126	784	787	780	0%	*	*	46%	40%	87%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	198	770	775	762	*	*	22%	46%	27%	73%	64%
Male	188	755	762	748	*	*	26%	45%	12%	57%	48%
Economically Disadvantaged Students	36	739	746	740	*	*	*	*	*	42%	39%
Non-Economically Disadvantaged Students	350	765	770	763	*	*	*	*	*	67%	67%
Students with Disabilities	58	725	733	722	*	*	33%	*	*	16%	19%
Students without Disabilities	328	770	774	761	*	*	22%	*	*	74%	64%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	386	763	*	756	4%	7%	24%	45%	20%	65%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	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%



Eisenhower Intermediate School
(35-0555-048)
Grades Offered: 05-06
2018-2019

Report Key:

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

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	763	99.5	59.4	61.3	44.5	59.4	60.4	Met Target†
White	317	99.4	54.3	57.4	54.1	54.3	51	Met Target
Hispanic	125	98.4	35.2	*	28.8	35.2	30.6	Met Target
Black or African American	29	100.0	17.2	34.2	23.0	17.2	20.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	271	100.0	81.5	83.1	76.5	81.5	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	21	100.0	52.4	*	53.3	52.4	60	Met Target†
Female	375	99.2	59.5	61.2	44.9	59.5		
Male	388	99.7	59.3	61.4	44.2	59.3		
Economically Disadvantaged Students	76	97.4	15.8	27.8	26.3	15.8	29	Not Met
Non-Economically Disadvantaged Students	687	99.7	64.2	64.9	54.9	64.2		
Students with Disabilities	115	97.5	16.5	22.7	17.4	16.5	27.7	Not Met
Students without Disabilities	648	99.8	67.0	68.2	50.0	67.0		
English Learners	42	100.0	38.1	47.9	25.0	38.1	44	Met Target†
Non-English Learners	721	99.5	60.6	62.2	46.5	60.6		
Homeless Students	*	*	*	*	17.1	*		
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.



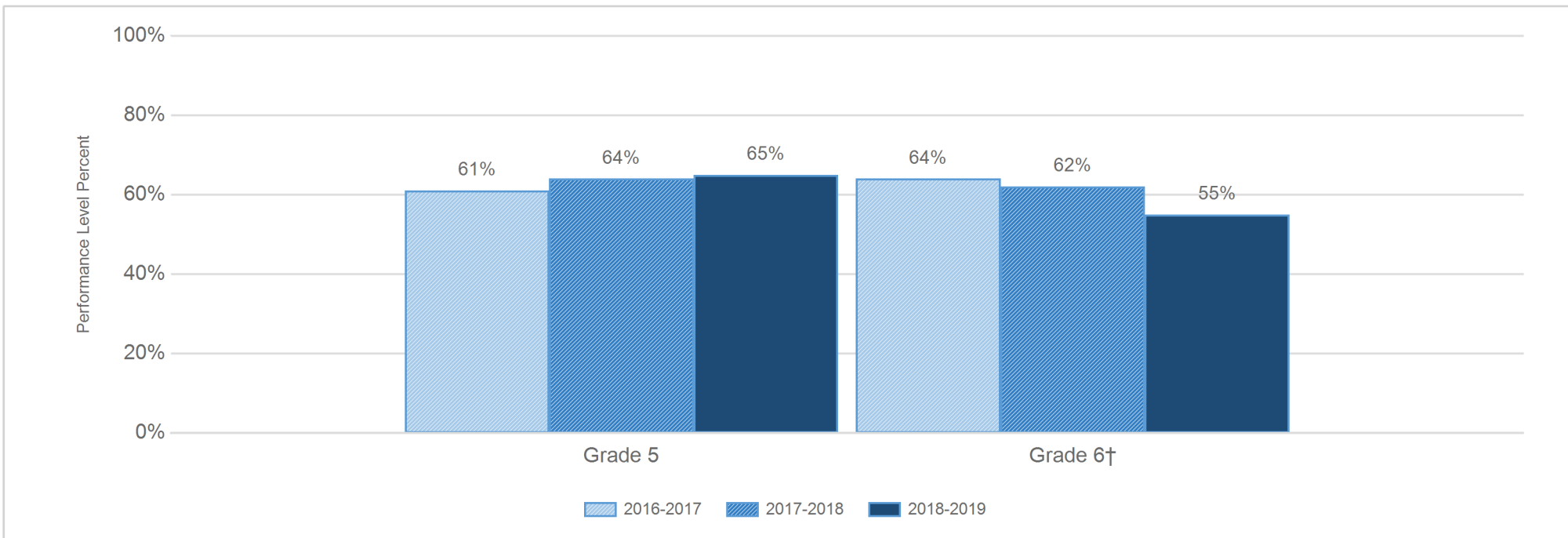
Eisenhower Intermediate School
(35-0555-048)
Grades Offered: 05-06
2018-2019

Report Key:

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

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.



Eisenhower Intermediate School
(35-0555-048)
Grades Offered: 05-06
2018-2019

Report Key:

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

Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	372	763	762	747	3%	10%	22%	42%	22%	65%	47%
White	155	754	757	755	*	*	29%	46%	12%	58%	58%
Hispanic	49	740	745	735	*	27%	33%	*	*	37%	30%
Black or African American	11	745	*	729	*	*	*	*	*	36%	23%
Asian, Native Hawaiian, or Pacific Islander	145	781	781	775	0%	*	*	43%	40%	83%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	12	752	*	753	*	*	*	*	*	58%	55%
Female	175	763	761	747	*	*	25%	46%	20%	66%	47%
Male	197	763	763	747	*	*	20%	39%	24%	63%	47%
Economically Disadvantaged Students	33	727	734	732	*	39%	36%	*	*	18%	27%
Non-Economically Disadvantaged Students	339	766	765	757	*	7%	21%	*	*	69%	59%
Students with Disabilities	52	729	732	725	*	*	29%	*	*	21%	19%
Students without Disabilities	320	768	767	752	*	*	21%	*	*	72%	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	*	*	*	722	*	*	*	*	*	*	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%



Eisenhower Intermediate School
(35-0555-048)
Grades Offered: 05-06
2018-2019

Report Key:

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

Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	390	752	754	741	5%	18%	22%	39%	16%	55%	41%
White	161	747	751	749	*	22%	23%	*	*	50%	51%
Hispanic	76	735	736	729	*	21%	33%	*	*	34%	24%
Black or African American	*	*	725	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	128	775	774	769	*	*	13%	46%	35%	81%	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	200	753	753	742	*	19%	23%	*	*	55%	42%
Male	190	752	755	740	*	17%	21%	*	*	56%	40%
Economically Disadvantaged Students	41	718	725	726	24%	37%	24%	*	*	15%	21%
Non-Economically Disadvantaged Students	349	757	757	750	3%	15%	21%	*	*	60%	53%
Students with Disabilities	57	716	720	716	*	*	23%	*	*	12%	12%
Students without Disabilities	333	759	760	746	*	*	21%	*	*	63%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Eisenhower Intermediate School

(35-0555-048)

Grades Offered: 05-06

2018-2019

Report Key:

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

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	*	*
6	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



Eisenhower Intermediate School
(35-0555-048)
Grades Offered: 05-06
2018-2019

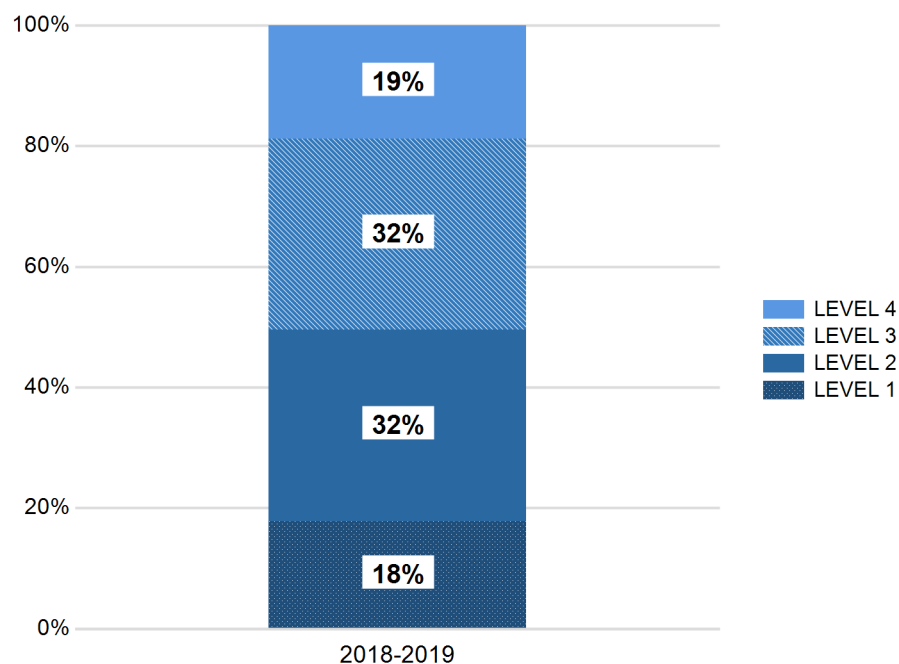
Report Key:

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

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	18	32	32	19
White	22	39	29	10
Hispanic	22	53	20	4
Black or African American	27	36	36	0
Asian, Native Hawaiian, or Pacific Islander	10	18	38	35
American Indian or Alaska Native	N	N	N	N
Two or More Races	33	17	33	17
Female	18	29	36	16
Male	17	34	28	21
Economically Disadvantaged Students	52	42	6	0
Non-Economically Disadvantaged Students	14	31	34	21
Students with Disabilities	63	24	6	8
Students without Disabilities	10	33	36	21
English Learners	N	N	N	N
Non-English Learners	18	32	32	19
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Eisenhower Intermediate School

(35-0555-048)

Grades Offered: 05-06

2018-2019

Report Key:

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

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.

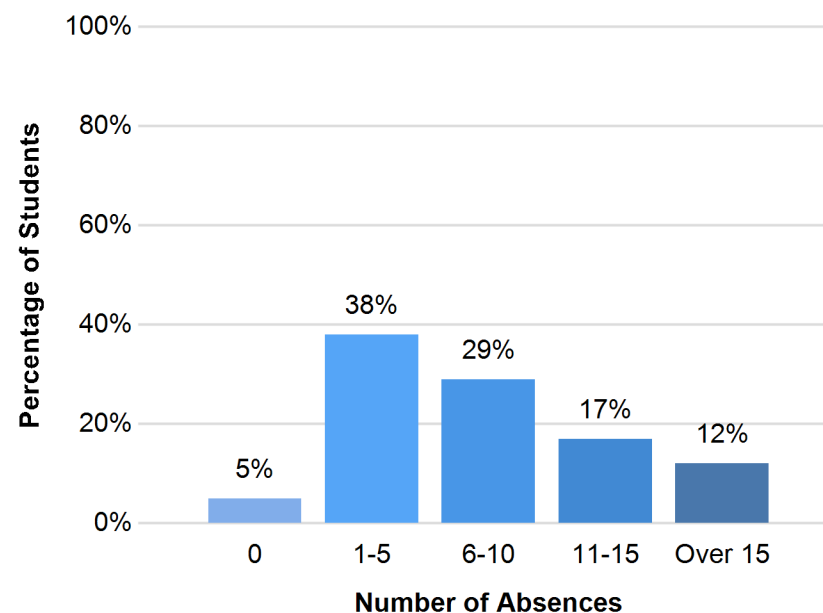
Chronic Absenteeism

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	59	7.6	8.0	Met
White	26	8.2	8.0	Not Met
Hispanic	13	9.8	8.0	Not Met
Black or African American	6	20.7	8.0	Not Met
Asian, Native Hawaiian, or Pacific	9	3.3	8.0	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	8.0	Not Met
Female	30	7.9		
Male	29	7.4		
Economically Disadvantaged Students	20	22.7	8.0	Not Met
Students with Disabilities	20	18.3	8.0	Not Met
English Learners	1	9.1	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Eisenhower Intermediate School
 (35-0555-048)
 Grades Offered: 05-06
 2018-2019

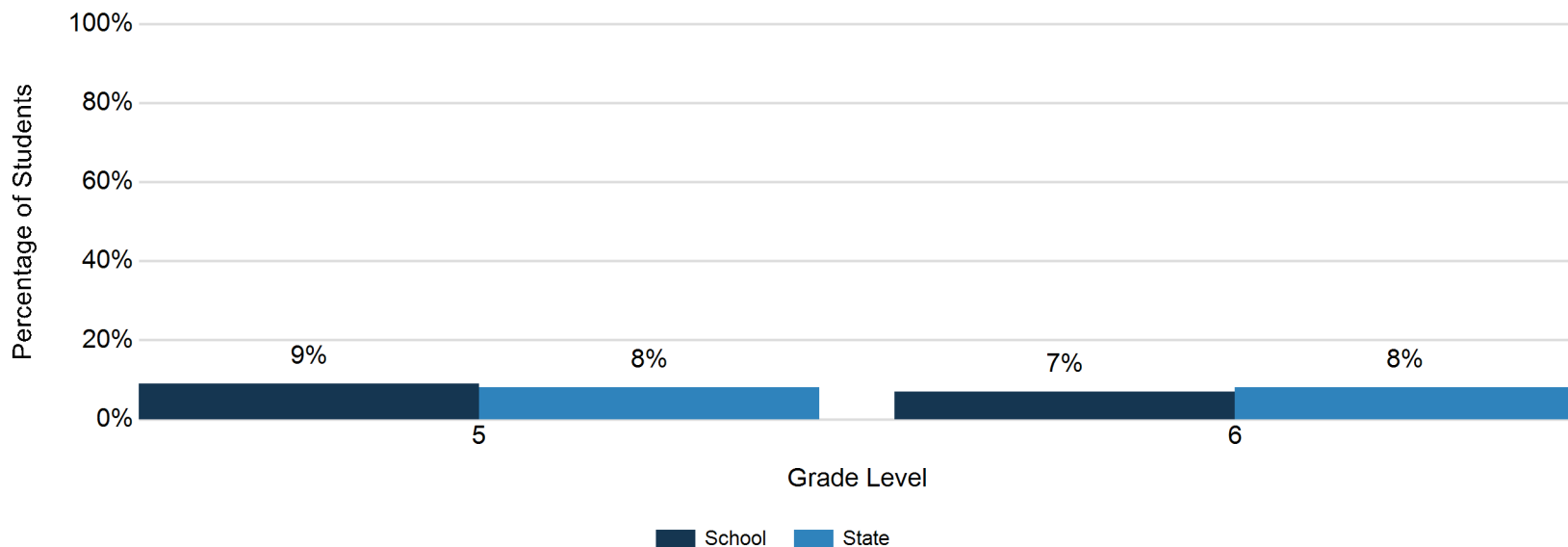
Report Key:

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

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.





Eisenhower Intermediate School

(35-0555-048)

Grades Offered: 05-06

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	0.39

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	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	2	2
Disability	0	0	0
Other	0	0	0
No Identified Nature	3		3

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	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



Eisenhower Intermediate School

(35-0555-048)

Grades Offered: 05-06

2018-2019

Report Key:

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

School 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	9:05 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.1:1



Eisenhower Intermediate School

(35-0555-048)

Grades Offered: 05-06

2018-2019

Report Key:

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

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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	67	118,214
Average years experience in public schools	13.2	12.1
Average years experience in district	12.7	10.8
Percentage of Teachers with 4 or more years experience in the district	89.6%	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	46	9,530
Average years experience in public schools	12.0	16.0
Average years experience in district	11.5	12.0
Percentage of Administrators with 4 or more years experience in the district	76.1%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	383:1	185:1
Teachers to Administrators	34:1	17:1
Students to Librarians/Media Specialists		852:1
Students to Nurses		609:1
Students to Counselors		304:1
Students to Child Study Team Members		258:1



Eisenhower Intermediate School
(35-0555-048)
Grades Offered: 05-06
2018-2019

Report Key:

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

Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.3%	85.1%	50.0%	48.4%	77.1%	54.9%
Male	50.7%	14.9%	50.0%	51.6%	22.9%	45.1%
White	41.0%	95.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	16.6%	3.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.7%	1.5%	0.0%	15.0%	6.6%	13.9%
Asian	35.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.6%	0.0%	0.0%	2.1%	0.2%	0.2%



Eisenhower Intermediate School
(35-0555-048)
Grades Offered: 05-06
2018-2019

Report Key:

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

Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.1%	90.5%
2017-18 Administrators: Same district 2018-19	95.5%	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	92.7%



Eisenhower Intermediate School
(35-0555-048)
Grades Offered: 05-06
2018-2019

Report Key:

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

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.



Eisenhower Intermediate School
(35-0555-048)
Grades Offered: 05-06
2018-2019

Report Key:

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

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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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.



Eisenhower Intermediate School

(35-0555-048)

Grades Offered: 05-06

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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

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

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

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	74.3%	71.8%	70.8%
Math Proficiency	61.9%	63.0%	59.4%
ELA Growth	51	55	52
Math Growth	44	51	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	8.7%	6.8%	7.6%

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



Eisenhower Intermediate School

(35-0555-048)

Grades Offered: 05-06

2018-2019

Report Key:

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

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.



Eisenhower Intermediate School
(35-0555-048)
Grades Offered: 05-06
2018-2019

Report Key:

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

Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Eisenhower Intermediate School
(35-0555-048)
Grades Offered: 05-06
2018-2019

Report Key:

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

School Narrative

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



Highlights:

- Our Mindfulness Initiative has created a school environment that has positively impacted the academic success of our students and the professional practice of our teachers.
- Eisenhower's Helping Hands club and Student Council hosted a food packaging event through Rise Against Hunger an organization whose aim is to end global hunger.
- Students in our technology classes and through our Technology Club have the opportunity to learn about building and programming robots while they learn about mechanical and software design.



Mission, Vision, Theme:

The mission of the Bridgewater-Raritan Regional School District is: We will teach them One and All; Young to Old and Big to Small; Inspire, engage and educate; Improve our world and make it great; Challenge All to grow, exceed; So one day They will take the lead. For more information, visit our website at: <https://www.brrsd.org/community/strategic-planning>



Eisenhower Intermediate School

(35-0555-048)

Grades Offered: 05-06

2018-2019

Report Key:

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

School 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.



Courses, Curriculum, Instruction:

The BRRSD offers our students the opportunity to develop their mastery of the NJSLs. Individual growth is supported by exceptional staff, deep and interconnected curriculum, cutting edge-methods, and a variety of resources. Students imagine, invent, question and discover in safe and supportive spaces. Within our K-12 continuum Eisenhower Intermediate School focuses on developing the early foundational skills needed to succeed as students mature. Access our curricula here: <https://brrsdk12-public.rubiconatlas.org/Atlas/Public/View/Default>



Clubs and Activities:

As an extension to our academic programs, Eisenhower offers a wide variety of clubs and activities. Examples include: Robotics, Student Newspaper, Student Council, Helping Hands, and Drama Club. We participate in National Academic Competitions including Continental Math, Math Olympiad, Scripps Spelling Bee, National Geographic Geography Bee, and Sprint Solar Car Races.



Eisenhower Intermediate School
 (35-0555-048)
 Grades Offered: 05-06
 2018-2019

Report Key:

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

School 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.



Before and After School Programs:

Each school in BRRSD offers programs before and after school. Some are consistent by level and others unique to a school. For more information on the programs at Eisenhower please visit our website at: <https://www.brrsd.org/parents>



Eisenhower Intermediate School

(35-0555-048)

Grades Offered: 05-06




2018-2019

Report Key:

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

School 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>Student Supports and Services:</p>	<p>As our mission statement says, "We will teach them, One and All." BRRSD recognizes that each student learns differently and as such each school offers a complete system of supports for students and all of their unique needs. For more information, please see our website at: https://www.brrsd.org/departments/school-counseling</p>
 <p>Student Health and Wellness:</p>	<p>BRRSD's strategic work is grounded upon six critical areas. One of these six is Health and Wellness. We currently support students in this area with comprehensive instructional and guidance programs; however, we are also working with our community to develop even more opportunities for students to grow and find support. For more information, visit our website at: https://www.brrsd.org/departments/school-counseling/health-and-wellness</p>
 <p>Parent and Community Involvement:</p>	<p>The mission statement of the BRRSD opens with one word: "We." BRRSD believes that to truly help children grow, we need to involve every aspect of our dynamic community. Each school offers multiple opportunities for parents and community members to get involved. For more information about opportunities here at Eisenhower visit our website at: https://ei.brrsd.org/parent-resources</p>



Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

Report Key:

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

Report Key:

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

School Contact Information

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

Type	Contact Information
County	Somerset
District	Bridgewater-Raritan Regional School District
Principal Name	Mr. Daniel Fonder
Address	9 Hamilton Lane Basking Ridge, NJ 07920
Phone Number	908-575-0050
Email Address	dfonder@brrsd.org
Website	https://ha.brrsd.org/



Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

Report Key:

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

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	41	49	51
1	73	71	79
2	125	112	107
3	128	134	134
4	126	143	144
Total	493	509	515

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.5%	49.3%	50.7%
Male	52.5%	50.7%	49.3%
Economically Disadvantaged Students	2.4%	3.1%	2.9%
Students with Disabilities	9.3%	9.2%	12.2%
English Learners	0.2%	0.6%	1.0%
Homeless Students	0.2%	0.2%	0.0%
Students in Foster Care	0.4%	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	51.3%	43.8%	43.1%
Hispanic	4.1%	6.1%	8.5%
Black or African American	1.6%	1.6%	1.0%
Asian	40.4%	44.2%	44.3%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.0%	0.6%
Two or More Races	2.2%	4.1%	2.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	39	49	51
KG - Full Day	2	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	76.5%
Telugu	5.2%
Tamil	3.3%
Hindi	3.3%
Chinese	1.7%
Other Languages	9.9%



Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

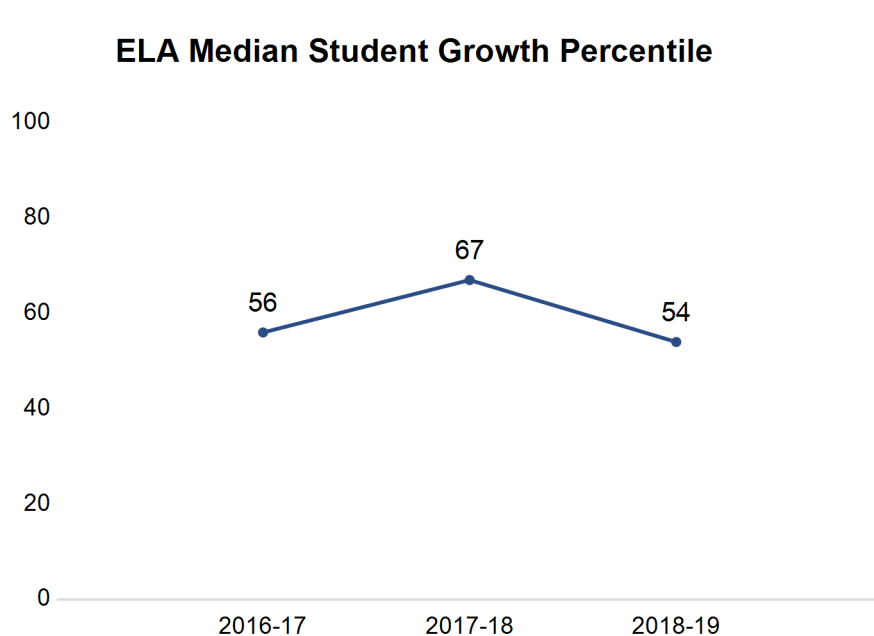
Report Key:

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

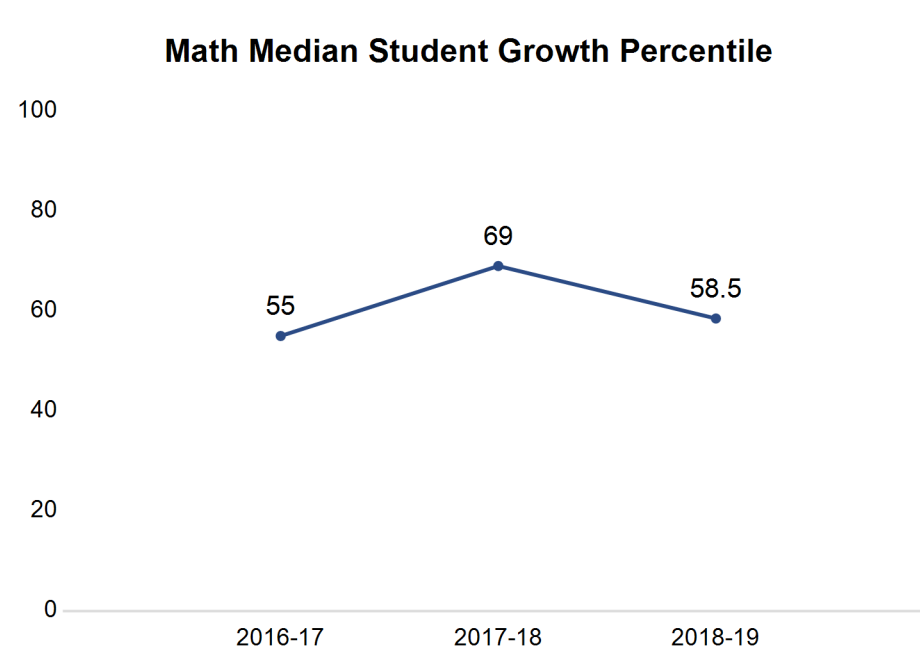
Student Growth Trends and Progress

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	56	67	54	55	69	58.5
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

Report Key:

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

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	54	56	50	Met Standard	58.5	49	50	Met Standard
White	46	55	50	Met Standard	55	45	52	Met Standard
Hispanic	*	48	49	**	*	44	47	**
Black or African American	*	43.5	45	**	*	35	43	**
Asian, Native Hawaiian, or Pacific Islander	68.5	65	59	Exceeds Standard	65	57	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	61	49	**	*	42	52	**
Female	66	58	53	N	58.5	48.5	50	N
Male	46	55	47	N	57.5	49	51	N
Economically Disadvantaged Students	*	47	48	**	*	41.5	46	**
Students with Disabilities	49	50	43	**	55	42	45	**
English Learners	*	56	52	**	*	46	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	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



Hamilton Primary School
 (35-0555-063)
 Grades Offered: KG-04
 2018-2019

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

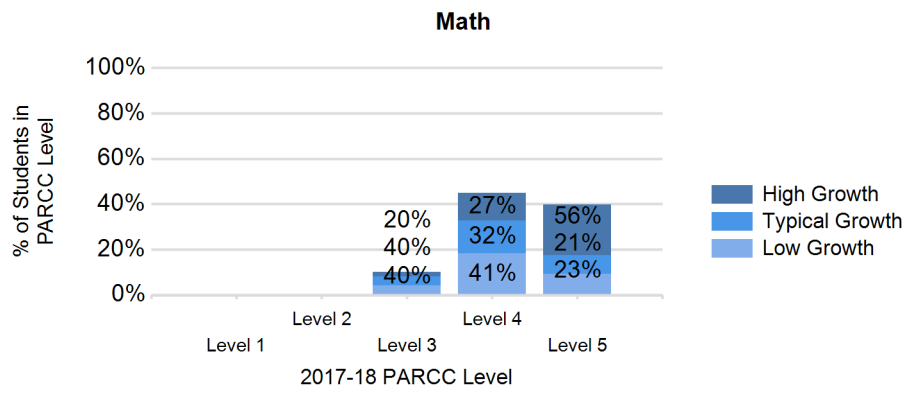
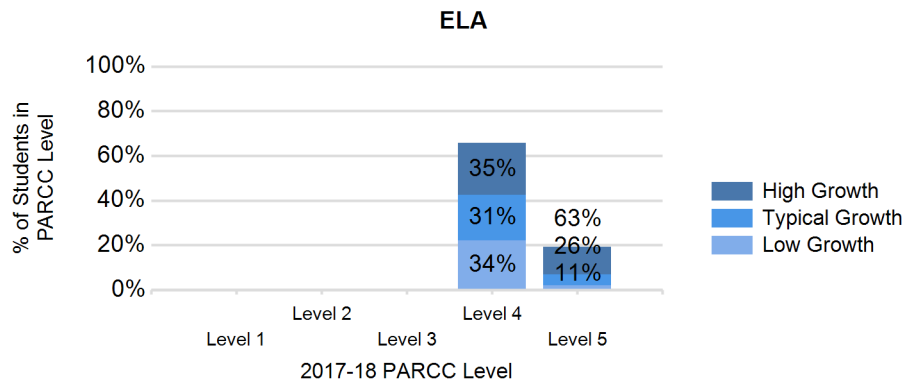
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

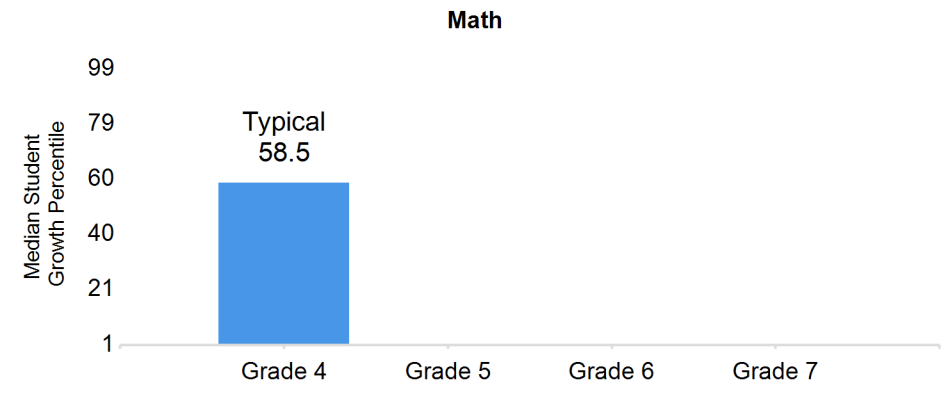
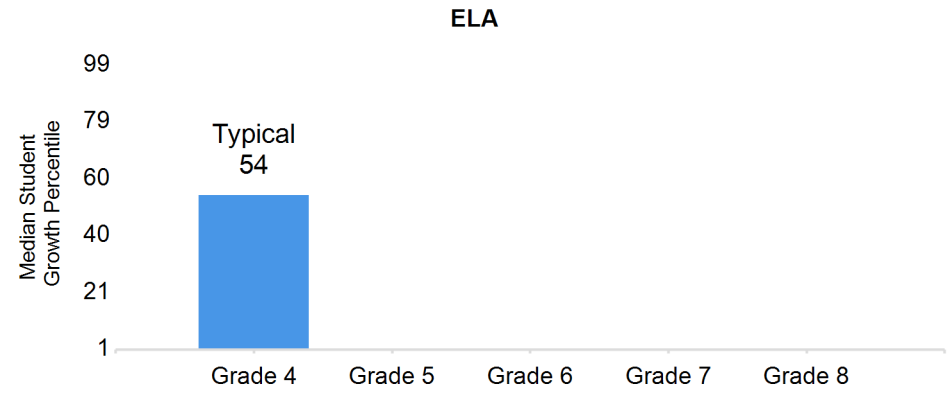
Student Growth by Performance Level

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



Student Growth by Grade

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





Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

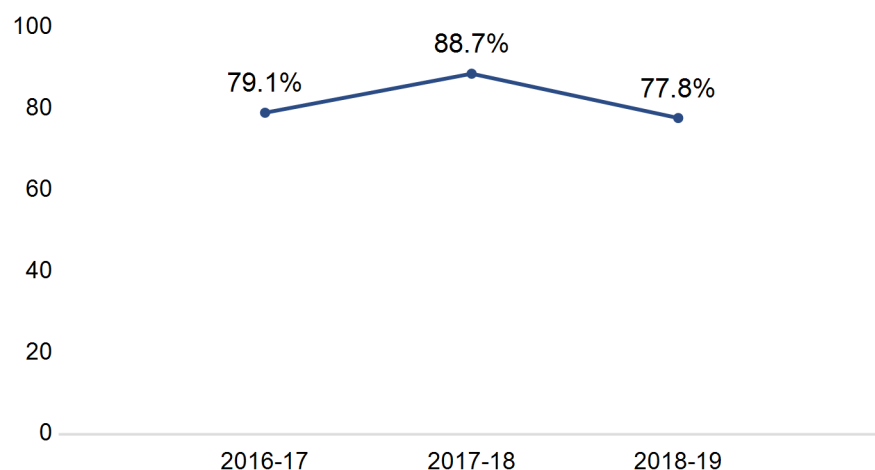
Report Key:

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

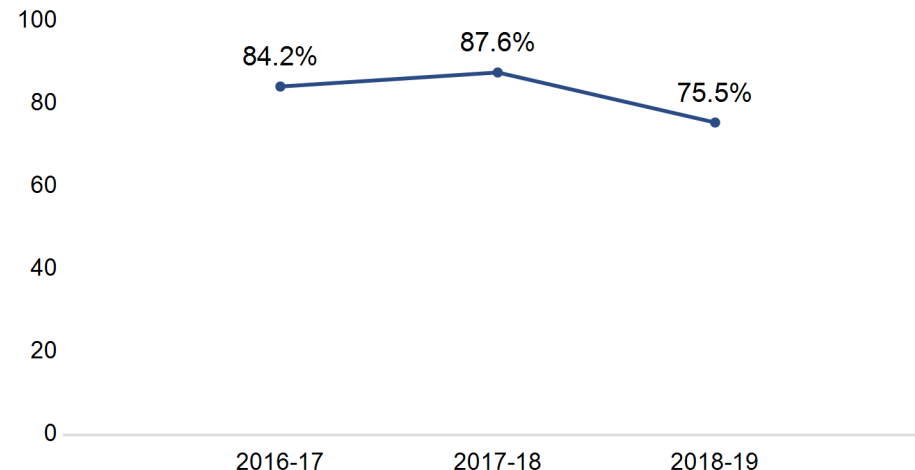
English Language Arts and Mathematics Performance Trends

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%	99.3%	99.6%	99.2%	98.6%	99.2%
Proficiency Rate for Federal Accountability	79.1%	88.7%	77.8%	84.2%	87.6%	75.5%
Annual Target	80.0%	80.0%	80.0%	78.4%	78.5%	78.6%
Met Annual Target?	Met Target†	Met Goal	Met Target†	Met Goal	Met Goal	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.



Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

Report Key:

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

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	234	99.6	77.8	76.9	57.9	77.8	80	Met Target†
White	108	99.1	65.7	75.2	66.9	65.7	75	Not Met
Hispanic	20	100.0	60.0	*	43.9	60.0	N	N
Black or African American	*	*	*	52.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	102	100.0	93.1	91.1	82.9	93.1	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	117	99.2	81.2	82.1	64.8	81.2		
Male	117	100.0	74.4	72.0	51.3	74.4		
Economically Disadvantaged Students	*	*	*	52.1	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	79.4	67.9	*		
Students with Disabilities	28	100.0	35.7	36.0	22.7	35.7	61.8	Not Met
Students without Disabilities	206	99.5	83.5	84.1	65.1	83.5		
English Learners	13	100.0	92.3	56.3	29.3	92.3	**	**
Non-English Learners	221	99.6	76.9	78.1	60.6	76.9		
Homeless Students	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.



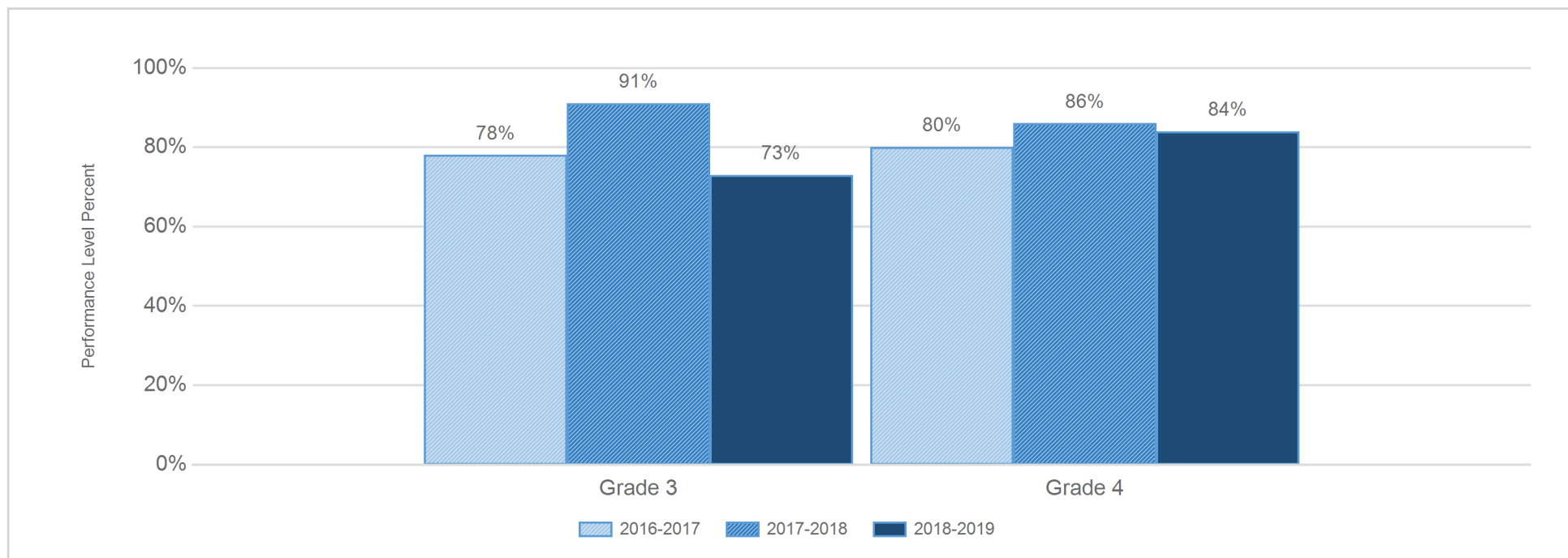
Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

Report Key:

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

English Language Arts Assessment - Performance Trends

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





Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	131	777	763	748	*	*	14%	43%	30%	73%	50%
White	56	757	757	757	*	*	21%	*	*	55%	60%
Hispanic	*	*	739	734	*	*	*	*	*	*	36%
Black or African American	N	N	761	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	61	802	*	773	0%	*	*	44%	49%	93%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	778	756	*	*	*	*	*	*	58%
Female	65	784	767	753	*	*	*	37%	38%	75%	55%
Male	66	771	759	743	*	*	*	48%	21%	70%	46%
Economically Disadvantaged Students	*	*	730	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	766	759	*	*	*	*	*	*	61%
Students with Disabilities	14	717	729	719	*	*	*	*	*	14%	24%
Students without Disabilities	117	784	769	754	*	*	*	*	*	79%	56%
English Learners	*	*	738	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	764	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	783	773	755	*	*	*	47%	38%	84%	57%
White	52	771	*	763	*	*	*	48%	29%	77%	67%
Hispanic	*	*	752	743	*	*	*	*	*	*	44%
Black or African American	*	*	752	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	40	800	791	779	0%	0%	*	*	*	95%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	774	762	*	*	*	*	*	*	64%
Female	51	791	778	760	*	*	*	45%	45%	90%	62%
Male	52	775	768	750	*	*	*	48%	31%	79%	53%
Economically Disadvantaged Students	*	*	740	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	776	765	*	*	*	*	*	*	69%
Students with Disabilities	14	752	738	725	*	*	*	*	*	57%	25%
Students without Disabilities	89	788	780	761	*	*	*	*	*	89%	64%
English Learners	N	N	739	720	N	N	N	N	N	N	17%
Non-English Learners	103	783	774	758	*	*	*	47%	38%	84%	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%



Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

Report Key:

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

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	233	99.2	75.5	61.3	44.5	75.5	78.6	Met Target†
White	107	98.2	63.6	57.4	54.1	63.6	71.8	Not Met
Hispanic	20	100.0	50.0	*	28.8	50.0	N	N
Black or African American	*	*	*	34.2	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	102	100.0	92.2	83.1	76.5	92.2	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	117	99.2	76.9	61.2	44.9	76.9		
Male	116	99.2	74.1	61.4	44.2	74.1		
Economically Disadvantaged Students	*	*	*	27.8	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	64.9	54.9	*		
Students with Disabilities	27	96.6	33.3	22.7	17.4	33.3	67.7	Not Met
Students without Disabilities	206	99.5	81.1	68.2	50.0	81.1		
English Learners	13	100.0	92.3	47.9	25.0	92.3	**	**
Non-English Learners	220	99.1	74.5	62.2	46.5	74.5		
Homeless Students	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.



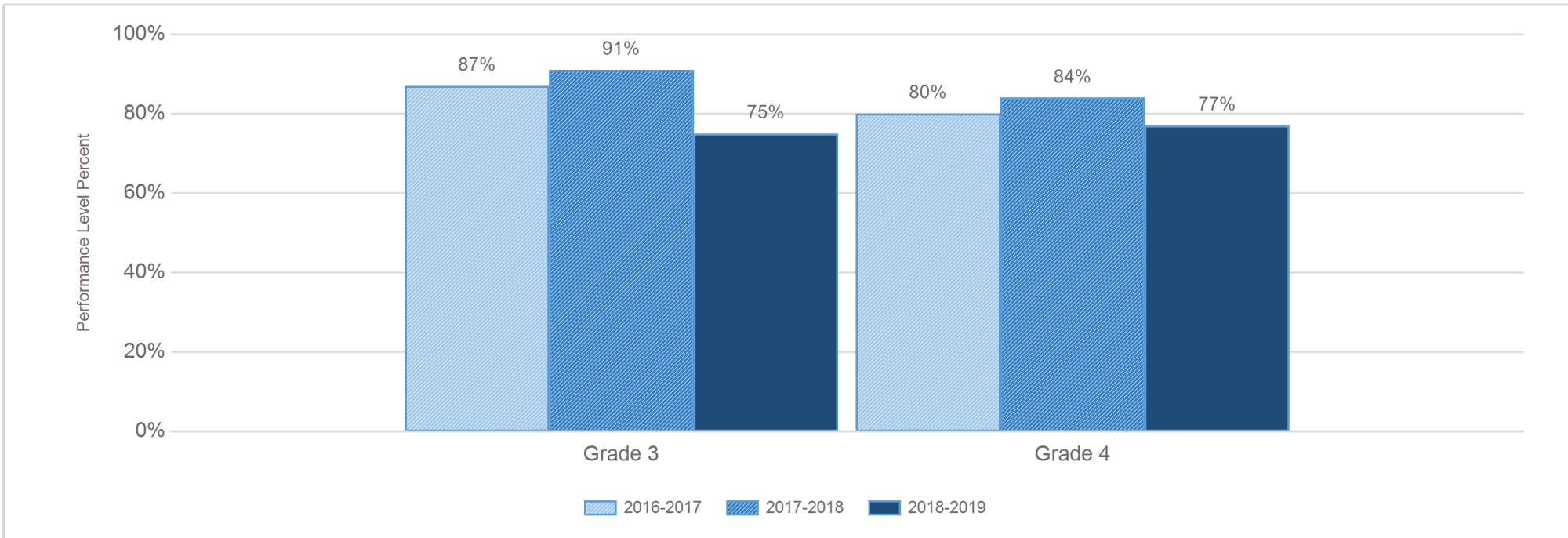
Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

Report Key:

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

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.



Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

Report Key:

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

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	130	779	764	752	*	*	14%	30%	45%	75%	55%
White	55	759	758	760	*	*	24%	42%	18%	60%	66%
Hispanic	*	*	743	739	*	*	*	*	*	*	40%
Black or African American	N	N	*	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	61	804	783	778	0%	0%	*	*	*	95%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	778	758	*	*	*	*	*	*	62%
Female	65	782	762	751	*	*	*	34%	43%	77%	54%
Male	65	776	766	752	*	*	*	26%	46%	72%	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	767	761	*	*	*	*	*	*	67%
Students with Disabilities	13	722	732	731	*	*	*	*	*	15%	31%
Students without Disabilities	117	785	770	756	*	*	*	*	*	81%	60%
English Learners	*	*	751	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	765	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

Report Key:

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

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	774	767	749	*	*	18%	47%	30%	77%	51%
White	52	764	*	757	*	*	27%	*	*	67%	62%
Hispanic	*	*	747	737	*	*	*	*	*	*	36%
Black or African American	*	*	750	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	40	787	786	776	0%	*	*	43%	48%	90%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	753	754	*	*	*	*	*	*	58%
Female	51	776	767	749	*	*	*	45%	33%	78%	50%
Male	52	772	767	749	*	*	*	48%	27%	75%	52%
Economically Disadvantaged Students	*	*	737	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	770	759	*	*	*	*	*	*	63%
Students with Disabilities	14	755	738	726	*	*	*	*	*	50%	25%
Students without Disabilities	89	777	772	754	*	*	*	*	*	81%	56%
English Learners	N	N	737	722	N	N	N	N	N	N	18%
Non-English Learners	103	774	768	751	*	*	18%	47%	30%	77%	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%



Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

Report Key:

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

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



Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

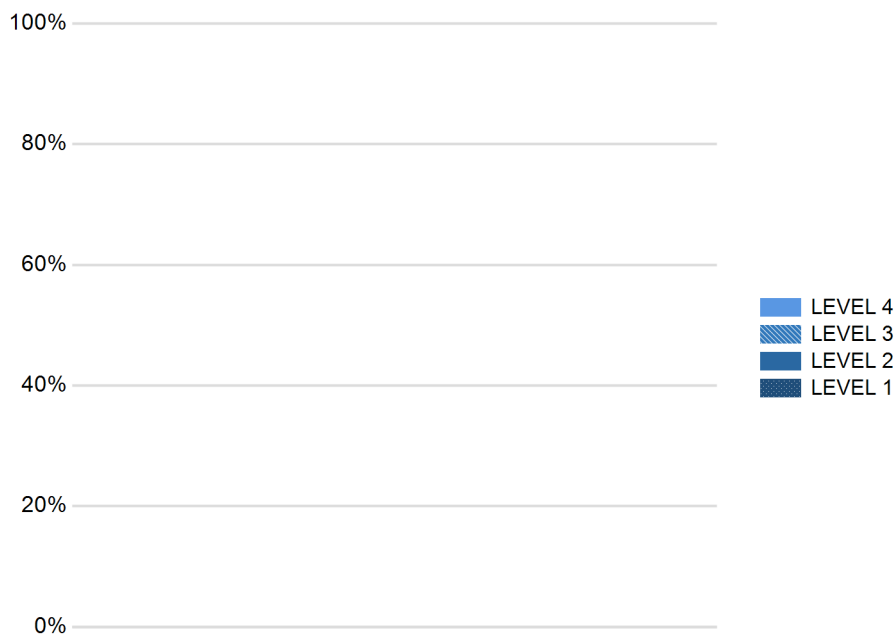
Report Key:

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

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



Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

Report Key:

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

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.

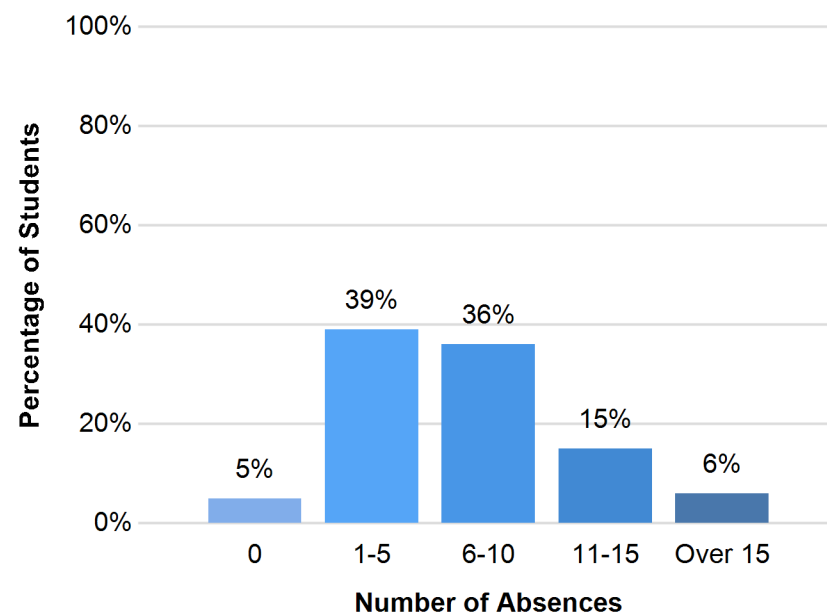
Chronic Absenteeism

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	12	2.2	9.2	Met
White	6	2.6	9.2	Met
Hispanic	0	0	9.2	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	5	2.1	9.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	0	0	**	**
Female	5	1.9		
Male	7	2.6		
Economically Disadvantaged Students	3	15.0	9.2	Not Met
Students with Disabilities	4	5.5	9.2	Met
English Learners	1	9.1	**	**
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.





Hamilton Primary School

(35-0555-063)

Grades Offered: KG-04

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

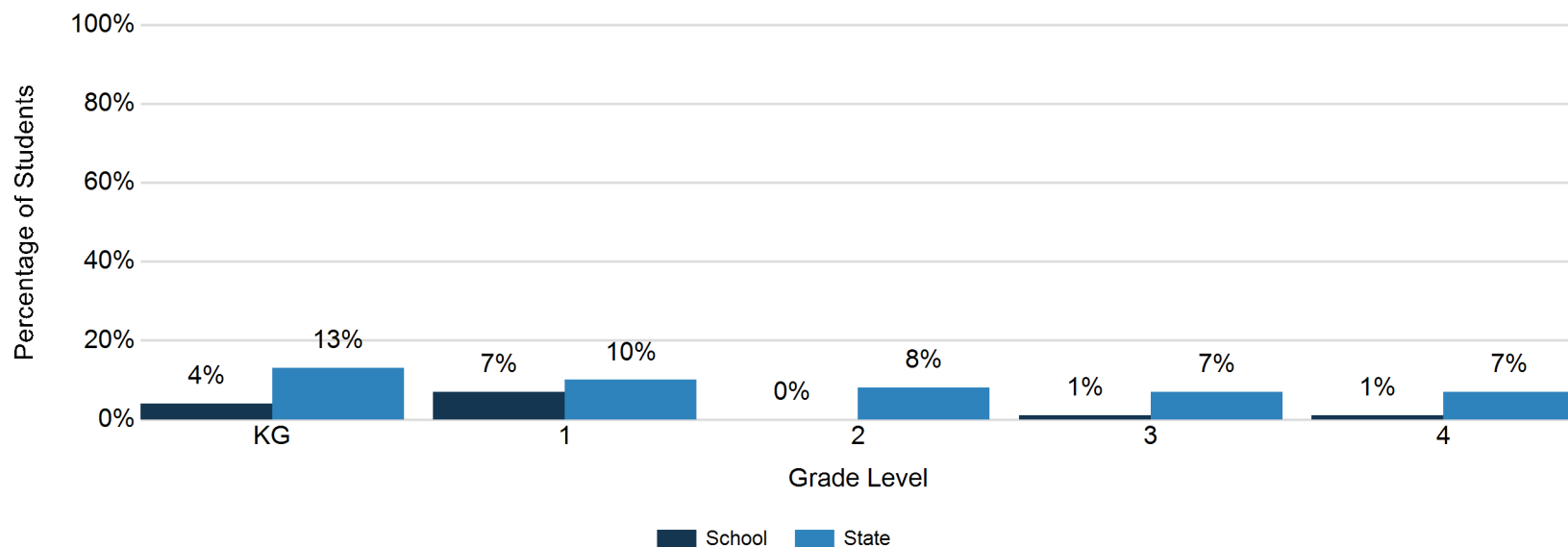
N No Data is available to display

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

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.





Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

Report Key:

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

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA*, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



Hamilton Primary School

(35-0555-063)

Grades Offered: KG-04

2018-2019

Report Key:

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

School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.3:1



Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

Report Key:

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

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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	43	118,214
Average years experience in public schools	11.9	12.1
Average years experience in district	11.7	10.8
Percentage of Teachers with 4 or more years experience in the district	86.0%	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	46	9,530
Average years experience in public schools	12.0	16.0
Average years experience in district	11.5	12.0
Percentage of Administrators with 4 or more years experience in the district	76.1%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	515:1	185:1
Teachers to Administrators	43:1	17:1
Students to Librarians/Media Specialists		852:1
Students to Nurses		609:1
Students to Counselors		304:1
Students to Child Study Team Members		258:1



Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

Report Key:

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

Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.7%	90.7%	0.0%	48.4%	77.1%	54.9%
Male	49.3%	9.3%	100.0%	51.6%	22.9%	45.1%
White	43.1%	97.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	8.5%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	44.3%	2.3%	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	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.3%	0.0%	0.0%	2.1%	0.2%	0.2%



Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

Report Key:

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

Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.1%	90.5%
2017-18 Administrators: Same district 2018-19	95.5%	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	94.2%



Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

Report Key:

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

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.



Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

Report Key:

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

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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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.



Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

Report Key:

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

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

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

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

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	79.1%	88.7%	77.8%
Math Proficiency	84.2%	87.6%	75.5%
ELA Growth	56	67	54
Math Growth	55	69	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	2.6%	3.7%	2.2%

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



Hamilton Primary School

(35-0555-063)

Grades Offered: KG-04

2018-2019

Report Key:

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

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.



Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

Report Key:

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

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

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



Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

Report Key:

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

School 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:

- Celebration of the arts through displays of student's work in visual arts, movement and dance in PE, creative exploration in library and technology, and vocal assemblies to celebrate the joy of music.
- Inclusive school environment highlighted by a Character Education focus that includes school-wide rules and consistent expectations. It is supported by all as illustrated by student words and actions.
- Rigorous curriculum of study enriched by technology and creativity. Enrichment opportunities include STEM Expo, Talent Show, and national academic competitions organized by parents and staff members.



Mission, Vision, Theme:

The mission of the Bridgewater-Raritan Regional School District is: We will teach them One and All; Young to Old and Big to Small; Inspire, engage and educate; Improve our world and make it great; Challenge All to grow, exceed; So one day They will take the lead. For more information, visit our website at: <https://www.brrsd.org/community/strategic-planning>



Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

Report Key:

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

School 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.



Courses, Curriculum, Instruction:

The BRRSD offers our students the opportunity to develop their mastery of the NJSLs. Individual growth is supported by exceptional staff, deep and interconnected curriculum, cutting-edge methods, and a variety of resources. Students imagine, invent, question and discover in safe and supportive spaces. Within our K-12 continuum, Hamilton School focuses on developing the early foundational skills needed to succeed as students mature. Access our curricula here: <https://brrsdk12-public.rubiconatlas.org/Atlas/Public/View/Default>



Clubs and Activities:

As an extension to our academic programs, Hamilton School offers clubs and activities including PTO-organized after school clubs to foster a love cooking, chess, sports, dance, construction, logic, gardening, and more. Each session allows popular sessions to run again while new enrichment courses are continually introduced through the creative energies of our students, parents, and staff members.



Hamilton Primary School
 (35-0555-063)
 Grades Offered: KG-04
 2018-2019

Report Key:

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

School 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.



Before and After School Programs:

Each school in BRRSD offers programs before and after school. Some are consistent by level and others unique to a school. For more information on the programs at Hamilton School, please visit our website at: <https://www.brrsd.org/parents>






Hamilton Primary School
(35-0555-063)
Grades Offered: KG-04
2018-2019

Report Key:

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

School 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>Student Supports and Services:</p>	<p>As our mission statement says, "We will teach them, One and All." BRRSD recognizes that each student learns differently and as such each school offers a complete system of supports for students and all of their unique needs. For more information, please see our website at: https://www.brrsd.org/departments/school-counseling</p>
 <p>Student Health and Wellness:</p>	<p>BRRSD's strategic work is grounded upon six critical areas. One of these six is Health and Wellness. We currently support students in this area with comprehensive instructional and guidance programs; however, we are also working with our community to develop even more opportunities for students to grow and find support. For more information, visit our website at: https://www.brrsd.org/departments/school-counseling/health-and-wellness</p>
 <p>Parent and Community Involvement:</p>	<p>The mission statement of the BRRSD opens with one word: "We." BRRSD believes that to truly help children grow, we need to involve every aspect of our dynamic community. Each school offers multiple opportunities for parents and community members to get involved. For more information about opportunities at Hamilton School, visit our website at: https://ha.brrsd.org/parent-resources/</p>



Hillside Intermediate School

(35-0555-065)

Grades Offered: 05-06

2018-2019

Report Key:

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Hillside Intermediate School**

(35-0555-065)

Grades Offered: 05-06

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

School Contact Information

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

Type	Contact Information
County	Somerset
District	Bridgewater-Raritan Regional School District
Principal Name	Mr. William Ferry
Address	844 Brown Road Bridgewater, NJ 08807-1239
Phone Number	908-231-1905
Email Address	wferry@brrsd.org
Website	https://hi.brrsd.org/



Hillside Intermediate School
(35-0555-065)
Grades Offered: 05-06
2018-2019

Report Key:

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

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	285	293	281
6	287	288	305
Total	576	581	587

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	51.7%	46.0%	48.0%
Male	48.3%	54.0%	52.0%
Economically Disadvantaged Students	10.1%	11.2%	11.8%
Students with Disabilities	15.1%	12.9%	14.0%
English Learners	2.4%	2.8%	2.4%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	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	59.9%	53.4%	51.6%
Hispanic	10.9%	16.2%	19.3%
Black or African American	3.1%	2.8%	2.9%
Asian	24.7%	23.9%	23.2%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.9%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	1.0%	3.4%	2.0%

Enrollment by Home Language

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

Home Language	% of Students
English	76.7%
Spanish	7.0%
Chinese	2.0%
Hindi	1.7%
Telugu	1.5%
Other Languages	11.1%



Hillside Intermediate School
 (35-0555-065)
 Grades Offered: 05-06
 2018-2019

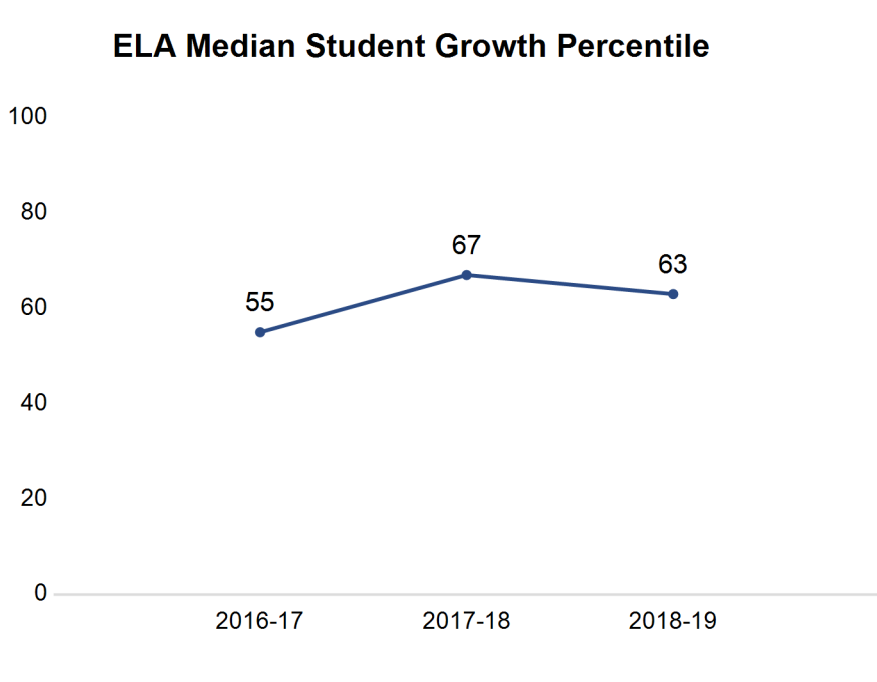
Report Key:

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

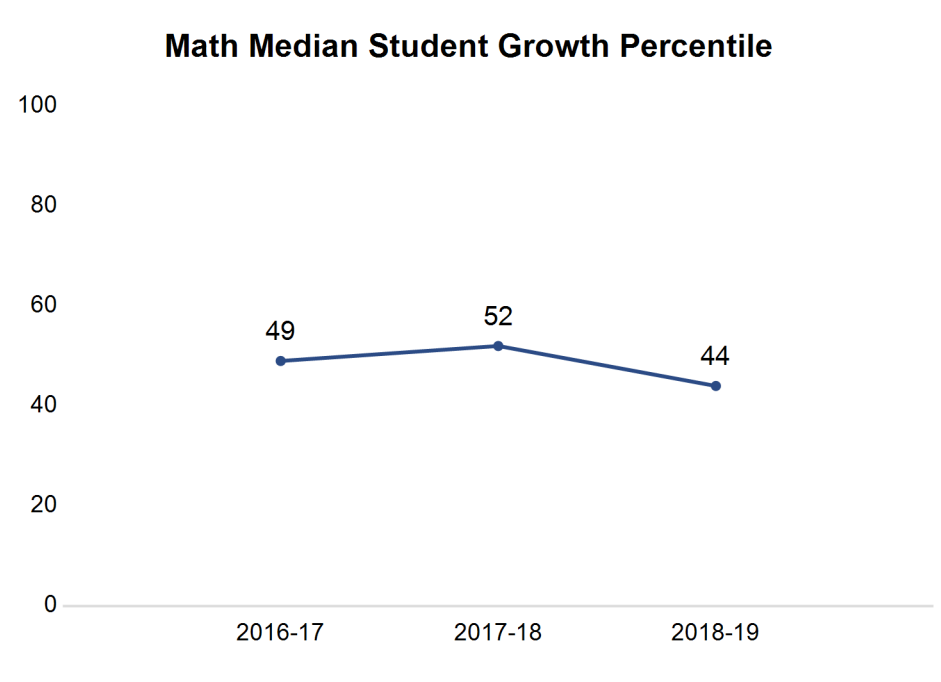
Student Growth Trends and Progress

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	55	67	63	49	52	44
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Hillside Intermediate School

(35-0555-065)

Grades Offered: 05-06

2018-2019

Report Key:

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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	63	56	50	Exceeds Standard	44	49	50	Met Standard
White	65	55	50	Exceeds Standard	43	45	52	Met Standard
Hispanic	44	48	49	Met Standard	41	44	47	Met Standard
Black or African American	55	43.5	45	**	49	35	43	**
Asian, Native Hawaiian, or Pacific Islander	68	65	59	Exceeds Standard	47	57	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	59	61	49	**	52.5	42	52	**
Female	65	58	53	N	46.5	48.5	50	N
Male	60	55	47	N	43	49	51	N
Economically Disadvantaged Students	45	47	48	Met Standard	36	41.5	46	Not Met
Students with Disabilities	42	50	43	Met Standard	38	42	45	Not Met
English Learners	53	56	52	Met Standard	41	46	50	Met Standard
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	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



Hillside Intermediate School
 (35-0555-065)
 Grades Offered: 05-06
 2018-2019

Report Key:

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

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

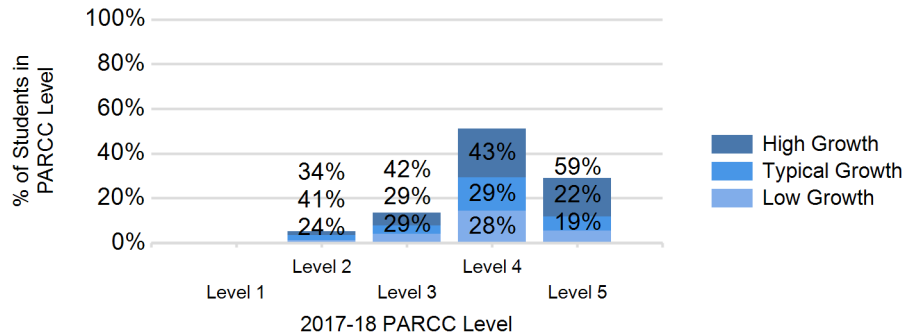
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

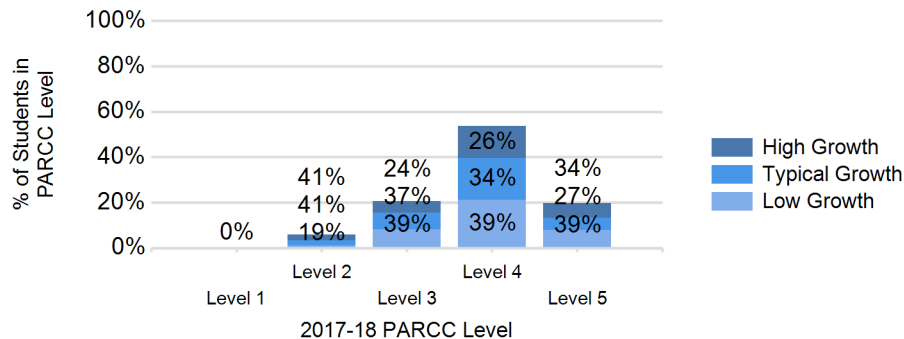
Student Growth by Performance Level

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

ELA



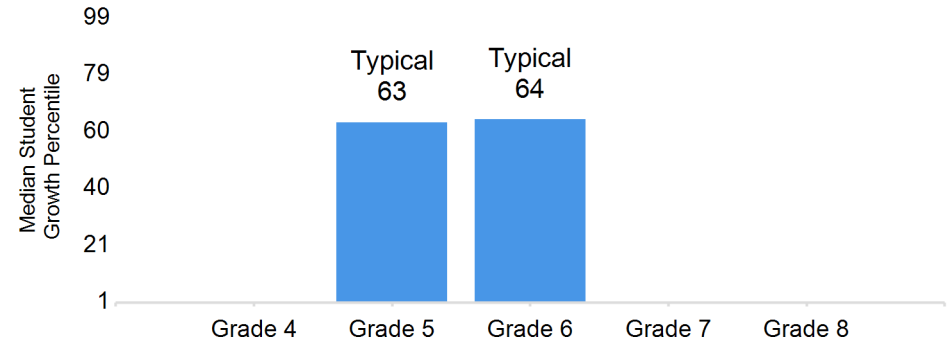
Math



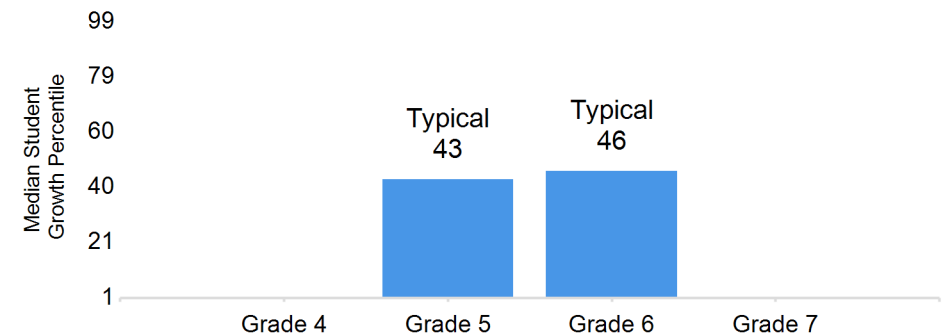
Student Growth by Grade

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

ELA



Math





Hillside Intermediate School
(35-0555-065)
Grades Offered: 05-06
2018-2019

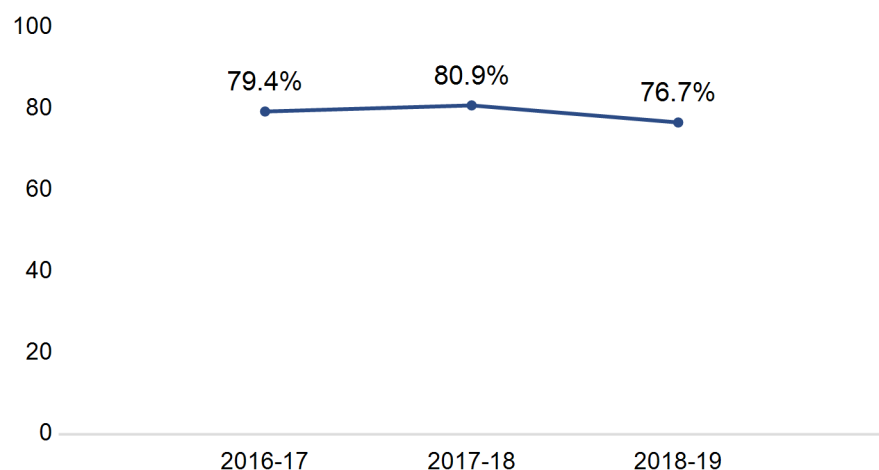
Report Key:

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

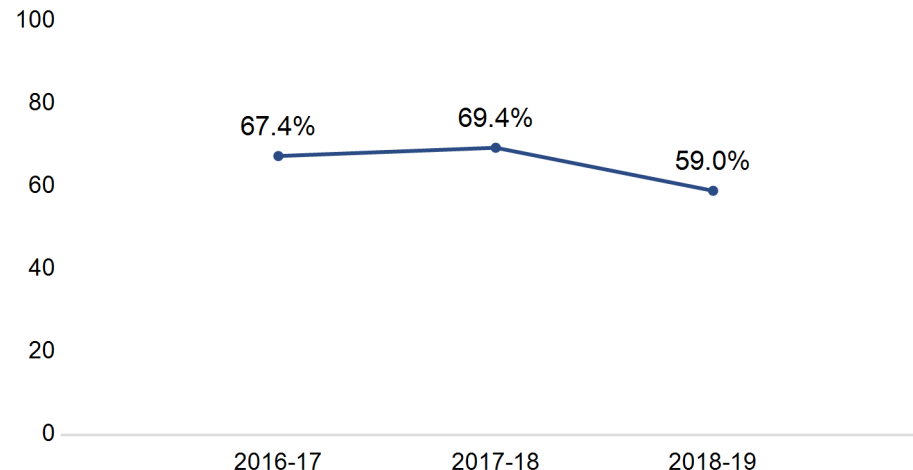
English Language Arts and Mathematics Performance Trends

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	98.2%	97.8%	99.3%	98.1%	97.4%	98.8%
Proficiency Rate for Federal Accountability	79.4%	80.9%	76.7%	67.4%	69.4%	59.0%
Annual Target	69.4%	69.9%	70.5%	59.9%	60.9%	62.0%
Met Annual Target?	Met Target	Met Goal	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.



Hillside Intermediate School
(35-0555-065)
Grades Offered: 05-06
2018-2019

Report Key:

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

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	574	99.3	76.7	76.9	57.9	76.7	70.5	Met Target
White	305	98.7	78.7	75.2	66.9	78.7	71.9	Met Target
Hispanic	107	100.0	57.0	*	43.9	57.0	45.7	Met Target
Black or African American	16	100.0	56.3	52.4	38.5	56.3	**	**
Asian, Native Hawaiian, or Pacific Islander	135	100.0	89.6	91.1	82.9	89.6	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	274	99.3	80.7	82.1	64.8	80.7		
Male	300	99.3	73.0	72.0	51.3	73.0		
Economically Disadvantaged Students	53	98.1	64.2	52.1	40.0	64.2	50.5	Met Target
Non-Economically Disadvantaged Students	521	99.4	77.9	79.4	67.9	77.9		
Students with Disabilities	87	97.8	39.1	36.0	22.7	39.1	35.4	Met Target
Students without Disabilities	487	99.6	83.4	84.1	65.1	83.4		
English Learners	40	100.0	57.5	56.3	29.3	57.5	66.2	Met Target†
Non-English Learners	534	99.3	78.1	78.1	60.6	78.1		
Homeless Students	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.



Hillside Intermediate School

(35-0555-065)

Grades Offered: 05-06

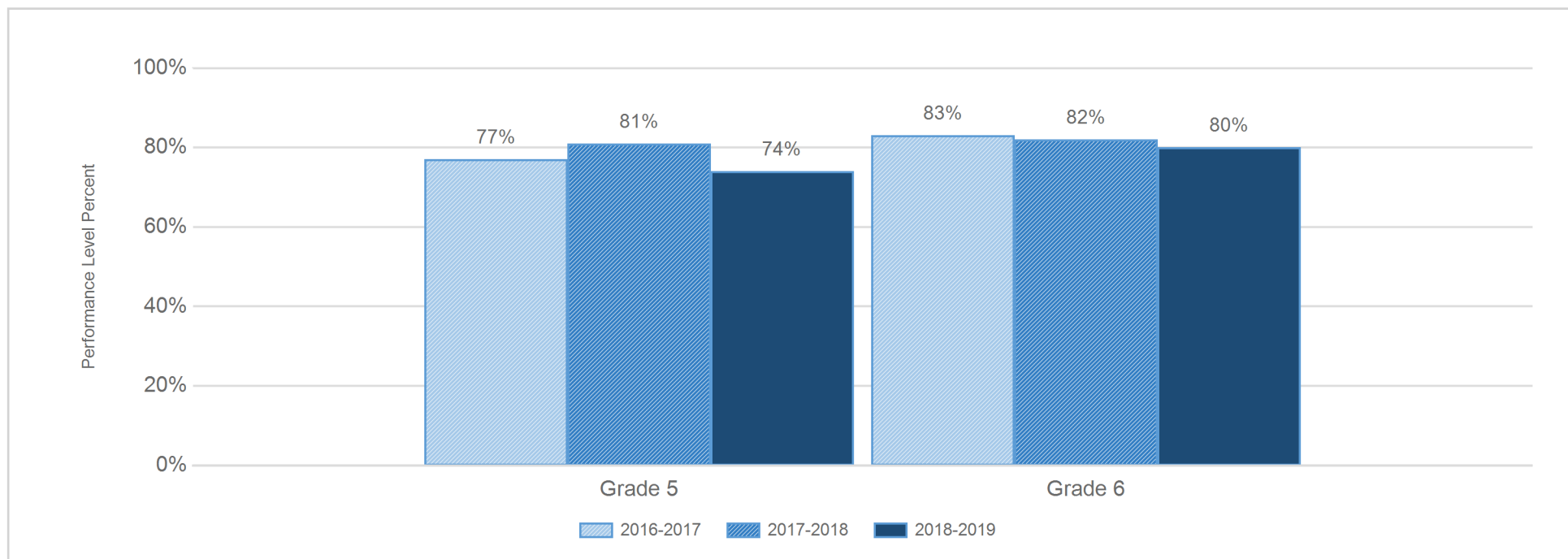
2018-2019

Report Key:

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

English Language Arts Assessment - Performance Trends

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





Hillside Intermediate School
(35-0555-065)
Grades Offered: 05-06
2018-2019

Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	275	776	774	756	*	*	18%	47%	27%	74%	58%
White	147	773	770	764	*	*	16%	50%	24%	75%	68%
Hispanic	56	762	757	743	*	*	27%	*	*	61%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	63	795	789	781	*	0%	*	43%	46%	89%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	135	778	778	761	*	*	15%	47%	31%	78%	64%
Male	140	773	769	750	*	*	21%	46%	24%	70%	52%
Economically Disadvantaged Students	29	750	746	740	*	*	*	*	*	55%	39%
Non-Economically Disadvantaged Students	246	779	777	766	*	*	*	*	*	76%	69%
Students with Disabilities	41	742	738	724	*	*	34%	*	*	39%	23%
Students without Disabilities	234	781	780	762	*	*	15%	*	*	80%	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	*	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%



Hillside Intermediate School
(35-0555-065)
Grades Offered: 05-06
2018-2019

Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	297	775	768	754	*	*	14%	51%	30%	80%	56%
White	157	774	765	762	*	*	13%	57%	25%	83%	65%
Hispanic	52	756	753	743	0%	*	29%	*	*	54%	43%
Black or African American	*	*	737	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	70	794	787	780	0%	0%	*	*	*	94%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	139	782	775	762	*	*	12%	47%	37%	84%	64%
Male	158	770	762	748	*	*	16%	54%	23%	77%	48%
Economically Disadvantaged Students	24	756	746	740	*	*	*	*	*	75%	39%
Non-Economically Disadvantaged Students	273	777	770	763	*	*	*	*	*	81%	67%
Students with Disabilities	41	744	733	722	*	*	*	*	*	44%	19%
Students without Disabilities	256	780	774	761	*	*	*	*	*	86%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	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%



Hillside Intermediate School
(35-0555-065)
Grades Offered: 05-06
2018-2019

Report Key:

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

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	571	98.8	59.0	61.3	44.5	59.0	62	Met Target†
White	302	97.7	57.9	57.4	54.1	57.9	60.6	Met Target†
Hispanic	107	100.0	37.4	*	28.8	37.4	34.4	Met Target
Black or African American	16	100.0	37.5	34.2	23.0	37.5	**	**
Asian, Native Hawaiian, or Pacific Islander	135	100.0	80.7	83.1	76.5	80.7	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	271	98.2	58.3	61.2	44.9	58.3		
Male	300	99.3	59.7	61.4	44.2	59.7		
Economically Disadvantaged Students	53	98.2	32.1	27.8	26.3	32.1	40.9	Met Target†
Non-Economically Disadvantaged Students	518	98.9	61.8	64.9	54.9	61.8		
Students with Disabilities	86	96.6	16.3	22.7	17.4	16.3	35.4	Not Met
Students without Disabilities	485	99.2	66.6	68.2	50.0	66.6		
English Learners	40	100.0	37.5	47.9	25.0	37.5	54.4	Not Met
Non-English Learners	531	98.7	60.6	62.2	46.5	60.6		
Homeless Students	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.



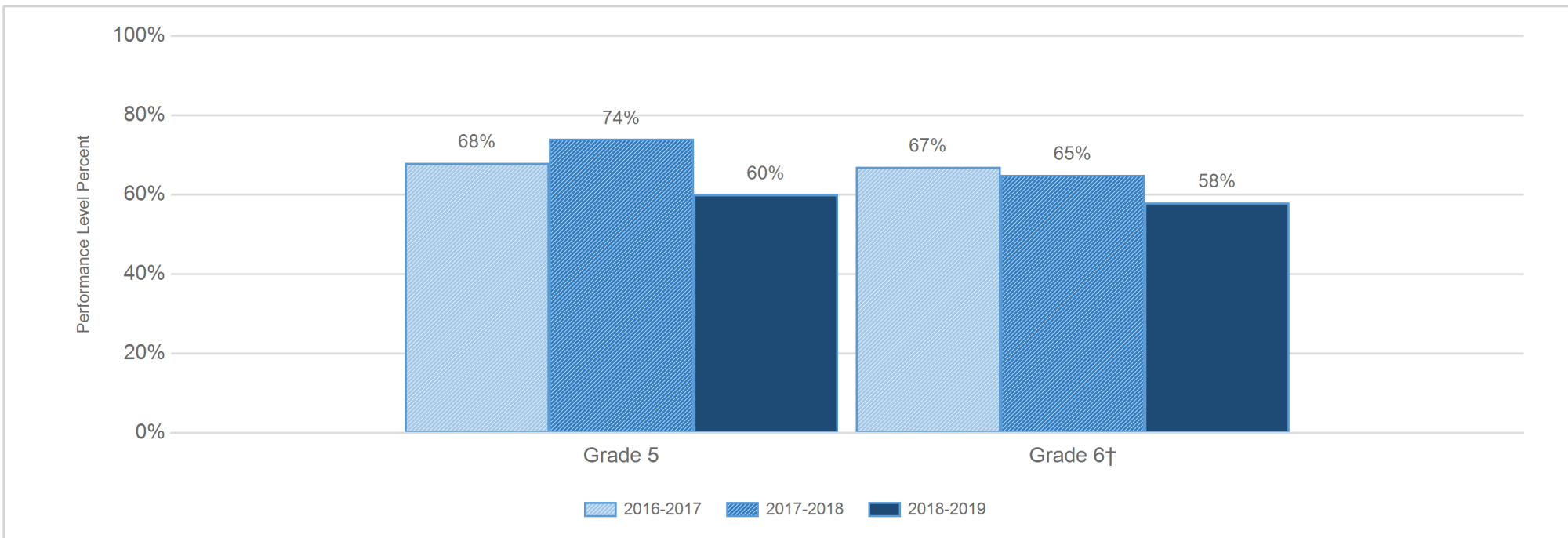
Hillside Intermediate School
(35-0555-065)
Grades Offered: 05-06
2018-2019

Report Key:

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

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.



Hillside Intermediate School
(35-0555-065)
Grades Offered: 05-06
2018-2019

Report Key:

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

Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	273	762	762	747	*	*	29%	40%	21%	60%	47%
White	145	760	757	755	*	*	30%	43%	18%	61%	58%
Hispanic	56	749	745	735	0%	21%	39%	*	*	39%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	63	779	781	775	*	0%	*	40%	41%	81%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	133	760	761	747	*	*	29%	43%	18%	61%	47%
Male	140	763	763	747	*	*	30%	36%	24%	60%	47%
Economically Disadvantaged Students	29	742	734	732	*	*	38%	*	*	31%	27%
Non-Economically Disadvantaged Students	244	764	765	757	*	*	28%	*	*	64%	59%
Students with Disabilities	41	736	732	725	*	*	51%	*	*	20%	19%
Students without Disabilities	232	766	767	752	*	*	25%	*	*	68%	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	*	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%



Hillside Intermediate School
(35-0555-065)
Grades Offered: 05-06
2018-2019

Report Key:

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

Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	298	757	754	741	4%	10%	28%	46%	12%	58%	41%
White	156	756	751	749	*	*	35%	47%	9%	56%	51%
Hispanic	53	738	736	729	*	21%	28%	*	*	38%	24%
Black or African American	*	*	725	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	71	774	774	769	*	*	*	52%	30%	82%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	139	754	753	742	*	*	27%	*	*	56%	42%
Male	159	759	755	740	*	*	28%	*	*	60%	40%
Economically Disadvantaged Students	25	738	725	726	*	*	44%	*	*	32%	21%
Non-Economically Disadvantaged Students	273	758	757	750	*	*	26%	*	*	61%	53%
Students with Disabilities	40	726	720	716	*	*	28%	*	*	15%	12%
Students without Disabilities	258	761	760	746	*	*	28%	*	*	65%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	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%



Hillside Intermediate School

(35-0555-065)

Grades Offered: 05-06

2018-2019

Report Key:

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

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	*	*
6	*	*

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	11	*	*
3-4	*	*	*
5 or more	N	N	N



Hillside Intermediate School

(35-0555-065)

Grades Offered: 05-06

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

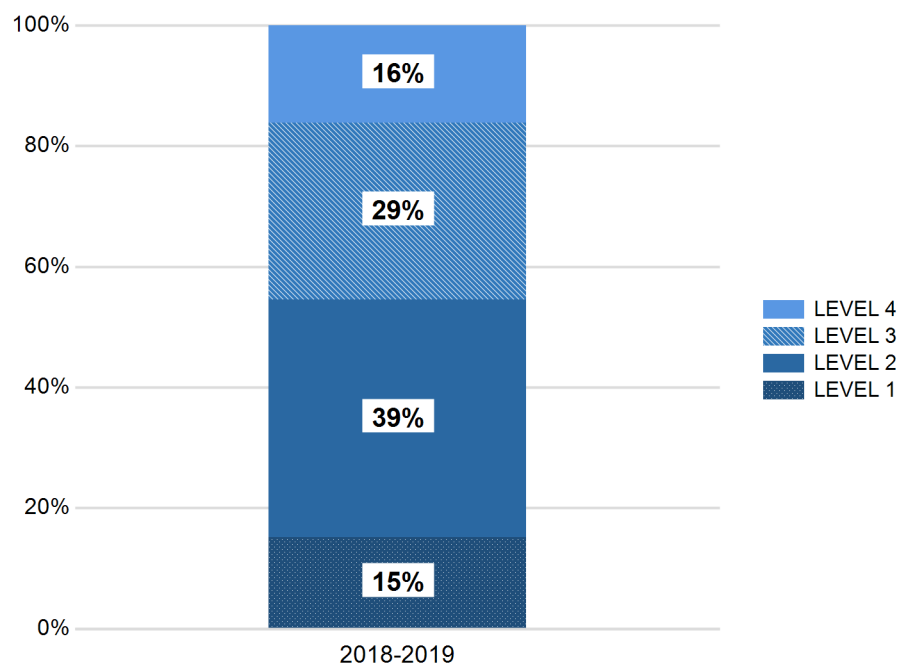
N No Data is available to display

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

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	15	39	29	16
White	14	39	30	18
Hispanic	28	43	22	7
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	8	33	38	22
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	20	38	30	12
Male	11	40	29	19
Economically Disadvantaged Students	41	31	25	3
Non-Economically Disadvantaged Students	12	40	30	17
Students with Disabilities	43	45	10	2
Students without Disabilities	11	38	33	18
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



Hillside Intermediate School

(35-0555-065)

Grades Offered: 05-06

2018-2019

Report Key:

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

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.

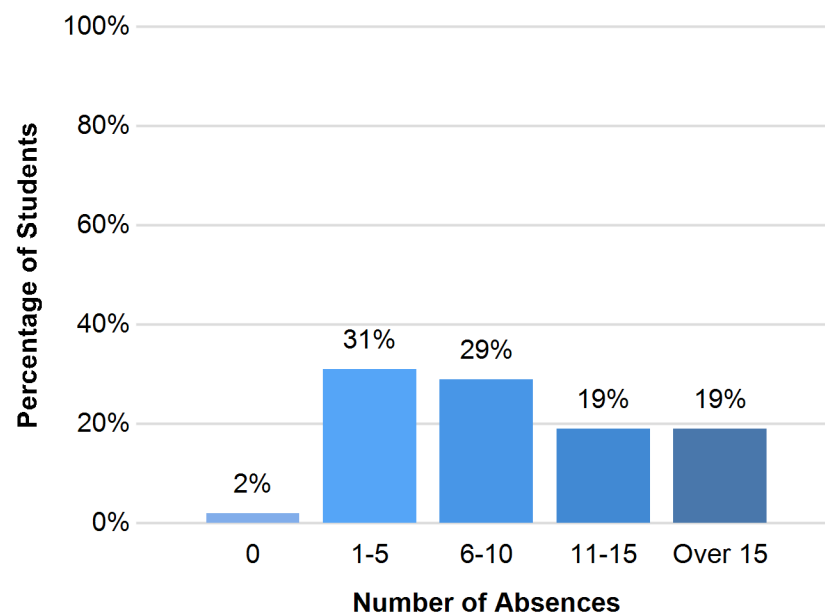
Chronic Absenteeism

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	65	11.1	8.0	Not Met
White	43	14.0	8.0	Not Met
Hispanic	16	15.0	8.0	Not Met
Black or African American	2	11.8	**	**
Asian, Native Hawaiian, or Pacific	2	1.4	8.0	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	40	14.2		
Male	25	8.3		
Economically Disadvantaged Students	10	16.4	8.0	Not Met
Students with Disabilities	18	20.2	8.0	Not 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.





Hillside Intermediate School

(35-0555-065)

Grades Offered: 05-06

2018-2019

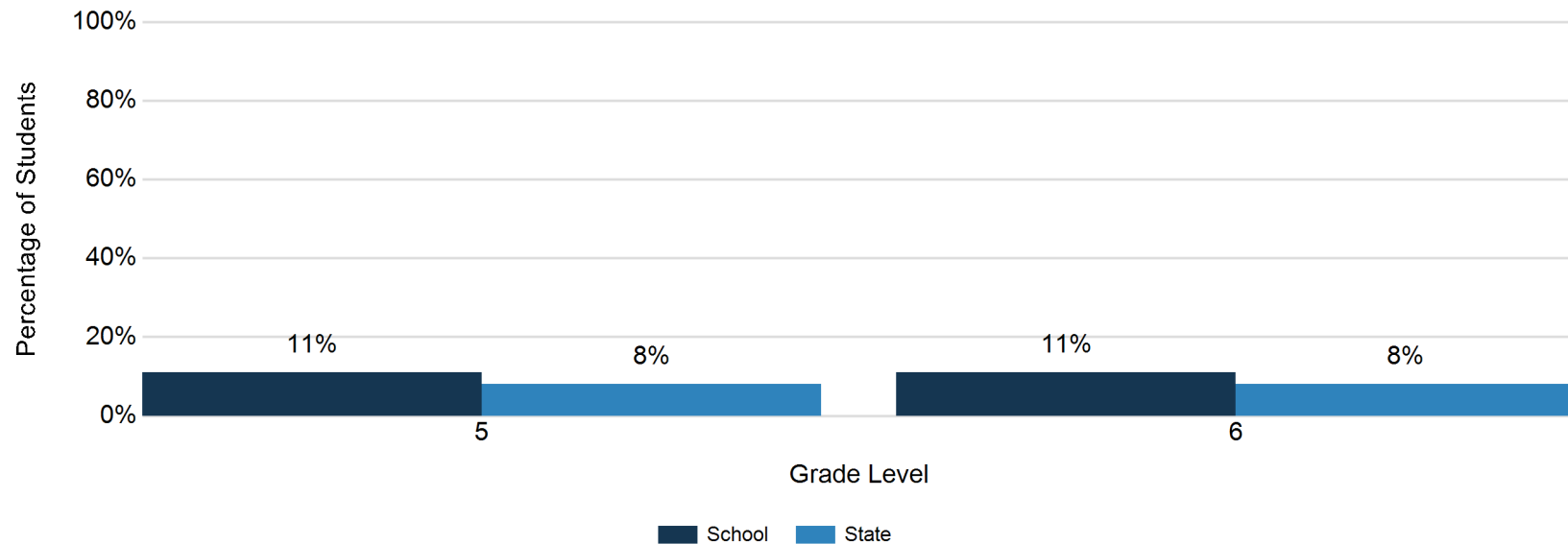
Report Key:

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

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.





Hillside Intermediate School

(35-0555-065)

Grades Offered: 05-06

2018-2019

Report Key:

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

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	25
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	29
Incidents Per 100 Students Enrolled	4.94

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	2	3
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
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	10	1.7%
Out-of-School Suspensions	*	*
Any Suspension	11	1.9%
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

*



Hillside Intermediate School

(35-0555-065)

Grades Offered: 05-06

2018-2019

Report Key:

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

School 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	9:05 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 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	1.0:1



Hillside Intermediate School
(35-0555-065)
Grades Offered: 05-06
2018-2019

Report Key:

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

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 by the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	55	118,214
Average years experience in public schools	12.8	12.1
Average years experience in district	12.8	10.8
Percentage of Teachers with 4 or more years experience in the district	94.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,530
Average years experience in public schools	12.0	16.0
Average years experience in district	11.5	12.0
Percentage of Administrators with 4 or more years experience in the district	76.1%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	294:1	185:1
Teachers to Administrators	28:1	17:1
Students to Librarians/Media Specialists		852:1
Students to Nurses		609:1
Students to Counselors		304:1
Students to Child Study Team Members		258:1



Hillside Intermediate School
(35-0555-065)
Grades Offered: 05-06
2018-2019

Report Key:

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

Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.0%	72.7%	0.0%	48.4%	77.1%	54.9%
Male	52.0%	27.3%	100.0%	51.6%	22.9%	45.1%
White	51.6%	98.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	19.3%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	23.2%	1.8%	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	0.9%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.0%	0.0%	0.0%	2.1%	0.2%	0.2%



Hillside Intermediate School

(35-0555-065)

Grades Offered: 05-06

2018-2019

Report Key:

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

Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 36%

Admin N/A

Master's Degree

Teacher 62%

Admin 100%

Doctoral Degree

Teacher 2%

Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.1%	90.5%
2017-18 Administrators: Same district 2018-19	95.5%	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	94.3%



Hillside Intermediate School

(35-0555-065)

Grades Offered: 05-06

2018-2019

Report Key:

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

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.



Hillside Intermediate School

(35-0555-065)

Grades Offered: 05-06

2018-2019

Report Key:

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

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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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.



Hillside Intermediate School

(35-0555-065)

Grades Offered: 05-06

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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

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

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

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	79.4%	80.9%	76.7%
Math Proficiency	67.4%	69.4%	59.0%
ELA Growth	55	67	63
Math Growth	49	52	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		58.3%	*
Chronic Absenteeism	10.6%	10.8%	11.1%

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



Hillside Intermediate School

(35-0555-065)

Grades Offered: 05-06

2018-2019

Report Key:

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

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.



Hillside Intermediate School

(35-0555-065)

Grades Offered: 05-06

2018-2019

Report Key:

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

Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Hillside Intermediate School

(35-0555-065)

Grades Offered: 05-06

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

School Narrative

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



Highlights:

- Our Celebrity Chef competition raised over \$4000 to provide educational opportunities for students in east Africa as part of our school's Roots & Shoots program.
- Math Olympiad team earned the highest achievement score by placing in the top 10% nationally.
- Entire school participates in monthly "One and All" meetings to enhance students' social/emotional well-being.



Mission, Vision, Theme:

The mission of the Bridgewater-Raritan Regional School District is: We will teach them One and All; Young to Old and Big to Small; Inspire, engage and educate; Improve our world and make it great; Challenge All to grow, exceed; So one day They will take the lead. For more information, visit our website at: <https://www.brrsd.org/community/strategic-planning>



Hillside Intermediate School

(35-0555-065)

Grades Offered: 05-06

2018-2019

Report Key:

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

School 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.



Courses, Curriculum, Instruction:

The BRRSD offers our students the opportunity to develop their mastery of the NJLS. Individual growth is supported by exceptional staff, deep and interconnected curriculum, cutting-edge methods, and a variety of resources. Students imagine, invent, question and discover in safe and supportive spaces. Within our K-12 continuum, Hillside refines the foundational skills needed to succeed as students mature. Access our curricula here: <https://brrsdk12-public.rubiconatlas.org/Atlas/Public/View/Default>



Clubs and Activities:

As an extension to our academic programs, Hillside offers a wide variety of clubs and activities. Examples include Geography Bee, Continental Math League, Spelling Bee, Dance Club, Book Club, Yearbook Club, Computer Club, Cross Country, Art Club, Drama Club, Student Council, Stock Market Club, Chorus, Band, Orchestra, and Roots & Shoots Club.



Hillside Intermediate School
 (35-0555-065)
 Grades Offered: 05-06
 2018-2019

Report Key:

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

School 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.



Before and After School Programs:

Each school in BRRSD offers programs before and after school. Some are consistent by level and others unique to a school. For more information on the programs at Hillside, please visit our website at: <https://www.brrsd.org/parents>



Hillside Intermediate School

(35-0555-065)

Grades Offered: 05-06




2018-2019

Report Key:

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

School 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>Student Supports and Services:</p>	<p>As our mission statement says, "We will teach them, One and All." BRRSD recognizes that each student learns differently and as such each school offers a complete system of supports for students and all of their unique needs. For more information, please see our website at: https://www.brrsd.org/departments/school-counseling</p>
 <p>Student Health and Wellness:</p>	<p>BRRSD's strategic work is grounded upon six critical areas. One of these six is Health and Wellness. We currently support students in this area with comprehensive instructional and guidance programs; however, we are also working with our community to develop even more opportunities for students to grow and find support. For more information, visit our website at: https://www.brrsd.org/departments/school-counseling/health-and-wellness</p>
 <p>Parent and Community Involvement:</p>	<p>The mission statement of the BRRSD opens with one word: "We." BRRSD believes that to truly help children grow, we need to involve every aspect of our dynamic community. Each school offers multiple opportunities for parents and community members to get involved. For more information about opportunities here at Hillside, visit our website at: https://hi.brrsd.org/parent-resources</p>

**John F. Kennedy Primary School**

(35-0555-067)

Grades Offered: KG-04

2018-2019

Report Key:

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**John F. Kennedy Primary School**

(35-0555-067)

Grades Offered: KG-04

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

School Contact Information

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

Type	Contact Information
County	Somerset
District	Bridgewater-Raritan Regional School District
Principal Name	Mr. Joseph Walsh
Address	255 Woodmere Street Raritan, NJ 08869
Phone Number	908-231-1179
Email Address	jwalsh@brrsd.org
Website	https://jk.brrsd.org/



John F. Kennedy Primary School

(35-0555-067)

Grades Offered: KG-04

2018-2019

Report Key:

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

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	62	73	84
1	80	78	83
2	103	89	74
3	66	100	89
4	114	66	107
Total	425	406	437

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.7%	46.1%	47.6%
Male	51.3%	53.9%	52.4%
Economically Disadvantaged Students	29.2%	25.4%	28.6%
Students with Disabilities	18.8%	16.3%	15.8%
English Learners	13.6%	13.5%	11.2%
Homeless Students	0.5%	0.5%	0.2%
Students in Foster Care	0.5%	0.5%	0.2%
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	39.1%	33.3%	32.7%
Hispanic	28.0%	33.0%	37.8%
Black or African American	5.4%	5.2%	4.1%
Asian	21.4%	22.2%	21.1%
Native Hawaiian or Pacific Islander	1.4%	1.0%	0.9%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	4.7%	5.4%	3.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	58	73	84
KG - Full Day	4	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	66.8%
Spanish	19.0%
Telugu	2.3%
Hindi	1.6%
Chinese	1.4%
Other Languages	8.9%



John F. Kennedy Primary School
(35-0555-067)
Grades Offered: KG-04
2018-2019

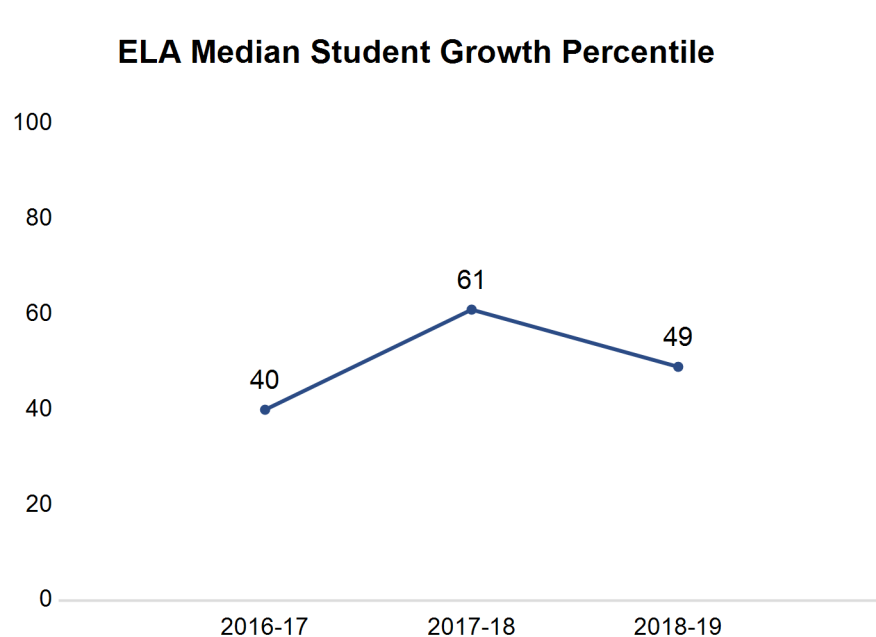
Report Key:

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

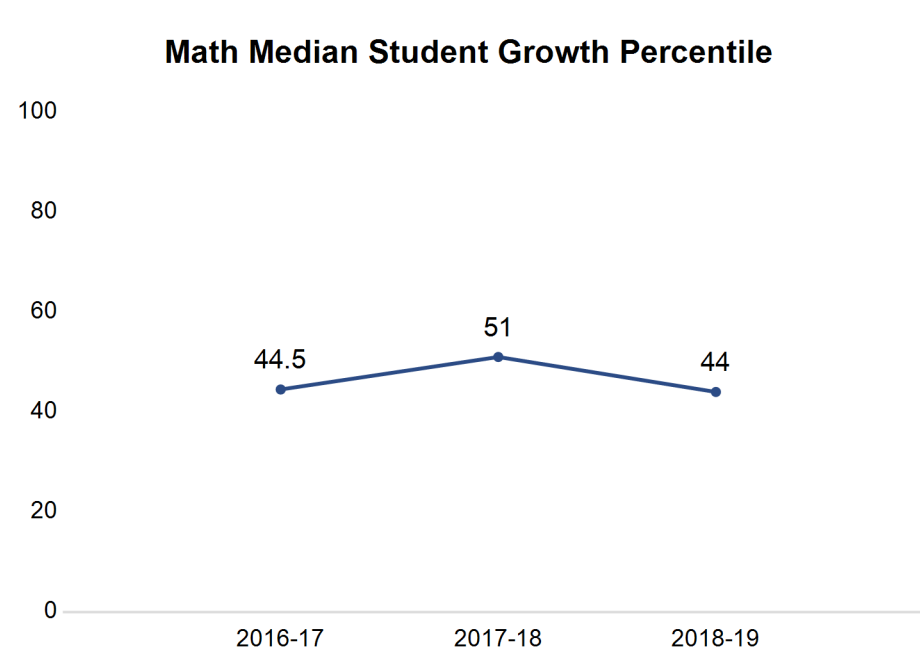
Student Growth Trends and Progress

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	40	61	49	44.5	51	44
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



John F. Kennedy Primary School

(35-0555-067)

Grades Offered: KG-04

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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	49	56	50	Met Standard	44	49	50	Met Standard
White	49.5	55	50	Met Standard	50	45	52	Met Standard
Hispanic	45	48	49	Met Standard	46.5	44	47	Met Standard
Black or African American	*	43.5	45	**	*	35	43	**
Asian, Native Hawaiian, or Pacific Islander	68	65	59	Exceeds Standard	41.5	57	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	61	49	**	*	42	52	**
Female	53	58	53	N	41	48.5	50	N
Male	42.5	55	47	N	49	49	51	N
Economically Disadvantaged Students	41	47	48	Met Standard	38	41.5	46	Not Met
Students with Disabilities	45.5	50	43	Met Standard	36.5	42	45	Not Met
English Learners	46	56	52	**	43	46	50	Met Standard
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	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



John F. Kennedy Primary School
 (35-0555-067)
 Grades Offered: KG-04
 2018-2019

Report Key:

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

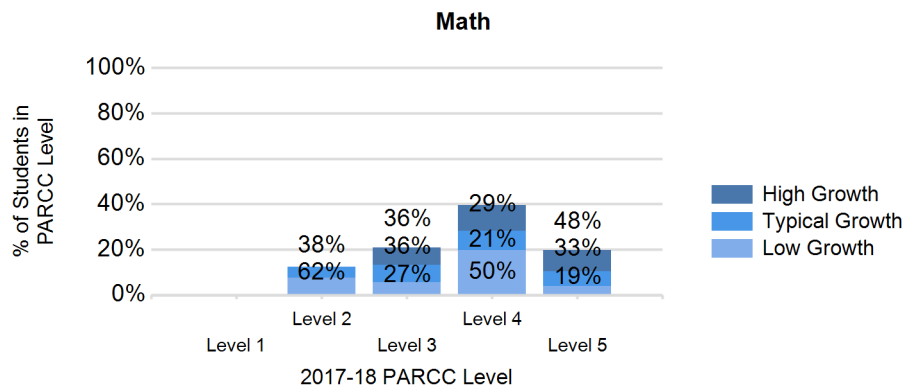
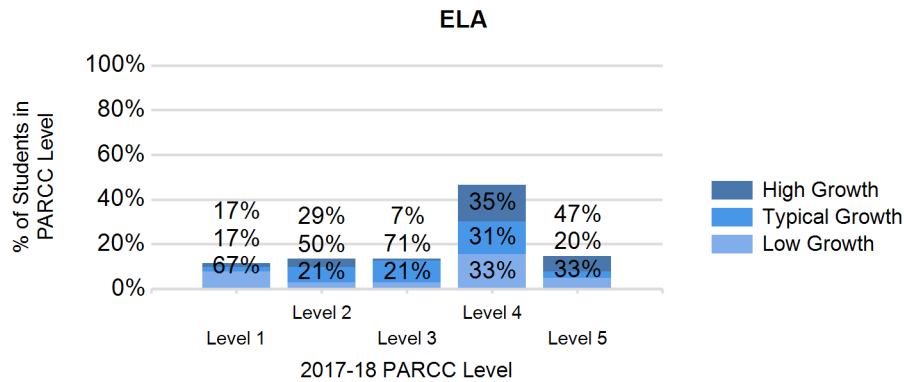
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

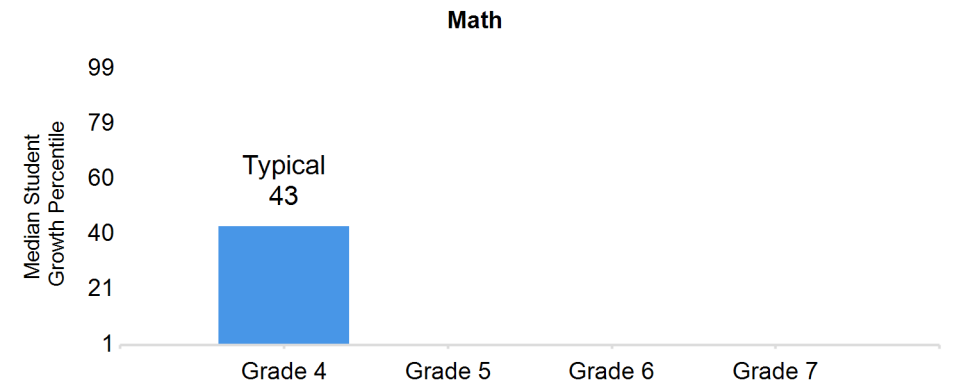
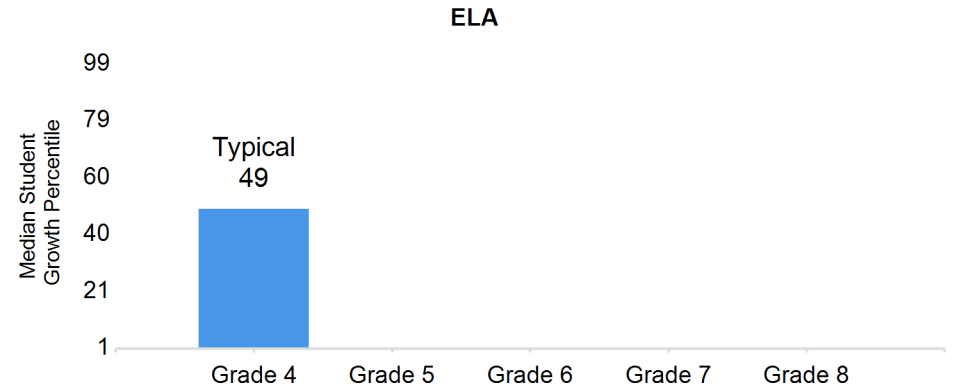
Student Growth by Performance Level

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



Student Growth by Grade

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





John F. Kennedy Primary School
(35-0555-067)
Grades Offered: KG-04
2018-2019

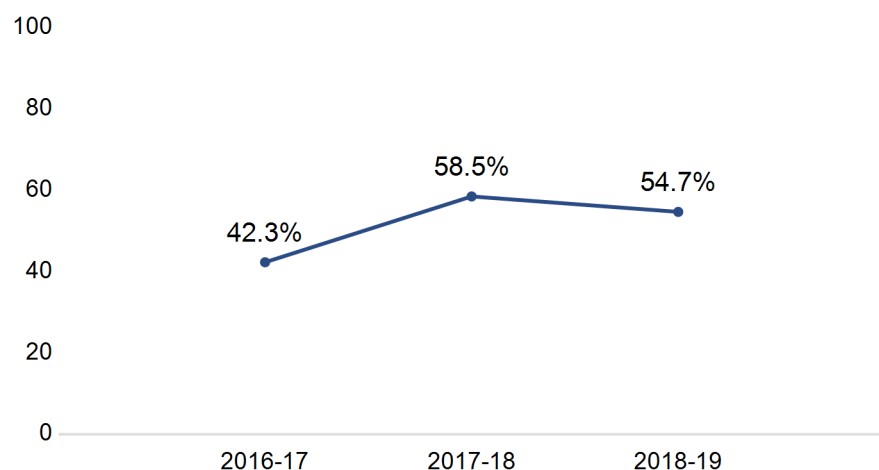
Report Key:

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

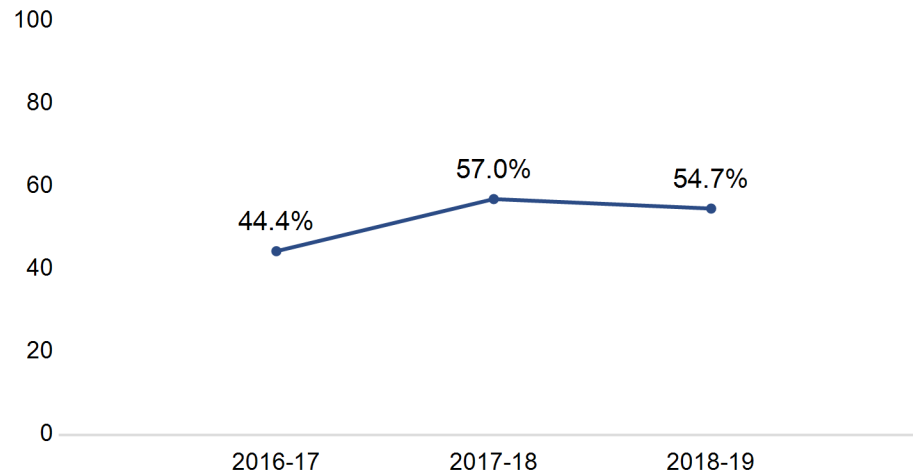
English Language Arts and Mathematics Performance Trends

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	97.3%	98.2%	99.0%	97.4%	98.2%	99.0%
Proficiency Rate for Federal Accountability	42.3%	58.5%	54.7%	44.4%	57.0%	54.7%
Annual Target	45.1%	47.0%	48.8%	52.5%	53.9%	55.3%
Met Annual Target?	Met Target†	Met Target	Met Target	Not Met	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



John F. Kennedy Primary School
(35-0555-067)
Grades Offered: KG-04
2018-2019

Report Key:

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

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	201	99.0	54.7	76.9	57.9	54.7	48.8	Met Target
White	68	97.1	70.6	75.2	66.9	70.6	49.9	Met Target
Hispanic	71	100.0	33.8	*	43.9	33.8	31.3	Met Target
Black or African American	*	*	*	52.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	48	100.0	66.7	91.1	82.9	66.7	62	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	90	98.9	60.0	82.1	64.8	60.0		
Male	111	99.1	50.5	72.0	51.3	50.5		
Economically Disadvantaged Students	51	100.0	31.4	52.1	40.0	31.4	28.7	Met Target
Non-Economically Disadvantaged Students	150	98.7	62.7	79.4	67.9	62.7		
Students with Disabilities	52	98.1	28.8	36.0	22.7	28.8	27.2	Met Target
Students without Disabilities	149	99.4	63.8	84.1	65.1	63.8		
English Learners	38	100.0	34.2	56.3	29.3	34.2	28.2	Met Target
Non-English Learners	163	98.8	59.5	78.1	60.6	59.5		
Homeless Students	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.



John F. Kennedy Primary School

(35-0555-067)

Grades Offered: KG-04

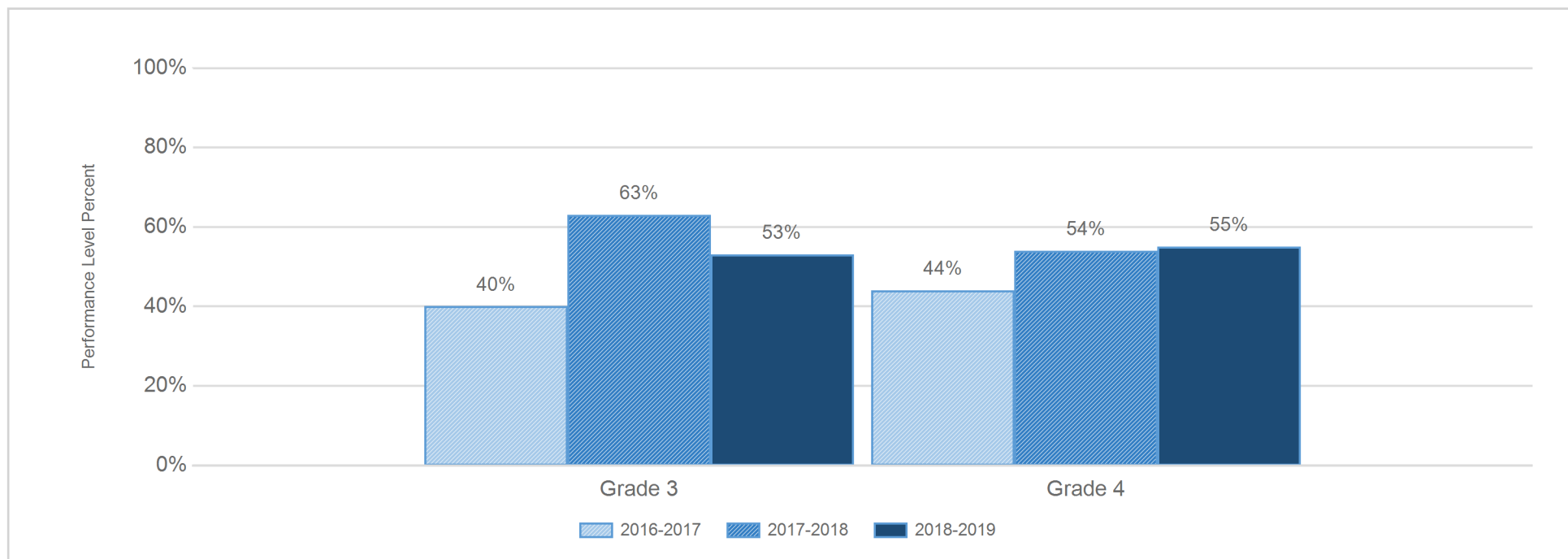
2018-2019

Report Key:

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

English Language Arts Assessment - Performance Trends

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





John F. Kennedy Primary School
(35-0555-067)
Grades Offered: KG-04
2018-2019

Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	747	763	748	15%	*	23%	*	*	53%	50%
White	29	762	757	757	*	*	*	*	*	62%	60%
Hispanic	36	732	739	734	*	*	*	*	*	39%	36%
Black or African American	*	*	761	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	22	758	*	773	*	0%	*	68%	0%	68%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	778	756	*	*	*	*	*	*	58%
Female	41	751	767	753	*	*	29%	*	*	56%	55%
Male	54	745	759	743	*	*	19%	*	*	50%	46%
Economically Disadvantaged Students	29	730	730	731	*	*	*	*	*	38%	33%
Non-Economically Disadvantaged Students	66	755	766	759	*	*	*	*	*	59%	61%
Students with Disabilities	22	723	729	719	*	*	*	*	*	27%	24%
Students without Disabilities	73	755	769	754	*	*	*	*	*	60%	56%
English Learners	*	*	738	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	764	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



John F. Kennedy Primary School
(35-0555-067)
Grades Offered: KG-04
2018-2019

Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	760	773	755	10%	12%	23%	29%	26%	55%	57%
White	39	776	*	763	0%	*	*	49%	28%	77%	67%
Hispanic	40	737	752	743	*	*	30%	*	*	30%	44%
Black or African American	*	*	752	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	27	776	791	779	*	*	*	*	*	63%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	774	762	*	*	*	*	*	*	64%
Female	51	772	778	760	*	*	24%	31%	33%	65%	62%
Male	61	750	768	750	*	*	23%	28%	20%	48%	53%
Economically Disadvantaged Students	26	729	740	740	*	*	*	*	*	27%	40%
Non-Economically Disadvantaged Students	86	769	776	765	*	*	*	*	*	64%	69%
Students with Disabilities	31	730	738	725	*	*	*	*	*	29%	25%
Students without Disabilities	81	772	780	761	*	*	*	*	*	65%	64%
English Learners	*	*	739	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	774	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%



John F. Kennedy Primary School
(35-0555-067)
Grades Offered: KG-04
2018-2019

Report Key:

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

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	201	99.0	54.7	61.3	44.5	54.7	55.3	Met Target†
White	68	97.1	69.1	57.4	54.1	69.1	57.8	Met Target
Hispanic	71	100.0	39.4	*	28.8	39.4	37.1	Met Target
Black or African American	*	*	*	34.2	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	48	100.0	64.6	83.1	76.5	64.6	72.5	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	90	98.9	55.6	61.2	44.9	55.6		
Male	111	99.1	54.1	61.4	44.2	54.1		
Economically Disadvantaged Students	51	100.0	33.3	27.8	26.3	33.3	36.5	Met Target†
Non-Economically Disadvantaged Students	150	98.7	62.0	64.9	54.9	62.0		
Students with Disabilities	52	98.1	32.7	22.7	17.4	32.7	43.9	Not Met
Students without Disabilities	149	99.4	62.4	68.2	50.0	62.4		
English Learners	38	100.0	42.1	47.9	25.0	42.1	44.4	Met Target†
Non-English Learners	163	98.8	57.7	62.2	46.5	57.7		
Homeless Students	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.



John F. Kennedy Primary School

(35-0555-067)

Grades Offered: KG-04

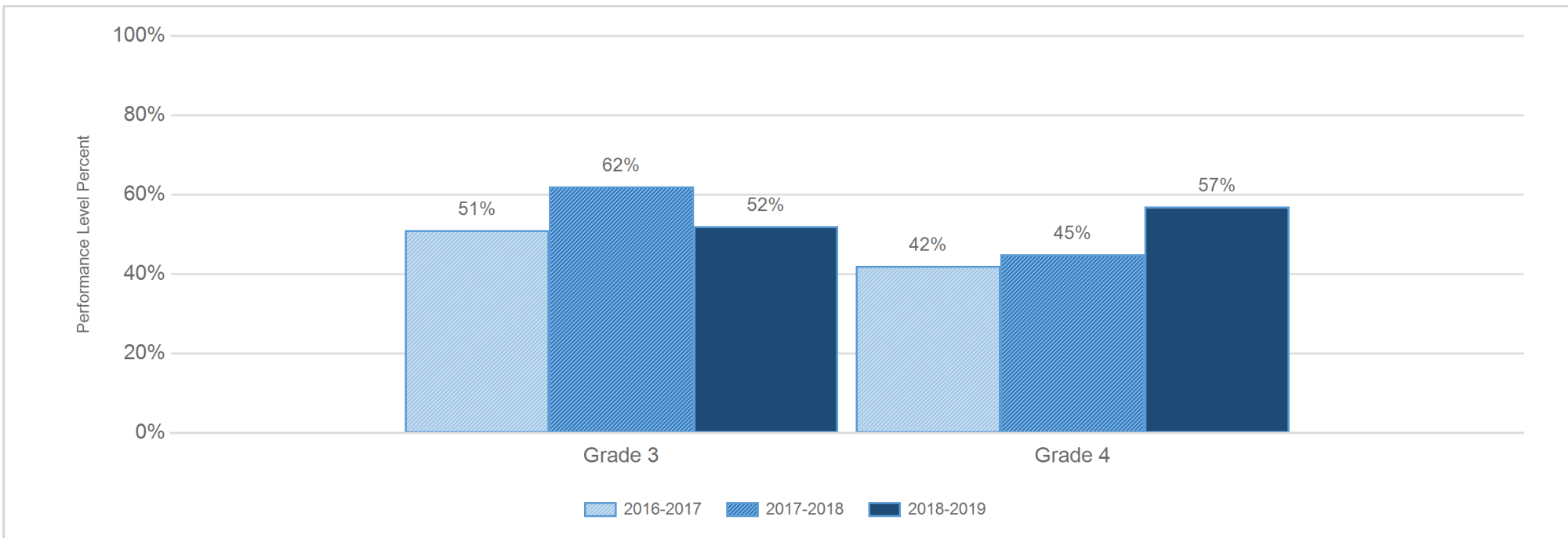
2018-2019

Report Key:

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

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.



John F. Kennedy Primary School
(35-0555-067)
Grades Offered: KG-04
2018-2019

Report Key:

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

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	748	764	752	11%	14%	24%	40%	12%	52%	55%
White	29	760	758	760	*	*	*	*	*	66%	66%
Hispanic	36	735	743	739	*	*	*	*	*	42%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	22	760	783	778	*	*	*	*	*	59%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	778	758	*	*	*	*	*	*	62%
Female	41	746	762	751	*	*	29%	*	*	49%	54%
Male	54	750	766	752	*	*	20%	*	*	54%	56%
Economically Disadvantaged Students	29	731	735	737	*	*	*	38%	0%	38%	37%
Non-Economically Disadvantaged Students	66	756	767	761	*	*	*	41%	17%	58%	67%
Students with Disabilities	22	721	732	731	*	*	*	*	*	32%	31%
Students without Disabilities	73	756	770	756	*	*	*	*	*	58%	60%
English Learners	*	*	751	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	765	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



John F. Kennedy Primary School
(35-0555-067)
Grades Offered: KG-04
2018-2019

Report Key:

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

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	751	767	749	10%	10%	24%	47%	10%	57%	51%
White	39	759	*	757	0%	*	*	*	*	72%	62%
Hispanic	41	736	747	737	*	*	29%	*	*	39%	36%
Black or African American	*	*	750	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	27	770	786	776	*	*	*	*	*	67%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	753	754	*	*	*	*	*	*	58%
Female	51	754	767	749	*	*	22%	*	*	61%	50%
Male	62	749	767	749	*	*	26%	*	*	53%	52%
Economically Disadvantaged Students	26	731	737	734	*	*	*	*	*	35%	32%
Non-Economically Disadvantaged Students	87	757	770	759	*	*	*	*	*	63%	63%
Students with Disabilities	31	726	738	726	*	*	*	*	*	32%	25%
Students without Disabilities	82	761	772	754	*	*	*	*	*	66%	56%
English Learners	*	*	737	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	768	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%



John F. Kennedy Primary School

(35-0555-067)

Grades Offered: KG-04

2018-2019

Report Key:

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

DLM Alternate Assessment - Participation

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

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

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	65.5%	56.6%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



John F. Kennedy Primary School
 (35-0555-067)
 Grades Offered: KG-04
 2018-2019

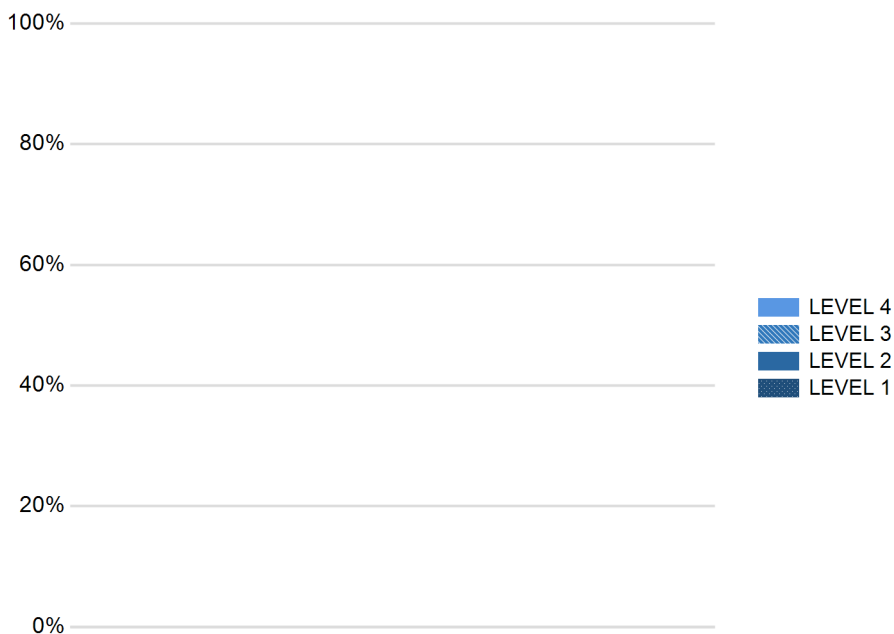
Report Key:

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

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



John F. Kennedy Primary School

(35-0555-067)

Grades Offered: KG-04

2018-2019

Report Key:

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

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

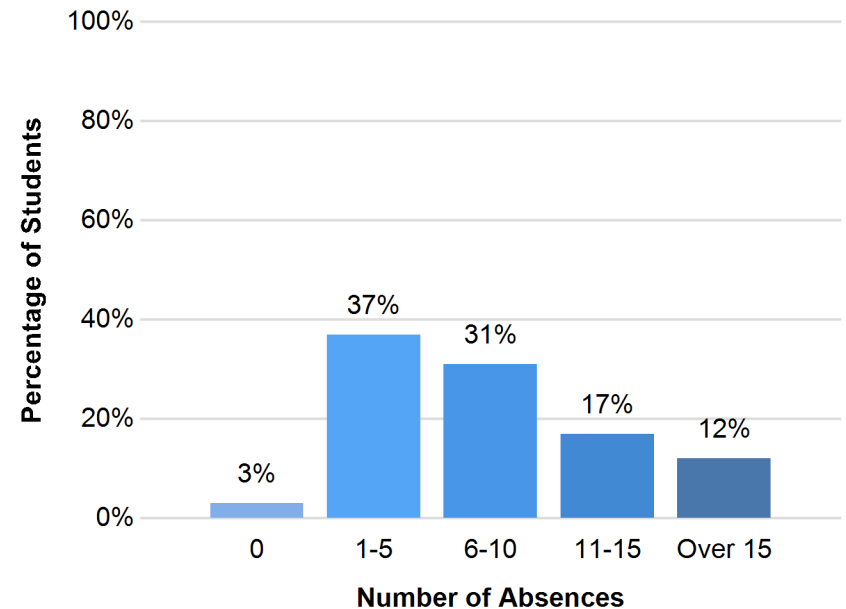
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	37	8.1	9.2	Met
White	14	9.1	9.2	Met
Hispanic	14	8.3	9.2	Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	8	8.1	9.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	20	9.3		
Male	17	6.9		
Economically Disadvantaged Students	8	6.0	9.2	Met
Students with Disabilities	9	9.6	9.2	Not Met
English Learners	1	2.1	9.2	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





John F. Kennedy Primary School

(35-0555-067)

Grades Offered: KG-04

2018-2019

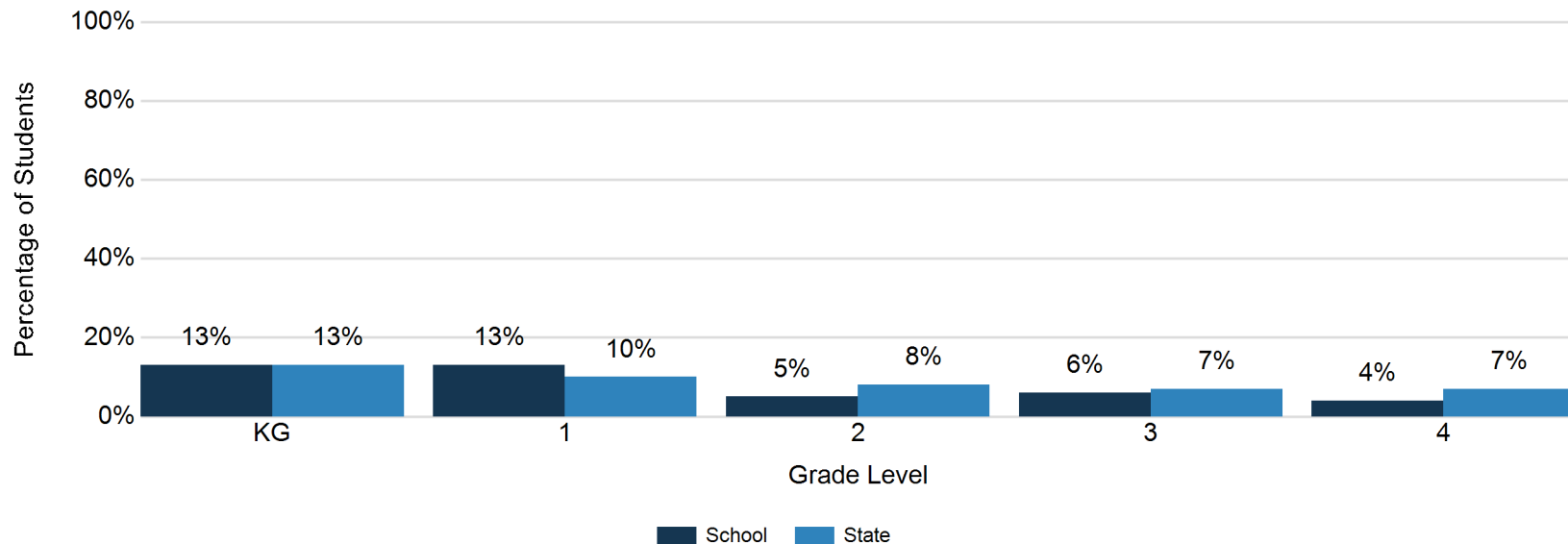
Report Key:

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

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.





John F. Kennedy Primary School

(35-0555-067)

Grades Offered: KG-04

2018-2019

Report Key:

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

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.23

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



John F. Kennedy Primary School

(35-0555-067)

Grades Offered: KG-04

2018-2019

Report Key:

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

School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

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

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



John F. Kennedy Primary School

(35-0555-067)

Grades Offered: KG-04

2018-2019

Report Key:

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

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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	49	118,214
Average years experience in public schools	13.5	12.1
Average years experience in district	13.5	10.8
Percentage of Teachers with 4 or more years experience in the district	87.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,530
Average years experience in public schools	12.0	16.0
Average years experience in district	11.5	12.0
Percentage of Administrators with 4 or more years experience in the district	76.1%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	11:1
Students to Administrators	219:1	185:1
Teachers to Administrators	25:1	17:1
Students to Librarians/Media Specialists		852:1
Students to Nurses		609:1
Students to Counselors		304:1
Students to Child Study Team Members		258:1



John F. Kennedy Primary School
(35-0555-067)
Grades Offered: KG-04
2018-2019

Report Key:

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

Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.6%	89.8%	50.0%	48.4%	77.1%	54.9%
Male	52.4%	10.2%	50.0%	51.6%	22.9%	45.1%
White	32.7%	95.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	37.8%	2.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.1%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	21.1%	2.0%	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	0.9%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.2%	0.0%	0.0%	2.1%	0.2%	0.2%



John F. Kennedy Primary School
(35-0555-067)
Grades Offered: KG-04
2018-2019

Report Key:

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

Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.1%	90.5%
2017-18 Administrators: Same district 2018-19	95.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.0%



John F. Kennedy Primary School

(35-0555-067)

Grades Offered: KG-04

2018-2019

Report Key:

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

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.



John F. Kennedy Primary School

(35-0555-067)

Grades Offered: KG-04

2018-2019

Report Key:

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

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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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.



John F. Kennedy Primary School

(35-0555-067)

Grades Offered: KG-04

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	42.3%	58.5%	54.7%
Math Proficiency	44.4%	57.0%	54.7%
ELA Growth	40	61	49
Math Growth	44	51	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		62.5%	65.5%
Chronic Absenteeism	6.6%	7.2%	8.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



John F. Kennedy Primary School

(35-0555-067)

Grades Offered: KG-04

2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

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.



John F. Kennedy Primary School
(35-0555-067)
Grades Offered: KG-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Met Standard	Met Standard	Met Target	Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Standard	Not Met	n/a	Met	No
Students with Disabilities	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target	Met Target†	**	Met Standard	Met Standard	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



John F. Kennedy Primary School

(35-0555-067)

Grades Offered: KG-04

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Highlights:

- Our Mindfulness Initiative supports a school climate/culture that positively affects the social-emotional learning and academic success of our students and the professional practice of our teachers.
- Kennedy Kids, Magnificent Minds, Beautiful Bodies, Happy, Healthy Hearts. Parents, students and community celebrated an evening of interactive health and wellness activities and community resources.
- Our annual STEAM Expo brings our school community together to celebrate inquiry based student projects and investigations based upon Science, Technology, Engineering, Art, and Math content.



Mission, Vision, Theme:

The mission of the Bridgewater-Raritan Regional School District is: We will teach them One and All; Young to Old and Big to Small; Inspire, engage and educate; Improve our world and make it great; Challenge All to grow, exceed; So one day They will take the lead. For more information, visit our website at: <https://www.brrsd.org/community/strategic-planning>



John F. Kennedy Primary School

(35-0555-067)

Grades Offered: KG-04

2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

School 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.



Courses, Curriculum, Instruction:

The BRRSD offers our students the opportunity to develop their mastery of the NJSLs. Individual growth is supported by exceptional staff, deep and interconnected curriculum, cutting-edge methods, and a variety of resources. Students imagine, invent, question and discover in safe and supportive spaces. Within our K-12 continuum, John F. Kennedy School focuses on developing the early foundational skills needed to succeed as students mature. Access our curricula here: <https://brrsdk12-public.rubiconatlas.org/Atlas/Public/View/Default>



Clubs and Activities:

As an extension to our academic programs, John F. Kennedy School offers a wide variety of clubs and activities, sponsored by our JFK PTO, including cultural arts presentations and annual, family and student events throughout the school year.



John F. Kennedy Primary School
 (35-0555-067)
 Grades Offered: KG-04
 2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

School 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.



Before and After School Programs:

Each school in BRRSD offers programs before and after school. Some are consistent by level and others unique to a school. For more information on the programs at John F. Kennedy Primary School, please visit our website at: <https://www.brrsd.org/parents>



John F. Kennedy Primary School

(35-0555-067)

Grades Offered: KG-04




2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

School 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>Student Supports and Services:</p>	<p>As our mission statement says, "We will teach them, One and All." BRRSD recognizes that each student learns differently and as such each school offers a complete system of supports for students and all of their unique needs. For more information, please see our website at: https://www.brrsd.org/departments/school-counseling</p>
 <p>Student Health and Wellness:</p>	<p>BRRSD's strategic work is grounded upon six critical areas. One of these six is Health and Wellness. We currently support students in this area with comprehensive instructional and guidance programs; however, we are also working with our community to develop even more opportunities for students to grow and find support. For more information, visit our website at: https://www.brrsd.org/departments/school-counseling/health-and-wellness</p>
 <p>Parent and Community Involvement:</p>	<p>The mission statement of the BRRSD opens with one word: "We." BRRSD believes that to truly help children grow, we need to involve every aspect of our dynamic community. Each school offers multiple opportunities for parents and community members to get involved. For more information about opportunities here at John F. Kennedy Primary School, visit our website at: https://jk.brrsd.org/parent-resources</p>



Milltown Primary School
(35-0555-085)
Grades Offered: PK-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

**Milltown Primary School**

(35-0555-085)

Grades Offered: PK-04

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Somerset
District	Bridgewater-Raritan Regional School District
Principal Name	Mr. Matthew Lembo
Address	611 Milltown Road Bridgewater, NJ 08807
Phone Number	908-927-9510
Email Address	mlembo@brrsd.org
Website	https://mi.brrsd.org/



Milltown Primary School
(35-0555-085)
Grades Offered: PK-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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	37	39	60
KG	61	77	69
1	100	98	89
2	77	87	87
3	80	72	84
4	85	77	71
Total	440	450	460

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	45.7%	45.1%	43.7%
Male	54.3%	54.9%	56.3%
Economically Disadvantaged Students	6.4%	5.3%	5.9%
Students with Disabilities	17.0%	19.8%	26.1%
English Learners	7.0%	9.3%	9.6%
Homeless Students	0.0%	0.0%	0.2%
Students in Foster Care	0.2%	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	20.9%	18.4%	19.8%
Hispanic	7.5%	9.3%	10.4%
Black or African American	1.8%	1.1%	1.1%
Asian	65.0%	67.3%	65.4%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	4.5%	3.6%	3.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	20	30	48
PK - Full Day	17	9	12
KG - Half Day	59	54	59
KG - Full Day	2	23	10

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	50.9%
Hindi	10.9%
Telugu	6.1%
Tamil	4.8%
Spanish	4.6%
Other Languages	22.8%



Milltown Primary School
 (35-0555-085)
 Grades Offered: PK-04
 2018-2019

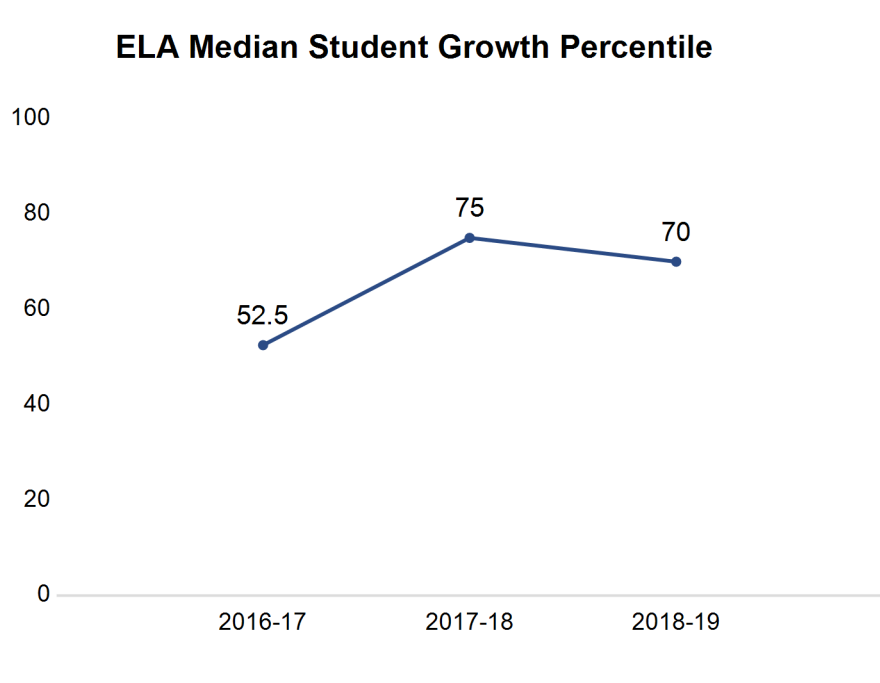
Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

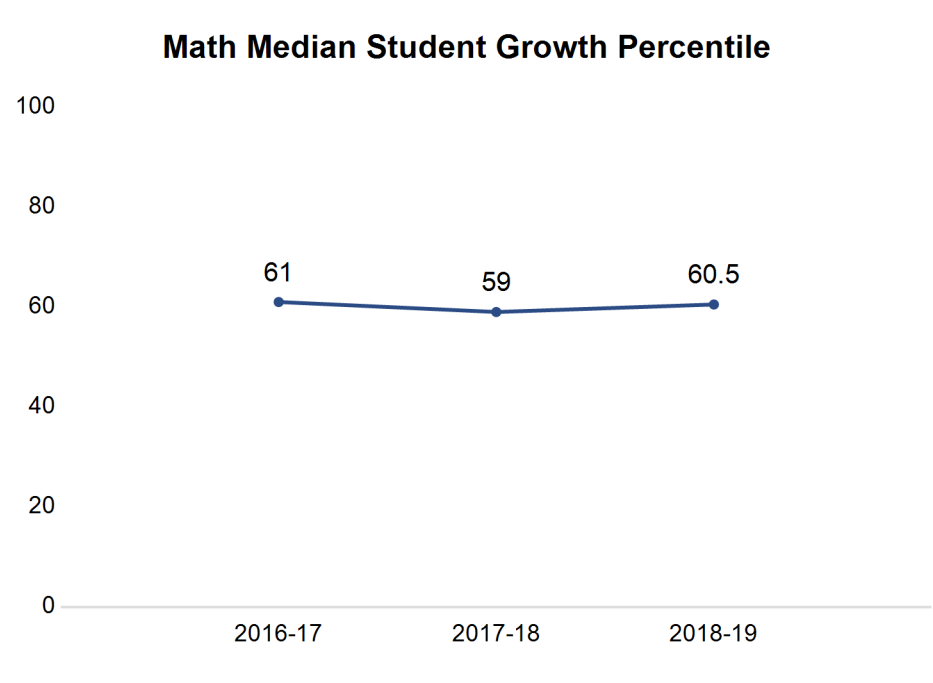
Student Growth Trends and Progress

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	52.5	75	70	61	59	60.5
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Milltown Primary School
(35-0555-085)
Grades Offered: PK-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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	70	56	50	Exceeds Standard	60.5	49	50	Exceeds Standard
White	63	55	50	**	41	45	52	**
Hispanic	*	48	49	**	*	44	47	**
Black or African American	N	43.5	45	**	N	35	43	**
Asian, Native Hawaiian, or Pacific Islander	72	65	59	Exceeds Standard	62.5	57	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	61	49	**	N	42	52	**
Female	71	58	53	N	57.5	48.5	50	N
Male	63	55	47	N	61.5	49	51	N
Economically Disadvantaged Students	*	47	48	**	*	41.5	46	**
Students with Disabilities	*	50	43	**	*	42	45	**
English Learners	*	56	52	**	*	46	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	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



Milltown Primary School
 (35-0555-085)
 Grades Offered: PK-04
 2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

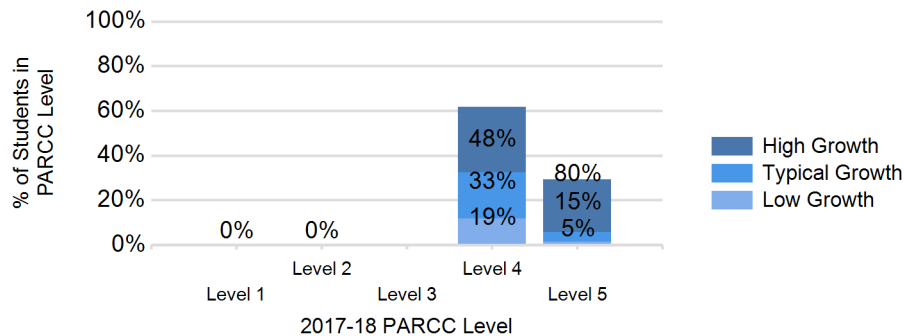
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

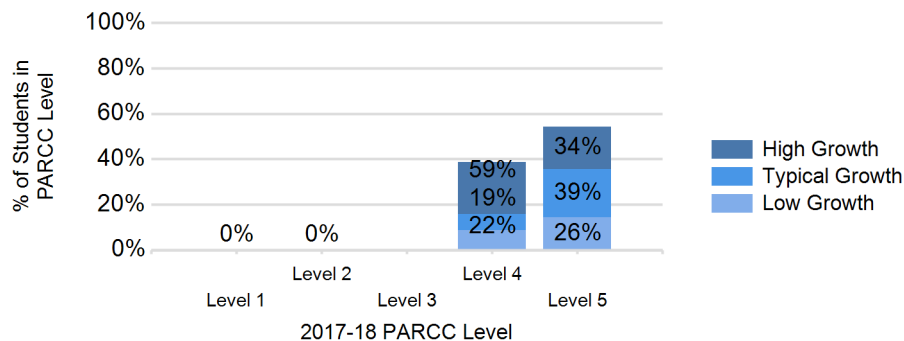
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA



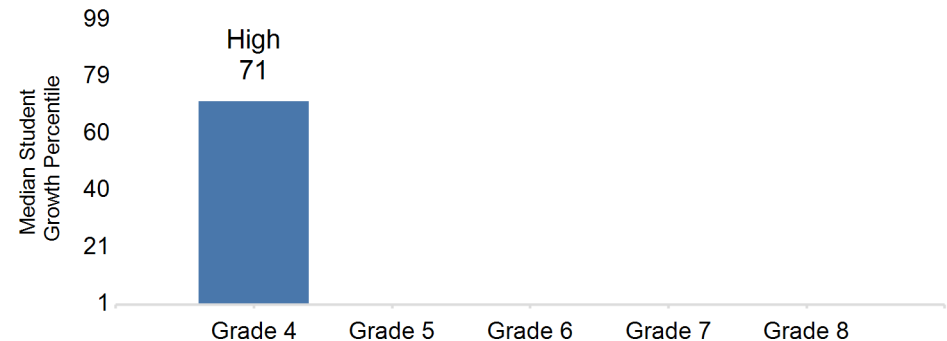
Math



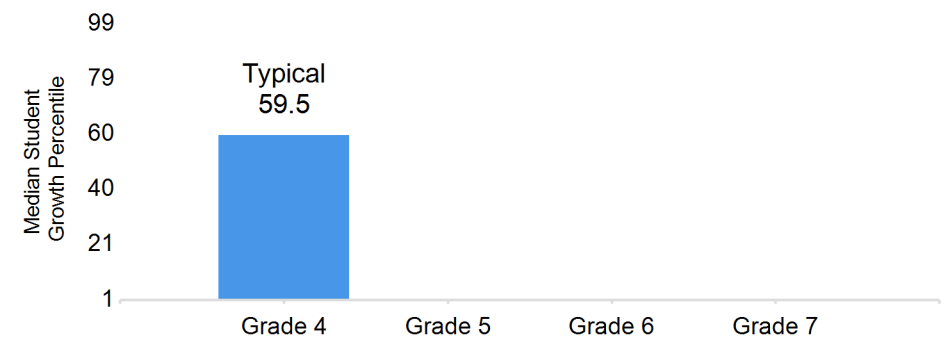
Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.

ELA



Math





Milltown Primary School
(35-0555-085)
Grades Offered: PK-04
2018-2019

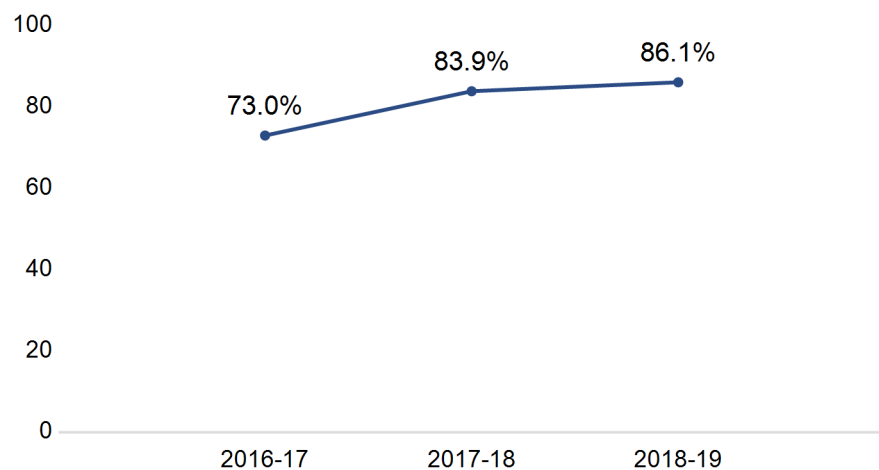
Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

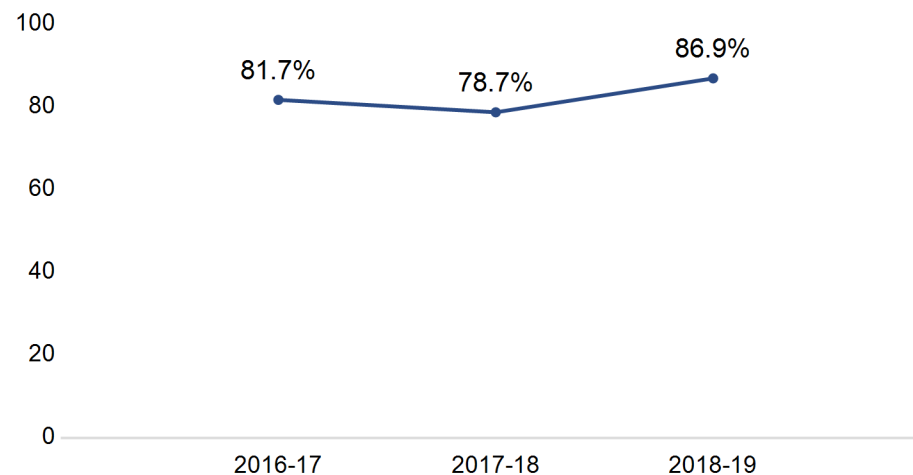
English Language Arts and Mathematics Performance Trends

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	100.0%	98.4%	100.0%	100.0%	98.5%	100.0%
Proficiency Rate for Federal Accountability	73.0%	83.9%	86.1%	81.7%	78.7%	86.9%
Annual Target	71.1%	71.5%	72.0%	72.4%	72.8%	73.2%
Met Annual Target?	Met Target	Met Goal	Met Goal	Met Goal	Met Target	Met Goal
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Milltown Primary School
(35-0555-085)
Grades Offered: PK-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	137	100.0	86.1	76.9	57.9	86.1	72	Met Goal
White	27	100.0	77.8	75.2	66.9	77.8	59.7	Met Target
Hispanic	*	*	*	*	43.9	*	**	**
Black or African American	*	*	*	52.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	104	100.0	90.4	91.1	82.9	90.4	76.9	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	62	100.0	91.9	82.1	64.8	91.9		
Male	75	100.0	81.3	72.0	51.3	81.3		
Economically Disadvantaged Students	*	*	*	52.1	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	79.4	67.9	*		
Students with Disabilities	13	100.0	61.5	36.0	22.7	61.5	**	**
Students without Disabilities	124	100.0	88.7	84.1	65.1	88.7		
English Learners	12	100.0	83.3	56.3	29.3	83.3	**	**
Non-English Learners	125	100.0	86.4	78.1	60.6	86.4		
Homeless Students	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.



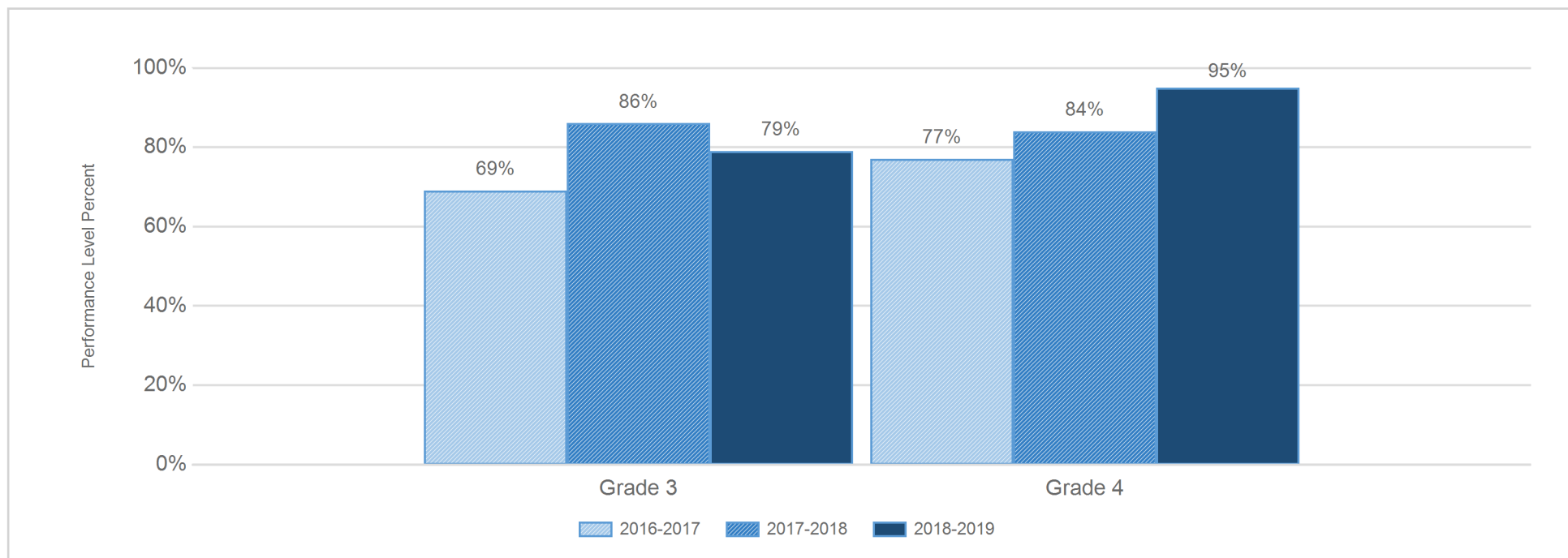
Milltown Primary School
(35-0555-085)
Grades Offered: PK-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Milltown Primary School
(35-0555-085)
Grades Offered: PK-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	774	763	748	*	*	*	60%	19%	79%	50%
White	15	771	757	757	*	*	*	*	*	73%	60%
Hispanic	*	*	739	734	*	*	*	*	*	*	36%
Black or African American	*	*	761	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	48	776	*	773	*	*	*	*	*	85%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	778	756	N	N	N	N	N	N	58%
Female	31	783	767	753	*	*	*	*	*	84%	55%
Male	36	767	759	743	*	*	*	*	*	75%	46%
Economically Disadvantaged Students	*	*	730	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	766	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	729	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	769	754	*	*	*	*	*	*	56%
English Learners	N	N	738	713	N	N	N	N	N	N	17%
Non-English Learners	67	774	764	751	*	*	*	60%	19%	79%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Milltown Primary School
(35-0555-085)
Grades Offered: PK-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	797	773	755	0%	0%	*	*	*	95%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	*	*	752	743	*	*	*	*	*	*	44%
Black or African American	N	N	752	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	57	800	791	779	0%	0%	*	*	*	96%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	774	762	N	N	N	N	N	N	64%
Female	33	805	778	760	0%	0%	*	*	*	100%	62%
Male	40	790	768	750	0%	0%	*	*	*	90%	53%
Economically Disadvantaged Students	*	*	740	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	776	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	738	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	780	761	*	*	*	*	*	*	64%
English Learners	*	*	739	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	774	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%



Milltown Primary School
(35-0555-085)
Grades Offered: PK-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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	137	100.0	86.9	61.3	44.5	86.9	73.2	Met Goal
White	27	100.0	77.8	57.4	54.1	77.8	51.8	Met Target
Hispanic	*	*	*	*	28.8	*	**	**
Black or African American	*	*	*	34.2	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	104	100.0	89.4	83.1	76.5	89.4	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	62	100.0	88.7	61.2	44.9	88.7		
Male	75	100.0	85.3	61.4	44.2	85.3		
Economically Disadvantaged Students	*	*	*	27.8	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	64.9	54.9	*		
Students with Disabilities	13	100.0	46.2	22.7	17.4	46.2	**	**
Students without Disabilities	124	100.0	91.1	68.2	50.0	91.1		
English Learners	12	100.0	75.0	47.9	25.0	75.0	**	**
Non-English Learners	125	100.0	88.0	62.2	46.5	88.0		
Homeless Students	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.



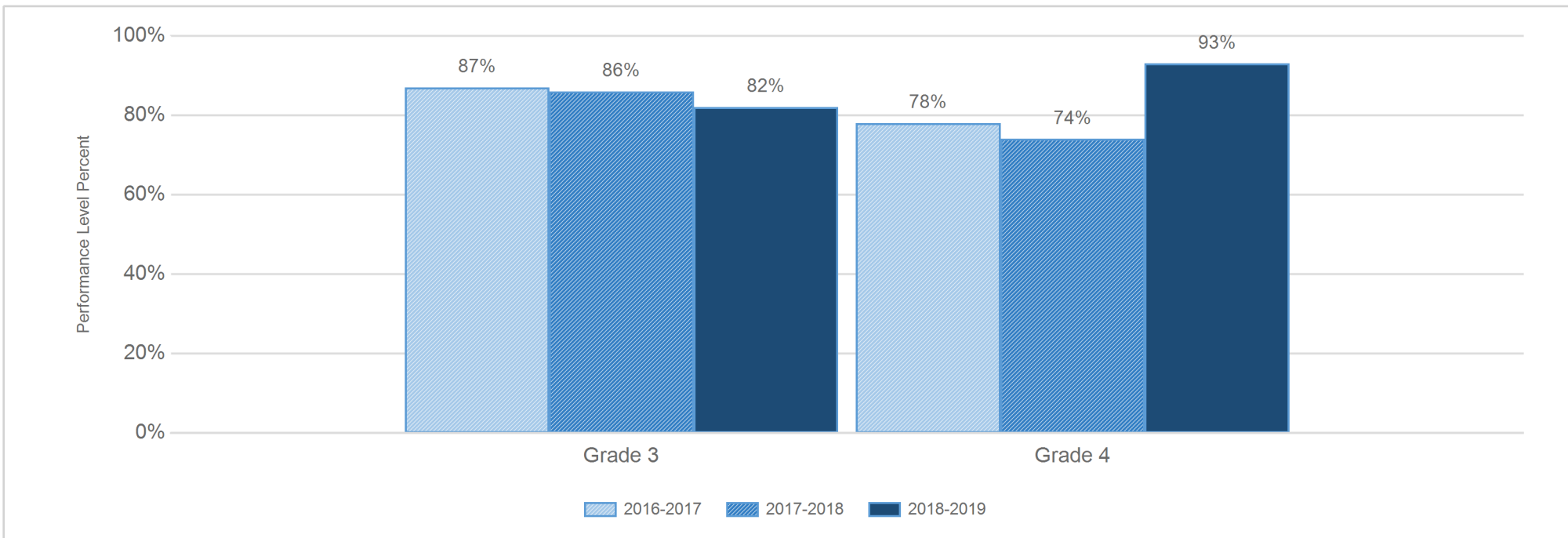
Milltown Primary School
(35-0555-085)
Grades Offered: PK-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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.



Milltown Primary School
(35-0555-085)
Grades Offered: PK-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	769	764	752	*	*	*	58%	24%	82%	55%
White	15	763	758	760	0%	*	0%	*	*	87%	66%
Hispanic	*	*	743	739	*	*	*	*	*	*	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	48	770	783	778	*	*	*	54%	27%	81%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	778	758	N	N	N	N	N	N	62%
Female	31	765	762	751	*	*	*	*	*	81%	54%
Male	36	773	766	752	*	*	*	*	*	83%	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	767	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	732	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	770	756	*	*	*	*	*	*	60%
English Learners	N	N	751	728	N	N	N	N	N	N	26%
Non-English Learners	67	769	765	754	*	*	*	58%	24%	82%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Milltown Primary School
(35-0555-085)
Grades Offered: PK-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	790	767	749	0%	*	*	58%	36%	93%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	*	*	747	737	*	*	*	*	*	*	36%
Black or African American	N	N	750	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	57	794	786	776	0%	0%	*	*	*	98%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	753	754	N	N	N	N	N	N	58%
Female	33	794	767	749	0%	*	*	*	*	97%	50%
Male	40	786	767	749	0%	*	*	*	*	90%	52%
Economically Disadvantaged Students	*	*	737	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	770	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	738	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	772	754	*	*	*	*	*	*	56%
English Learners	*	*	737	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	768	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%



Milltown Primary School
(35-0555-085)
Grades Offered: PK-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*

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	81.5%	56.6%	<u>Exceeds</u>

† 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	28	71.4%	28.6%
3-4	12	75.0%	25.0%
5 or more	*	*	*



Milltown Primary School
(35-0555-085)
Grades Offered: PK-04
2018-2019

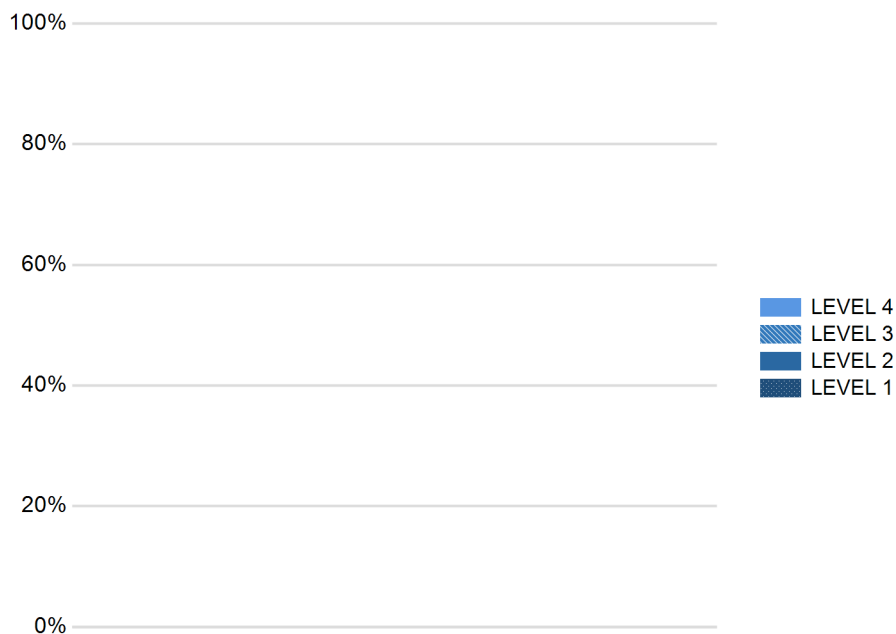
Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

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



Milltown Primary School

(35-0555-085)

Grades Offered: PK-04

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

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.

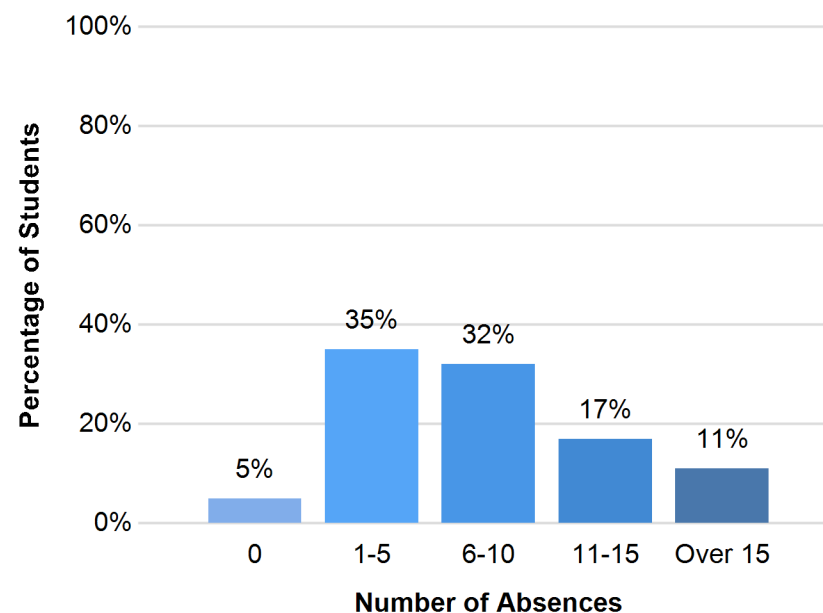
Chronic Absenteeism

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	24	7.2	9.2	Met
White	3	5.7	9.2	Met
Hispanic	2	9.5	9.2	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	18	7.3	9.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	12	7.6		
Male	12	6.8		
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	5	10.6	9.2	Not Met
English Learners	2	8.3	9.2	Met
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.





Milltown Primary School

(35-0555-085)

Grades Offered: PK-04

2018-2019

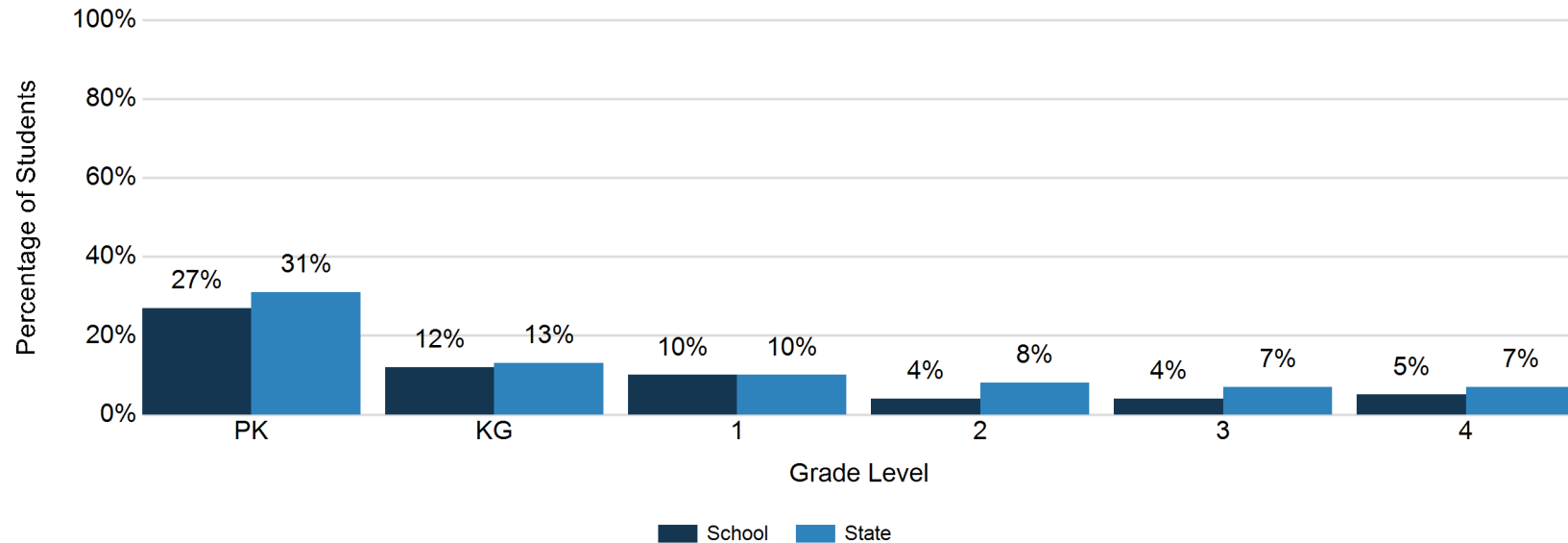
Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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.





Milltown Primary School

(35-0555-085)

Grades Offered: PK-04

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.22

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	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

**Milltown Primary School**

(35-0555-085)

Grades Offered: PK-04

2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:35 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



Milltown Primary School
(35-0555-085)
Grades Offered: PK-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	43	118,214
Average years experience in public schools	10.3	12.1
Average years experience in district	10.2	10.8
Percentage of Teachers with 4 or more years experience in the district	79.1%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,530
Average years experience in public schools	12.0	16.0
Average years experience in district	11.5	12.0
Percentage of Administrators with 4 or more years experience in the district	76.1%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	230:1	185:1
Teachers to Administrators	22:1	17:1
Students to Librarians/Media Specialists		852:1
Students to Nurses		609:1
Students to Counselors		304:1
Students to Child Study Team Members		258:1



Milltown Primary School
(35-0555-085)
Grades Offered: PK-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	43.7%	93.0%	50.0%	48.4%	77.1%	54.9%
Male	56.3%	7.0%	50.0%	51.6%	22.9%	45.1%
White	19.8%	86.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	10.4%	7.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.1%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	65.4%	7.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.0%	0.0%	0.0%	2.1%	0.2%	0.2%



Milltown Primary School
(35-0555-085)
Grades Offered: PK-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.1%	90.5%
2017-18 Administrators: Same district 2018-19	95.5%	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	94.9%



Milltown Primary School

(35-0555-085)

Grades Offered: PK-04

2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

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.



Milltown Primary School
(35-0555-085)
Grades Offered: PK-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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.



Milltown Primary School
(35-0555-085)
Grades Offered: PK-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	73.0%	83.9%	86.1%
Math Proficiency	81.7%	78.7%	86.9%
ELA Growth	52	75	70
Math Growth	61	59	60
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		55.6%	81.5%
Chronic Absenteeism	7.7%	8.6%	7.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Milltown Primary School

(35-0555-085)

Grades Offered: PK-04

2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

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.



Milltown Primary School
(35-0555-085)
Grades Offered: PK-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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 Goal	Exceeds Standard	Exceeds Standard	Exceeds Target	Met	No
White	Met Target	Met Target	**	**	n/a	Met	No
Hispanic	**	**	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	**	No
Students with Disabilities	**	**	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



Milltown Primary School

(35-0555-085)

Grades Offered: PK-04

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

School 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:

- STEAM projects infused throughout the year, connected to school goal (problem solving) and all content areas.
- Mindfulness Author Visit/Assembly (Kira Wiley)
- Environmental projects to beautify our school and utilize our outdoor classroom.



Mission, Vision, Theme:

The mission of the Bridgewater-Raritan Regional School District is: We will teach them One and All; Young to Old and Big to Small; Inspire, engage and educate; Improve our world and make it great; Challenge All to grow, exceed; So one day They will take the lead. For more information, visit our website at: <https://www.brrsd.org/community/strategic-planning>



Milltown Primary School

(35-0555-085)

Grades Offered: PK-04

2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

School 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.



Courses, Curriculum, Instruction:

The BRRSD offers our students the opportunity to develop their mastery of the NJSLs. Individual growth is supported by exceptional staff, deep and interconnected curriculum, cutting-edge methods, and a variety of resources. Students imagine, invent, question and discover in safe and supportive spaces. Within our K-12 continuum, Milltown Primary School focuses on developing the early foundational skills needed to succeed as students mature. Access our curricula here: <https://brrsdk12-public.rubiconatlas.org/Atlas/Public/View/Default>



Clubs and Activities:

As an extension to our academic programs, Milltown School offers Mini Courses after school as a way of offer other learning experiences for children.



Milltown Primary School
 (35-0555-085)
 Grades Offered: PK-04
 2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

School 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.



Before and After School Programs:

Each school in BRRSD offers programs before and after school. Some are consistent by level and others unique to a school. For more information on the programs at Milltown, please visit our website at: <https://www.brrsd.org/parents>



Milltown Primary School

(35-0555-085)

Grades Offered: PK-04




2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

School 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>Student Supports and Services:</p>	<p>As our mission statement says, "We will teach them, One and All." BRRSD recognizes that each student learns differently and as such each school offers a complete system of supports for students and all of their unique needs. For more information, please see our website at: https://www.brrsd.org/departments/school-counseling</p>
 <p>Student Health and Wellness:</p>	<p>BRRSD's strategic work is grounded upon six critical areas. One of these six is Health and Wellness. We currently support students in this area with comprehensive instructional and guidance programs; however, we are also working with our community to develop even more opportunities for students to grow and find support. For more information, visit our website at: https://www.brrsd.org/departments/school-counseling/health-and-wellness</p>
 <p>Parent and Community Involvement:</p>	<p>The mission statement of the BRRSD opens with one word: "We." BRRSD believes that to truly help children grow, we need to involve every aspect of our dynamic community. Each school offers multiple opportunities for parents and community members to get involved. For more information about opportunities here at Milltown School, visit our website at: https://mi.brrsd.org/parent-resources</p>



Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Somerset
District	Bridgewater-Raritan Regional School District
Principal Name	Mr. George Rauh
Address	360 Van Holten Road Bridgewater, NJ 08807
Phone Number	908-231-1220
Email Address	grauh@brrsd.org
Website	https://vh.brrsd.org



Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	69	44	52
1	89	93	66
2	82	89	91
3	98	86	82
4	102	106	83
Total	440	418	374

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.1%	50.7%	49.2%
Male	50.9%	49.3%	50.8%
Economically Disadvantaged Students	3.4%	2.9%	3.2%
Students with Disabilities	19.5%	15.8%	14.7%
English Learners	0.9%	0.7%	0.5%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.2%	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	69.5%	66.5%	66.3%
Hispanic	6.6%	8.9%	10.4%
Black or African American	2.3%	1.4%	1.9%
Asian	18.4%	17.9%	16.8%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.5%
Two or More Races	2.7%	5.3%	4.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	55	42	51
KG - Full Day	14	2	1

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%
Chinese	1.9%
Other Languages	7.2%



Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

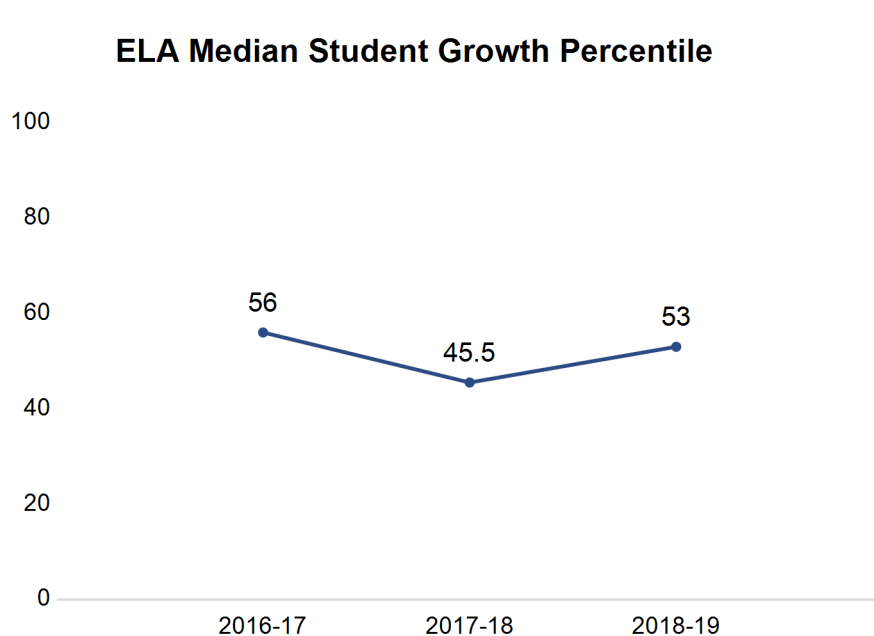
Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

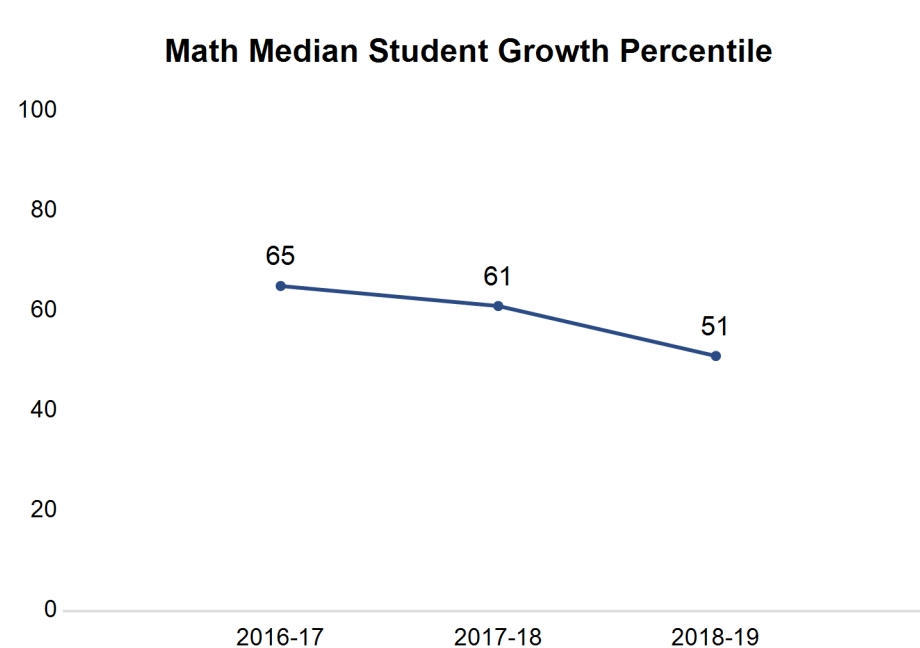
Student Growth Trends and Progress

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	56	45.5	53	65	61	51
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	53	56	50	Met Standard	51	49	50	Met Standard
White	48	55	50	Met Standard	46	45	52	Met Standard
Hispanic	*	48	49	**	*	44	47	**
Black or African American	*	43.5	45	**	*	35	43	**
Asian, Native Hawaiian, or Pacific Islander	65	65	59	**	61.5	57	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	61	49	**	*	42	52	**
Female	58.5	58	53	N	40.5	48.5	50	N
Male	50	55	47	N	53	49	51	N
Economically Disadvantaged Students	*	47	48	**	*	41.5	46	**
Students with Disabilities	51	50	43	**	20	42	45	**
English Learners	*	56	52	**	*	46	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	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



Van Holten Primary School
 (35-0555-105)
 Grades Offered: KG-04
 2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

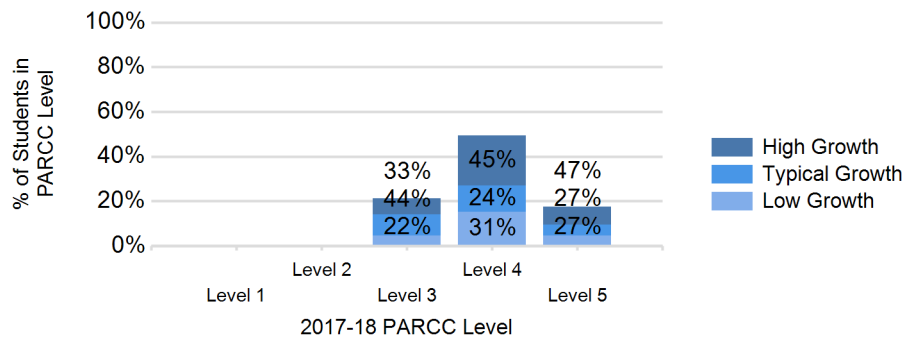
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

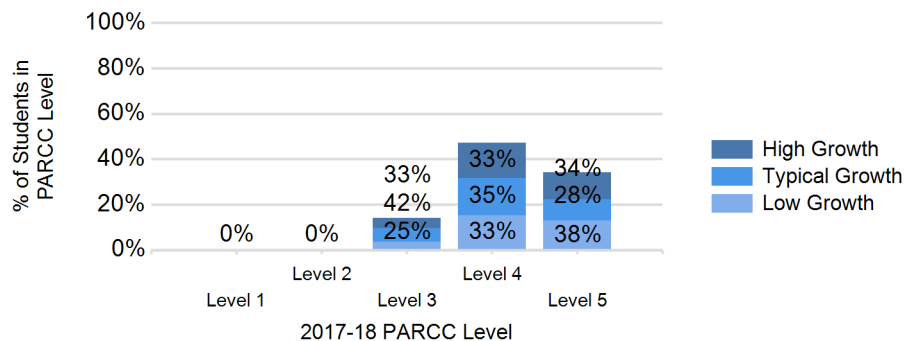
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA



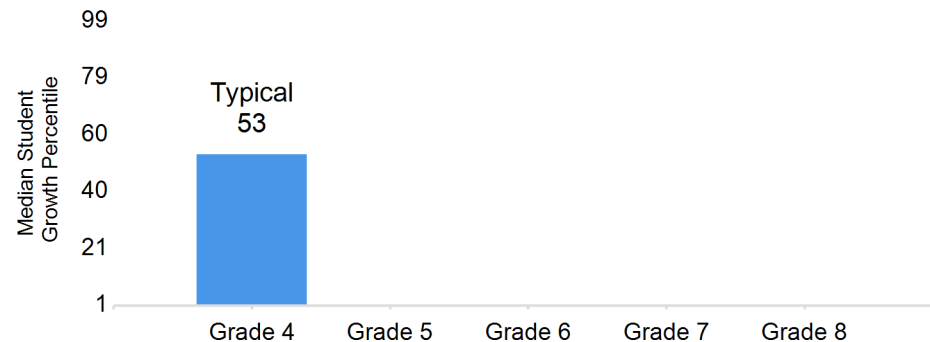
Math



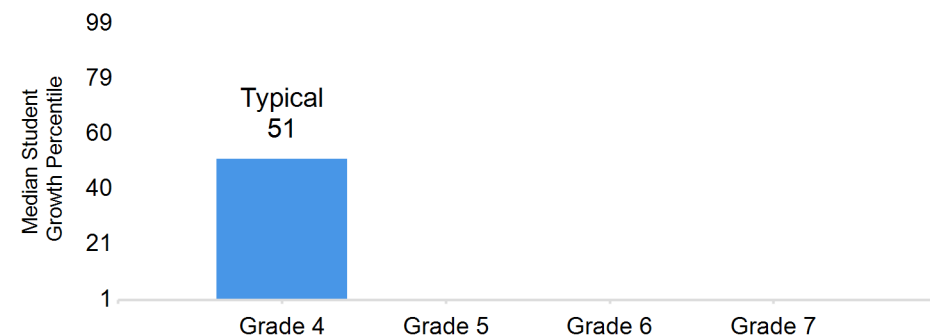
Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.

ELA



Math





Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

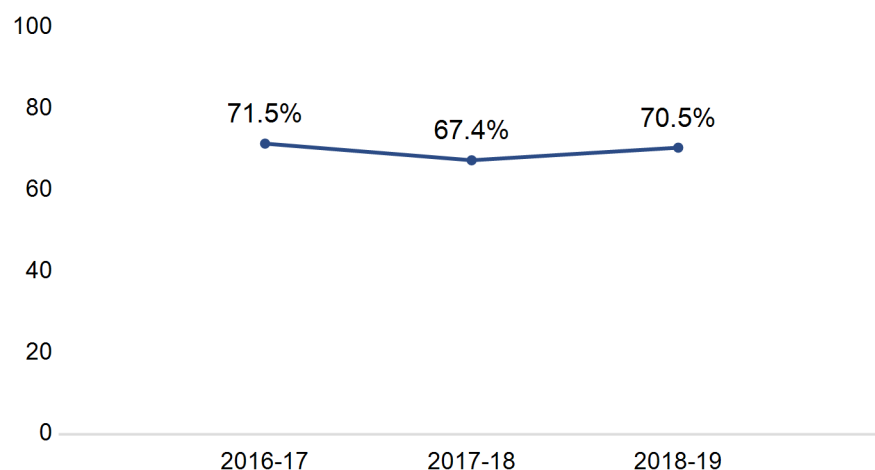
Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

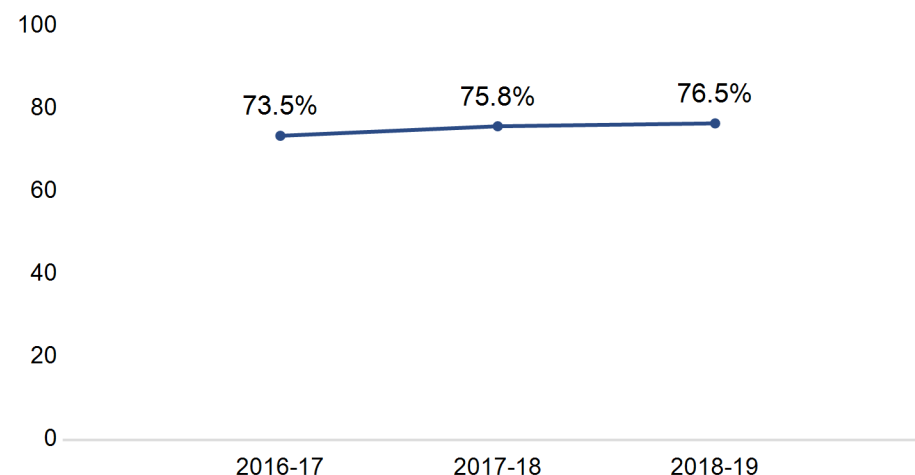
English Language Arts and Mathematics Performance Trends

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	100.0%	99.5%	99.4%	100.0%	99.5%	99.4%
Proficiency Rate for Federal Accountability	71.5%	67.4%	70.5%	73.5%	75.8%	76.5%
Annual Target	61.8%	62.7%	63.7%	76.1%	76.3%	76.5%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	166	99.4	70.5	76.9	57.9	70.5	63.7	Met Target
White	120	99.2	64.2	75.2	66.9	64.2	64.1	Met Target
Hispanic	11	100.0	90.9	*	43.9	90.9	**	**
Black or African American	*	*	*	52.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	29	100.0	86.2	91.1	82.9	86.2	75.1	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	76	98.7	69.7	82.1	64.8	69.7		
Male	90	100.0	71.1	72.0	51.3	71.1		
Economically Disadvantaged Students	*	*	*	52.1	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	79.4	67.9	*		
Students with Disabilities	17	100.0	35.3	36.0	22.7	35.3	**	**
Students without Disabilities	149	99.3	74.5	84.1	65.1	74.5		
English Learners	*	*	*	56.3	29.3	*	**	**
Non-English Learners	*	*	*	78.1	60.6	*		
Homeless Students	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.



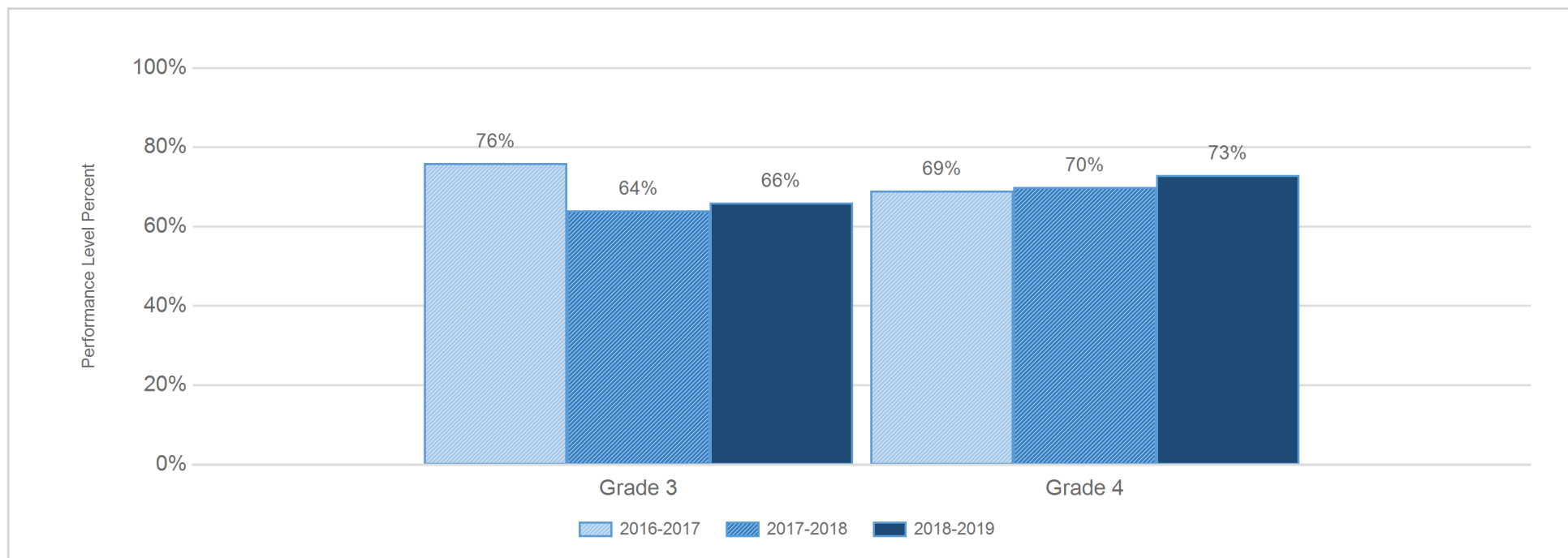
Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	758	763	748	*	*	21%	*	*	66%	50%
White	62	756	757	757	*	*	23%	*	*	63%	60%
Hispanic	*	*	739	734	*	*	*	*	*	*	36%
Black or African American	*	*	761	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	13	764	*	773	*	0%	*	*	*	69%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	778	756	*	*	*	*	*	*	58%
Female	37	754	767	753	*	*	*	*	*	59%	55%
Male	45	761	759	743	*	*	*	*	*	71%	46%
Economically Disadvantaged Students	*	*	730	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	766	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	729	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	769	754	*	*	*	*	*	*	56%
English Learners	*	*	738	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	764	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	771	773	755	*	*	17%	45%	28%	73%	57%
White	59	762	*	763	*	*	24%	44%	20%	64%	67%
Hispanic	*	*	752	743	*	*	*	*	*	*	44%
Black or African American	*	*	752	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	17	792	791	779	0%	0%	*	*	*	94%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	774	762	*	*	*	*	*	*	64%
Female	41	775	778	760	*	*	*	44%	32%	76%	62%
Male	45	766	768	750	*	*	*	47%	24%	71%	53%
Economically Disadvantaged Students	*	*	740	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	776	765	*	*	*	*	*	*	69%
Students with Disabilities	10	722	738	725	*	*	*	*	*	20%	25%
Students without Disabilities	76	777	780	761	*	*	*	*	*	80%	64%
English Learners	*	*	739	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	774	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%



Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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	166	99.4	76.5	61.3	44.5	76.5	76.5	Met Target
White	120	99.2	74.2	57.4	54.1	74.2	75.6	Met Target†
Hispanic	11	100.0	63.6	*	28.8	63.6	**	**
Black or African American	*	*	*	34.2	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	29	100.0	89.7	83.1	76.5	89.7	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	76	98.7	68.4	61.2	44.9	68.4		
Male	90	100.0	83.3	61.4	44.2	83.3		
Economically Disadvantaged Students	*	*	*	27.8	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	64.9	54.9	*		
Students with Disabilities	17	100.0	47.1	22.7	17.4	47.1	**	**
Students without Disabilities	149	99.3	79.9	68.2	50.0	79.9		
English Learners	*	*	*	47.9	25.0	*	**	**
Non-English Learners	*	*	*	62.2	46.5	*		
Homeless Students	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.



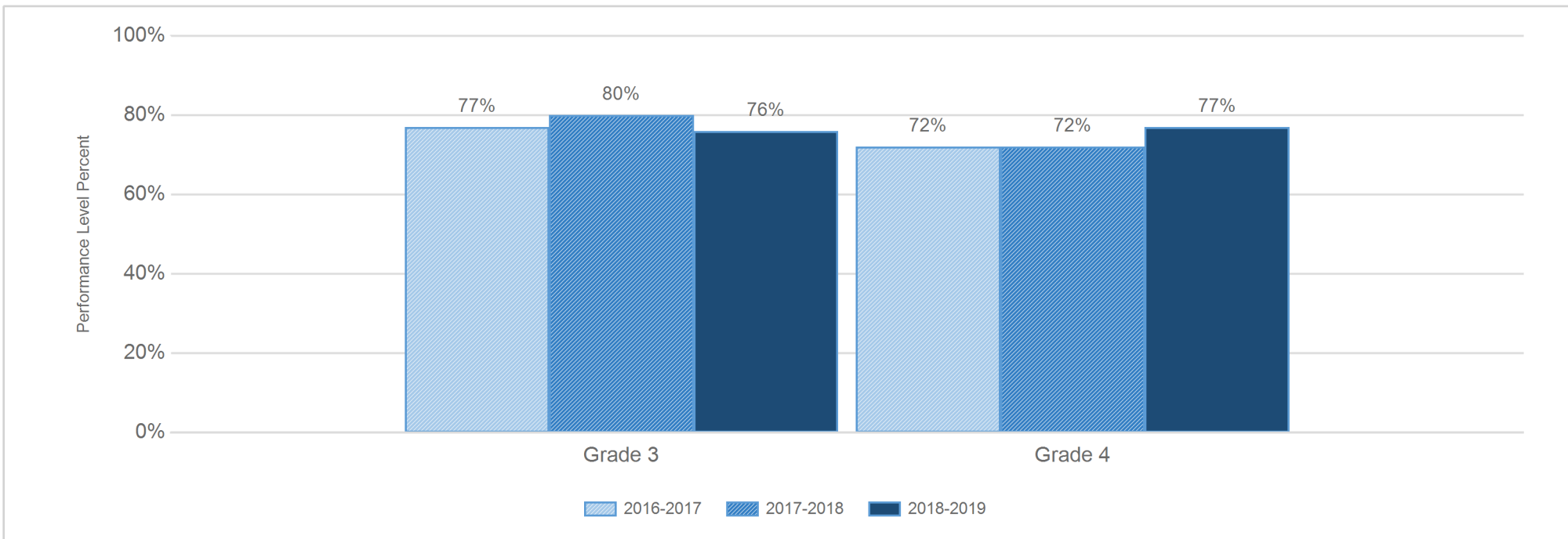
Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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.



Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	763	764	752	*	*	17%	61%	15%	76%	55%
White	62	760	758	760	*	*	21%	*	*	73%	66%
Hispanic	*	*	743	739	*	*	*	*	*	*	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	13	781	783	778	0%	*	*	*	*	85%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	778	758	*	*	*	*	*	*	62%
Female	37	756	762	751	*	*	*	*	*	68%	54%
Male	45	769	766	752	*	*	*	*	*	82%	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	767	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	732	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	770	756	*	*	*	*	*	*	60%
English Learners	*	*	751	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	765	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	766	767	749	*	*	17%	64%	13%	77%	51%
White	59	762	*	757	*	*	17%	*	*	75%	62%
Hispanic	*	*	747	737	*	*	*	*	*	*	36%
Black or African American	*	*	750	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	17	778	786	776	0%	0%	*	*	*	94%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	753	754	*	*	*	*	*	*	58%
Female	41	759	767	749	*	*	*	*	*	68%	50%
Male	45	772	767	749	*	*	*	*	*	84%	52%
Economically Disadvantaged Students	*	*	737	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	770	759	*	*	*	*	*	*	63%
Students with Disabilities	10	724	738	726	*	*	*	*	*	40%	25%
Students without Disabilities	76	771	772	754	*	*	*	*	*	82%	56%
English Learners	*	*	737	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	768	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%



Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	*	*	*
5 or more	N	N	N



Van Holten Primary School
 (35-0555-105)
 Grades Offered: KG-04
 2018-2019

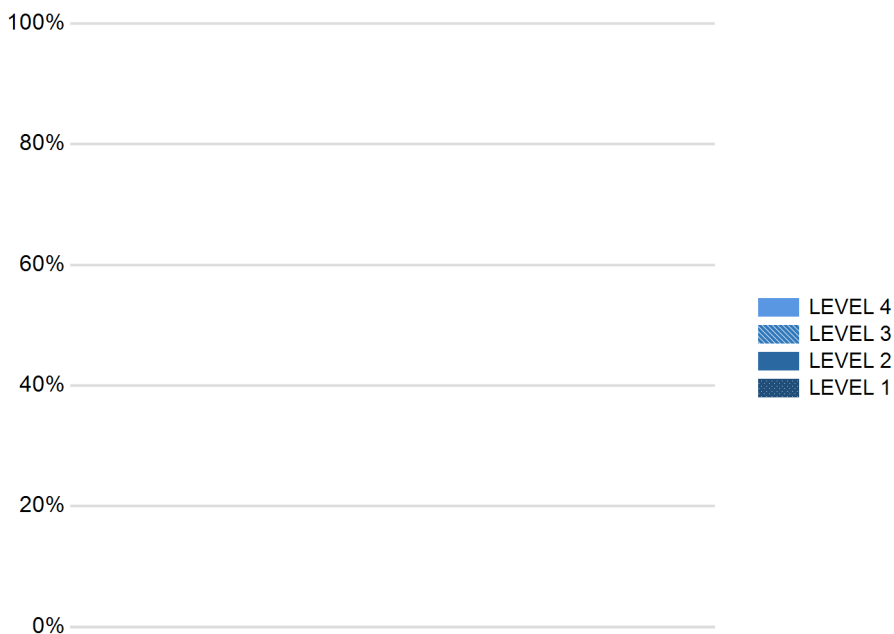
Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

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
---------------	-----------	-----------	-----------	-----------



Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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.

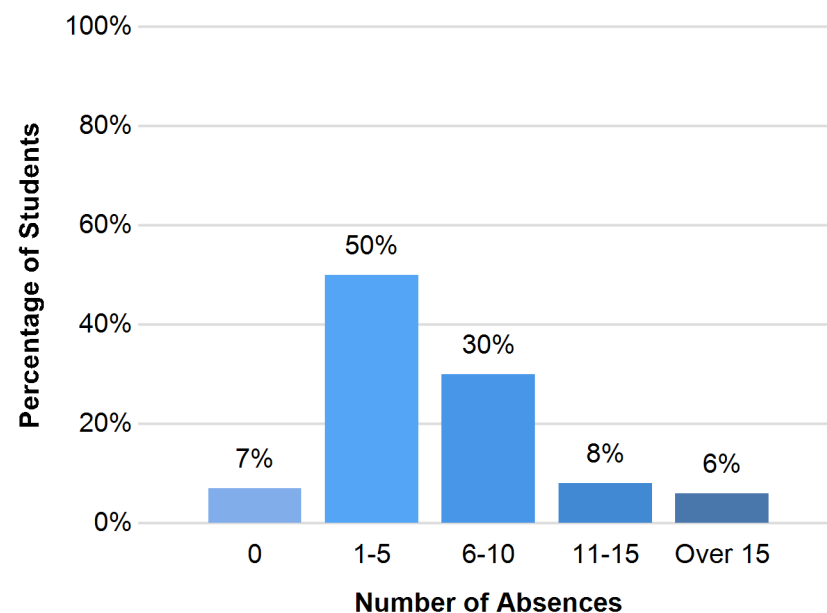
Chronic Absenteeism

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	16	4.3	9.2	Met
White	8	3.2	9.2	Met
Hispanic	1	2.9	9.2	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	5	7.8	9.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	14.3	**	**
Female	9	4.9		
Male	7	3.8		
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	3	6.8	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.





Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

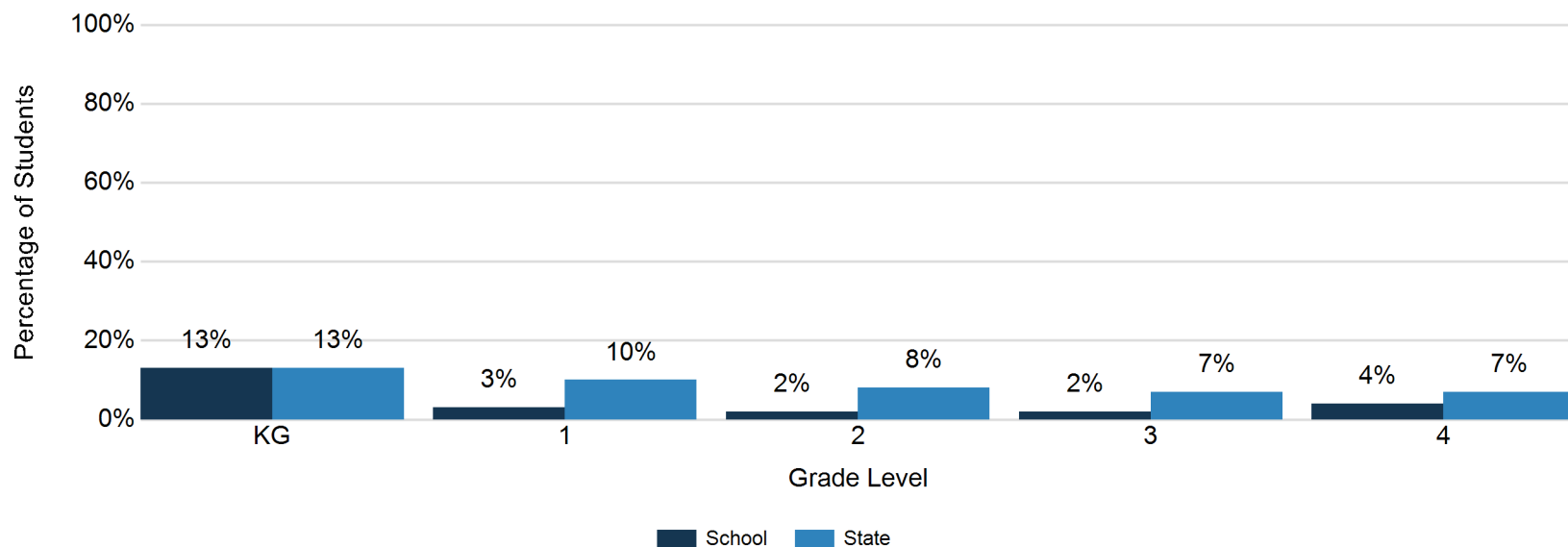
Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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.





Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA*, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	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



Van Holten Primary School

(35-0555-105)

Grades Offered: KG-04

2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:35 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 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



Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	40	118,214
Average years experience in public schools	13.9	12.1
Average years experience in district	13.9	10.8
Percentage of Teachers with 4 or more years experience in the district	87.5%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,530
Average years experience in public schools	12.0	16.0
Average years experience in district	11.5	12.0
Percentage of Administrators with 4 or more years experience in the district	76.1%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	11:1
Students to Administrators	374:1	185:1
Teachers to Administrators	40:1	17:1
Students to Librarians/Media Specialists		852:1
Students to Nurses		609:1
Students to Counselors		304:1
Students to Child Study Team Members		258:1



Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.2%	82.5%	0.0%	48.4%	77.1%	54.9%
Male	50.8%	17.5%	100.0%	51.6%	22.9%	45.1%
White	66.3%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	10.4%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	16.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.5%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.0%	0.0%	0.0%	2.1%	0.2%	0.2%



Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.1%	90.5%
2017-18 Administrators: Same district 2018-19	95.5%	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	92.0%



Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

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.



Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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.



Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	71.5%	67.4%	70.5%
Math Proficiency	73.5%	75.8%	76.5%
ELA Growth	56	46	53
Math Growth	65	61	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	2.7%	2.9%	4.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Van Holten Primary School

(35-0555-105)

Grades Offered: KG-04

2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

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.



Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Met Standard	**	Met	No
White	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	**	No
Students with Disabilities	**	**	**	**	n/a	Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

School 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:

- All students participated in our Kindness Tree project. Students worked with family members to identify acts of kindness that were displayed on the leaves of our school tree.
- First grade students explored the solar system through a Star Lab in-school field trip and “Family Telescope Night”.
- Second grade students participated in “Meet the Expert Day”. Students wrote a non-fiction book about a researched animal. They shared information and answered questions with family and other students.



Mission, Vision, Theme:

The mission of the Bridgewater-Raritan Regional School District is: We will teach them One and All; Young to Old and Big to Small; Inspire, engage and educate; Improve our world and make it great; Challenge All to grow, exceed; So one day They will take the lead. For more information, visit our website at: <https://www.brrsd.org/community/strategic-planning>



Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

School 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.



Courses, Curriculum, Instruction:

The BRRSD offers our students the opportunity to develop their mastery of the NJSLs. Individual growth is supported by exceptional staff, deep and interconnected curriculum, cutting-edge methods, and a variety of resources. Students imagine, invent, question and discover in safe and supportive spaces. Within our K-12 continuum, Van Holten Primary School focuses on developing the early foundational skills needed to succeed as students mature. Access our curricula here: <https://brrsdk12-public.rubiconatlas.org/Atlas/Public/View/Default>



Clubs and Activities:

As an extension to our academic programs Van Holten offers after school enrichment activities that are academic and physical education based through our PTO. Examples include Lego/Robotics, Ball and Tag Games, Toss Up Thursday and Capture the Flag.



Van Holten Primary School
 (35-0555-105)
 Grades Offered: KG-04
 2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

School 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.



Before and After School Programs:

Each school in BRRSD offers programs before and after school. Some are consistent by level and others unique to a school. For more information on the programs at Van Holten Primary School, please visit our website at: <https://www.brrsd.org/parents>






Van Holten Primary School
(35-0555-105)
Grades Offered: KG-04
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

School 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>Student Supports and Services:</p>	<p>As our mission statement says, "We will teach them, One and All." BRRSD recognizes that each student learns differently and as such each school offers a complete system of supports for students and all of their unique needs. For more information, please see our website at: https://www.brrsd.org/departments/school-counseling</p>
 <p>Student Health and Wellness:</p>	<p>BRRSD's strategic work is grounded upon six critical areas. One of these six is Health and Wellness. We currently support students in this area with comprehensive instructional and guidance programs; however, we are also working with our community to develop even more opportunities for students to grow and find support. For more information, visit our website at: https://www.brrsd.org/departments/school-counseling/health-and-wellness</p>
 <p>Parent and Community Involvement:</p>	<p>The mission statement of the BRRSD opens with one word: "We." BRRSD believes that to truly help children grow, we need to involve every aspect of our dynamic community. Each school offers multiple opportunities for parents and community members to get involved. For more information about opportunities here at Van Holten Primary School, visit our website at: https://vh.brrsd.org/parent-resources</p>