NJ SCHOOL PERFORMANCE REPORT

JEFFERSON SCHOOL
(03-2860-080)
Grades Offered: 04-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	LYNDHURST TWP
Principal Name	MR. VASTOLA
Address	336 LAKE AVE. LYNDHURST, NJ 07071-1416
Phone Number	(201)896-2065
Email Address	JOE_VASTOLA@LYNDHURST.K12.NJ.US
Website	http://www.lyndhurstschools.net/4/Home
Twitter	https://twitter.com/07071jefferson

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
4	52	45	51
5	57	55	46
6	60	62	59
7	53	59	59
8	54	56	59
Total	276	277	274

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	47.8%	47.7%	49.3%
Male	52.2%	52.3%	50.7%
Economically Disadvantaged Students	20.3%	27.4%	28.5%
Students with Disabilities	19.6%	20.9%	17.2%
English Learners	1.8%	2.5%	4.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.7%	0.7%
Military-Connected Students		0.0%	0.0%
Migrant Students		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	2015-16	2016-17	2017-18
White	60.1%	59.9%	55.8%
Hispanic	32.6%	31.0%	33.2%
Black or African American	2.9%	2.5%	3.6%
Asian	4.0%	5.4%	5.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.4%	1.1%	2.2%

Enrollment by Home Language

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

Home Language	% of Students
English	90.9%
Spanish	5.1%
Other Languages	4.0%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (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/Literacy (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	74	61	50	Exceeds Standard	64	62	50	Exceeds Standard
White	75	62	50	Exceeds Standard	66.5	63.5	51	Exceeds Standard
Hispanic	74	59	49	Exceeds Standard	59	60	48	Met Standard
Black or African American	73	58	44	**	55	65	44	**
Asian, Native Hawaiian, or Pacific Islander	51	48	61	**	*	64	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	66	49	**	*	52	51	**
Economically Disadvantaged	71	66.5	48	Exceeds Standard	60	62.5	47	Exceeds Standard
Students with Disabilities	65	49	41	Exceeds Standard	40	41	43	Met Standard
English Learners	*	78.5	54	**	*	68	51	**

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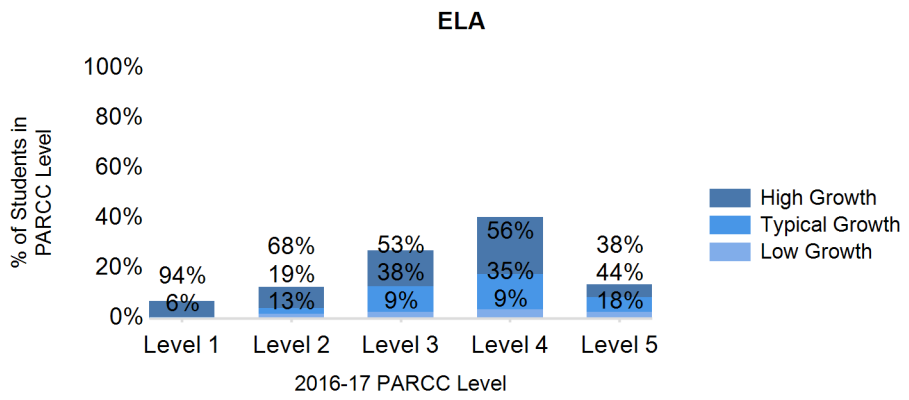
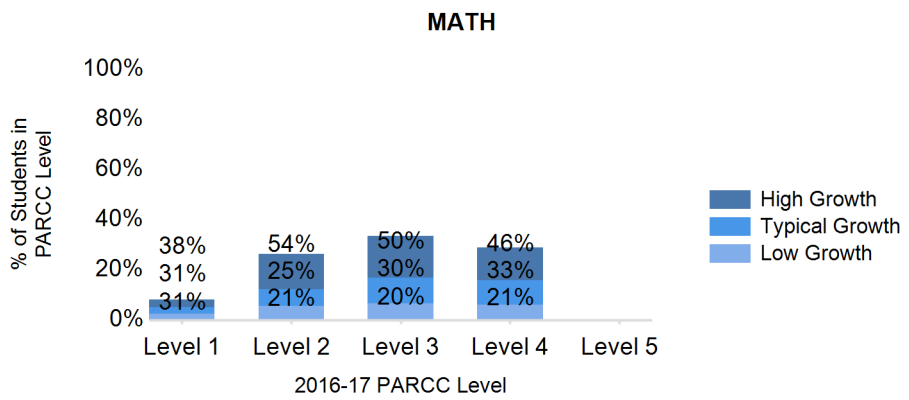
Student Growth by Performance Level

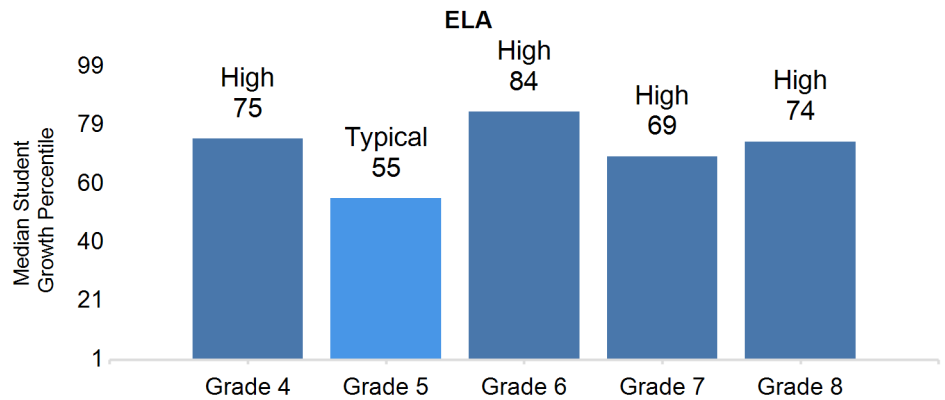
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

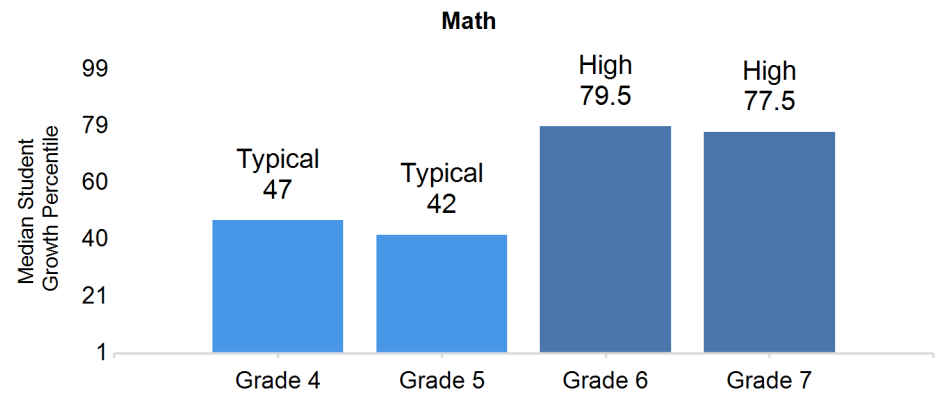




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. 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	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	277	98.9	69.7	65.5	56.7	69.7	57.4	Met Target
White	160	100.0	74.4	69.2	65.6	74.4	59	Met Target
Hispanic	87	96.7	59.8	58.7	42.5	59.8	54.2	Met Target
Black or African American	*	*	*	58.7	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	73.4	73.8	82.3	73.4	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	72.7	63.4	*	**	**
Female	135	100.0	76.3	75.3	64.5	76.3		
Male	142	98.0	63.3	55.3	49.4	63.3		
Economically Disadvantaged Students	72	98.6	57.0	53.7	38.5	57.0	55.6	Met Target
Non-Economically Disadvantaged Students	205	99.0	74.1	68.5	67.5	74.1		
Students with Disabilities	56	98.2	30.4	26.1	21.6	30.4	24.4	Met Target
Students without Disabilities	221	99.1	79.6	72.8	63.9	79.6		
English Learners	17	94.4	23.5	32.3	27.3	23.5	**	**
Non-English Learners	260	99.2	72.7	67.2	59.4	72.7		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	773	767	756	*	*	*	46%	31%	77%	58%
White	25	769	766	764	*	*	*	*	*	76%	68%
Hispanic	18	782	769	744	0%	0%	*	*	*	83%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	27	780	773	762	*	*	*	*	*	85%	63%
Male	25	767	762	751	*	*	*	*	*	68%	53%
Economically Disadvantaged Students	15	770	762	740	*	*	*	*	*	73%	40%
Non-Economically Disadvantaged Students	37	775	769	767	*	*	*	*	*	78%	70%
Students with Disabilities	*	*	733	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	773	762	*	*	*	*	*	*	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	52	773	767	759	*	*	*	46%	31%	77%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	757	764	755	*	*	27%	*	*	60%	58%
White	23	766	769	763	0%	*	*	*	*	74%	68%
Hispanic	16	742	754	743	*	*	*	*	*	31%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	23	762	772	762	*	*	*	*	*	70%	66%
Male	22	751	755	749	*	*	*	*	*	50%	51%
Economically Disadvantaged Students	11	731	754	739	*	*	*	*	*	27%	39%
Non-Economically Disadvantaged Students	34	765	766	766	*	*	*	*	*	71%	71%
Students with Disabilities	*	*	734	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	769	762	*	*	*	*	*	*	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	756	757	754	*	*	19%	*	*	60%	56%
White	34	765	761	761	*	*	*	*	*	74%	66%
Hispanic	19	737	749	742	*	*	*	*	*	37%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	*	761	N	N	N	N	N	N	64%
Female	29	757	766	761	*	*	*	*	*	59%	64%
Male	29	755	746	748	*	*	*	*	*	62%	48%
Economically Disadvantaged Students	13	737	743	739	*	*	*	*	*	38%	37%
Non-Economically Disadvantaged Students	45	761	760	764	*	*	*	*	*	67%	68%
Students with Disabilities	*	*	728	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	762	760	*	*	*	*	*	*	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	772	770	760	*	0%	*	57%	29%	86%	63%
White	37	774	772	768	*	0%	*	57%	30%	86%	72%
Hispanic	15	763	763	746	*	0%	*	*	*	87%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	*	767	N	N	N	N	N	N	68%
Female	23	777	779	769	*	0%	*	*	*	96%	72%
Male	33	768	761	752	*	0%	*	*	*	79%	54%
Economically Disadvantaged Students	10	768	*	742	*	0%	*	*	*	80%	44%
Non-Economically Disadvantaged Students	46	773	*	771	*	0%	*	*	*	87%	73%
Students with Disabilities	*	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	768	*	*	*	*	*	*	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	769	766	759	0%	*	*	41%	27%	68%	60%
White	34	770	771	767	0%	*	*	*	*	68%	70%
Hispanic	19	762	756	744	0%	*	*	*	*	63%	45%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	29	773	772	768	0%	*	*	*	*	79%	69%
Male	30	765	759	751	0%	*	*	*	*	57%	52%
Economically Disadvantaged Students	19	770	*	740	0%	*	*	*	*	68%	42%
Non-Economically Disadvantaged Students	40	769	*	769	0%	*	*	*	*	68%	71%
Students with Disabilities	14	740	*	719	0%	*	*	*	*	21%	19%
Students without Disabilities	45	778	*	766	0%	*	*	*	*	82%	68%
English Learners	N	N	*	703	N	N	N	N	N	N	*
Non-English Learners	59	769	*	761	0%	*	*	41%	27%	68%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	*	718	N	N	N	N	N	N	21%

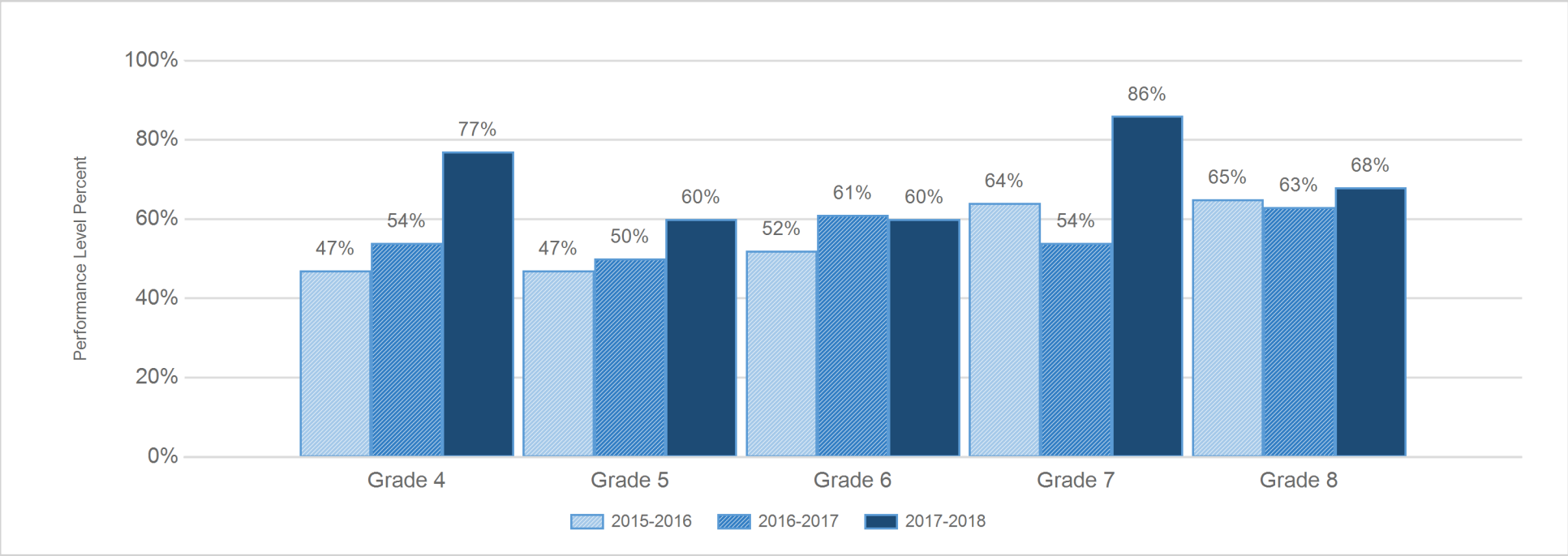
NJ SCHOOL PERFORMANCE REPORT

JEFFERSON SCHOOL
(03-2860-080)
Grades Offered: 04-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** 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/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



NJ SCHOOL PERFORMANCE REPORT

JEFFERSON SCHOOL
(03-2860-080)
Grades Offered: 04-08
2017-2018

Report Key:
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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. 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	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	277	99.3	36.4	41.5	45.0	36.4	38.9	Met Target†
White	160	100.0	41.3	45.1	54.1	41.3	41.8	Met Target†
Hispanic	87	97.8	25.3	33.7	29.2	25.3	31	Met Target†
Black or African American	*	*	*	29.5	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	60.0	66.7	77.0	60.0	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	50.0	53.0	*	**	**
Female	135	100.0	31.1	41.0	46.0	31.1		
Male	142	98.6	41.5	42.0	43.9	41.5		
Economically Disadvantaged Students	72	98.6	25.0	30.0	26.6	25.0	39.8	Not Met
Non-Economically Disadvantaged Students	205	99.5	40.5	44.4	55.9	40.5		
Students with Disabilities	56	98.2	*	13.8	17.1	*	17.8	Not Met
Students without Disabilities	221	99.6	*	46.2	50.5	*		
English Learners	17	100.0	23.5	31.4	24.6	23.5	**	**
Non-English Learners	260	99.2	37.3	42.0	46.9	37.3		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

JEFFERSON SCHOOL
(03-2860-080)
Grades Offered: 04-08
2017-2018

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

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	750	747	748	*	*	37%	*	*	46%	49%
White	25	749	748	755	*	*	*	*	*	48%	60%
Hispanic	18	752	745	737	0%	*	*	*	*	44%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	27	746	745	748	*	*	*	*	*	37%	50%
Male	25	755	749	748	*	*	*	*	*	56%	49%
Economically Disadvantaged Students	15	742	744	733	*	*	*	*	*	27%	30%
Non-Economically Disadvantaged Students	37	753	748	758	*	*	*	*	*	54%	62%
Students with Disabilities	*	*	724	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	751	753	*	*	*	*	*	*	55%
English Learners	N	N	N	722	N	N	N	N	N	N	16%
Non-English Learners	52	750	747	750	*	*	37%	*	*	46%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

JEFFERSON SCHOOL
(03-2860-080)
Grades Offered: 04-08
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	734	744	748	*	*	40%	*	*	27%	49%
White	23	739	747	756	0%	*	*	*	*	35%	60%
Hispanic	16	725	739	736	*	*	*	*	*	13%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	23	739	748	749	*	*	*	*	*	30%	50%
Male	22	730	740	747	*	*	*	*	*	23%	48%
Economically Disadvantaged Students	11	720	734	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	34	739	746	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	724	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	748	752	*	*	*	*	*	*	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

JEFFERSON SCHOOL
(03-2860-080)
Grades Offered: 04-08
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	59	735	747	744	*	25%	34%	*	*	29%	44%
White	34	743	751	751	*	*	38%	*	*	38%	54%
Hispanic	20	721	738	731	*	*	*	*	*	15%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	*	749	N	N	N	N	N	N	52%
Female	29	736	751	745	*	*	*	*	*	24%	45%
Male	30	735	742	742	*	*	*	*	*	33%	42%
Economically Disadvantaged Students	13	727	733	729	*	*	*	*	*	23%	24%
Non-Economically Disadvantaged Students	46	738	750	753	*	*	*	*	*	30%	56%
Students with Disabilities	*	*	721	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	751	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

JEFFERSON SCHOOL
(03-2860-080)
Grades Offered: 04-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	56	744	746	743	*	18%	34%	*	*	41%	43%
White	37	748	748	750	*	*	35%	*	*	46%	54%
Hispanic	15	733	739	732	*	*	*	*	*	27%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	*	748	N	N	N	N	N	N	51%
Female	23	739	748	745	*	*	*	*	*	22%	45%
Male	33	748	745	741	*	*	*	*	*	55%	42%
Economically Disadvantaged Students	10	740	*	730	*	*	*	*	*	30%	24%
Non-Economically Disadvantaged Students	46	745	*	751	*	*	*	*	*	43%	55%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

JEFFERSON SCHOOL
(03-2860-080)
Grades Offered: 04-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	30	722	725	728	*	*	37%	*	*	17%	28%
White	18	724	727	736	*	*	*	*	*	22%	36%
Hispanic	*	*	722	722	*	*	*	*	*	*	22%
Black or African American	N	N	*	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	14	734	728	731	*	*	*	*	*	*	31%
Male	16	711	721	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	10	716	711	719	*	*	*	*	*	10%	20%
Non-Economically Disadvantaged Students	20	725	729	735	*	*	*	*	*	20%	35%
Students with Disabilities	13	694	*	705	*	*	*	*	*	*	*
Students without Disabilities	17	743	*	735	*	*	*	*	*	*	*
English Learners	N	N	*	705	N	N	N	N	N	N	10%
Non-English Learners	30	722	*	729	*	*	37%	*	*	17%	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	*	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

JEFFERSON SCHOOL
(03-2860-080)
Grades Offered: 04-08
2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	29	769	746	746	0%	0%	*	*	*	72%	46%
White	16	765	746	755	0%	0%	*	*	*	69%	57%
Hispanic	*	*	743	730	*	*	*	*	*	*	27%
Black or African American	N	N	*	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	15	768	749	748	0%	0%	*	*	*	67%	48%
Male	14	771	743	745	0%	0%	*	*	*	79%	44%
Economically Disadvantaged Students	*	*	742	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	747	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	717	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	749	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	29	769	*	749	0%	0%	*	*	*	72%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

JEFFERSON SCHOOL
(03-2860-080)
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2017-2018

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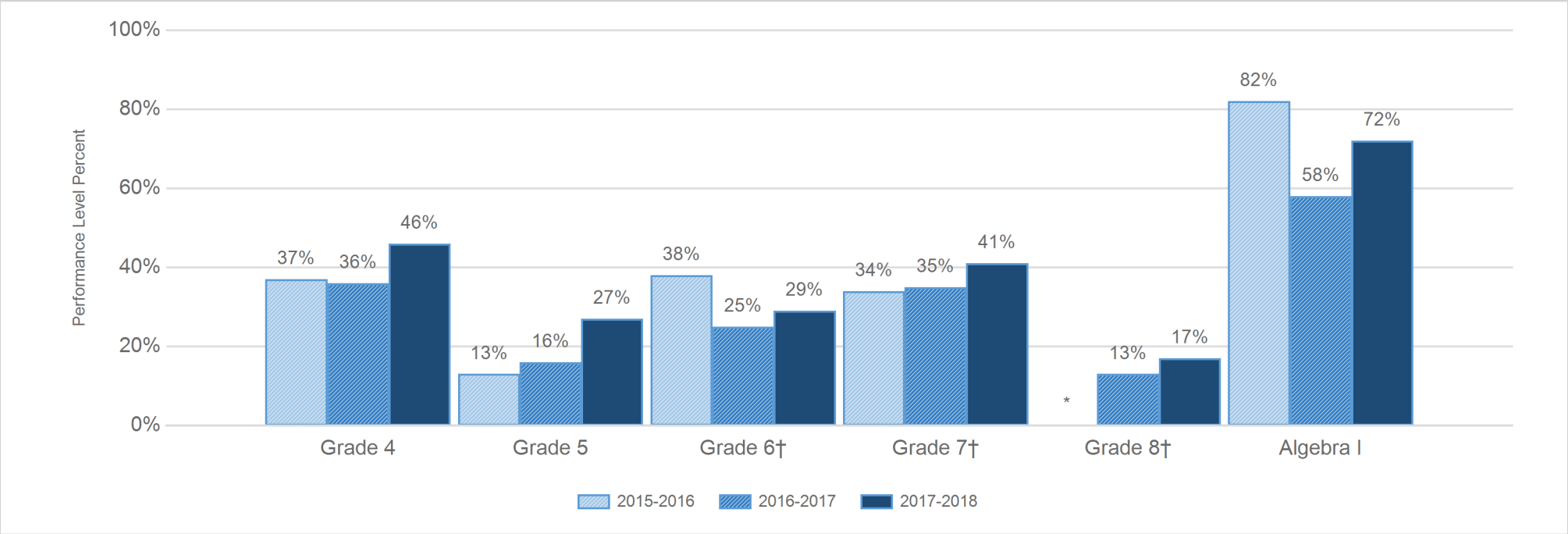
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

NJ SCHOOL PERFORMANCE REPORT

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
4	N	N
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

NJ SCHOOL PERFORMANCE REPORT

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

NJ SCHOOL PERFORMANCE REPORT

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† 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
6	0	0	59
7	0	0	61
8	29	0	32
Total	29	0	152

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	59	0	0	0	0	0	0
7	56	0	0	0	0	0	0
8	59	0	0	0	0	0	0
Total	174	0	0	0	0	0	0

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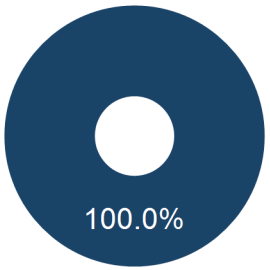
† This indicates a table specific note,see note below table

Visual and Performing Arts – Course Participation

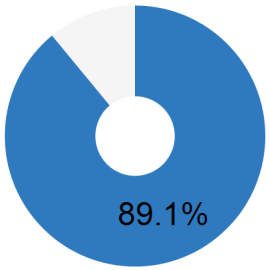
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

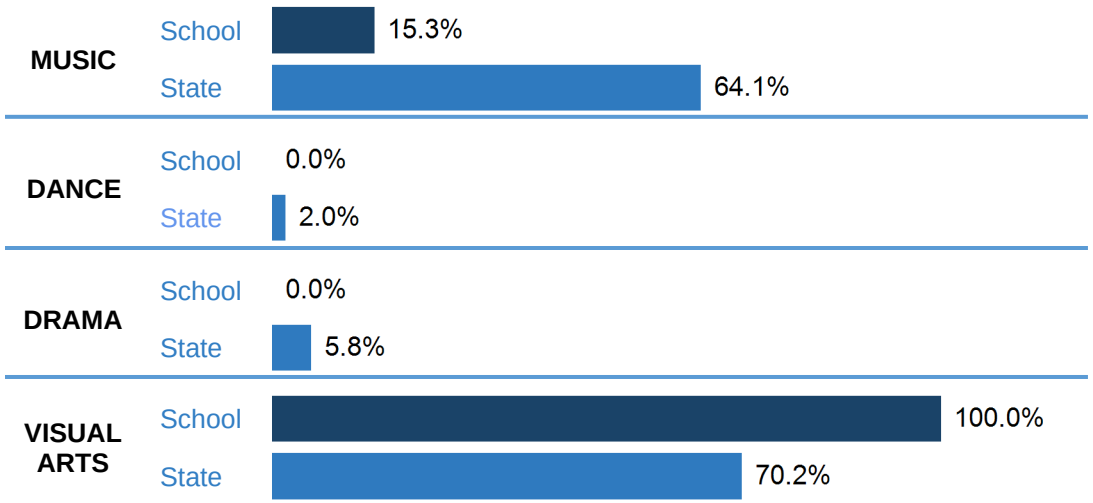


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

JEFFERSON SCHOOL
(03-2860-080)
Grades Offered: 04-08
2017-2018

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

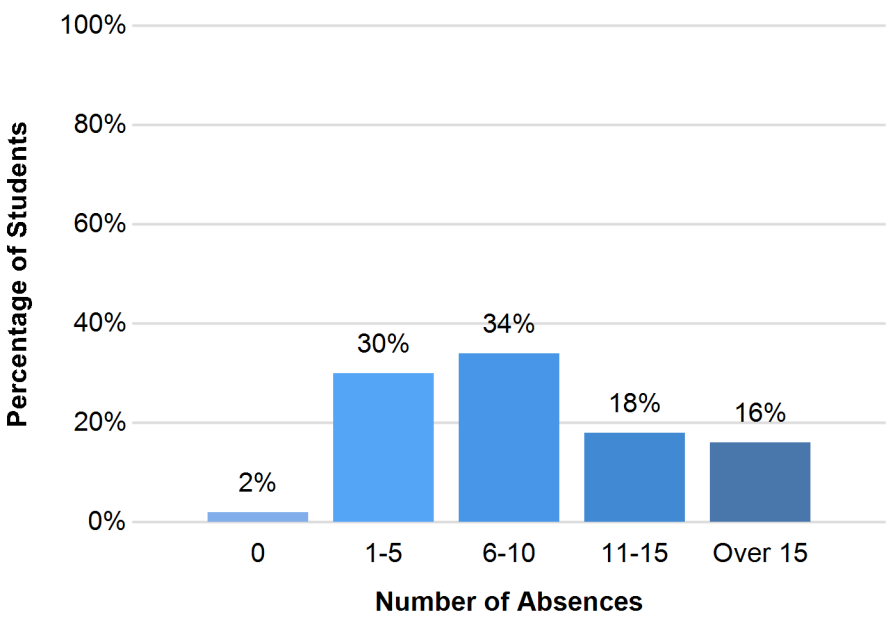
Chronic Absenteeism

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	31	11.2	8.7	Not Met
White	23	14.7	8.7	Not Met
Hispanic	6	6.7	8.7	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	6	7.7	8.7	Met
Students with Disabilities	8	16.0	8.7	Not Met
English Learners	2	18.2	**	**

Days Absent

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



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JEFFERSON SCHOOL
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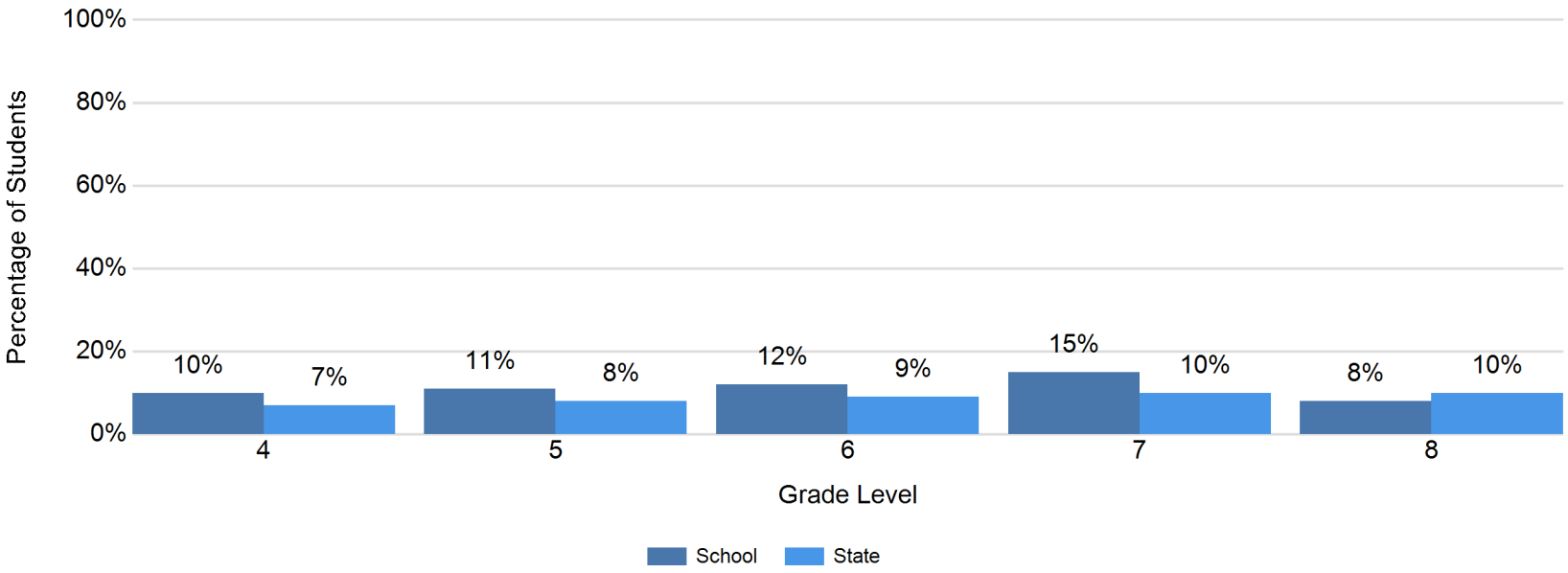
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.82

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	1	3
Religion	0	1	1
Ancestry	1	0	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	2	2
No Identified Nature	10		10

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	4 Hrs 40 Mins
Shared Time - Instructional Time	1 Hrs. 20 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 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 3-11. 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
2017-18	4.6:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$446	$14,248	$14,694

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

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	23	117,464
Average years experience in public schools	8.1	12.0
Average years experience in district	6.4	10.7
Teachers in district for 4 or more years	39.1%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	22	9,374
Average years experience in public schools	10.3	16.0
Average years experience in district	6.8	12.0
Administrators in district for 4 or more years	63.6%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	274:1	114:1
Teachers to Administrators	23:1	9:1
Students to Librarians/Media Specialists		N
Students to Nurses		359:1
Students to Counselors		252:1
Students to Child Study Team		252:1

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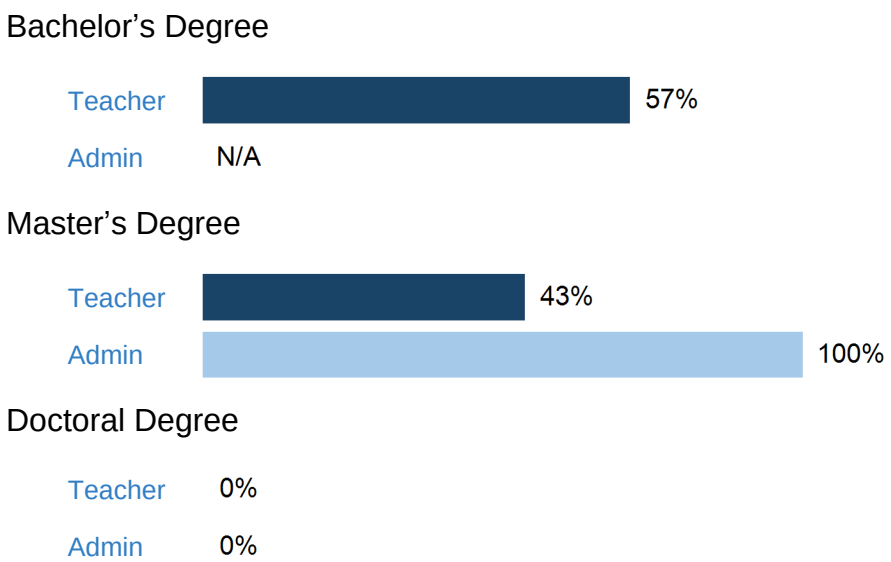
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the 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.



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	94.5%	90.2%
2016-17 Administrators: Same district 2017-18	76.2%	86.2%

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
2017-18	97.4%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	78.3%	0.0%
Male	21.7%	100.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has 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. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	71.39	17.5%
Mathematics Proficiency	20.79	17.5%
English Language Arts Growth	98.82	25.0%
Mathematics Growth	85.58	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	27.34	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	66.33	n/a
Summative Rating: Percentile Rank of Summative Score	75.36	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing 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	n/a	n/a	No	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	**	Not Met	No
White	62.64	14.08	No	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	74.31	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	79.40	14.08	No	Met Target	Not Met	Exceeds Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	53.70	14.08	No	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Jefferson School's educational goals and objectives set by the Board of Education serve as a framework for the development of academic and intellectual skills. • Jefferson School works to develop skills in scientific understanding, aesthetic expression, career development and an awareness of the interaction between the individual and society.
Mission, Vision, Theme:	Jefferson School, in collaboration with students, educators, parents and the community, is committed to developing 21st century learning and thinking skills through a rigorous, relevant and comprehensive curriculum, while preparing students to be innovative, productive citizens in an interconnected world.
Awards, Recognition, Accomplishments:	Members of our Middle School Musical received awards from the National Youth Arts Theatre Eastern Regional Division. Students in grades seven and eight are eligible to become members of the National Junior Honor Society. Jefferson School was also awarded the BCUA grant in the area of solar energy.

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Courses, Curriculum, Instruction:	The development of positive reading habits were strongly supported through the incorporation of the “Reading Streets” literature program in grades 4 and 5 and the “Elements of Literature” reading program for grades 6-8 . A reading specialist was brought in to screen our students in grades 4-8, and then share results and formulate a plan for effective, strategic instruction, which addresses student processing in order to enhance student instruction. The MATH IN FOCUS curriculum is utilized for grades 4-5. CONNECTED MATH is for grades 6-8. Both of these programs are part of the districts goal to address and improve the math skills tested on the PARCC. The MATH IN FOCUS curriculum is utilized for grades 4-8.

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Before and After School Programs:	The Township of Lyndhurst offers an extensive, affordable before and after school program in our school facilities for all students in grades PK-8. It is run by teachers and supported by certified caretakers in order to provide balanced programming that supports the academic, social and emotional growth of our students.

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Student Supports and Services:	ESL services, I&RS (intervention and referral services), remedial instruction, special education instruction are all available. Over 90% of all ELA and Math courses across all grade levels have multiple support staff in addition to the main teacher. Jefferson School also employs a full-time school counselor / Anti-Bullying Specialist.
Parent and Community Involvement:	Jefferson School offers a very productive Parent Teacher Association. Together, many learning opportunities are offered throughout the school year, with no cost attached for the school or the student. In addition, Jefferson School offers a parent portal as a window in your child's educational progress. Through the portal you can check homework, grades, quizzes, classwork and attendance.

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School Narrative

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School Safety:	Jefferson School conducts a minimum of two safety drills each month in coordination with our SRO and the Lyndhurst Police Department. Jefferson School makes sure their building is secure at all times. The School Safety Team reviews all HIB related issues and discusses ways to improve building safety on a quarterly basis.

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Technology and STEM:	Jefferson School owns a total of 65 iPads for use in the classroom environment. Additionally, the school has its own media center equipped with 30 Mac Computers. Lastly, students can attend our STEAM / TAG program if they meet certain criteria.