NJ SCHOOL PERFORMANCE REPORT

Abington Avenue School
(13-3570-170)
Grades Offered: PK-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Nelson Ruiz
Address	209 ABINGTON AVE NEWARK, NJ 07107-2507
Phone Number	973-268-5230
Email Address	nruiz@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/ABG
Facebook	https://www.facebook.com/Abington-Avenue-School-PTO-785615081559927/
Twitter	https://twitter.com/AbingtonAvenue

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	15	15	9
KG	85	85	80
1	96	87	88
2	97	93	89
3	90	92	92
4	82	97	99
5	102	92	105
6	94	102	93
7	100	103	102
8	84	110	98
9	0	8	0
Total	845	960	855

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	48.3%	47.6%	48.2%
Male	51.7%	52.4%	51.8%
Economically Disadvantaged Students	95.0%	89.6%	92.3%
Students with Disabilities	13.6%	22.5%	15.6%
English Learners	19.4%	19.1%	23.0%
Homeless Students	0.4%	1.3%	0.8%
Students in Foster Care	0.4%	0.1%	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	3.1%	2.0%	1.6%
Hispanic	85.1%	80.8%	87.1%
Black or African American	8.9%	14.2%	8.7%
Asian	2.5%	2.2%	2.0%
Native Hawaiian or Pacific Islander	0.5%	0.6%	0.6%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.2%	0.0%

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	0	0	0
PK - Full Day	15	15	9
KG - Half Day	0	0	0
KG - Full Day	85	85	80

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	845	960	855
Shared Time Students	0	0	0
Full Time Equivalent	845	960	855

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	50.4%
Spanish	47.6%
Other Languages	2.0%

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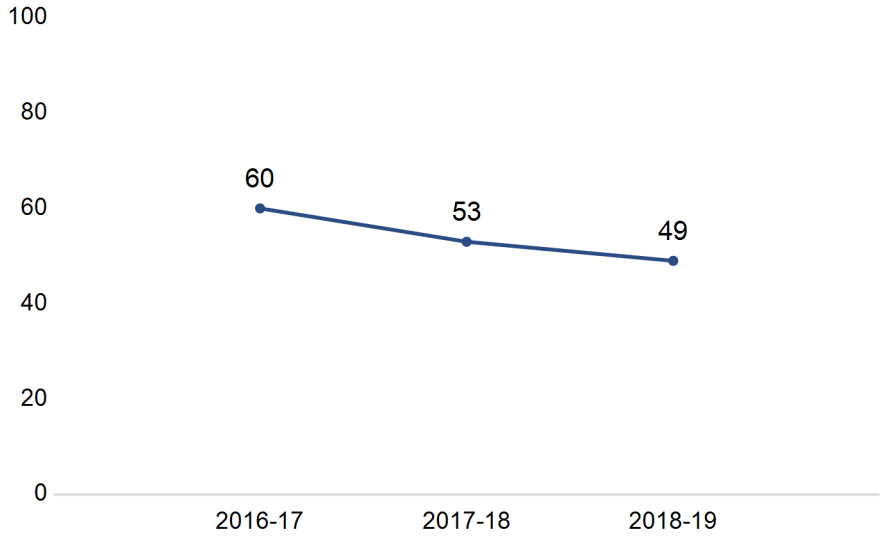
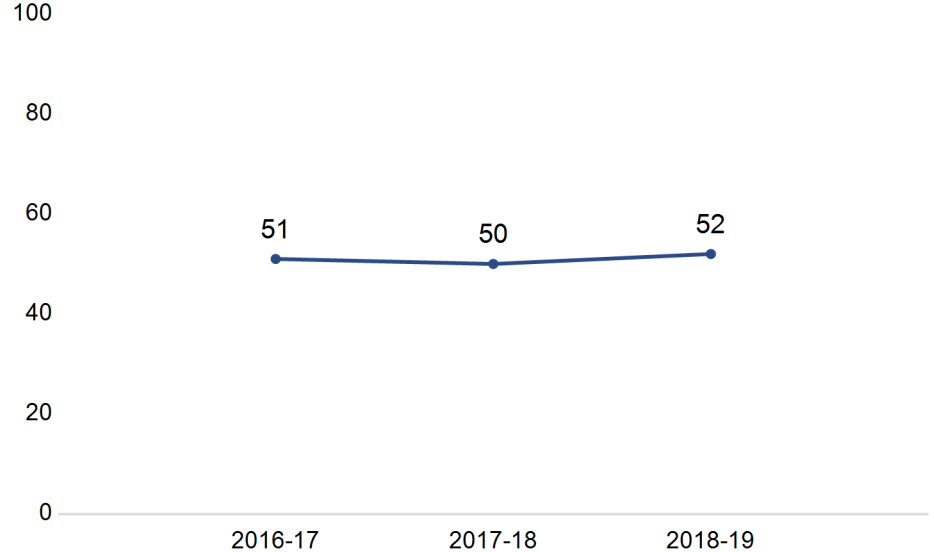
Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	60	53	49	51	50	52
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	49	48	50	Met Standard	52	48	50	Met Standard
White	*	56	50	**	*	56	52	**
Hispanic	50	50	49	Met Standard	51	51	47	Met Standard
Black or African American	41	43	45	Met Standard	48	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	51.5	60	59	**	69	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	50.5	51	53	N	55.5	49	50	N
Male	47	45	47	N	48	48	51	N
Economically Disadvantaged Students	49	47	48	Met Standard	52	48	46	Met Standard
Students with Disabilities	41	39	43	Met Standard	52	48	45	Met Standard
English Learners	50	53	52	Met Standard	51	53	50	Met Standard
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	N	49	42	N	N	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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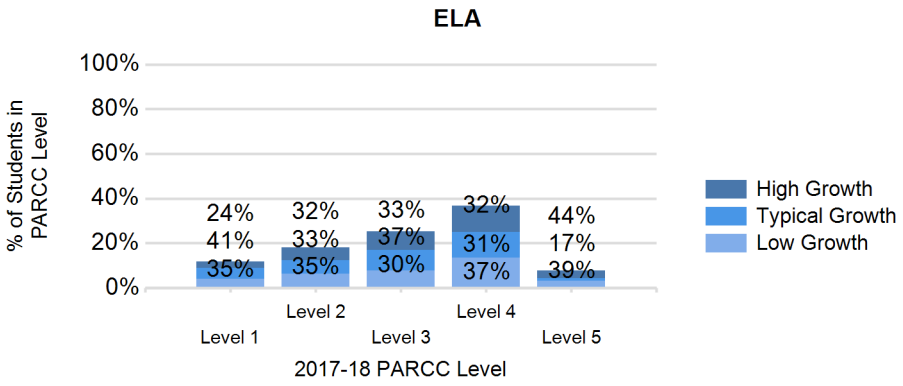
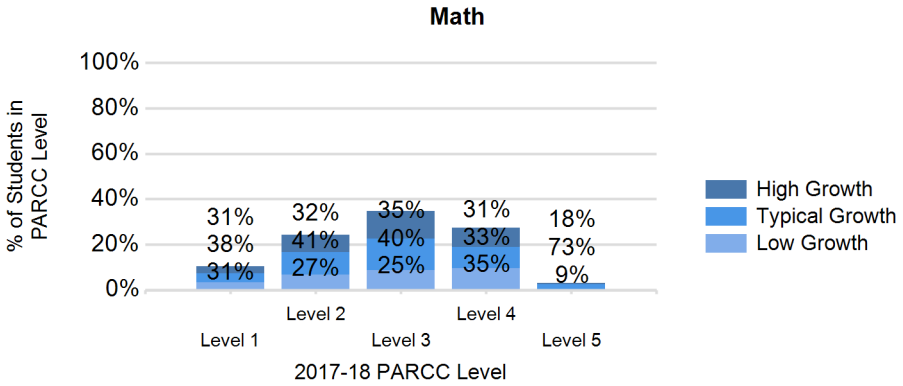
Student Growth by Performance Level

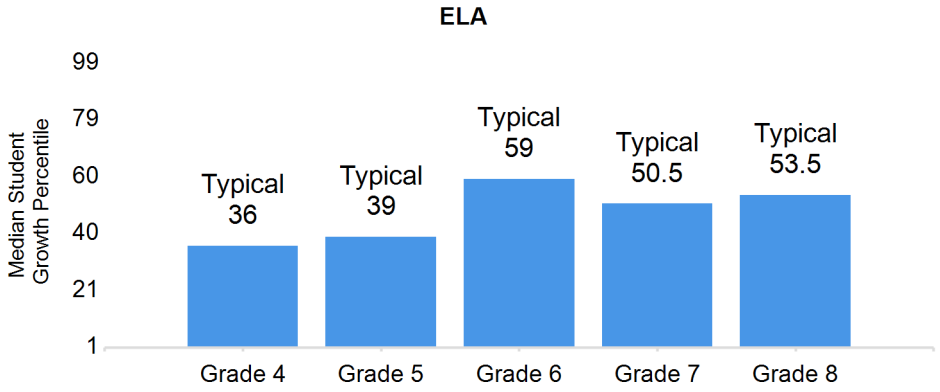
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

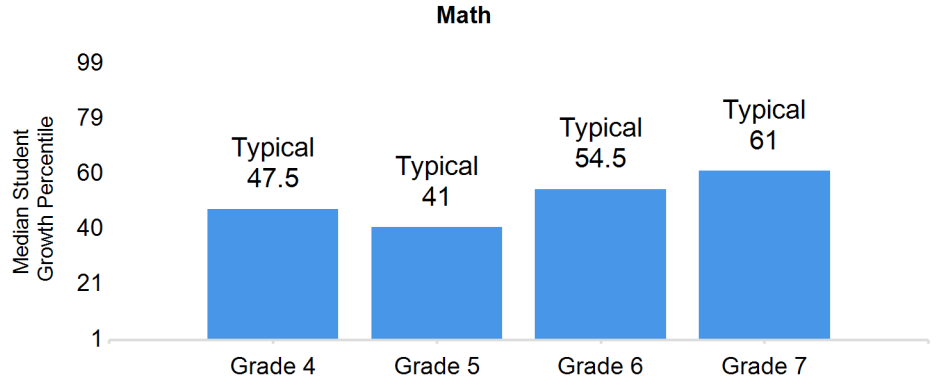




Student Growth by Grade

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





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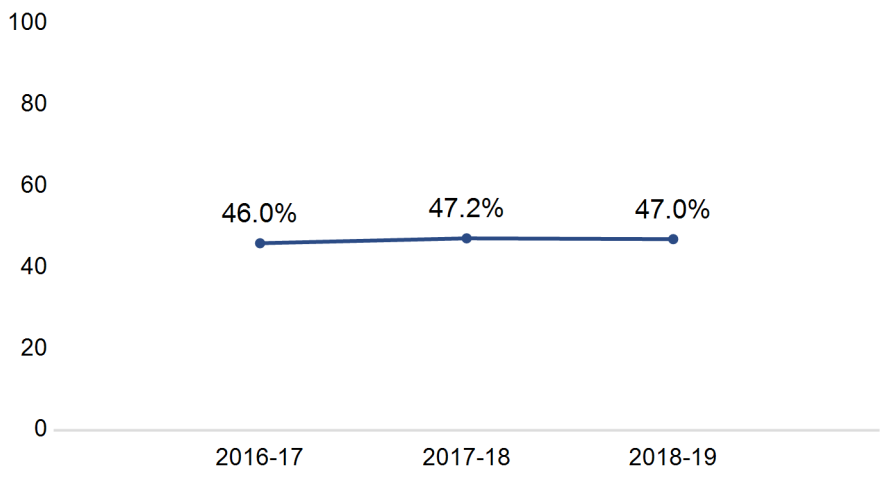
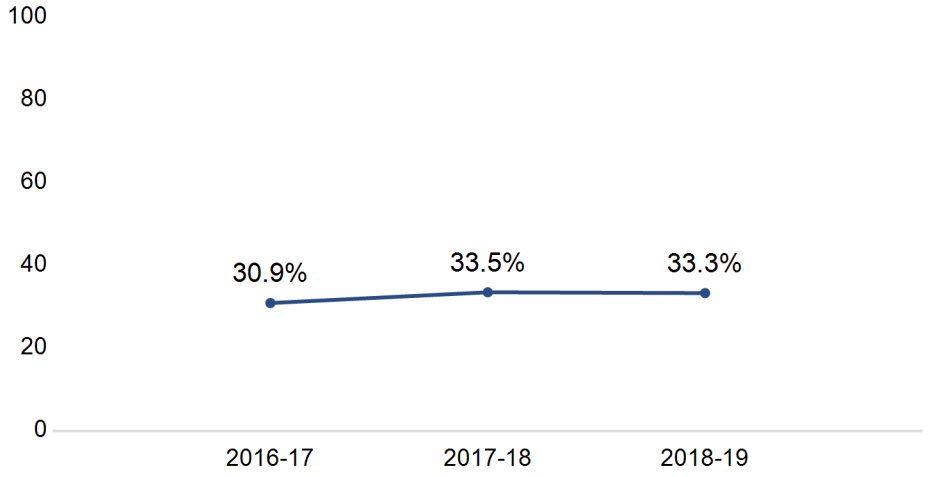
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.0%	99.3%	99.3%	98.3%	99.3%	99.3%
Proficiency Rate for Federal Accountability	46.0%	47.2%	47.0%	30.9%	33.5%	33.3%
Annual Target	41.9%	43.9%	45.9%	29.2%	31.8%	34.5%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	576	99.3	47.0	*	57.9	47.0	45.9	Met Target
White	*	*	*	54.7	66.9	*	**	**
Hispanic	499	99.4	47.5	38.9	43.9	47.5	44.6	Met Target
Black or African American	53	98.1	34.0	28.8	38.5	34.0	43.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	268	99.6	57.5	42.9	64.8	57.5		
Male	308	99.1	38.0	30.3	51.3	38.0		
Economically Disadvantaged Students	525	99.4	46.5	35.8	40.0	46.5	44	Met Target
Non-Economically Disadvantaged Students	51	98.2	52.9	38.6	67.9	52.9		
Students with Disabilities	97	99.0	11.3	14.1	22.7	11.3	23.4	Not Met
Students without Disabilities	479	99.4	54.3	41.7	65.1	54.3		
English Learners	196	100.0	35.2	29.3	29.3	35.2	25.3	Met Target
Non-English Learners	380	99.0	53.2	38.3	60.6	53.2		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	N	N	N	18.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

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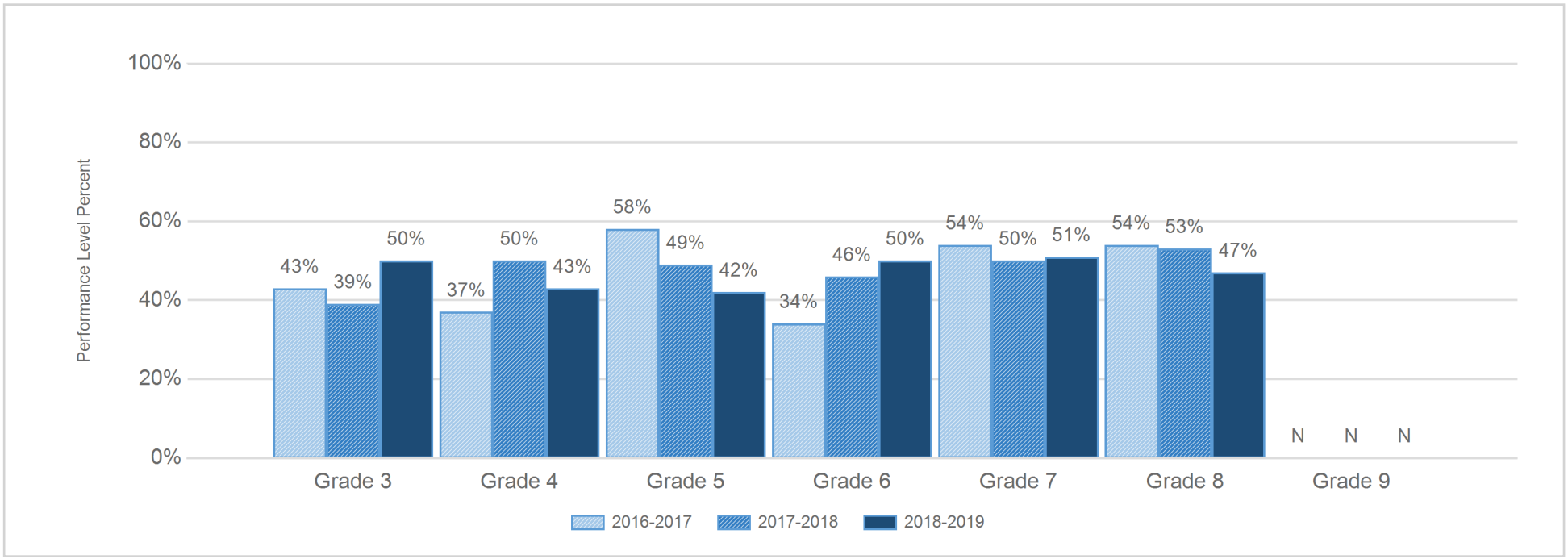
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	748	727	748	12%	18%	20%	*	*	50%	50%
White	*	*	746	757	*	*	*	*	*	*	60%
Hispanic	85	746	728	734	13%	19%	20%	*	*	48%	36%
Black or African American	*	*	721	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	43	758	730	753	*	*	*	*	*	63%	55%
Male	51	740	723	743	*	*	*	*	*	39%	46%
Economically Disadvantaged Students	*	*	726	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	729	759	*	*	*	*	*	*	61%
Students with Disabilities	10	730	700	719	*	*	*	*	*	40%	24%
Students without Disabilities	84	750	731	754	*	*	*	*	*	51%	56%
English Learners	29	720	716	713	*	*	*	*	*	21%	17%
Non-English Learners	65	761	729	751	*	*	*	*	*	63%	54%
Homeless Students	N	N	708	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	707	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	*	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	743	734	755	*	21%	28%	*	*	43%	57%
White	*	*	744	763	*	*	*	*	*	*	67%
Hispanic	84	741	739	743	*	21%	27%	*	*	43%	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	41	750	739	760	*	*	*	*	*	54%	62%
Male	54	738	729	750	*	*	*	*	*	35%	53%
Economically Disadvantaged Students	83	742	734	740	*	*	*	*	*	43%	40%
Non-Economically Disadvantaged Students	12	746	736	765	*	*	*	*	*	42%	69%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	761	*	*	*	*	*	*	64%
English Learners	13	720	722	720	*	*	*	*	*	*	17%
Non-English Learners	82	747	736	758	*	*	*	*	*	*	60%
Homeless Students	N	N	719	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	740	733	756	11%	22%	25%	*	*	42%	58%
White	*	*	743	764	*	*	*	*	*	*	68%
Hispanic	85	741	736	743	*	22%	24%	*	*	44%	44%
Black or African American	13	737	727	739	*	*	*	*	*	38%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	51	747	739	761	*	*	22%	*	*	53%	64%
Male	54	734	728	750	*	*	28%	*	*	31%	52%
Economically Disadvantaged Students	*	*	732	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	738	766	*	*	*	*	*	*	69%
Students with Disabilities	13	703	702	724	*	*	*	*	*	*	23%
Students without Disabilities	92	746	739	762	*	*	*	*	*	*	65%
English Learners	21	721	717	713	*	*	*	*	*	24%	11%
Non-English Learners	84	745	736	758	*	*	*	*	*	46%	60%
Homeless Students	*	*	722	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	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%

NJ SCHOOL PERFORMANCE REPORT

Abington Avenue School
(13-3570-170)
Grades Offered: PK-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 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	92	749	737	754	*	15%	25%	*	*	50%	56%
White	N	N	758	762	N	N	N	N	N	N	65%
Hispanic	81	749	740	743	*	16%	20%	*	*	53%	43%
Black or African American	*	*	728	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	48	761	744	762	*	*	23%	*	*	65%	64%
Male	44	736	730	748	*	*	27%	*	*	34%	48%
Economically Disadvantaged Students	82	749	737	740	*	*	*	*	*	52%	39%
Non-Economically Disadvantaged Students	10	750	737	763	*	*	*	*	*	30%	67%
Students with Disabilities	16	711	708	722	*	*	*	*	*	*	19%
Students without Disabilities	76	757	742	761	*	*	*	*	*	*	64%
English Learners	18	744	720	710	*	*	*	*	*	50%	*
Non-English Learners	74	751	739	756	*	*	*	*	*	50%	*
Homeless Students	*	*	726	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	717	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%

NJ SCHOOL PERFORMANCE REPORT

Abington Avenue School
(13-3570-170)
Grades Offered: PK-08
2018-2019

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† 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	97	745	741	761	20%	11%	19%	31%	20%	51%	63%
White	*	*	756	769	*	*	*	*	*	*	72%
Hispanic	85	745	744	747	19%	12%	20%	29%	20%	49%	50%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	46	759	749	769	*	*	*	*	*	61%	71%
Male	51	732	734	753	*	*	*	*	*	41%	55%
Economically Disadvantaged Students	*	*	740	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	746	771	*	*	*	*	*	*	73%
Students with Disabilities	22	713	705	720	*	*	*	*	*	*	22%
Students without Disabilities	75	755	749	769	*	*	*	*	*	*	71%
English Learners	17	698	712	706	*	*	*	*	*	*	12%
Non-English Learners	80	755	744	763	*	*	*	*	*	*	65%
Homeless Students	*	*	724	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	735	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%

NJ SCHOOL PERFORMANCE REPORT

Abington Avenue School
(13-3570-170)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	746	742	762	19%	13%	22%	32%	15%	47%	63%
White	*	*	765	770	*	*	*	*	*	*	72%
Hispanic	85	747	746	747	19%	12%	22%	33%	14%	47%	49%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	42	754	751	771	*	*	26%	*	*	50%	71%
Male	54	740	735	753	*	*	19%	*	*	44%	55%
Economically Disadvantaged Students	*	*	742	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	744	772	*	*	*	*	*	*	72%
Students with Disabilities	22	705	707	721	*	*	*	*	*	*	22%
Students without Disabilities	74	759	750	770	*	*	*	*	*	*	71%
English Learners	*	*	717	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	764	*	*	*	*	*	*	65%
Homeless Students	*	*	711	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	714	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Abington Avenue School
(13-3570-170)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	579	99.3	33.3	26.3	44.5	33.3	34.5	Met Target†
White	*	*	*	42.2	54.1	*	**	**
Hispanic	502	99.4	34.1	30.9	28.8	34.1	34.8	Met Target†
Black or African American	53	98.1	18.9	16.6	23.0	18.9	25.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	269	99.6	34.9	26.9	44.9	34.9		
Male	310	99.1	31.9	25.8	44.2	31.9		
Economically Disadvantaged Students	528	99.4	33.3	26.6	26.3	33.3	34	Met Target†
Non-Economically Disadvantaged Students	51	98.2	33.3	25.4	54.9	33.3		
Students with Disabilities	97	99.0	10.3	11.6	17.4	10.3	15.1	Met Target†
Students without Disabilities	482	99.4	38.0	29.8	50.0	38.0		
English Learners	199	100.0	29.6	25.7	25.0	29.6	28	Met Target
Non-English Learners	380	99.0	35.3	26.5	46.5	35.3		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	N	N	N	12.1	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Abington Avenue School
(13-3570-170)
Grades Offered: PK-08
2018-2019

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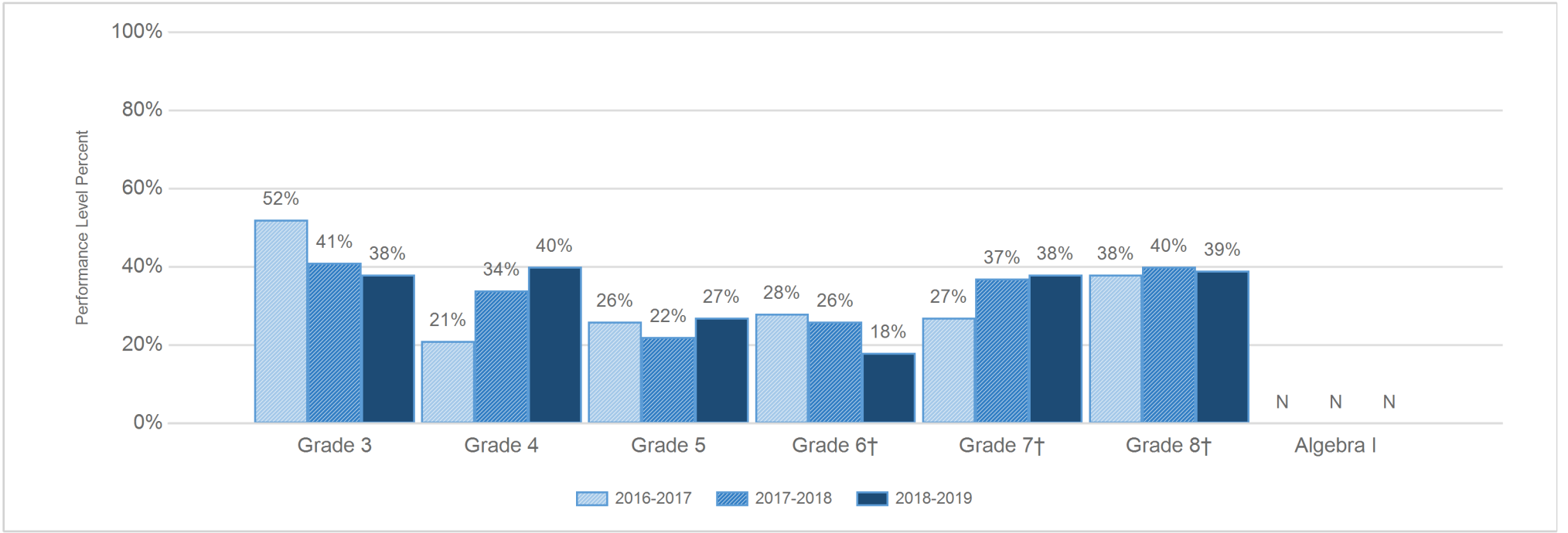
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

Abington Avenue School
(13-3570-170)
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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	740	735	752	*	*	37%	38%	0%	38%	55%
White	*	*	757	760	*	*	*	*	*	*	66%
Hispanic	85	739	738	739	*	*	38%	36%	0%	36%	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	43	741	*	751	*	*	40%	42%	0%	42%	54%
Male	51	740	*	752	*	*	35%	35%	0%	35%	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	733	761	*	*	*	*	*	*	67%
Students with Disabilities	10	727	718	731	*	*	*	*	*	30%	31%
Students without Disabilities	84	742	738	756	*	*	*	*	*	39%	60%
English Learners	29	737	732	728	*	*	38%	*	*	31%	26%
Non-English Learners	65	742	736	754	*	*	37%	*	*	42%	58%
Homeless Students	N	N	720	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	714	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	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Abington Avenue School
(13-3570-170)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	741	732	749	*	15%	36%	*	*	40%	51%
White	*	*	746	757	*	*	*	*	*	*	62%
Hispanic	86	741	738	737	*	13%	40%	*	*	41%	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	41	739	733	749	*	*	29%	*	*	39%	50%
Male	56	743	731	749	*	*	41%	*	*	41%	52%
Economically Disadvantaged Students	85	741	732	734	*	*	*	*	*	39%	32%
Non-Economically Disadvantaged Students	12	742	731	759	*	*	*	*	*	50%	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	754	*	*	*	*	*	*	56%
English Learners	15	731	728	722	*	*	*	*	*	27%	18%
Non-English Learners	82	743	733	751	*	*	*	*	*	43%	54%
Homeless Students	N	N	715	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Abington Avenue School
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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	736	728	747	*	34%	33%	*	*	27%	47%
White	*	*	736	755	*	*	*	*	*	*	58%
Hispanic	85	735	733	735	*	34%	33%	*	*	27%	30%
Black or African American	13	730	720	729	*	*	*	*	*	15%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	51	735	729	747	*	*	27%	*	*	25%	47%
Male	54	737	727	747	*	*	39%	*	*	28%	47%
Economically Disadvantaged Students	*	*	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	729	757	*	*	*	*	*	*	59%
Students with Disabilities	13	721	714	725	*	*	*	*	*	*	19%
Students without Disabilities	92	738	731	752	*	*	*	*	*	*	52%
English Learners	21	726	721	718	*	48%	*	*	*	19%	12%
Non-English Learners	84	738	729	749	*	31%	*	*	*	29%	49%
Homeless Students	*	*	714	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	720	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	*	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Abington Avenue School
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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	729	725	741	*	33%	41%	*	*	18%	41%
White	N	N	745	749	N	N	N	N	N	N	51%
Hispanic	82	730	728	729	*	32%	43%	*	*	18%	24%
Black or African American	*	*	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	48	731	726	742	*	31%	42%	*	*	21%	42%
Male	45	727	723	740	*	36%	40%	*	*	16%	40%
Economically Disadvantaged Students	82	729	725	726	*	*	*	*	*	18%	21%
Non-Economically Disadvantaged Students	11	726	722	750	*	*	*	*	*	18%	53%
Students with Disabilities	16	712	708	716	*	*	*	*	*	*	12%
Students without Disabilities	77	733	728	746	*	*	*	*	*	*	46%
English Learners	19	725	715	709	*	*	*	*	*	21%	*
Non-English Learners	74	730	726	743	*	*	*	*	*	18%	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	707	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%

NJ SCHOOL PERFORMANCE REPORT

Abington Avenue School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	738	731	744	11%	24%	27%	*	*	38%	42%
White	*	*	738	751	*	*	*	*	*	*	53%
Hispanic	85	738	733	733	*	25%	26%	*	*	39%	26%
Black or African American	*	*	723	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	46	743	*	744	*	22%	28%	*	*	43%	42%
Male	51	734	*	743	*	25%	25%	*	*	33%	42%
Economically Disadvantaged Students	*	*	731	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	731	751	*	*	*	*	*	*	53%
Students with Disabilities	22	712	708	718	*	*	*	*	*	*	13%
Students without Disabilities	75	746	736	749	*	*	*	*	*	*	48%
English Learners	17	720	721	716	*	*	*	*	*	12%	10%
Non-English Learners	80	742	732	745	*	*	*	*	*	44%	44%
Homeless Students	*	*	719	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	718	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	*	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Abington Avenue School
(13-3570-170)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	735	722	728	28%	15%	18%	*	*	39%	29%
White	*	*	731	737	*	*	*	*	*	*	38%
Hispanic	86	736	727	722	28%	13%	17%	*	*	42%	22%
Black or African American	*	*	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	43	742	724	731	*	*	*	*	*	44%	31%
Male	54	730	719	726	*	*	*	*	*	35%	27%
Economically Disadvantaged Students	*	*	722	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	721	735	*	*	*	*	*	*	36%
Students with Disabilities	22	691	697	707	*	*	*	*	*	*	10%
Students without Disabilities	75	748	727	734	*	*	*	*	*	*	35%
English Learners	10	705	712	706	*	*	*	*	*	*	10%
Non-English Learners	87	739	723	730	*	*	*	*	*	*	30%
Homeless Students	*	*	695	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	707	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	42.9%	40.9%	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	42	*	*
3-4	60	*	*
5 or more	39	82.1%	17.9%

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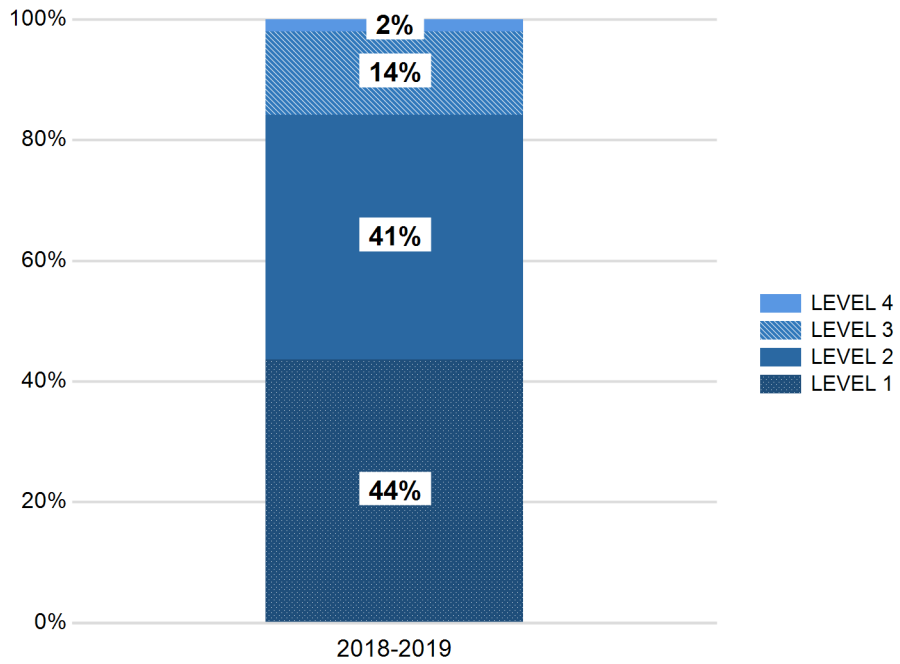
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	44	41	14	2
White	*	*	*	*
Hispanic	45	41	13	1
Black or African American	38	46	8	8
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	45	41	12	2
Male	42	40	15	2
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	76	10	10	5
Non-English Learners	35	49	15	1
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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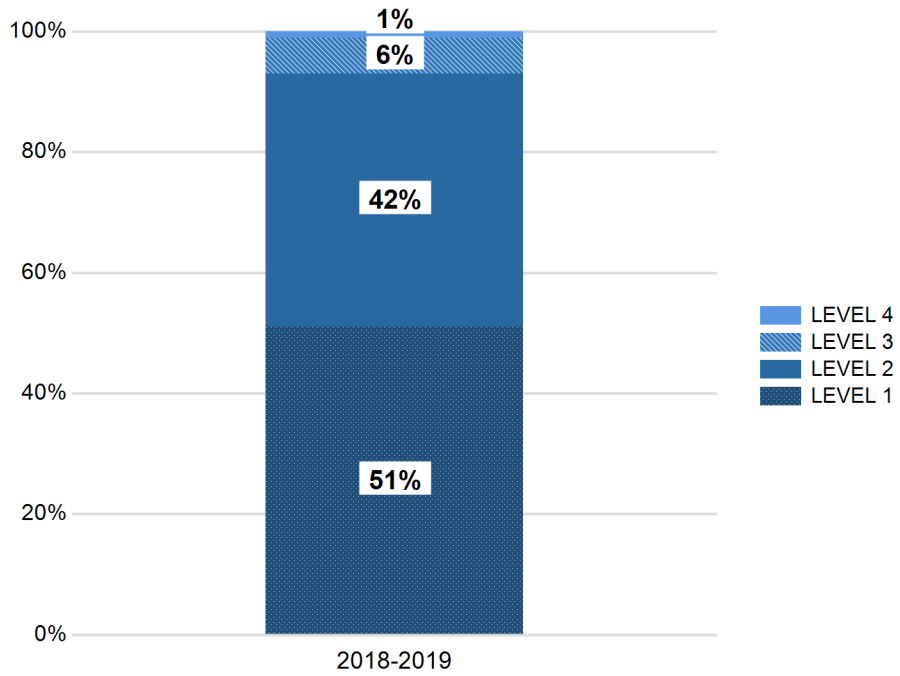
NJSLA Science Assessment: Grade 8 Summary

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	51	42	6	1
White	*	*	*	*
Hispanic	49	44	6	1
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	52	38	10	0
Male	50	44	4	2
Economically Disadvantaged Students	52	41	6	1
Non-Economically Disadvantaged Students	40	50	10	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	70	30	0	0
Non-English Learners	49	43	7	1
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	93
7	0	0	102
8	0	0	98
Total	0	0	293

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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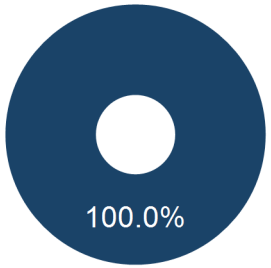
Visual and Performing Arts – Course Participation

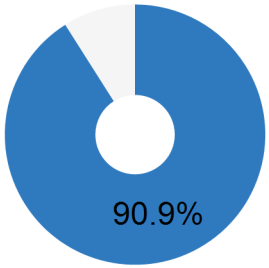
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

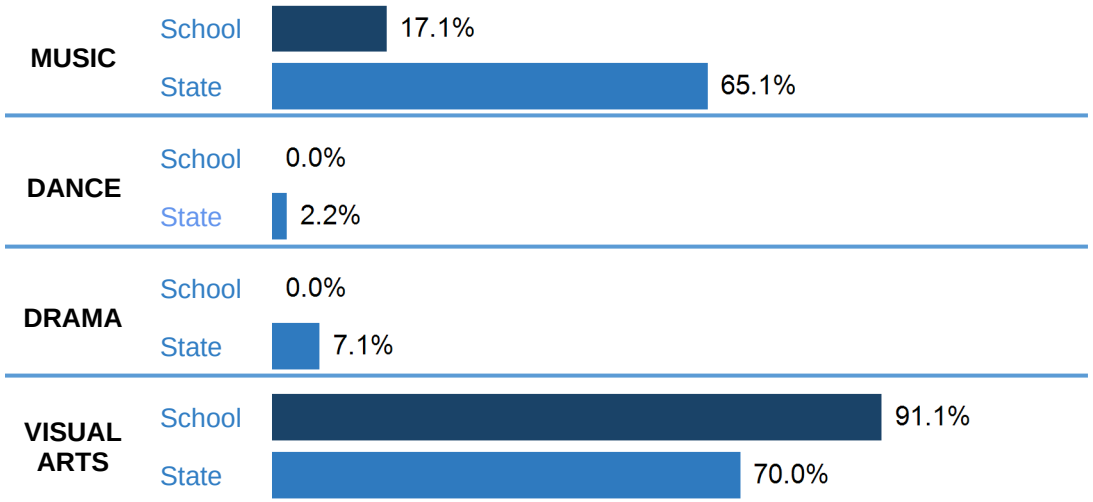


School



State

Students enrolled in one or more classes by discipline:



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

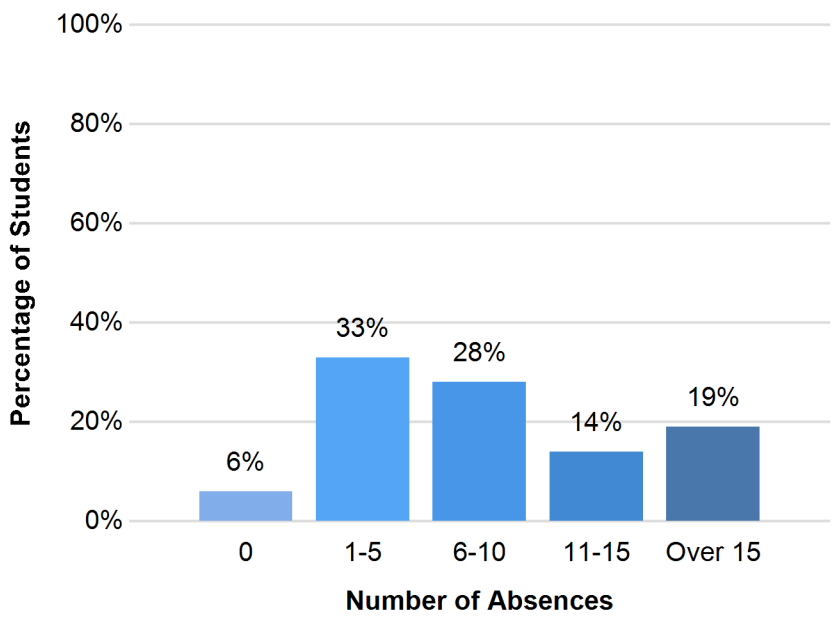
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	129	15.2	9.0	Not Met
White	5	35.7	**	**
Hispanic	109	14.9	9.0	Not Met
Black or African American	14	18.2	9.0	Not Met
Asian, Native Hawaiian, or Pacific	1	4.8	9.0	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	63	15.6		
Male	66	14.9		
Economically Disadvantaged Students	121	15.5	9.0	Not Met
Students with Disabilities	37	26.4	9.0	Not Met
English Learners	16	8.3	9.0	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.



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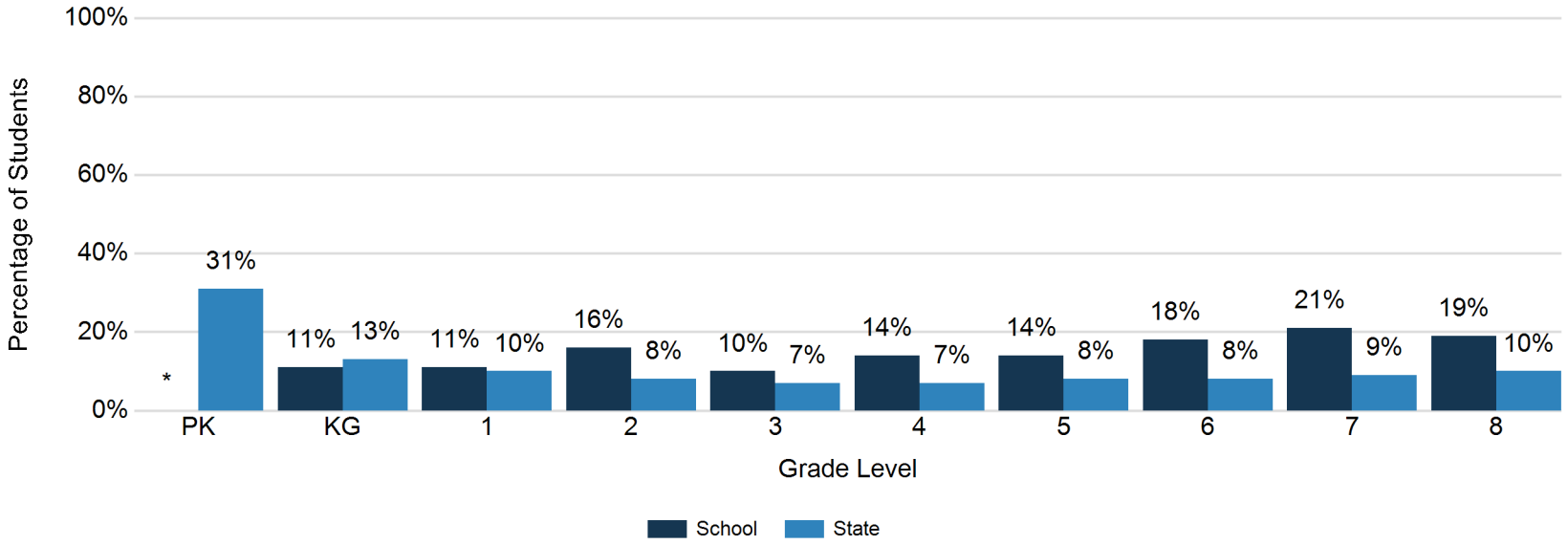
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	15
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	1.99

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	14	14
No Identified Nature	15		15

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
17

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	3.0:1

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	58	118,214
Average years experience in public schools	11.0	12.1
Average years experience in district	9.8	10.8
Percentage of Teachers with 4 or more years experience in the district	60.3%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	15:1	14:1
Students to Administrators	143:1	106:1
Teachers to Administrators	10:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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

Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.2%	87.9%	50.0%	48.4%	77.1%	54.9%
Male	51.8%	12.1%	50.0%	51.6%	22.9%	45.1%
White	1.6%	63.8%	50.0%	42.4%	83.6%	77.4%
Hispanic	87.1%	29.3%	50.0%	29.9%	7.3%	7.2%
Black or African American	8.7%	6.9%	0.0%	15.0%	6.6%	13.9%
Asian	2.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Abington Avenue School
(13-3570-170)
Grades Offered: PK-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
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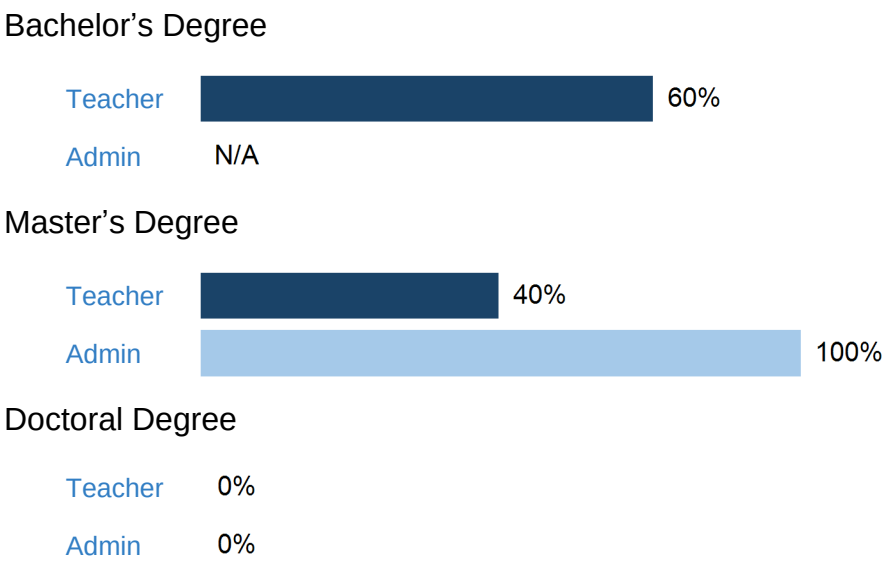
Teachers and Administrators - Level of Education

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



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	80.0%

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

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

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

ESSA Accountability Status

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

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

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	46.0%	47.2%	47.0%
Math Proficiency	30.9%	33.5%	33.3%
ELA Growth	60	53	49
Math Growth	51	50	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		51.1%	42.9%
Chronic Absenteeism	14.0%	17.4%	15.2%

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

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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School Narrative

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

Mission, Vision, Theme:	Abington Avenue School is a PK 8 public school with an emphasis on Science Technology Engineering Arts and Math STEAM As a STEAM school our vision is to be the preeminent leader in STEM and Arts education by combining academic rigor with social responsibility and mastery of the process of scientific inquiry We offer co curricular programs and club activities in reading writing math science coding drama and the performing arts
Awards, Recognition, Accomplishments:	We were awarded the Newark STEAM Coalition Grant for a second year in a row We continue to work with Disney Junior musicals We are proud to announce that we have added Drama to our Activity Teacher line up this year to enhance our arts programming

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Courses, Curriculum, Instruction:	Middle School Electives Program GEMS program Girls in Math and Science STEAM Program High Achieving Students Extended School Day Program Saturday Academy Remediation BEEP Bilingual Education Support
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Boys & Girls), Soccer (Boys & Girls) Basketball Cheer Soccer
Clubs and Activities:	Band BEEP Afterschool Program Coding Disney NJPAC theater Drama

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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School Narrative

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Student Health and Wellness:	Our school provides students with healthy and nutritious foods encouraging the consumption of fresh fruits and vegetables low fat milk and whole grains for students to select and consume all components of the school meal Students also engage in nutrition education and are provided with the opportunity to engage in daily physical activity
Parent and Community Involvement:	Audible Jazz House Kids Program La Casa De Don Pedro After school Program and Tutoring Montclair State University Students 2 Science

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Facilities:	Built in 1900 and includes Auditorium Computer Labs and Media Center
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

American History High School
(13-3570-087)
Grades Offered: 08-12
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

American History High School
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School Contact Information

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

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Mr. Bryan Olkowski
Address	74 Montgomery St NEWARK, NJ 07103
Phone Number	973-733-7333
Email Address	b1olkowski@NPS.K12.NJ.US
Website	http://www.nps.k12.nj.us/HIS

NJ SCHOOL PERFORMANCE REPORT

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

Enrollment Trends by Grade

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	0	0	0
6	0	0	0
7	31	11	0
8	41	42	15
9	111	132	156
10	110	108	115
11	69	102	102
12	69	79	103
Total	431	474	491

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	53.1%	50.0%	46.0%
Male	46.9%	50.0%	54.0%
Economically Disadvantaged Students	77.7%	62.4%	60.9%
Students with Disabilities	13.5%	12.7%	14.9%
English Learners	0.7%	0.6%	0.6%
Homeless Students	0.7%	1.3%	1.8%
Students in Foster Care	0.0%	0.2%	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	0.7%	1.9%	1.4%
Hispanic	23.4%	28.3%	35.2%
Black or African American	75.2%	69.4%	62.9%
Asian	0.7%	0.4%	0.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	431	474	491
Shared Time Students	0	0	0
Full Time Equivalent	431	474	491

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	78.4%
Spanish	17.1%
Portuguese	1.4%
Other Languages	3.1%

NJ SCHOOL PERFORMANCE REPORT

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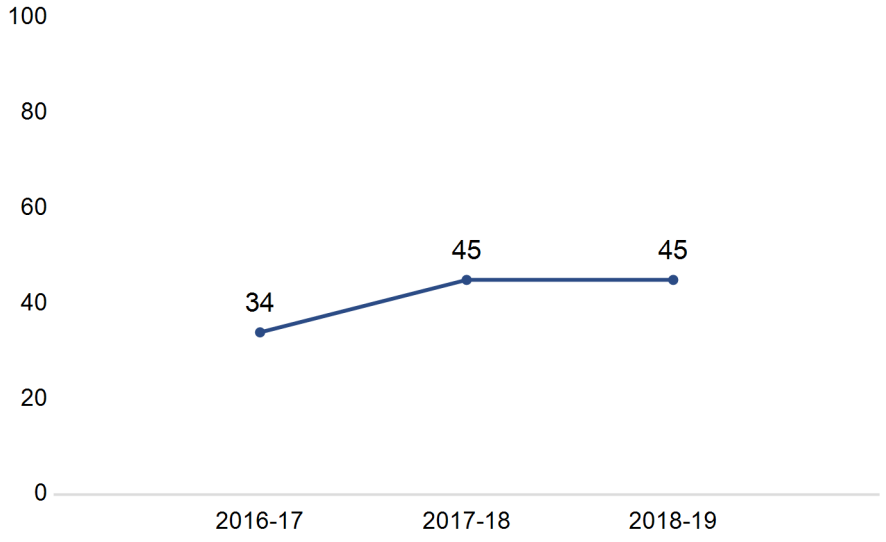
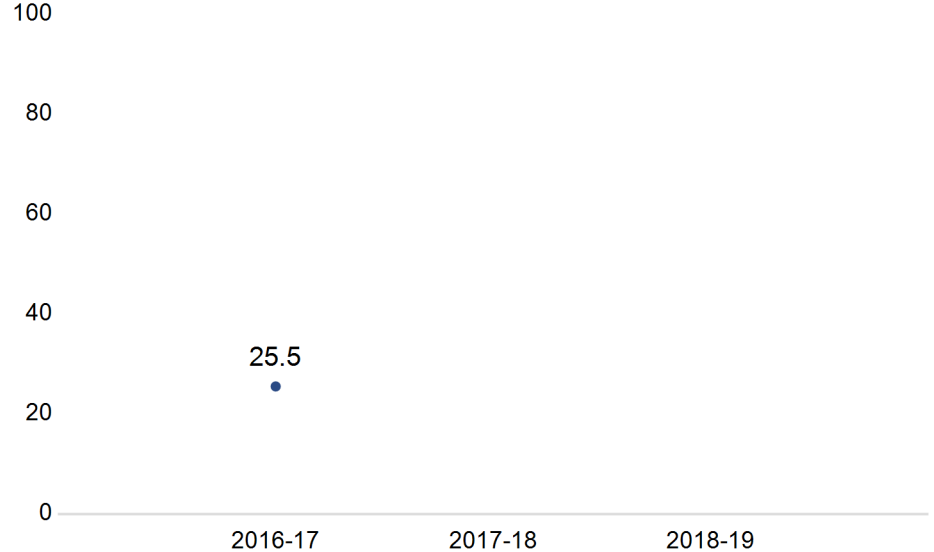
Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	34	45	45	25.5	*	N
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Not Met	*	N
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	45	48	50	**	N	48	50	**
White	N	56	50	**	N	56	52	**
Hispanic	*	50	49	**	N	51	47	**
Black or African American	44.5	43	45	**	N	41	43	**
Asian, Native Hawaiian, or Pacific Islander	N	60	59	**	N	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	*	51	53	N	N	49	50	N
Male	*	45	47	N	N	48	51	N
Economically Disadvantaged Students	46	47	48	**	N	48	46	**
Students with Disabilities	*	39	43	**	N	48	45	**
English Learners	*	53	52	**	N	53	50	**
Homeless Students	N	37	43	N	N	38.5	44	N
Students in Foster Care	*	49	42	N	N	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

American History High School
(13-3570-087)
Grades Offered: 08-12
2018-2019

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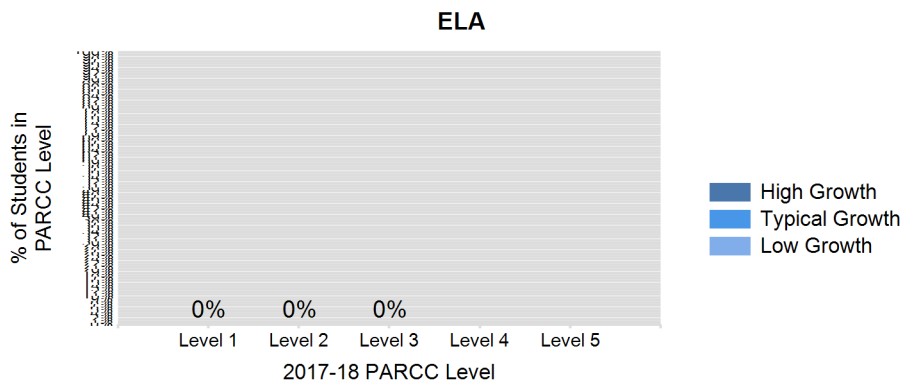
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

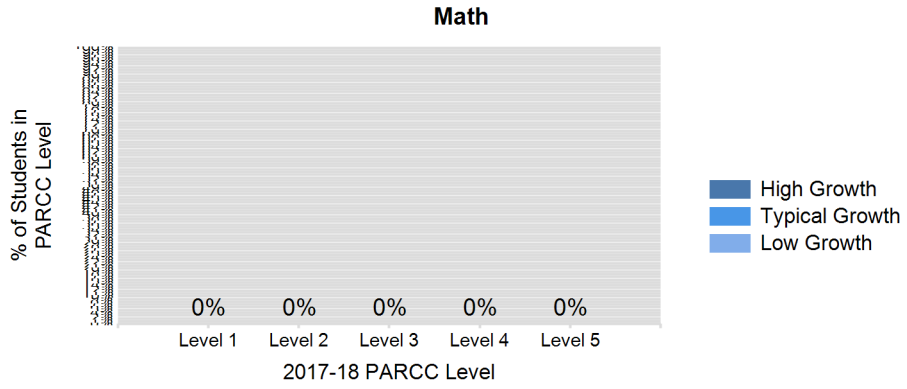
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

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

Student Growth by Performance Level

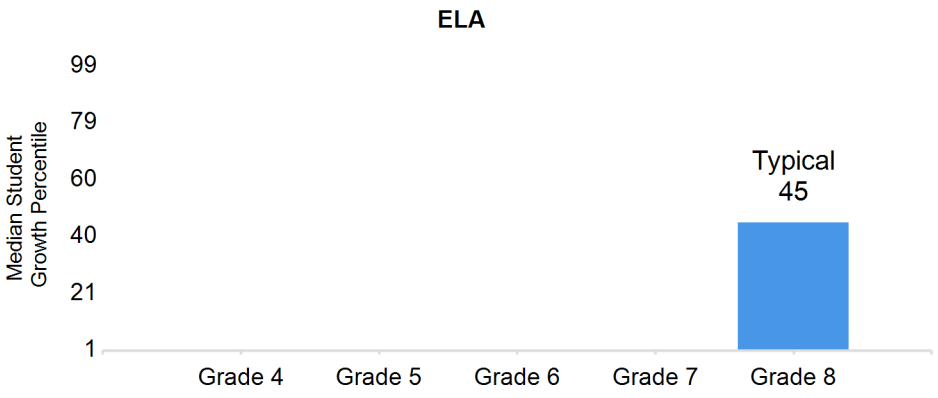
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

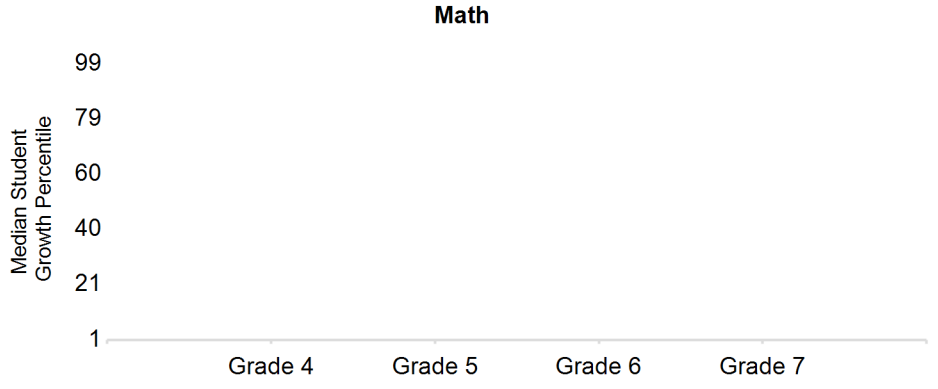




Student Growth by Grade

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





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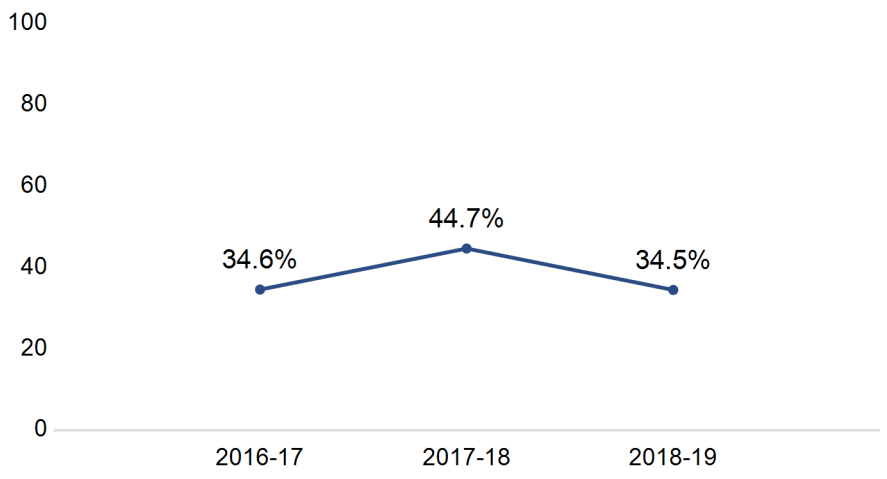
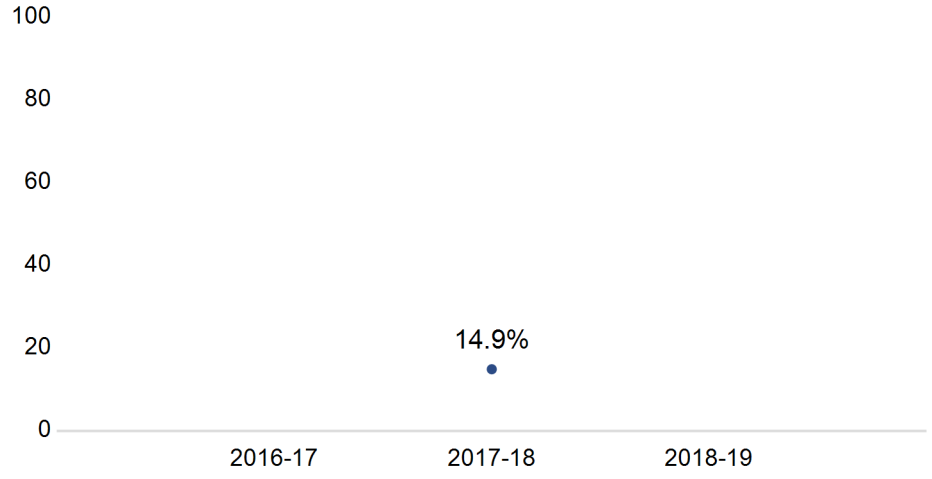
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.6%	95.8%	95.9%	99.0%	97.2%	96.3%
Proficiency Rate for Federal Accountability	34.6%	44.7%	34.5%	*	14.9%	*
Annual Target	44.9%	46.7%	48.6%	24.2%	27.2%	30.1%
Met Annual Target?	Not Met	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.

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English Language Arts Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	258	95.9	34.5	*	57.9	34.5	48.6	Not Met
White	*	*	*	54.7	66.9	*	**	**
Hispanic	102	97.2	38.2	38.9	43.9	38.2	67.7	Not Met
Black or African American	149	94.9	29.5	28.8	38.5	29.5	43.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	129	97.0	41.1	42.9	64.8	41.1		
Male	129	94.9	27.9	30.3	51.3	27.9		
Economically Disadvantaged Students	162	95.9	35.2	35.8	40.0	35.2	49.8	Not Met
Non-Economically Disadvantaged Students	96	96.0	33.3	38.6	67.9	33.3		
Students with Disabilities	18	90.0	22.2	14.1	22.7	22.1	N	N
Students without Disabilities	240	96.4	35.4	41.7	65.1	35.4		
English Learners	23	95.8	47.8	29.3	29.3	47.8	N	N
Non-English Learners	235	95.9	33.2	38.3	60.6	33.2		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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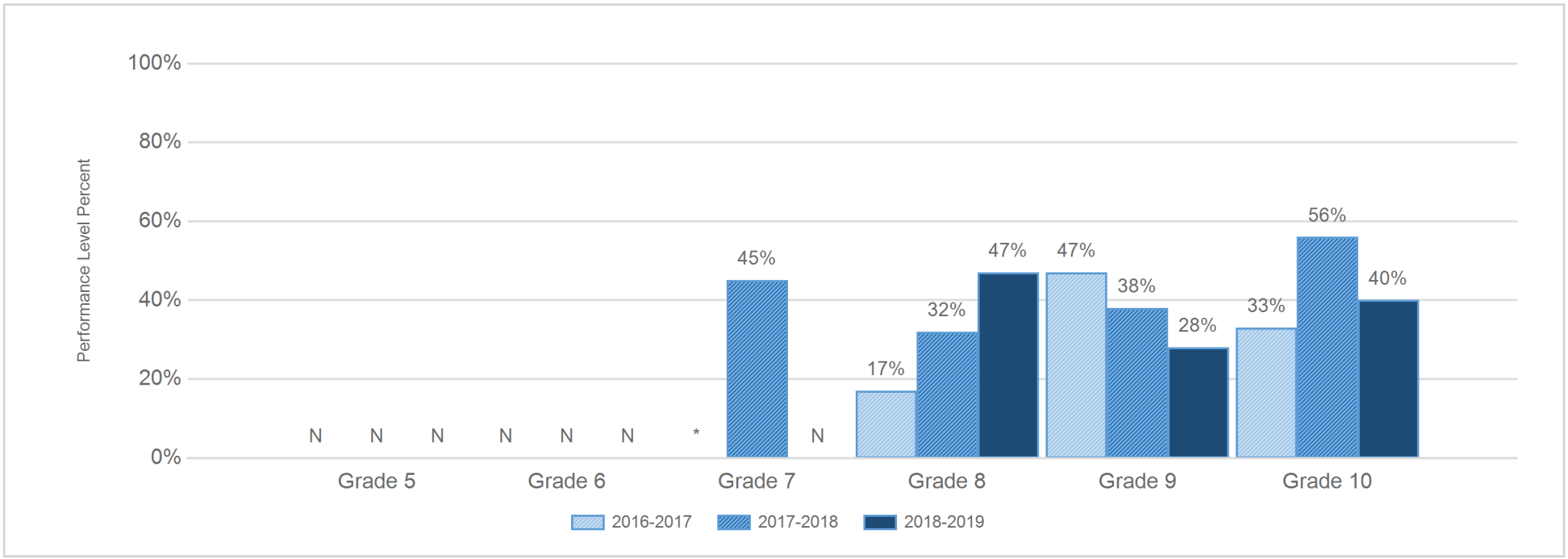
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 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	15	747	742	762	*	*	*	*	*	47%	63%
White	N	N	765	770	N	N	N	N	N	N	72%
Hispanic	*	*	746	747	*	*	*	*	*	*	49%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	*	*	751	771	*	*	*	*	*	*	71%
Male	*	*	735	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	*	*	742	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	744	772	*	*	*	*	*	*	72%
Students with Disabilities	*	*	707	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	750	770	*	*	*	*	*	*	71%
English Learners	N	N	717	708	N	N	N	N	N	N	12%
Non-English Learners	15	747	745	764	*	*	*	*	*	47%	65%
Homeless Students	N	N	711	727	N	N	N	N	N	N	31%
Students in Foster Care	*	*	714	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	137	734	730	753	12%	21%	38%	*	*	28%	56%
White	*	*	739	762	*	*	*	*	*	*	65%
Hispanic	61	742	729	737	*	18%	38%	*	*	36%	40%
Black or African American	73	726	729	732	16%	25%	40%	19%	0%	19%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	N	N	*	761	N	N	N	N	N	N	63%
Female	68	736	738	760	*	*	43%	*	*	31%	63%
Male	69	733	*	746	*	*	33%	*	*	26%	49%
Economically Disadvantaged Students	85	735	731	734	*	22%	38%	*	*	28%	36%
Non-Economically Disadvantaged Students	52	733	*	762	*	19%	38%	*	*	29%	65%
Students with Disabilities	*	*	699	717	*	*	*	*	*	*	17%
Students without Disabilities	*	*	736	760	*	*	*	*	*	*	63%
English Learners	*	*	685	693	*	*	*	*	*	*	*
Non-English Learners	*	*	736	755	*	*	*	*	*	*	*
Homeless Students	*	*	703	720	*	*	*	*	*	*	21%
Students in Foster Care	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	*	715	N	N	N	N	N	N	23%

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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	736	727	757	17%	23%	20%	*	*	40%	58%
White	*	*	748	767	*	*	*	*	*	*	67%
Hispanic	*	*	726	738	*	*	*	*	*	*	43%
Black or African American	61	733	723	733	20%	25%	18%	*	*	38%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	780	792	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	N	N	*	766	N	N	N	N	N	N	65%
Female	54	742	737	766	*	19%	*	*	*	52%	66%
Male	49	729	*	749	*	29%	*	*	*	27%	51%
Economically Disadvantaged Students	67	738	*	735	*	19%	*	*	*	42%	40%
Non-Economically Disadvantaged Students	36	732	725	767	*	31%	*	*	*	36%	67%
Students with Disabilities	*	*	687	711	*	*	*	*	*	*	19%
Students without Disabilities	*	*	734	765	*	*	*	*	*	*	65%
English Learners	*	*	679	687	*	*	*	*	*	*	*
Non-English Learners	*	*	734	760	*	*	*	*	*	*	*
Homeless Students	*	*	713	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	694	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	710	N	N	N	N	N	N	10%

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	259	96.3	*	26.3	44.5	*	30.1	Not Met
White	*	*	*	42.2	54.1	*	**	**
Hispanic	103	98.1	*	30.9	28.8	*	35.6	Not Met
Black or African American	149	94.9	*	16.6	23.0	*	28.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	130	97.8	*	26.9	44.9	*		
Male	129	94.9	*	25.8	44.2	*		
Economically Disadvantaged Students	162	95.9	*	26.6	26.3	*	28.5	Not Met
Non-Economically Disadvantaged Students	97	97.0	*	25.4	54.9	*		
Students with Disabilities	18	90.0	*	11.6	17.4	*	N	N
Students without Disabilities	241	96.8	*	29.8	50.0	*		
English Learners	23	95.8	*	25.7	25.0	*	N	N
Non-English Learners	236	96.3	*	26.5	46.5	*		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

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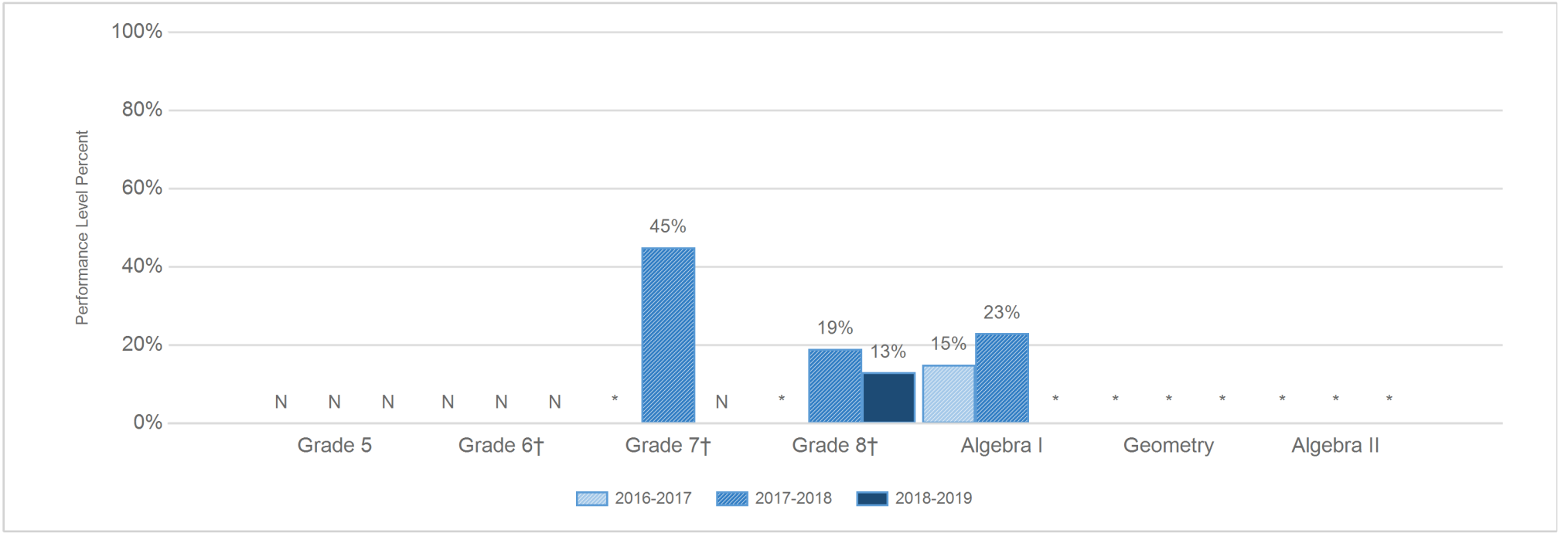
Mathematics Assessment – Performance Trends

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



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

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Mathematics Assessment - Performance by Grade: Grade 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	15	705	722	728	*	*	*	*	*	13%	29%
White	N	N	731	737	N	N	N	N	N	N	38%
Hispanic	*	*	727	722	*	*	*	*	*	*	22%
Black or African American	*	*	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	*	*	724	731	*	*	*	*	*	*	31%
Male	*	*	719	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	722	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	721	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	697	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	727	734	*	*	*	*	*	*	35%
English Learners	N	N	712	706	N	N	N	N	N	N	10%
Non-English Learners	15	705	723	730	*	*	*	*	*	13%	30%
Homeless Students	N	N	695	709	N	N	N	N	N	N	12%
Students in Foster Care	*	*	707	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

American History High School
(13-3570-087)
Grades Offered: 08-12
2018-2019

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

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	139	716	722	744	*	*	*	*	*	*	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	63	714	723	728	*	*	*	*	*	*	24%
Black or African American	73	716	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	743	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	68	716	724	745	*	*	*	*	*	*	44%
Male	71	717	721	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	87	715	723	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	52	718	720	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	705	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	726	748	*	*	*	*	*	*	47%
English Learners	*	*	702	710	*	*	*	*	*	*	*
Non-English Learners	*	*	725	745	*	*	*	*	*	*	*
Homeless Students	*	*	700	718	*	*	*	*	*	*	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

American History High School
(13-3570-087)
Grades Offered: 08-12
2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	714	716	737	*	*	*	*	*	*	35%
White	*	*	733	743	*	*	*	*	*	*	43%
Hispanic	*	*	718	724	*	*	*	*	*	*	17%
Black or African American	61	712	709	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	55	716	*	738	*	*	*	*	*	*	36%
Male	46	711	713	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	65	714	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	36	714	714	743	*	*	*	*	*	*	43%
Students with Disabilities	*	*	696	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	719	741	*	*	*	*	*	*	*
English Learners	*	*	706	708	*	*	*	*	*	*	*
Non-English Learners	*	*	717	738	*	*	*	*	*	*	*
Homeless Students	*	*	711	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	702	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	*	711	N	N	N	N	N	N	19%

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	739	755	*	*	*	*	*	*	58%
White	*	*	757	758	*	*	*	*	*	*	62%
Hispanic	N	N	739	731	N	N	N	N	N	N	34%
Black or African American	N	N	727	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	N	N	741	752	N	N	N	N	N	N	55%
Male	*	*	736	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	N	N	737	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	*	*	741	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	701	715	N	N	N	N	N	N	25%
Students without Disabilities	*	*	742	756	*	*	*	*	*	*	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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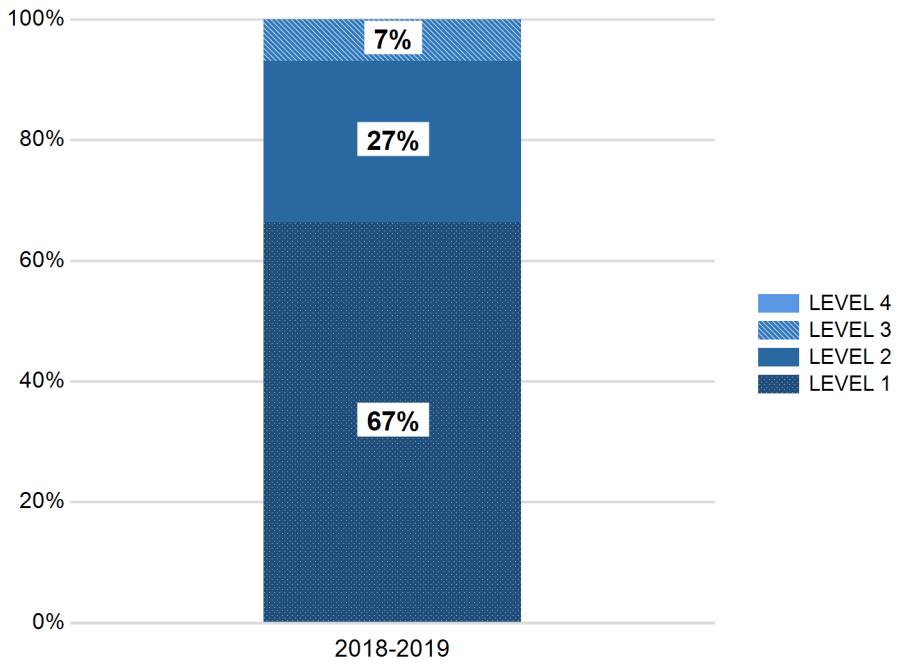
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	67	27	7	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	67	27	7	0
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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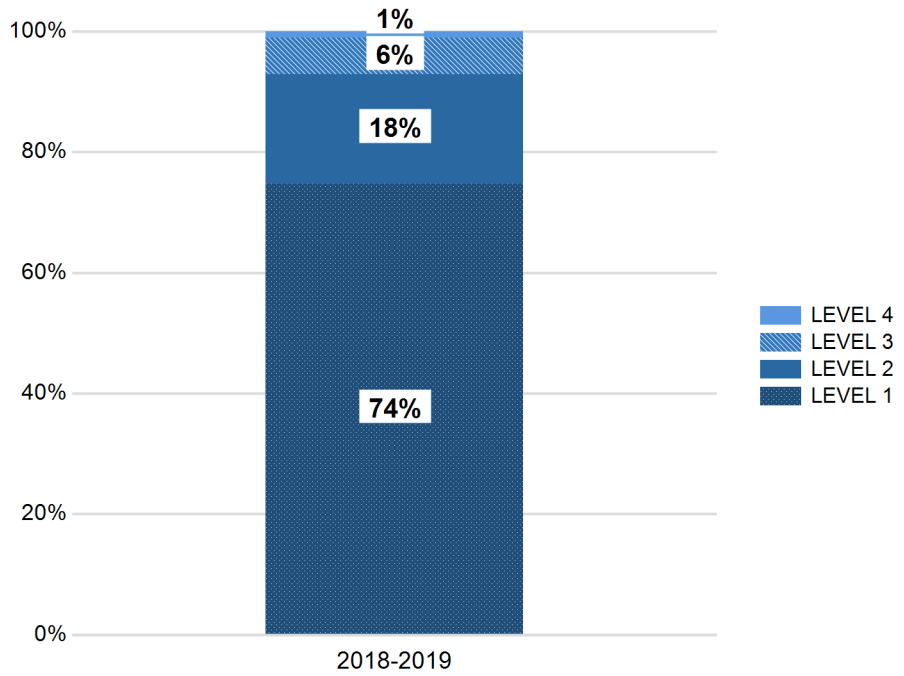
NJSLA Science Assessment: Grade 11 Summary

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	74	18	6	1
White	N	N	N	N
Hispanic	64	24	12	0
Black or African American	80	15	3	2
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	78	18	4	0
Male	71	18	8	2
Economically Disadvantaged Students	78	15	7	0
Non-Economically Disadvantaged Students	70	23	5	3
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	74	18	6	1
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	89.9%	84.5%
12th graders taking SAT in 2018-19 or prior years	97.1%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	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	417	476	Grade 10: 430 Grade 11: 460	35%	61%
PSAT 10/NMSQT - Math	411	477	Grade 10: 480 Grade 11: 510	*	43%
SAT - Reading and Writing	453	539	480	36%	70%
SAT - Math	436	541	530	*	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%

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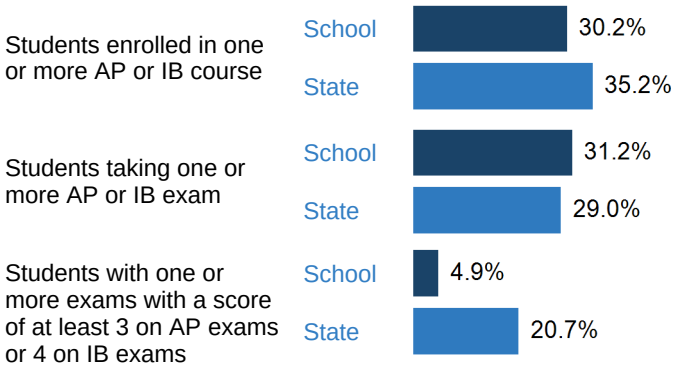
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

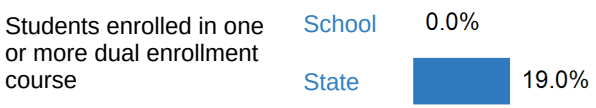
AP/IB Coursework – Participation and Performance

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



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	8	0
AP Computer Science Principles	0	12
AP English Language and Composition	18	16
AP English Literature and Composition	24	20
AP French Language and Culture	14	12
AP Physics 1	0	10
AP Physics B	10	0
AP Spanish Language	9	9
AP Studio Art—Two-Demensional	0	8
AP U.S. History	21	21
Total Exams taken		108
Exams with scores of at least 3 on AP exams or 4 on IB exams		15

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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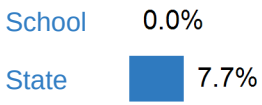
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career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

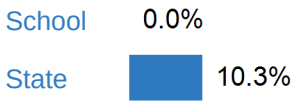
Career and Technical Education Participation

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

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



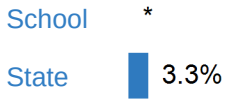
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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Career and Technical Education Participation by Student Group

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

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

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

Industry-Valued Credentials by Career Cluster

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

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

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

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
8	0	0	0	0	0	0	15
9	156	0	0	0	0	0	0
10	3	105	11	0	0	0	0
11	0	2	69	28	0	0	4
12	0	0	5	14	29	0	12
Total	159	107	85	42	29	0	31
Enrolled in AP/IB Course					0	0	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	118	21	0	17	0	0
10	115	0	0	0	0	0
11	10	89	0	1	1	0
12	1	1	0	26	34	0
Total	244	111	0	44	35	0
Enrolled in AP/IB Course	0	0		0	10	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	140	0	0	0	0	48
10	2	115	0	0	0	21
11	1	97	0	0	0	25
12	0	7	0	0	0	58
Total	143	219	0	0	0	152
Enrolled in AP/IB Course	0	21	0	0		0
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
8	N	N	N	N	N	N	N
9	112	43	0	0	0	0	0
10	76	38	0	0	0	0	0
11	21	20	0	0	0	0	0
12	12	7	0	0	0	0	0
Total	221	108	0	0	0	0	0
Enrolled in AP/IB Course	9	14	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0

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Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
8	N	N	N	N	N	N
9	0	0	14	0	0	0
10	0	0	11	0	0	0
11	0	0	8	0	0	0
12	0	7	12	0	0	0
Total	0	7	45	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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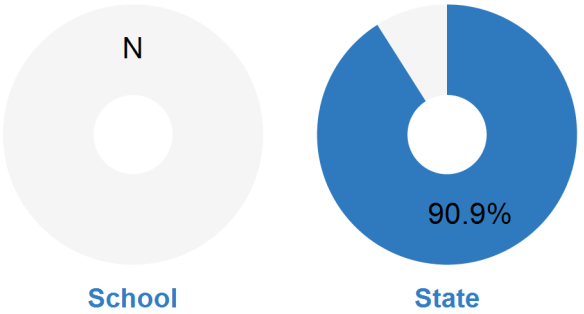
Visual and Performing Arts – Course Participation

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.

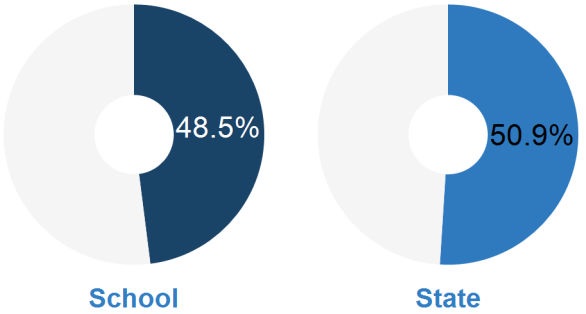
Grades 6-8:

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

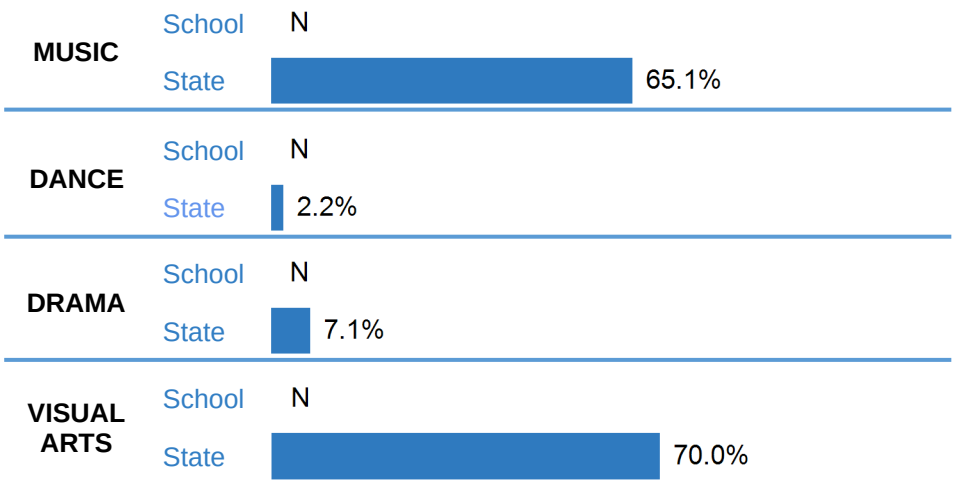


Grades 9-12:

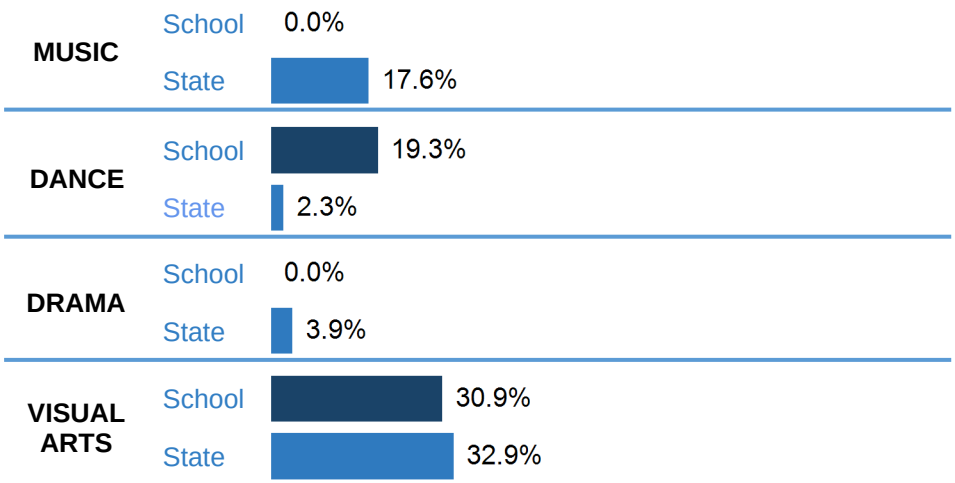
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:



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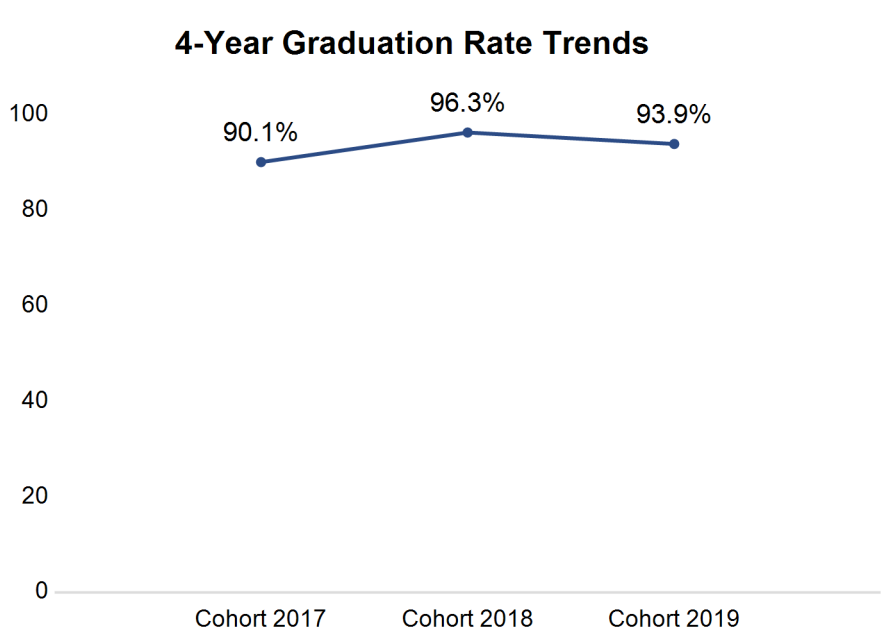
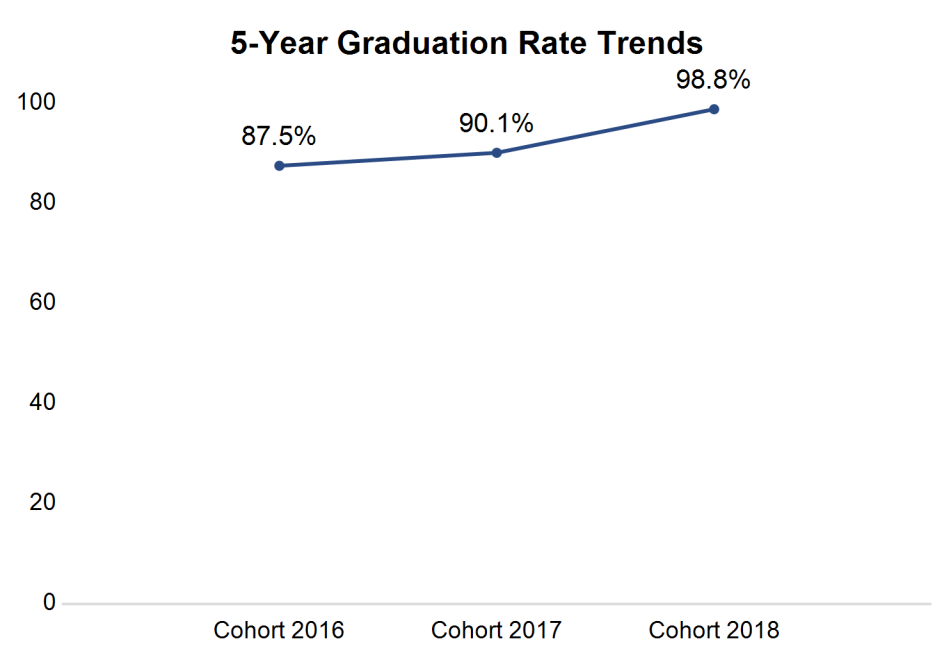
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

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





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	90.1%	96.3%	93.9%	87.5%	90.1%	98.8%
Annual Target	93.6%	N		89.9%	90.2%	
Met Annual Target?	Not Met	Met Goal		Not Met	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	93.9%	90.6%	98.8%	92.5%	96.3%	N	Met Goal	90.1%	90.2%	Not Met
White	N	94.9%	*	95.9%	*	**	**	N	N	N
Hispanic	87.5%	84.5%	94.1%	87.3%	88.9%	**	**	*	**	**
Black or African American	96.0%	83.3%	100.0%	87.1%	98.4%	N	Met Goal	87.3%	92.1%	Not Met
Asian, Native Hawaiian or Pacific Islander	N	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	94.0%	92.8%	97.7%	94.4%	97.7%			93.0%		
Male	93.9%	88.5%	100.0%	90.8%	94.9%			85.7%		
Economically Disadvantaged Students	95.7%	84.0%	98.3%	87.3%	98.3%	N	Met Goal	88.7%	90.6%	Not Met
Students with Disabilities	100.0%	79.2%	*	83.8%	*	**	**	*	**	**
English Learners	*	75.4%	*	80.1%	*	**	**	N	N	N
Homeless Students	*	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	46.2%	0.0%
Substitute Competency Test	40.9%	74.2%
Portfolio Appeals Process	2.2%	14.0%
Alternate Requirements specified in IEP	10.8%	11.8%
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	0.6%	1.2%
2017-2018	1.0%	1.2%
2016-2017	0.0%	1.1%

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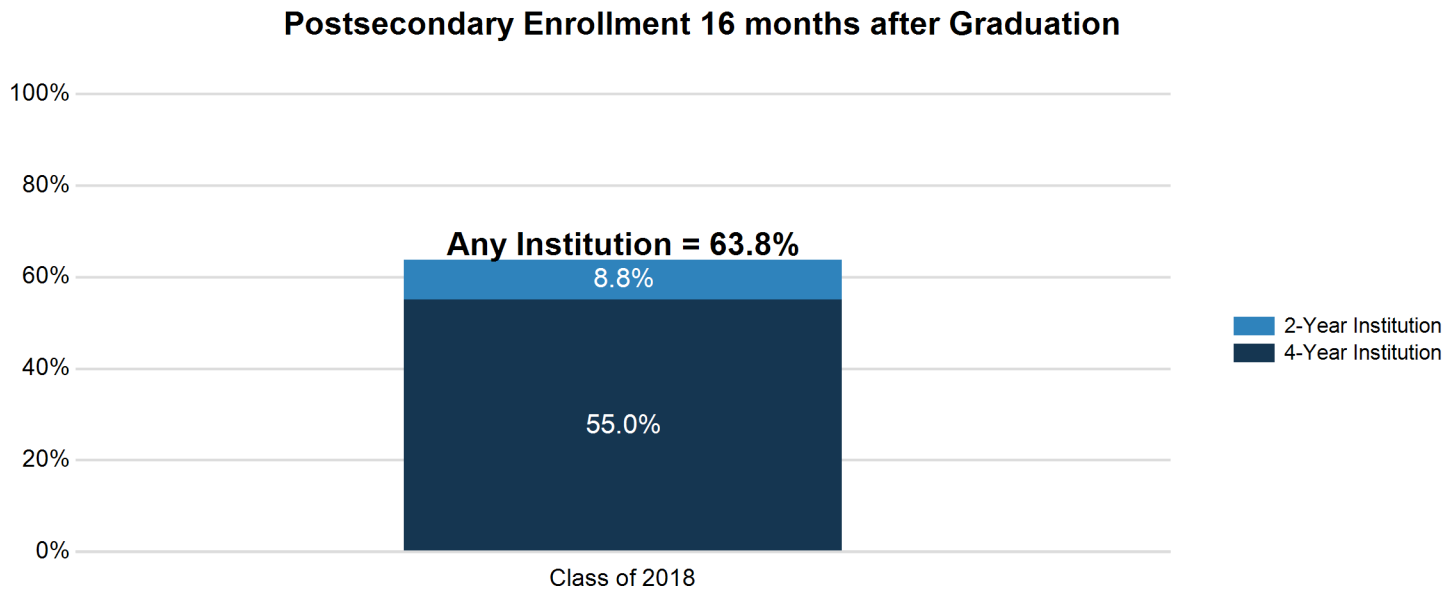
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	8.8%
% Enrolled in 4-Year Institution	55.0%
% Enrolled in Any Postsecondary Institution	63.8%

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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	62.4%	17.2%	82.8%
White	N	N	N
Hispanic	61.9%	15.4%	84.6%
Black or African American	62.5%	17.8%	82.2%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	53.8%	14.3%	85.7%
Students with Disabilities	42.9%	33.3%	66.7%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	63.8%	13.7%	86.3%	84.3%	15.7%	90.2%	9.8%
White	*	*	*	*	*	*	*
Hispanic	68.8%	18.2%	81.8%	81.8%	18.2%	100%	0%
Black or African American	63.9%	12.8%	87.2%	84.6%	15.4%	87.2%	12.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	69.2%	11.1%	88.9%	85.2%	14.8%	92.6%	7.4%
Students with Disabilities	7.7%	100%	0%	100%	0%	100%	0%
English Learners	*	*	*	*	*	*	*

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

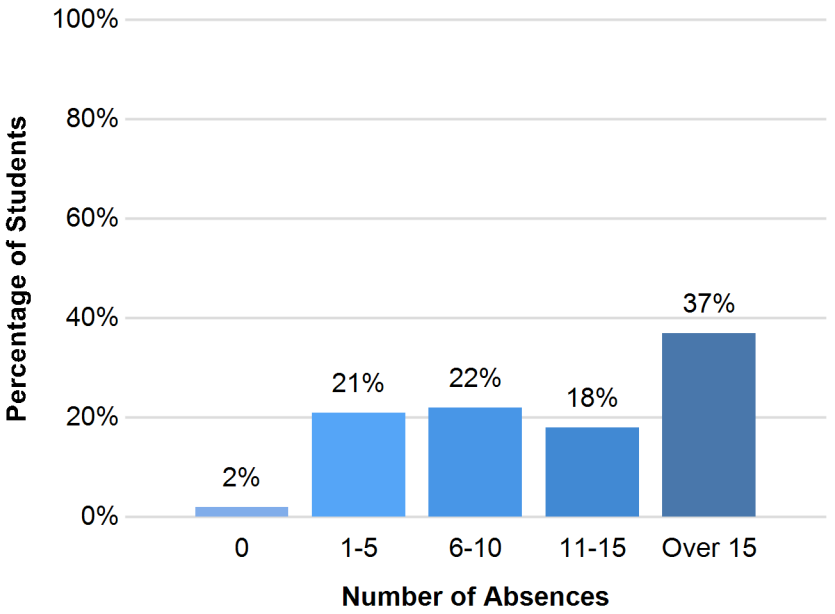
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	156	31.8	12.6	Not Met
White	*	*	**	**
Hispanic	60	34.7	12.6	Not Met
Black or African American	94	30.5	12.6	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	82	36.4		
Male	74	27.9		
Economically Disadvantaged Students	104	34.9	12.6	Not Met
Students with Disabilities	21	29.2	12.6	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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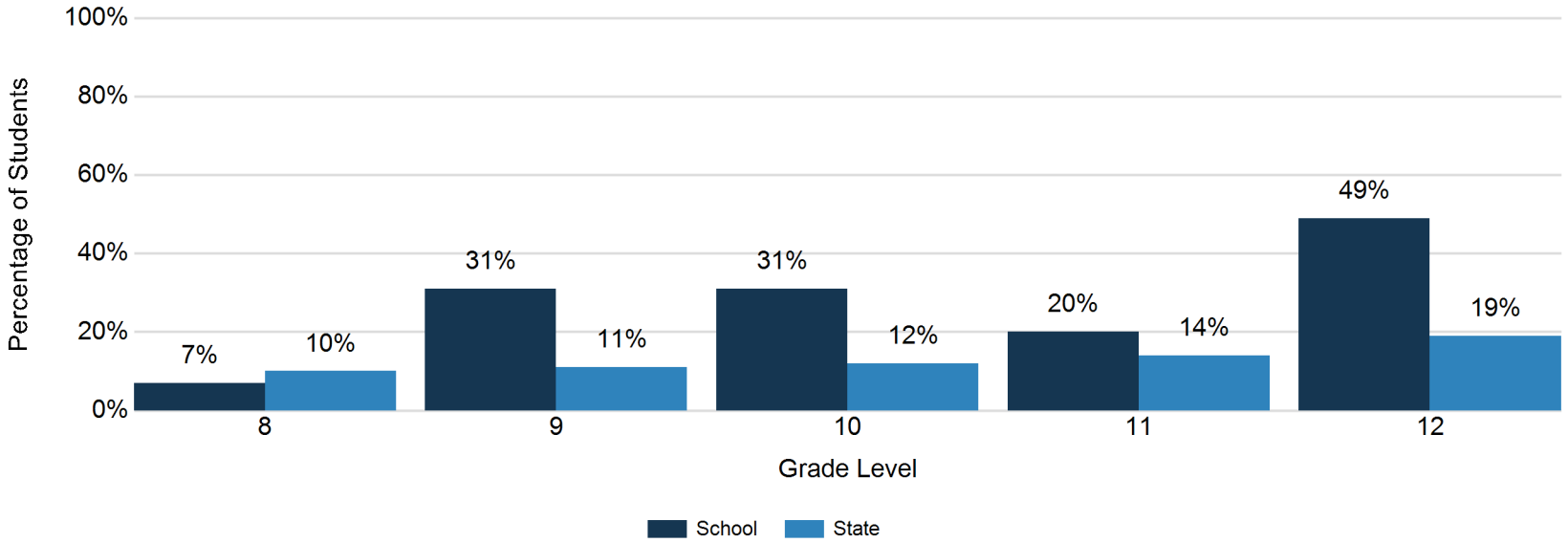
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.20

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	1.2:1

NJ SCHOOL PERFORMANCE REPORT

American History High School
(13-3570-087)
Grades Offered: 08-12
2018-2019

Report Key:
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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 the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	40	118,214
Average years experience in public schools	12.1	12.1
Average years experience in district	7.6	10.8
Percentage of Teachers with 4 or more years experience in the district	60.0%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1
Students to Administrators	123:1	106:1
Teachers to Administrators	10:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

NJ SCHOOL PERFORMANCE REPORT

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.0%	55.0%	50.0%	48.4%	77.1%	54.9%
Male	54.0%	45.0%	50.0%	51.6%	22.9%	45.1%
White	1.4%	47.5%	25.0%	42.4%	83.6%	77.4%
Hispanic	35.2%	15.0%	25.0%	29.9%	7.3%	7.2%
Black or African American	62.9%	30.0%	25.0%	15.0%	6.6%	13.9%
Asian	0.4%	2.5%	25.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	5.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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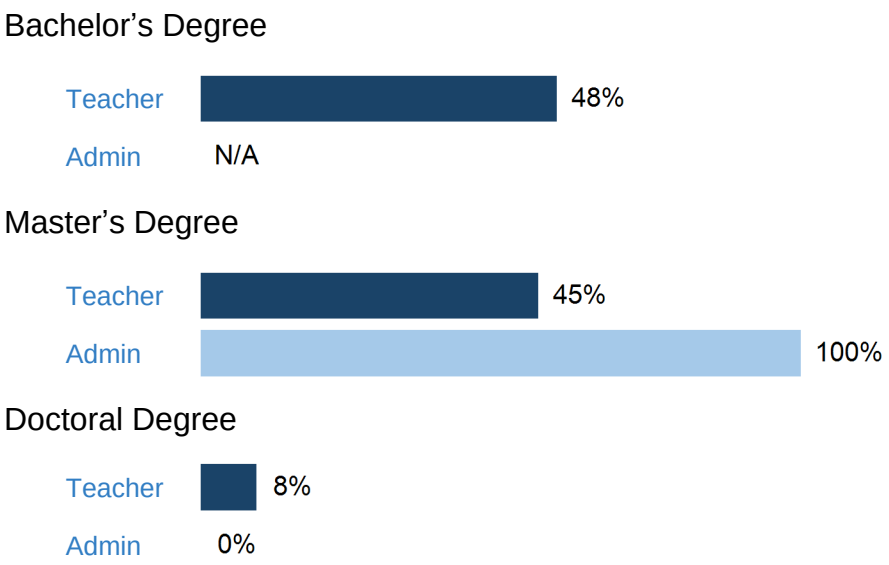
Teachers and Administrators - Level of Education

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



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	80.4%

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

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

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

ESSA Accountability Status

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

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

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	34.6%	44.7%	34.5%
Math Proficiency	*	14.9%	*
ELA Growth	34	45	45
Math Growth	26	*	N
4-Year Graduation Rate†	90.1%	96.3%	93.9%
5-Year Graduation Rate†	87.5%	90.1%	98.8%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	30.2%	33.2%	31.8%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: 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 Goal	Not Met	**	**	**	Not Met	No
White	**	**	**	**	**	**	n/a	**	No
Hispanic	Not Met	Not Met	**	**	**	**	n/a	Not Met	No
Black or African American	Not Met	Not Met	Met Goal	Not Met	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Goal	Not Met	**	**	n/a	Not Met	No
Students with Disabilities	N	N	**	**	**	**	n/a	Not Met	No
English Learners	N	N	**	**	**	**	**	**	No

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

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School Narrative

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

Mission, Vision, Theme:	American History High School is an institute of Social Justice and Democracy committed to ensuring that all students gain social and academic skills needed to attend and graduate from an institution of higher learning The shared efforts of students parents and staff will result in the development of life long learners and productive citizens who advocate for social justice for ALL
Awards, Recognition, Accomplishments:	American History High School has a dual enrollment partnership with Essex County College and Rutgers University

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Courses, Curriculum, Instruction:	Advanced Placement AP Dual Enrollment
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys), Bowling (Coed), Cheerleading (Girls), Soccer (Boys), Softball (Girls), Tennis (Girls), Volleyball (Boys & Girls) Basketball Bowling Cheer Cross Country Debate Soccer Tennis Volleyball
Clubs and Activities:	Debate Future Teachers National Honor Society NewspAdvanced Placementer Student Council

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Before and After School Programs:	Afterschool Program serving students ages 12 17 Operated by Newark Public Schools
Postsecondary Information:	Graduates attended 2 and 4 year schools including: Albright American International Bloomfield Bridgeport Fisher Hampton Hudson Jamestown Kean Kingsborough Montclair St Ramapo Rutgers Seton Hall TCNJ and William Paterson Additionally graduates enlisted in the United States Military attended various technical schools and joined the workforce

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Cooperman Scholars Essex County College National Honors society Rutgers University Newark Street Law

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Facilities:	Built in 1890 and includes Auditorium Computer Labs Media Center
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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School Narrative

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Other Information	The traditional standard schedule for students in our secondary schools is 8:20 am 2:50 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Ann Street School
(13-3570-200)
Grades Offered: PK-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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Ann Street School
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School Contact Information

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

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Linda Richardson
Address	30 ANN ST NEWARK, NJ 07105-3108
Phone Number	973-465-4890
Email Address	lrichardson@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/ANN

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	27	0	0
KG	128	132	115
1	168	127	137
2	140	156	128
3	158	141	158
4	172	149	139
5	150	165	148
6	137	141	167
7	132	121	127
8	120	122	120
9	0	0	0
Total	1,332	1,254	1,239

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.6%	49.8%	49.4%
Male	49.4%	50.2%	50.6%
Economically Disadvantaged Students	85.2%	82.5%	83.0%
Students with Disabilities	13.6%	13.9%	14.0%
English Learners	27.2%	27.2%	33.7%
Homeless Students	0.5%	0.4%	0.2%
Students in Foster Care	0.0%	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	37.9%	35.6%	31.8%
Hispanic	60.4%	62.9%	66.7%
Black or African American	1.4%	1.0%	1.0%
Asian	0.2%	0.2%	0.3%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.2%	0.0%

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	0	0	0
PK - Full Day	27	0	0
KG - Half Day	0	0	0
KG - Full Day	128	132	115

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,332	1,254	1,239
Shared Time Students	0	0	0
Full Time Equivalent	1,332	1,254	1,239

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
Portuguese	43.4%
Spanish	42.3%
English	13.9%
Other Languages	0.4%

NJ SCHOOL PERFORMANCE REPORT

Ann Street School
(13-3570-200)
Grades Offered: PK-08
2018-2019

Report Key:
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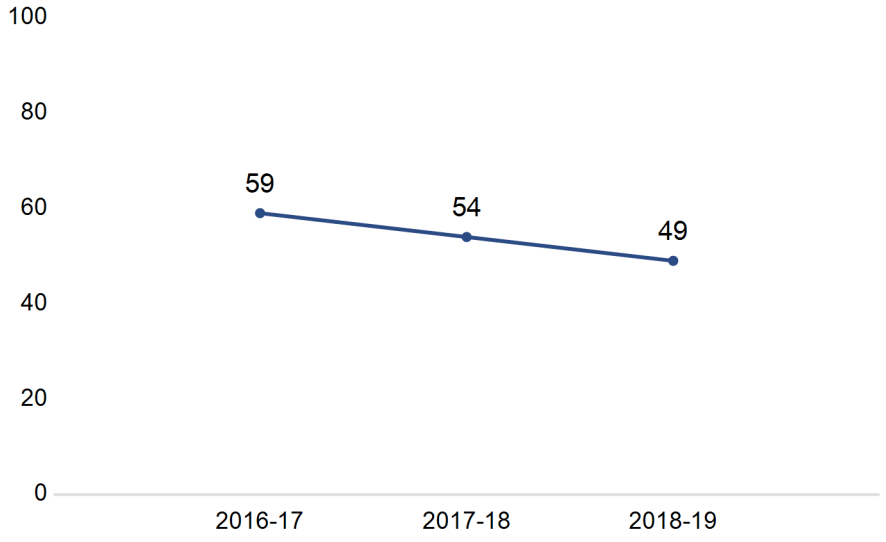
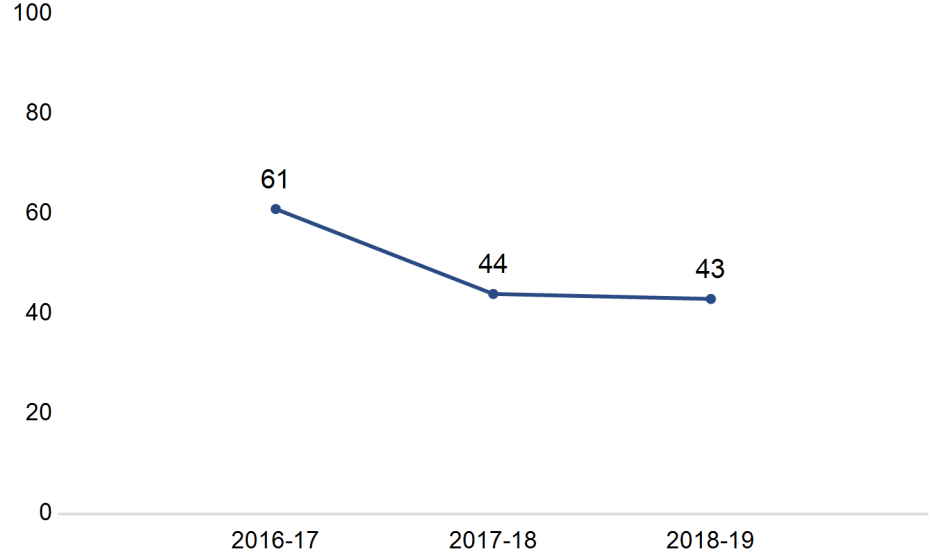
Student Growth Trends and Progress

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





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	54	49	61	44	43
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Ann Street School
(13-3570-200)
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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	49	48	50	Met Standard	43	48	50	Met Standard
White	50	56	50	Met Standard	43	56	52	Met Standard
Hispanic	49	50	49	Met Standard	45	51	47	Met Standard
Black or African American	26	43	45	**	27	41	43	**
Asian, Native Hawaiian, or Pacific Islander	*	60	59	**	N	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	51	51	53	N	43	49	50	N
Male	46	45	47	N	44	48	51	N
Economically Disadvantaged Students	47	47	48	Met Standard	43	48	46	Met Standard
Students with Disabilities	42	39	43	Met Standard	43	48	45	Met Standard
English Learners	46	53	52	Met Standard	43	53	50	Met Standard
Homeless Students	N	37	43	N	N	38.5	44	N
Students in Foster Care	N	49	42	N	N	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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

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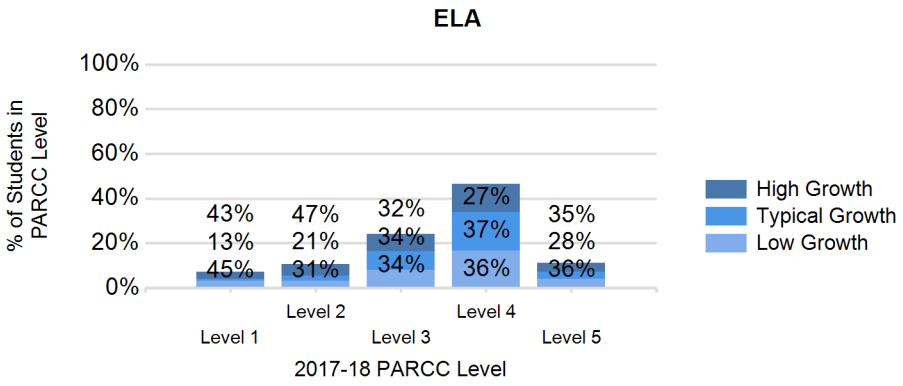
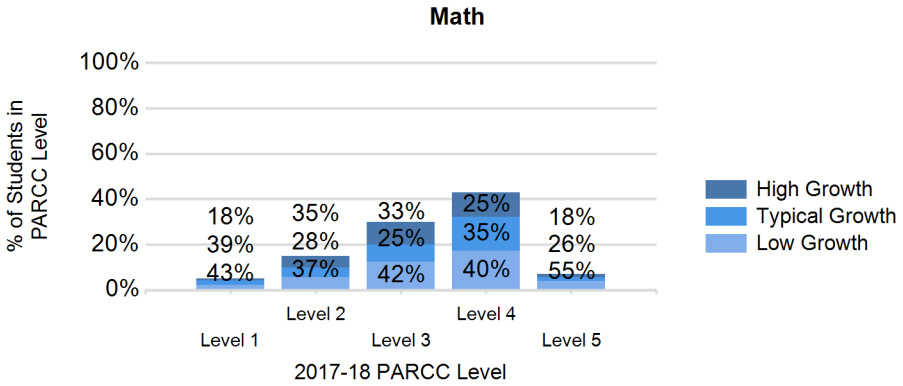
Student Growth by Performance Level

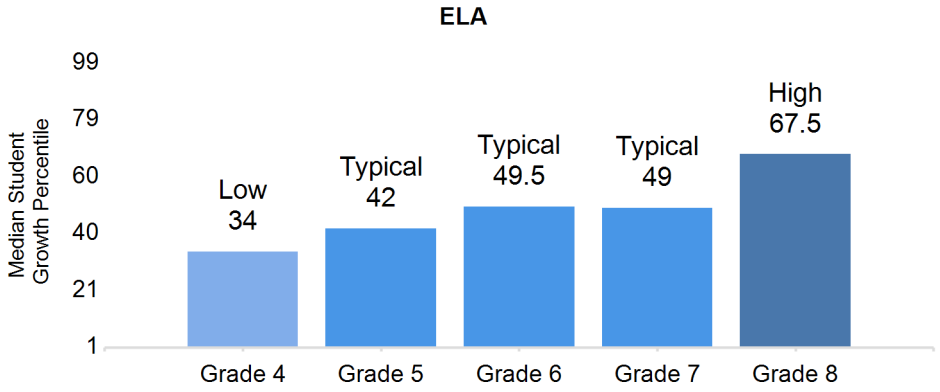
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

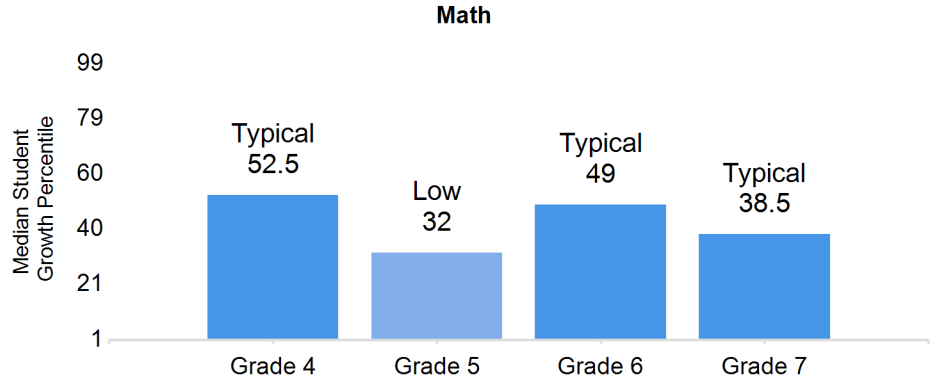




Student Growth by Grade

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





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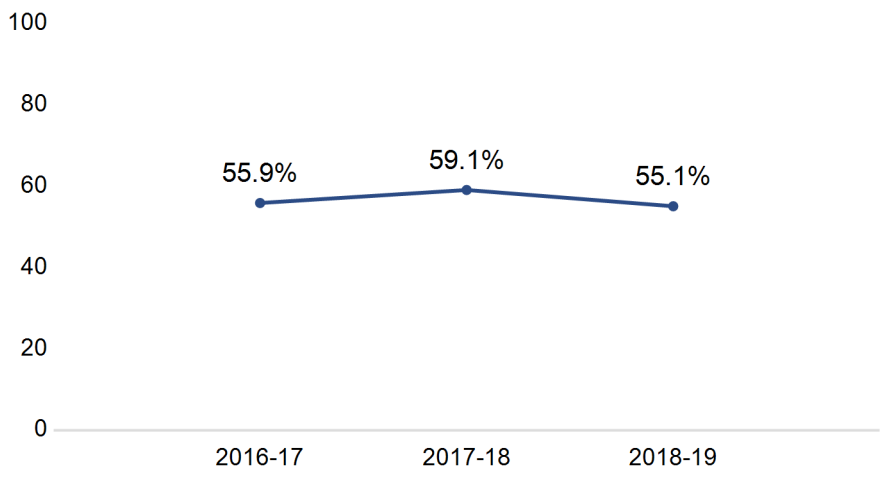
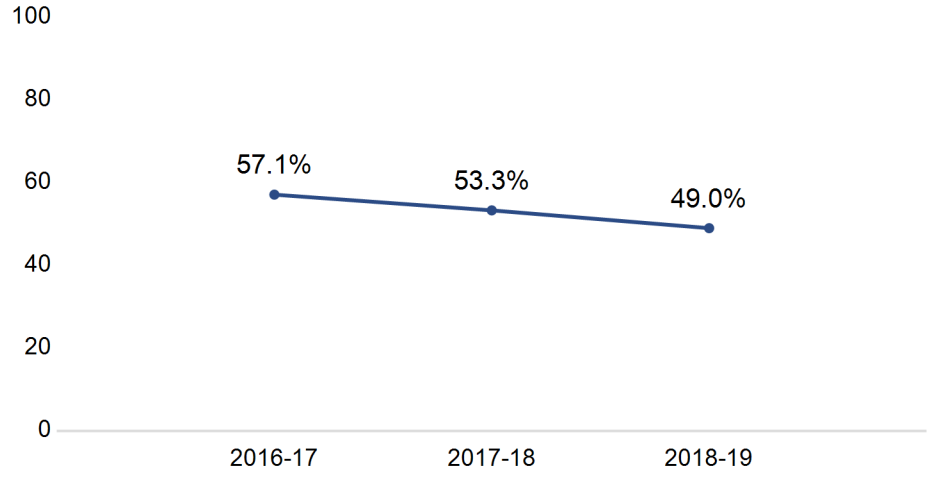
English Language Arts and Mathematics Performance Trends

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	99.3%	100.0%	100.0%	99.3%	100.0%
Proficiency Rate for Federal Accountability	55.9%	59.1%	55.1%	57.1%	53.3%	49.0%
Annual Target	55.1%	56.4%	57.7%	54.9%	56.2%	57.6%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	824	100.0	55.1	*	57.9	55.1	57.7	Met Target†
White	296	100.0	64.5	54.7	66.9	64.5	62.1	Met Target
Hispanic	509	100.0	50.3	38.9	43.9	50.3	53.9	Met Target†
Black or African American	14	100.0	28.6	28.8	38.5	28.6	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	*	*	*	33.3	64.4	*	**	**
Female	411	100.0	62.8	42.9	64.8	62.8		
Male	413	100.0	47.5	30.3	51.3	47.5		
Economically Disadvantaged Students	711	100.0	51.9	35.8	40.0	51.9	55.9	Not Met
Non-Economically Disadvantaged Students	113	100.0	75.2	38.6	67.9	75.2		
Students with Disabilities	130	100.0	23.8	14.1	22.7	23.8	20.4	Met Target
Students without Disabilities	694	100.0	61.0	41.7	65.1	61.0		
English Learners	439	100.0	44.4	29.3	29.3	44.4	42.3	Met Target
Non-English Learners	385	100.0	67.3	38.3	60.6	67.3		
Homeless Students	N	N	N	17.0	29.1	N		
Students In Foster Care	N	N	N	18.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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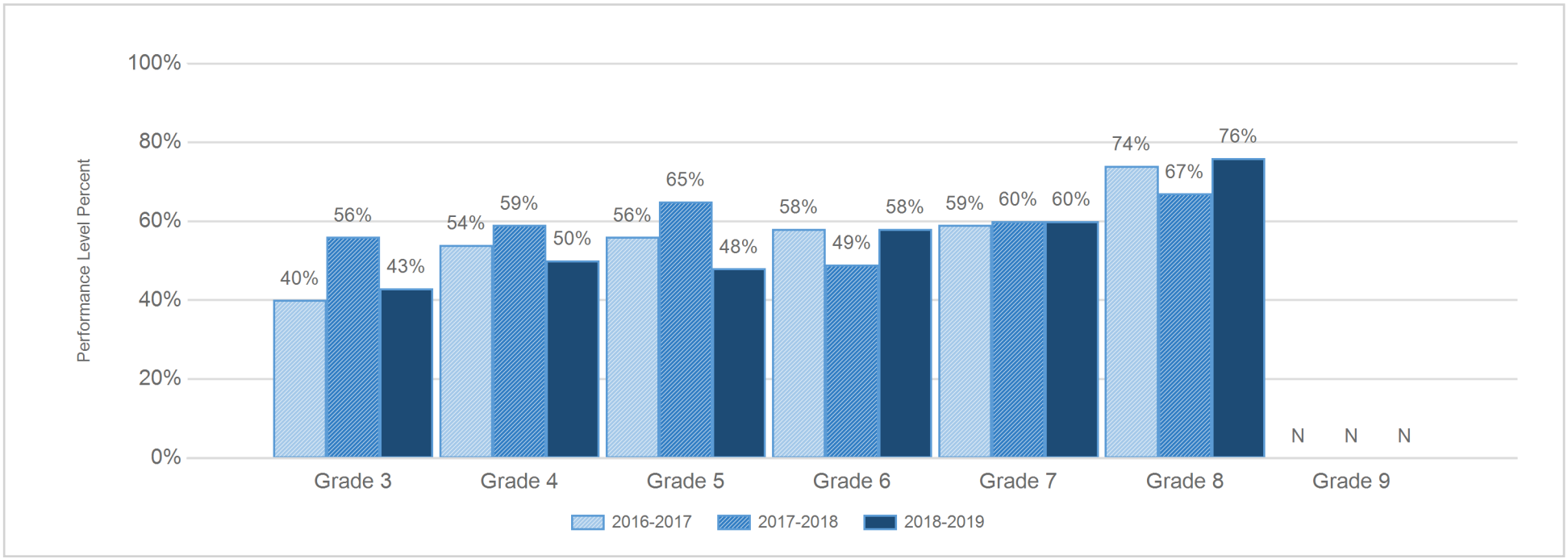
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	148	741	727	748	16%	13%	29%	*	*	43%	50%
White	*	*	746	757	*	*	*	*	*	*	60%
Hispanic	109	739	728	734	15%	16%	29%	*	*	40%	36%
Black or African American	N	N	721	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	76	744	730	753	13%	*	28%	*	*	46%	55%
Male	72	737	723	743	18%	*	31%	*	*	39%	46%
Economically Disadvantaged Students	129	738	726	731	*	*	*	*	*	39%	33%
Non-Economically Disadvantaged Students	19	758	729	759	*	*	*	*	*	68%	61%
Students with Disabilities	29	719	700	719	38%	*	*	*	*	34%	24%
Students without Disabilities	119	746	731	754	10%	*	*	*	*	45%	56%
English Learners	54	727	716	713	*	*	35%	*	*	24%	17%
Non-English Learners	94	748	729	751	*	*	26%	*	*	53%	54%
Homeless Students	N	N	708	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	707	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	*	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	135	747	734	755	9%	16%	25%	41%	8%	50%	57%
White	*	*	744	763	*	*	*	*	*	*	67%
Hispanic	94	748	739	743	*	16%	33%	*	*	46%	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	63	757	739	760	*	*	19%	*	*	62%	62%
Male	72	738	729	750	*	*	31%	*	*	39%	53%
Economically Disadvantaged Students	122	745	734	740	*	18%	*	*	*	47%	40%
Non-Economically Disadvantaged Students	13	764	736	765	*	0%	*	*	*	77%	69%
Students with Disabilities	16	713	707	725	*	*	*	*	*	25%	25%
Students without Disabilities	119	752	739	761	*	*	*	*	*	53%	64%
English Learners	50	727	722	720	*	*	42%	*	*	16%	17%
Non-English Learners	85	759	736	758	*	*	15%	*	*	69%	60%
Homeless Students	N	N	719	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	724	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	141	750	733	756	*	16%	30%	*	*	48%	58%
White	*	*	743	764	*	*	*	*	*	*	68%
Hispanic	83	748	736	743	*	18%	31%	*	*	43%	44%
Black or African American	*	*	727	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	72	758	739	761	*	14%	22%	*	*	60%	64%
Male	69	742	728	750	*	17%	39%	*	*	36%	52%
Economically Disadvantaged Students	122	748	732	740	*	*	*	*	*	45%	39%
Non-Economically Disadvantaged Students	19	765	738	766	*	*	*	*	*	68%	69%
Students with Disabilities	18	720	702	724	*	*	*	*	*	17%	23%
Students without Disabilities	123	754	739	762	*	*	*	*	*	53%	65%
English Learners	29	719	717	713	*	*	*	*	*	*	11%
Non-English Learners	112	758	736	758	*	*	*	*	*	*	60%
Homeless Students	N	N	722	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	158	755	737	754	7%	8%	27%	44%	14%	58%	56%
White	*	*	758	762	*	*	*	*	*	*	65%
Hispanic	95	752	740	743	*	*	31%	*	*	54%	43%
Black or African American	*	*	728	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	76	760	744	762	*	*	32%	49%	13%	62%	64%
Male	82	751	730	748	*	*	23%	40%	15%	55%	48%
Economically Disadvantaged Students	134	752	737	740	8%	*	*	*	*	54%	39%
Non-Economically Disadvantaged Students	24	772	737	763	0%	*	*	*	*	79%	67%
Students with Disabilities	25	721	708	722	*	*	*	*	*	20%	19%
Students without Disabilities	133	762	742	761	*	*	*	*	*	65%	64%
English Learners	*	*	720	710	*	*	*	*	*	*	*
Non-English Learners	*	*	739	756	*	*	*	*	*	*	*
Homeless Students	N	N	726	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	717	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	125	754	741	761	11%	9%	20%	38%	22%	60%	63%
White	53	757	756	769	*	*	19%	30%	30%	60%	72%
Hispanic	72	751	744	747	*	*	21%	43%	17%	60%	50%
Black or African American	N	N	733	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	66	762	749	769	*	*	18%	*	*	64%	71%
Male	59	744	734	753	*	*	22%	*	*	56%	55%
Economically Disadvantaged Students	104	752	740	743	*	*	*	*	*	59%	45%
Non-Economically Disadvantaged Students	21	760	746	771	*	*	*	*	*	67%	73%
Students with Disabilities	25	705	705	720	*	*	*	*	*	16%	22%
Students without Disabilities	100	766	749	769	*	*	*	*	*	71%	71%
English Learners	*	*	712	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	744	763	*	*	*	*	*	*	65%
Homeless Students	N	N	724	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	735	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%

NJ SCHOOL PERFORMANCE REPORT

Ann Street School
(13-3570-200)
Grades Offered: PK-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	117	771	742	762	*	*	16%	48%	28%	76%	63%
White	57	774	765	770	*	*	*	49%	32%	81%	72%
Hispanic	56	768	746	747	*	*	20%	46%	25%	71%	49%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	59	781	751	771	*	*	*	56%	34%	90%	71%
Male	58	761	735	753	*	*	*	40%	22%	62%	55%
Economically Disadvantaged Students	100	767	742	743	*	*	*	*	*	73%	45%
Non-Economically Disadvantaged Students	17	793	744	772	*	*	*	*	*	94%	72%
Students with Disabilities	16	739	707	721	*	*	*	*	*	25%	22%
Students without Disabilities	101	776	750	770	*	*	*	*	*	84%	71%
English Learners	12	749	717	708	*	*	*	*	*	58%	12%
Non-English Learners	105	773	745	764	*	*	*	*	*	78%	65%
Homeless Students	N	N	711	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	714	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Ann Street School
(13-3570-200)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	834	100.0	49.0	26.3	44.5	49.0	57.6	Not Met
White	301	100.0	52.8	42.2	54.1	52.8	61.4	Not Met
Hispanic	513	100.0	47.6	30.9	28.8	47.6	54.6	Not Met
Black or African American	14	100.0	14.3	16.6	23.0	14.3	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	*	*	*	18.8	53.3	*	**	**
Female	415	100.0	52.0	26.9	44.9	52.0		
Male	419	100.0	46.1	25.8	44.2	46.1		
Economically Disadvantaged Students	720	100.0	47.1	26.6	26.3	47.1	55.3	Not Met
Non-Economically Disadvantaged Students	114	100.0	61.4	25.4	54.9	61.4		
Students with Disabilities	130	100.0	23.8	11.6	17.4	23.8	24.3	Met Target†
Students without Disabilities	704	100.0	53.7	29.8	50.0	53.7		
English Learners	448	100.0	42.0	25.7	25.0	42.0	47.5	Not Met
Non-English Learners	386	100.0	57.3	26.5	46.5	57.3		
Homeless Students	N	N	N	10.7	17.1	N		
Students In Foster Care	N	N	N	12.1	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Ann Street School
(13-3570-200)
Grades Offered: PK-08
2018-2019

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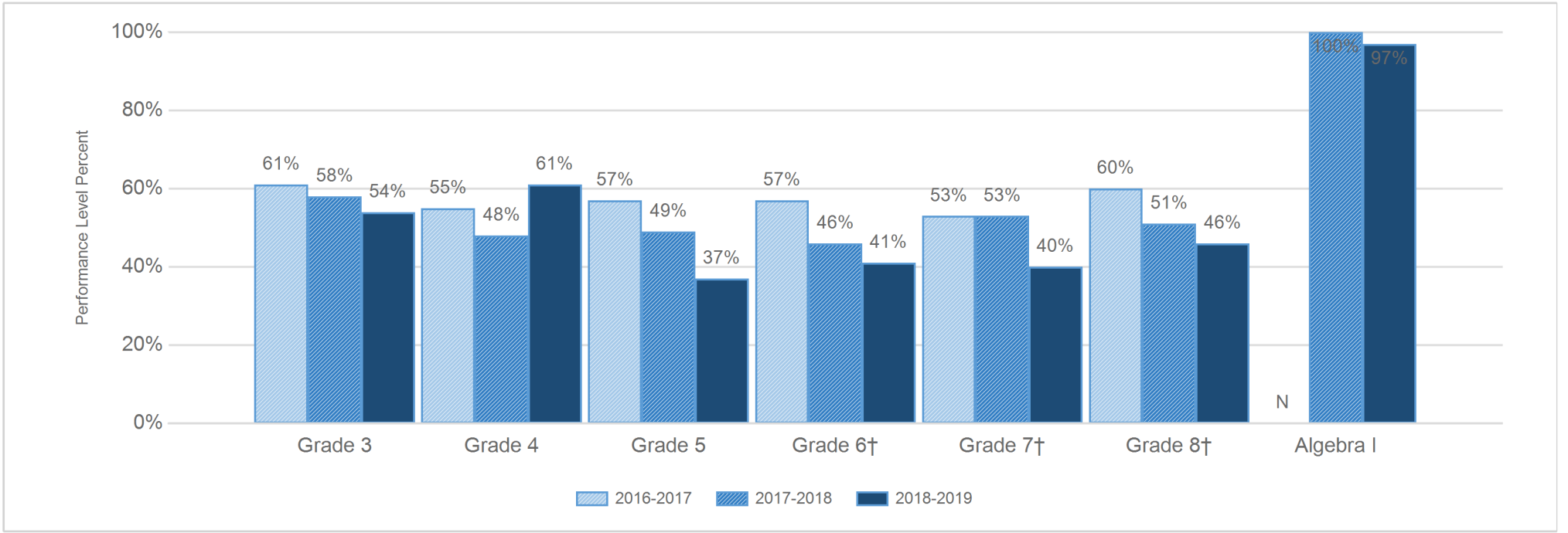
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

Ann Street School
(13-3570-200)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	156	752	735	752	*	19%	24%	*	*	54%	55%
White	*	*	757	760	*	*	*	*	*	*	66%
Hispanic	115	747	738	739	*	21%	23%	*	*	50%	40%
Black or African American	N	N	726	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	80	751	*	751	*	18%	28%	*	*	53%	54%
Male	76	753	*	752	*	20%	20%	*	*	55%	56%
Economically Disadvantaged Students	135	751	735	737	*	*	*	*	*	53%	37%
Non-Economically Disadvantaged Students	21	758	733	761	*	*	*	*	*	62%	67%
Students with Disabilities	29	742	718	731	*	34%	*	*	*	34%	31%
Students without Disabilities	127	754	738	756	*	15%	*	*	*	58%	60%
English Learners	59	741	732	728	*	*	27%	*	*	37%	26%
Non-English Learners	97	758	736	754	*	*	22%	*	*	64%	58%
Homeless Students	N	N	720	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	714	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	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Ann Street School
(13-3570-200)
Grades Offered: PK-08
2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	137	751	732	749	*	15%	20%	*	*	61%	51%
White	*	*	746	757	*	*	*	*	*	*	62%
Hispanic	95	754	738	737	*	15%	20%	*	*	62%	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	64	754	733	749	*	*	19%	*	*	67%	50%
Male	73	749	731	749	*	*	21%	*	*	56%	52%
Economically Disadvantaged Students	124	751	732	734	*	*	*	*	*	60%	32%
Non-Economically Disadvantaged Students	13	760	731	759	*	*	*	*	*	77%	63%
Students with Disabilities	16	725	713	726	*	*	*	*	*	31%	25%
Students without Disabilities	121	755	736	754	*	*	*	*	*	65%	56%
English Learners	52	740	728	722	*	*	33%	*	*	40%	18%
Non-English Learners	85	758	733	751	*	*	12%	*	*	74%	54%
Homeless Students	N	N	715	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	722	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Ann Street School
(13-3570-200)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	145	741	728	747	*	30%	30%	*	*	37%	47%
White	*	*	736	755	*	*	*	*	*	*	58%
Hispanic	86	743	733	735	0%	33%	28%	*	*	40%	30%
Black or African American	*	*	720	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	73	747	729	747	*	22%	25%	*	*	49%	47%
Male	72	735	727	747	*	39%	35%	*	*	25%	47%
Economically Disadvantaged Students	124	740	728	732	*	*	*	*	*	36%	27%
Non-Economically Disadvantaged Students	21	745	729	757	*	*	*	*	*	43%	59%
Students with Disabilities	18	723	714	725	*	*	*	*	*	*	19%
Students without Disabilities	127	744	731	752	*	*	*	*	*	*	52%
English Learners	32	724	721	718	*	59%	*	*	*	13%	12%
Non-English Learners	113	746	729	749	*	22%	*	*	*	44%	49%
Homeless Students	N	N	714	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	720	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	*	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Ann Street School
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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	164	743	725	741	6%	18%	35%	35%	6%	41%	41%
White	61	750	745	749	*	*	31%	*	*	52%	51%
Hispanic	98	741	728	729	*	17%	40%	*	*	36%	24%
Black or African American	*	*	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	754	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	80	743	726	742	*	*	35%	*	*	38%	42%
Male	84	744	723	740	*	*	36%	*	*	44%	40%
Economically Disadvantaged Students	138	742	725	726	*	*	*	*	*	37%	21%
Non-Economically Disadvantaged Students	26	748	722	750	*	*	*	*	*	62%	53%
Students with Disabilities	25	727	708	716	*	*	*	*	*	36%	12%
Students without Disabilities	139	746	728	746	*	*	*	*	*	42%	46%
English Learners	15	724	715	709	*	*	*	*	*	20%	*
Non-English Learners	149	745	726	743	*	*	*	*	*	43%	*
Homeless Students	N	N	713	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	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%

NJ SCHOOL PERFORMANCE REPORT

Ann Street School
(13-3570-200)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	126	742	731	744	10%	20%	31%	*	*	40%	42%
White	53	743	738	751	*	25%	28%	*	*	40%	53%
Hispanic	73	742	733	733	*	16%	33%	*	*	40%	26%
Black or African American	N	N	723	727	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	67	746	*	744	*	19%	28%	*	*	45%	42%
Male	59	739	*	743	*	20%	34%	*	*	34%	42%
Economically Disadvantaged Students	104	742	731	731	*	*	*	*	*	39%	24%
Non-Economically Disadvantaged Students	22	746	731	751	*	*	*	*	*	41%	53%
Students with Disabilities	25	714	708	718	*	*	*	*	*	*	13%
Students without Disabilities	101	749	736	749	*	*	*	*	*	*	48%
English Learners	*	*	721	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	732	745	*	*	*	*	*	*	44%
Homeless Students	N	N	719	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	718	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	*	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	740	722	728	20%	13%	22%	*	*	46%	29%
White	41	743	731	737	*	*	*	*	*	54%	38%
Hispanic	48	738	727	722	*	*	27%	38%	0%	38%	22%
Black or African American	*	*	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	50	746	724	731	*	*	*	*	*	50%	31%
Male	42	733	719	726	*	*	*	*	*	40%	27%
Economically Disadvantaged Students	80	739	722	719	*	*	*	*	*	44%	20%
Non-Economically Disadvantaged Students	12	748	721	735	*	*	*	*	*	58%	36%
Students with Disabilities	15	714	697	707	*	*	*	*	*	20%	10%
Students without Disabilities	77	746	727	734	*	*	*	*	*	51%	35%
English Learners	16	725	712	706	*	*	*	*	*	25%	10%
Non-English Learners	76	744	723	730	*	*	*	*	*	50%	30%
Homeless Students	N	N	695	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Ann Street School
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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	29	792	722	744	0%	0%	*	*	*	97%	42%
White	16	785	737	752	0%	0%	*	*	*	94%	53%
Hispanic	*	*	723	728	*	*	*	*	*	*	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	743	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	12	781	724	745	0%	0%	*	*	*	92%	44%
Male	17	800	721	743	0%	0%	*	*	*	100%	41%
Economically Disadvantaged Students	*	*	723	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	720	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	705	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	726	748	*	*	*	*	*	*	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	29	792	725	745	0%	0%	*	*	*	97%	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Ann Street School
(13-3570-200)
Grades Offered: PK-08
2018-2019

Report Key:
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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	N	N
6	*	*
7	N	N
8	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	53.6%	40.9%	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	84	89.3%	10.7%
3-4	155	85.8%	14.2%
5 or more	120	75.8%	24.2%

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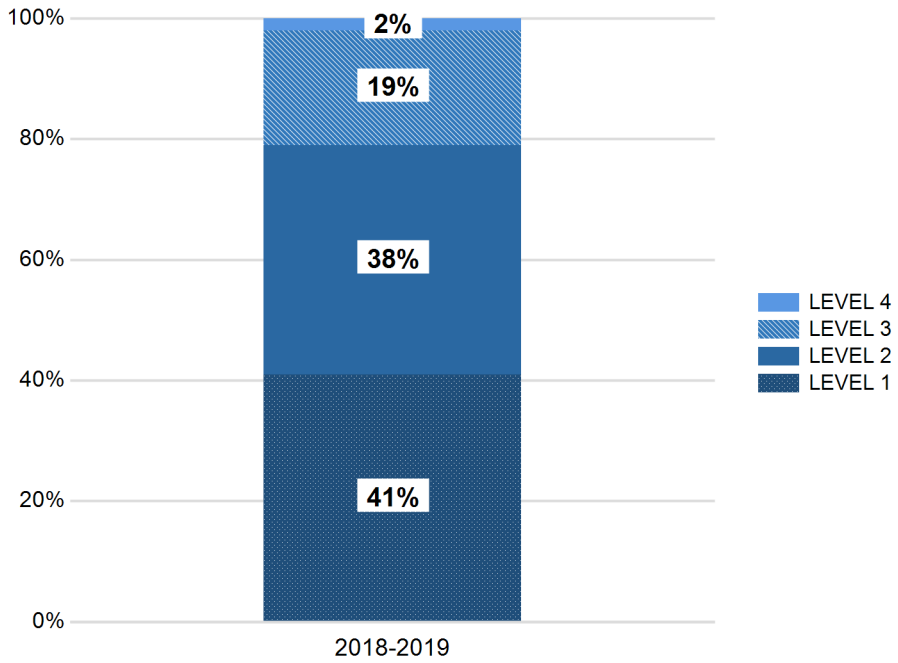
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	41	38	19	2
White	*	*	*	*
Hispanic	45	31	20	3
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	37	38	23	1
Male	44	38	15	3
Economically Disadvantaged Students	43	37	18	2
Non-Economically Disadvantaged Students	29	43	29	0
Students with Disabilities	67	22	11	0
Students without Disabilities	37	40	20	2
English Learners	72	28	0	0
Non-English Learners	32	41	25	3
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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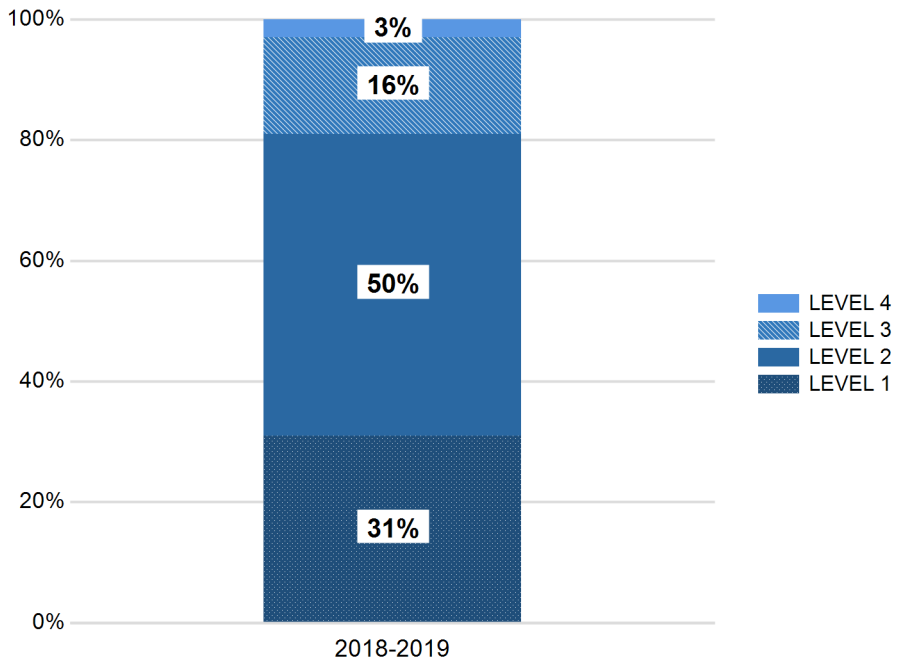
NJSLA Science Assessment: Grade 8 Summary

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	31	50	16	3
White	26	53	16	5
Hispanic	36	49	14	2
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	27	58	13	2
Male	34	41	19	5
Economically Disadvantaged Students	31	50	16	3
Non-Economically Disadvantaged Students	32	50	14	5
Students with Disabilities	75	13	13	0
Students without Disabilities	24	56	16	4
English Learners	60	40	0	0
Non-English Learners	27	51	18	4
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about 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	167
7	0	0	127
8	29	0	91
Total	29	0	385

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	0	0	0	0	0	0	158
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	158

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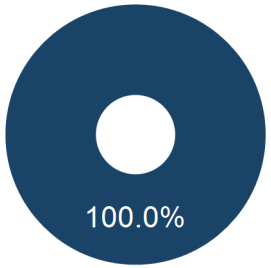
Visual and Performing Arts – Course Participation

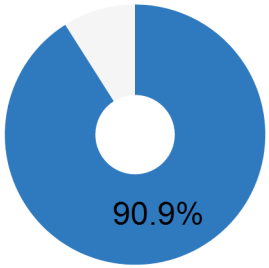
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

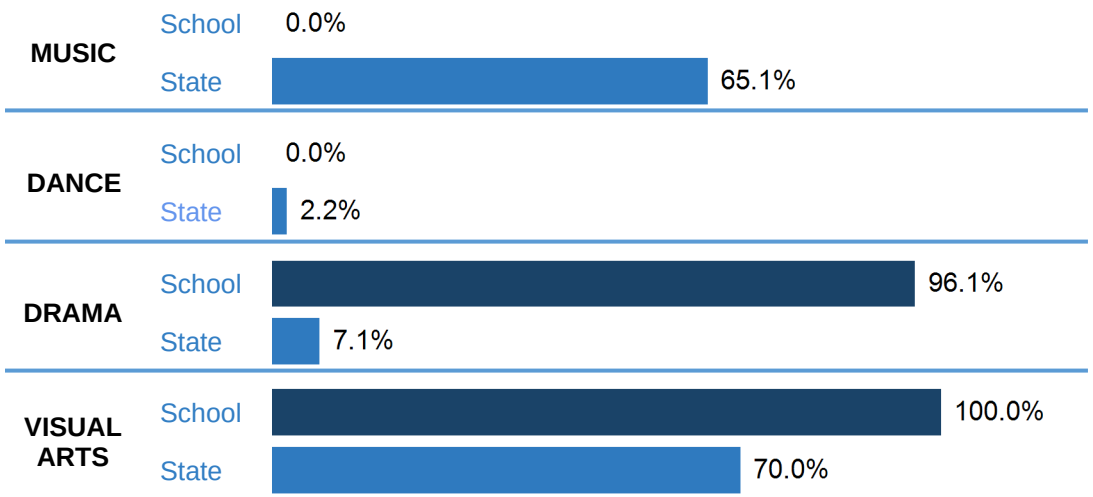


School



State

Students enrolled in one or more classes by discipline:



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

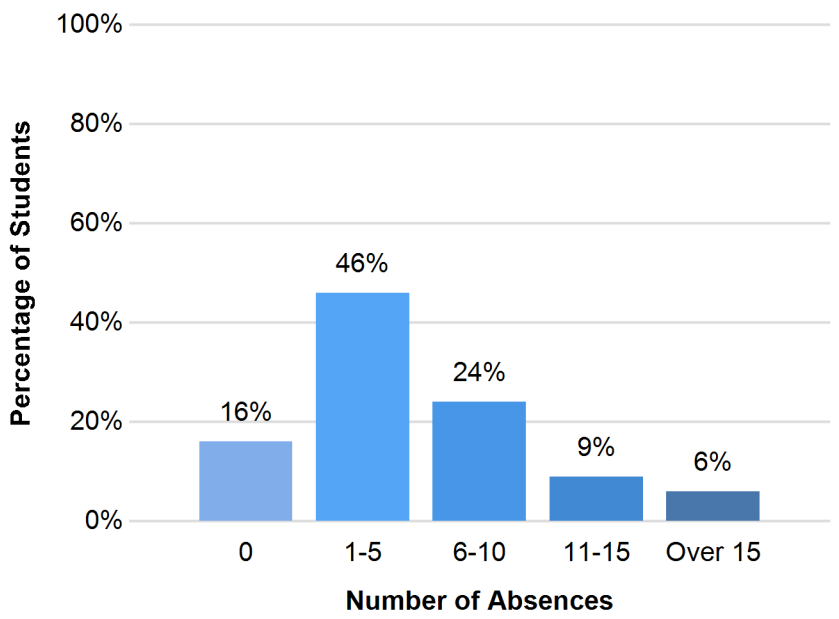
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	48	3.9	9.0	Met
White	18	4.6	9.0	Met
Hispanic	29	3.6	9.0	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	16	2.6		
Male	32	5.2		
Economically Disadvantaged Students	42	4.1	9.0	Met
Students with Disabilities	19	10.8	9.0	Not Met
English Learners	9	2.2	9.0	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.



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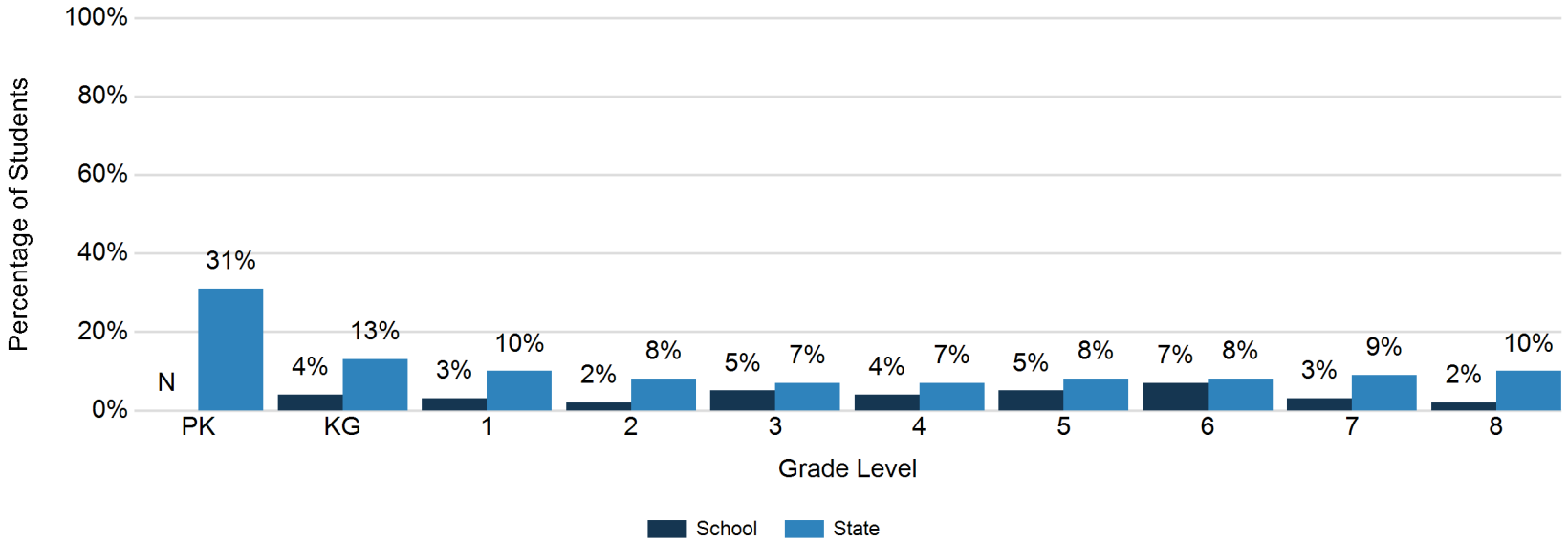
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	1.05

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	11	11
No Identified Nature	6		6

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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	1.9:1

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	82	118,214
Average years experience in public schools	13.4	12.1
Average years experience in district	12.0	10.8
Percentage of Teachers with 4 or more years experience in the district	74.4%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	15:1	14:1
Students to Administrators	248:1	106:1
Teachers to Administrators	16:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.4%	91.5%	80.0%	48.4%	77.1%	54.9%
Male	50.6%	8.5%	20.0%	51.6%	22.9%	45.1%
White	31.8%	75.6%	60.0%	42.4%	83.6%	77.4%
Hispanic	66.7%	18.3%	40.0%	29.9%	7.3%	7.2%
Black or African American	1.0%	4.9%	0.0%	15.0%	6.6%	13.9%
Asian	0.3%	1.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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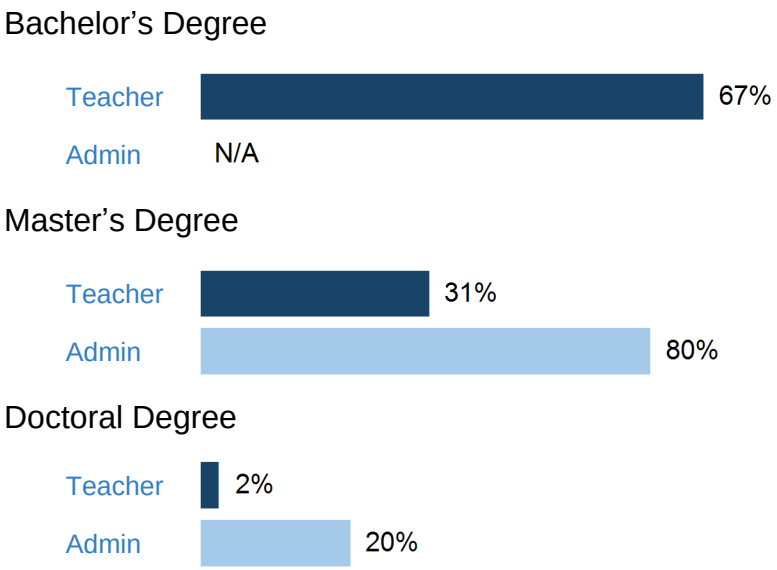
Teachers and Administrators - Level of Education

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



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	80.6%

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

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

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

ESSA Accountability Status

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Ann Street School
(13-3570-200)
Grades Offered: PK-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	55.9%	59.1%	55.1%
Math Proficiency	57.1%	53.3%	49.0%
ELA Growth	59	54	49
Math Growth	61	44	43
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	*
Progress toward English Language Proficiency		62.5%	53.6%
Chronic Absenteeism	4.7%	6.2%	3.9%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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School Narrative

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

Mission, Vision, Theme:	Our goal is to provide all children regardless of socioeconomic status race ethnic background or ability the educational opportunity which will prepare them to function socially economically and politically in a democratic society further to prepare each child to live a worthwhile life and become a source of community pride and our nation as a whole
Awards, Recognition, Accomplishments:	We are a school of mathematics and science while offering electives in vocal music fine arts and dance theater

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Courses, Curriculum, Instruction:	8th Grade Algebra Class
Sports and Athletics:	Sports Offered: Basketball (Girls), Cheerleading (Girls), Lacrosse (Coed), Soccer (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls) Baton Twirling Cheer Dance Debate Soccer Volleyball
Clubs and Activities:	Chorus Girls Who Code National Junior Honor Society Robotics Student Council

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Boys and Girls Club Future Rutgers Scholars Ironbound Community Corporation NJLEEP NJSEEDS

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Facilities:	Built in 1885 and includes Auditorium Computer Labs Media Center Music Classrooms Science Lab and Robotics Classrooms
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Arts High School
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Mr. Ricardo Pedro
Address	550 M L KING BLVD NEWARK, NJ 07102-1214
Phone Number	973-733-7391
Email Address	RPedro@NPS.K12.NJ.US
Website	http://www.nps.k12.nj.us/ART
Facebook	https://www.facebook.com/artshigh550/
Twitter	https://twitter.com/ahs550

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	0	0	0
7	40	34	0
8	46	48	32
9	167	151	171
10	163	154	128
11	130	153	136
12	134	125	147
Total	680	665	614

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	63.1%	63.5%	65.0%
Male	36.9%	36.5%	35.0%
Economically Disadvantaged Students	70.7%	75.5%	74.1%
Students with Disabilities	8.4%	10.1%	9.9%
English Learners	0.9%	0.8%	1.3%
Homeless Students	0.4%	0.3%	0.7%
Students in Foster Care	0.1%	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	7.6%	8.6%	7.0%
Hispanic	32.6%	31.3%	33.9%
Black or African American	59.4%	59.1%	58.3%
Asian	0.1%	0.5%	0.7%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.2%	0.2%
Two or More Races	0.0%	0.3%	0.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	680	665	614
Shared Time Students	0	0	0
Full Time Equivalent	680	665	614

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	75.6%
Spanish	17.9%
Portuguese	5.2%
Other Languages	1.3%

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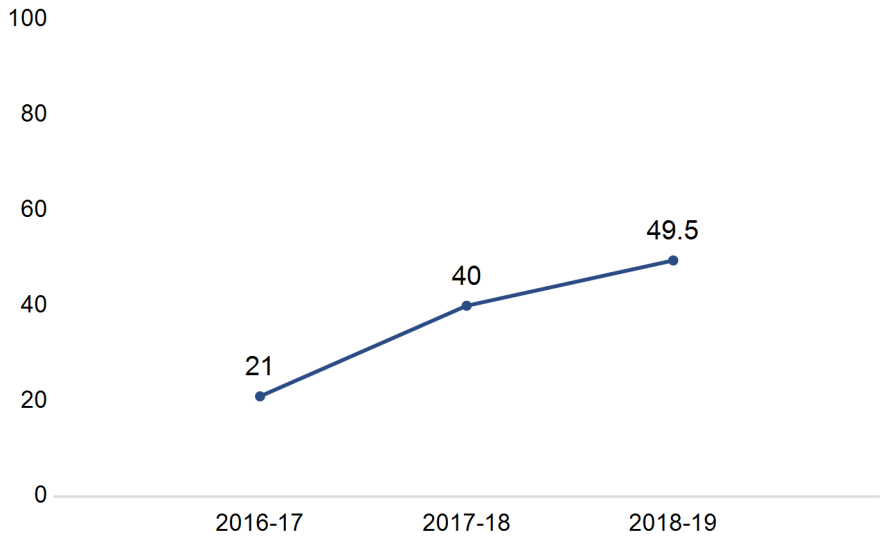
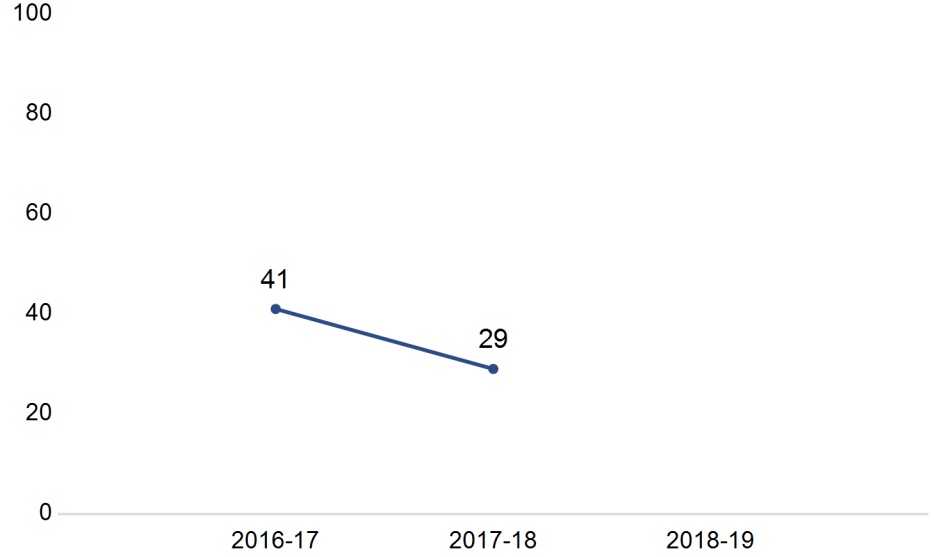
Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	21	40	49.5	41	29	N
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Not Met	N
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	49.5	48	50	Met Standard	N	48	50	**
White	*	56	50	**	N	56	52	**
Hispanic	*	50	49	**	N	51	47	**
Black or African American	50	43	45	Met Standard	N	41	43	**
Asian, Native Hawaiian, or Pacific Islander	N	60	59	**	N	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	51	51	53	N	N	49	50	N
Male	45	45	47	N	N	48	51	N
Economically Disadvantaged Students	50	47	48	Met Standard	N	48	46	**
Students with Disabilities	*	39	43	**	N	48	45	**
English Learners	*	53	52	**	N	53	50	**
Homeless Students	N	37	43	N	N	38.5	44	N
Students in Foster Care	N	49	42	N	N	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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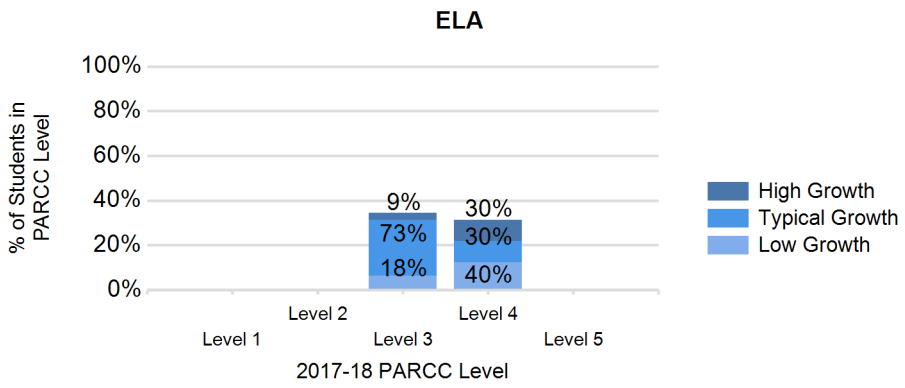
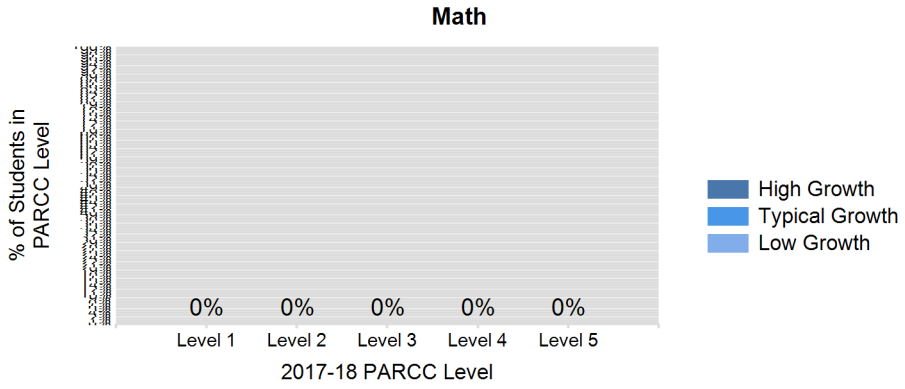
Student Growth by Performance Level

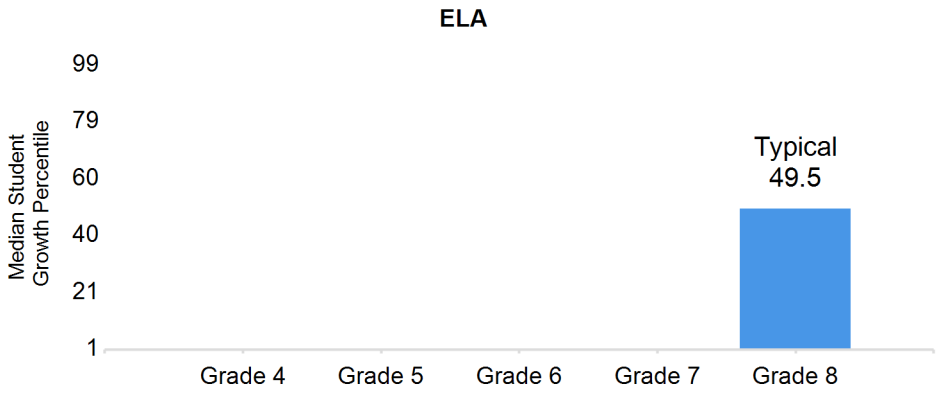
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

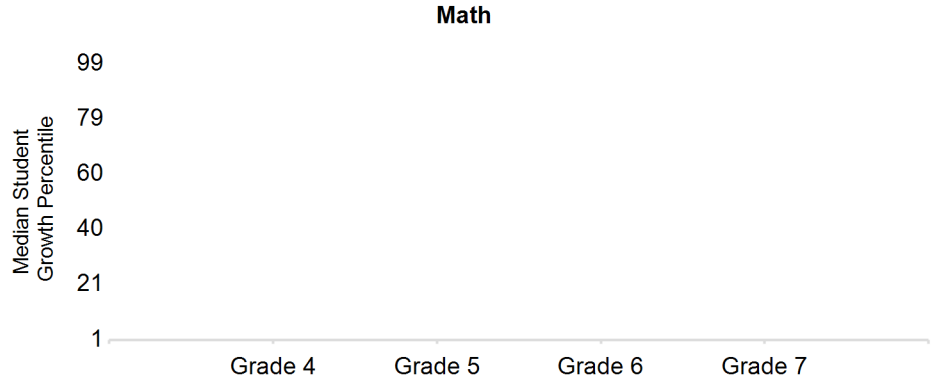




Student Growth by Grade

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





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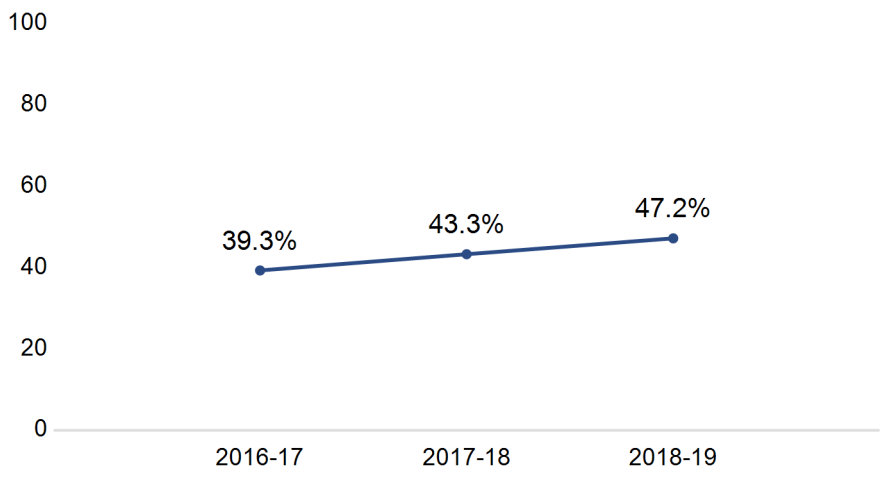
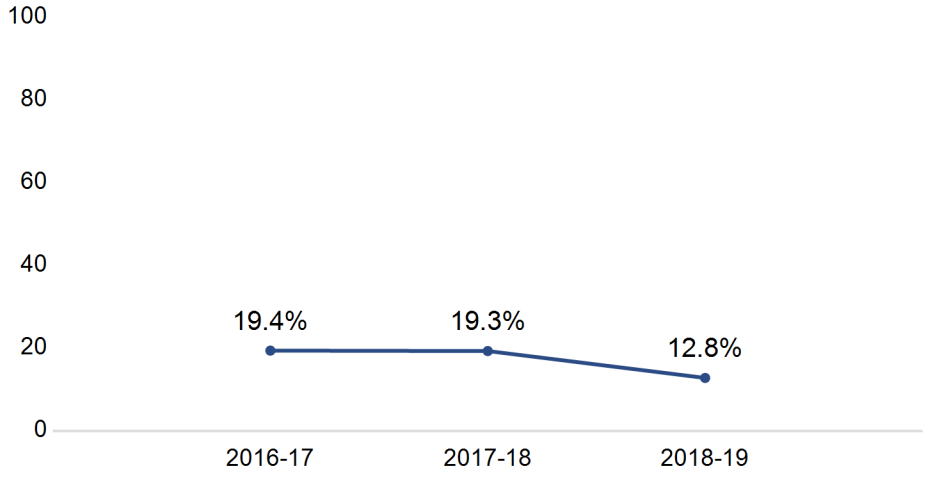
English Language Arts and Mathematics Performance Trends

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

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%	99.7%	99.4%	99.0%	99.2%	99.1%
Proficiency Rate for Federal Accountability	39.3%	43.3%	47.2%	19.4%	19.3%	12.8%
Annual Target	41.2%	43.3%	45.3%	26.5%	29.3%	32.1%
Met Annual Target?	Met Target†	Met Target	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Arts High School
(13-3570-010)
Grades Offered: 08-12
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	309	99.4	47.2	*	57.9	47.2	45.3	Met Target
White	*	*	*	54.7	66.9	*	61	Met Target†
Hispanic	106	100.0	47.2	38.9	43.9	47.2	43.5	Met Target
Black or African American	177	98.9	45.2	28.8	38.5	45.2	44.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	206	100.0	54.4	42.9	64.8	54.4		
Male	103	98.1	33.0	30.3	51.3	33.0		
Economically Disadvantaged Students	232	99.1	47.0	35.8	40.0	47.0	45.1	Met Target
Non-Economically Disadvantaged Students	77	100.0	48.1	38.6	67.9	48.1		
Students with Disabilities	29	100.0	13.8	14.1	22.7	13.8	17.9	Met Target†
Students without Disabilities	280	99.3	50.7	41.7	65.1	50.7		
English Learners	19	100.0	63.2	29.3	29.3	63.2	**	**
Non-English Learners	290	99.3	46.2	38.3	60.6	46.2		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	N	N	N	18.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Arts High School
(13-3570-010)
Grades Offered: 08-12
2018-2019

Report Key:
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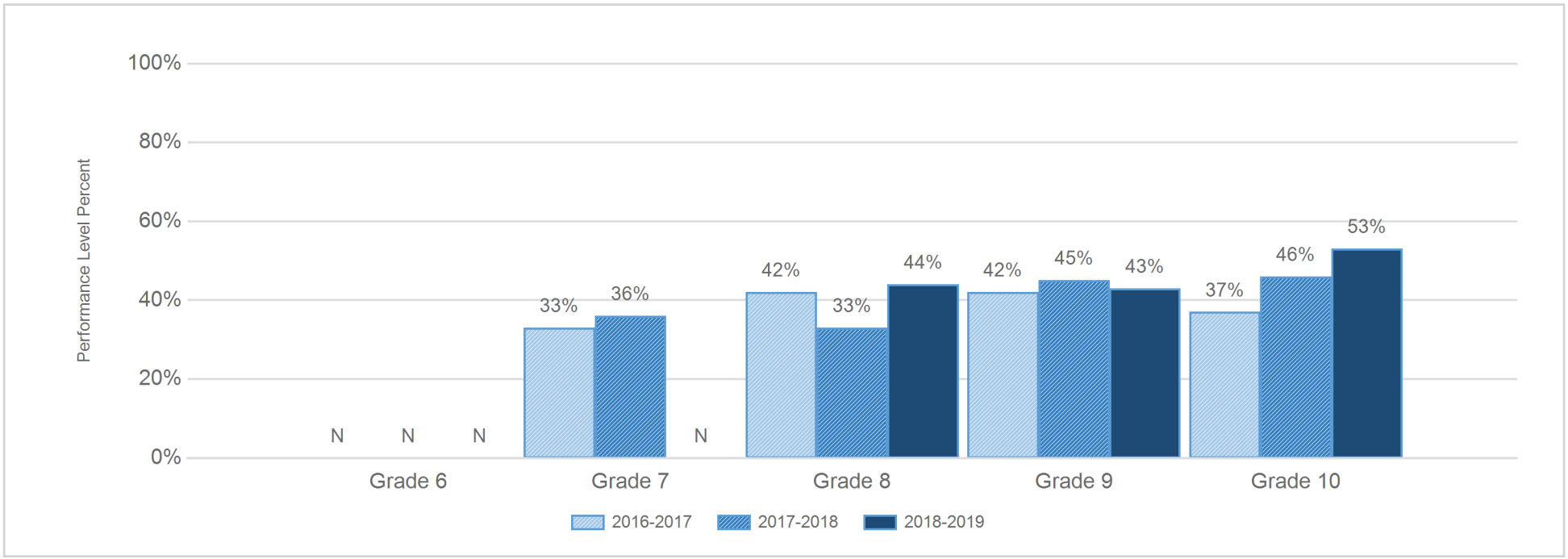
N No Data is available to display
† This indicates a table specific note,see note below table

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.



NJ SCHOOL PERFORMANCE REPORT

Arts High School
(13-3570-010)
Grades Offered: 08-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	32	754	742	762	0%	*	50%	*	*	44%	63%
White	*	*	765	770	*	*	*	*	*	*	72%
Hispanic	*	*	746	747	*	*	*	*	*	*	49%
Black or African American	22	755	733	741	0%	*	50%	*	*	45%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	18	762	751	771	0%	*	*	*	*	56%	71%
Male	14	744	735	753	0%	*	*	*	*	29%	55%
Economically Disadvantaged Students	*	*	742	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	744	772	*	*	*	*	*	*	72%
Students with Disabilities	*	*	707	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	750	770	*	*	*	*	*	*	71%
English Learners	*	*	717	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	764	*	*	*	*	*	*	65%
Homeless Students	N	N	711	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	714	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Arts High School
(13-3570-010)
Grades Offered: 08-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	158	744	730	753	8%	16%	34%	*	*	43%	56%
White	*	*	739	762	*	*	*	*	*	*	65%
Hispanic	58	746	729	737	*	*	28%	*	*	48%	40%
Black or African American	91	742	729	732	*	15%	37%	*	*	40%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	N	N	*	761	N	N	N	N	N	N	63%
Female	104	751	738	760	*	*	34%	*	*	51%	63%
Male	54	730	*	746	*	*	33%	*	*	28%	49%
Economically Disadvantaged Students	117	743	731	734	*	*	31%	*	*	43%	36%
Non-Economically Disadvantaged Students	41	747	*	762	*	*	41%	*	*	44%	65%
Students with Disabilities	14	714	699	717	*	*	*	*	*	14%	17%
Students without Disabilities	144	747	736	760	*	*	*	*	*	46%	63%
English Learners	*	*	685	693	*	*	*	*	*	*	*
Non-English Learners	*	*	736	755	*	*	*	*	*	*	*
Homeless Students	*	*	703	720	*	*	*	*	*	*	21%
Students in Foster Care	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	*	715	N	N	N	N	N	N	23%

NJ SCHOOL PERFORMANCE REPORT

Arts High School
(13-3570-010)
Grades Offered: 08-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	750	727	757	12%	13%	22%	41%	13%	53%	58%
White	*	*	748	767	*	*	*	*	*	*	67%
Hispanic	42	752	726	738	*	*	31%	*	*	48%	43%
Black or African American	65	746	723	733	*	18%	17%	*	*	52%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	N	N	*	766	N	N	N	N	N	N	65%
Female	85	754	737	766	*	*	*	*	*	58%	66%
Male	35	742	*	749	*	*	*	*	*	43%	51%
Economically Disadvantaged Students	86	752	*	735	*	*	*	*	*	53%	40%
Non-Economically Disadvantaged Students	34	746	725	767	*	*	*	*	*	53%	67%
Students with Disabilities	13	702	687	711	*	*	*	*	*	*	19%
Students without Disabilities	107	756	734	765	*	*	*	*	*	*	65%
English Learners	*	*	679	687	*	*	*	*	*	*	*
Non-English Learners	*	*	734	760	*	*	*	*	*	*	*
Homeless Students	N	N	713	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	694	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	710	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

Arts High School
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Grades Offered: 08-12
2018-2019

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	328	99.1	12.8	26.3	44.5	12.8	32.1	Not Met
White	*	*	37.5	42.2	54.1	37.5	42.3	Met Target†
Hispanic	111	99.1	14.4	30.9	28.8	14.4	34.7	Not Met
Black or African American	190	99.0	*	16.6	23.0	*	29.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	213	99.1	12.2	26.9	44.9	12.2		
Male	115	99.1	13.9	25.8	44.2	13.9		
Economically Disadvantaged Students	246	98.8	13.4	26.6	26.3	13.4	31.4	Not Met
Non-Economically Disadvantaged Students	82	100.0	11.0	25.4	54.9	11.0		
Students with Disabilities	34	97.2	*	11.6	17.4	*	14.8	Not Met
Students without Disabilities	294	99.3	*	29.8	50.0	*		
English Learners	20	100.0	25.0	25.7	25.0	25.0	21.6	Met Target
Non-English Learners	308	99.0	12.0	26.5	46.5	12.0		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	N	N	N	12.1	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Arts High School
(13-3570-010)
Grades Offered: 08-12
2018-2019

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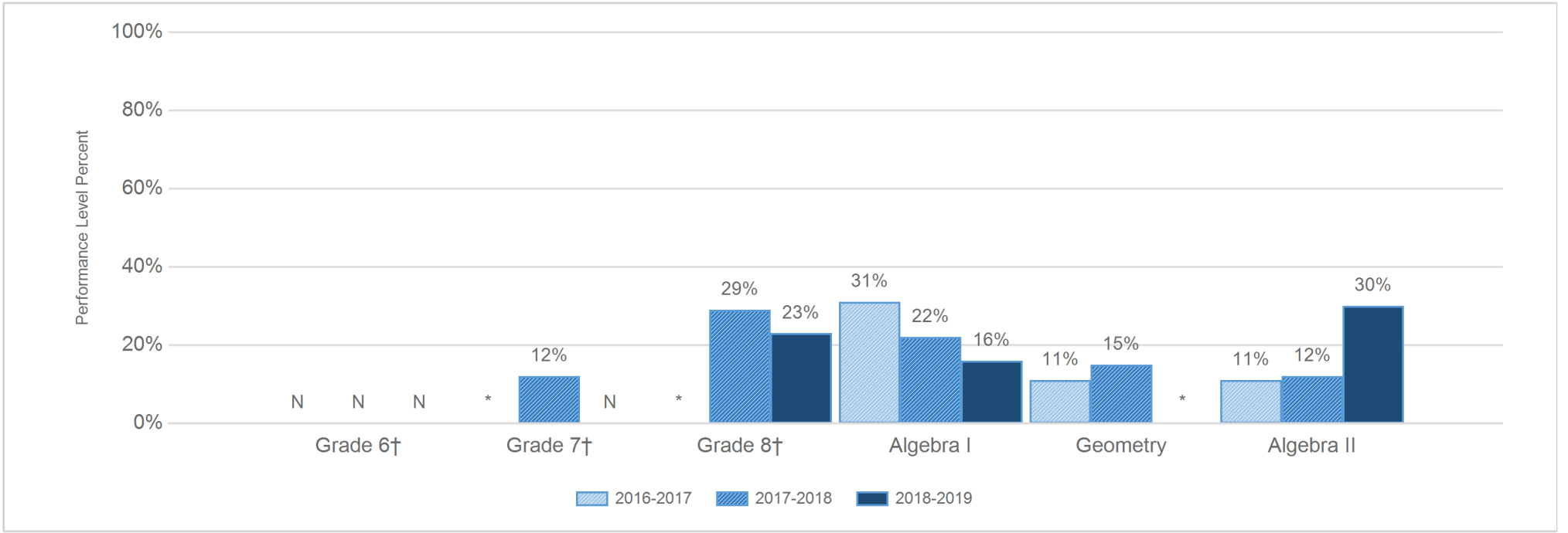
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

Arts High School
(13-3570-010)
Grades Offered: 08-12
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	31	723	722	728	*	32%	*	*	*	23%	29%
White	*	*	731	737	*	*	*	*	*	*	38%
Hispanic	*	*	727	722	*	*	*	*	*	*	22%
Black or African American	22	723	713	714	*	*	*	*	*	18%	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	17	722	724	731	*	*	*	*	*	18%	31%
Male	14	726	719	726	*	*	*	*	*	29%	27%
Economically Disadvantaged Students	*	*	722	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	721	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	697	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	727	734	*	*	*	*	*	*	35%
English Learners	*	*	712	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	723	730	*	*	*	*	*	*	30%
Homeless Students	N	N	695	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Arts High School
(13-3570-010)
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	162	720	722	744	17%	48%	20%	16%	0%	16%	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	60	722	723	728	*	43%	23%	*	*	18%	24%
Black or African American	93	717	718	725	19%	51%	18%	12%	0%	12%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	743	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	105	721	724	745	*	43%	*	*	*	17%	44%
Male	57	717	721	743	*	56%	*	*	*	14%	41%
Economically Disadvantaged Students	120	721	723	727	*	46%	*	*	*	15%	23%
Non-Economically Disadvantaged Students	42	717	720	752	*	52%	*	*	*	19%	52%
Students with Disabilities	14	712	705	717	*	*	*	*	*	*	12%
Students without Disabilities	148	721	726	748	*	*	*	*	*	*	47%
English Learners	*	*	702	710	*	*	*	*	*	*	*
Non-English Learners	*	*	725	745	*	*	*	*	*	*	*
Homeless Students	*	*	700	718	*	*	*	*	*	*	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Arts High School
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2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	126	718	716	737	*	*	*	*	*	*	35%
White	*	*	733	743	*	*	*	*	*	*	43%
Hispanic	43	720	718	724	*	*	*	*	*	*	17%
Black or African American	70	716	709	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	86	720	*	738	*	*	*	*	*	*	36%
Male	40	715	713	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	90	720	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	36	714	714	743	*	*	*	*	*	*	43%
Students with Disabilities	17	706	696	712	*	*	*	*	*	*	*
Students without Disabilities	109	720	719	741	*	*	*	*	*	*	*
English Learners	*	*	706	708	*	*	*	*	*	*	*
Non-English Learners	*	*	717	738	*	*	*	*	*	*	*
Homeless Students	N	N	711	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	702	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	*	711	N	N	N	N	N	N	19%

NJ SCHOOL PERFORMANCE REPORT

Arts High School
(13-3570-010)
Grades Offered: 08-12
2018-2019

Report Key:
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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	10	735	739	755	*	*	*	*	*	30%	58%
White	*	*	757	758	*	*	*	*	*	*	62%
Hispanic	*	*	739	731	*	*	*	*	*	*	34%
Black or African American	*	*	727	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	741	752	*	*	*	*	*	*	55%
Male	*	*	736	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	737	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	741	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	701	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	742	756	*	*	*	*	*	*	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	10	735	*	755	*	*	*	*	*	30%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

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

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

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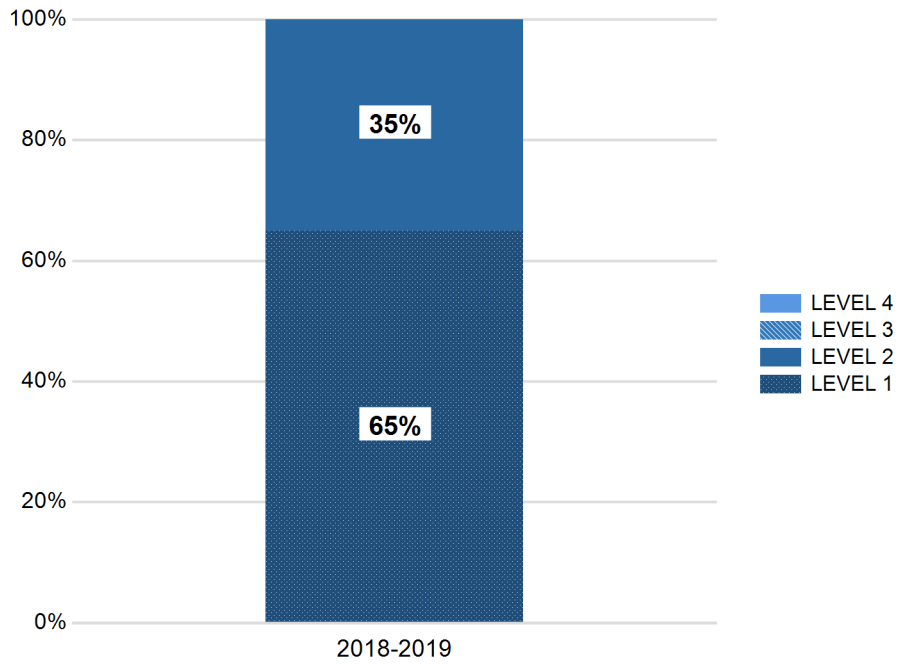
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	65	35	0	0
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	62	38	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	71	29	0	0
Male	57	43	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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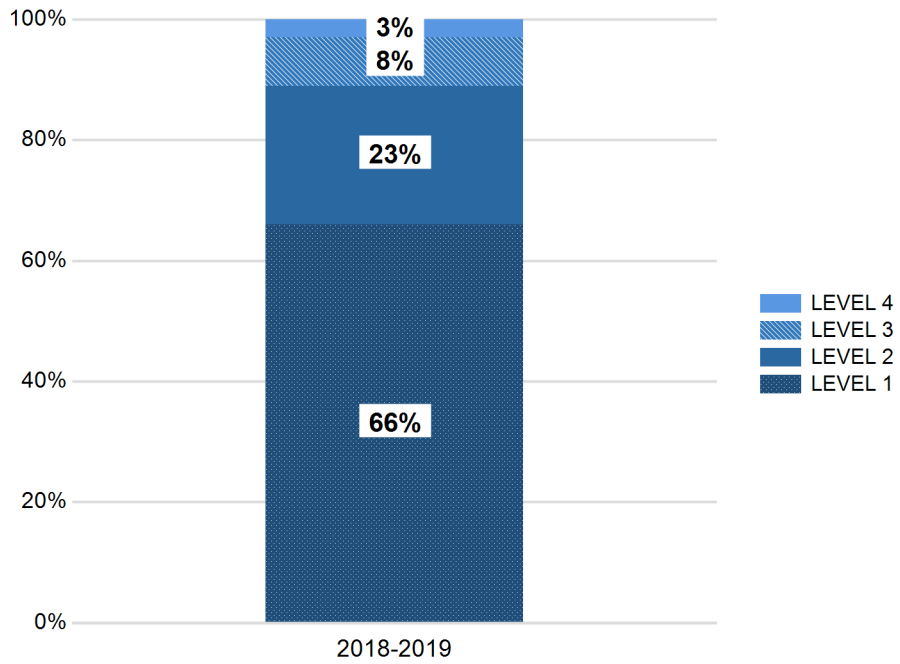
NJSLA Science Assessment: Grade 11 Summary

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	66	23	8	3
White	*	*	*	*
Hispanic	57	24	16	3
Black or African American	72	21	6	1
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	67	21	9	4
Male	64	26	8	2
Economically Disadvantaged Students	63	25	9	2
Non-Economically Disadvantaged Students	72	18	5	5
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	66	23	8	3
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	100.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	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	422	476	Grade 10: 430 Grade 11: 460	43%	61%
PSAT 10/NMSQT - Math	423	477	Grade 10: 480 Grade 11: 510	16%	43%
SAT - Reading and Writing	459	539	480	33%	70%
SAT - Math	454	541	530	18%	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%

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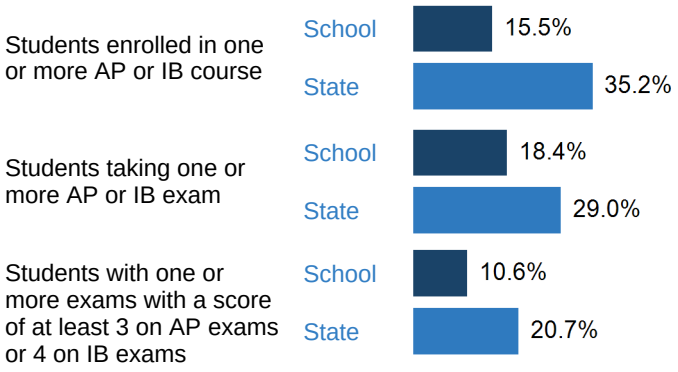
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

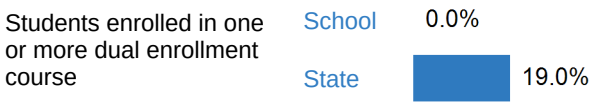
AP/IB Coursework – Participation and Performance

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



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	8	0
AP English Language and Composition	15	15
AP English Literature and Composition	15	15
AP Music Theory	7	7
AP Studio Art—Drawing Portfolio	0	3
AP Studio Art—Three-Demensional	0	1
AP Studio Art—Two-Demensional	0	14
AP U.S. History	14	14
Total Exams taken		69
Exams with scores of at least 3 on AP exams or 4 on IB exams		40

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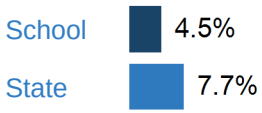
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career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

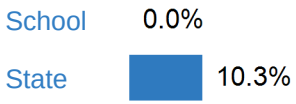
Career and Technical Education Participation

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

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



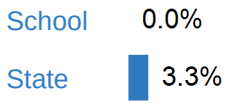
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	4.5%	0.0%	7.7%	10.3%
White	*	0.0%	6.1%	9.6%
Hispanic	5.4%	0.0%	10.3%	11.3%
Black or African American	3.6%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	N	N	6.8%	12.1%
Female	2.9%	0.0%	7.3%	10.6%
Male	7.5%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	3.5%	0.0%	10.4%	11.8%
Students with Disabilities	*	0.0%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Arts, AV Technology & Communications	26		
Total (All Clusters)	26	0	0

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
8	0	0	0	0	0	0	32
9	162	9	0	0	0	0	0
10	1	116	10	0	0	0	0
11	0	3	118	9	0	0	0
12	0	0	5	42	13	0	0
Total	163	128	133	51	13	0	32
Enrolled in AP/IB Course					0	0	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	155	16	0	0	0	0
10	6	121	0	0	0	0
11	131	0	0	3	0	0
12	23	1	0	54	0	15
Total	315	138	0	57	0	15
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	157	14	0	0	2	0
10	5	122	0	0	1	0
11	1	135	0	0	46	0
12	3	137	0	0	78	8
Total	166	408	0	0	127	8
Enrolled in AP/IB Course	0	14	0	0		0
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
8	N	N	N	N	N	N	N
9	89	80	0	0	0	0	0
10	97	29	0	0	0	0	0
11	59	31	0	0	0	0	0
12	N	N	N	N	N	N	N
Total	245	140	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0

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

Computer Science and Information Technology – Course Participation

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

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

NJ SCHOOL PERFORMANCE REPORT

Arts High School
(13-3570-010)
Grades Offered: 08-12
2018-2019

Report Key:
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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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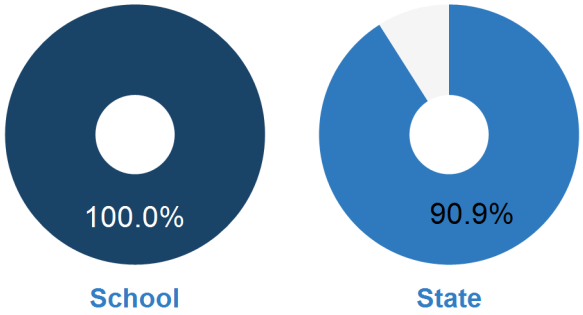
Visual and Performing Arts – Course Participation

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.

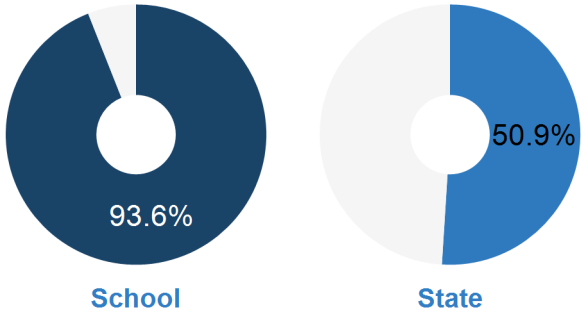
Grades 6-8:

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

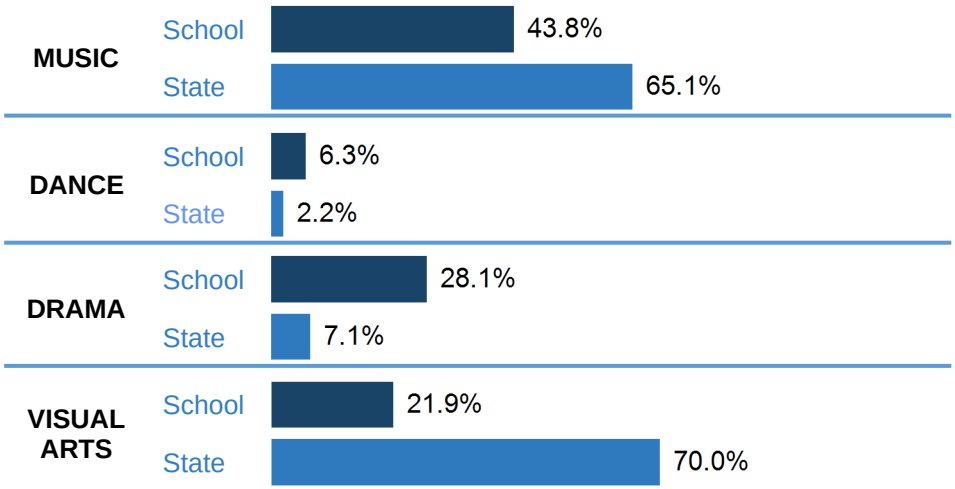


Grades 9-12:

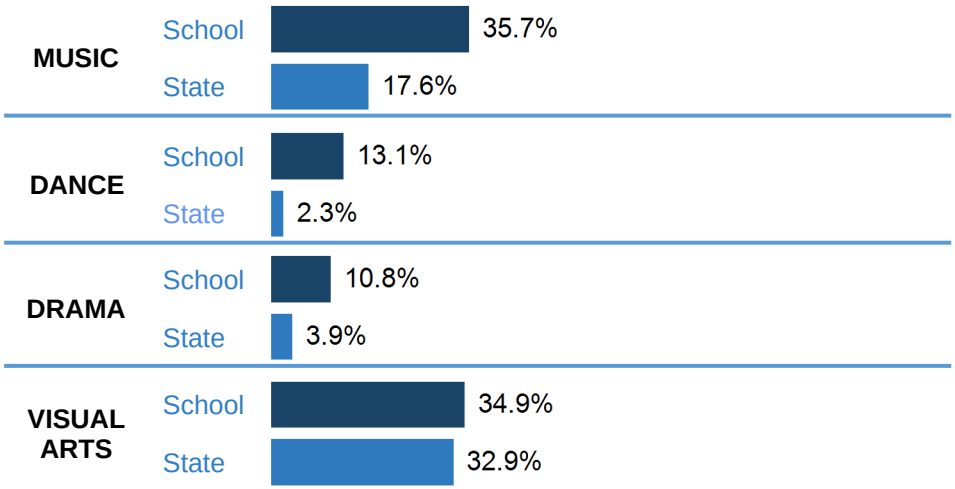
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:



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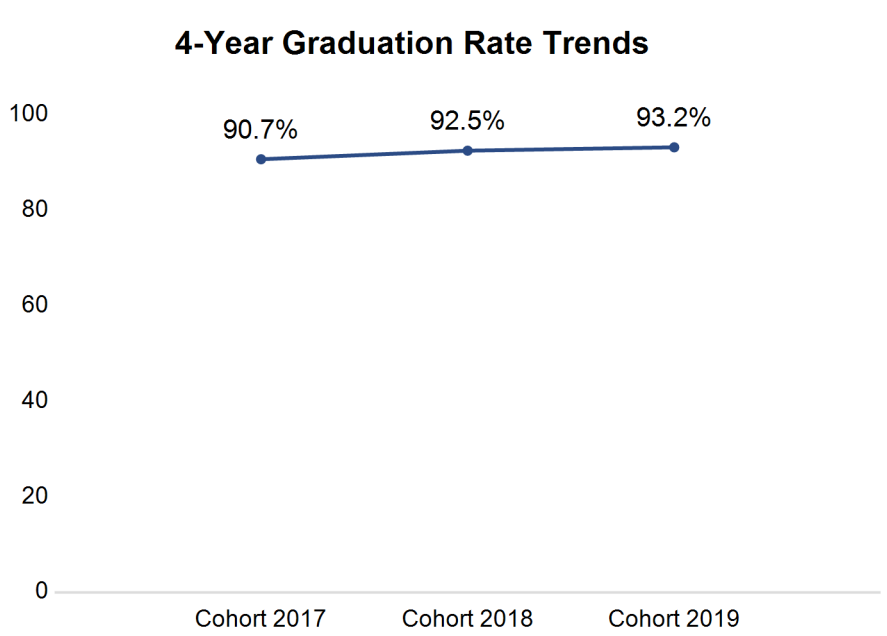
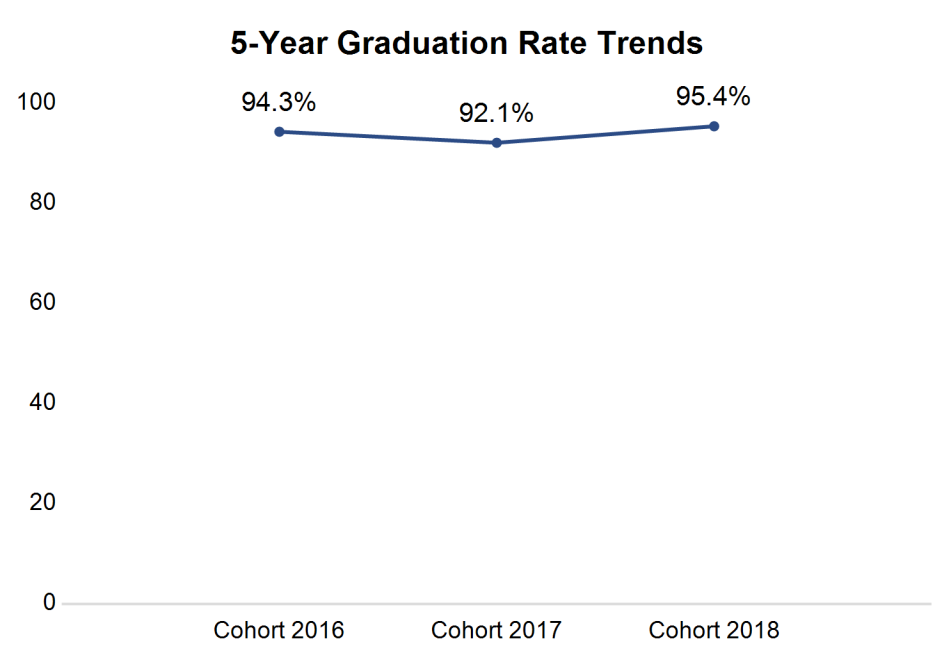
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

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





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	90.7%	92.5%	93.2%	94.3%	92.1%	95.4%
Annual Target	90.7%	90.9%		95.0%	95.1%	
Met Annual Target?	Met Target	Met Target		Not Met	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	93.2%	90.6%	95.4%	92.5%	92.5%	90.9%	Met Target	92.1%	95.1%	Not Met
White	*	94.9%	100.0%	95.9%	100.0%	**	**	100.0%	**	**
Hispanic	93.0%	84.5%	92.3%	87.3%	90.0%	94.2%	Not Met	92.3%	93.6%	Not Met
Black or African American	94.0%	83.3%	96.1%	87.1%	92.3%	89.9%	Met Target	90.9%	96.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	N	97.8%	N	N	N	N	N	N
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	95.2%	92.8%	100.0%	94.4%	98.7%			92.9%		
Male	88.6%	88.5%	89.3%	90.8%	84.5%			90.9%		
Economically Disadvantaged Students	93.6%	84.0%	94.4%	87.3%	92.2%	90.6%	Met Target	93.3%	94.6%	Not Met
Students with Disabilities	*	79.2%	90.0%	83.8%	90.0%	**	**	*	**	**
English Learners	*	75.4%	N	80.1%	N	N	N	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	87.7%	44.9%
Substitute Competency Test	5.1%	39.9%
Portfolio Appeals Process	3.6%	11.6%
Alternate Requirements specified in IEP	3.6%	3.6%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.2%	1.2%
2017-2018	0.2%	1.2%
2016-2017	0.5%	1.1%

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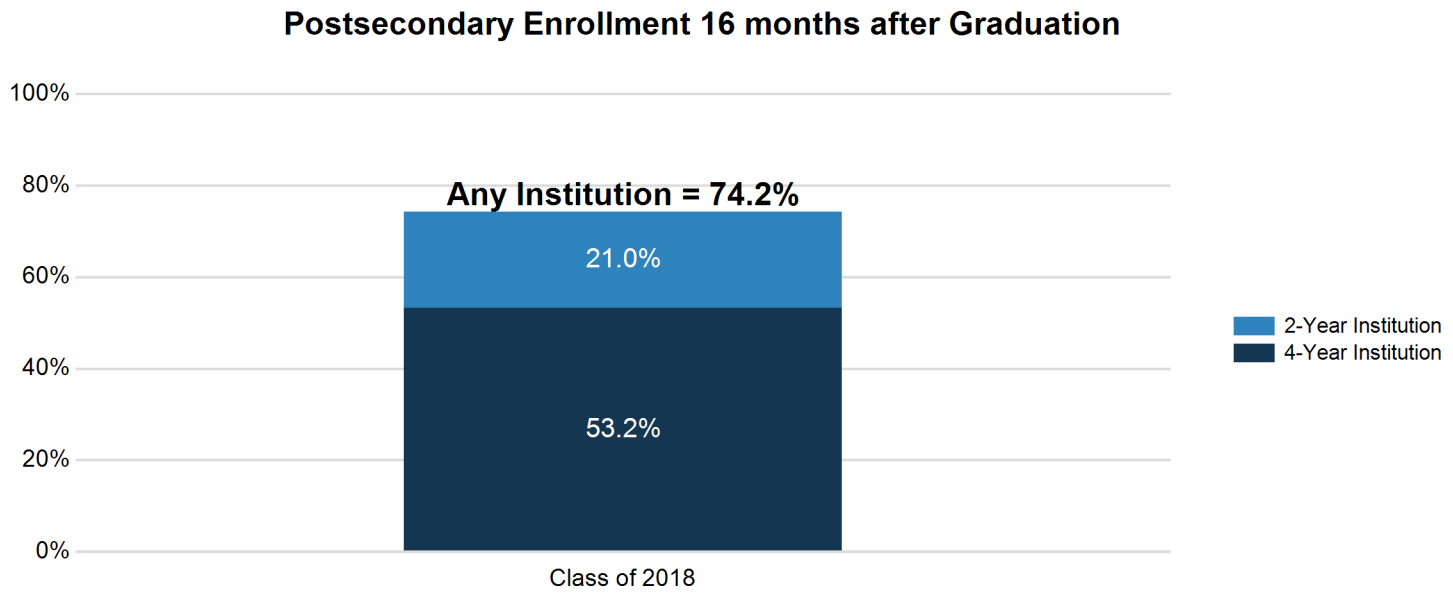
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	21.0%
% Enrolled in 4-Year Institution	53.2%
% Enrolled in Any Postsecondary Institution	74.2%

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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	72.7%	21.8%	78.2%
White	*	*	*
Hispanic	66.7%	27.8%	72.2%
Black or African American	74.7%	20.3%	79.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	72%	23.6%	76.4%
Students with Disabilities	*	*	*
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	74.2%	28.3%	71.7%	82.6%	17.4%	81.5%	18.5%
White	*	*	*	*	*	*	*
Hispanic	85.7%	30%	70%	90%	10%	83.3%	16.7%
Black or African American	68.9%	29.4%	70.6%	76.5%	23.5%	78.4%	21.6%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	69.1%	26.8%	73.2%	82.1%	17.9%	85.7%	14.3%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	N	N	N	N

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

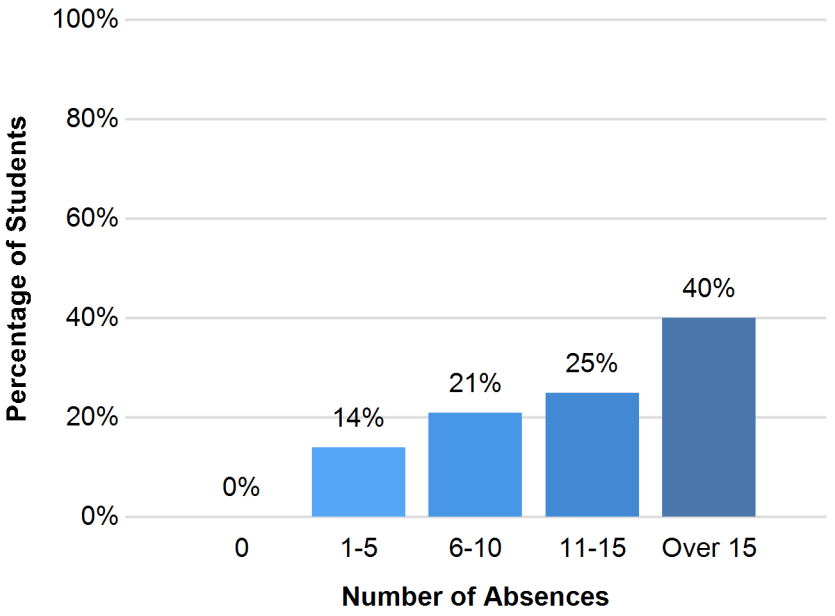
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	196	31.9	12.6	Not Met
White	14	32.6	12.6	Not Met
Hispanic	62	29.8	12.6	Not Met
Black or African American	119	33.2	12.6	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	141	35.3		
Male	55	25.6		
Economically Disadvantaged Students	148	32.5	12.6	Not Met
Students with Disabilities	22	36.1	12.6	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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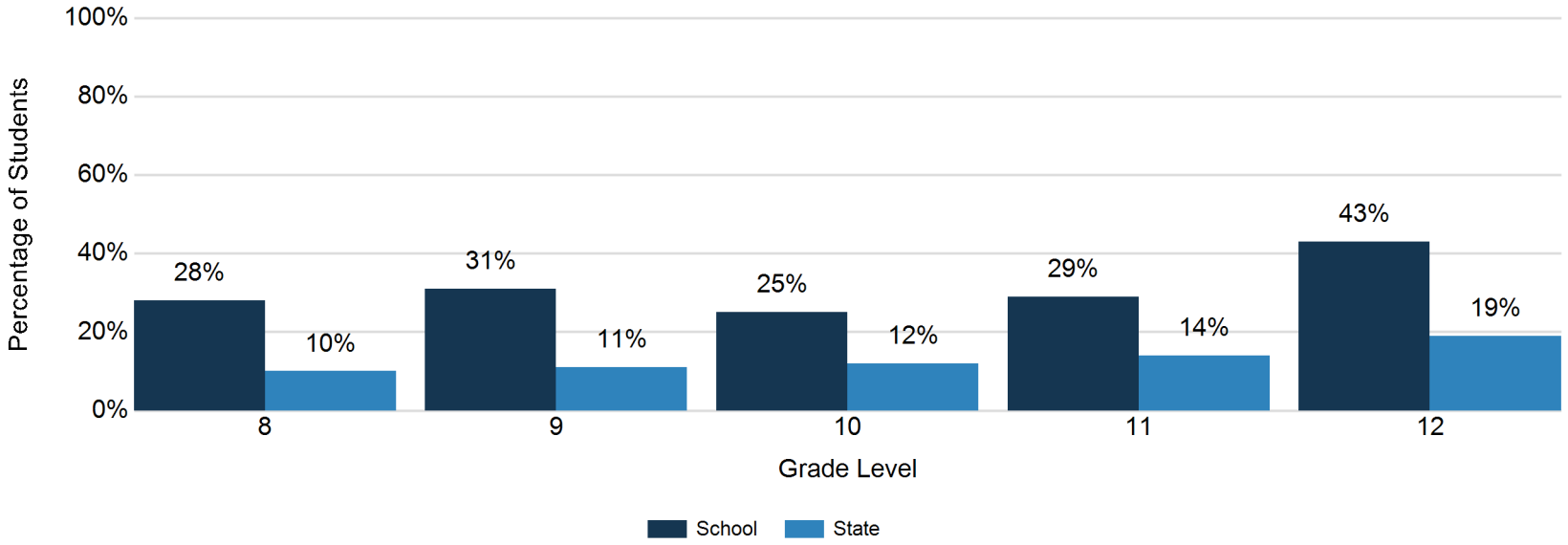
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.16

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

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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

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

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	57	118,214
Average years experience in public schools	12.4	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1
Students to Administrators	102:1	106:1
Teachers to Administrators	10:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	65.0%	54.4%	66.7%	48.4%	77.1%	54.9%
Male	35.0%	45.6%	33.3%	51.6%	22.9%	45.1%
White	7.0%	52.6%	16.7%	42.4%	83.6%	77.4%
Hispanic	33.9%	10.5%	16.7%	29.9%	7.3%	7.2%
Black or African American	58.3%	31.6%	66.7%	15.0%	6.6%	13.9%
Asian	0.7%	1.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	1.8%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	1.8%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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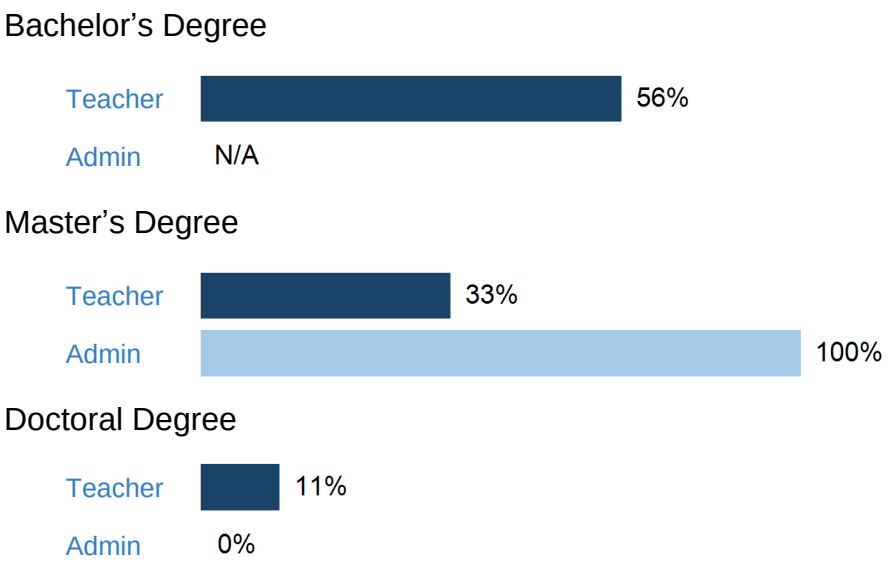
Teachers and Administrators - Level of Education

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



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	79.6%

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(13-3570-010)
Grades Offered: 08-12
2018-2019

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

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

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

ESSA Accountability Status

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

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	39.3%	43.3%	47.2%
Math Proficiency	19.4%	19.3%	12.8%
ELA Growth	21	40	50
Math Growth	41	29	N
4-Year Graduation Rate†	90.7%	92.5%	93.2%
5-Year Graduation Rate†	94.3%	92.1%	95.4%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	27.1%	31.2%	31.9%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Mission, Vision, Theme:	With a long and distinguished history Arts High School was the first public high school for the arts in the nation As the artistic flagship of the Newark Board of Education today's Arts High School offers rigorous artistic and academic programs for students in grades 9 12 enabling post secondary matriculation to many of the best institutions in the country Arts majors are offered in dance drama music TV production and visual art
Awards, Recognition, Accomplishments:	While Arts High School is primarily a visual and performing arts school we also have a very competitive academic program that offers a full range of honors and Advanced Placement courses Every student spends a minimum of 80 minutes studying in their arts major every day

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Courses, Curriculum, Instruction:	Advanced Placement AP
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Softball (Girls), Volleyball (Boys & Girls) Baseball Basketball Bowling Cheer Debate Softball Volleyball
Clubs and Activities:	Broadcasting and TV Production Drama Latin Jazz Band Student Government Speech Team

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Before and After School Programs:	Afterschool Program serving students ages 12 17 Operated by Newark Public Schools
Postsecondary Information:	Graduates attended 2 and 4 year schools including: Bridgeport Caldwell Clemson Emory Essex Georgian Court John Jay Kean Lincoln Mary Baldwin Montclair St NJIT NYU Penn St Rider Rowan Rutgers San Fransisco Art Seton Hall Susquehanna Union Warren Wilson and William Paterson Additionally graduates enlisted in the United States Military attended various technical schools and joined the workforce

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Alvin Ailey Dance Foundation Inc National Honors society Newark Arts Education NJPAC Thelonious Monk Institute of Jazz

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Facilities:	Built in 1931 and includes Auditorium Biology Labs Chemistry Labs Computer Labs Media Center Music Classrooms Physics Labs Dance Studios Television Production Studio Black Box Theatre Visual Arts Studio and Gym
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Other Information	The traditional standard schedule for students in our secondary schools is 8:20 am 2:50 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Avon Avenue School
(13-3570-220)
Grades Offered: PK-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Charity Haygood
Address	219 AVON AVE NEWARK, NJ 07108-2801
Phone Number	973-733-6750
Email Address	chaygood@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/AVN
Facebook	https://www.facebook.com/WeAre219/

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	48	44	46
1	71	62	52
2	60	56	57
3	64	68	49
4	72	71	67
5	68	58	57
6	62	64	58
7	49	58	65
8	48	44	45
9	0	0	0
Total	542	525	496

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.9%	52.4%	50.6%
Male	49.1%	47.6%	49.4%
Economically Disadvantaged Students	87.1%	81.5%	90.3%
Students with Disabilities	18.3%	20.2%	24.4%
English Learners	0.9%	0.2%	0.4%
Homeless Students	1.7%	3.4%	3.4%
Students in Foster Care	1.1%	1.9%	1.4%
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	0.6%	0.2%	0.2%
Hispanic	9.2%	10.1%	12.9%
Black or African American	90.2%	89.5%	86.7%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.2%	0.2%
Two or More Races	0.0%	0.0%	0.0%

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	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	48	44	46

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	542	525	496
Shared Time Students	0	0	0
Full Time Equivalent	542	525	496

Enrollment by Home Language

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

Home Language	% of Students
English	95.4%
Spanish	3.8%
Other Languages	0.8%

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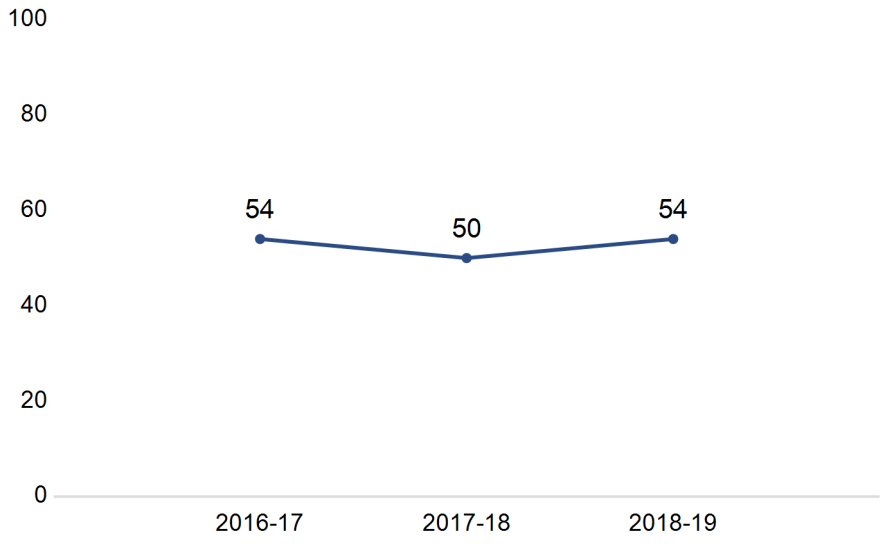
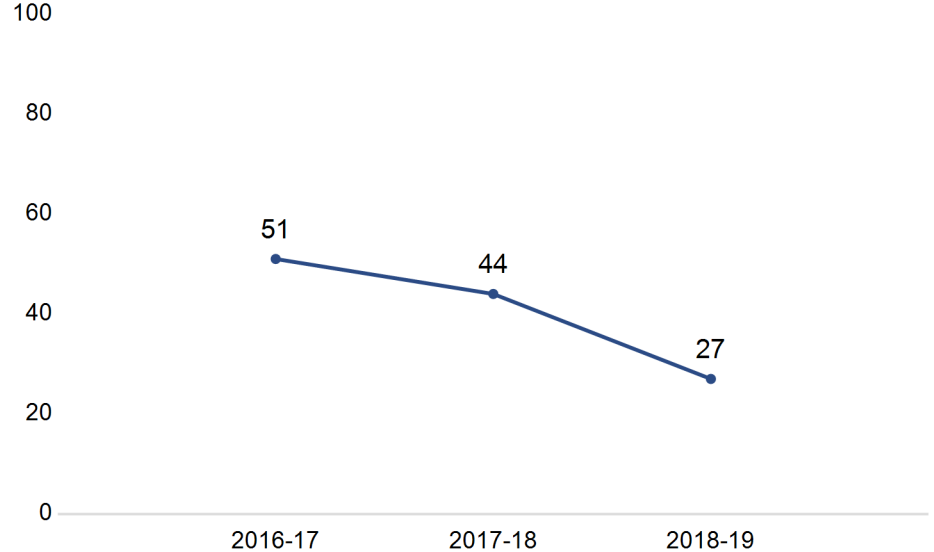
Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	54	50	54	51	44	27
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	54	48	50	Met Standard	27	48	50	Not Met
White	N	56	50	**	N	56	52	**
Hispanic	40	50	49	**	17	51	47	**
Black or African American	55	43	45	Met Standard	28	41	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	60	59	**	N	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	55	51	53	N	27	49	50	N
Male	53	45	47	N	27.5	48	51	N
Economically Disadvantaged Students	55.5	47	48	Met Standard	28	48	46	Not Met
Students with Disabilities	63	39	43	Exceeds Standard	46	48	45	Met Standard
English Learners	*	53	52	**	*	53	50	**
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	*	49	42	N	*	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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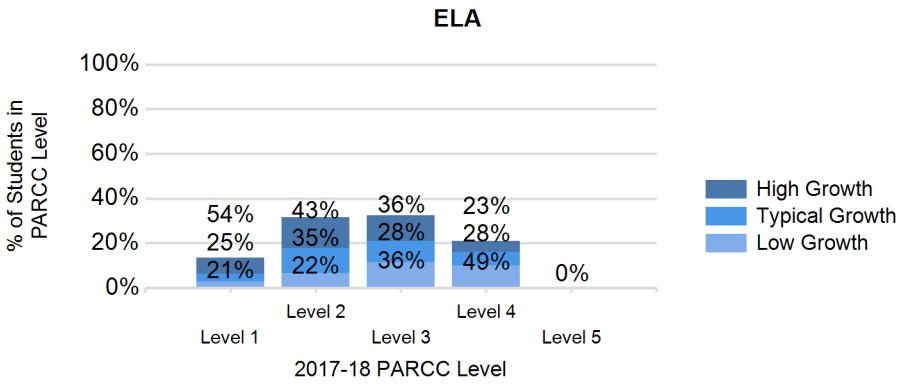
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

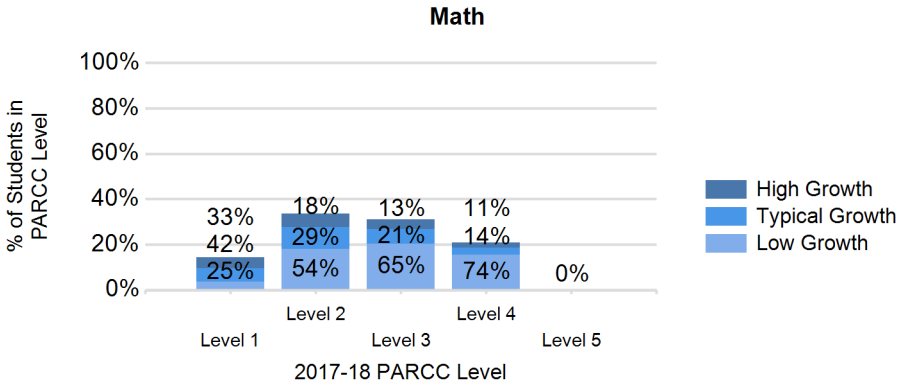
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

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

Student Growth by Performance Level

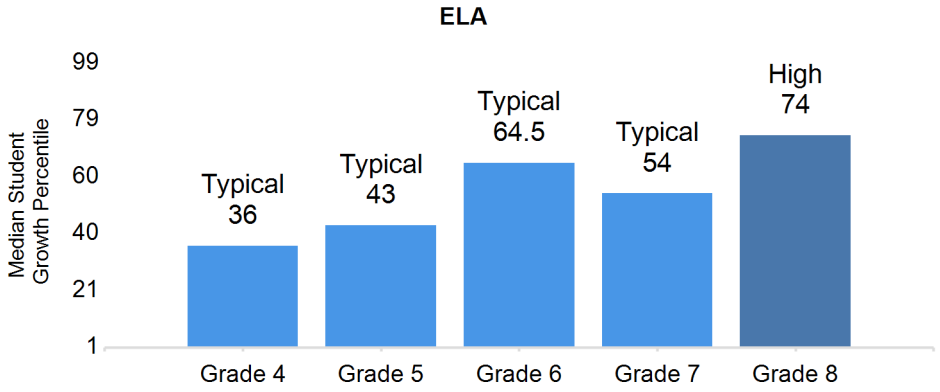
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

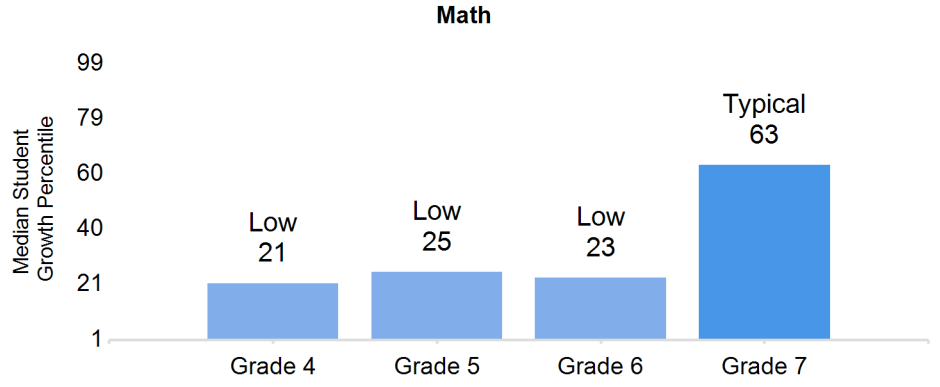




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

Avon Avenue School
(13-3570-220)
Grades Offered: PK-08
2018-2019

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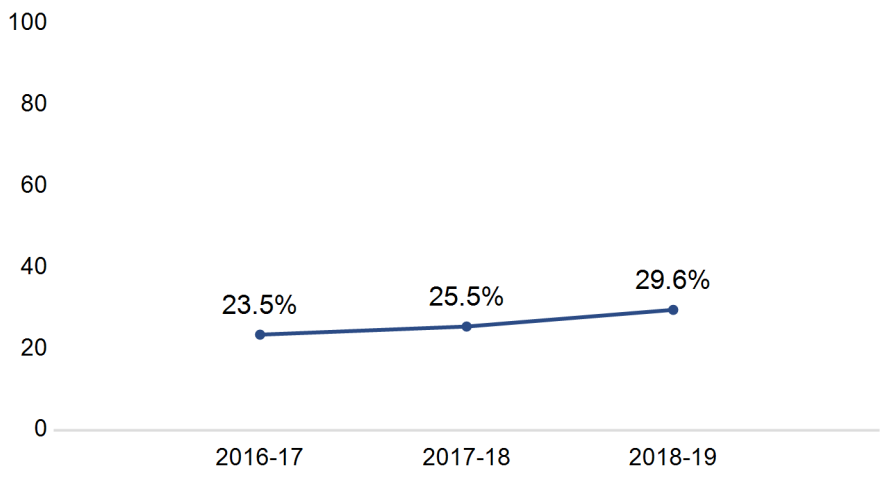
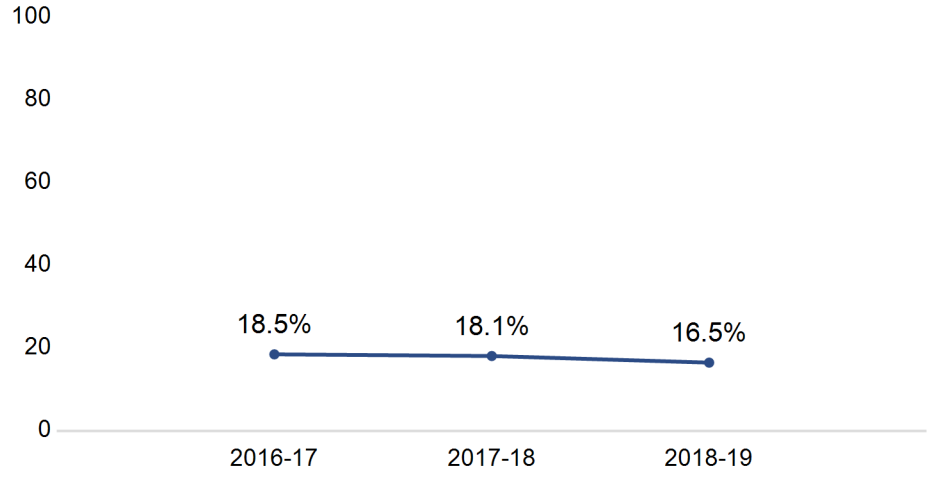
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.7%	98.4%	99.4%	99.7%	98.4%	99.4%
Proficiency Rate for Federal Accountability	23.5%	25.5%	29.6%	18.5%	18.1%	16.5%
Annual Target	18.7%	22.0%	25.2%	14.4%	17.8%	21.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	328	99.4	29.6	*	57.9	29.6	25.2	Met Target
White	N	N	N	54.7	66.9	N	**	**
Hispanic	43	97.7	23.3	38.9	43.9	23.3	30.4	Met Target†
Black or African American	285	100.0	30.5	28.8	38.5	30.5	24.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	65.3	82.9	N	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	172	100.0	34.3	42.9	64.8	34.3		
Male	156	98.8	24.4	30.3	51.3	24.4		
Economically Disadvantaged Students	280	99.3	29.6	35.8	40.0	29.6	25.3	Met Target
Non-Economically Disadvantaged Students	48	100.0	29.2	38.6	67.9	29.2		
Students with Disabilities	95	100.0	29.5	14.1	22.7	29.5	17.5	Met Target
Students without Disabilities	233	99.2	29.6	41.7	65.1	29.6		
English Learners	*	*	*	29.3	29.3	*	**	**
Non-English Learners	*	*	*	38.3	60.6	*		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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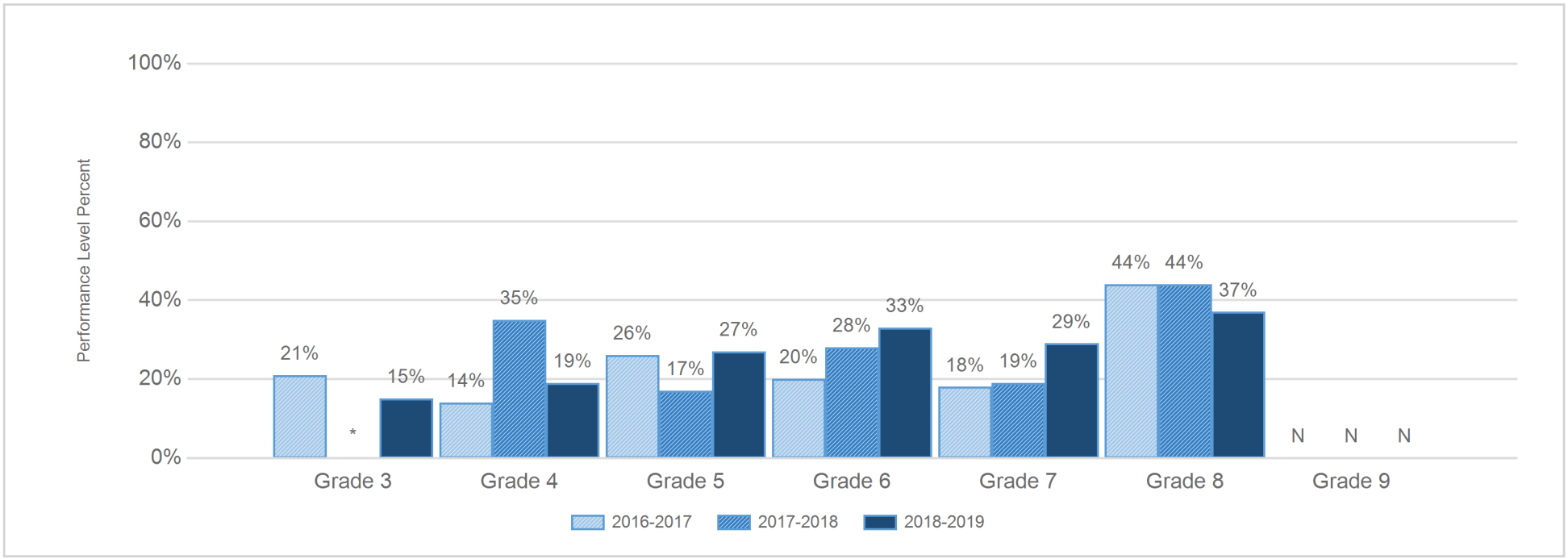
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	723	727	748	*	38%	33%	*	*	15%	50%
White	N	N	746	757	N	N	N	N	N	N	60%
Hispanic	*	*	728	734	*	*	*	*	*	*	36%
Black or African American	*	*	721	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	19	731	730	753	*	*	*	*	*	21%	55%
Male	20	715	723	743	*	*	*	*	*	10%	46%
Economically Disadvantaged Students	*	*	726	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	729	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	N	N	716	713	N	N	N	N	N	N	17%
Non-English Learners	39	723	729	751	*	38%	33%	*	*	15%	54%
Homeless Students	*	*	708	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	707	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	726	734	755	19%	30%	33%	*	*	19%	57%
White	N	N	744	763	N	N	N	N	N	N	67%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	27	727	739	760	*	*	*	*	*	22%	62%
Male	27	725	729	750	*	*	*	*	*	15%	53%
Economically Disadvantaged Students	43	727	734	740	*	*	*	*	*	16%	40%
Non-Economically Disadvantaged Students	11	723	736	765	*	*	*	*	*	27%	69%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	761	*	*	*	*	*	*	64%
English Learners	N	N	722	720	N	N	N	N	N	N	17%
Non-English Learners	54	726	736	758	19%	30%	33%	*	*	19%	60%
Homeless Students	*	*	719	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	724	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	729	733	756	*	38%	*	27%	0%	27%	58%
White	N	N	743	764	N	N	N	N	N	N	68%
Hispanic	*	*	736	743	*	*	*	*	*	*	44%
Black or African American	*	*	727	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	22	724	739	761	*	*	*	*	*	23%	64%
Male	26	733	728	750	*	*	*	*	*	31%	52%
Economically Disadvantaged Students	*	*	732	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	738	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	702	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	N	N	717	713	N	N	N	N	N	N	11%
Non-English Learners	48	729	736	758	*	38%	*	27%	0%	27%	60%
Homeless Students	*	*	722	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	724	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%

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	735	737	754	*	*	41%	33%	0%	33%	56%
White	N	N	758	762	N	N	N	N	N	N	65%
Hispanic	*	*	740	743	*	*	*	*	*	*	43%
Black or African American	*	*	728	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	26	741	744	762	*	*	*	*	*	38%	64%
Male	20	728	730	748	*	*	*	*	*	25%	48%
Economically Disadvantaged Students	*	*	737	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	737	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	708	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	742	761	*	*	*	*	*	*	64%
English Learners	N	N	720	710	N	N	N	N	N	N	*
Non-English Learners	46	735	739	756	*	*	41%	33%	0%	33%	*
Homeless Students	N	N	726	729	N	N	N	N	N	N	27%
Students in Foster Care	*	*	717	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	734	741	761	*	*	40%	*	*	29%	63%
White	N	N	756	769	N	N	N	N	N	N	72%
Hispanic	*	*	744	747	*	*	*	*	*	*	50%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	31	739	749	769	*	*	35%	*	*	39%	71%
Male	21	728	734	753	*	*	48%	*	*	14%	55%
Economically Disadvantaged Students	41	736	740	743	*	*	*	*	*	32%	45%
Non-Economically Disadvantaged Students	11	730	746	771	*	*	*	*	*	18%	73%
Students with Disabilities	*	*	705	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	749	769	*	*	*	*	*	*	71%
English Learners	N	N	712	706	N	N	N	N	N	N	12%
Non-English Learners	52	734	744	763	*	*	40%	*	*	29%	65%
Homeless Students	N	N	724	729	N	N	N	N	N	N	34%
Students in Foster Care	*	*	735	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	745	742	762	*	*	49%	37%	0%	37%	63%
White	N	N	765	770	N	N	N	N	N	N	72%
Hispanic	*	*	746	747	*	*	*	*	*	*	49%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	26	750	751	771	*	*	*	*	*	42%	71%
Male	17	737	735	753	*	*	*	*	*	29%	55%
Economically Disadvantaged Students	*	*	742	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	744	772	*	*	*	*	*	*	72%
Students with Disabilities	*	*	707	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	750	770	*	*	*	*	*	*	71%
English Learners	N	N	717	708	N	N	N	N	N	N	12%
Non-English Learners	43	745	745	764	*	*	49%	37%	0%	37%	65%
Homeless Students	N	N	711	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	714	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	328	99.4	16.5	26.3	44.5	16.5	21.3	Not Met
White	N	N	N	42.2	54.1	N	**	**
Hispanic	43	97.7	20.9	30.9	28.8	20.9	26.8	Met Target†
Black or African American	285	100.0	15.8	16.6	23.0	15.8	20.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	59.0	76.5	N	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	172	100.0	18.0	26.9	44.9	18.0		
Male	156	98.8	14.7	25.8	44.2	14.7		
Economically Disadvantaged Students	280	99.3	17.1	26.6	26.3	17.1	21.6	Not Met
Non-Economically Disadvantaged Students	48	100.0	12.5	25.4	54.9	12.5		
Students with Disabilities	95	100.0	16.8	11.6	17.4	16.8	16.1	Met Target
Students without Disabilities	233	99.2	16.3	29.8	50.0	16.3		
English Learners	*	*	*	25.7	25.0	*	**	**
Non-English Learners	*	*	*	26.5	46.5	*		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Avon Avenue School
(13-3570-220)
Grades Offered: PK-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
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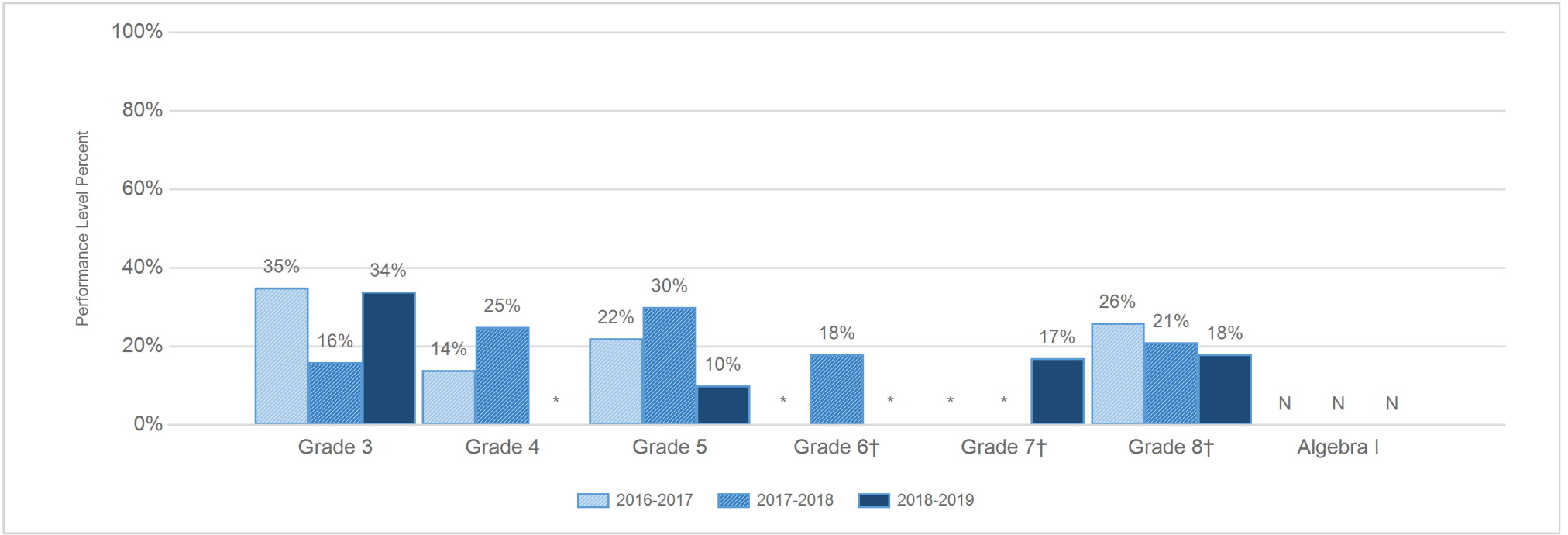
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

Avon Avenue School
(13-3570-220)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	732	735	752	*	*	29%	34%	0%	34%	55%
White	N	N	757	760	N	N	N	N	N	N	66%
Hispanic	*	*	738	739	*	*	*	*	*	*	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	19	743	*	751	*	*	*	*	*	47%	54%
Male	22	722	*	752	*	*	*	*	*	23%	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	733	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	718	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	738	756	*	*	*	*	*	*	60%
English Learners	N	N	732	728	N	N	N	N	N	N	26%
Non-English Learners	41	732	736	754	*	*	29%	34%	0%	34%	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	714	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Avon Avenue School
(13-3570-220)
Grades Offered: PK-08
2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	716	732	749	*	*	*	*	*	*	51%
White	N	N	746	757	N	N	N	N	N	N	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	27	723	733	749	*	*	*	*	*	*	50%
Male	27	709	731	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	43	716	732	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	11	716	731	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	754	*	*	*	*	*	*	56%
English Learners	N	N	728	722	N	N	N	N	N	N	18%
Non-English Learners	54	716	733	751	*	*	*	*	*	*	54%
Homeless Students	*	*	715	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	722	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Avon Avenue School
(13-3570-220)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	717	728	747	23%	44%	23%	*	*	10%	47%
White	N	N	736	755	N	N	N	N	N	N	58%
Hispanic	*	*	733	735	*	*	*	*	*	*	30%
Black or African American	*	*	720	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	22	712	729	747	*	*	*	*	*	*	47%
Male	26	721	727	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	*	*	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	729	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	714	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	731	752	*	*	*	*	*	*	52%
English Learners	N	N	721	718	N	N	N	N	N	N	12%
Non-English Learners	48	717	729	749	23%	44%	23%	*	*	10%	49%
Homeless Students	*	*	714	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	720	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Avon Avenue School
(13-3570-220)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	718	725	741	*	*	*	*	*	*	41%
White	N	N	745	749	N	N	N	N	N	N	51%
Hispanic	*	*	728	729	*	*	*	*	*	*	24%
Black or African American	*	*	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	754	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	26	716	726	742	*	*	*	*	*	*	42%
Male	20	720	723	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	722	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	708	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	746	*	*	*	*	*	*	46%
English Learners	N	N	715	709	N	N	N	N	N	N	*
Non-English Learners	46	718	726	743	*	*	*	*	*	*	*
Homeless Students	N	N	713	717	N	N	N	N	N	N	12%
Students in Foster Care	*	*	707	717	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Avon Avenue School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	729	731	744	*	37%	37%	*	*	17%	42%
White	N	N	738	751	N	N	N	N	N	N	53%
Hispanic	*	*	733	733	*	*	*	*	*	*	26%
Black or African American	*	*	723	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	31	729	*	744	*	*	*	*	*	16%	42%
Male	21	728	*	743	*	*	*	*	*	19%	42%
Economically Disadvantaged Students	41	728	731	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	11	731	731	751	*	*	*	*	*	*	53%
Students with Disabilities	*	*	708	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	736	749	*	*	*	*	*	*	48%
English Learners	N	N	721	716	N	N	N	N	N	N	10%
Non-English Learners	52	729	732	745	*	37%	37%	*	*	17%	44%
Homeless Students	N	N	719	721	N	N	N	N	N	N	13%
Students in Foster Care	*	*	718	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	*	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Avon Avenue School
(13-3570-220)
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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	724	722	728	*	41%	23%	*	*	18%	29%
White	N	N	731	737	N	N	N	N	N	N	38%
Hispanic	*	*	727	722	*	*	*	*	*	*	22%
Black or African American	*	*	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	26	732	724	731	*	*	*	*	*	23%	31%
Male	18	713	719	726	*	*	*	*	*	11%	27%
Economically Disadvantaged Students	*	*	722	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	721	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	697	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	727	734	*	*	*	*	*	*	35%
English Learners	N	N	712	706	N	N	N	N	N	N	10%
Non-English Learners	44	724	723	730	*	41%	23%	*	*	18%	30%
Homeless Students	N	N	695	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

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2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	16	16
5	10	10
6	10	10
7	11	11
8	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

Report Key:
* Data is not displayed in order to protect student privacy
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N No Data is available to display
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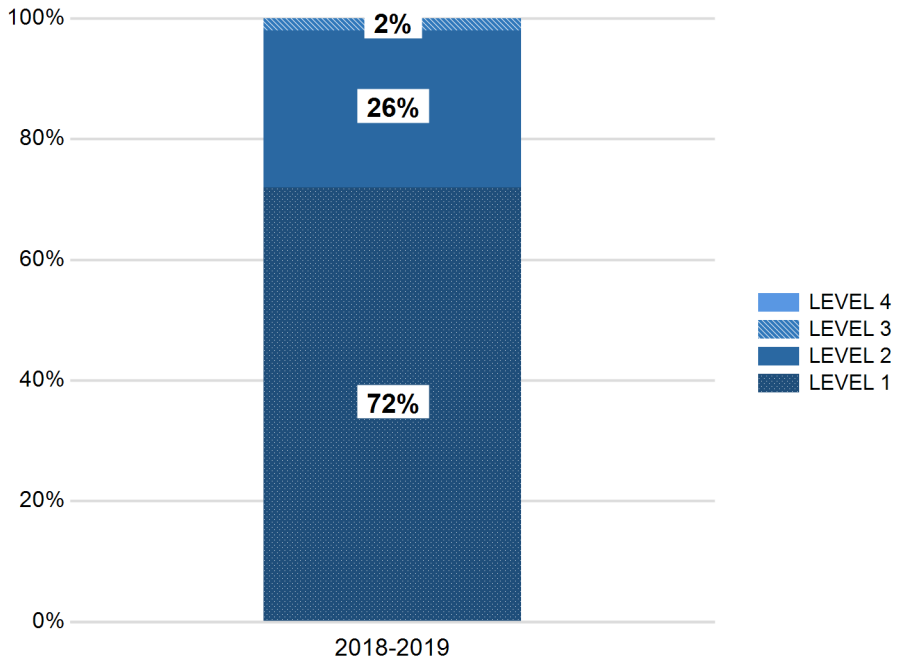
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	72	26	2	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	82	18	0	0
Male	64	32	4	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	72	26	2	0
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Avon Avenue School
(13-3570-220)
Grades Offered: PK-08
2018-2019

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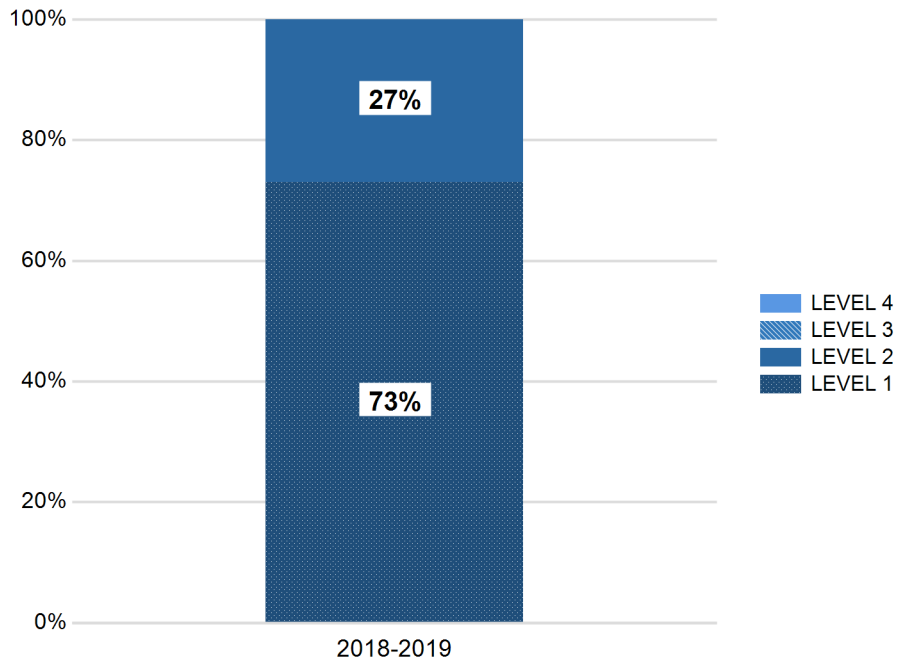
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 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	73	27	0	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	65	35	0	0
Male	83	17	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	73	27	0	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about 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	57
7	0	0	62
8	0	0	45
Total	0	0	164

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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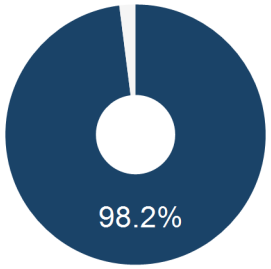
Visual and Performing Arts – Course Participation

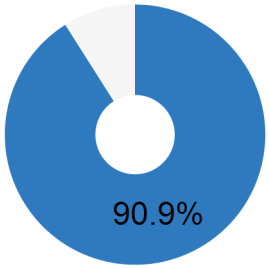
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

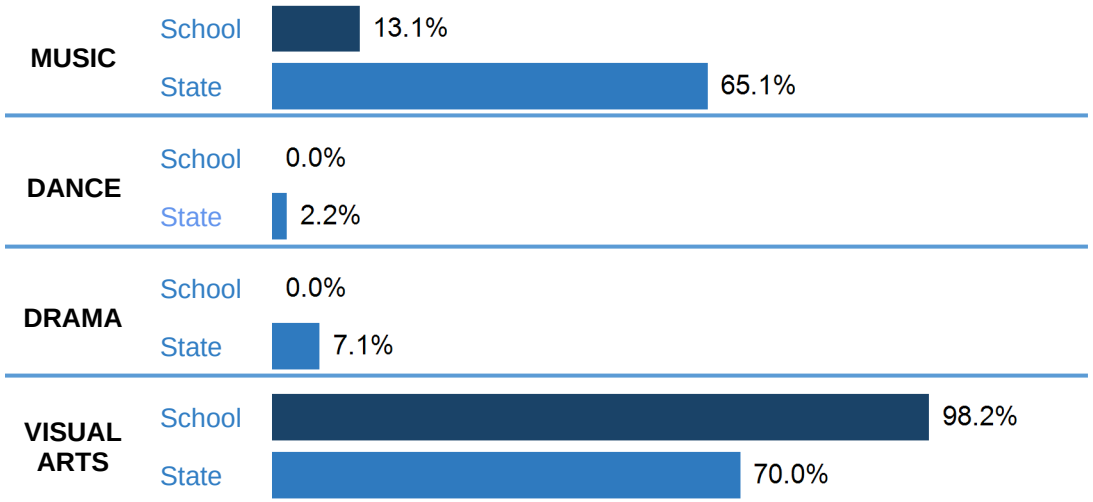


School



State

Students enrolled in one or more classes by discipline:



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

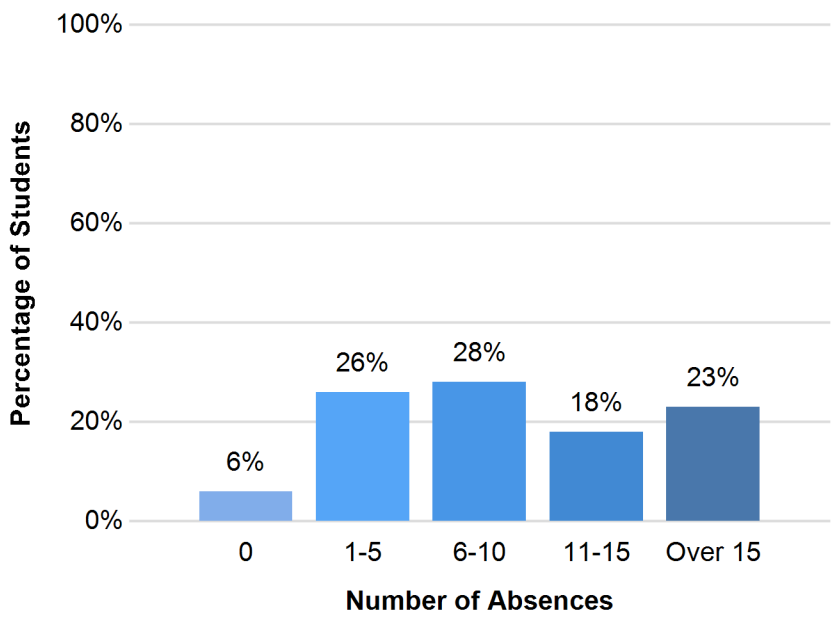
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	80	16.4	9.0	Not Met
White	*	*	**	**
Hispanic	11	17.5	9.0	Not Met
Black or African American	68	16.0	9.0	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	34	13.7		
Male	46	19.2		
Economically Disadvantaged Students	71	16.0	9.0	Not Met
Students with Disabilities	30	25.0	9.0	Not Met
English Learners	*	*	**	**
Homeless Students	7	46.7		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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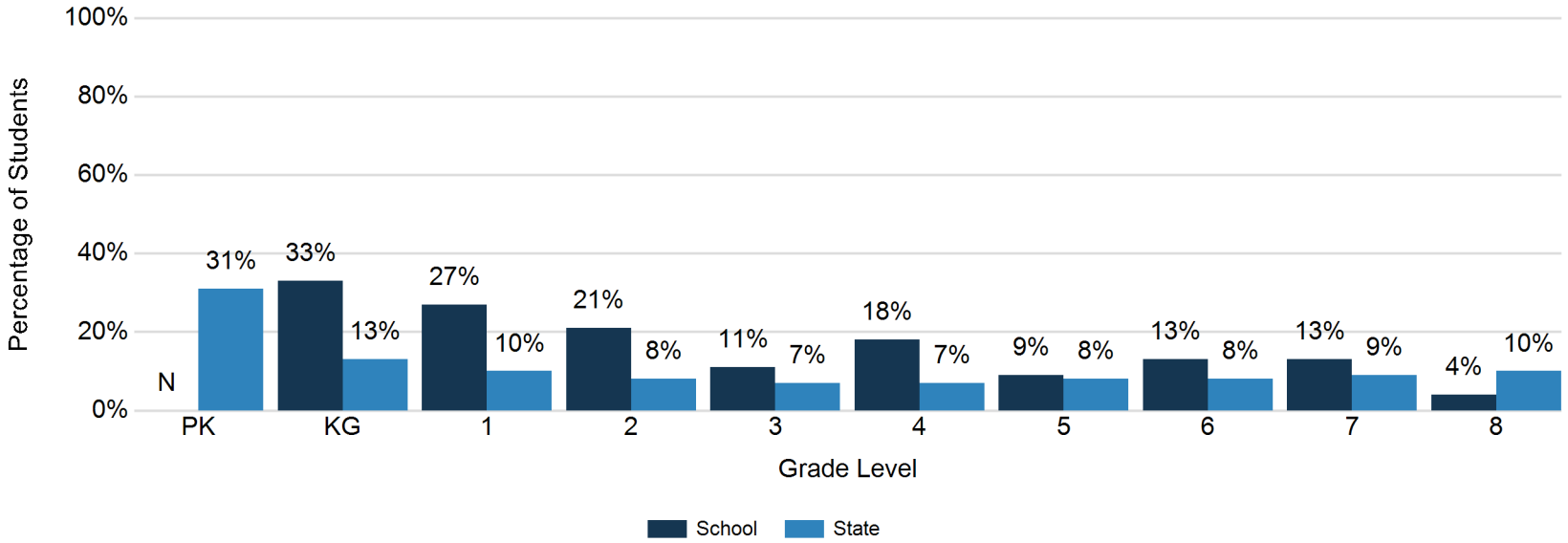
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	23
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	5.04

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	1
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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	35	7.1%
Out-of-School Suspensions	*	*
Any Suspension	38	7.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
10

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School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	2.0:1

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	41	118,214
Average years experience in public schools	10.3	12.1
Average years experience in district	7.0	10.8
Percentage of Teachers with 4 or more years experience in the district	39.0%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1
Students to Administrators	50:1	106:1
Teachers to Administrators	4:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.6%	80.5%	100.0%	48.4%	77.1%	54.9%
Male	49.4%	19.5%	0.0%	51.6%	22.9%	45.1%
White	0.2%	26.8%	10.0%	42.4%	83.6%	77.4%
Hispanic	12.9%	2.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	86.7%	68.3%	80.0%	15.0%	6.6%	13.9%
Asian	0.0%	2.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	10.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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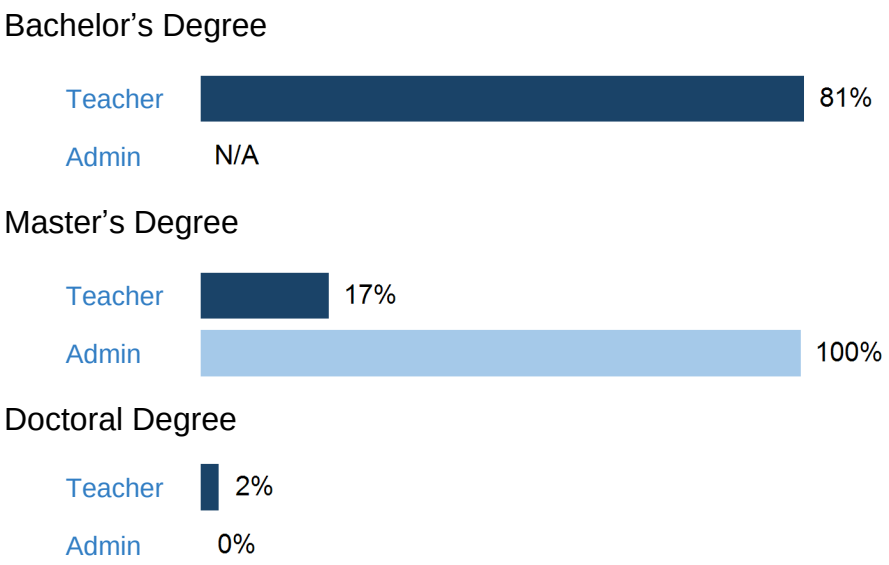
Teachers and Administrators - Level of Education

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



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	78.3%

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

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

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

ESSA Accountability Status

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

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	23.5%	25.5%	29.6%
Math Proficiency	18.5%	18.1%	16.5%
ELA Growth	54	50	54
Math Growth	51	44	27
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	28.9%	23.2%	16.4%

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

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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.

NJ SCHOOL PERFORMANCE REPORT

Avon Avenue School
(13-3570-220)
Grades Offered: PK-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 Target	Not Met	Met Standard	Not Met	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Met Target†	**	**	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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

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School Narrative

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

Mission, Vision, Theme:	Our core values are captured in the word DREAM: Diligence Respect Empathy A SelfControl and Model Student Our mission is to cultivate these values in our students so they become lifelong learners who then become skilled leaders We value hard work and commitment from the entire community of staff scholars administration parents and families Our ultimate goal is to ensure that our scholars are college ready and productive citizens
Awards, Recognition, Accomplishments:	People across the world can view our mural of First Lady Michelle Obama as they depart and arrive from Newark Liberty International Airport

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Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Girls), Football (Boys & Girls), Soccer (Boys), Tennis (Boys & Girls) Basketball Cheer Debate Flag Football Karate Soccer Yoga
Clubs and Activities:	Art Chess Club National Honor Society NJ Symphony Orchestra String Instrument Program Flag Football Karate

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Head Start Liberty Science Center My Very Own Library Playworks Youth Development Clinic

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Facilities:	Built in 1905 and includes Music Classrooms
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Bard Early College High School
(13-3570-304)
Grades Offered: 09-12
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Mr. John Weinstein
Address	321 BERGEN STREET NEWARK, NJ 07103
Phone Number	212-995-8479
Email Address	jweinstein@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/BEH
Facebook	https://www.facebook.com/pages/Bard-High-School-Early-College-Newark/1555792748014822

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
8	0	0	0
9	90	102	100
10	85	104	101
11	59	82	100
12	55	57	77
Total	289	345	378

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	62.6%	65.2%	66.4%
Male	37.4%	34.8%	33.6%
Economically Disadvantaged Students	66.4%	55.9%	75.1%
Students with Disabilities	6.6%	5.2%	6.6%
English Learners	2.8%	0.0%	1.1%
Homeless Students	0.7%	0.6%	0.3%
Students in Foster Care	0.0%	0.9%	0.3%
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	3.5%	3.5%	2.4%
Hispanic	25.3%	32.2%	32.3%
Black or African American	68.9%	62.0%	63.5%
Asian	2.1%	2.0%	1.6%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	289	345	378
Shared Time Students	0	0	0
Full Time Equivalent	289	345	378

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	80.7%
Spanish	14.6%
Haitian	1.9%
Portuguese	1.6%
Other Languages	1.3%

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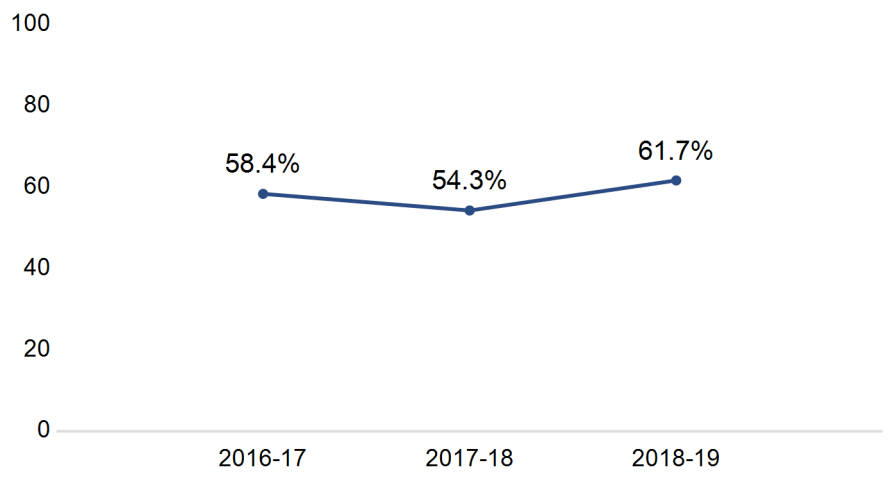
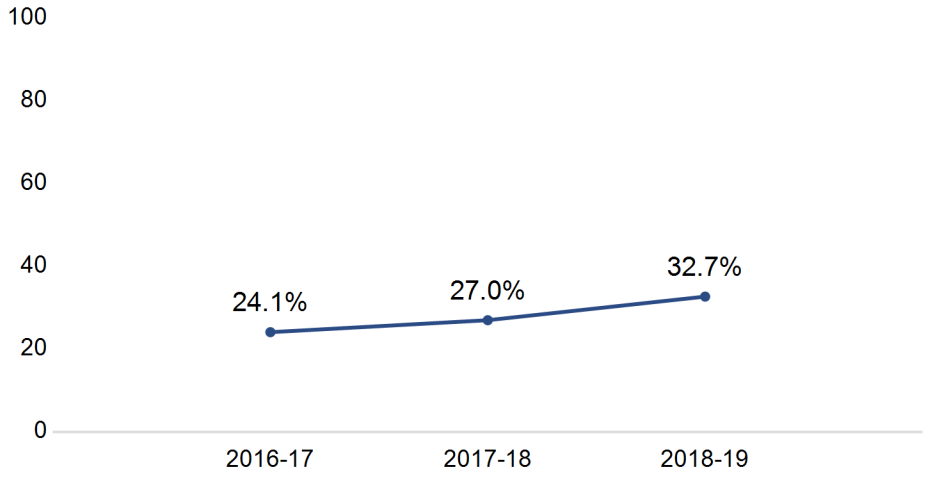
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.4%	100.0%	99.0%	99.4%	100.0%	100.0%
Proficiency Rate for Federal Accountability	58.4%	54.3%	61.7%	24.1%	27.0%	32.7%
Annual Target	65.1%	65.9%	66.7%	35.6%	38.0%	40.3%
Met Annual Target?	Not Met	Not Met	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	196	99.0	61.7	*	57.9	61.7	66.7	Met Target†
White	*	*	*	54.7	66.9	*	**	**
Hispanic	66	98.5	56.1	38.9	43.9	56.1	73	Not Met
Black or African American	122	100.0	62.3	28.8	38.5	62.3	61.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	133	99.3	67.7	42.9	64.8	67.7		
Male	63	98.4	49.2	30.3	51.3	49.2		
Economically Disadvantaged Students	149	99.3	59.1	35.8	40.0	59.1	64	Met Target†
Non-Economically Disadvantaged Students	47	97.9	70.2	38.6	67.9	70.2		
Students with Disabilities	11	91.7	27.3	14.1	22.7	26.3	**	**
Students without Disabilities	185	99.5	63.8	41.7	65.1	63.8		
English Learners	12	100.0	33.3	29.3	29.3	33.3	**	**
Non-English Learners	184	98.9	63.6	38.3	60.6	63.6		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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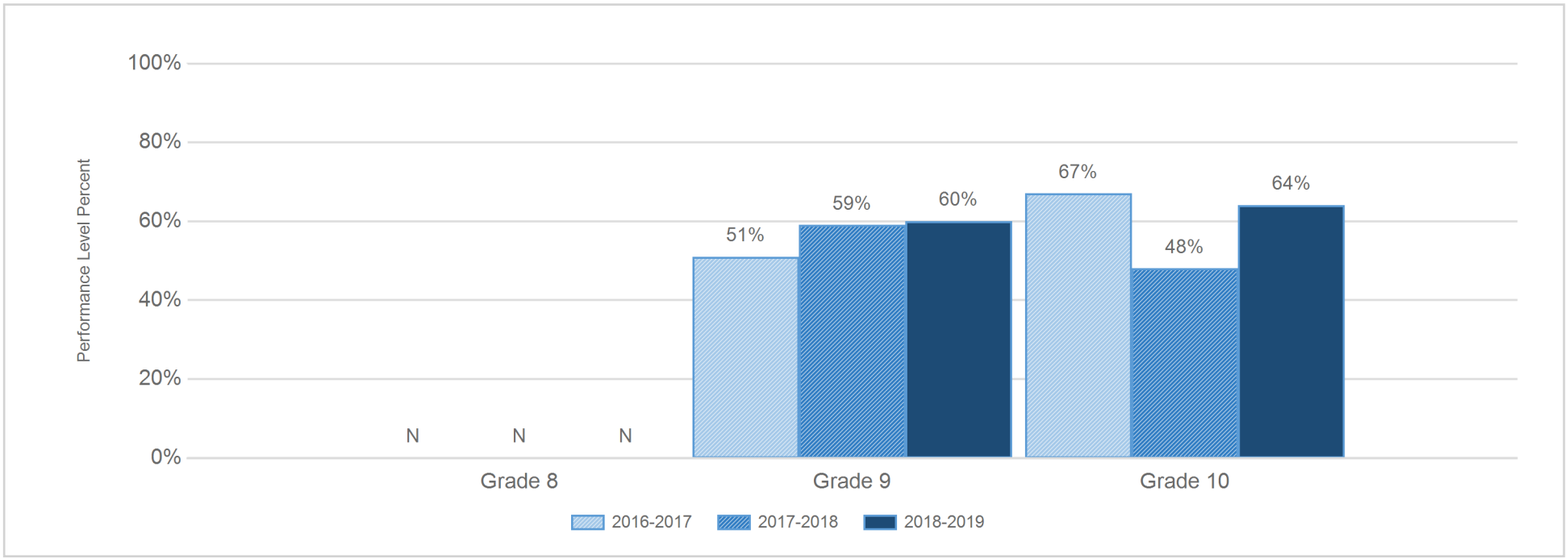
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 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	101	756	730	753	*	*	31%	*	*	60%	56%
White	*	*	739	762	*	*	*	*	*	*	65%
Hispanic	27	754	729	737	0%	*	41%	*	*	48%	40%
Black or African American	69	754	729	732	*	*	29%	*	*	62%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	N	N	*	761	N	N	N	N	N	N	63%
Female	70	756	738	760	*	*	23%	*	*	64%	63%
Male	31	754	*	746	*	*	48%	*	*	52%	49%
Economically Disadvantaged Students	77	756	731	734	*	*	*	*	*	58%	36%
Non-Economically Disadvantaged Students	24	755	*	762	*	*	*	*	*	67%	65%
Students with Disabilities	*	*	699	717	*	*	*	*	*	*	17%
Students without Disabilities	*	*	736	760	*	*	*	*	*	*	63%
English Learners	*	*	685	693	*	*	*	*	*	*	*
Non-English Learners	*	*	736	755	*	*	*	*	*	*	*
Homeless Students	*	*	703	720	*	*	*	*	*	*	21%
Students in Foster Care	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	*	715	N	N	N	N	N	N	23%

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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	761	727	757	*	*	25%	48%	16%	64%	58%
White	*	*	748	767	*	*	*	*	*	*	67%
Hispanic	39	759	726	738	*	*	*	*	*	62%	43%
Black or African American	54	762	723	733	0%	*	30%	*	*	63%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	N	N	*	766	N	N	N	N	N	N	65%
Female	64	767	737	766	*	*	*	*	*	72%	66%
Male	32	749	*	749	*	*	*	*	*	47%	51%
Economically Disadvantaged Students	73	759	*	735	*	*	*	*	*	60%	40%
Non-Economically Disadvantaged Students	23	769	725	767	*	*	*	*	*	74%	67%
Students with Disabilities	*	*	687	711	*	*	*	*	*	*	19%
Students without Disabilities	*	*	734	765	*	*	*	*	*	*	65%
English Learners	N	N	679	687	N	N	N	N	N	N	*
Non-English Learners	96	761	734	760	*	*	25%	48%	16%	64%	*
Homeless Students	N	N	713	723	N	N	N	N	N	N	32%
Students in Foster Care	*	*	694	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	710	N	N	N	N	N	N	10%

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	196	100.0	32.7	26.3	44.5	32.7	40.3	Not Met
White	*	*	*	42.2	54.1	*	**	**
Hispanic	69	100.0	36.2	30.9	28.8	36.2	46	Not Met
Black or African American	119	100.0	29.4	16.6	23.0	29.4	34.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	132	100.0	29.5	26.9	44.9	29.5		
Male	64	100.0	39.1	25.8	44.2	39.1		
Economically Disadvantaged Students	151	100.0	30.5	26.6	26.3	30.5	41.2	Not Met
Non-Economically Disadvantaged Students	45	100.0	40.0	25.4	54.9	40.0		
Students with Disabilities	12	100.0	*	11.6	17.4	*	**	**
Students without Disabilities	184	100.0	*	29.8	50.0	*		
English Learners	12	100.0	58.3	25.7	25.0	58.3	**	**
Non-English Learners	184	100.0	31.0	26.5	46.5	31.0		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Bard Early College High School
(13-3570-304)
Grades Offered: 09-12
2018-2019

Report Key:
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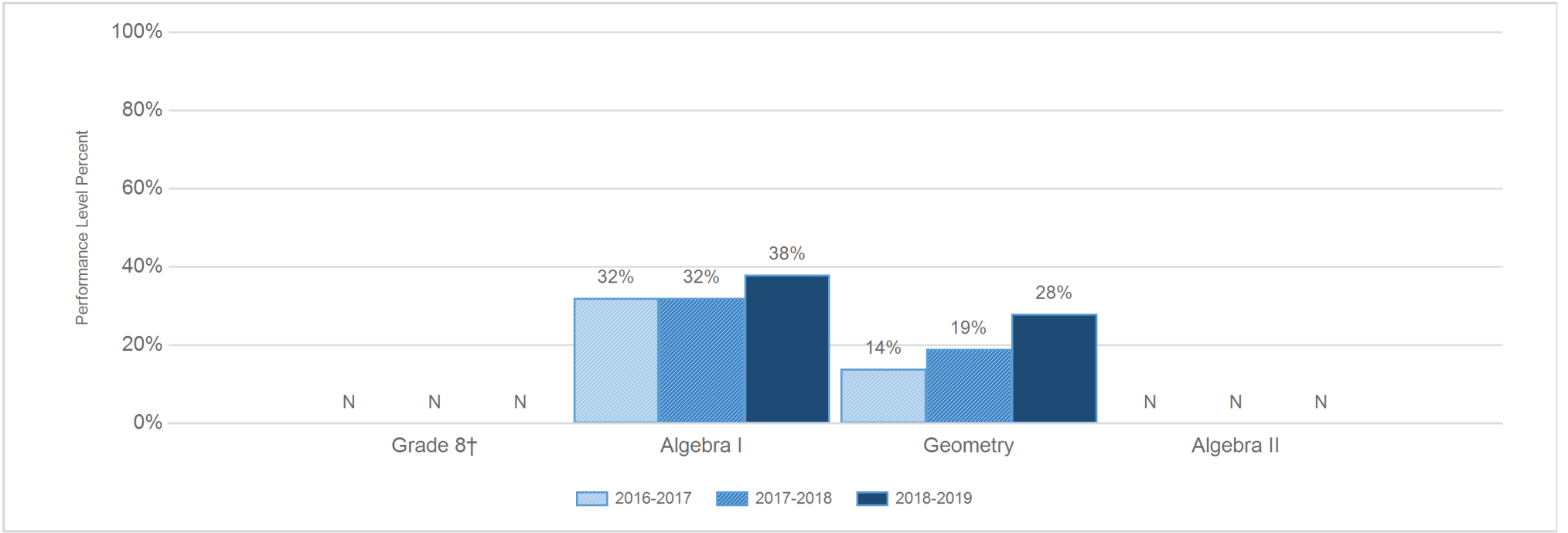
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	740	722	744	*	30%	28%	*	*	38%	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	27	738	723	728	0%	41%	*	*	*	37%	24%
Black or African American	69	739	718	725	*	28%	30%	*	*	35%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	743	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	69	739	724	745	*	*	*	*	*	33%	44%
Male	32	743	721	743	*	*	*	*	*	47%	41%
Economically Disadvantaged Students	77	739	723	727	*	*	*	*	*	36%	23%
Non-Economically Disadvantaged Students	24	745	720	752	*	*	*	*	*	42%	52%
Students with Disabilities	*	*	705	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	726	748	*	*	*	*	*	*	47%
English Learners	*	*	702	710	*	*	*	*	*	*	*
Non-English Learners	*	*	725	745	*	*	*	*	*	*	*
Homeless Students	*	*	700	718	*	*	*	*	*	*	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	734	716	737	*	23%	43%	*	*	28%	35%
White	*	*	733	743	*	*	*	*	*	*	43%
Hispanic	42	737	718	724	*	*	40%	*	*	36%	17%
Black or African American	51	731	709	720	*	25%	43%	*	*	24%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	64	733	*	738	*	*	47%	*	*	27%	36%
Male	32	735	713	736	*	*	34%	*	*	31%	34%
Economically Disadvantaged Students	75	732	*	722	*	*	*	*	*	25%	16%
Non-Economically Disadvantaged Students	21	740	714	743	*	*	*	*	*	38%	43%
Students with Disabilities	*	*	696	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	719	741	*	*	*	*	*	*	*
English Learners	N	N	706	708	N	N	N	N	N	N	*
Non-English Learners	96	734	717	738	*	23%	43%	*	*	28%	*
Homeless Students	N	N	711	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	702	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	*	711	N	N	N	N	N	N	19%

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Mathematics Assessment - Performance by Test: Algebra II

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

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	739	755	N	N	N	N	N	N	58%
White	N	N	757	758	N	N	N	N	N	N	62%
Hispanic	N	N	739	731	N	N	N	N	N	N	34%
Black or African American	N	N	727	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	N	N	741	752	N	N	N	N	N	N	55%
Male	N	N	736	758	N	N	N	N	N	N	62%
Economically Disadvantaged Students	N	N	737	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	N	N	741	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	701	715	N	N	N	N	N	N	25%
Students without Disabilities	N	N	742	756	N	N	N	N	N	N	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	N	N	*	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	*	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

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

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

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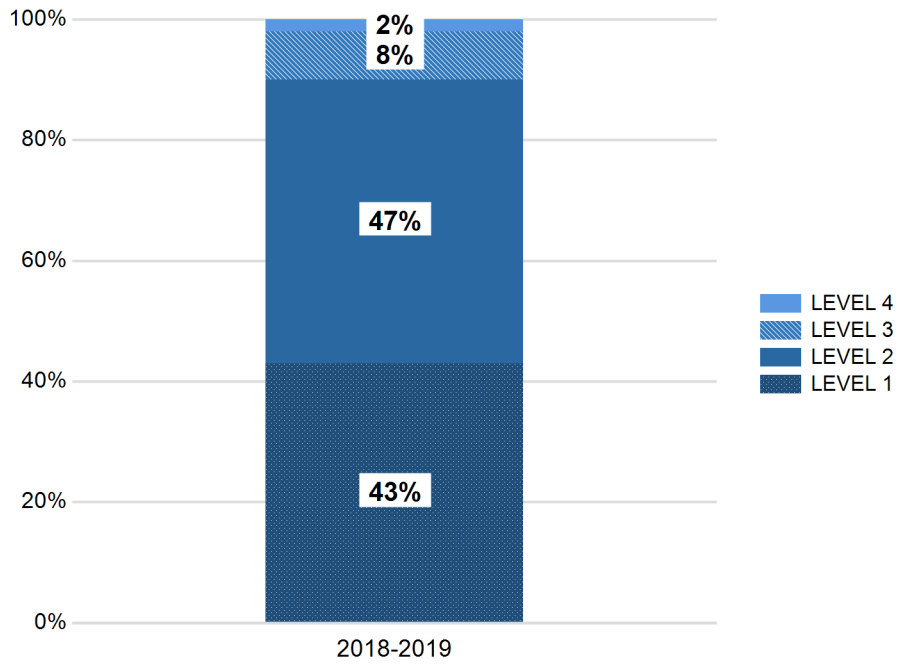
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	43	47	8	2
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	43	47	7	3
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	47	42	8	3
Male	35	56	9	0
Economically Disadvantaged Students	48	43	8	2
Non-Economically Disadvantaged Students	34	54	9	3
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	43	47	8	2
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	99.5%	84.5%
12th graders taking SAT in 2018-19 or prior years	100.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	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	436	476	Grade 10: 430 Grade 11: 460	45%	61%
PSAT 10/NMSQT - Math	445	477	Grade 10: 480 Grade 11: 510	23%	43%
SAT - Reading and Writing	466	539	480	44%	70%
SAT - Math	451	541	530	15%	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%

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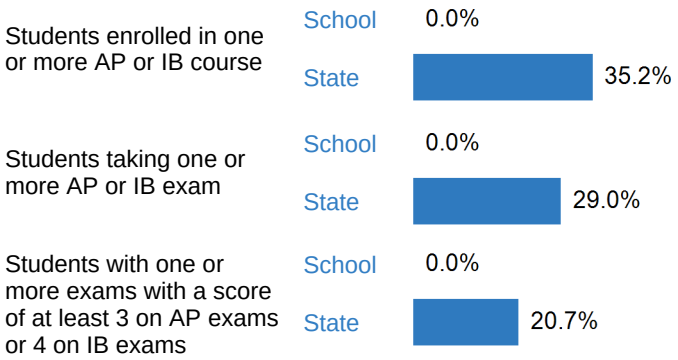
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

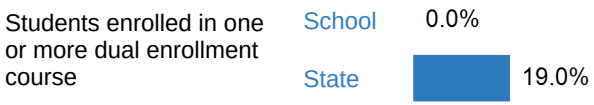
AP/IB Coursework – Participation and Performance

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



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
Total Exams taken		0

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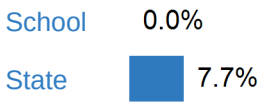
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career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

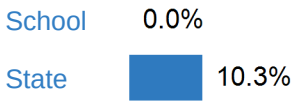
Career and Technical Education Participation

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

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



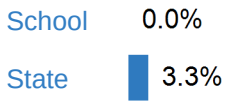
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	N	N	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	*	*	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%	*

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

Industry-Valued Credentials by Career Cluster

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

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

NJ SCHOOL PERFORMANCE REPORT

Bard Early College High School
(13-3570-304)
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2018-2019

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	0	0	3	0	0	0	102
10	4	0	94	4	0	0	92
11	94	0	14	59	1	64	1
12	8	0	2	3	15	32	1
Total	106	0	113	66	16	96	196
Enrolled in AP/IB Course					0	0	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	102	0	0	0	100	0
10	14	87	0	0	1	0
11	75	25	0	10	3	0
12	15	17	0	26	15	0
Total	206	129	0	36	119	0
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	102	0	0	0	0
10	0	101	0	0	0	0
11	0	7	0	0	0	44
12	0	31	0	0	0	48
Total	0	241	0	0	0	92
Enrolled in AP/IB Course	0	0	0	0		0
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	58	0	0	0	0	42	102
10	62	0	0	0	0	40	6
11	69	0	0	0	0	32	0
12	23	0	0	0	0	5	0
Total	212	0	0	0	0	119	108
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	22	0	0	0	0	0	0

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Computer Science and Information Technology – Course Participation

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

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

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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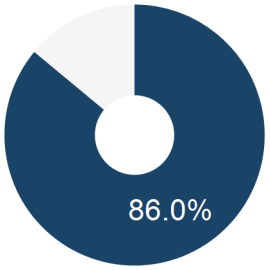
Visual and Performing Arts – Course Participation

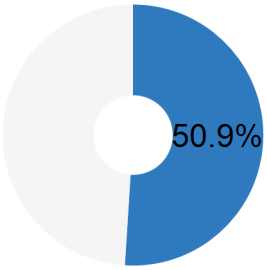
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

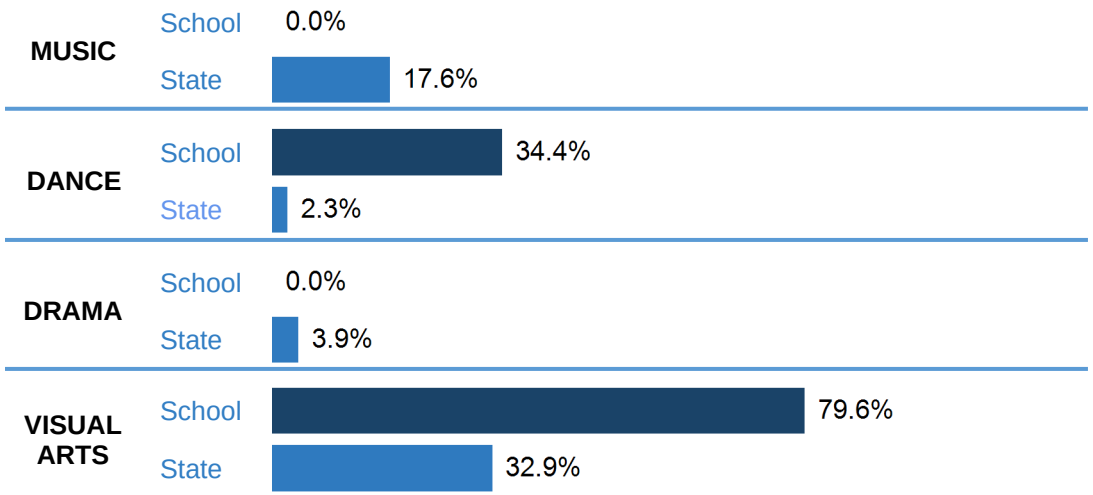


School



State

Students enrolled in one or more classes by discipline:



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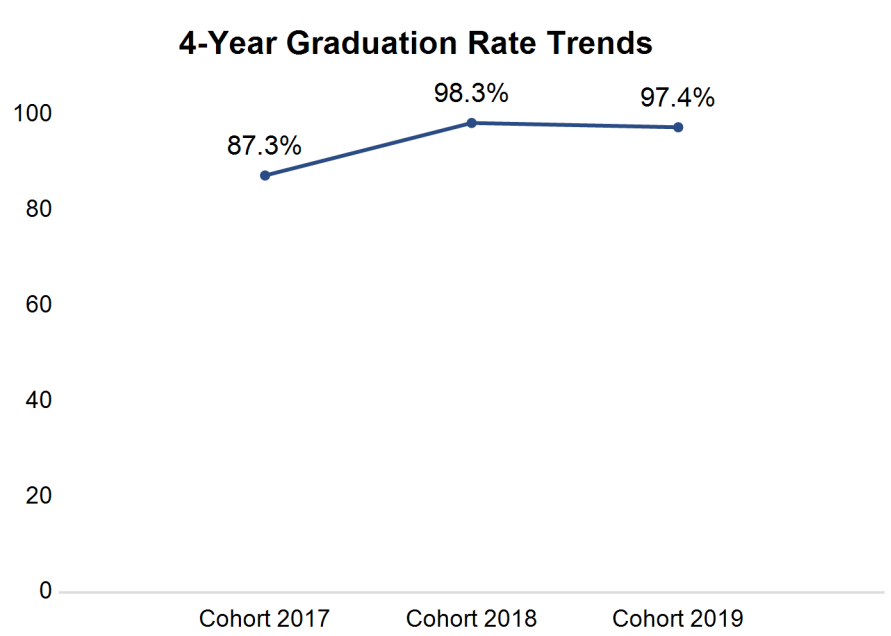
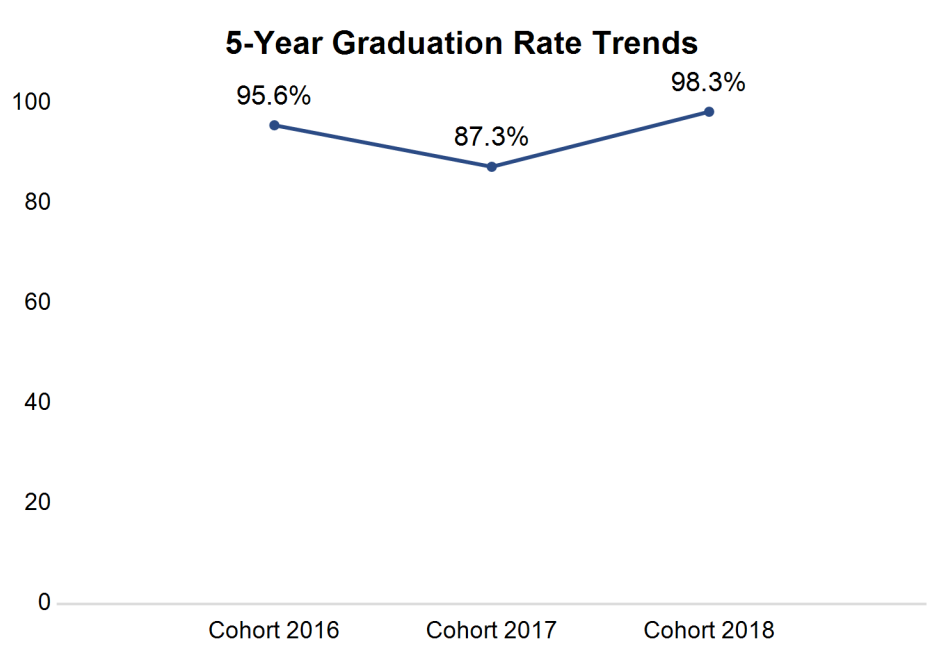
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

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





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	87.3%	98.3%	97.4%	95.6%	87.3%	98.3%
Annual Target	87.6%	N		N	93.5%	
Met Annual Target?	Not Met	Met Goal		Met Goal	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	97.4%	90.6%	98.3%	92.5%	98.3%	N	Met Goal	87.3%	93.5%	Not Met
White	*	94.9%	*	95.9%	*	**	**	*	**	**
Hispanic	96.0%	84.5%	100.0%	87.3%	100.0%	**	**	75.0%	**	**
Black or African American	100.0%	83.3%	97.7%	87.1%	97.7%	N	Met Goal	89.6%	92.9%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	96.2%	92.8%	100.0%	94.4%	100.0%			86.8%		
Male	100.0%	88.5%	95.7%	90.8%	95.7%			88.0%		
Economically Disadvantaged Students	96.3%	84.0%	97.3%	87.3%	97.3%	N	Met Goal	84.8%	94.5%	Not Met
Students with Disabilities	*	79.2%	*	83.8%	*	**	**	*	**	**
English Learners	*	75.4%	*	80.1%	*	**	**	N	N	N
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	96.1%	56.6%
Substitute Competency Test	1.3%	21.1%
Portfolio Appeals Process	2.6%	17.1%
Alternate Requirements specified in IEP	0.0%	5.3%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.5%	1.2%
2017-2018	0.3%	1.2%
2016-2017	0.7%	1.1%

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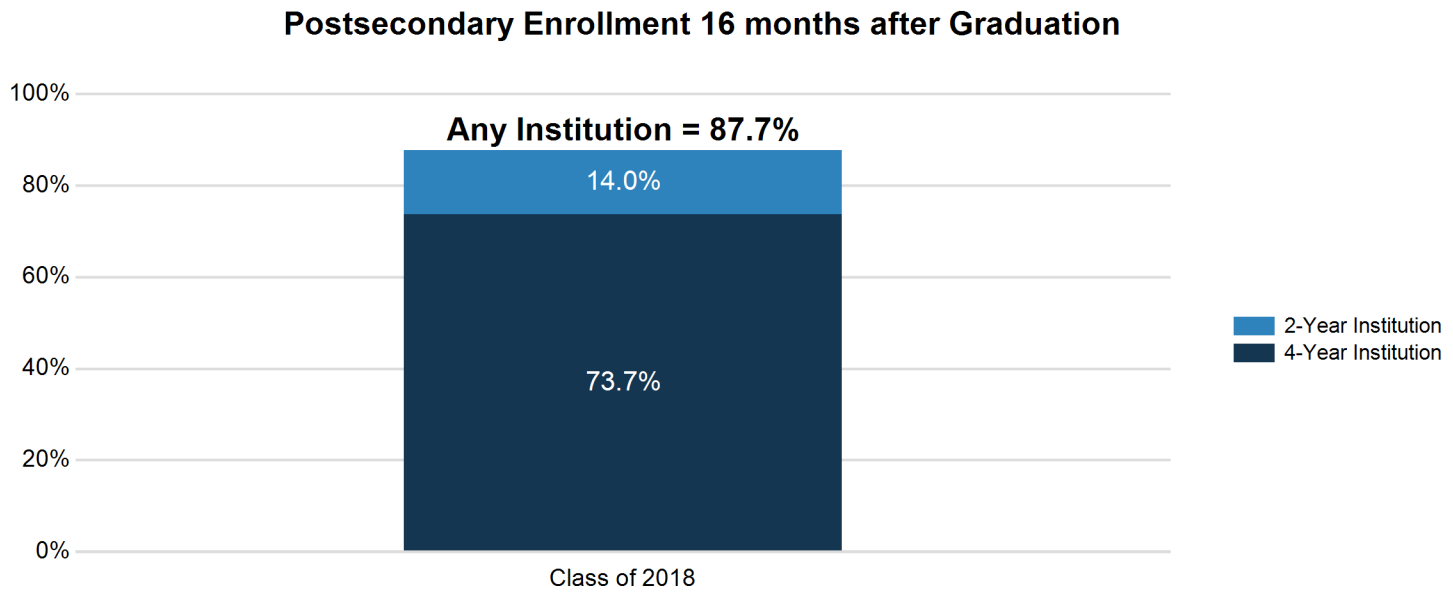
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	14.0%
% Enrolled in 4-Year Institution	73.7%
% Enrolled in Any Postsecondary Institution	87.7%

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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	76.3%	12.1%	87.9%
White	*	*	*
Hispanic	76%	21.1%	78.9%
Black or African American	74.5%	5.7%	94.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	79.2%	9.5%	90.5%
Students with Disabilities	*	*	*
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	87.7%	16%	84%	72%	28%	80%	20%
White	*	*	*	*	*	*	*
Hispanic	100%	10%	90%	90%	10%	90%	10%
Black or African American	83.3%	17.1%	82.9%	68.6%	31.4%	77.1%	22.9%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	85.2%	26.1%	73.9%	73.9%	26.1%	73.9%	26.1%
Students with Disabilities	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N

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

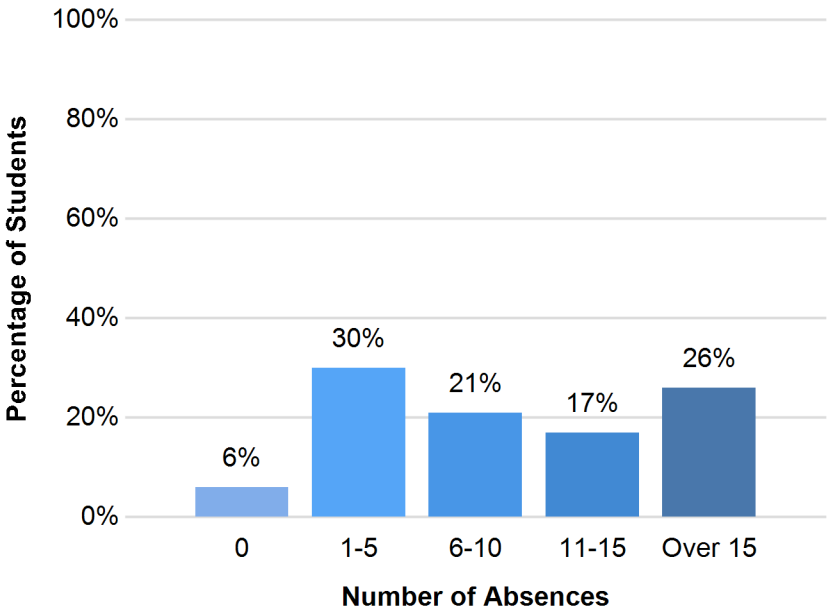
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	80	21.2	14.2	Not Met
White	*	*	**	**
Hispanic	40	32.8	14.2	Not Met
Black or African American	37	15.4	14.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	58	23.0		
Male	22	17.5		
Economically Disadvantaged Students	64	22.5	14.2	Not Met
Students with Disabilities	9	36.0	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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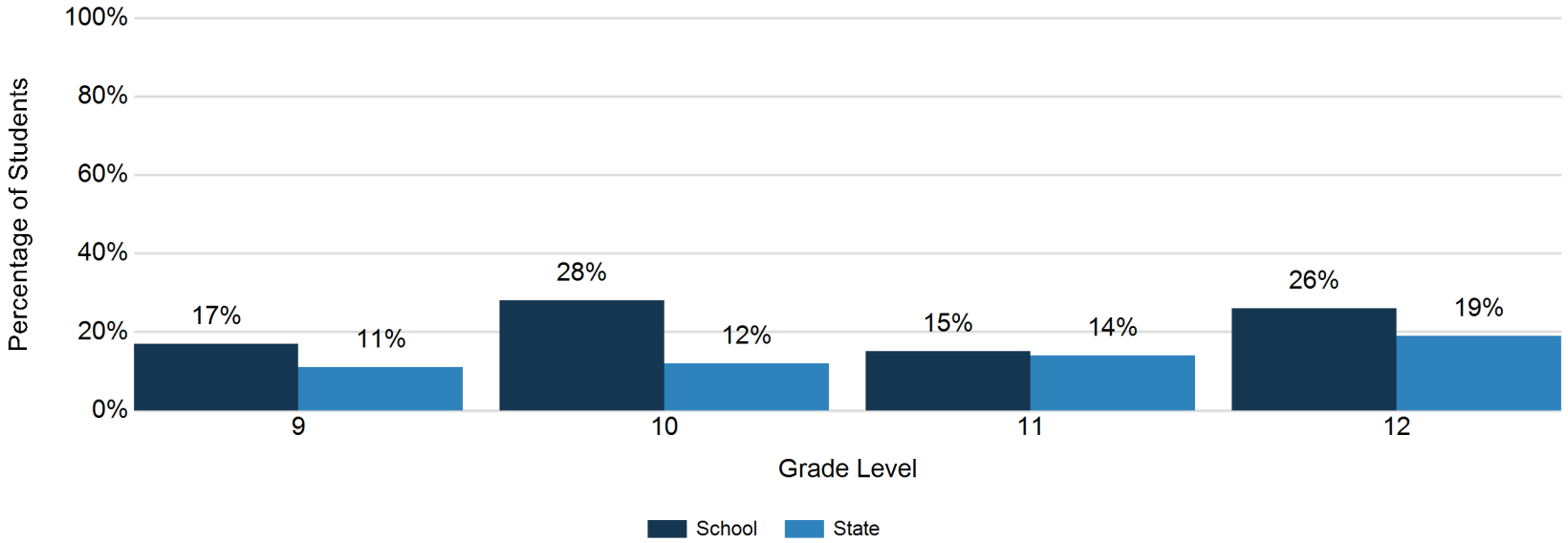
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	2.38

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	1	1
Ancestry	0	1	1
Gender	0	2	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	6	7
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	*	*
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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	1.7:1

NJ SCHOOL PERFORMANCE REPORT

Bard Early College High School
(13-3570-304)
Grades Offered: 09-12
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	27	118,214
Average years experience in public schools	8.0	12.1
Average years experience in district	6.6	10.8
Percentage of Teachers with 4 or more years experience in the district	59.3%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1	14:1
Students to Administrators	126:1	106:1
Teachers to Administrators	9:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	66.4%	63.0%	100.0%	48.4%	77.1%	54.9%
Male	33.6%	37.0%	0.0%	51.6%	22.9%	45.1%
White	2.4%	51.9%	33.3%	42.4%	83.6%	77.4%
Hispanic	32.3%	11.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	63.5%	25.9%	33.3%	15.0%	6.6%	13.9%
Asian	1.6%	11.1%	33.3%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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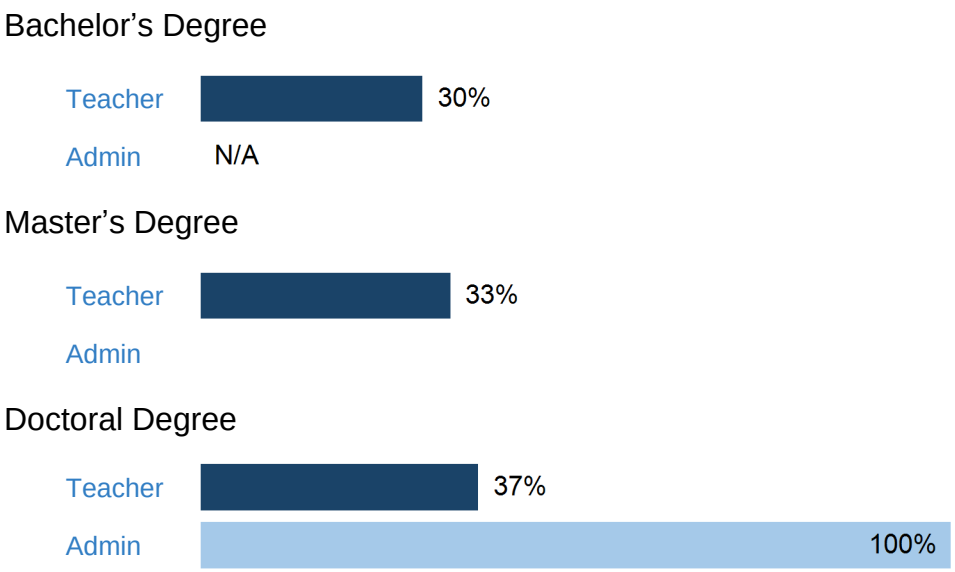
Teachers and Administrators - Level of Education

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



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	81.2%

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

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

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

ESSA Accountability Status

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

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	58.4%	54.3%	61.7%
Math Proficiency	24.1%	27.0%	32.7%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	87.3%	98.3%	97.4%
5-Year Graduation Rate†	95.6%	87.3%	98.3%
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	22.6%	30.1%	21.2%

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

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Annually, NJDOE will identify schools in the following federal category:
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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Mission, Vision, Theme:	Bard High School Early College offers Newark students an unparalleled educational opportunity Through a partnership between Bard College and the Newark Board of Education talented students can earn both a high school diploma and an Associate's Degree in four years Bard is licensed by the NJ Department of Higher Education and accredited as a branch campus of Bard College by the Middle States Association of Colleges and Schools
Awards, Recognition, Accomplishments:	Students with a 2 0 GPA and earn 60 college credits earn the Bard College A A degree Most earn at least 30 college credits

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Courses, Curriculum, Instruction:	Dual Enrollment
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Coed), Track and Field - Spring (Coed), Volleyball (Girls) Basketball Outdoor Track Step Team Volleyball
Clubs and Activities:	Dance Debate Robotics Stand Deliver Future Health Professionals

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Before and After School Programs:	Afterschool Program serving students ages 14 18 Operated by Newark Public Schools
Postsecondary Information:	Graduates attended 2 and 4 year schools including: Bard Bloomfield Essex Felician Howard Johnson Wales Kean LIM Montclair St Morgan St NJIT Pace Quinnipiac RIT Rider Rutgers San Fransisco Spelman TCNJ and William Paterson Additionally graduates enlisted in the United States Military attended various technical schools and joined the workforce

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Cooperman Scholars National Honors society Newark Trust NJLEEP Schools That Can

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Facilities:	Built in 1973 and includes Biology Labs Chemistry Labs Computer Labs Media Center Physics Labs and Dance room
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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School Narrative

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Other Information	The traditional standard schedule for students in our secondary schools is 8:20 am 2:50 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Barringer High School
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Dr. Kimberly Honnick
Address	90 PARKER ST NEWARK, NJ 07104-1028
Phone Number	973-268-5125
Email Address	KHonnick@NPS.K12.NJ.US
Website	http://www.nps.k12.nj.us/baracademy

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
8	0	0	0
9	139	149	358
10	157	173	343
11	147	171	370
12	145	166	347
Total	588	659	1,418

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.0%	48.7%	45.7%
Male	50.0%	51.3%	54.3%
Economically Disadvantaged Students	66.2%	55.0%	64.8%
Students with Disabilities	18.7%	27.1%	16.1%
English Learners	24.7%	2.0%	36.2%
Homeless Students	2.4%	2.7%	1.5%
Students in Foster Care	0.0%	0.3%	0.6%
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	1.0%	0.2%	0.2%
Hispanic	68.7%	61.0%	75.5%
Black or African American	29.6%	38.5%	23.4%
Asian	0.0%	0.2%	0.8%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.0%	0.1%
Two or More Races	0.0%	0.2%	0.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	588	658	1,416
Shared Time Students	0	1	2
Full Time Equivalent	588	659	1,417

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
Spanish	50.3%
English	49.0%
Other Languages	0.6%

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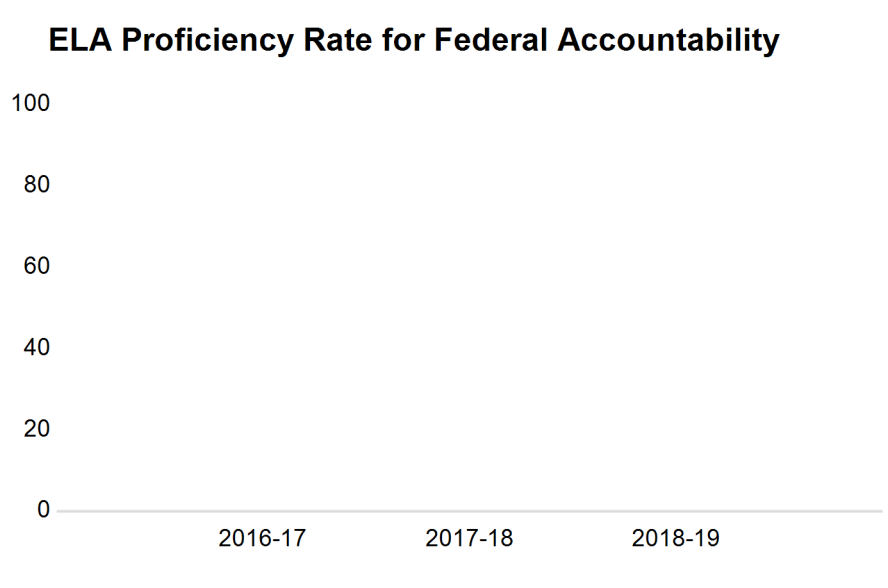
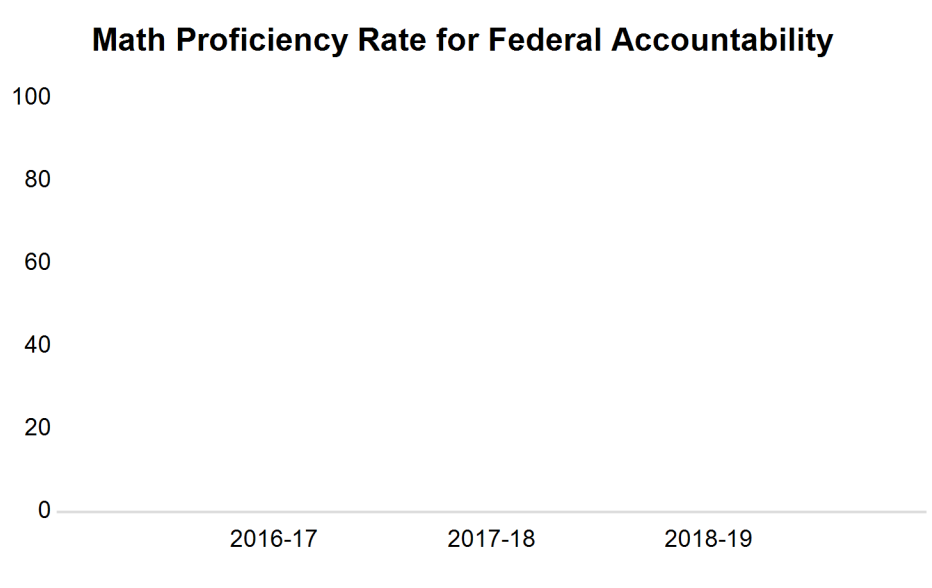
English Language Arts and Mathematics Performance Trends

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.2%	88.0%	75.7%	97.6%	82.6%	78.2%
Proficiency Rate for Federal Accountability	*	*	*	*	*	*
Annual Target	10.0%	13.7%	17.4%	5.4%	9.4%	13.3%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Barringer High School
(13-3570-020)
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
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English Language Arts Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	520	75.7	*	*	57.9	*	17.4	Not Met
White	*	*	*	54.7	66.9	*	**	**
Hispanic	361	74.1	*	38.9	43.9	*	18.6	Not Met
Black or African American	148	79.5	11.5	28.8	38.5	*	15.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	*	*	*	56.4	56.0	*	**	**
Two or More Races	*	*	*	33.3	64.4	*	**	**
Female	220	75.7	*	42.9	64.8	*		
Male	300	75.8	*	30.3	51.3	*		
Economically Disadvantaged Students	343	79.7	*	35.8	40.0	*	18	Not Met
Non-Economically Disadvantaged Students	177	69.3	*	38.6	67.9	*		
Students with Disabilities	132	76.1	*	14.1	22.7	*	13.9	Not Met
Students without Disabilities	388	75.6	*	41.7	65.1	*		
English Learners	139	64.7	*	29.3	29.3	*	8	Not Met
Non-English Learners	381	80.8	*	38.3	60.6	*		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Barringer High School
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2018-2019

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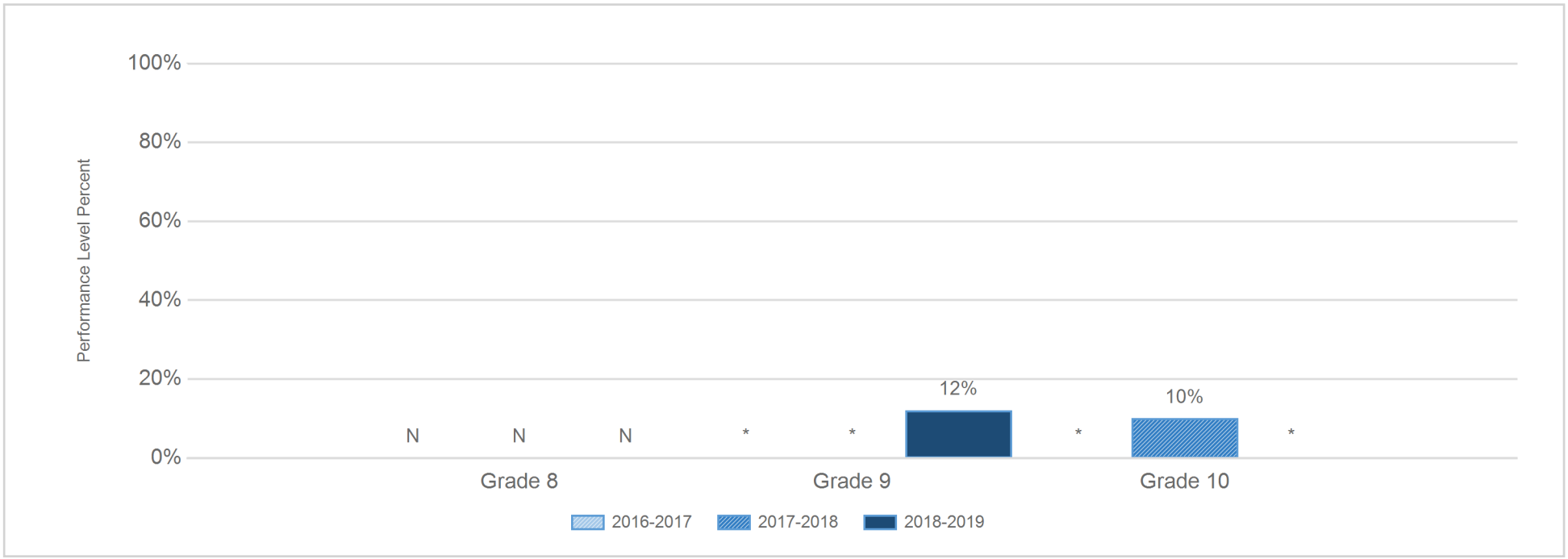
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 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	245	710	730	753	38%	28%	22%	12%	0%	12%	56%
White	*	*	739	762	*	*	*	*	*	*	65%
Hispanic	159	709	729	737	42%	23%	21%	14%	0%	14%	40%
Black or African American	79	714	729	732	30%	35%	24%	*	*	10%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	N	N	*	761	N	N	N	N	N	N	63%
Female	99	713	738	760	34%	27%	25%	13%	0%	13%	63%
Male	146	709	*	746	41%	28%	19%	12%	0%	12%	49%
Economically Disadvantaged Students	166	712	731	734	35%	30%	22%	*	*	13%	36%
Non-Economically Disadvantaged Students	79	707	*	762	46%	24%	20%	*	*	10%	65%
Students with Disabilities	61	693	699	717	*	*	*	*	*	*	17%
Students without Disabilities	184	716	736	760	*	*	*	*	*	*	63%
English Learners	28	684	685	693	*	*	*	*	*	*	*
Non-English Learners	217	714	736	755	*	*	*	*	*	*	*
Homeless Students	*	*	703	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	*	715	N	N	N	N	N	N	23%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	277	684	727	757	*	*	*	*	*	*	58%
White	N	N	748	767	N	N	N	N	N	N	67%
Hispanic	212	682	726	738	*	*	*	*	*	*	43%
Black or African American	63	693	723	733	59%	19%	*	*	*	10%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	122	688	737	766	*	*	*	*	*	*	66%
Male	155	682	*	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	173	686	*	735	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	104	681	725	767	*	*	*	*	*	*	67%
Students with Disabilities	55	667	687	711	*	*	*	*	*	*	19%
Students without Disabilities	222	689	734	765	*	*	*	*	*	*	65%
English Learners	92	667	679	687	*	*	*	*	*	*	*
Non-English Learners	185	693	734	760	*	*	*	*	*	*	*
Homeless Students	*	*	713	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	694	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	710	N	N	N	N	N	N	10%

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	533	78.2	*	26.3	44.5	*	13.3	Not Met
White	*	*	*	42.2	54.1	*	**	**
Hispanic	374	78.0	*	30.9	28.8	*	14.1	Not Met
Black or African American	148	78.1	*	16.6	23.0	*	8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	*	*	*	35.9	42.7	*	**	**
Two or More Races	*	*	*	18.8	53.3	*	**	**
Female	226	77.6	*	26.9	44.9	*		
Male	307	78.5	*	25.8	44.2	*		
Economically Disadvantaged Students	346	81.2	*	26.6	26.3	*	13.5	Not Met
Non-Economically Disadvantaged Students	187	73.4	*	25.4	54.9	*		
Students with Disabilities	128	73.3	*	11.6	17.4	*	8	Not Met
Students without Disabilities	405	79.7	*	29.8	50.0	*		
English Learners	159	72.9	*	25.7	25.0	*	14.9	Not Met
Non-English Learners	374	80.8	*	26.5	46.5	*		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

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2018-2019

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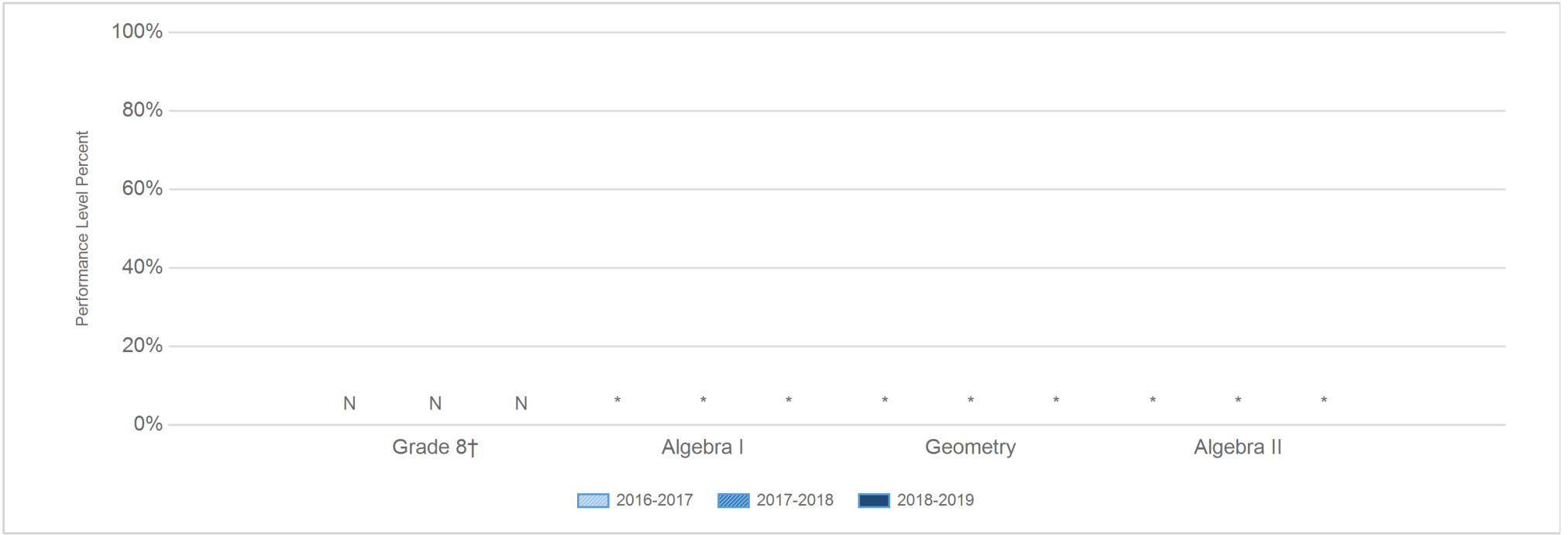
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	298	704	722	744	*	*	*	*	*	*	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	215	701	723	728	*	*	*	*	*	*	24%
Black or African American	76	712	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	743	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	124	706	724	745	*	*	*	*	*	*	44%
Male	174	702	721	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	184	706	723	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	114	700	720	752	*	*	*	*	*	*	52%
Students with Disabilities	62	699	705	717	*	*	*	*	*	*	12%
Students without Disabilities	236	705	726	748	*	*	*	*	*	*	47%
English Learners	73	695	702	710	*	*	*	*	*	*	*
Non-English Learners	225	707	725	745	*	*	*	*	*	*	*
Homeless Students	*	*	700	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	256	699	716	737	*	*	*	*	*	*	35%
White	N	N	733	743	N	N	N	N	N	N	43%
Hispanic	190	699	718	724	*	*	*	*	*	*	17%
Black or African American	64	703	709	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	112	700	*	738	*	*	*	*	*	*	36%
Male	144	699	713	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	165	700	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	91	699	714	743	*	*	*	*	*	*	43%
Students with Disabilities	48	689	696	712	*	*	*	*	*	*	*
Students without Disabilities	208	702	719	741	*	*	*	*	*	*	*
English Learners	80	698	706	708	*	*	*	*	*	*	*
Non-English Learners	176	700	717	738	*	*	*	*	*	*	*
Homeless Students	*	*	711	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	702	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	*	711	N	N	N	N	N	N	19%

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Mathematics Assessment - Performance by Test: Algebra II

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

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	*	*	739	755	*	*	*	*	*	*	58%
White	N	N	757	758	N	N	N	N	N	N	62%
Hispanic	*	*	739	731	*	*	*	*	*	*	34%
Black or African American	*	*	727	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	741	752	*	*	*	*	*	*	55%
Male	*	*	736	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	737	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	741	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	701	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	742	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	715	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	17	17

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	14.2%	40.9%	Not Met

† 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	245	*	*
3-4	142	*	*
5 or more	44	*	*

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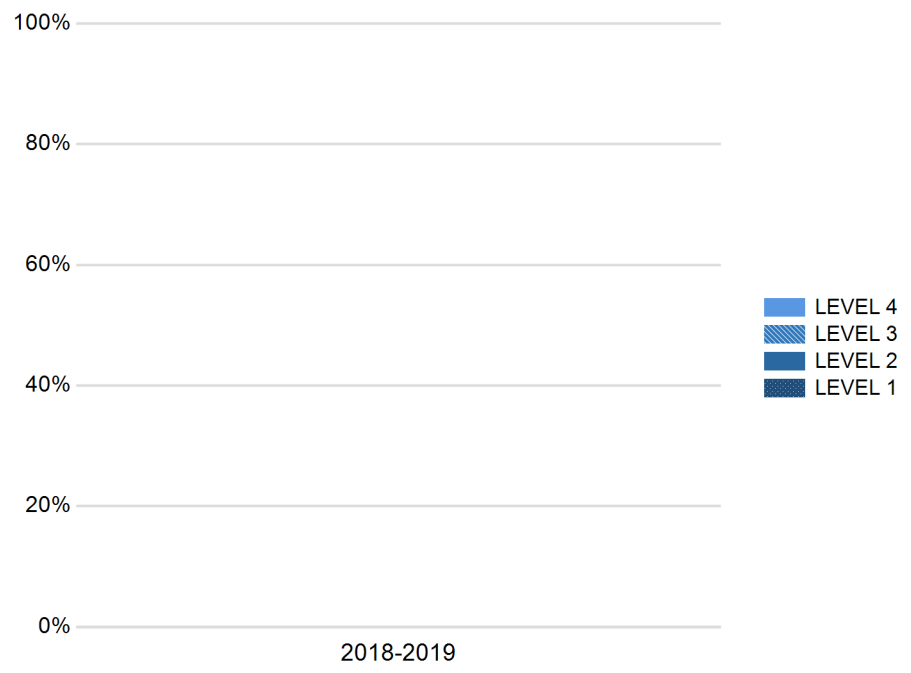
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	*	*	*	*
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Barringer High School
(13-3570-020)
Grades Offered: 09-12
2018-2019

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	84.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	100.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	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	349	476	Grade 10: 430 Grade 11: 460	*	61%
PSAT 10/NMSQT - Math	358	477	Grade 10: 480 Grade 11: 510	*	43%
SAT - Reading and Writing	384	539	480	*	70%
SAT - Math	371	541	530	*	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%

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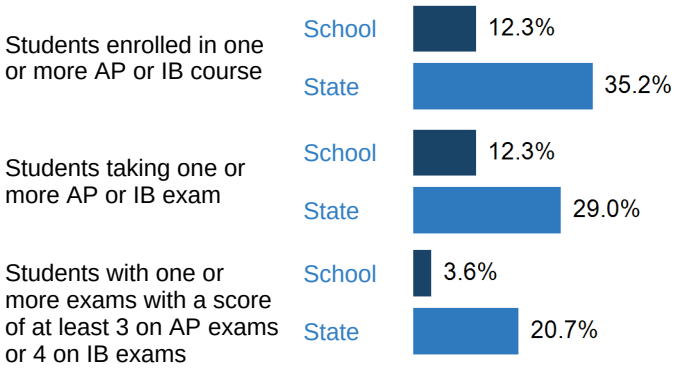
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

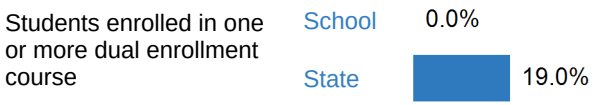
AP/IB Coursework – Participation and Performance

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



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 English Language and Composition	26	24
AP English Literature and Composition	19	18
AP Spanish Language	16	14
AP Spanish Literature	13	12
AP Statistics	28	26
AP Studio Art—Drawing Portfolio	0	6
AP Studio Art—Two-Demensional	0	5
AP U.S. History	33	31
Total Exams taken		136
Exams with scores of at least 3 on AP exams or 4 on IB exams		28

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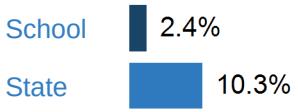
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career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

Career and Technical Education Participation

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

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

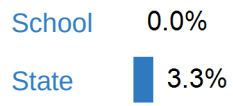
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	10.6%	2.4%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	10.6%	2.2%	10.3%	11.3%
Black or African American	10.9%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	N	N	6.8%	12.1%
Female	9.3%	*	7.3%	10.6%
Male	11.6%	*	8.0%	10.1%
Economically Disadvantaged Students	10.5%	2.6%	10.4%	11.8%
Students with Disabilities	11.2%	*	6.6%	9.2%
English Learners	9.9%	*	8.7%	3.2%
Homeless Students	*	0.0%	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%	*

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	117		
Arts, AV Technology & Communications	65		
Marketing	*		
Science, Technology, Engineering & Mathematics	*		
Total (All Clusters)	184	0	0

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	352	2	0	0	0	0	0
10	11	323	6	0	0	0	0
11	4	18	350	0	0	0	0
12	6	17	21	0	0	28	0
Total	373	360	377	0	0	28	0
Enrolled in AP/IB Course					0	28	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	325	3	0	0	2	0
10	162	172	0	0	6	0
11	24	55	0	0	273	0
12	21	39	0	0	53	0
Total	532	269	0	0	334	0
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	348	4	0	0	0	230
10	10	331	2	0	0	0
11	9	358	23	0	0	25
12	17	81	223	0	0	35
Total	384	774	248	0	0	290
Enrolled in AP/IB Course	0	33	0	0		0
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	250	66	0	0	0	0	0
10	319	3	0	0	0	0	0
11	129	0	0	0	0	0	0
12	91	0	0	0	0	0	0
Total	789	69	0	0	0	0	0
Enrolled in AP/IB Course	29	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	217	0	0	0	0	0	0

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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	0	0	2	0	0	0
10	0	0	34	0	0	0
11	0	0	21	0	0	0
12	0	0	27	0	0	0
Total	0	0	84	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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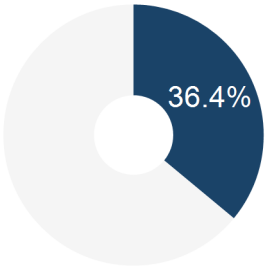
Visual and Performing Arts – Course Participation

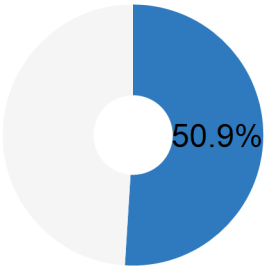
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

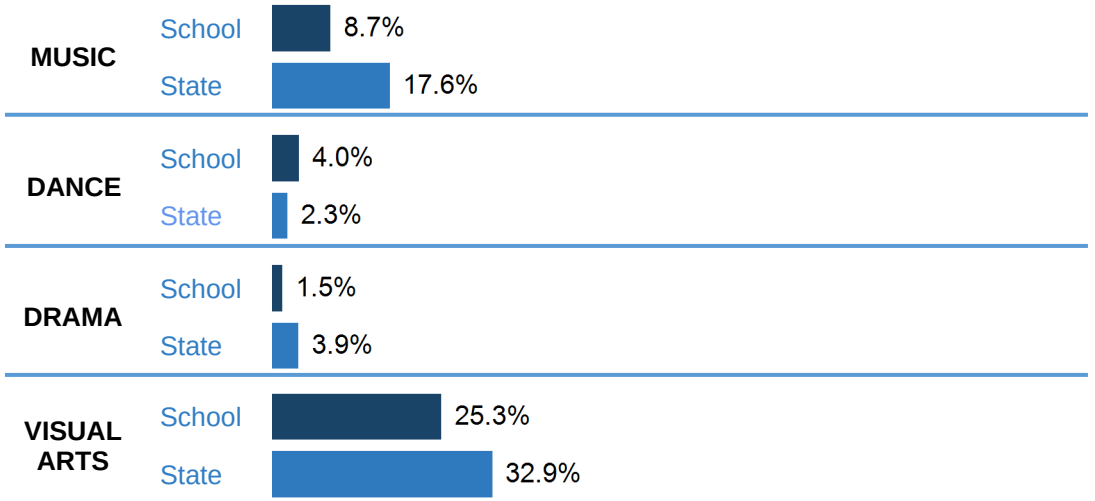


School



State

Students enrolled in one or more classes by discipline:



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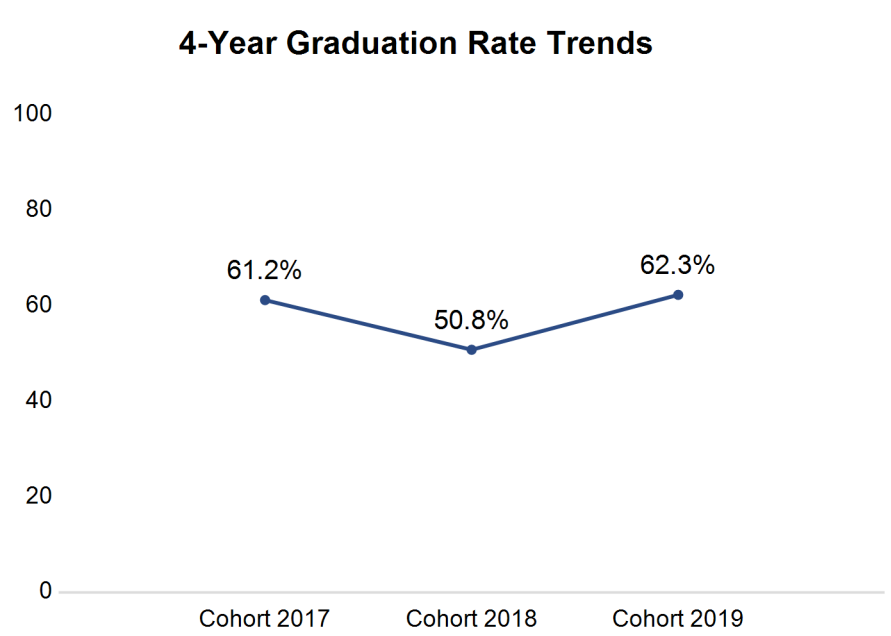
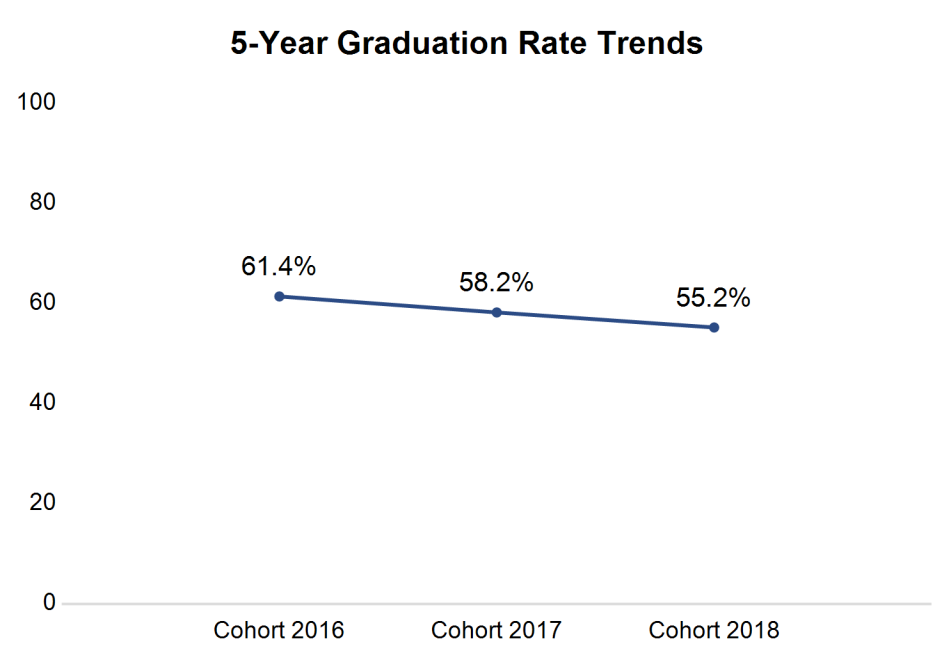
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

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





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	61.2%	50.8%	62.3%	61.4%	58.2%	55.2%
Annual Target	41.6%	44.6%		63.1%	64.9%	
Met Annual Target?	Met Target	Met Target		Not Met	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	62.3%	90.6%	55.2%	92.5%	50.8%	44.6%	Met Target	58.2%	64.9%	Not Met
White	*	94.9%	*	95.9%	*	**	**	*	**	**
Hispanic	61.8%	84.5%	53.0%	87.3%	51.9%	43.5%	Met Target	60.6%	61.7%	Not Met
Black or African American	64.0%	83.3%	*	87.1%	51.4%	47.1%	Met Target	54.1%	70.3%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	N	97.8%	N	N	N	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	*	**	**	*	**	**
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	67.4%	92.8%	65.8%	94.4%	56.3%			58.3%		
Male	57.8%	88.5%	46.1%	90.8%	45.7%			58.0%		
Economically Disadvantaged Students	63.2%	84.0%	53.4%	87.3%	47.6%	44.6%	Met Target	53.1%	64.9%	Not Met
Students with Disabilities	48.4%	79.2%	46.5%	83.8%	40.5%	47.0%	Not Met	54.1%	56.9%	Not Met
English Learners	64.7%	75.4%	22.2%	80.1%	40.0%	**	**	70.4%	66.3%	Met Target
Homeless Students	63.6%	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	N	82.5%	*			*		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	13.4%	4.0%
Substitute Competency Test	17.1%	19.8%
Portfolio Appeals Process	55.7%	62.4%
Alternate Requirements specified in IEP	13.8%	13.8%
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	15.7%	1.2%
2017-2018	11.1%	1.2%
2016-2017	8.3%	1.1%

NJ SCHOOL PERFORMANCE REPORT

Barringer High School
(13-3570-020)
Grades Offered: 09-12
2018-2019

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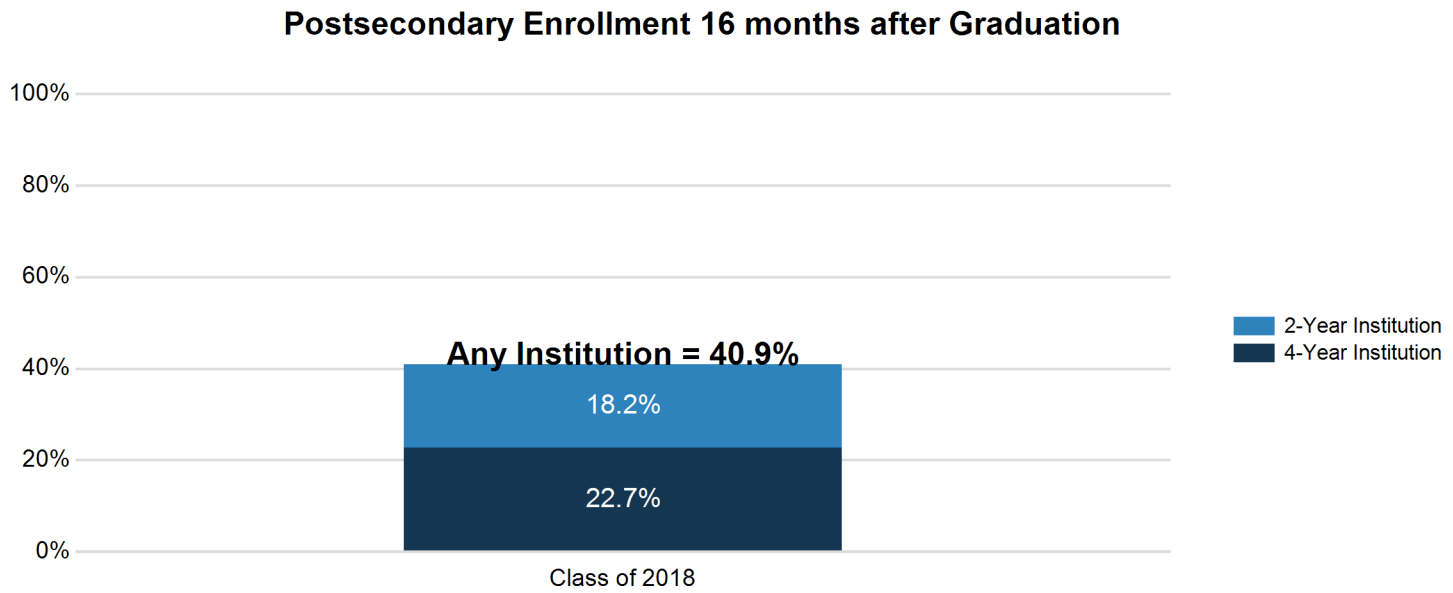
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	18.2%
% Enrolled in 4-Year Institution	22.7%
% Enrolled in Any Postsecondary Institution	40.9%

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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	34.8%	36.3%	63.7%
White	*	*	*
Hispanic	33.2%	42.5%	57.5%
Black or African American	38.2%	25.6%	74.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	37%	37.6%	62.4%
Students with Disabilities	31.4%	31.3%	68.8%
English Learners	33.6%	50%	50%

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	40.9%	44.4%	55.6%	75.9%	24.1%	94.4%	5.6%
White	N	N	N	N	N	N	N
Hispanic	44.7%	41.2%	58.8%	82.4%	17.6%	91.2%	8.8%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	43.8%	46.4%	53.6%	75%	25%	92.9%	7.1%
Students with Disabilities	24.1%	71.4%	28.6%	85.7%	14.3%	100%	0%
English Learners	*	*	*	*	*	*	*

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

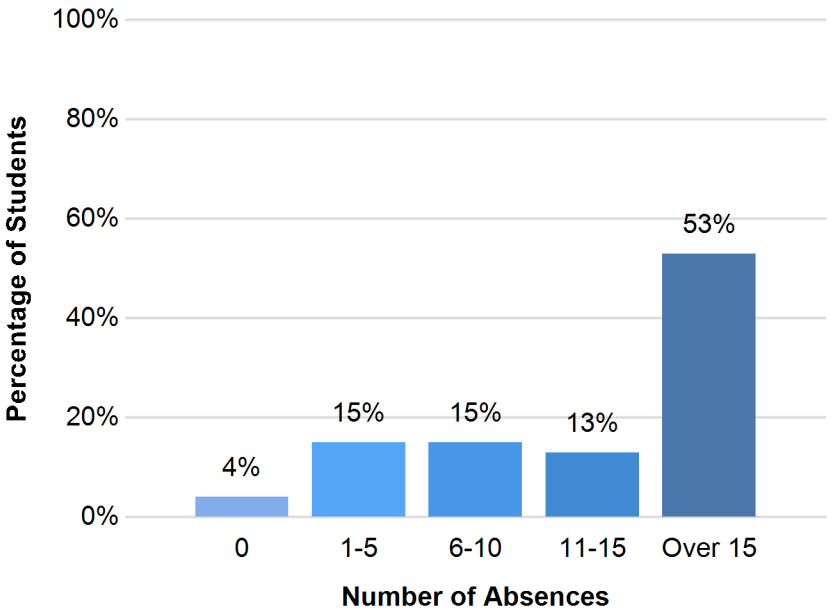
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	765	51.2	14.2	Not Met
White	*	*	**	**
Hispanic	538	49.4	14.2	Not Met
Black or African American	216	56.4	14.2	Not Met
Asian, Native Hawaiian, or Pacific	9	81.8	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	343	51.3		
Male	422	51.2		
Economically Disadvantaged Students	518	52.0	14.2	Not Met
Students with Disabilities	172	51.3	14.2	Not Met
English Learners	193	38.6	14.2	Not Met
Homeless Students	12	52.2		
Students in Foster Care	4	36.4		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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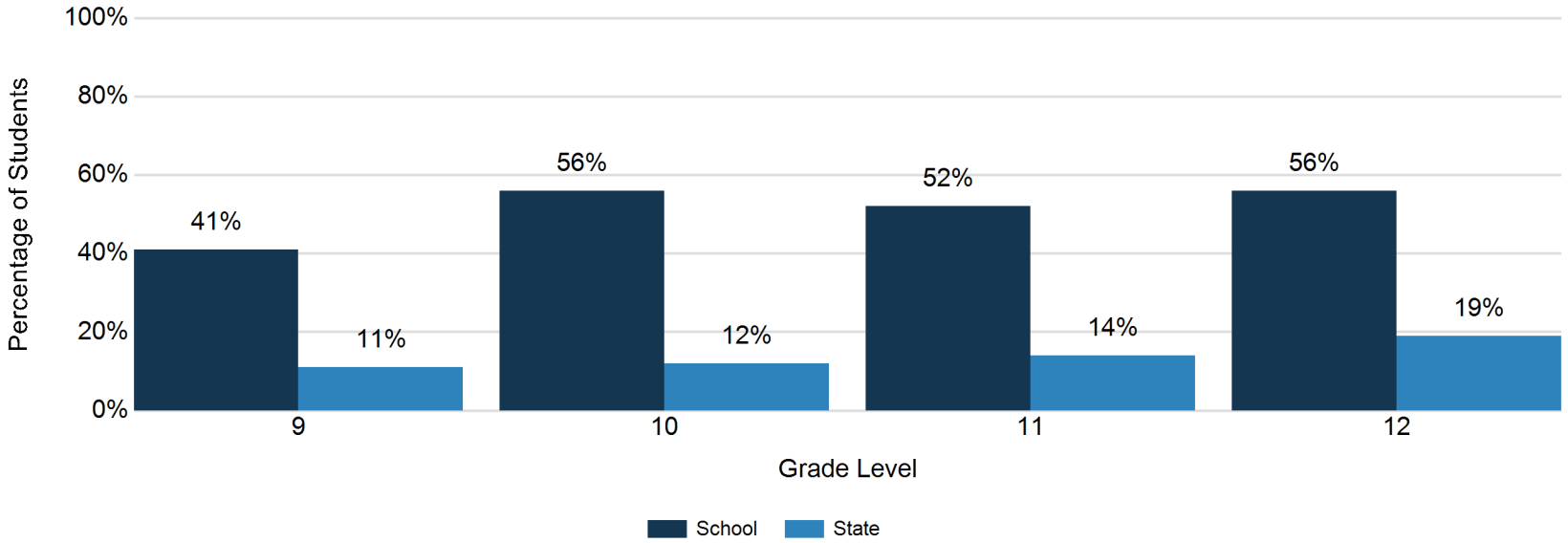
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	67
Weapons	2
Vandalism	9
Substances	6
Harassment, Intimidation, Bullying (HIB)	19
Total Unique Incidents	93
Incidents Per 100 Students Enrolled	6.56

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	8
Weapons	0
Vandalism	1
Substances	3
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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	1	1
Ancestry	0	2	2
Gender	0	4	4
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	19	19
No Identified Nature	5		5

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	104	7.3%
Any Suspension	106	7.5%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
385

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.1:1

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	47	118,214
Average years experience in public schools	10.8	12.1
Average years experience in district	9.1	10.8
Percentage of Teachers with 4 or more years experience in the district	74.5%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	30:1	14:1
Students to Administrators	202:1	106:1
Teachers to Administrators	7:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.7%	57.4%	57.1%	48.4%	77.1%	54.9%
Male	54.3%	42.6%	42.9%	51.6%	22.9%	45.1%
White	0.2%	53.2%	14.3%	42.4%	83.6%	77.4%
Hispanic	75.5%	12.8%	14.3%	29.9%	7.3%	7.2%
Black or African American	23.4%	31.9%	57.1%	15.0%	6.6%	13.9%
Asian	0.8%	2.1%	14.3%	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	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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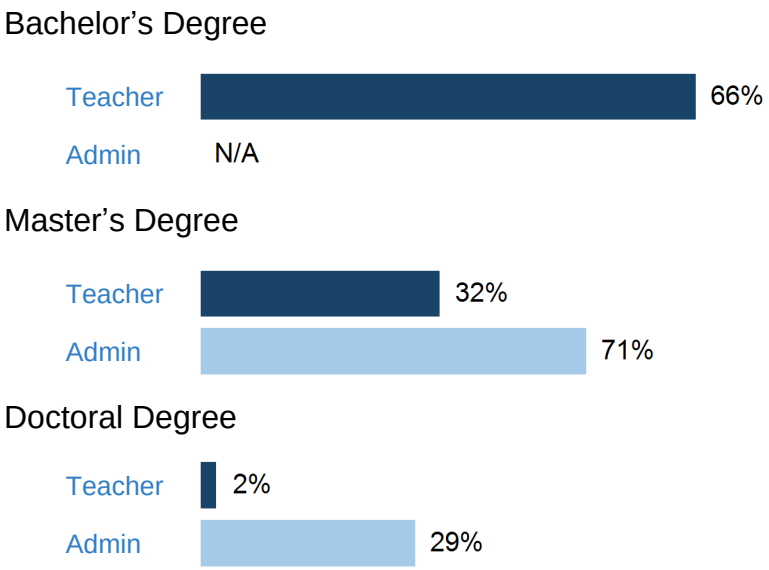
Teachers and Administrators - Level of Education

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



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	79.9%

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
Student Group Status: Black or African American	Low Performing Student Group (ATSI)
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	Low Performing Student Group (ATSI)
Student Group Status: Students with Disabilities	Low Performing Student Group (ATSI)
Student Group Status: English Learners	Low Performing Student Group (ATSI)

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	*	*	*
Math Proficiency	*	*	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	61.2%	50.8%	62.3%
5-Year Graduation Rate†	61.4%	58.2%	55.2%
Progress toward English Language Proficiency		*	14.2%
Chronic Absenteeism	74.8%	77.5%	51.2%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Barringer High School
(13-3570-020)
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.

Mission, Vision, Theme:	Barringer has a rich and unique history We are the 3rd oldest public high school in the country We believe that all children can achieve success even in adverse circumstances Knowledge is a powerful antidote for ignorance and provides the defense our students need to combat the lure of negative influences they confront on a daily basis As educators we must understand the four R's Relevance Rigor Relationships = Results
Awards, Recognition, Accomplishments:	Our premiere academy is the Williem Brennan Institute of Law we also offer a differentiated Arts and Carpentry Program

NJ SCHOOL PERFORMANCE REPORT

Barringer High School
(13-3570-020)
Grades Offered: 09-12
2018-2019

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School Narrative

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Courses, Curriculum, Instruction:	Advanced Placement AP Dual Enrollment Gifted and Talented / Honors
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Football (Boys), Soccer (Boys), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) Baseball Basketball Cheer Dance Debate Football Marching Band Outdoor Track Step Team Volleyball Wrestling
Clubs and Activities:	Art Band Band Dancers Debate Music Production

NJ SCHOOL PERFORMANCE REPORT

Barringer High School
(13-3570-020)
Grades Offered: 09-12
2018-2019

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School Narrative

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Before and After School Programs:	Afterschool Program serving students ages 14 18 Operated by Newark Public Schools
Postsecondary Information:	Graduates attended 2 and 4 year schools including: Berkeley Bloomfield Bowie St Bridgeport Brookdale Clark Atlanta Essex Hampshire Hudson Kean Montclair St NJCU Rowan Rutgers St Elizabeth St Peters Virginia Union and William Paterson Additionally graduates enlisted in the United States Military attended various technical schools and joined the workforce

NJ SCHOOL PERFORMANCE REPORT

Barringer High School
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Grades Offered: 09-12
2018-2019

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School Narrative

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Bloomfield College Renew the Arts Rutgers University Newark School Base College Career Prep Students 2 Science

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School Narrative

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

Facilities:	Built in 1964 and includes Auditorium Biology Labs Carpentry Classroom Computer Labs Football Field (On Campus) Makerspace Robotics Lab Media Center Music Classrooms and Print Shop
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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School Narrative

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Other Information	The traditional standard schedule for students in our secondary schools is 8:20 am 2:50 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Belmont Runyon Elementary School
(13-3570-225)
Grades Offered: PK-08
2018-2019

Report Key:
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How to use this report:

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

Navigating through the reports:

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

NJ SCHOOL PERFORMANCE REPORT

Belmont Runyon Elementary School
(13-3570-225)
Grades Offered: PK-08
2018-2019

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School Contact Information

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

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Mr. Shawn Oxendine-Walter
Address	1 BELMONT RUNYON WAY NEWARK, NJ 07108-2406
Phone Number	973-733-6920
Email Address	sowalter@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/BEL

NJ SCHOOL PERFORMANCE REPORT

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	25	23	13
KG	48	48	48
1	64	56	46
2	63	70	59
3	69	63	72
4	66	68	50
5	50	60	70
6	43	50	64
7	52	50	50
8	38	46	49
9	0	0	0
Total	518	534	521

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	49.8%	52.1%	50.7%
Male	50.2%	47.9%	49.3%
Economically Disadvantaged Students	90.2%	80.7%	76.2%
Students with Disabilities	16.0%	17.8%	17.9%
English Learners	0.0%	0.0%	0.4%
Homeless Students	2.7%	0.7%	3.1%
Students in Foster Care	1.7%	1.1%	2.1%
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	1.0%	0.6%	1.2%
Hispanic	12.9%	12.7%	12.3%
Black or African American	85.7%	86.3%	86.6%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.4%	0.4%	0.0%
Two or More Races	0.0%	0.0%	0.0%

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	0	0	0
PK - Full Day	25	23	13
KG - Half Day	0	0	0
KG - Full Day	48	48	48

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	518	534	521
Shared Time Students	0	0	0
Full Time Equivalent	518	534	521

Enrollment by Home Language

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

Home Language	% of Students
English	97.7%
Spanish	1.0%
Other Languages	1.3%

NJ SCHOOL PERFORMANCE REPORT

Belmont Runyon Elementary School
(13-3570-225)
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2018-2019

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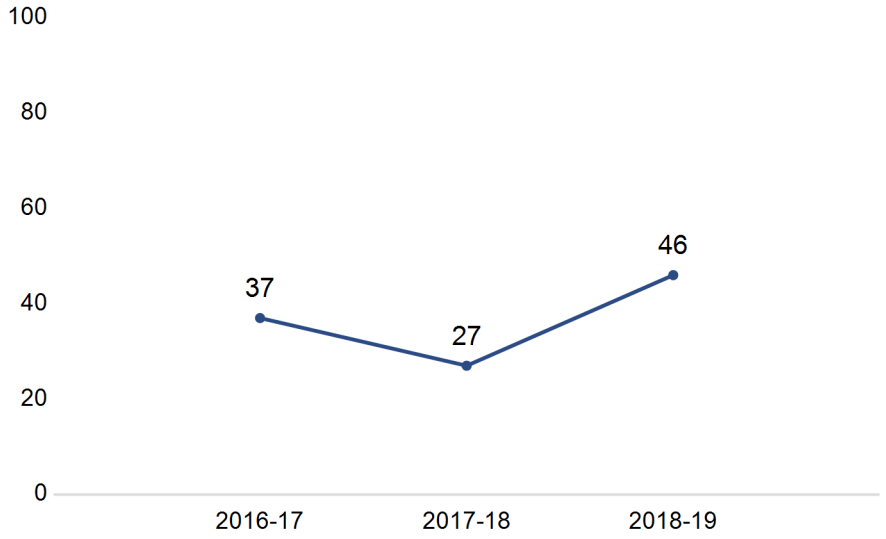
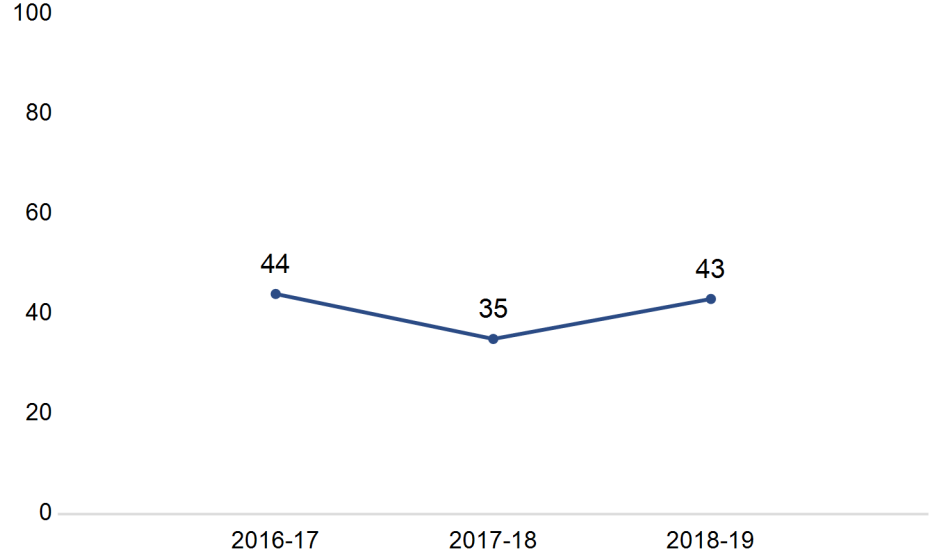
Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	37	27	46	44	35	43
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	46	48	50	Met Standard	43	48	50	Met Standard
White	*	56	50	**	*	56	52	**
Hispanic	41.5	50	49	Met Standard	49	51	47	Met Standard
Black or African American	47	43	45	Met Standard	41.5	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	60	59	**	N	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	48	51	53	N	44.5	49	50	N
Male	43	45	47	N	41	48	51	N
Economically Disadvantaged Students	46	47	48	Met Standard	44	48	46	Met Standard
Students with Disabilities	44	39	43	Met Standard	44	48	45	Met Standard
English Learners	*	53	52	**	*	53	50	**
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	*	49	42	N	*	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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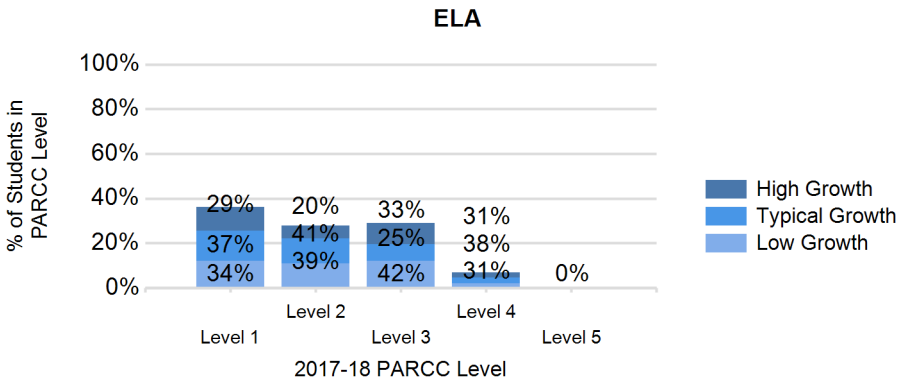
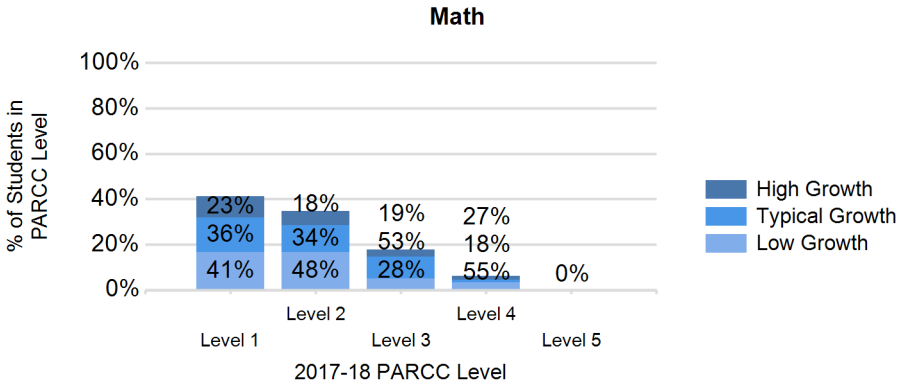
Student Growth by Performance Level

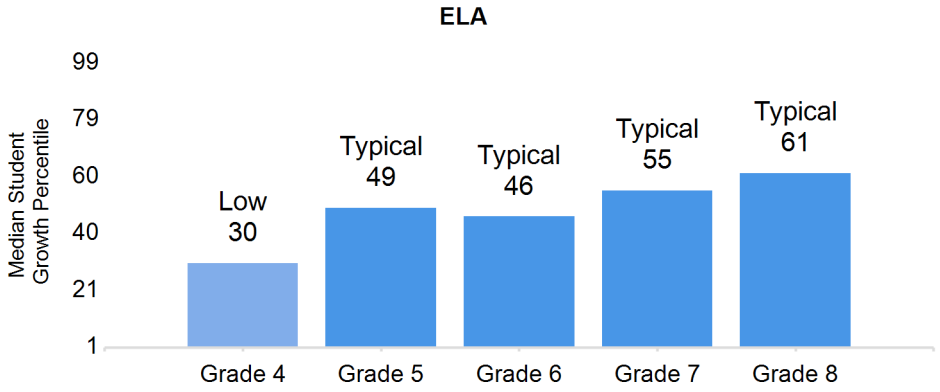
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

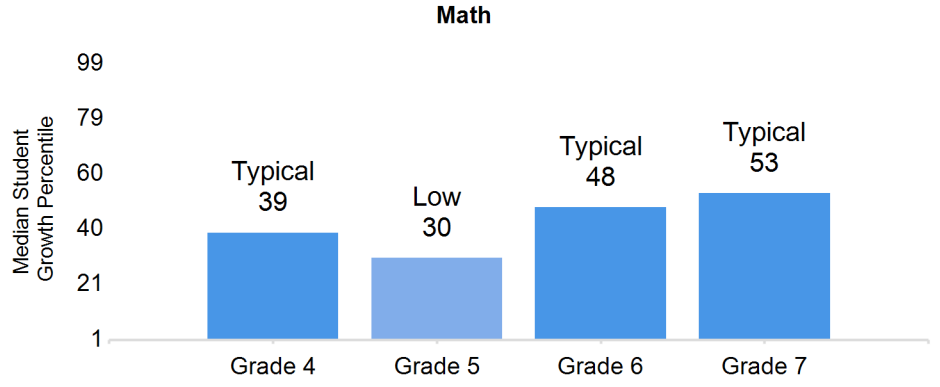




Student Growth by Grade

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





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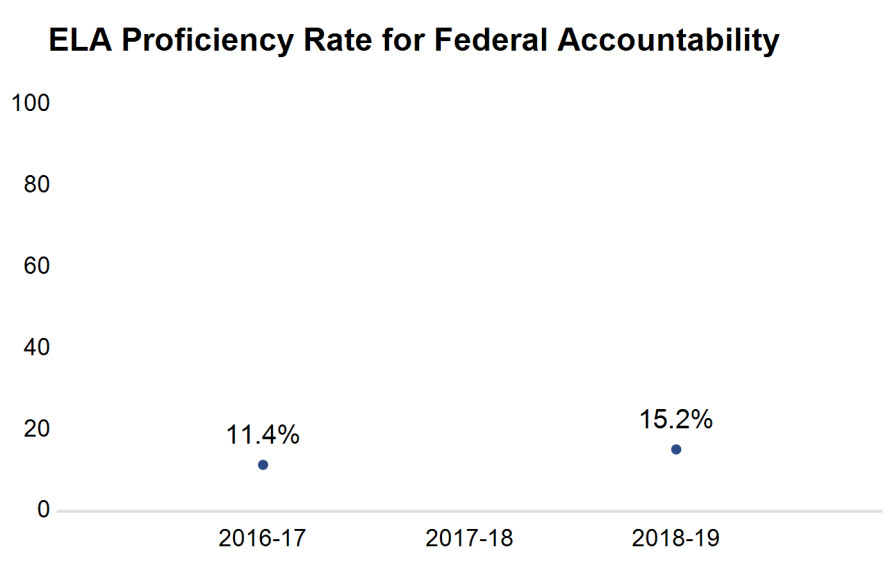
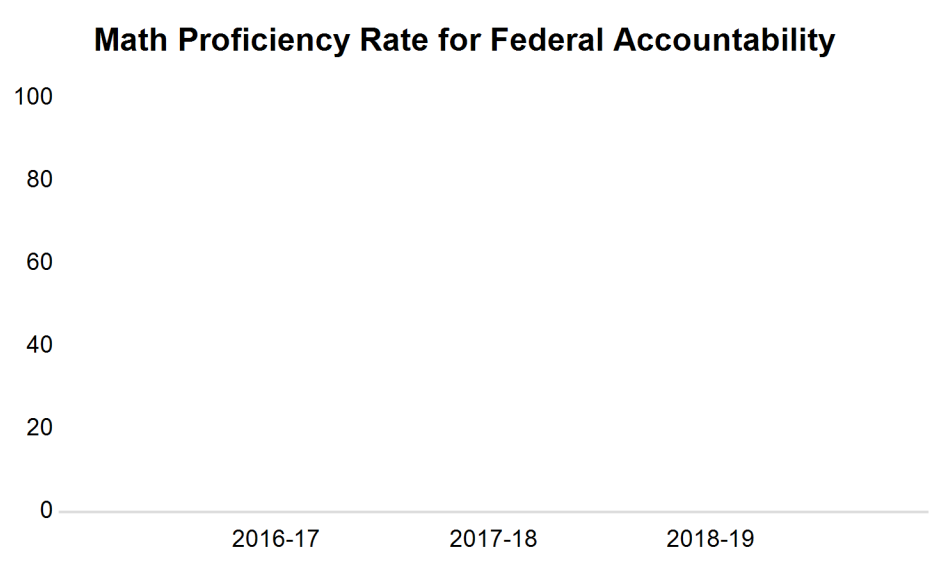
English Language Arts and Mathematics Performance Trends

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.7%	95.1%	97.2%	98.7%	93.0%	97.2%
Proficiency Rate for Federal Accountability	11.4%	*	15.2%	*	*	*
Annual Target	16.5%	19.9%	23.2%	7.8%	11.6%	15.4%
Met Annual Target?	Not Met	Not Met	Not Met	Met Target	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	315	97.2	15.2	*	57.9	15.2	23.2	Not Met
White	*	*	*	54.7	66.9	*	**	**
Hispanic	*	*	*	38.9	43.9	*	14.9	Met Target†
Black or African American	263	97.7	15.6	28.8	38.5	15.6	22.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	65.3	82.9	N	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	162	98.9	14.2	42.9	64.8	14.2		
Male	153	95.5	16.3	30.3	51.3	16.3		
Economically Disadvantaged Students	255	96.8	16.1	35.8	40.0	16.1	23.2	Not Met
Non-Economically Disadvantaged Students	60	98.7	11.7	38.6	67.9	11.7		
Students with Disabilities	76	93.9	*	14.1	22.7	*	15.4	Not Met
Students without Disabilities	239	98.2	*	41.7	65.1	*		
English Learners	*	*	*	29.3	29.3	*	**	**
Non-English Learners	*	*	*	38.3	60.6	*		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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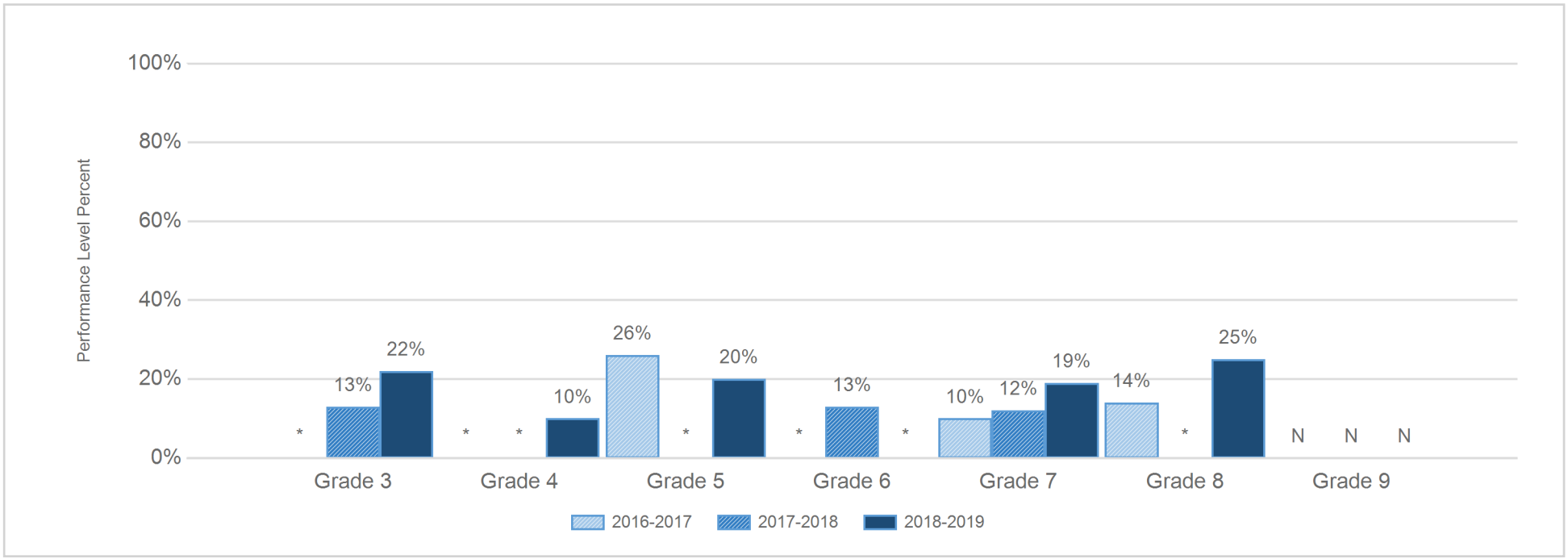
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	714	727	748	33%	33%	*	*	*	22%	50%
White	N	N	746	757	N	N	N	N	N	N	60%
Hispanic	*	*	728	734	*	*	*	*	*	*	36%
Black or African American	*	*	721	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	26	706	730	753	*	*	*	*	*	15%	55%
Male	20	724	723	743	*	*	*	*	*	30%	46%
Economically Disadvantaged Students	33	712	726	731	*	*	*	*	*	18%	33%
Non-Economically Disadvantaged Students	13	717	729	759	*	*	*	*	*	31%	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	N	N	716	713	N	N	N	N	N	N	17%
Non-English Learners	46	714	729	751	33%	33%	*	*	*	22%	54%
Homeless Students	*	*	708	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	707	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Belmont Runyon Elementary School
(13-3570-225)
Grades Offered: PK-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 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	50	714	734	755	32%	30%	28%	*	*	10%	57%
White	*	*	744	763	*	*	*	*	*	*	67%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	43	714	725	739	35%	28%	26%	*	*	12%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	22	718	739	760	*	*	*	*	*	*	62%
Male	28	711	729	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	736	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	761	*	*	*	*	*	*	64%
English Learners	*	*	722	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	736	758	*	*	*	*	*	*	60%
Homeless Students	*	*	719	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	724	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Belmont Runyon Elementary School
(13-3570-225)
Grades Offered: PK-08
2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	720	733	756	31%	25%	24%	20%	0%	20%	58%
White	N	N	743	764	N	N	N	N	N	N	68%
Hispanic	*	*	736	743	*	*	*	*	*	*	44%
Black or African American	*	*	727	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	29	725	739	761	*	*	*	*	*	21%	64%
Male	30	715	728	750	*	*	*	*	*	20%	52%
Economically Disadvantaged Students	46	722	732	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	13	712	738	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	702	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	N	N	717	713	N	N	N	N	N	N	11%
Non-English Learners	59	720	736	758	31%	25%	24%	20%	0%	20%	60%
Homeless Students	*	*	722	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	724	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%

NJ SCHOOL PERFORMANCE REPORT

Belmont Runyon Elementary School
(13-3570-225)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	712	737	754	*	*	*	*	*	*	56%
White	N	N	758	762	N	N	N	N	N	N	65%
Hispanic	*	*	740	743	*	*	*	*	*	*	43%
Black or African American	*	*	728	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	30	705	744	762	*	*	*	*	*	*	64%
Male	35	718	730	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	51	710	737	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	14	719	737	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	708	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	742	761	*	*	*	*	*	*	64%
English Learners	*	*	720	710	*	*	*	*	*	*	*
Non-English Learners	*	*	739	756	*	*	*	*	*	*	*
Homeless Students	*	*	726	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	717	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%

NJ SCHOOL PERFORMANCE REPORT

Belmont Runyon Elementary School
(13-3570-225)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	721	741	761	24%	24%	33%	*	*	19%	63%
White	N	N	756	769	N	N	N	N	N	N	72%
Hispanic	*	*	744	747	*	*	*	*	*	*	50%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	28	717	749	769	*	*	*	*	*	18%	71%
Male	14	730	734	753	*	*	*	*	*	21%	55%
Economically Disadvantaged Students	32	719	740	743	*	*	*	*	*	22%	45%
Non-Economically Disadvantaged Students	10	728	746	771	*	*	*	*	*	10%	73%
Students with Disabilities	10	706	705	720	*	*	*	*	*	20%	22%
Students without Disabilities	32	726	749	769	*	*	*	*	*	19%	71%
English Learners	*	*	712	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	744	763	*	*	*	*	*	*	65%
Homeless Students	*	*	724	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	735	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%

NJ SCHOOL PERFORMANCE REPORT

Belmont Runyon Elementary School
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Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	725	742	762	19%	33%	23%	*	*	25%	63%
White	*	*	765	770	*	*	*	*	*	*	72%
Hispanic	*	*	746	747	*	*	*	*	*	*	49%
Black or African American	44	721	733	741	23%	36%	*	*	*	23%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	29	731	751	771	*	*	*	*	*	28%	71%
Male	23	719	735	753	*	*	*	*	*	22%	55%
Economically Disadvantaged Students	42	725	742	743	*	*	*	*	*	21%	45%
Non-Economically Disadvantaged Students	10	729	744	772	*	*	*	*	*	40%	72%
Students with Disabilities	13	718	707	721	*	*	*	*	*	*	22%
Students without Disabilities	39	728	750	770	*	*	*	*	*	*	71%
English Learners	N	N	717	708	N	N	N	N	N	N	12%
Non-English Learners	52	725	745	764	19%	33%	23%	*	*	25%	65%
Homeless Students	N	N	711	727	N	N	N	N	N	N	31%
Students in Foster Care	*	*	714	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Belmont Runyon Elementary School
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2018-2019

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	314	97.2	*	26.3	44.5	*	15.4	Not Met
White	*	*	*	42.2	54.1	*	**	**
Hispanic	*	*	*	30.9	28.8	*	21.9	Not Met
Black or African American	262	97.6	*	16.6	23.0	*	15.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	59.0	76.5	N	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	161	98.3	*	26.9	44.9	*		
Male	153	96.0	*	25.8	44.2	*		
Economically Disadvantaged Students	255	97.1	*	26.6	26.3	*	15.5	Not Met
Non-Economically Disadvantaged Students	59	97.4	*	25.4	54.9	*		
Students with Disabilities	77	95.1	*	11.6	17.4	*	8	Not Met
Students without Disabilities	237	97.8	*	29.8	50.0	*		
English Learners	*	*	*	25.7	25.0	*	**	**
Non-English Learners	*	*	*	26.5	46.5	*		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Belmont Runyon Elementary School
(13-3570-225)
Grades Offered: PK-08
2018-2019

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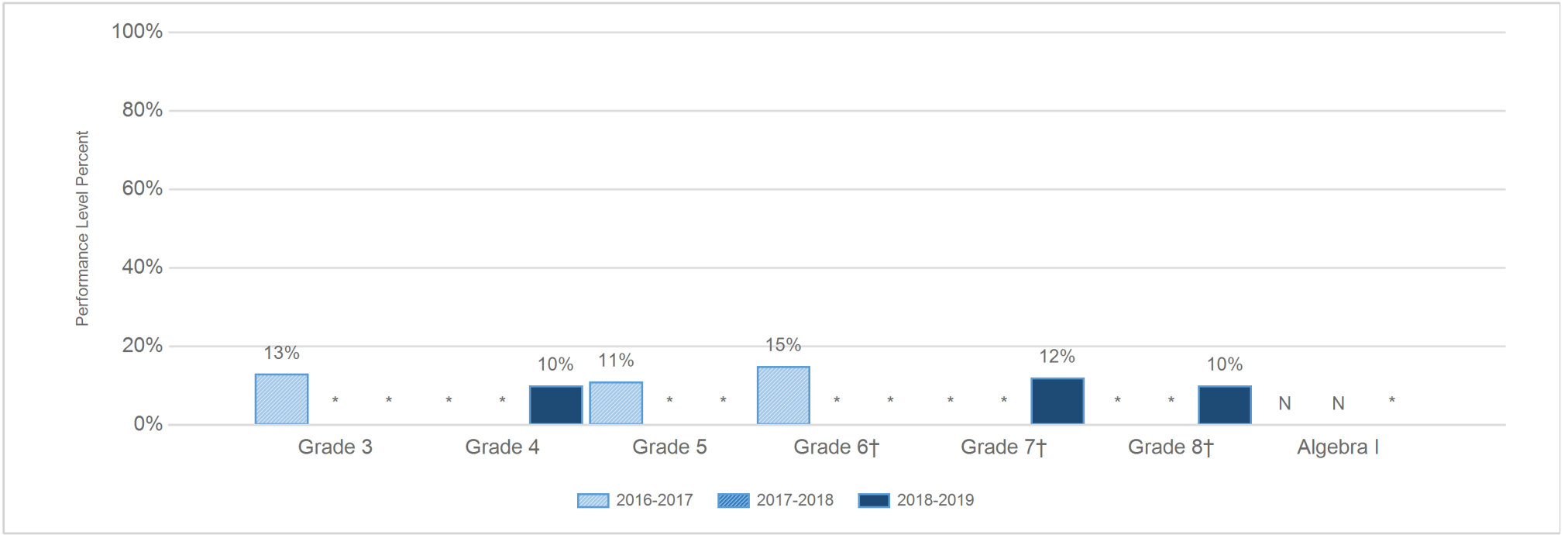
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

Belmont Runyon Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	703	735	752	*	*	*	*	*	*	55%
White	N	N	757	760	N	N	N	N	N	N	66%
Hispanic	*	*	738	739	*	*	*	*	*	*	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	26	697	*	751	*	*	*	*	*	*	54%
Male	20	711	*	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	33	706	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	13	696	733	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	718	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	738	756	*	*	*	*	*	*	60%
English Learners	N	N	732	728	N	N	N	N	N	N	26%
Non-English Learners	46	703	736	754	*	*	*	*	*	*	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	714	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Belmont Runyon Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	705	732	749	49%	24%	*	*	*	10%	51%
White	*	*	746	757	*	*	*	*	*	*	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	42	705	719	731	48%	29%	*	*	*	10%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	21	713	733	749	*	*	*	*	*	*	50%
Male	28	700	731	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	732	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	731	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	754	*	*	*	*	*	*	56%
English Learners	*	*	728	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	733	751	*	*	*	*	*	*	54%
Homeless Students	*	*	715	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	722	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	705	728	747	*	*	*	*	*	*	47%
White	N	N	736	755	N	N	N	N	N	N	58%
Hispanic	*	*	733	735	*	*	*	*	*	*	30%
Black or African American	*	*	720	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	29	704	729	747	*	*	*	*	*	*	47%
Male	31	706	727	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	47	707	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	13	698	729	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	714	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	731	752	*	*	*	*	*	*	52%
English Learners	N	N	721	718	N	N	N	N	N	N	12%
Non-English Learners	60	705	729	749	*	*	*	*	*	*	49%
Homeless Students	*	*	714	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	720	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Belmont Runyon Elementary School
(13-3570-225)
Grades Offered: PK-08
2018-2019

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	704	725	741	*	*	*	*	*	*	41%
White	N	N	745	749	N	N	N	N	N	N	51%
Hispanic	*	*	728	729	*	*	*	*	*	*	24%
Black or African American	*	*	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	754	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	30	692	726	742	*	*	*	*	*	*	42%
Male	35	714	723	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	51	705	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	14	699	722	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	708	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	746	*	*	*	*	*	*	46%
English Learners	*	*	715	709	*	*	*	*	*	*	*
Non-English Learners	*	*	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	707	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	719	731	744	*	46%	*	*	*	12%	42%
White	N	N	738	751	N	N	N	N	N	N	53%
Hispanic	*	*	733	733	*	*	*	*	*	*	26%
Black or African American	*	*	723	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	28	716	*	744	*	*	*	*	*	*	42%
Male	13	724	*	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	731	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	731	751	*	*	*	*	*	*	53%
Students with Disabilities	10	706	708	718	*	*	*	*	*	*	13%
Students without Disabilities	31	723	736	749	*	*	*	*	*	*	48%
English Learners	*	*	721	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	732	745	*	*	*	*	*	*	44%
Homeless Students	*	*	719	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	718	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	*	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	701	722	728	53%	27%	*	*	*	10%	29%
White	*	*	731	737	*	*	*	*	*	*	38%
Hispanic	*	*	727	722	*	*	*	*	*	*	22%
Black or African American	43	699	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	29	704	724	731	*	*	*	*	*	*	31%
Male	22	697	719	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	722	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	721	735	*	*	*	*	*	*	36%
Students with Disabilities	14	696	697	707	*	*	*	*	*	*	10%
Students without Disabilities	37	703	727	734	*	*	*	*	*	*	35%
English Learners	N	N	712	706	N	N	N	N	N	N	10%
Non-English Learners	51	701	723	730	53%	27%	*	*	*	10%	30%
Homeless Students	N	N	695	709	N	N	N	N	N	N	12%
Students in Foster Care	*	*	707	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	722	744	*	*	*	*	*	*	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	*	*	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	*	*	721	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	*	*	720	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	*	*	726	748	*	*	*	*	*	*	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	*	*	725	745	*	*	*	*	*	*	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	10	10
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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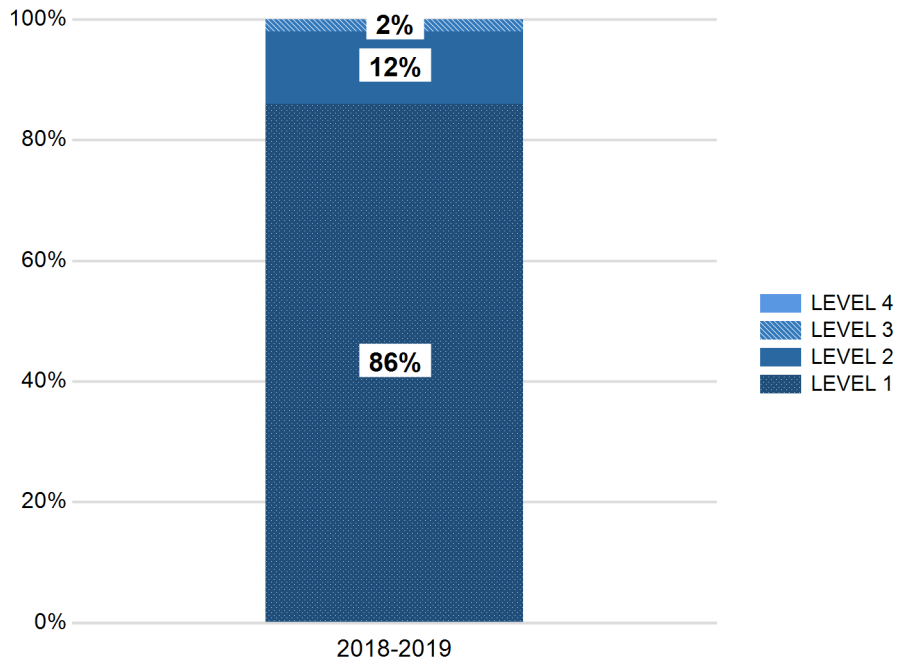
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	86	12	2	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	87	11	2	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	86	11	4	0
Male	87	13	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	86	12	2	0
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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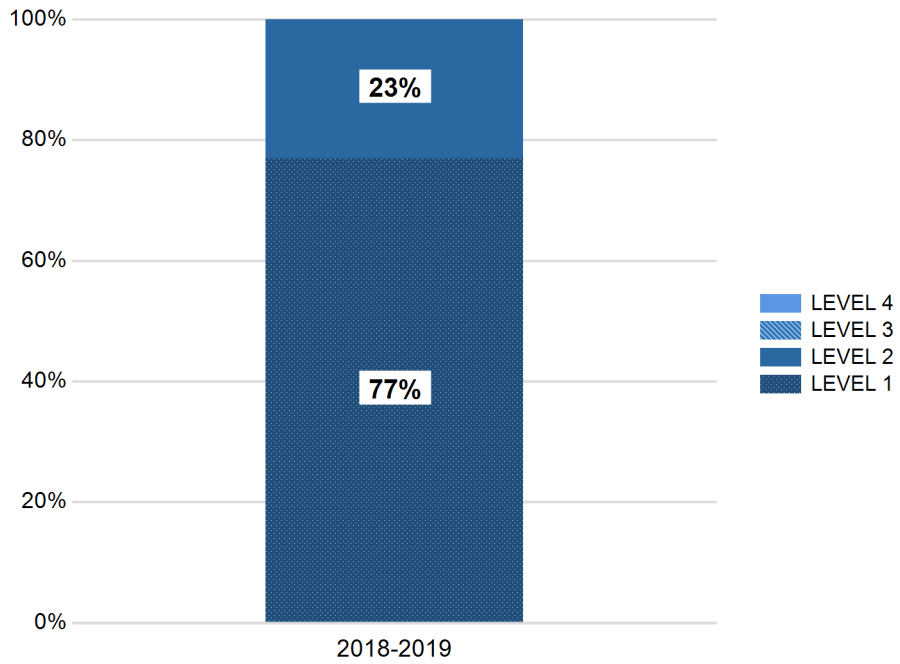
NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	77	23	0	0
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	80	20	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	72	28	0	0
Male	83	17	0	0
Economically Disadvantaged Students	74	26	0	0
Non-Economically Disadvantaged Students	90	10	0	0
Students with Disabilities	86	14	0	0
Students without Disabilities	74	26	0	0
English Learners	N	N	N	N
Non-English Learners	77	23	0	0
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	64
7	0	0	50
8	0	0	48
Total	0	0	162

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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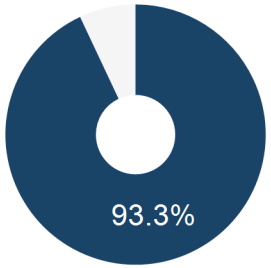
Visual and Performing Arts – Course Participation

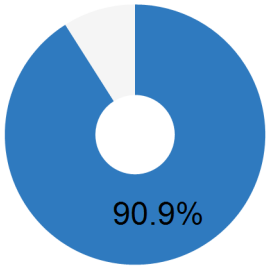
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

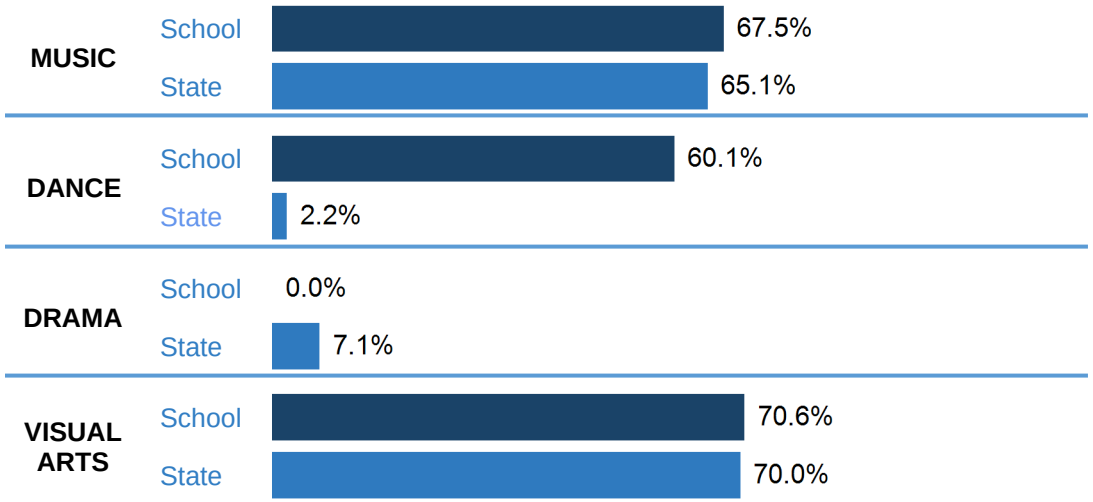


School



State

Students enrolled in one or more classes by discipline:



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

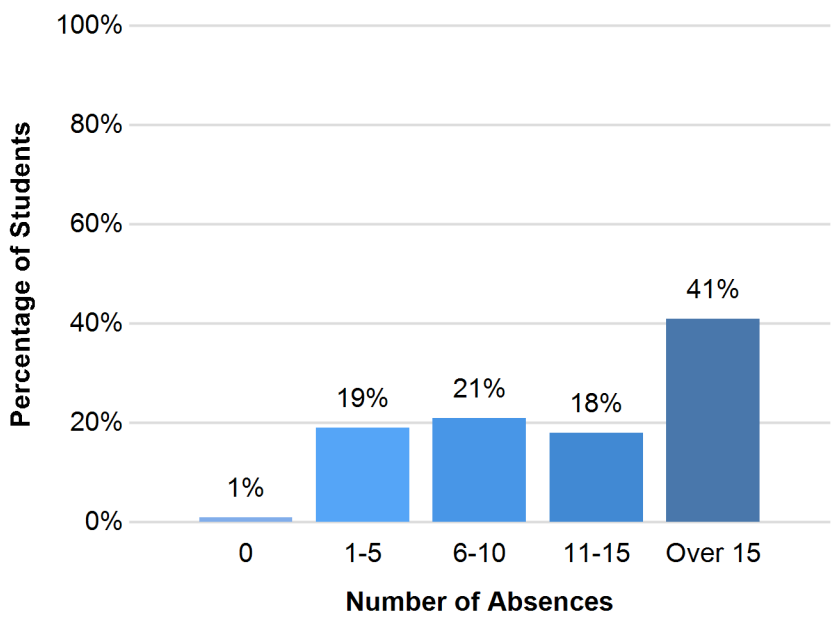
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	214	38.0	9.0	Not Met
White	*	*	**	**
Hispanic	*	*	9.0	Not Met
Black or African American	172	37.0	9.0	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	101	35.9		
Male	113	40.1		
Economically Disadvantaged Students	158	37.4	9.0	Not Met
Students with Disabilities	61	43.6	9.0	Not Met
English Learners	*	*	**	**
Homeless Students	8	50.0		
Students in Foster Care	3	25.0		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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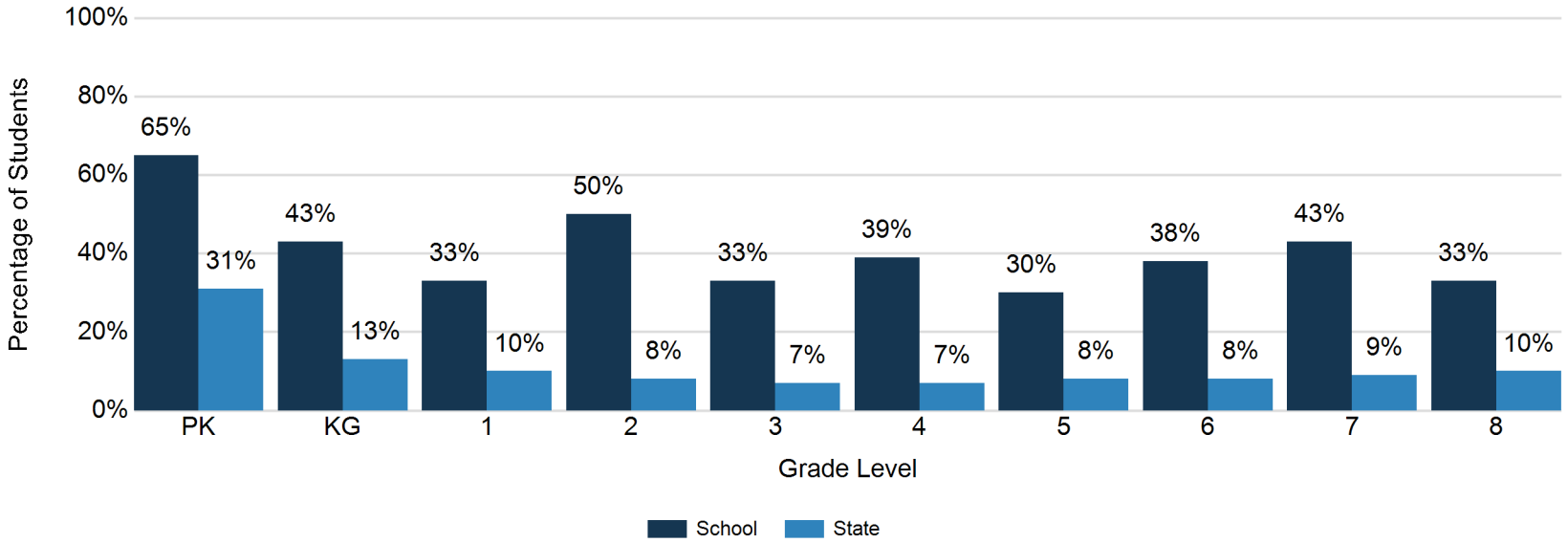
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	6
Weapons	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	2.11

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	13	2.5%
Any Suspension	14	2.7%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
57

NJ SCHOOL PERFORMANCE REPORT

Belmont Runyon Elementary School
(13-3570-225)
Grades Offered: PK-08
2018-2019

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School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	1.2:1

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	39	118,214
Average years experience in public schools	14.0	12.1
Average years experience in district	9.1	10.8
Percentage of Teachers with 4 or more years experience in the district	59.0%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	14:1
Students to Administrators	58:1	106:1
Teachers to Administrators	4:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

NJ SCHOOL PERFORMANCE REPORT

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.7%	79.5%	88.9%	48.4%	77.1%	54.9%
Male	49.3%	20.5%	11.1%	51.6%	22.9%	45.1%
White	1.2%	17.9%	0.0%	42.4%	83.6%	77.4%
Hispanic	12.3%	5.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	86.6%	76.9%	100.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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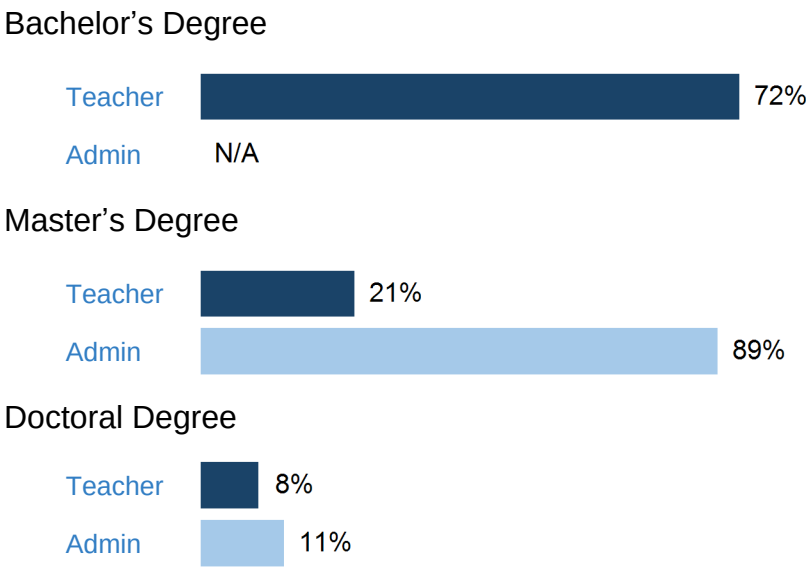
Teachers and Administrators - Level of Education

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



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	78.2%

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
Student Group Status: Black or African American	Low Performing Student Group (ATSI)
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	Low Performing Student Group (ATSI)
Student Group Status: Students with Disabilities	Low Performing Student Group (ATSI)
Student Group Status: English Learners	

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	11.4%	*	15.2%
Math Proficiency	*	*	*
ELA Growth	37	27	46
Math Growth	44	35	43
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	40.7%	43.3%	38.0%

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

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Mission, Vision, Theme:	Belmont Runyon School has a K 8 general education program and a Pk 6 MDMI Program for Medically Fragile Students Belmont Runyon School has a daily recess period for students in grades K 5 to provide additional time for structured play We have an Extended Day Program that provides opportunities for students to participate in enrichment activities Belmont Runyon School also has an Elective and Advisory Program for middle level students
Awards, Recognition, Accomplishments:	Belmont Runyon School is a Positive Action School Every day begins with a Positive Action lesson during homeroom

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Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Boys & Girls), Soccer (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls) Basketball Dance Debate Soccer Step Team
Clubs and Activities:	Art Dance Gifted and Talented Program Girls Who Code National Junior Honor Society

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	My Very Own Library NJIT GEAR UP NJPAC School time Performance Series Program Playworks Students 2 Science

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Facilities:	Built in 2004 and includes Auditorium Media Center Music Classrooms and Soccer Field (On Campus)
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Benjamin Franklin Elementary School
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2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Marisol Diaz
Address	42 PARK AVE NEWARK, NJ 07104-1044
Phone Number	973-268-5250
Email Address	mdiaz@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/FRA

NJ SCHOOL PERFORMANCE REPORT

Benjamin Franklin Elementary School
(13-3570-430)
Grades Offered: PK-04
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	42	39	29
KG	99	96	98
1	99	86	99
2	106	97	79
3	108	108	91
4	98	106	103
5	0	0	0
Total	552	532	499

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	44.9%	42.5%	43.1%
Male	55.1%	57.5%	56.9%
Economically Disadvantaged Students	92.0%	62.4%	88.4%
Students with Disabilities	20.1%	22.6%	25.3%
English Learners	31.3%	33.6%	39.9%
Homeless Students	2.0%	2.4%	3.4%
Students in Foster Care	1.3%	0.6%	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	1.3%	0.2%	1.2%
Hispanic	79.9%	82.1%	83.0%
Black or African American	18.5%	17.3%	15.4%
Asian	0.2%	0.2%	0.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	0.0%	0.2%	0.0%

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	0	0	0
PK - Full Day	42	39	29
KG - Half Day	0	0	0
KG - Full Day	99	96	98

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
Spanish	57.7%
English	41.5%
Other Languages	0.8%

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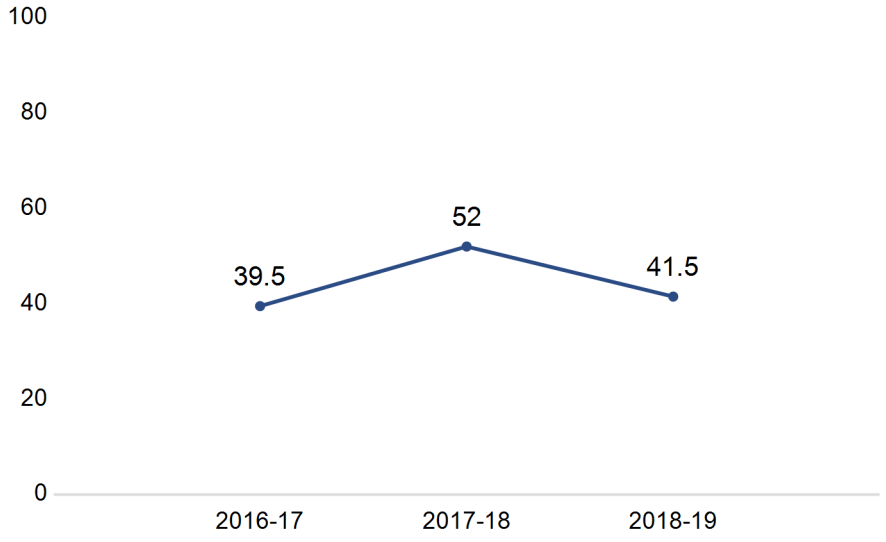
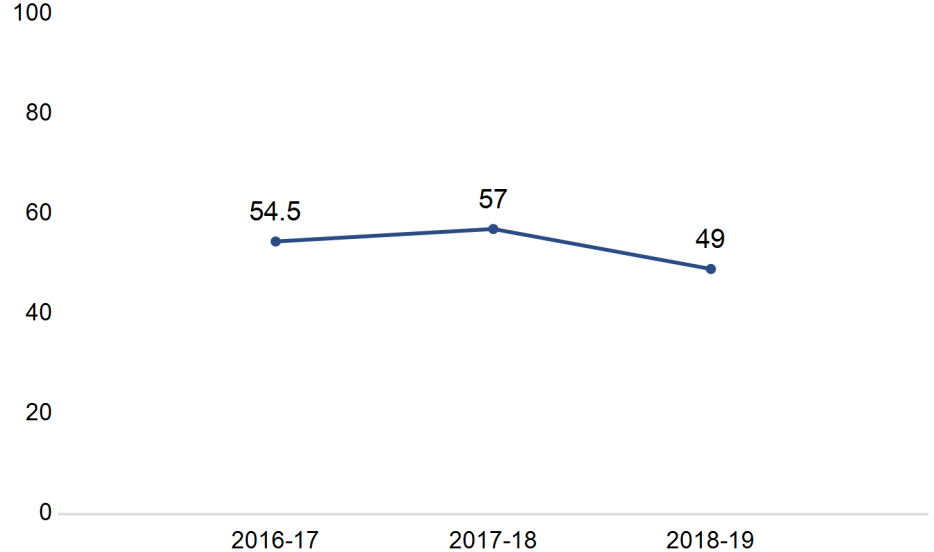
Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	39.5	52	41.5	54.5	57	49
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	41.5	48	50	Met Standard	49	48	50	Met Standard
White	N	56	50	**	N	56	52	**
Hispanic	40	50	49	Met Standard	49	51	47	Met Standard
Black or African American	45	43	45	**	51	41	43	**
Asian, Native Hawaiian, or Pacific Islander	N	60	59	**	N	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	35	51	53	N	50	49	50	N
Male	46	45	47	N	49	48	51	N
Economically Disadvantaged Students	35	47	48	Not Met	49	48	46	Met Standard
Students with Disabilities	33	39	43	Not Met	32	48	45	Not Met
English Learners	35	53	52	Not Met	42	53	50	Met Standard
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	N	49	42	N	N	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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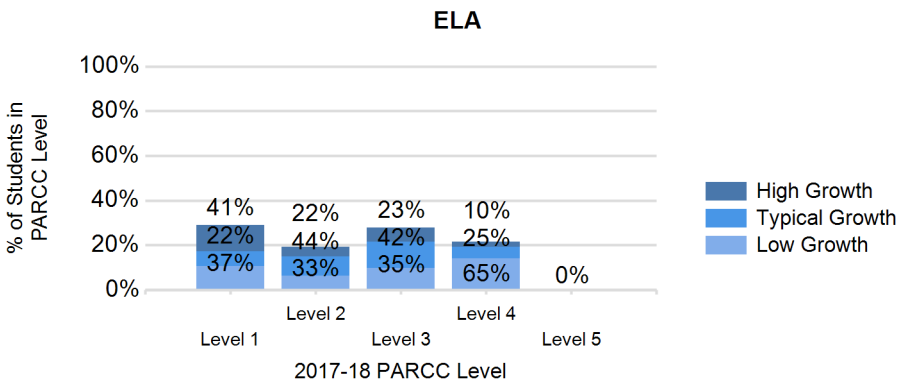
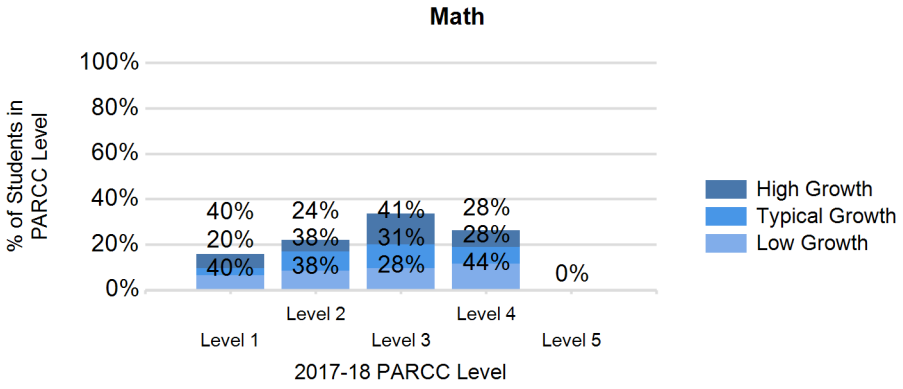
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

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

Student Growth by Performance Level

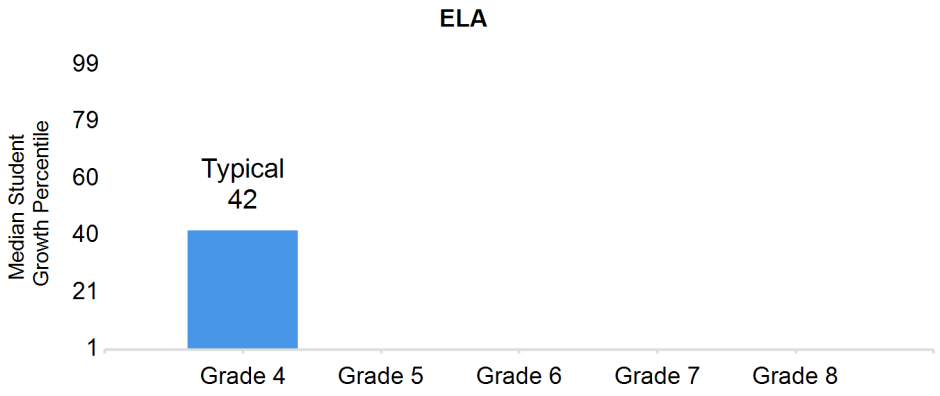
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

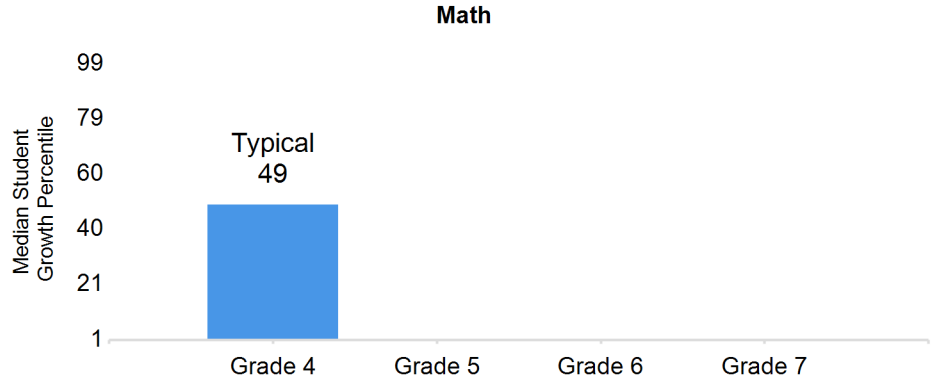




Student Growth by Grade

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





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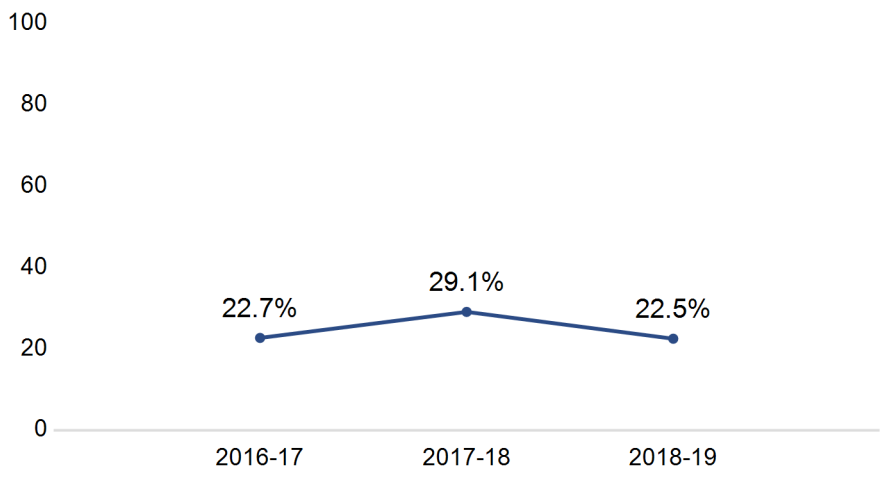
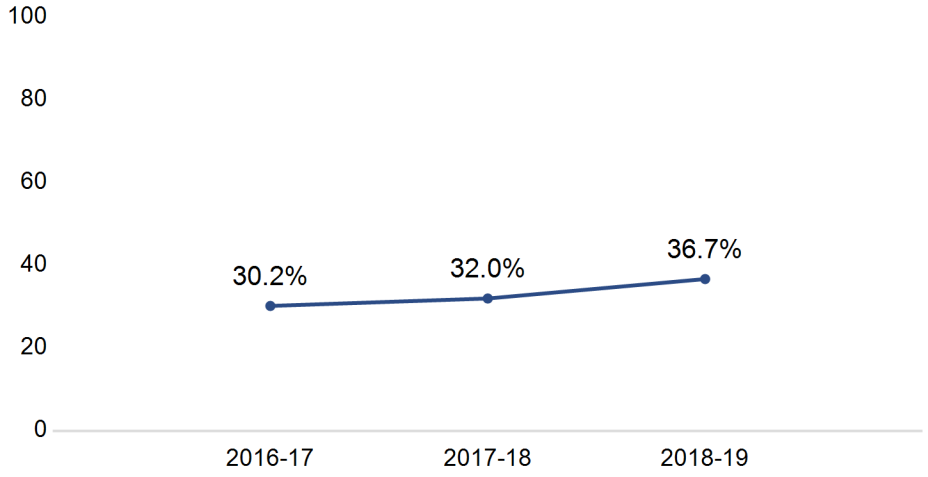
English Language Arts and Mathematics Performance Trends

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

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%	100.0%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	22.7%	29.1%	22.5%	30.2%	32.0%	36.7%
Annual Target	24.8%	27.7%	30.6%	26.3%	29.2%	32.0%
Met Annual Target?	Met Target†	Met Target	Not Met	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	182	100.0	22.5	*	57.9	22.5	30.6	Not Met
White	N	N	N	54.7	66.9	N	**	**
Hispanic	149	100.0	22.8	38.9	43.9	22.8	30.6	Not Met
Black or African American	*	*	*	28.8	38.5	*	29.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	91	100.0	25.3	42.9	64.8	25.3		
Male	91	100.0	19.8	30.3	51.3	19.8		
Economically Disadvantaged Students	155	100.0	21.3	35.8	40.0	21.3	31	Not Met
Non-Economically Disadvantaged Students	27	100.0	29.6	38.6	67.9	29.6		
Students with Disabilities	53	100.0	*	14.1	22.7	*	8	Met Target†
Students without Disabilities	129	100.0	*	41.7	65.1	*		
English Learners	76	100.0	19.7	29.3	29.3	19.7	16.2	Met Target
Non-English Learners	106	100.0	24.5	38.3	60.6	24.5		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	N	N	N	18.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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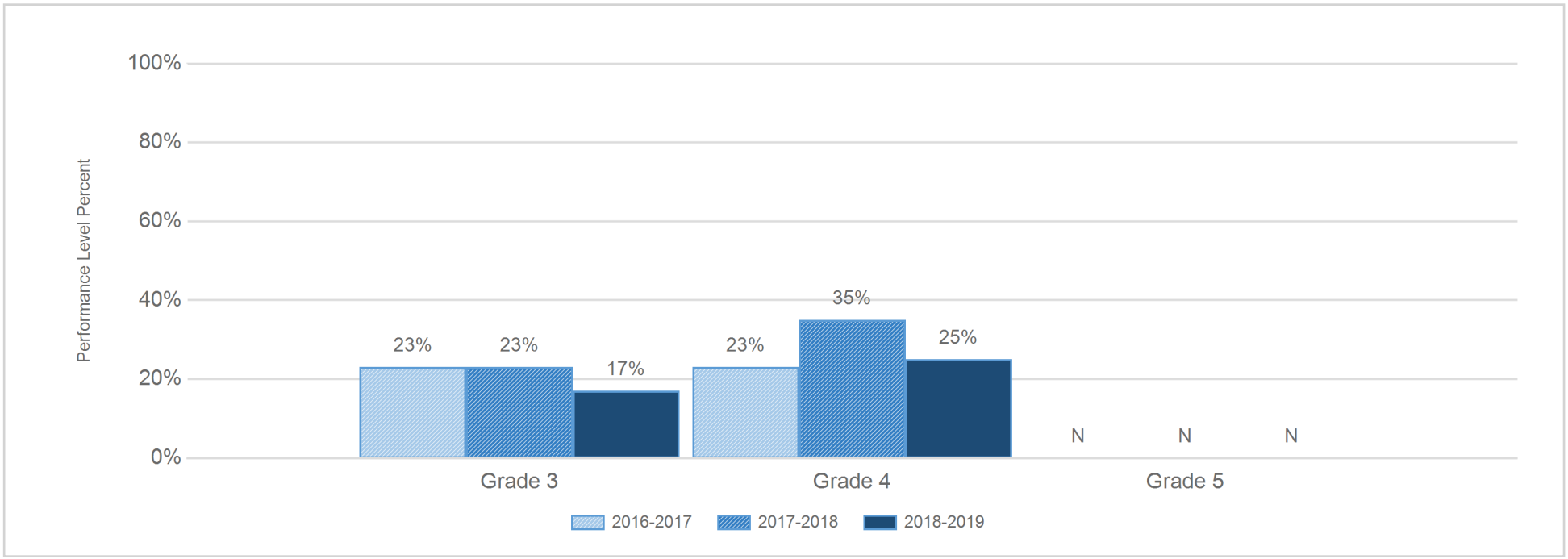
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	718	727	748	36%	13%	34%	17%	0%	17%	50%
White	N	N	746	757	N	N	N	N	N	N	60%
Hispanic	68	720	728	734	34%	*	37%	*	*	16%	36%
Black or African American	*	*	721	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	38	719	730	753	34%	*	32%	*	*	21%	55%
Male	51	717	723	743	37%	*	35%	*	*	14%	46%
Economically Disadvantaged Students	75	717	726	731	*	*	*	*	*	17%	33%
Non-Economically Disadvantaged Students	14	720	729	759	*	*	*	*	*	14%	61%
Students with Disabilities	22	684	700	719	*	*	*	*	*	*	24%
Students without Disabilities	67	729	731	754	*	*	*	*	*	*	56%
English Learners	33	717	716	713	*	*	*	*	*	*	17%
Non-English Learners	56	718	729	751	*	*	*	*	*	*	54%
Homeless Students	*	*	708	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	707	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	*	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	731	734	755	19%	22%	33%	*	*	25%	57%
White	N	N	744	763	N	N	N	N	N	N	67%
Hispanic	86	733	739	743	*	*	*	*	*	26%	44%
Black or African American	13	720	725	739	*	*	*	*	*	23%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	55	731	739	760	*	*	27%	*	*	27%	62%
Male	44	731	729	750	*	*	41%	*	*	23%	53%
Economically Disadvantaged Students	85	729	734	740	*	*	*	*	*	22%	40%
Non-Economically Disadvantaged Students	14	744	736	765	*	*	*	*	*	43%	69%
Students with Disabilities	34	704	707	725	*	*	*	*	*	*	25%
Students without Disabilities	65	745	739	761	*	*	*	*	*	*	64%
English Learners	41	734	722	720	*	*	37%	*	*	27%	17%
Non-English Learners	58	729	736	758	*	*	31%	*	*	24%	60%
Homeless Students	*	*	719	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	188	100.0	36.7	26.3	44.5	36.7	32	Met Target
White	N	N	N	42.2	54.1	N	**	**
Hispanic	155	100.0	38.7	30.9	28.8	38.7	33.9	Met Target
Black or African American	*	*	*	16.6	23.0	*	22.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	95	100.0	30.5	26.9	44.9	30.5		
Male	93	100.0	43.0	25.8	44.2	43.0		
Economically Disadvantaged Students	158	100.0	36.7	26.6	26.3	36.7	31.5	Met Target
Non-Economically Disadvantaged Students	30	100.0	36.7	25.4	54.9	36.7		
Students with Disabilities	53	100.0	15.1	11.6	17.4	15.1	13.4	Met Target
Students without Disabilities	135	100.0	45.2	29.8	50.0	45.2		
English Learners	82	100.0	41.5	25.7	25.0	41.5	24.8	Met Target
Non-English Learners	106	100.0	33.0	26.5	46.5	33.0		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	N	N	N	12.1	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

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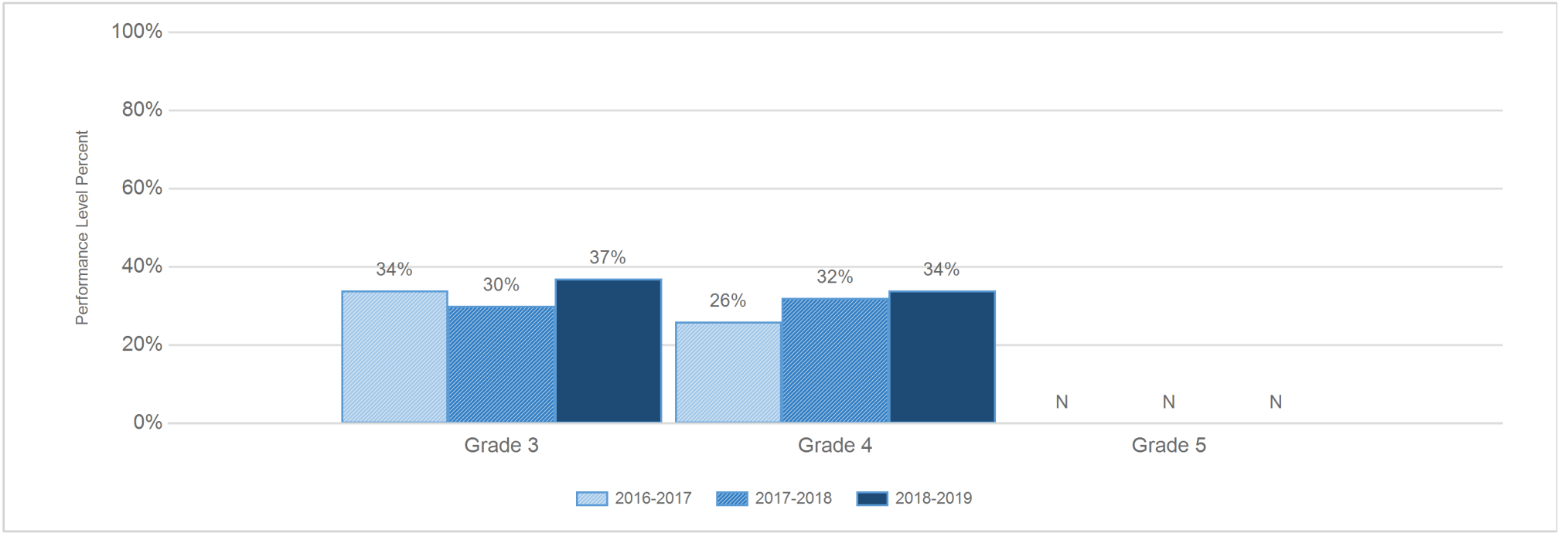
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

Benjamin Franklin Elementary School
(13-3570-430)
Grades Offered: PK-04
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	737	735	752	19%	19%	25%	*	*	37%	55%
White	N	N	757	760	N	N	N	N	N	N	66%
Hispanic	70	740	738	739	16%	20%	21%	*	*	43%	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	40	739	*	751	*	*	28%	*	*	33%	54%
Male	51	735	*	752	*	*	24%	*	*	41%	56%
Economically Disadvantaged Students	76	736	735	737	*	*	*	*	*	38%	37%
Non-Economically Disadvantaged Students	15	738	733	761	*	*	*	*	*	33%	67%
Students with Disabilities	22	706	718	731	*	*	*	*	*	*	31%
Students without Disabilities	69	746	738	756	*	*	*	*	*	*	60%
English Learners	35	743	732	728	*	*	*	*	*	46%	26%
Non-English Learners	56	733	736	754	*	*	*	*	*	32%	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	714	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	*	728	N	N	N	N	N	N	28%

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	733	732	749	17%	20%	29%	*	*	34%	51%
White	N	N	746	757	N	N	N	N	N	N	62%
Hispanic	90	734	738	737	*	*	32%	*	*	33%	36%
Black or African American	13	730	719	731	*	*	*	*	*	38%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	57	730	733	749	*	*	30%	*	*	28%	50%
Male	46	737	731	749	*	*	28%	*	*	41%	52%
Economically Disadvantaged Students	87	733	732	734	*	*	*	*	*	33%	32%
Non-Economically Disadvantaged Students	16	737	731	759	*	*	*	*	*	38%	63%
Students with Disabilities	34	713	713	726	*	*	*	*	*	15%	25%
Students without Disabilities	69	743	736	754	*	*	*	*	*	43%	56%
English Learners	45	735	728	722	*	*	29%	*	*	38%	18%
Non-English Learners	58	732	733	751	*	*	29%	*	*	31%	54%
Homeless Students	*	*	715	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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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	47.9%	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	58	*	*
3-4	72	*	*
5 or more	70	72.9%	27.1%

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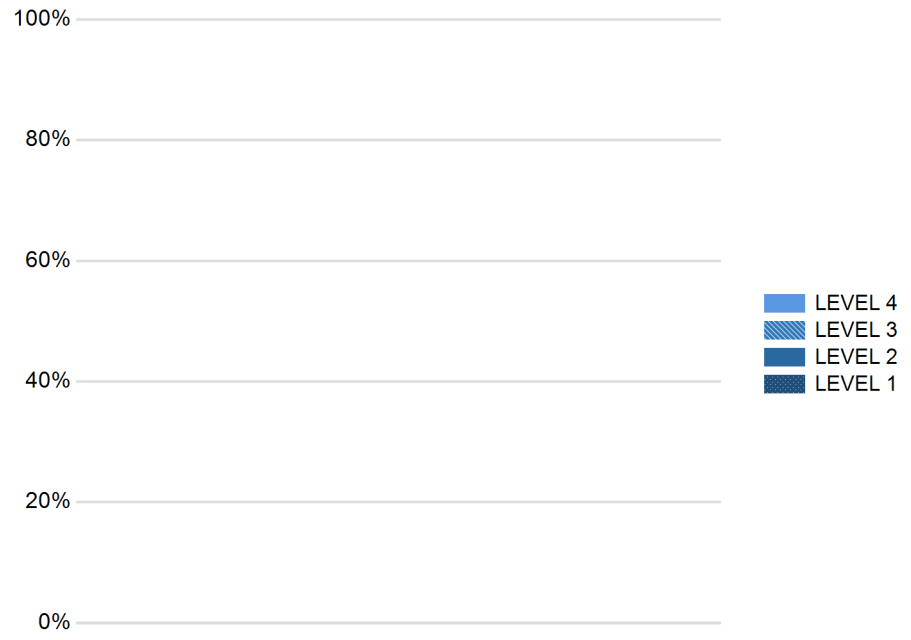
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

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

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

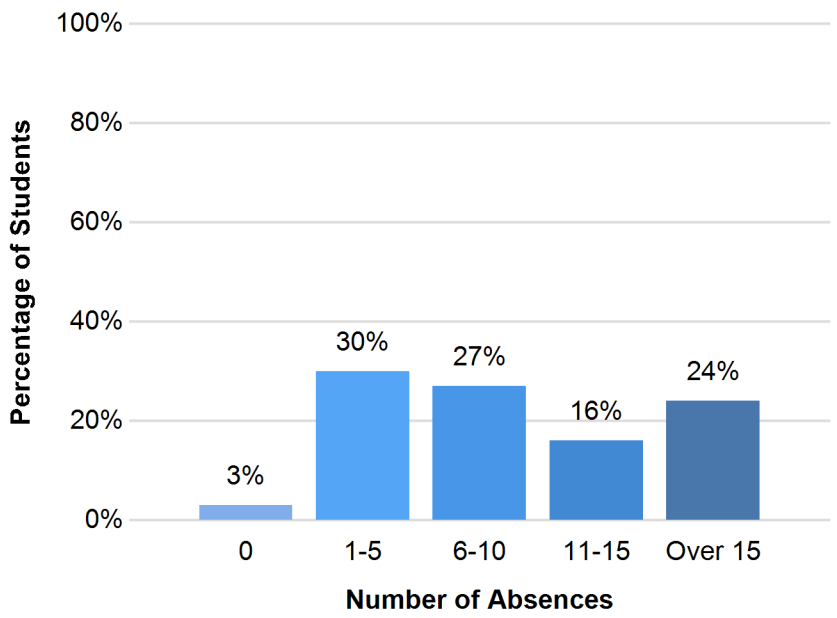
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	96	20.4	9.2	Not Met
White	*	*	**	**
Hispanic	72	18.3	9.2	Not Met
Black or African American	21	29.2	9.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	31	15.1		
Male	65	24.5		
Economically Disadvantaged Students	86	20.5	9.2	Not Met
Students with Disabilities	36	30.8	9.2	Not Met
English Learners	27	13.6	9.2	Not Met
Homeless Students	5	38.5		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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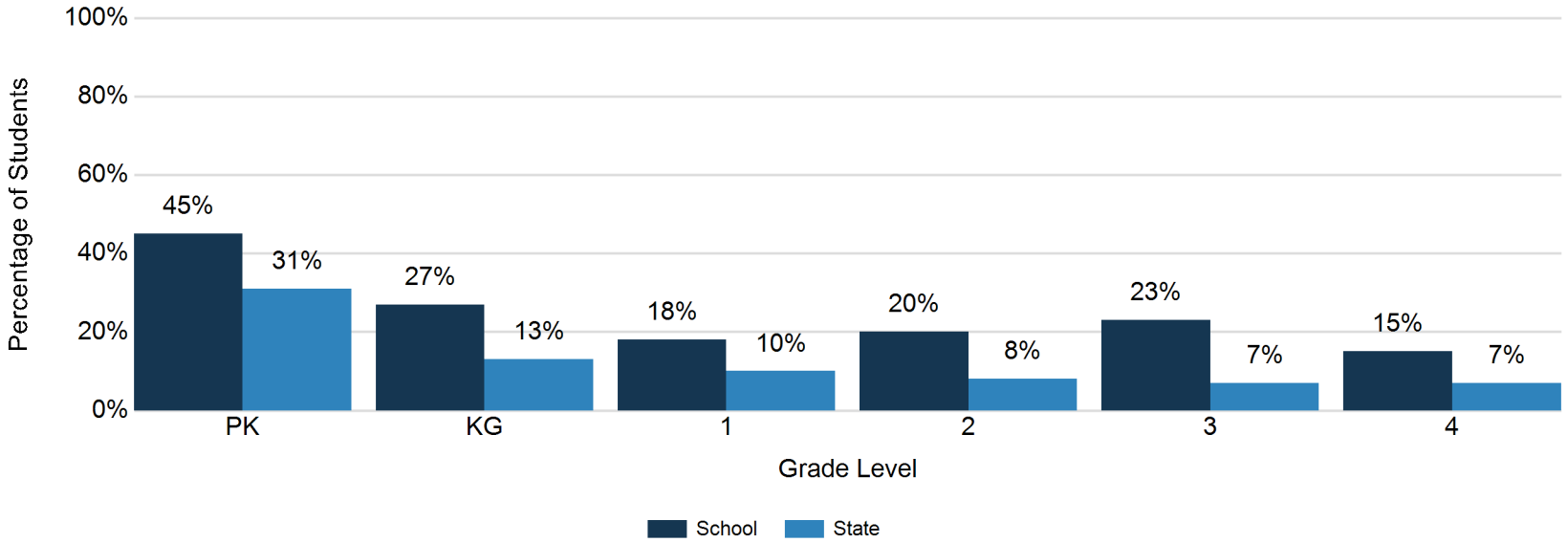
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	17
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	4.01

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	2	2
Gender	0	3	3
Sexual Orientation	0	1	1
Disability	0	0	0
Other	1	17	18
No Identified Nature	9		9

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	*	*
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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

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

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	48	118,214
Average years experience in public schools	16.3	12.1
Average years experience in district	15.2	10.8
Percentage of Teachers with 4 or more years experience in the district	91.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1
Students to Administrators	125:1	106:1
Teachers to Administrators	12:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	43.1%	91.7%	100.0%	48.4%	77.1%	54.9%
Male	56.9%	8.3%	0.0%	51.6%	22.9%	45.1%
White	1.2%	29.2%	50.0%	42.4%	83.6%	77.4%
Hispanic	83.0%	45.8%	25.0%	29.9%	7.3%	7.2%
Black or African American	15.4%	22.9%	25.0%	15.0%	6.6%	13.9%
Asian	0.4%	2.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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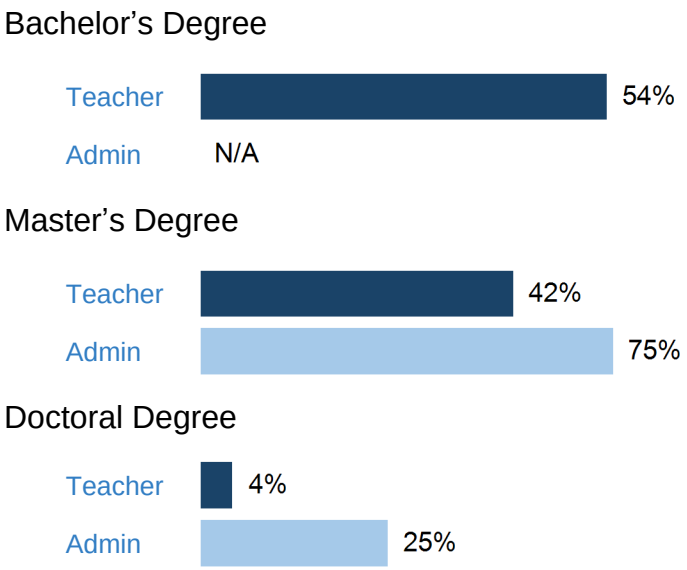
Teachers and Administrators - Level of Education

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



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	79.5%

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

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

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

ESSA Accountability Status

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

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

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

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	22.7%	29.1%	22.5%
Math Proficiency	30.2%	32.0%	36.7%
ELA Growth	40	52	42
Math Growth	54	57	49
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		61.3%	47.9%
Chronic Absenteeism	23.5%	25.9%	20.4%

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

NJ SCHOOL PERFORMANCE REPORT

Benjamin Franklin Elementary School
(13-3570-430)
Grades Offered: PK-04
2018-2019

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Mission, Vision, Theme:	Our school is distinctive in the multifaceted ways we seek to support all of our students in order to assist in their academic social and emotional growth We offer strong family partnerships partnerships with KPMG and My Very Own Library socioemotional learning curriculum inclusive classrooms bilingual services art backpack through MSU and Young Entrepreneurs
Awards, Recognition, Accomplishments:	We are growing our school to 8th grade We will graduate our first 8th grade class on 2023

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Courses, Curriculum, Instruction:	Dual Language
Clubs and Activities:	Boys Mentoring Debate Robotics Young Entrepreneurs

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Junior Achievement KPMG Montclair State University My Very Own Library Newark Trust

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Facilities:	Built in 1889 and includes Auditorium Computer Labs and Music Classrooms
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Mr. Joseph Cullen
Address	228 RIDGE ST NEWARK, NJ 07104-1204
Phone Number	973-268-5220
Email Address	jcullen@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/BRB

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	23	23	18
KG	27	29	27
1	29	26	28
2	36	25	25
3	31	30	25
4	33	28	31
5	0	0	0
Total	179	161	154

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	46.9%	46.6%	45.5%
Male	53.1%	53.4%	54.5%
Economically Disadvantaged Students	87.7%	68.3%	78.6%
Students with Disabilities	28.5%	26.1%	29.2%
English Learners	1.1%	1.2%	1.9%
Homeless Students	0.6%	0.6%	3.2%
Students in Foster Care	0.6%	1.2%	1.3%
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	3.4%	3.7%	3.2%
Hispanic	76.0%	73.9%	65.6%
Black or African American	15.6%	15.5%	22.7%
Asian	3.4%	4.3%	7.8%
Native Hawaiian or Pacific Islander	1.7%	0.6%	0.0%
American Indian or Alaska Native	0.0%	1.2%	0.6%
Two or More Races	0.0%	0.6%	0.0%

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	0	0	0
PK - Full Day	23	23	18
KG - Half Day	0	0	0
KG - Full Day	27	29	27

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	80.5%
Spanish	17.5%
Chinese	1.3%
Other Languages	0.6%

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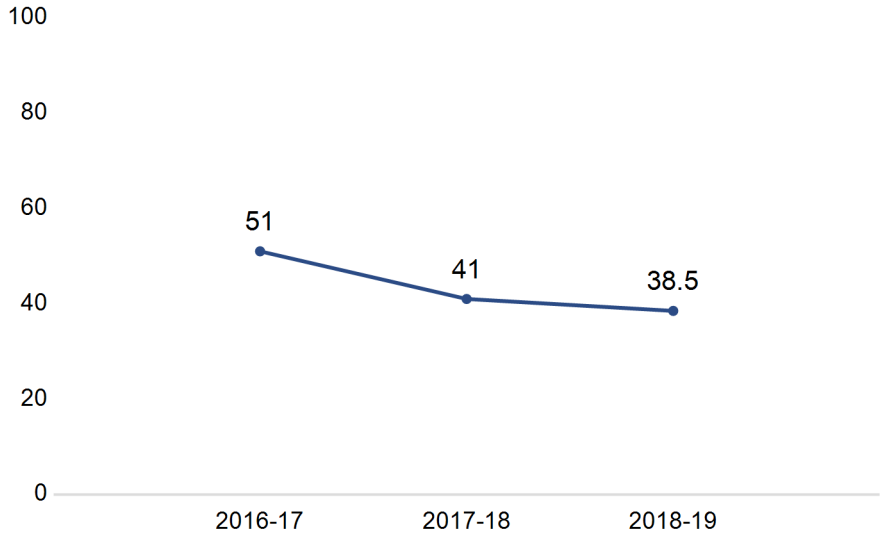
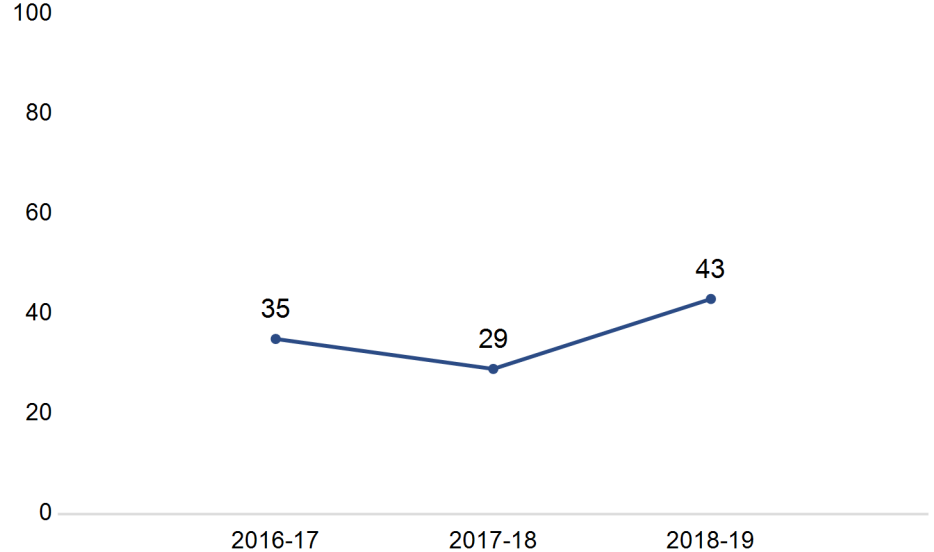
Student Growth Trends and Progress

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





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	41	38.5	35	29	43
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Not Met	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	38.5	48	50	**	43	48	50	**
White	*	56	50	**	*	56	52	**
Hispanic	44	50	49	**	46	51	47	**
Black or African American	*	43	45	**	*	41	43	**
Asian, Native Hawaiian, or Pacific Islander	*	60	59	**	*	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	40.5	51	53	N	35.5	49	50	N
Male	*	45	47	N	*	48	51	N
Economically Disadvantaged Students	38.5	47	48	**	38	48	46	**
Students with Disabilities	N	39	43	**	N	48	45	**
English Learners	N	53	52	**	N	53	50	**
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	N	49	42	N	N	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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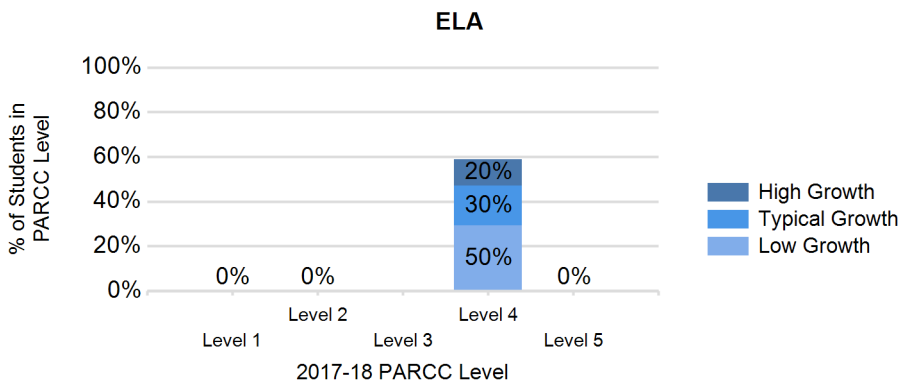
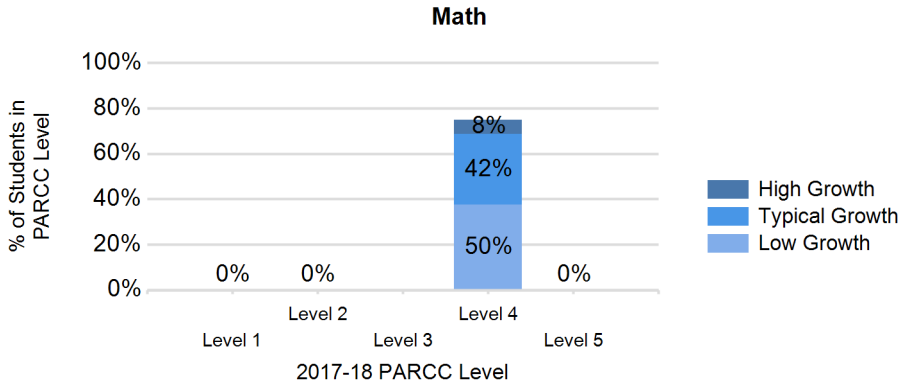
Student Growth by Performance Level

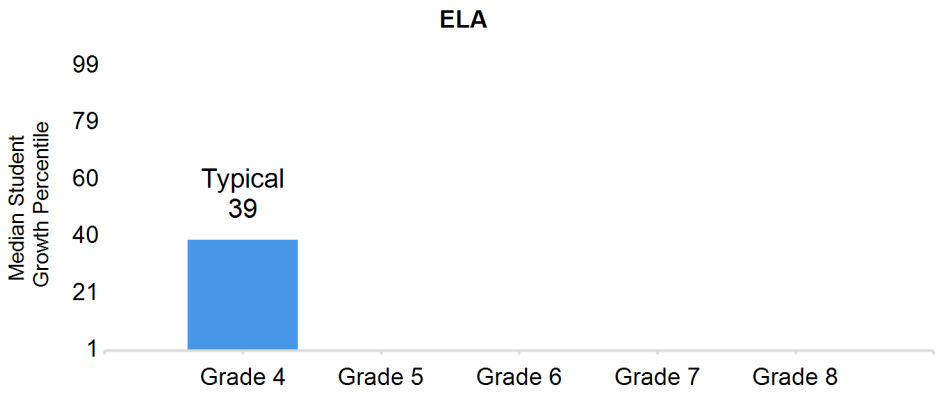
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

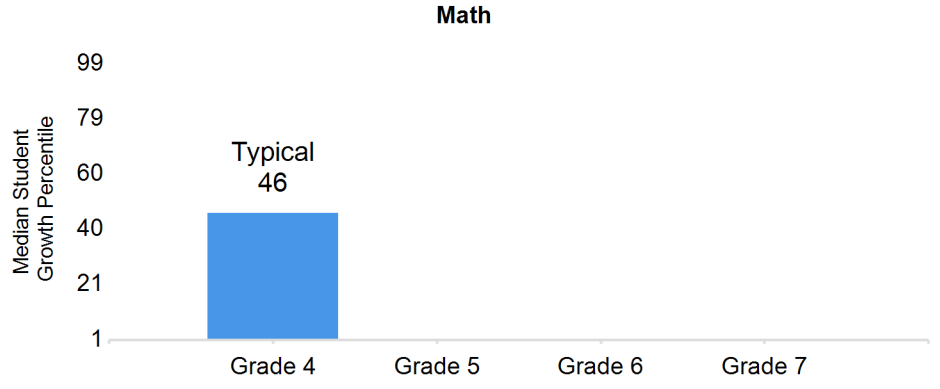




Student Growth by Grade

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





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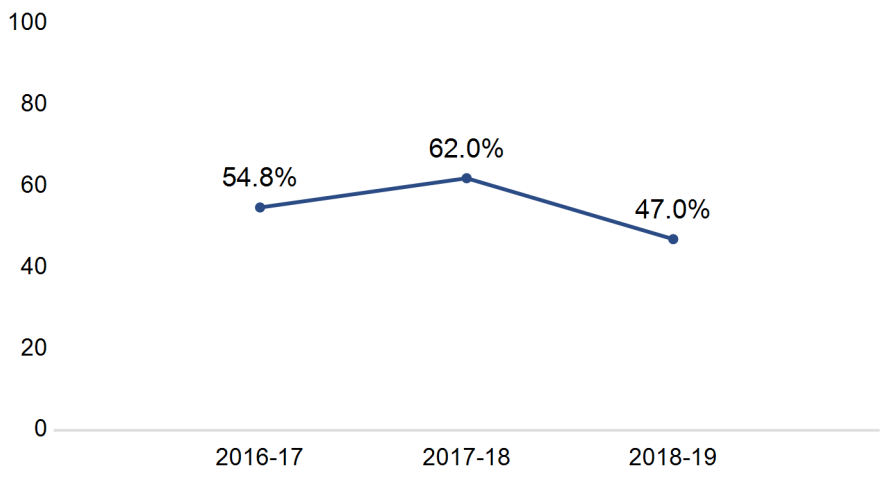
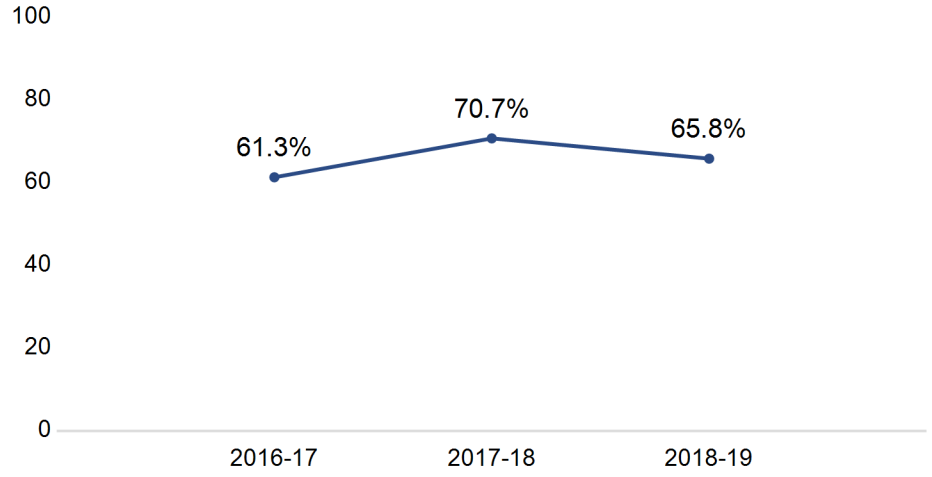
English Language Arts and Mathematics Performance Trends

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

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%	100.0%	91.5%	100.0%	100.0%	94.9%
Proficiency Rate for Federal Accountability	54.8%	62.0%	47.0%	61.3%	70.7%	65.8%
Annual Target	39.1%	41.3%	43.5%	42.7%	44.6%	46.6%
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.

NJ SCHOOL PERFORMANCE REPORT

Branch Brook School
(13-3570-270)
Grades Offered: PK-04
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
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English Language Arts Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	51	91.5	49.0	*	57.9	47.0	43.5	Met Target
White	*	*	*	54.7	66.9	*	**	**
Hispanic	29	87.9	44.8	38.9	43.9	41.4	45.6	Met Target†
Black or African American	14	100.0	57.1	28.8	38.5	57.1	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	*	*	*	56.4	56.0	*	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	24	92.6	50.0	42.9	64.8	48.6		
Male	27	90.6	48.1	30.3	51.3	45.6		
Economically Disadvantaged Students	39	90.9	56.4	35.8	40.0	*	36.6	Met Target
Non-Economically Disadvantaged Students	12	93.3	25.0	38.6	67.9	*		
Students with Disabilities	12	72.2	50.0	14.1	22.7	37.0	**	**
Students without Disabilities	39	100.0	48.7	41.7	65.1	48.7		
English Learners	N	N	N	29.3	29.3	N	**	**
Non-English Learners	51	91.5	49.0	38.3	60.6	47.0		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	N	N	N	18.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Branch Brook School
(13-3570-270)
Grades Offered: PK-04
2018-2019

Report Key:
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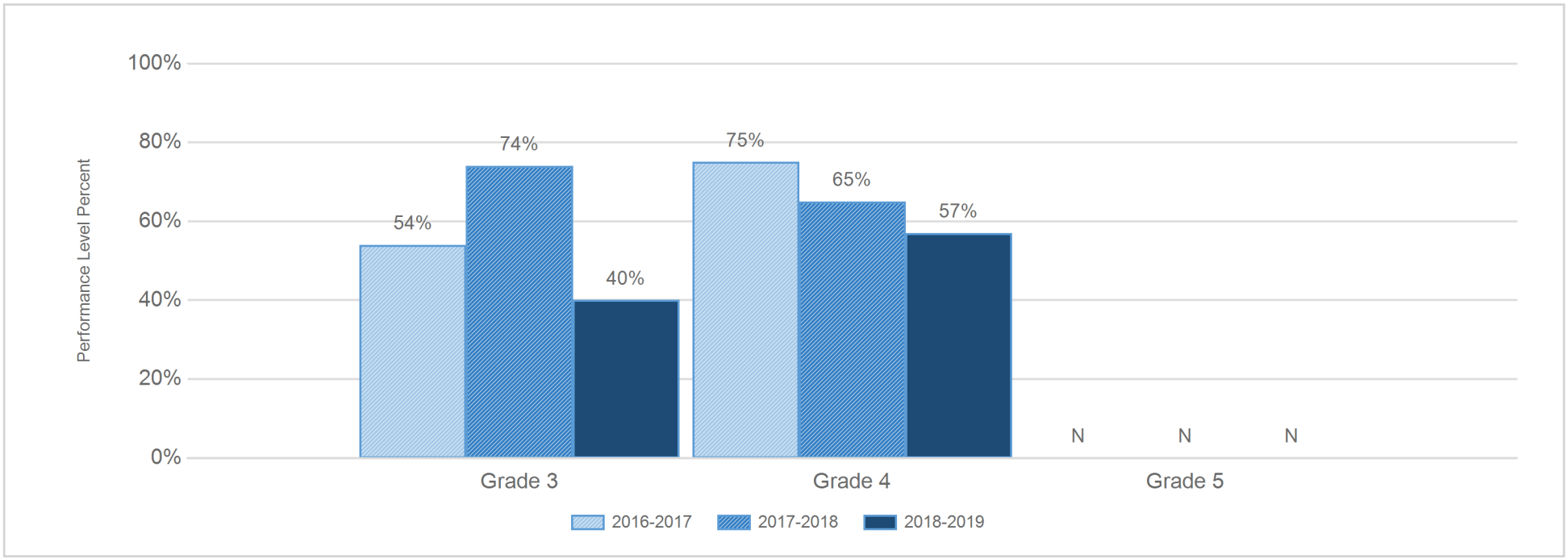
English Language Arts Assessment - Performance Trends

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



NJ SCHOOL PERFORMANCE REPORT

Branch Brook School
(13-3570-270)
Grades Offered: PK-04
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	20	748	727	748	*	*	*	*	*	40%	50%
White	*	*	746	757	*	*	*	*	*	*	60%
Hispanic	11	739	728	734	*	*	*	*	*	36%	36%
Black or African American	*	*	721	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	*	*	730	753	*	*	*	*	*	*	55%
Male	*	*	723	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	726	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	729	759	*	*	*	*	*	*	61%
Students with Disabilities	N	N	700	719	N	N	N	N	N	N	24%
Students without Disabilities	20	748	731	754	*	*	*	*	*	40%	56%
English Learners	N	N	716	713	N	N	N	N	N	N	17%
Non-English Learners	20	748	729	751	*	*	*	*	*	40%	54%
Homeless Students	*	*	708	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	707	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	*	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

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Grades Offered: PK-04
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	21	755	734	755	0%	*	*	*	*	57%	57%
White	*	*	744	763	*	*	*	*	*	*	67%
Hispanic	11	762	739	743	0%	0%	*	*	*	64%	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	*	*	739	760	*	*	*	*	*	*	62%
Male	*	*	729	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	736	765	*	*	*	*	*	*	69%
Students with Disabilities	N	N	707	725	N	N	N	N	N	N	25%
Students without Disabilities	21	755	739	761	0%	*	*	*	*	57%	64%
English Learners	N	N	722	720	N	N	N	N	N	N	17%
Non-English Learners	21	755	736	758	0%	*	*	*	*	57%	60%
Homeless Students	*	*	719	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	53	94.9	66.0	26.3	44.5	65.8	46.6	Met Target
White	*	*	*	42.2	54.1	*	**	**
Hispanic	31	93.9	54.8	30.9	28.8	54.2	47.6	Met Target
Black or African American	13	93.7	76.9	16.6	23.0	75.2	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	*	*	*	35.9	42.7	*	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	25	96.3	52.0	26.9	44.9	52.0		
Male	28	93.7	78.6	25.8	44.2	77.2		
Economically Disadvantaged Students	40	93.2	65.0	26.6	26.3	63.5	34.4	Met Target
Non-Economically Disadvantaged Students	13	100.0	69.2	25.4	54.9	69.2		
Students with Disabilities	15	88.9	60.0	11.6	17.4	55.6	**	**
Students without Disabilities	38	97.6	68.4	29.8	50.0	68.4		
English Learners	N	N	N	25.7	25.0	N	**	**
Non-English Learners	53	94.9	66.0	26.5	46.5	66.0		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	N	N	N	12.1	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

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NJ SCHOOL PERFORMANCE REPORT

Branch Brook School
(13-3570-270)
Grades Offered: PK-04
2018-2019

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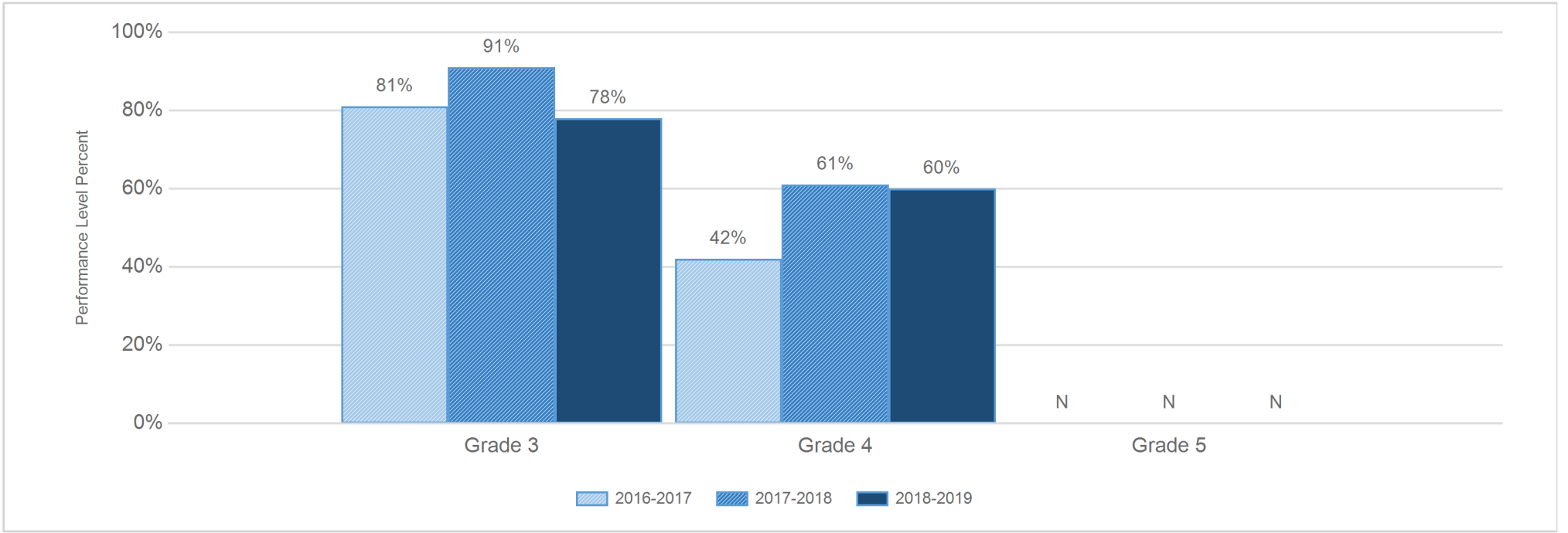
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

Branch Brook School
(13-3570-270)
Grades Offered: PK-04
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	23	773	735	752	0%	*	*	*	*	78%	55%
White	*	*	757	760	*	*	*	*	*	*	66%
Hispanic	13	768	738	739	0%	*	*	*	*	69%	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	*	*	*	751	*	*	*	*	*	*	54%
Male	*	*	*	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	733	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	718	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	738	756	*	*	*	*	*	*	60%
English Learners	N	N	732	728	N	N	N	N	N	N	26%
Non-English Learners	23	773	736	754	0%	*	*	*	*	78%	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	714	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	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Branch Brook School
(13-3570-270)
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	20	755	732	749	0%	*	*	*	*	60%	51%
White	*	*	746	757	*	*	*	*	*	*	62%
Hispanic	11	755	738	737	0%	*	*	*	*	45%	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	*	*	733	749	*	*	*	*	*	*	50%
Male	*	*	731	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	732	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	731	759	*	*	*	*	*	*	63%
Students with Disabilities	N	N	713	726	N	N	N	N	N	N	25%
Students without Disabilities	20	755	736	754	0%	*	*	*	*	60%	56%
English Learners	N	N	728	722	N	N	N	N	N	N	18%
Non-English Learners	20	755	733	751	0%	*	*	*	*	60%	54%
Homeless Students	*	*	715	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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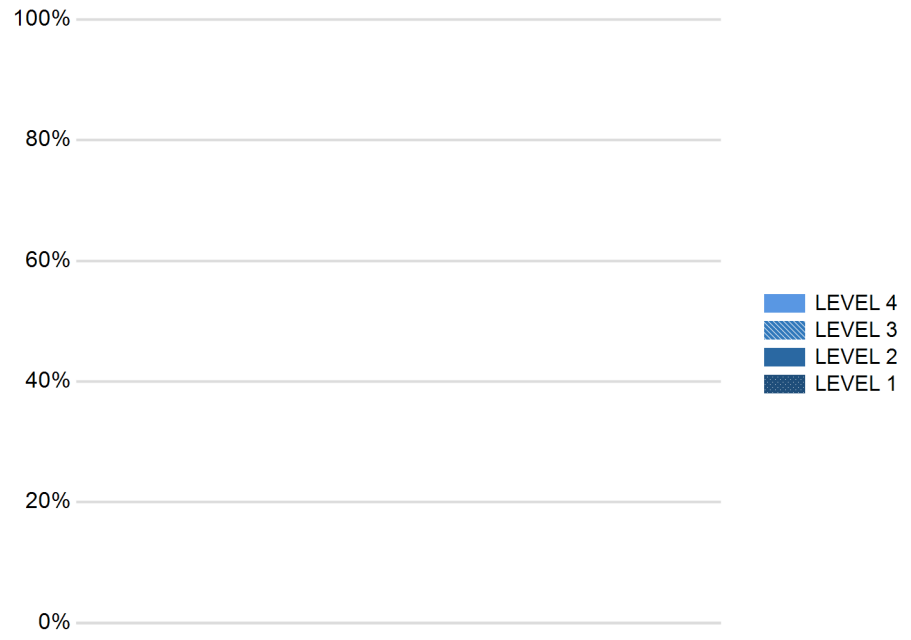
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

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

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

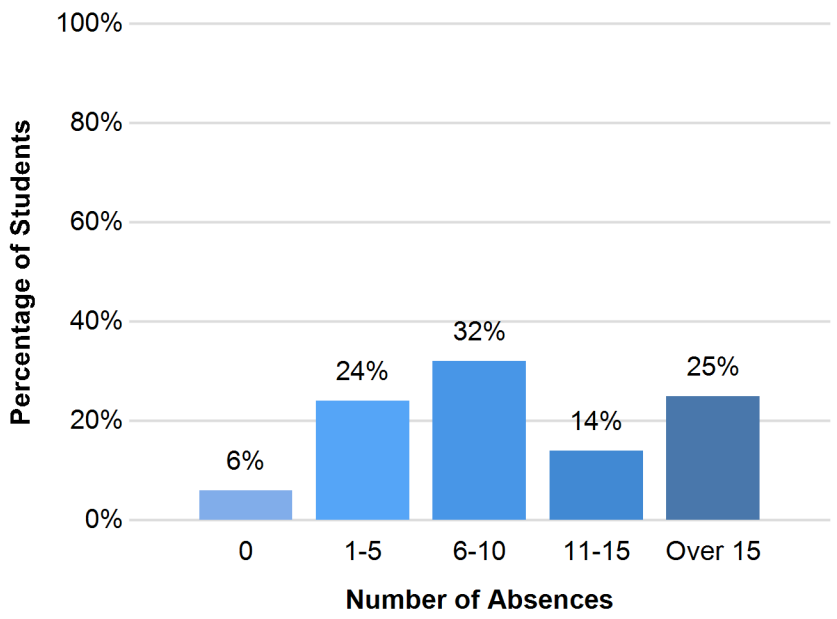
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	31	22.5	9.2	Not Met
White	*	*	**	**
Hispanic	19	20.2	9.2	Not Met
Black or African American	9	32.1	9.2	Not Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	15	23.4		
Male	16	21.6		
Economically Disadvantaged Students	25	22.9	9.2	Not Met
Students with Disabilities	11	29.7	9.2	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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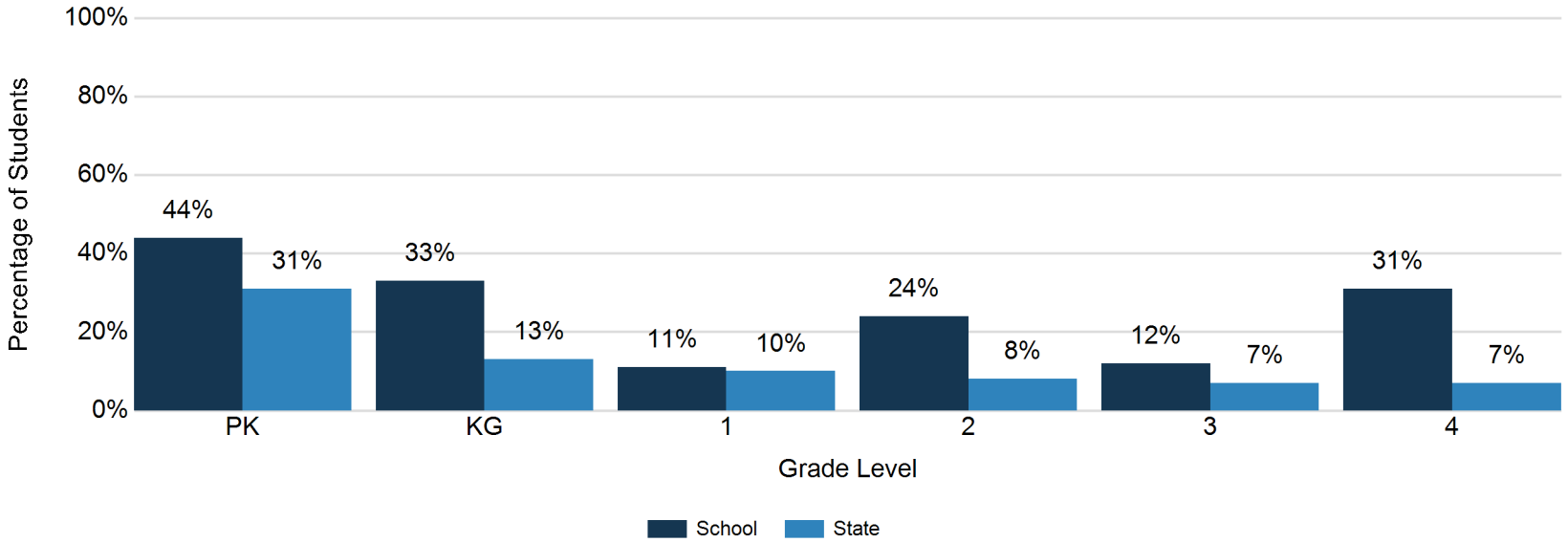
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

NJ SCHOOL PERFORMANCE REPORT

Branch Brook School
(13-3570-270)
Grades Offered: PK-04
2018-2019

Report Key:
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School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

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

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	14	118,214
Average years experience in public schools	15.5	12.1
Average years experience in district	14.8	10.8
Percentage of Teachers with 4 or more years experience in the district	100.0%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1
Students to Administrators	154:1	106:1
Teachers to Administrators	14:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.5%	85.7%	0.0%	48.4%	77.1%	54.9%
Male	54.5%	14.3%	100.0%	51.6%	22.9%	45.1%
White	3.2%	78.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	65.6%	21.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	22.7%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	7.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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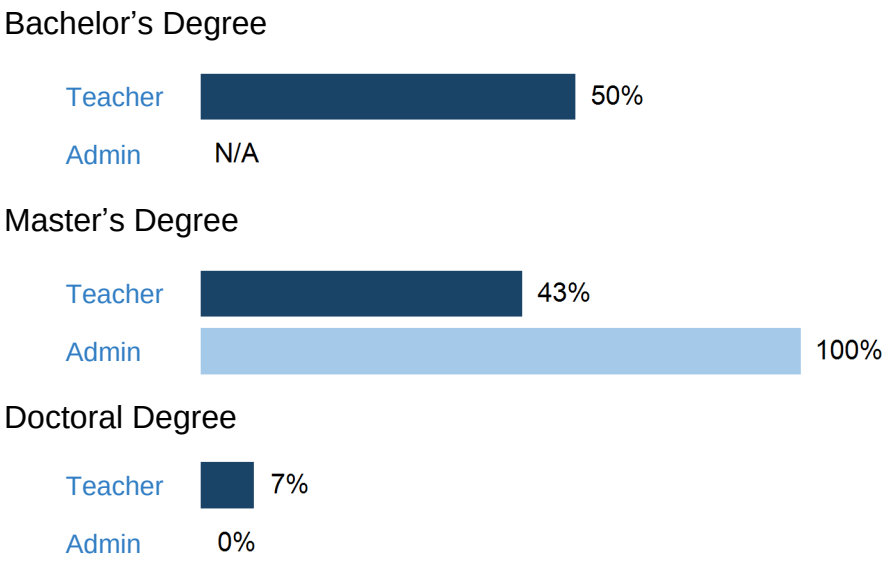
Teachers and Administrators - Level of Education

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



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	76.8%

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Per-Pupil Expenditures by Source

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

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

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	54.8%	62.0%	47.0%
Math Proficiency	61.3%	70.7%	65.8%
ELA Growth	51	41	38
Math Growth	35	29	43
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	19.4%	21.7%	22.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Grades Offered: PK-04
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	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	**	**	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Met Target	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	**	**	n/a	Not Met	No
Students with Disabilities	**	**	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	We have hard working students supportive parents and outstanding teachers and staff We provide a well rounded education for all of our students in an environment that is safe and nurturing We strive to do our best and show respect at all times

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Elks Junior Achievement Just One Soccer KPMG NJPAC Disney Musicals

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School Narrative

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Facilities:	Built in 1925 and includes an Auditorium
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Bruce Street School For The Deaf
(13-3570-290)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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Bruce Street School For The Deaf
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Grades Offered: PK-08
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Mr. Kyle Thomas
Address	333 CLINTON PL NEWARK, NJ 07112-1563
Phone Number	973-705-3951
Email Address	K1Thomas@NPS.K12.NJ.US
Website	http://www.nps.k12.nj.us/BRU

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	9	5	7
KG	10	5	6
1	5	9	3
2	4	4	9
3	6	5	5
4	8	6	5
5	7	7	7
6	11	7	10
7	5	11	8
8	9	3	9
Total	74	62	69

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	36.5%	40.3%	42.0%
Male	63.5%	59.7%	58.0%
Economically Disadvantaged Students	66.2%	62.9%	59.4%
Students with Disabilities	97.3%	100.0%	100.0%
English Learners	4.1%	1.6%	7.2%
Homeless Students	2.7%	3.2%	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	1.4%	1.6%	1.4%
Hispanic	50.0%	51.6%	53.6%
Black or African American	47.3%	45.2%	44.9%
Asian	1.4%	1.6%	0.0%
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	0.0%	0.0%	0.0%

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	0	0	0
PK - Full Day	9	5	7
KG - Half Day	0	0	0
KG - Full Day	10	5	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	75.4%
Spanish	21.7%
Ewe	1.4%
Portuguese	1.4%

NJ SCHOOL PERFORMANCE REPORT

Bruce Street School For The Deaf
(13-3570-290)
Grades Offered: PK-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.

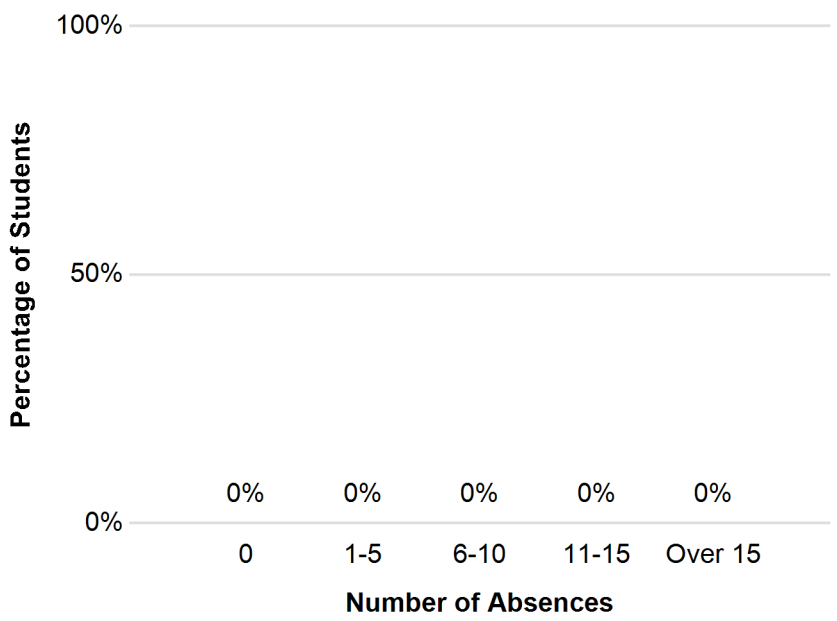
Chronic Absenteeism

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	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N
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.



NJ SCHOOL PERFORMANCE REPORT

Bruce Street School For The Deaf
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Grades Offered: PK-08
2018-2019

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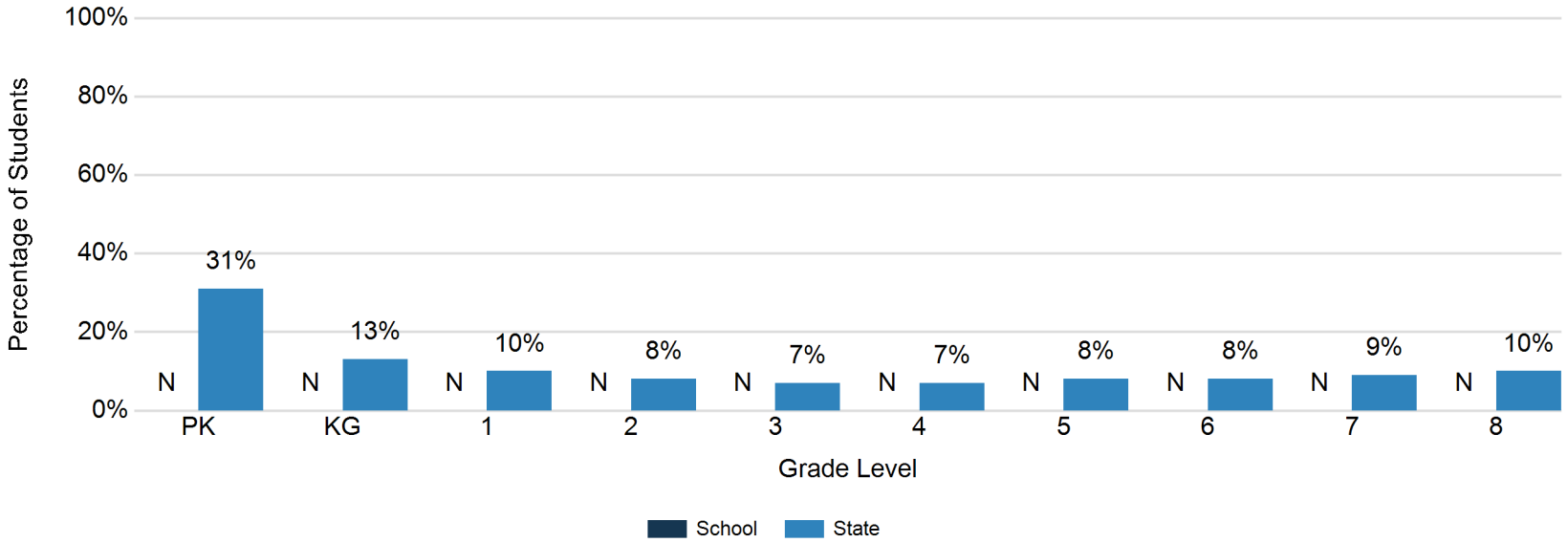
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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Bruce Street School For The Deaf
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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

School Days Missed due to Out-of-School Suspensions
N

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	11	118,214
Average years experience in public schools	9.5	12.1
Average years experience in district	9.5	10.8
Percentage of Teachers with 4 or more years experience in the district	63.6%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	6:1	14:1
Students to Administrators	69:1	106:1
Teachers to Administrators	11:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	42.0%	90.9%	0.0%	48.4%	77.1%	54.9%
Male	58.0%	9.1%	100.0%	51.6%	22.9%	45.1%
White	1.4%	63.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	53.6%	9.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	44.9%	27.3%	0.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Master's Degree

Doctoral Degree

Teacher 0%

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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	75.9%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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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.

Mission, Vision, Theme:	Bruce Street School for the Deaf is located within George Washington Carver School and offers unique learning courses for students grades Pre K through 8 Our diverse Auditory Impaired and Multiply Disabled academic program provides a totally inclusive environment that engages all students in multiple paths for success
Awards, Recognition, Accomplishments:	The school operates in a fully inclusive environment with no social barriers

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Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Boys & Girls) Basketball Cheer Chess Dance Debate Soccer
Clubs and Activities:	Dance Jr Honor Society Newark Chess Robotics Student Council

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	After School All Stars Leaders for Life Montclair State University Newark Trust NJCIE Newark Yoga Movement S H E Mentoring Lift as We Climb Hameed African Drumming Tai Chi Meditation City of Newark Centers of Hope Next Generation Mentorship City of Newark Recreation Department Clubs Activities:

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Facilities:	Built in 1979 and includes Auditorium and Media Center
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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School Narrative

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Camden Street Elementary School
(13-3570-310)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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Camden Street Elementary School
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2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Samuel Garrison
Address	281 CAMDEN ST NEWARK, NJ 07103-2635
Phone Number	973-733-6994
Email Address	sgarrison@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/CMS
Facebook	https://www.facebook.com/Camden-Street-School-272028552901465/
Twitter	https://twitter.com/iam_camden?lang=en

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	96	93	94
KG	53	72	62
1	48	73	78
2	61	55	60
3	52	67	52
4	60	51	57
5	58	53	54
6	51	60	53
7	75	55	58
8	92	82	57
9	0	1	0
Total	646	662	625

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	41.3%	44.7%	46.4%
Male	58.7%	55.3%	53.6%
Economically Disadvantaged Students	90.4%	83.1%	92.6%
Students with Disabilities	29.6%	27.3%	26.4%
English Learners	13.6%	8.9%	6.7%
Homeless Students	2.0%	6.2%	3.0%
Students in Foster Care	1.2%	2.1%	1.3%
Military-Connected Students	0.0%	0.2%	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	0.9%	0.9%	1.1%
Hispanic	28.3%	23.0%	20.0%
Black or African American	70.0%	75.5%	78.2%
Asian	0.3%	0.2%	0.2%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.2%	0.0%	0.2%
Two or More Races	0.0%	0.2%	0.0%

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	0	0	0
PK - Full Day	96	93	94
KG - Half Day	0	0	0
KG - Full Day	53	72	62

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	646	662	625
Shared Time Students	0	0	0
Full Time Equivalent	646	662	625

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	83.5%
Spanish	13.0%
Yoruba	1.6%
Other Languages	1.9%

NJ SCHOOL PERFORMANCE REPORT

Camden Street Elementary School
(13-3570-310)
Grades Offered: PK-08
2018-2019

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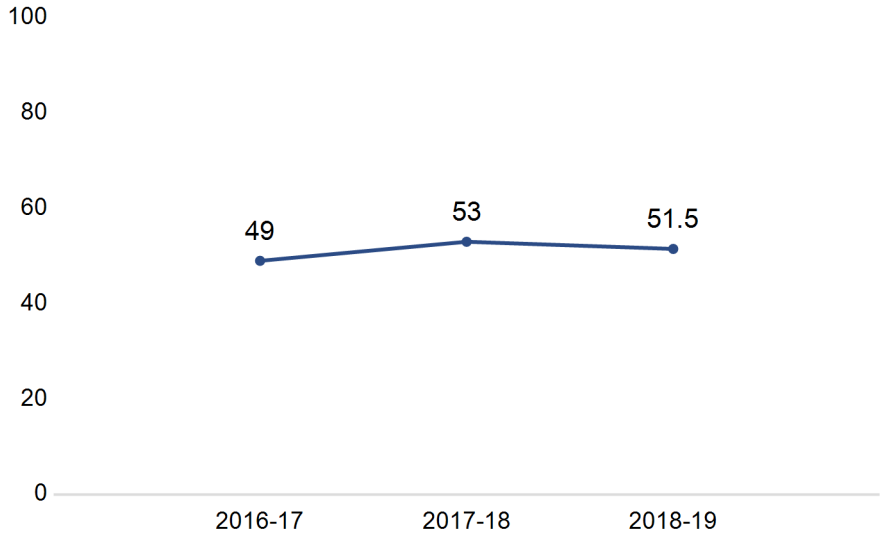
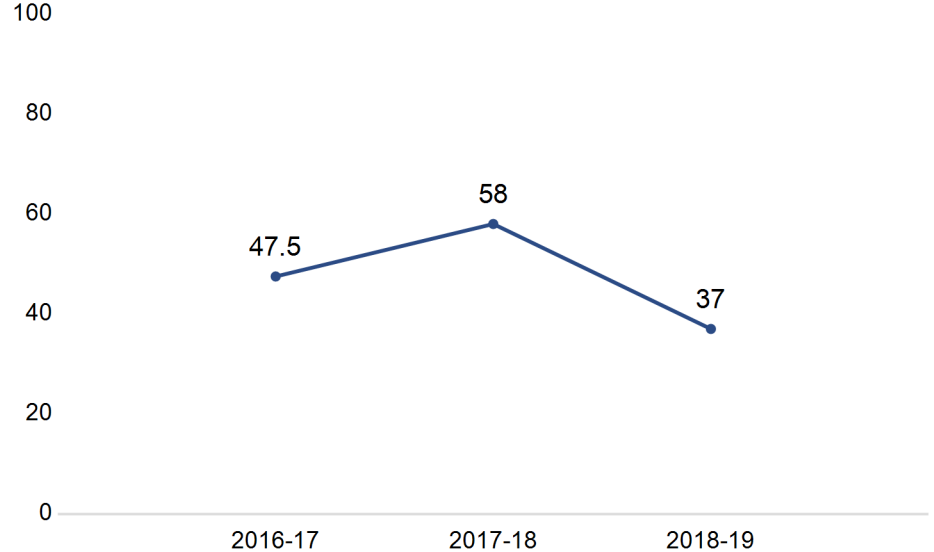
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	49	53	51.5	47.5	58	37
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	51.5	48	50	Met Standard	37	48	50	Not Met
White	*	56	50	**	*	56	52	**
Hispanic	58	50	49	Met Standard	42	51	47	Met Standard
Black or African American	48	43	45	Met Standard	36.5	41	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	60	59	**	*	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	51.5	51	53	N	41.5	49	50	N
Male	51.5	45	47	N	35	48	51	N
Economically Disadvantaged Students	51.5	47	48	Met Standard	35	48	46	Not Met
Students with Disabilities	42	39	43	Met Standard	55.5	48	45	Met Standard
English Learners	63	53	52	Exceeds Standard	44	53	50	Met Standard
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	*	49	42	N	*	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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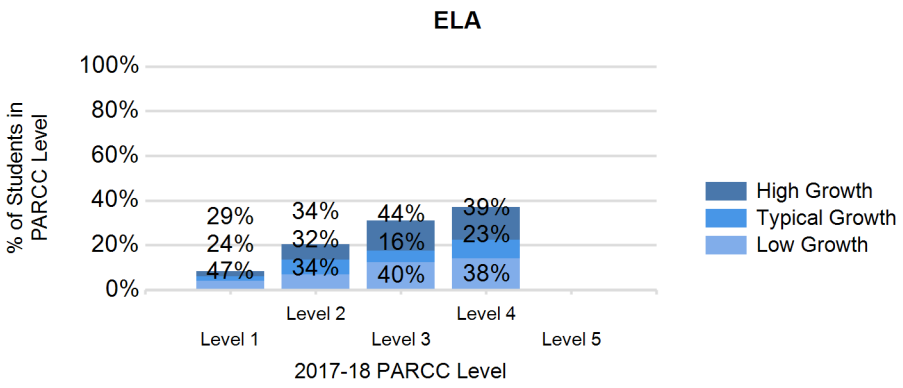
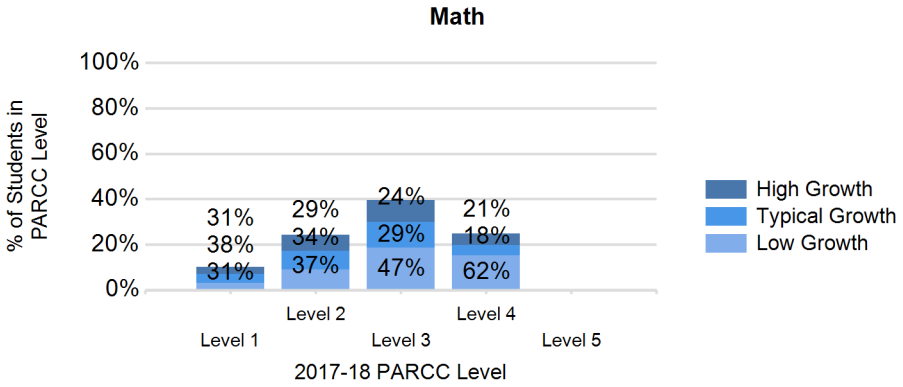
If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

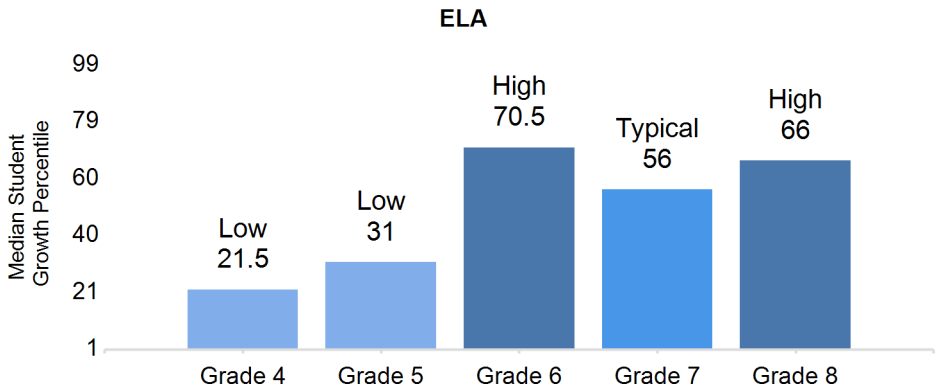
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

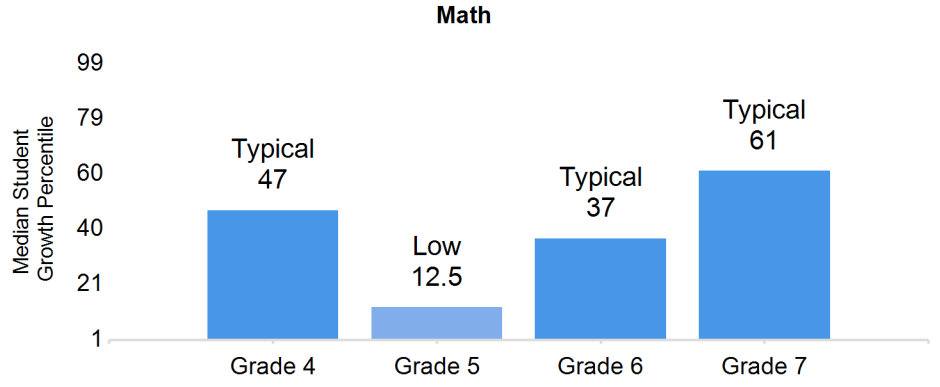




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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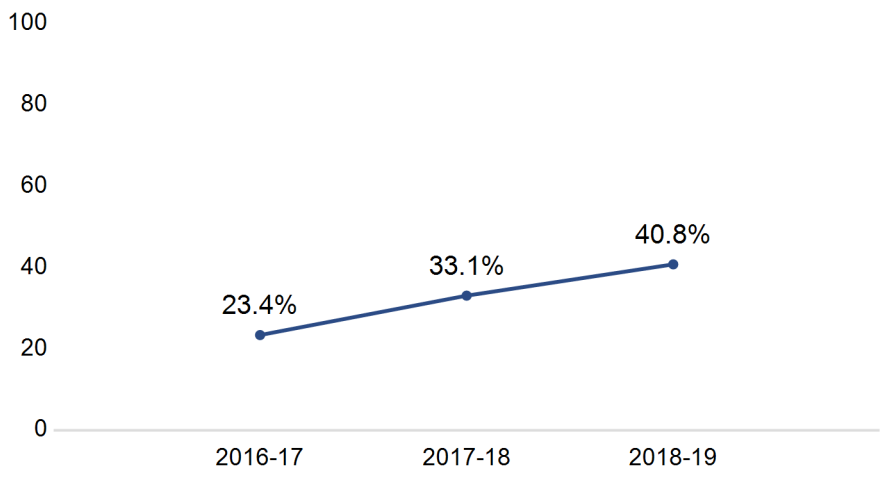
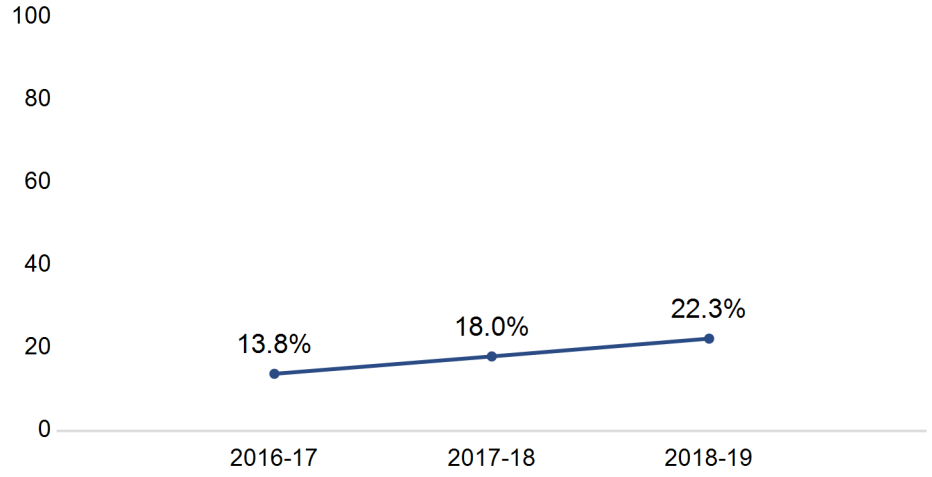
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

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	93.6%	92.7%	94.5%	93.5%	92.2%	94.2%
Proficiency Rate for Federal Accountability	23.4%	33.1%	40.8%	13.8%	18.0%	22.3%
Annual Target	15.4%	18.8%	22.2%	11.2%	14.8%	18.5%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	316	94.5	41.1	*	57.9	40.8	22.2	Met Target
White	*	*	*	54.7	66.9	*	**	**
Hispanic	76	92.8	46.1	38.9	43.9	44.9	25.7	Met Target
Black or African American	234	95.3	39.3	28.8	38.5	39.3	20.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	*	*	*	56.4	56.0	*	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	153	95.1	45.8	42.9	64.8	45.8		
Male	163	93.9	36.8	30.3	51.3	36.3		
Economically Disadvantaged Students	255	93.5	39.6	35.8	40.0	38.9	23.1	Met Target
Non-Economically Disadvantaged Students	61	98.5	47.5	38.6	67.9	47.5		
Students with Disabilities	91	86.0	29.7	14.1	22.7	26.8	15.5	Met Target
Students without Disabilities	225	98.3	45.8	41.7	65.1	45.8		
English Learners	42	95.5	42.9	29.3	29.3	42.9	20.1	Met Target
Non-English Learners	274	94.3	40.9	38.3	60.6	40.5		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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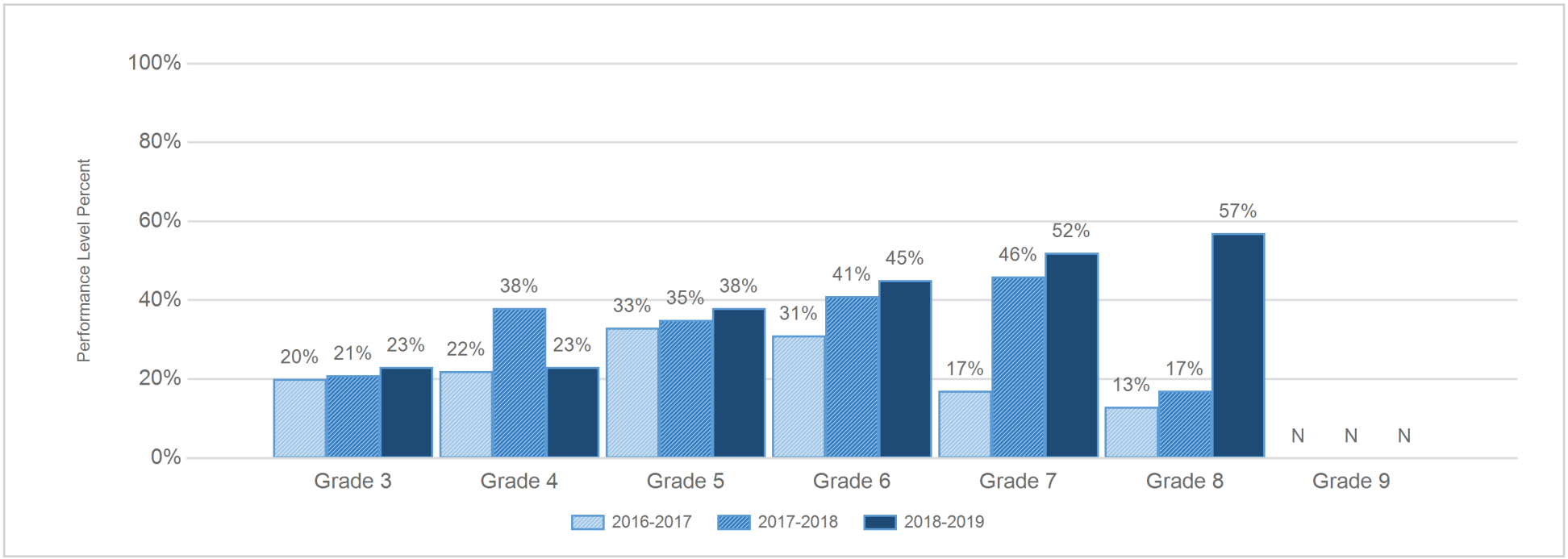
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	728	727	748	30%	*	35%	*	*	23%	50%
White	*	*	746	757	*	*	*	*	*	*	60%
Hispanic	*	*	728	734	*	*	*	*	*	*	36%
Black or African American	34	727	721	731	29%	*	35%	*	*	21%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	17	737	730	753	*	*	*	*	*	24%	55%
Male	26	722	723	743	*	*	*	*	*	23%	46%
Economically Disadvantaged Students	33	728	726	731	*	*	*	*	*	24%	33%
Non-Economically Disadvantaged Students	10	729	729	759	*	*	*	*	*	20%	61%
Students with Disabilities	12	704	700	719	*	*	*	*	*	*	24%
Students without Disabilities	31	737	731	754	*	*	*	*	*	*	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	729	751	*	*	*	*	*	*	54%
Homeless Students	*	*	708	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	707	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	*	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	723	734	755	26%	28%	23%	*	*	23%	57%
White	N	N	744	763	N	N	N	N	N	N	67%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	23	731	739	760	*	*	*	*	*	26%	62%
Male	20	715	729	750	*	*	*	*	*	20%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	736	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	761	*	*	*	*	*	*	64%
English Learners	*	*	722	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	736	758	*	*	*	*	*	*	60%
Homeless Students	N	N	719	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	741	733	756	*	*	40%	38%	0%	38%	58%
White	*	*	743	764	*	*	*	*	*	*	68%
Hispanic	11	736	736	743	0%	*	*	*	*	18%	44%
Black or African American	34	744	727	739	*	*	29%	47%	0%	47%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	27	742	739	761	*	*	*	*	*	41%	64%
Male	20	740	728	750	*	*	*	*	*	35%	52%
Economically Disadvantaged Students	*	*	732	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	738	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	702	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	736	758	*	*	*	*	*	*	60%
Homeless Students	*	*	722	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	724	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%

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	743	737	754	*	27%	22%	*	*	45%	56%
White	N	N	758	762	N	N	N	N	N	N	65%
Hispanic	*	*	740	743	*	*	*	*	*	*	43%
Black or African American	38	740	728	738	*	29%	*	*	*	42%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	28	749	744	762	*	*	*	*	*	57%	64%
Male	23	735	730	748	*	*	*	*	*	30%	48%
Economically Disadvantaged Students	*	*	737	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	737	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	708	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	742	761	*	*	*	*	*	*	64%
English Learners	*	*	720	710	*	*	*	*	*	*	*
Non-English Learners	*	*	739	756	*	*	*	*	*	*	*
Homeless Students	*	*	726	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	717	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	748	741	761	*	*	*	*	*	52%	63%
White	N	N	756	769	N	N	N	N	N	N	72%
Hispanic	15	750	744	747	*	*	*	*	*	67%	50%
Black or African American	31	748	733	741	*	*	*	*	*	45%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	23	750	749	769	*	*	*	*	*	52%	71%
Male	23	746	734	753	*	*	*	*	*	52%	55%
Economically Disadvantaged Students	36	749	740	743	*	*	*	*	*	53%	45%
Non-Economically Disadvantaged Students	10	748	746	771	*	*	*	*	*	50%	73%
Students with Disabilities	*	*	705	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	749	769	*	*	*	*	*	*	71%
English Learners	*	*	712	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	744	763	*	*	*	*	*	*	65%
Homeless Students	N	N	724	729	N	N	N	N	N	N	34%
Students in Foster Care	*	*	735	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Camden Street Elementary School
(13-3570-310)
Grades Offered: PK-08
2018-2019

Report Key:
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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	51	753	742	762	*	*	27%	*	*	57%	63%
White	N	N	765	770	N	N	N	N	N	N	72%
Hispanic	10	755	746	747	*	*	*	*	*	60%	49%
Black or African American	41	753	733	741	*	*	*	*	*	56%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	29	760	751	771	*	*	*	*	*	62%	71%
Male	22	744	735	753	*	*	*	*	*	50%	55%
Economically Disadvantaged Students	*	*	742	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	744	772	*	*	*	*	*	*	72%
Students with Disabilities	14	720	707	721	*	*	*	*	*	21%	22%
Students without Disabilities	37	766	750	770	*	*	*	*	*	70%	71%
English Learners	*	*	717	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	764	*	*	*	*	*	*	65%
Homeless Students	*	*	711	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	714	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	315	94.2	22.5	26.3	44.5	22.3	18.5	Met Target
White	*	*	*	42.2	54.1	*	**	**
Hispanic	77	94.0	33.8	30.9	28.8	33.4	19.9	Met Target
Black or African American	232	94.5	19.0	16.6	23.0	18.8	18	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	*	*	*	35.9	42.7	*	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	154	95.7	24.0	26.9	44.9	24.0		
Male	161	92.8	21.1	25.8	44.2	20.5		
Economically Disadvantaged Students	254	93.2	22.4	26.6	26.3	22.0	19.1	Met Target
Non-Economically Disadvantaged Students	61	98.5	23.0	25.4	54.9	23.0		
Students with Disabilities	91	86.0	18.7	11.6	17.4	16.9	15.4	Met Target
Students without Disabilities	224	97.9	24.1	29.8	50.0	24.1		
English Learners	42	95.5	28.6	25.7	25.0	28.6	15.7	Met Target
Non-English Learners	273	94.0	21.6	26.5	46.5	21.4		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

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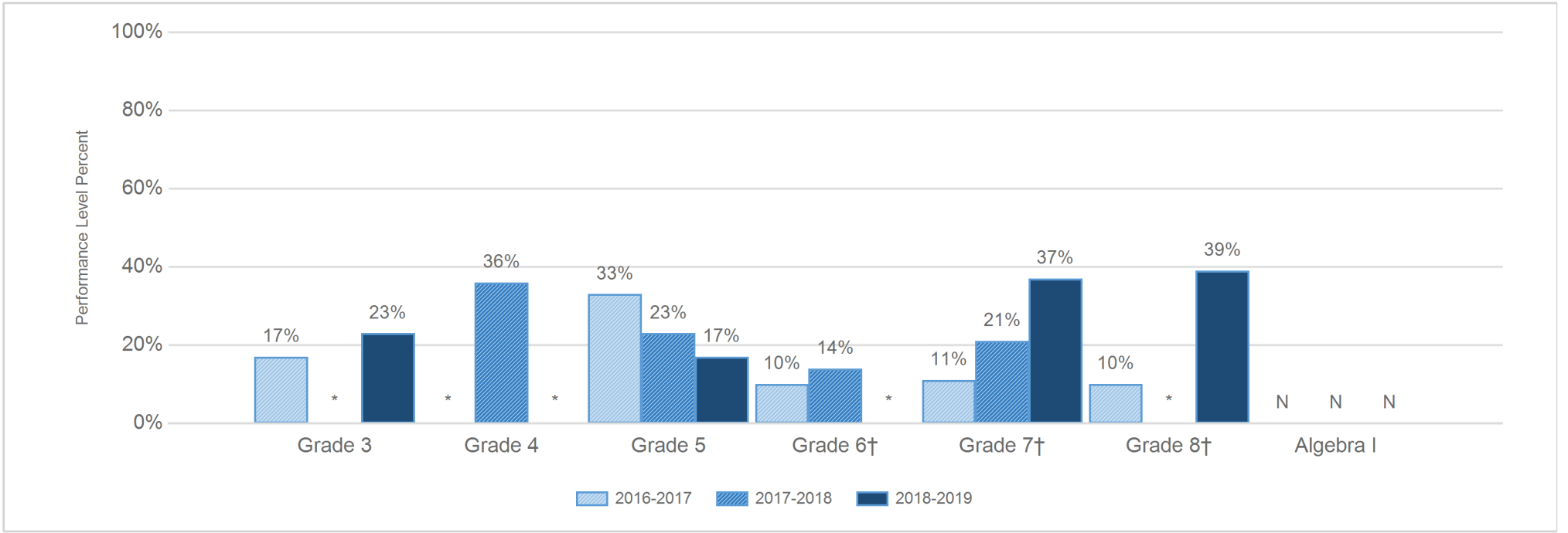
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	730	735	752	*	37%	26%	*	*	23%	55%
White	*	*	757	760	*	*	*	*	*	*	66%
Hispanic	*	*	738	739	*	*	*	*	*	*	40%
Black or African American	33	727	726	735	*	36%	*	*	*	24%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	18	735	*	751	*	*	*	*	*	22%	54%
Male	25	726	*	752	*	*	*	*	*	24%	56%
Economically Disadvantaged Students	33	730	735	737	*	*	*	*	*	24%	37%
Non-Economically Disadvantaged Students	10	727	733	761	*	*	*	*	*	20%	67%
Students with Disabilities	12	715	718	731	*	*	*	*	*	*	31%
Students without Disabilities	31	735	738	756	*	*	*	*	*	*	60%
English Learners	*	*	732	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	736	754	*	*	*	*	*	*	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	714	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	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Camden Street Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	722	732	749	*	*	*	*	*	*	51%
White	N	N	746	757	N	N	N	N	N	N	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	23	724	733	749	*	*	*	*	*	*	50%
Male	19	718	731	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	732	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	731	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	754	*	*	*	*	*	*	56%
English Learners	*	*	728	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	733	751	*	*	*	*	*	*	54%
Homeless Students	N	N	715	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	719	728	747	*	51%	*	*	*	17%	47%
White	*	*	736	755	*	*	*	*	*	*	58%
Hispanic	11	727	733	735	*	*	*	*	*	27%	30%
Black or African American	34	717	720	729	*	50%	*	*	*	15%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	27	724	729	747	*	44%	*	*	*	22%	47%
Male	20	712	727	747	*	60%	*	*	*	10%	47%
Economically Disadvantaged Students	*	*	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	729	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	714	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	731	752	*	*	*	*	*	*	52%
English Learners	*	*	721	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	729	749	*	*	*	*	*	*	49%
Homeless Students	*	*	714	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	720	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%

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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	51	718	725	741	*	*	*	*	*	*	41%
White	N	N	745	749	N	N	N	N	N	N	51%
Hispanic	*	*	728	729	*	*	*	*	*	*	24%
Black or African American	38	715	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	28	721	726	742	*	*	*	*	*	*	42%
Male	23	715	723	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	722	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	708	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	746	*	*	*	*	*	*	46%
English Learners	*	*	715	709	*	*	*	*	*	*	*
Non-English Learners	*	*	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	707	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	737	731	744	*	22%	30%	*	*	37%	42%
White	N	N	738	751	N	N	N	N	N	N	53%
Hispanic	15	744	733	733	*	*	*	*	*	60%	26%
Black or African American	31	733	723	727	*	*	42%	*	*	26%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	23	738	*	744	*	*	*	*	*	43%	42%
Male	23	735	*	743	*	*	*	*	*	30%	42%
Economically Disadvantaged Students	36	738	731	731	*	*	*	*	*	39%	24%
Non-Economically Disadvantaged Students	10	732	731	751	*	*	*	*	*	30%	53%
Students with Disabilities	*	*	708	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	736	749	*	*	*	*	*	*	48%
English Learners	*	*	721	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	732	745	*	*	*	*	*	*	44%
Homeless Students	N	N	719	721	N	N	N	N	N	N	13%
Students in Foster Care	*	*	718	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	*	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	736	722	728	22%	25%	*	*	*	39%	29%
White	N	N	731	737	N	N	N	N	N	N	38%
Hispanic	10	741	727	722	*	*	*	*	*	60%	22%
Black or African American	41	735	713	714	*	*	*	*	*	34%	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	29	735	724	731	*	*	*	*	*	38%	31%
Male	22	738	719	726	*	*	*	*	*	41%	27%
Economically Disadvantaged Students	*	*	722	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	721	735	*	*	*	*	*	*	36%
Students with Disabilities	14	713	697	707	*	*	*	*	*	21%	10%
Students without Disabilities	37	745	727	734	*	*	*	*	*	46%	35%
English Learners	*	*	712	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	723	730	*	*	*	*	*	*	30%
Homeless Students	*	*	695	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	707	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Camden Street Elementary School
(13-3570-310)
Grades Offered: PK-08
2018-2019

Report Key:
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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	12	12
5	*	*
6	*	*
7	11	11
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	34.4%	40.9%	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	11	*	*
3-4	19	*	*
5 or more	12	*	*

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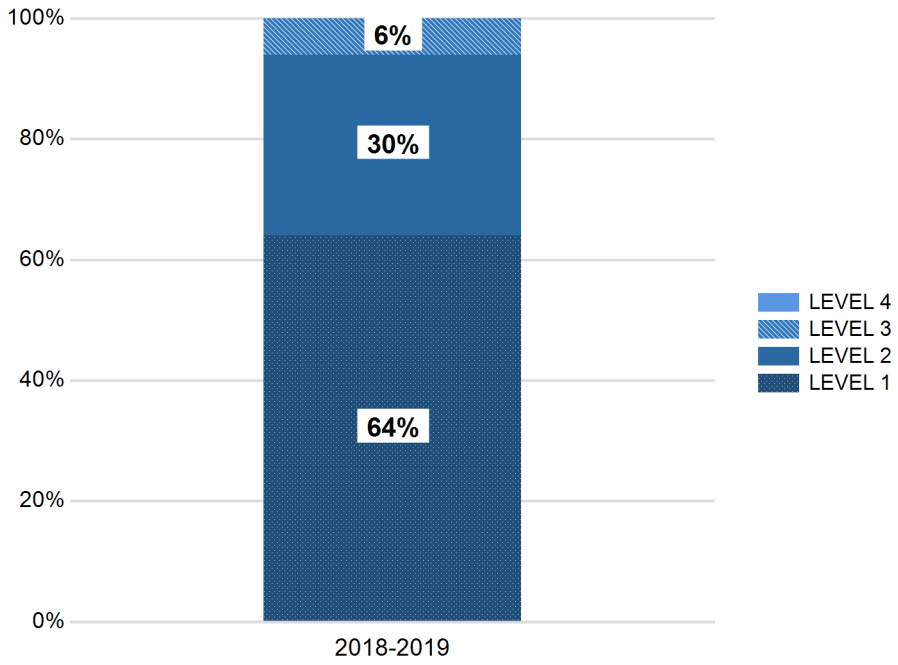
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	64	30	6	0
White	*	*	*	*
Hispanic	55	45	0	0
Black or African American	68	24	9	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	63	30	7	0
Male	65	30	5	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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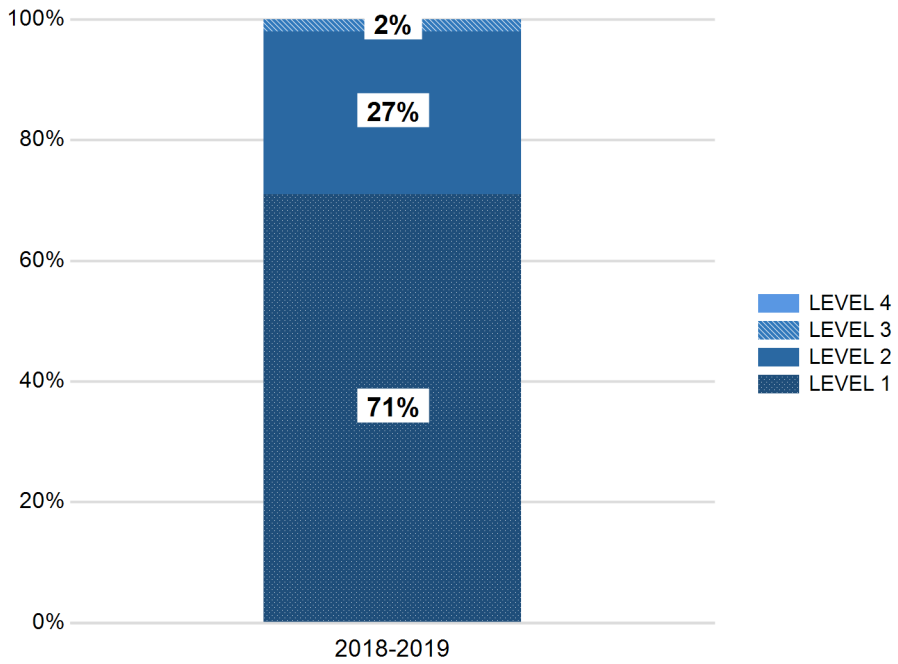
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	71	27	2	0
White	N	N	N	N
Hispanic	60	30	10	0
Black or African American	73	27	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	72	28	0	0
Male	68	27	5	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	77	23	0	0
Students without Disabilities	68	29	3	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	54
7	0	0	57
8	0	0	57
Total	0	0	168

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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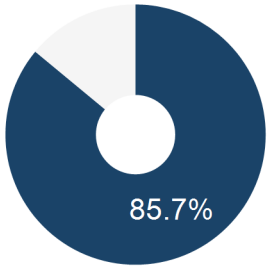
Visual and Performing Arts – Course Participation

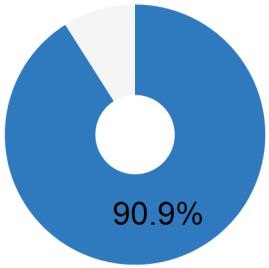
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

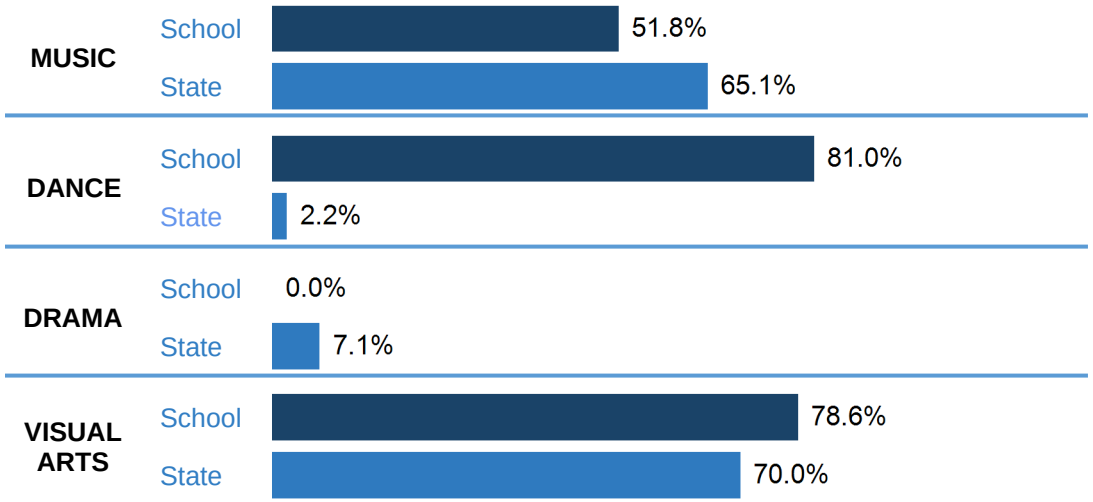


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

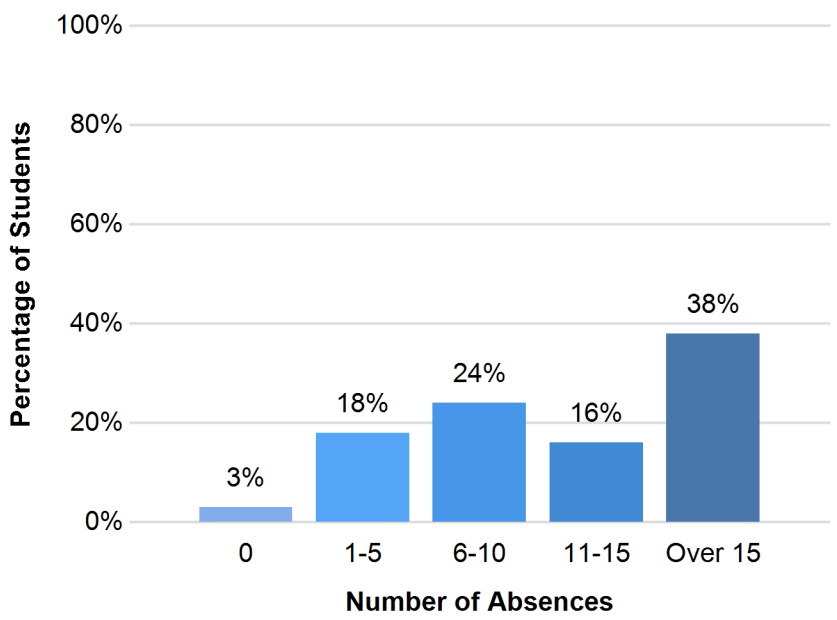
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	180	33.3	9.0	Not Met
White	*	*	**	**
Hispanic	31	26.3	9.0	Not Met
Black or African American	145	35.2	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	78	31.5		
Male	102	34.9		
Economically Disadvantaged Students	171	33.8	9.0	Not Met
Students with Disabilities	50	32.5	9.0	Not Met
English Learners	7	16.7	9.0	Not Met
Homeless Students	8	57.1		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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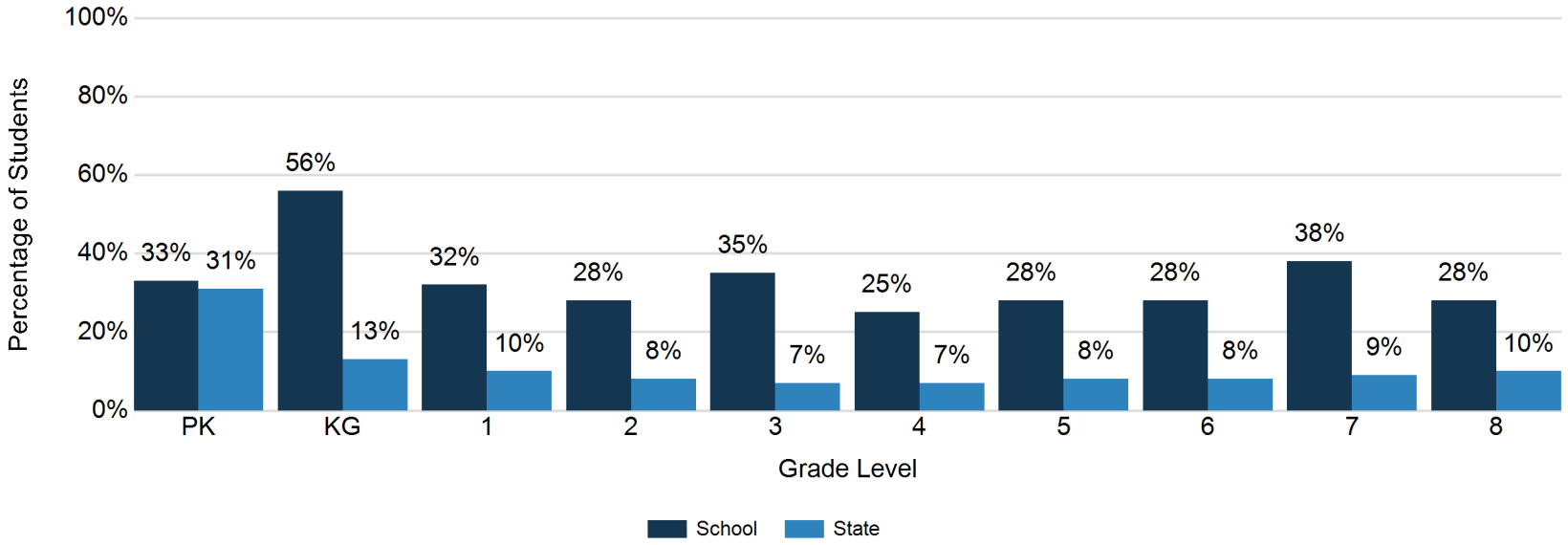
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	34
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	40
Incidents Per 100 Students Enrolled	6.40

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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	4	4
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	45	7.2%
Any Suspension	47	7.5%
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
100

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	54	118,214
Average years experience in public schools	13.3	12.1
Average years experience in district	10.7	10.8
Percentage of Teachers with 4 or more years experience in the district	72.2%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1
Students to Administrators	104:1	106:1
Teachers to Administrators	9:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.4%	90.7%	83.3%	48.4%	77.1%	54.9%
Male	53.6%	9.3%	16.7%	51.6%	22.9%	45.1%
White	1.1%	22.2%	33.3%	42.4%	83.6%	77.4%
Hispanic	20.0%	9.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	78.2%	66.7%	66.7%	15.0%	6.6%	13.9%
Asian	0.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	1.9%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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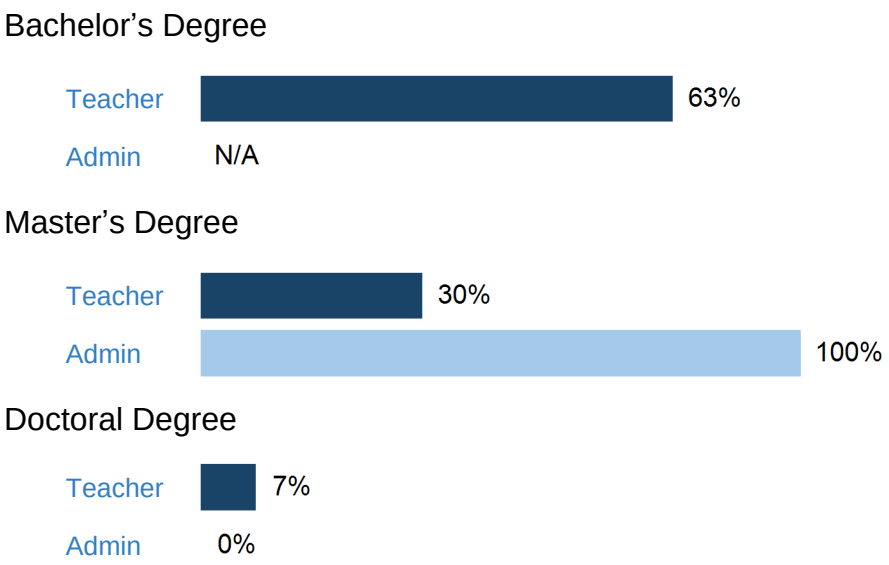
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	79.2%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

NJ SCHOOL PERFORMANCE REPORT

Camden Street Elementary School
(13-3570-310)
Grades Offered: PK-08
2018-2019

Report Key:
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	23.4%	33.1%	40.8%
Math Proficiency	13.8%	18.0%	22.3%
ELA Growth	49	53	52
Math Growth	48	58	37
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		45.2%	34.4%
Chronic Absenteeism	30.9%	34.6%	33.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Not Met	Met Target†	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target	Met Target	Exceeds Standard	Met Standard	Met Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	Our mission at Camden Street School is to provide all students with the skills they need to achieve their dreams and to challenge themselves and others to become innovative high achievers who will use all available resources to positively impact their world as global citizens The actualization of our mission includes: high expectations realistic goals high quality staff high quality curricula and sound pedagogy
Awards, Recognition, Accomplishments:	Camdens daily convocations equip students with social and emotional skills to allow students to build connections resolve conflicts and reduce frustration

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Courses, Curriculum, Instruction:	Gifted and Talented / Honors
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Girls), Soccer (Coed) Basketball Cheer Dance Debate
Clubs and Activities:	Chess Club Dance Debate Disney NJPAC theater National Junior Honor Society

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Afterschool AllStars

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	After School All Stars H O P E Head Start My Very Own Library National Honors society

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Facilities:	Built in 1968 and includes an Auditorium Makerspace Robotics Lab Media Center and Music Classrooms
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Central High School
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Sharnee Brown
Address	250 18TH AVENUE NEWARK, NJ 07103
Phone Number	973-733-6378
Email Address	s2brown@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/CTL
Facebook	https://www.facebook.com/CentralHighSchoolNewark/

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
8	0	0	0
9	203	172	190
10	210	199	157
11	219	215	190
12	224	223	194
Total	856	809	731

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.2%	46.1%	42.3%
Male	52.8%	53.9%	57.7%
Economically Disadvantaged Students	76.4%	63.7%	81.9%
Students with Disabilities	25.0%	26.5%	27.9%
English Learners	8.3%	6.9%	10.1%
Homeless Students	1.5%	1.5%	0.7%
Students in Foster Care	0.2%	0.6%	1.0%
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	0.1%	0.0%	0.1%
Hispanic	11.8%	10.0%	12.2%
Black or African American	87.9%	89.7%	87.3%
Asian	0.1%	0.2%	0.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	856	809	731
Shared Time Students	0	0	0
Full Time Equivalent	856	809	731

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	81.4%
French	7.1%
Spanish	6.0%
Haitian	4.7%
Other Languages	0.8%

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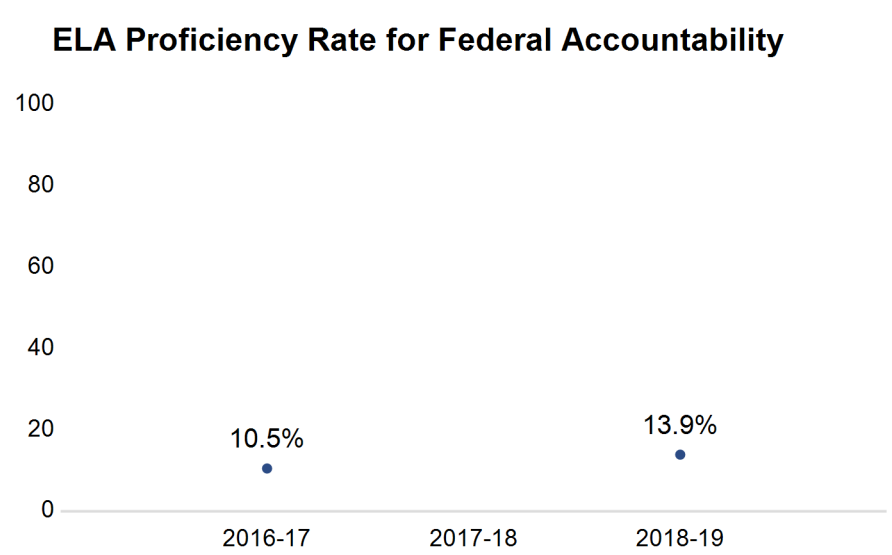
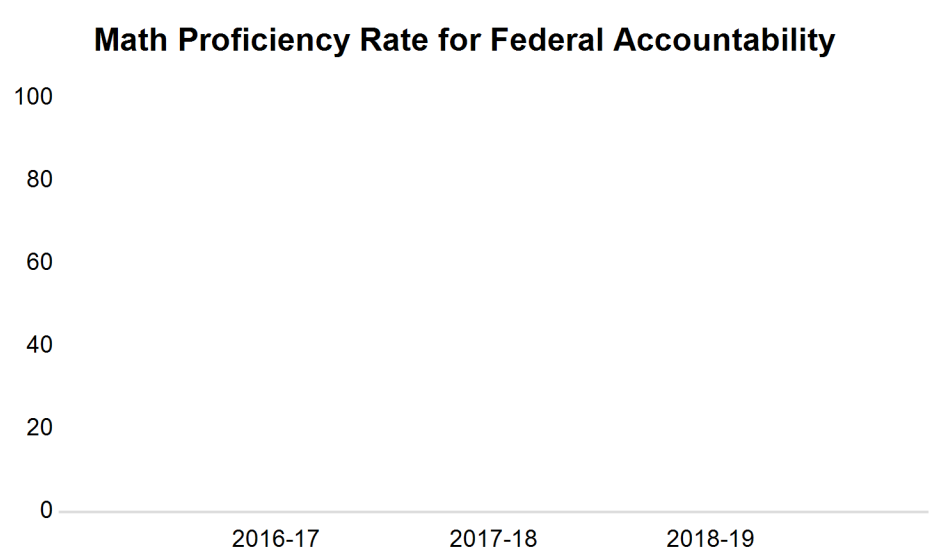
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	83.1%	89.5%	84.9%	87.6%	89.1%	86.9%
Proficiency Rate for Federal Accountability	10.5%	*	13.9%	*	*	*
Annual Target	14.4%	17.8%	21.3%	6.5%	10.3%	14.2%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	317	84.9	15.5	*	57.9	13.9	21.3	Not Met
White	*	*	*	54.7	66.9	*	**	**
Hispanic	*	*	*	38.9	43.9	*	25.6	Not Met
Black or African American	266	84.6	15.0	28.8	38.5	13.4	20.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	65.3	82.9	N	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	124	90.1	19.4	42.9	64.8	18.6		
Male	193	81.7	13.0	30.3	51.3	11.2		
Economically Disadvantaged Students	231	83.5	14.7	35.8	40.0	*	21.1	Not Met
Non-Economically Disadvantaged Students	86	88.5	17.4	38.6	67.9	*		
Students with Disabilities	106	76.3	*	14.1	22.7	*	19.6	Not Met
Students without Disabilities	211	89.8	*	41.7	65.1	*		
English Learners	42	97.8	*	29.3	29.3	*	15.5	Not Met
Non-English Learners	275	83.1	*	38.3	60.6	*		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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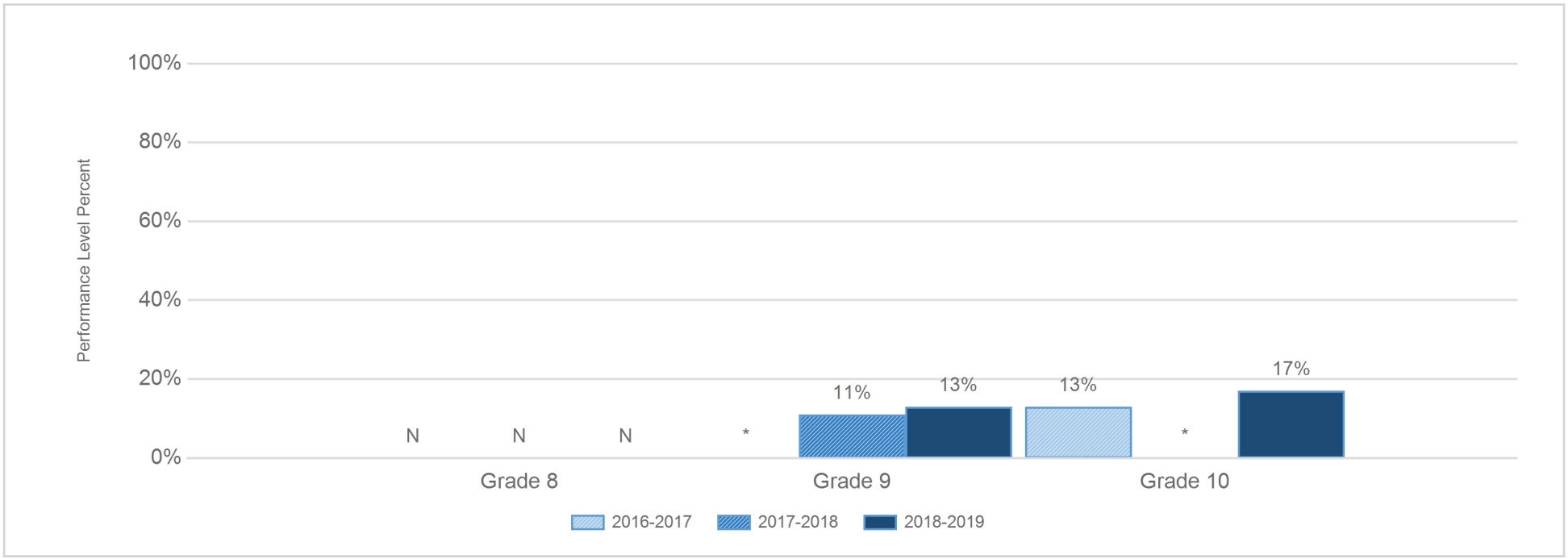
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 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	168	714	730	753	33%	30%	24%	*	*	13%	56%
White	*	*	739	762	*	*	*	*	*	*	65%
Hispanic	*	*	729	737	*	*	*	*	*	*	40%
Black or African American	141	713	729	732	33%	32%	23%	*	*	12%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	783	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	N	N	*	761	N	N	N	N	N	N	63%
Female	70	716	738	760	30%	31%	23%	*	*	16%	63%
Male	98	712	*	746	36%	30%	24%	*	*	10%	49%
Economically Disadvantaged Students	121	712	731	734	35%	31%	23%	*	*	12%	36%
Non-Economically Disadvantaged Students	47	717	*	762	30%	30%	26%	*	*	15%	65%
Students with Disabilities	51	698	699	717	*	*	*	*	*	*	17%
Students without Disabilities	117	721	736	760	*	*	*	*	*	*	63%
English Learners	18	682	685	693	*	*	*	*	*	*	*
Non-English Learners	150	718	736	755	*	*	*	*	*	*	*
Homeless Students	N	N	703	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	*	*	*	715	*	*	*	*	*	*	23%

NJ SCHOOL PERFORMANCE REPORT

Central High School
(13-3570-030)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	141	709	727	757	41%	23%	18%	*	*	17%	58%
White	N	N	748	767	N	N	N	N	N	N	67%
Hispanic	18	720	726	738	*	*	*	*	*	17%	43%
Black or African American	123	708	723	733	*	*	*	*	*	17%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	780	792	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	N	N	*	766	N	N	N	N	N	N	65%
Female	55	721	737	766	29%	29%	18%	*	*	24%	66%
Male	86	702	*	749	49%	20%	19%	*	*	13%	51%
Economically Disadvantaged Students	102	710	*	735	42%	22%	*	*	*	18%	40%
Non-Economically Disadvantaged Students	39	709	725	767	38%	28%	*	*	*	15%	67%
Students with Disabilities	39	691	687	711	*	*	*	*	*	*	19%
Students without Disabilities	102	716	734	765	*	*	*	*	*	*	65%
English Learners	17	690	679	687	*	*	*	*	*	*	*
Non-English Learners	124	712	734	760	*	*	*	*	*	*	*
Homeless Students	N	N	713	723	N	N	N	N	N	N	32%
Students in Foster Care	*	*	694	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	*	*	*	710	*	*	*	*	*	*	10%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	316	86.9	*	26.3	44.5	*	14.2	Not Met
White	*	*	*	42.2	54.1	*	**	**
Hispanic	*	*	*	30.9	28.8	*	15.9	Not Met
Black or African American	267	86.8	*	16.6	23.0	*	14	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	59.0	76.5	N	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	121	89.9	*	26.9	44.9	*		
Male	195	85.0	*	25.8	44.2	*		
Economically Disadvantaged Students	229	85.2	*	26.6	26.3	*	14.3	Not Met
Non-Economically Disadvantaged Students	87	91.2	*	25.4	54.9	*		
Students with Disabilities	105	80.2	*	11.6	17.4	*	14.3	Not Met
Students without Disabilities	211	90.5	*	29.8	50.0	*		
English Learners	41	97.8	*	25.7	25.0	*	8	Not Met
Non-English Learners	275	85.4	*	26.5	46.5	*		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

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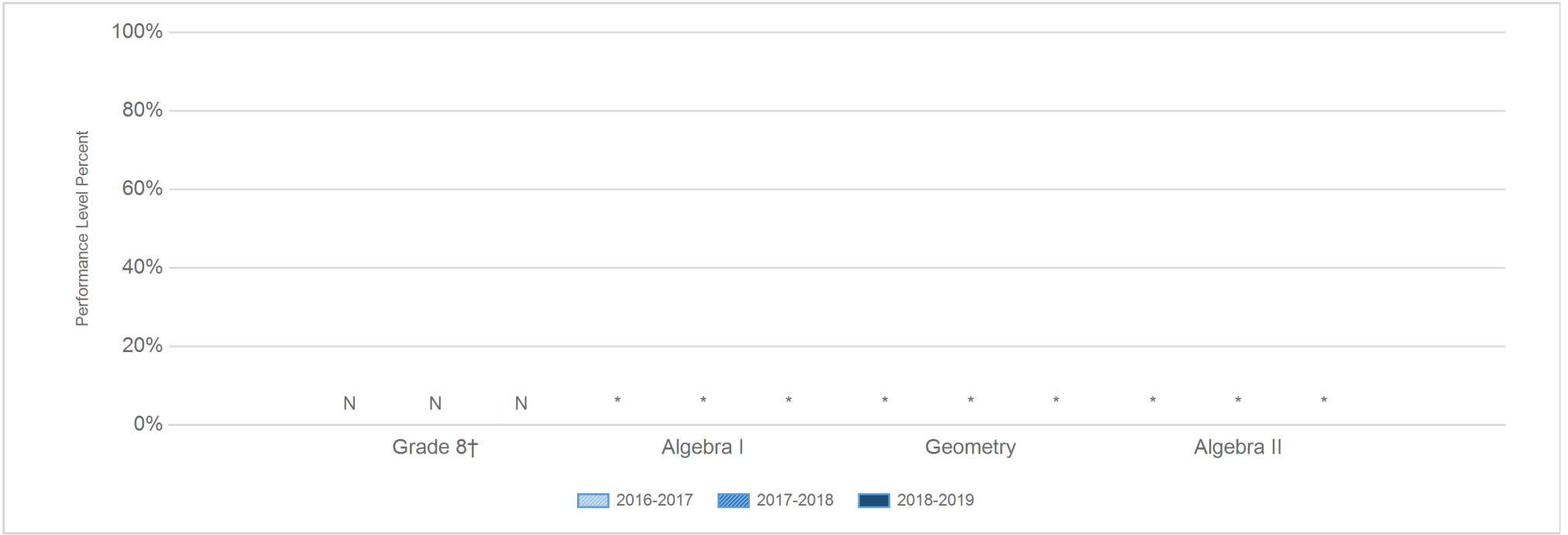
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Mathematics Assessment - Performance by 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	166	710	722	744	*	*	*	*	*	*	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	*	*	723	728	*	*	*	*	*	*	24%
Black or African American	140	709	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	68	712	724	745	*	*	*	*	*	*	44%
Male	98	708	721	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	118	709	723	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	48	711	720	752	*	*	*	*	*	*	52%
Students with Disabilities	50	702	705	717	*	*	*	*	*	*	12%
Students without Disabilities	116	713	726	748	*	*	*	*	*	*	47%
English Learners	18	703	702	710	*	*	*	*	*	*	*
Non-English Learners	148	711	725	745	*	*	*	*	*	*	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	*	*	*	707	*	*	*	*	*	*	12%

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	697	716	737	*	*	*	*	*	*	35%
White	N	N	733	743	N	N	N	N	N	N	43%
Hispanic	14	700	718	724	*	*	*	*	*	*	17%
Black or African American	107	696	709	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	46	697	*	738	*	*	*	*	*	*	36%
Male	75	697	713	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	88	698	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	33	695	714	743	*	*	*	*	*	*	43%
Students with Disabilities	38	693	696	712	*	*	*	*	*	*	*
Students without Disabilities	83	699	719	741	*	*	*	*	*	*	*
English Learners	16	702	706	708	*	*	*	*	*	*	*
Non-English Learners	105	696	717	738	*	*	*	*	*	*	*
Homeless Students	*	*	711	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	702	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	*	739	N	N	N	N	N	N	35%
Migrant Students	*	*	*	711	*	*	*	*	*	*	19%

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	21	702	739	755	*	*	*	*	*	*	58%
White	N	N	757	758	N	N	N	N	N	N	62%
Hispanic	*	*	739	731	*	*	*	*	*	*	34%
Black or African American	*	*	727	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	741	752	*	*	*	*	*	*	55%
Male	*	*	736	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	737	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	741	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	701	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	742	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	16	16

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	26.8%	40.9%	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	39	*	*
3-4	21	*	*
5 or more	*	*	*

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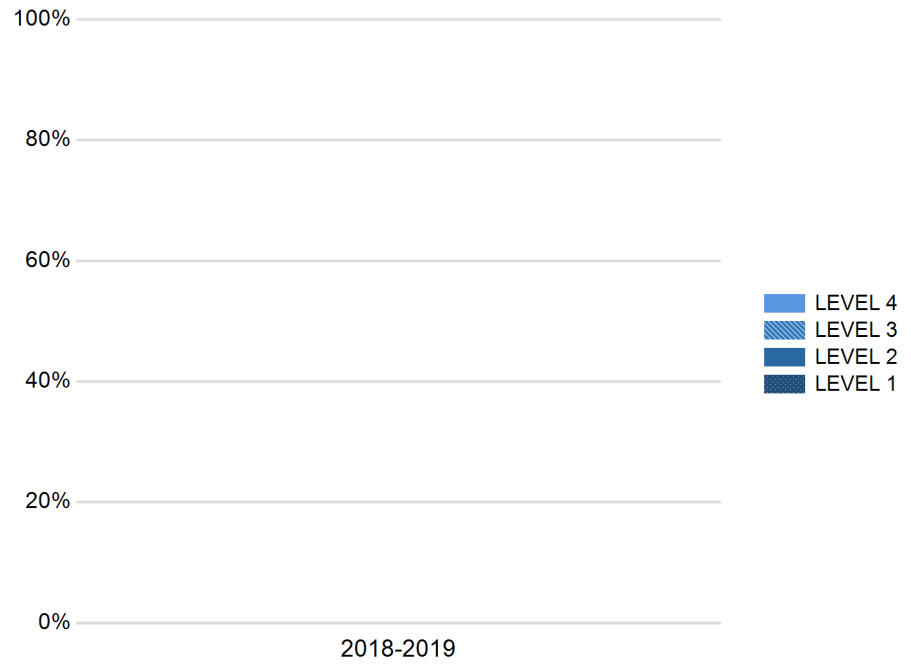
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 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	*	*	*	*
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	86.7%	84.5%
12th graders taking SAT in 2018-19 or prior years	100.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	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	353	476	Grade 10: 430 Grade 11: 460	*	61%
PSAT 10/NMSQT - Math	362	477	Grade 10: 480 Grade 11: 510	*	43%
SAT - Reading and Writing	394	539	480	*	70%
SAT - Math	383	541	530	*	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%

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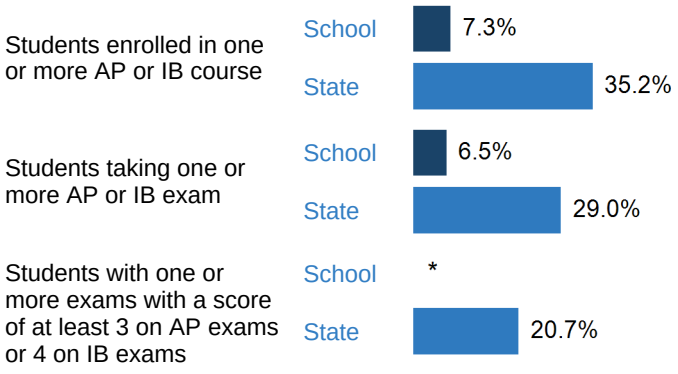
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

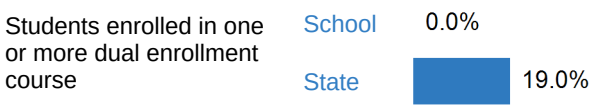
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	7	7
AP Calculus AB	0	2
AP Chemistry	6	3
AP English Language and Composition	11	11
AP English Literature and Composition	5	4
Total Exams taken		27
Exams with scores of at least 3 on AP exams or 4 on IB exams		*

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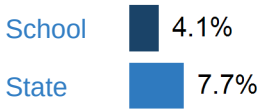
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career and Technical Education website.

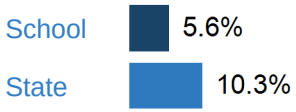
Career and Technical Education Participation

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)



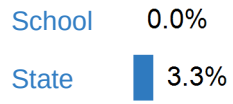
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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



NJ SCHOOL PERFORMANCE REPORT

Central High School
(13-3570-030)
Grades Offered: 09-12
2018-2019

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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	4.1%	5.6%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	*	*	10.3%	11.3%
Black or African American	4.2%	6.1%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	N	N	6.8%	12.1%
Female	*	*	7.3%	10.6%
Male	*	*	8.0%	10.1%
Economically Disadvantaged Students	4.5%	6.2%	10.4%	11.8%
Students with Disabilities	5.4%	*	6.6%	9.2%
English Learners	*	*	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%	*

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Health Science	71		
Total (All Clusters)	71	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	186	0	0	0	0	0	2
10	2	149	22	1	0	0	6
11	2	6	154	24	0	0	147
12	20	0	12	116	8	10	16
Total	210	155	188	141	8	10	171
Enrolled in AP/IB Course					0	0	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	18	0	0	172	0	0
10	147	2	0	3	0	32
11	11	151	0	30	0	1
12	19	11	0	29	0	13
Total	195	164	0	234	0	46
Enrolled in AP/IB Course	7	6		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	181	0	0	0	0	6
10	1	148	0	0	0	16
11	0	184	0	9	0	62
12	6	19	0	0	0	155
Total	188	351	0	9	0	239
Enrolled in AP/IB Course	0	0	0	0		0
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	N	N	N	N	N	N	N
10	30	13	0	0	0	0	0
11	76	86	0	0	0	0	0
12	38	30	0	0	0	0	0
Total	144	129	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0

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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

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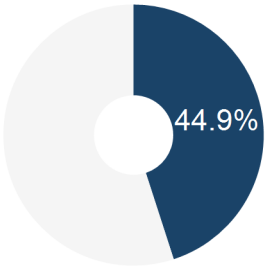
Visual and Performing Arts – Course Participation

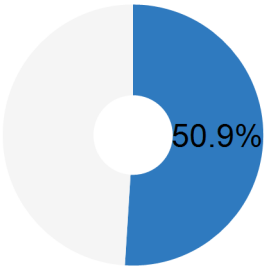
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes

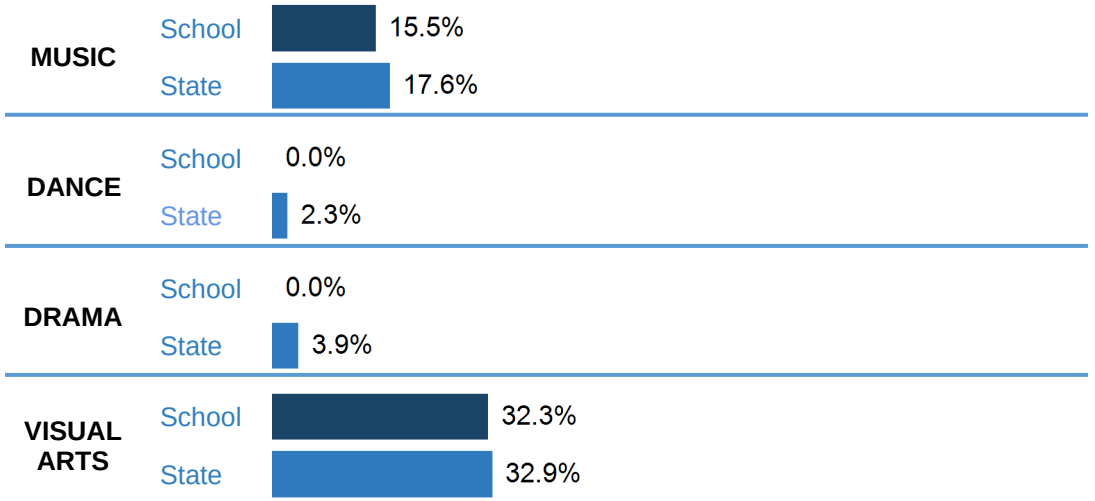


School



State

Students enrolled in one or more classes by discipline:



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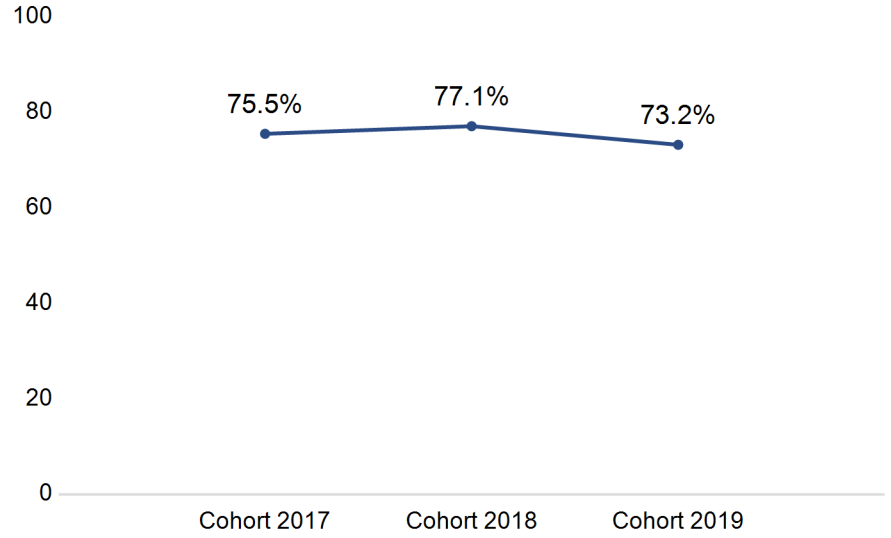
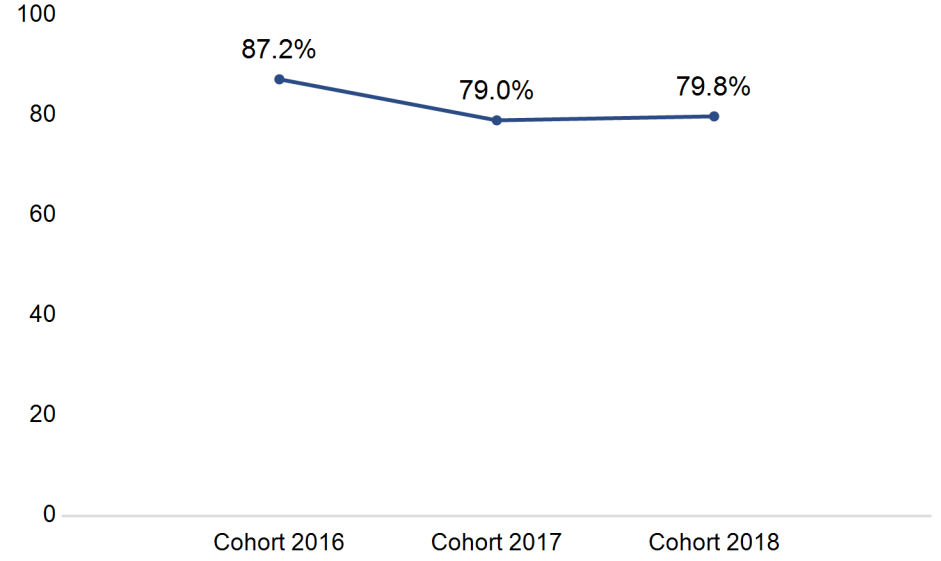
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	75.5%	77.1%	73.2%	87.2%	79.0%	79.8%
Annual Target	73.9%	75.1%		84.4%	85.0%	
Met Annual Target?	Met Target	Met Target		Met Target	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	73.2%	90.6%	79.8%	92.5%	77.1%	75.1%	Met Target	79.0%	85.0%	Not Met
White	N	94.9%	*	95.9%	*	**	**	*	**	**
Hispanic	*	84.5%	69.7%	87.3%	69.7%	73.1%	Not Met	70.3%	88.1%	Not Met
Black or African American	74.4%	83.3%	81.9%	87.1%	79.0%	75.5%	Met Target	80.4%	84.6%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	N	97.8%	N	N	N	N	N	N
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	N	91.4%	*	94.2%	*	**	**	N	N	N
Female	77.4%	92.8%	80.6%	94.4%	79.3%			82.4%		
Male	69.6%	88.5%	79.0%	90.8%	74.6%			76.0%		
Economically Disadvantaged Students	70.4%	84.0%	78.1%	87.3%	75.7%	74.4%	Met Target	77.7%	86.7%	Not Met
Students with Disabilities	59.4%	79.2%	83.9%	83.8%	82.5%	66.4%	Met Target	78.0%	75.9%	Met Target
English Learners	88.9%	75.4%	81.3%	80.1%	86.7%	**	**	94.4%	**	**
Homeless Students	*	74.6%	N	78.3%	N			*		
Students in Foster Care	*	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	50.3%	17.2%
Substitute Competency Test	6.5%	26.0%
Portfolio Appeals Process	26.6%	37.9%
Alternate Requirements specified in IEP	16.6%	18.9%
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	5.7%	1.2%
2017-2018	4.2%	1.2%
2016-2017	4.0%	1.1%

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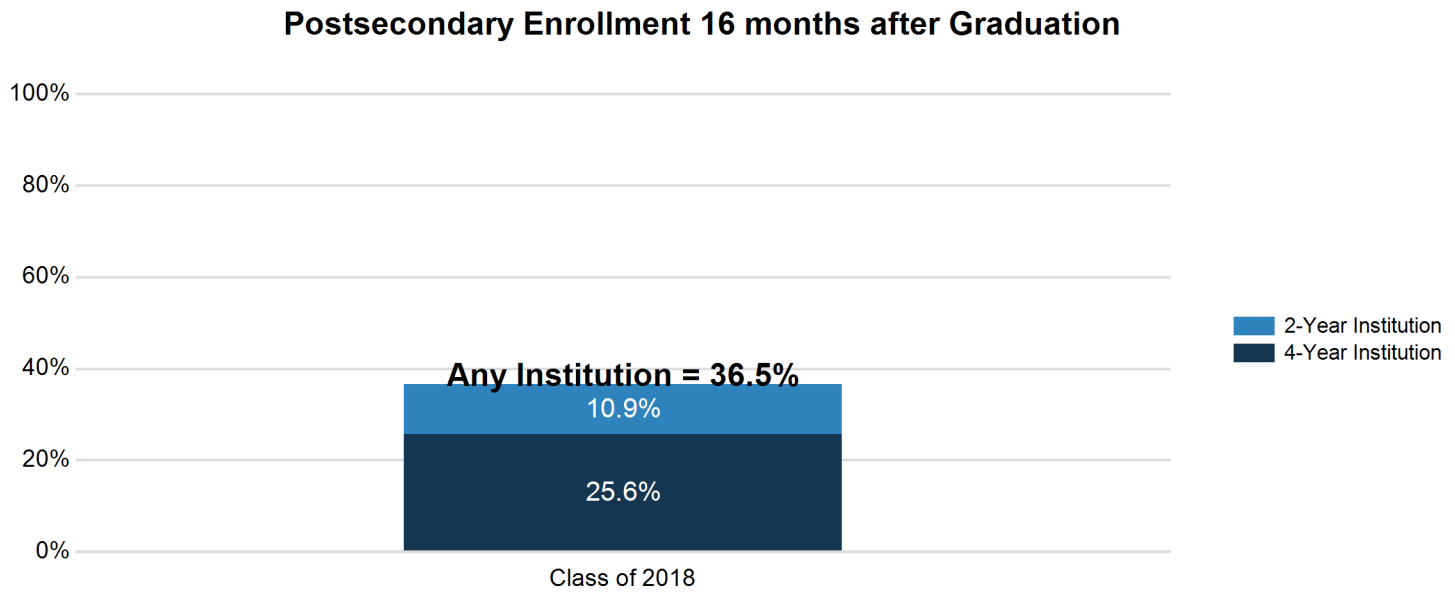
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	10.9%
% Enrolled in 4-Year Institution	25.6%
% Enrolled in Any Postsecondary Institution	36.5%

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	41%	33.8%	66.2%
White	N	N	N
Hispanic	*	*	*
Black or African American	40%	32.3%	67.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	44.5%	31.1%	68.9%
Students with Disabilities	22.2%	75%	25%
English Learners	60%	55.6%	44.4%

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	36.5%	29.9%	70.1%	61%	39%	83.1%	16.9%
White	N	N	N	N	N	N	N
Hispanic	36.4%	37.5%	62.5%	37.5%	62.5%	87.5%	12.5%
Black or African American	36.5%	29%	71%	63.8%	36.2%	82.6%	17.4%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	40%	26%	74%	58%	42%	82%	18%
Students with Disabilities	18.6%	36.4%	63.6%	45.5%	54.5%	72.7%	27.3%
English Learners	64.3%	88.9%	11.1%	100%	0%	88.9%	11.1%

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

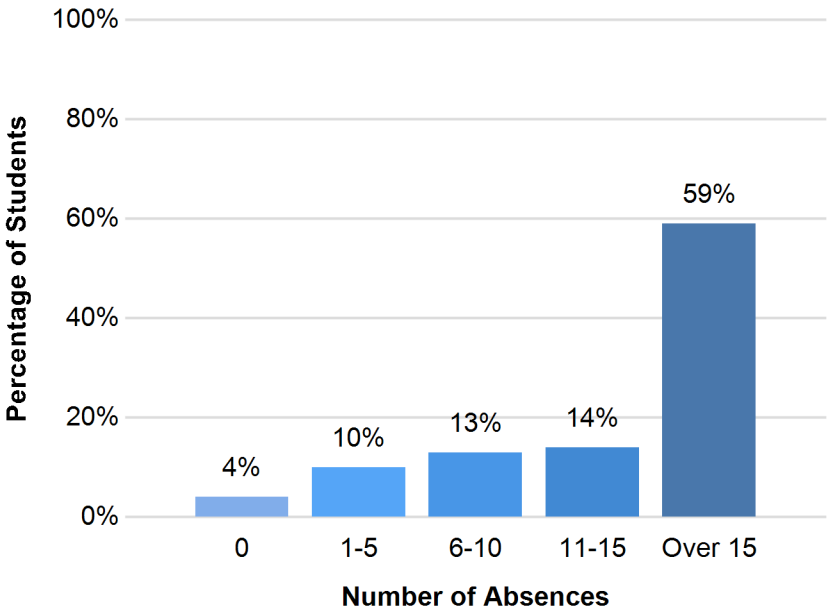
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	435	55.2	14.2	Not Met
White	*	*	**	**
Hispanic	48	46.6	14.2	Not Met
Black or African American	386	56.7	14.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	192	58.4		
Male	243	52.9		
Economically Disadvantaged Students	372	58.2	14.2	Not Met
Students with Disabilities	131	49.4	14.2	Not Met
English Learners	21	29.2	14.2	Not Met
Homeless Students	*	*		
Students in Foster Care	5	50.0		
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.



NJ SCHOOL PERFORMANCE REPORT

Central High School
(13-3570-030)
Grades Offered: 09-12
2018-2019

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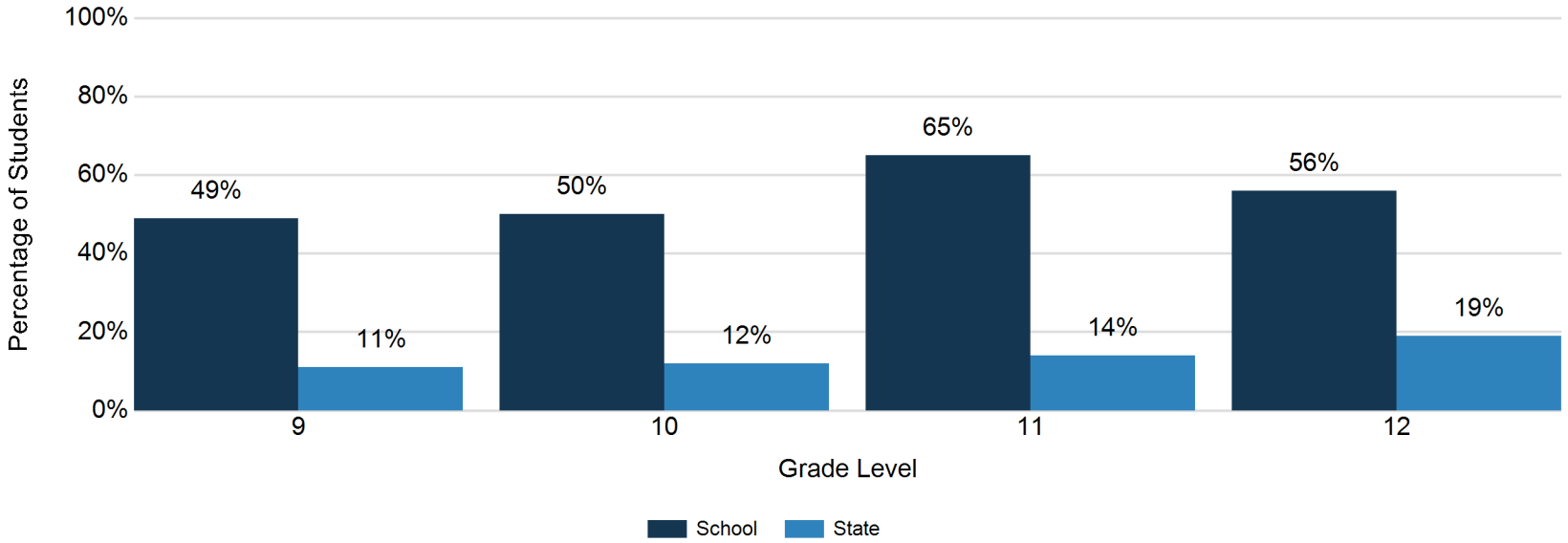
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	6
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.82

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	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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	1	1
Gender	0	4	4
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	4	4
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
11

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	79	118,214
Average years experience in public schools	13.9	12.1
Average years experience in district	10.5	10.8
Percentage of Teachers with 4 or more years experience in the district	78.5%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1
Students to Administrators	61:1	106:1
Teachers to Administrators	7:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	42.3%	51.9%	66.7%	48.4%	77.1%	54.9%
Male	57.7%	48.1%	33.3%	51.6%	22.9%	45.1%
White	0.1%	29.1%	8.3%	42.4%	83.6%	77.4%
Hispanic	12.2%	11.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	87.3%	55.7%	91.7%	15.0%	6.6%	13.9%
Asian	0.4%	3.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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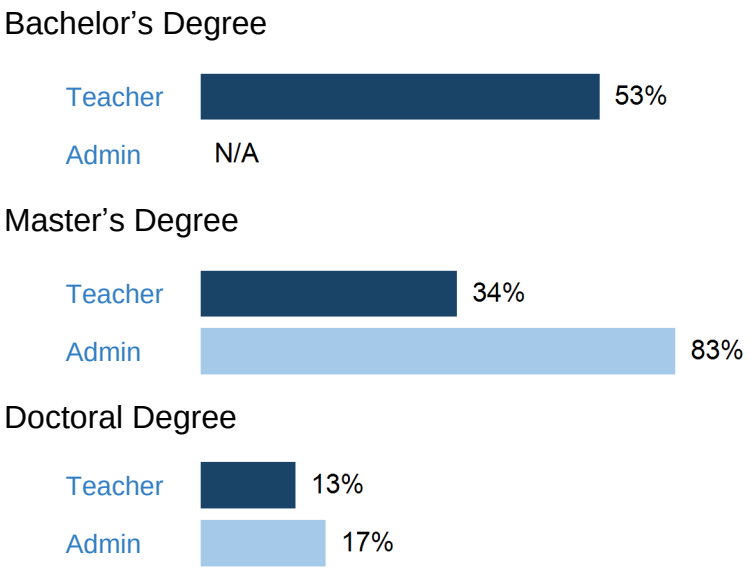
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	78.7%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	10.5%	*	13.9%
Math Proficiency	*	*	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	75.5%	77.1%	73.2%
5-Year Graduation Rate†	87.2%	79.0%	79.8%
Progress toward English Language Proficiency		36.8%	26.8%
Chronic Absenteeism	49.5%	59.8%	55.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Target	Not Met	Met Target†	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Black or African American	Not Met	Not Met	Met Target	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Target	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	Not Met	Not Met	**	**	**	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	Central High School is comprised of great educators Upon graduation our students must be ready for post secondary opportunities and most importantly for college Our emphasis is to cultivate learners with optimism ambition character and work ethic to produce problem solving citizens prepared to impact the world for future generations
Awards, Recognition, Accomplishments:	Dual enrollment classes for juniors and seniors at NJIT and ECC Six Advanced Placement classes for juniors and seniors

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Courses, Curriculum, Instruction:	Advanced Placement AP Dual Enrollment Gifted and Talented / Honors
Sports and Athletics:	Sports Offered: Baseball (Boys & Girls), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), 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) Baseball Basketball Bowling Cheer Cross Country Dance Football Marching Band Outdoor Track Soccer Softball Swimming Tennis Volleyball
Clubs and Activities:	Band Band Dancers Boys Mentoring Debate Drama

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Before and After School Programs:	Afterschool Program serving students ages 14 18 operated by Newark Public Schools
Postsecondary Information:	Graduates attended 2 and 4 year schools including: Allegheny Berkley Bloomfield Bridgeport Brookdale Essex FDU Felician Husson Kean Montclair St Morgan St NJCU Pillar Rutgers Shaw St Elizabeth St Peters Union and William Paterson Additionally graduates enlisted in the United States Military attended various technical schools and joined the workforce

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Essex County College Future Project Garden State Scholars Program NJIT NJIT GEAR UP

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Facilities:	Built in 2008 and includes an Auditorium Biology Labs Chemistry Labs Computer Labs Dental Lab Football Field (On Campus) Greenhouse Makerspace Robotics Lab Media Center Music Classrooms Physics Labs Pool Print Shop MAC Lab Graphic Design Lab Classroom State of the Art Trainer Room
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Other Information	The traditional standard schedule for students in our secondary schools is 8:20 am 2:50 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Chancellor Avenue School
(13-3570-330)
Grades Offered: PK-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Sakina Pitts
Address	321 CHANCELLOR AVE NEWARK, NJ 07112-1201
Phone Number	973-705-3870
Email Address	S1Pitts@NPS.K12.NJ.US
Website	http://www.nps.k12.nj.us/CHA

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	53	37	46
1	62	53	47
2	69	72	59
3	52	51	69
4	48	50	62
5	57	51	58
6	55	51	54
7	66	52	54
8	57	66	53
9	0	0	0
Total	519	483	502

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.2%	49.7%	50.0%
Male	52.8%	50.3%	50.0%
Economically Disadvantaged Students	86.7%	82.2%	88.4%
Students with Disabilities	24.5%	20.9%	23.7%
English Learners	1.2%	0.4%	1.4%
Homeless Students	1.2%	2.1%	3.2%
Students in Foster Care	0.8%	1.0%	1.4%
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	0.4%	0.2%	0.8%
Hispanic	9.8%	8.9%	11.0%
Black or African American	89.8%	90.7%	88.0%
Asian	0.0%	0.2%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	53	37	46

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	519	483	502
Shared Time Students	0	0	0
Full Time Equivalent	519	483	502

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	97.4%
Spanish	2.0%
Other Languages	0.6%

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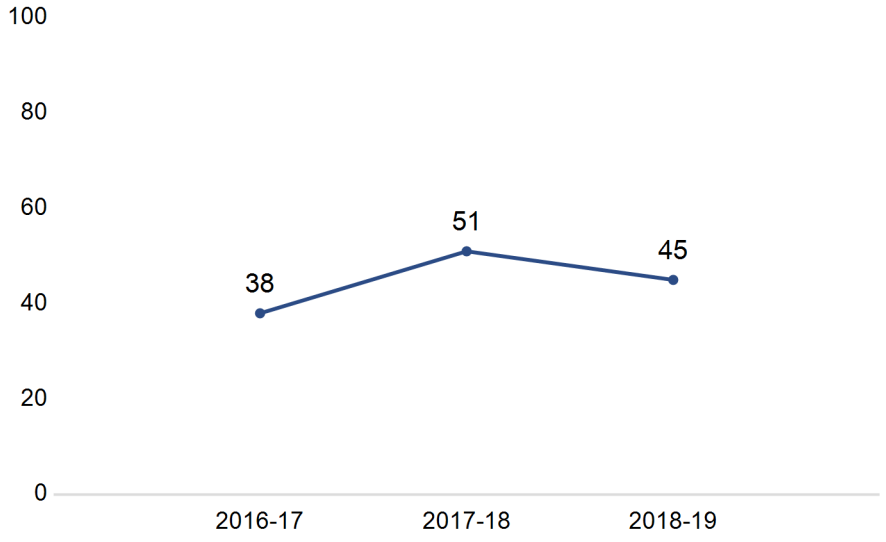
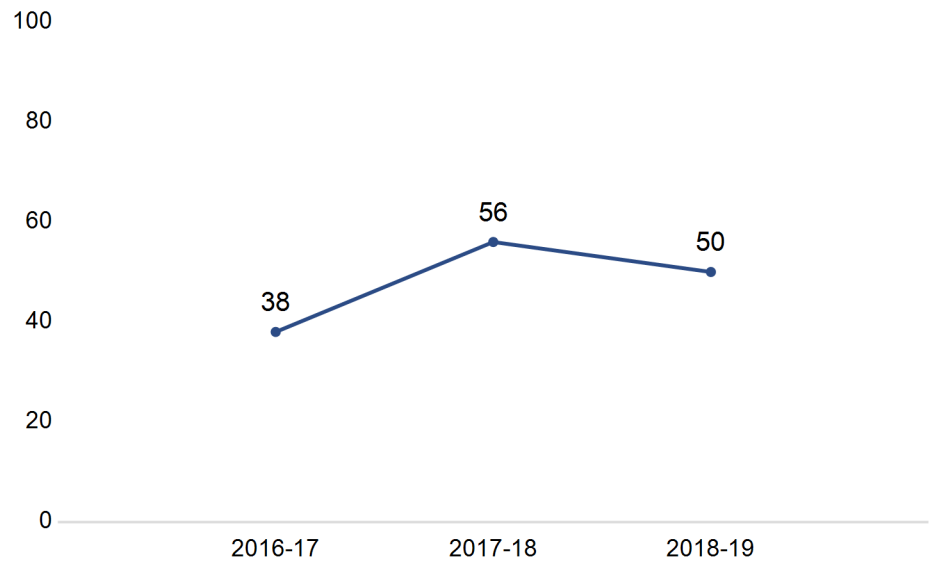
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	38	51	45	38	56	50
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	45	48	50	Met Standard	50	48	50	Met Standard
White	*	56	50	**	*	56	52	**
Hispanic	45	50	49	Met Standard	56	51	47	**
Black or African American	46	43	45	Met Standard	48	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	60	59	**	N	60	60	**
American Indian or Alaska Native	*	70	56	**	*	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	46	51	53	N	50	49	50	N
Male	40	45	47	N	49.5	48	51	N
Economically Disadvantaged Students	44.5	47	48	Met Standard	48	48	46	Met Standard
Students with Disabilities	45	39	43	Met Standard	49	48	45	Met Standard
English Learners	*	53	52	**	*	53	50	**
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	*	49	42	N	N	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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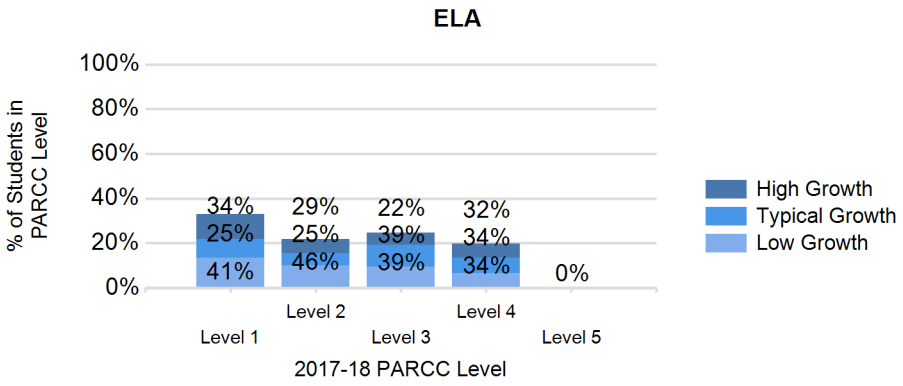
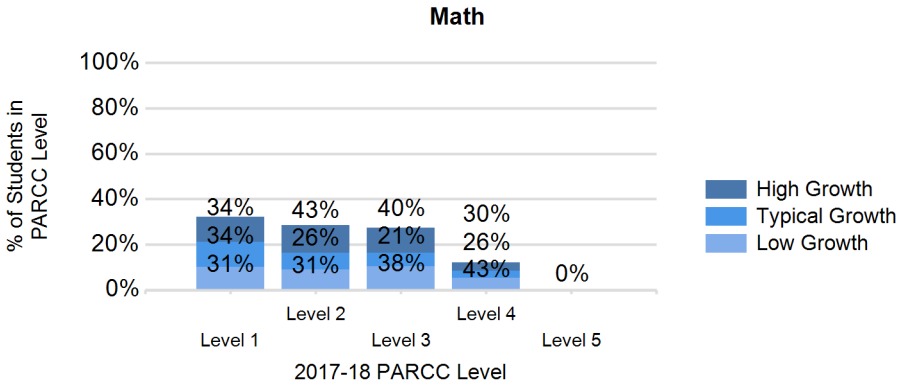
Student Growth by Performance Level

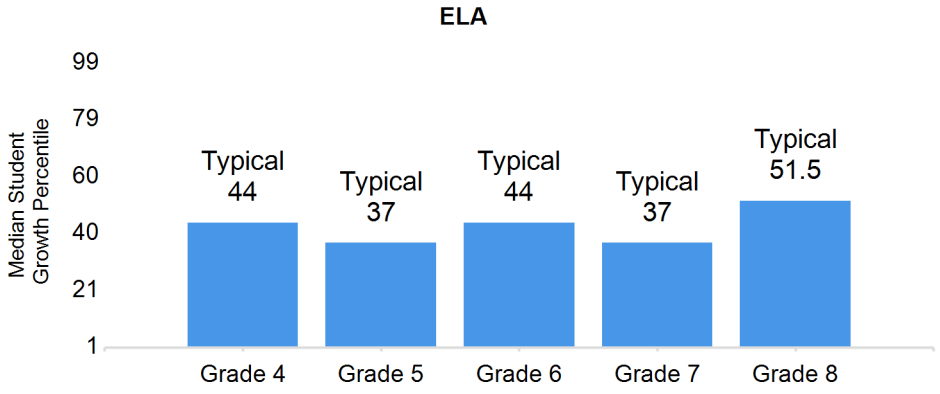
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

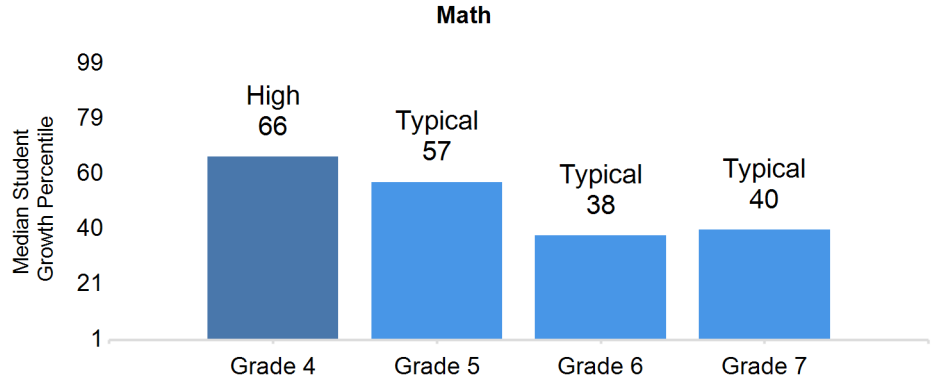




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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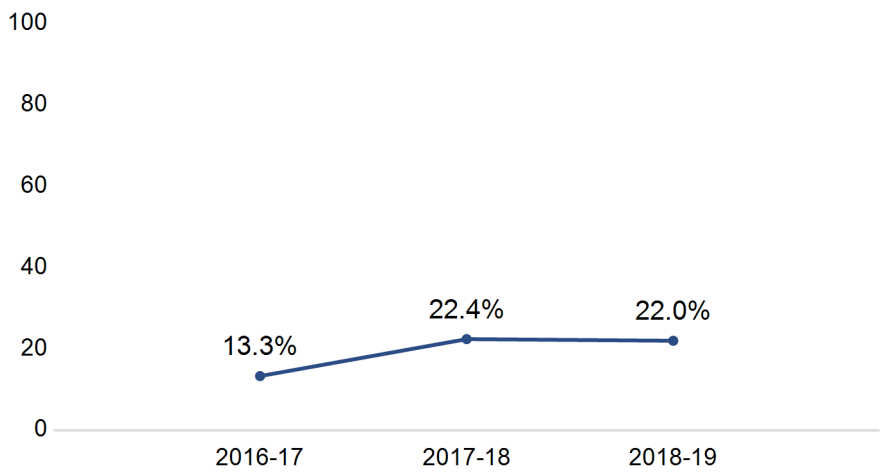
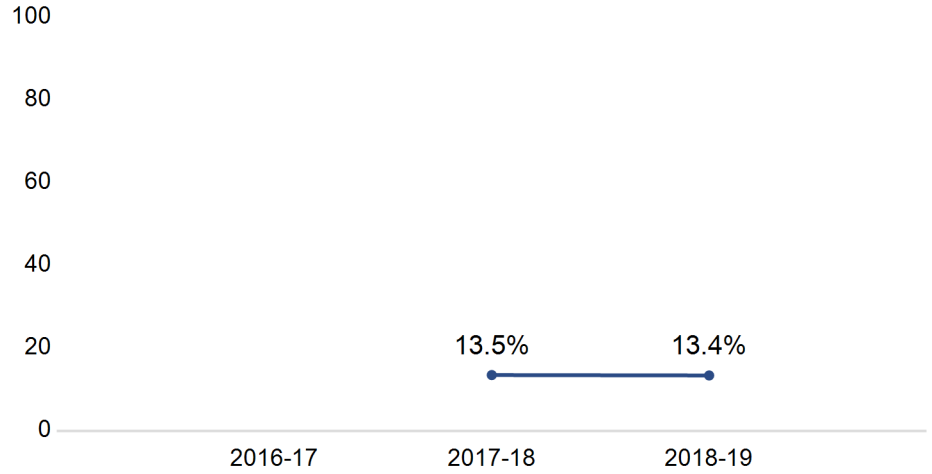
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

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	98.6%	96.4%	94.0%	98.6%	96.1%	93.4%
Proficiency Rate for Federal Accountability	13.3%	22.4%	22.0%	*	13.5%	13.4%
Annual Target	19.7%	22.9%	26.0%	16.8%	20.2%	23.5%
Met Annual Target?	Not Met	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.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	311	94.0	22.2	*	57.9	22.0	26	Not Met
White	*	*	*	54.7	66.9	*	**	**
Hispanic	30	90.0	10.0	38.9	43.9	*	32.1	Not Met
Black or African American	277	95.0	23.5	28.8	38.5	23.5	25.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	65.3	82.9	N	**	**
American Indian or Alaska Native	*	*	*	56.4	56.0	*	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	159	94.4	32.1	42.9	64.8	32.0		
Male	152	93.5	11.8	30.3	51.3	11.7		
Economically Disadvantaged Students	274	93.8	21.2	35.8	40.0	21.0	25.8	Not Met
Non-Economically Disadvantaged Students	37	95.5	29.7	38.6	67.9	29.7		
Students with Disabilities	88	95.0	*	14.1	22.7	*	14	Not Met
Students without Disabilities	223	93.5	*	41.7	65.1	*		
English Learners	*	*	*	29.3	29.3	*	**	**
Non-English Learners	*	*	*	38.3	60.6	*		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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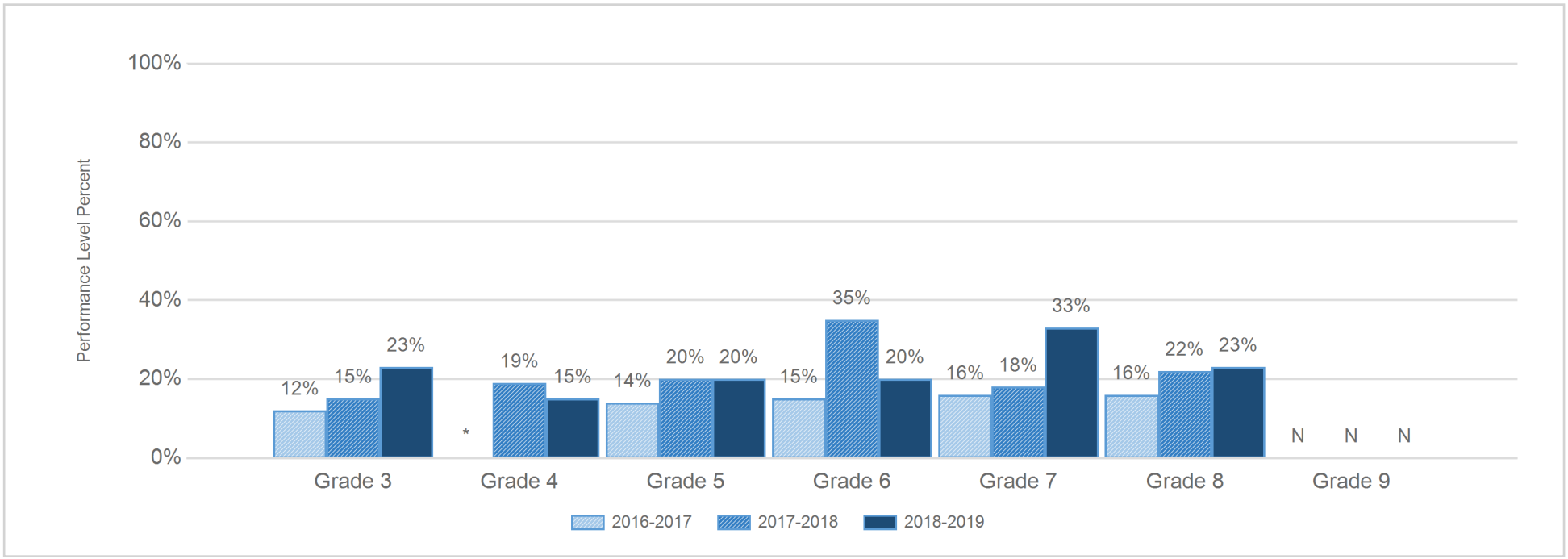
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	718	727	748	39%	18%	20%	*	*	23%	50%
White	N	N	746	757	N	N	N	N	N	N	60%
Hispanic	*	*	728	734	*	*	*	*	*	*	36%
Black or African American	*	*	721	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	34	729	730	753	29%	*	*	*	*	32%	55%
Male	27	704	723	743	52%	*	*	*	*	11%	46%
Economically Disadvantaged Students	*	*	726	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	729	759	*	*	*	*	*	*	61%
Students with Disabilities	11	687	700	719	*	*	*	*	*	*	24%
Students without Disabilities	50	725	731	754	*	*	*	*	*	*	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	729	751	*	*	*	*	*	*	54%
Homeless Students	*	*	708	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	707	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	715	734	755	33%	34%	18%	*	*	15%	57%
White	*	*	744	763	*	*	*	*	*	*	67%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	51	717	725	739	29%	35%	22%	*	*	14%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	30	720	739	760	*	37%	*	*	*	20%	62%
Male	31	711	729	750	*	32%	*	*	*	10%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	736	765	*	*	*	*	*	*	69%
Students with Disabilities	25	694	707	725	*	*	*	*	*	*	25%
Students without Disabilities	36	730	739	761	*	*	*	*	*	*	64%
English Learners	*	*	722	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	736	758	*	*	*	*	*	*	60%
Homeless Students	*	*	719	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	723	733	756	20%	33%	27%	20%	0%	20%	58%
White	N	N	743	764	N	N	N	N	N	N	68%
Hispanic	*	*	736	743	*	*	*	*	*	*	44%
Black or African American	*	*	727	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	31	728	739	761	*	*	*	*	*	26%	64%
Male	24	718	728	750	*	*	*	*	*	13%	52%
Economically Disadvantaged Students	*	*	732	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	738	766	*	*	*	*	*	*	69%
Students with Disabilities	15	705	702	724	*	*	*	*	*	*	23%
Students without Disabilities	40	730	739	762	*	*	*	*	*	*	65%
English Learners	N	N	717	713	N	N	N	N	N	N	11%
Non-English Learners	55	723	736	758	20%	33%	27%	20%	0%	20%	60%
Homeless Students	*	*	722	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	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%

NJ SCHOOL PERFORMANCE REPORT

Chancellor Avenue School
(13-3570-330)
Grades Offered: PK-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 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	50	725	737	754	20%	30%	30%	*	*	20%	56%
White	N	N	758	762	N	N	N	N	N	N	65%
Hispanic	*	*	740	743	*	*	*	*	*	*	43%
Black or African American	*	*	728	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	25	728	744	762	*	*	*	*	*	*	64%
Male	25	722	730	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	737	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	737	763	*	*	*	*	*	*	67%
Students with Disabilities	14	721	708	722	*	*	*	*	*	14%	19%
Students without Disabilities	36	727	742	761	*	*	*	*	*	22%	64%
English Learners	N	N	720	710	N	N	N	N	N	N	*
Non-English Learners	50	725	739	756	20%	30%	30%	*	*	20%	*
Homeless Students	*	*	726	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	717	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%

NJ SCHOOL PERFORMANCE REPORT

Chancellor Avenue School
(13-3570-330)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	721	741	761	31%	*	*	*	*	33%	63%
White	*	*	756	769	*	*	*	*	*	*	72%
Hispanic	*	*	744	747	*	*	*	*	*	*	50%
Black or African American	39	727	733	741	*	*	*	*	*	38%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	22	742	749	769	*	*	*	*	*	45%	71%
Male	23	701	734	753	*	*	*	*	*	22%	55%
Economically Disadvantaged Students	*	*	740	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	746	771	*	*	*	*	*	*	73%
Students with Disabilities	10	671	705	720	*	*	*	*	*	*	22%
Students without Disabilities	35	735	749	769	*	*	*	*	*	*	71%
English Learners	N	N	712	706	N	N	N	N	N	N	12%
Non-English Learners	45	721	744	763	31%	*	*	*	*	33%	65%
Homeless Students	*	*	724	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	735	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%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	725	742	762	21%	29%	27%	*	*	23%	63%
White	N	N	765	770	N	N	N	N	N	N	72%
Hispanic	*	*	746	747	*	*	*	*	*	*	49%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	24	739	751	771	*	*	*	*	*	*	71%
Male	28	713	735	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	41	724	742	743	*	*	*	*	*	22%	45%
Non-Economically Disadvantaged Students	11	727	744	772	*	*	*	*	*	27%	72%
Students with Disabilities	17	698	707	721	*	*	*	*	*	*	22%
Students without Disabilities	35	738	750	770	*	*	*	*	*	*	71%
English Learners	N	N	717	708	N	N	N	N	N	N	12%
Non-English Learners	52	725	745	764	21%	29%	27%	*	*	23%	65%
Homeless Students	*	*	711	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	714	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	309	93.4	13.6	26.3	44.5	13.4	23.5	Not Met
White	*	*	*	42.2	54.1	*	**	**
Hispanic	30	90.0	*	30.9	28.8	*	27.6	Not Met
Black or African American	275	94.4	14.2	16.6	23.0	14.1	23	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	59.0	76.5	N	**	**
American Indian or Alaska Native	*	*	*	35.9	42.7	*	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	160	95.0	*	26.9	44.9	*		
Male	149	91.8	*	25.8	44.2	*		
Economically Disadvantaged Students	273	93.4	12.1	26.6	26.3	*	23.3	Not Met
Non-Economically Disadvantaged Students	36	93.2	25.0	25.4	54.9	*		
Students with Disabilities	86	93.1	*	11.6	17.4	*	9.7	Not Met
Students without Disabilities	223	93.5	*	29.8	50.0	*		
English Learners	*	*	*	25.7	25.0	*	**	**
Non-English Learners	*	*	*	26.5	46.5	*		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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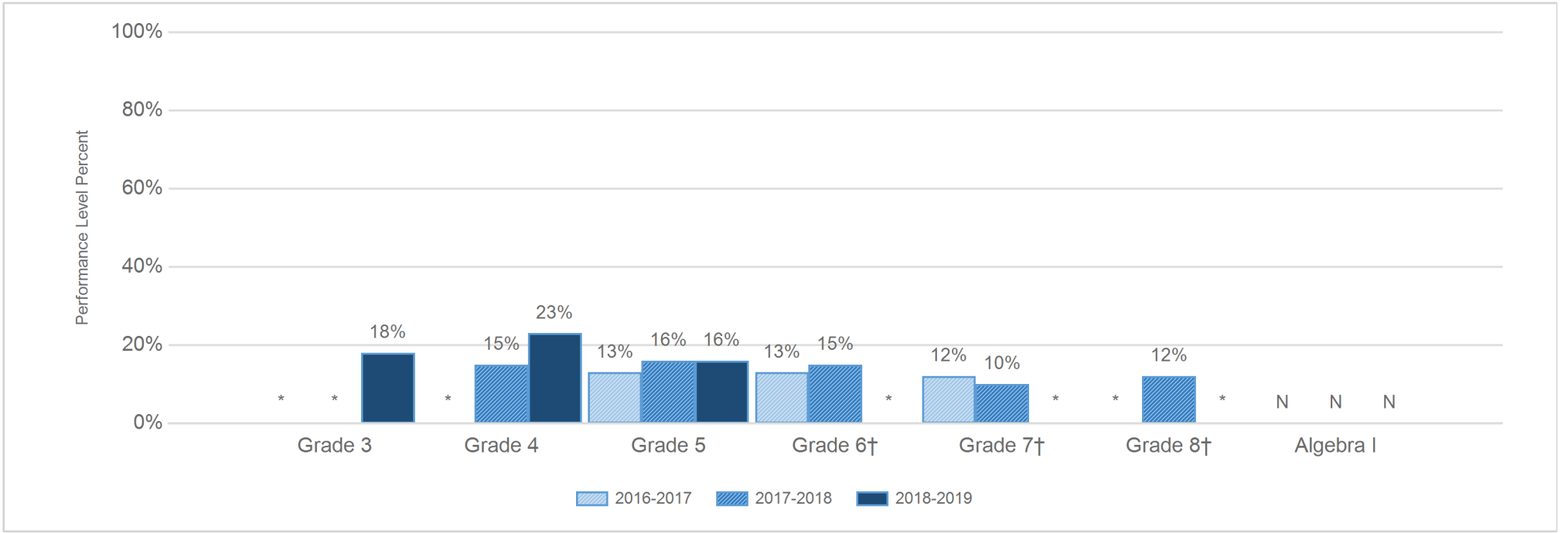
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	718	735	752	28%	23%	30%	*	*	18%	55%
White	N	N	757	760	N	N	N	N	N	N	66%
Hispanic	*	*	738	739	*	*	*	*	*	*	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	34	725	*	751	*	*	*	*	*	*	54%
Male	26	709	*	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	733	761	*	*	*	*	*	*	67%
Students with Disabilities	10	695	718	731	*	*	*	*	*	*	31%
Students without Disabilities	50	723	738	756	*	*	*	*	*	*	60%
English Learners	*	*	732	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	736	754	*	*	*	*	*	*	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	714	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Chancellor Avenue School
(13-3570-330)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	719	732	749	33%	28%	*	*	*	23%	51%
White	*	*	746	757	*	*	*	*	*	*	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	51	720	719	731	31%	29%	*	*	*	25%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	30	719	733	749	*	*	*	*	*	23%	50%
Male	30	719	731	749	*	*	*	*	*	23%	52%
Economically Disadvantaged Students	*	*	732	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	731	759	*	*	*	*	*	*	63%
Students with Disabilities	24	698	713	726	*	*	*	*	*	*	25%
Students without Disabilities	36	733	736	754	*	*	*	*	*	*	56%
English Learners	*	*	728	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	733	751	*	*	*	*	*	*	54%
Homeless Students	*	*	715	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	724	728	747	*	45%	23%	*	*	16%	47%
White	*	*	736	755	*	*	*	*	*	*	58%
Hispanic	*	*	733	735	*	*	*	*	*	*	30%
Black or African American	47	724	720	729	*	43%	23%	*	*	17%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	32	727	729	747	*	31%	*	*	*	19%	47%
Male	24	720	727	747	*	63%	*	*	*	13%	47%
Economically Disadvantaged Students	*	*	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	729	757	*	*	*	*	*	*	59%
Students with Disabilities	16	716	714	725	*	*	*	*	*	*	19%
Students without Disabilities	40	727	731	752	*	*	*	*	*	*	52%
English Learners	N	N	721	718	N	N	N	N	N	N	12%
Non-English Learners	56	724	729	749	*	45%	23%	*	*	16%	49%
Homeless Students	*	*	714	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	720	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	*	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	715	725	741	*	*	*	*	*	*	41%
White	N	N	745	749	N	N	N	N	N	N	51%
Hispanic	*	*	728	729	*	*	*	*	*	*	24%
Black or African American	*	*	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	754	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	25	714	726	742	*	*	*	*	*	*	42%
Male	25	716	723	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	722	750	*	*	*	*	*	*	53%
Students with Disabilities	14	712	708	716	*	*	*	*	*	*	12%
Students without Disabilities	36	716	728	746	*	*	*	*	*	*	46%
English Learners	N	N	715	709	N	N	N	N	N	N	*
Non-English Learners	50	715	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	707	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	717	731	744	*	*	*	*	*	*	42%
White	*	*	738	751	*	*	*	*	*	*	53%
Hispanic	*	*	733	733	*	*	*	*	*	*	26%
Black or African American	39	718	723	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	22	723	*	744	*	*	*	*	*	*	42%
Male	23	710	*	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	731	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	731	751	*	*	*	*	*	*	53%
Students with Disabilities	10	693	708	718	*	*	*	*	*	*	13%
Students without Disabilities	35	724	736	749	*	*	*	*	*	*	48%
English Learners	N	N	721	716	N	N	N	N	N	N	10%
Non-English Learners	45	717	732	745	*	*	*	*	*	*	44%
Homeless Students	*	*	719	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	718	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	*	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Chancellor Avenue School
(13-3570-330)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	705	722	728	*	*	*	*	*	*	29%
White	N	N	731	737	N	N	N	N	N	N	38%
Hispanic	*	*	727	722	*	*	*	*	*	*	22%
Black or African American	*	*	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	24	704	724	731	*	*	*	*	*	*	31%
Male	27	705	719	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	41	704	722	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	10	707	721	735	*	*	*	*	*	*	36%
Students with Disabilities	16	693	697	707	*	*	*	*	*	*	10%
Students without Disabilities	35	710	727	734	*	*	*	*	*	*	35%
English Learners	N	N	712	706	N	N	N	N	N	N	10%
Non-English Learners	51	705	723	730	*	*	*	*	*	*	30%
Homeless Students	*	*	695	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	707	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	*	*
6	*	*
7	*	*
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	*	*	*

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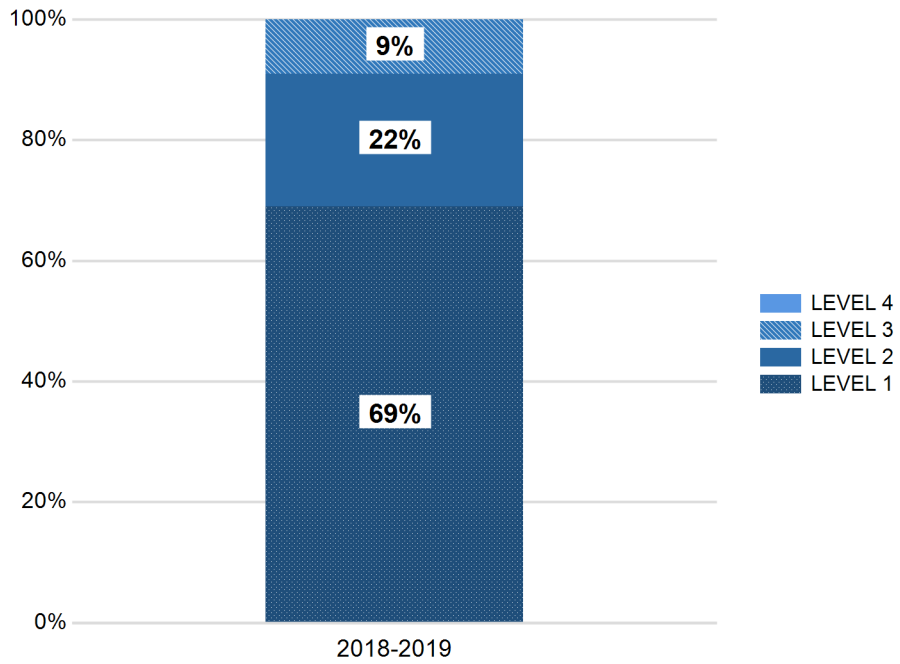
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	69	22	9	0
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	67	24	9	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	68	19	13	0
Male	71	25	4	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	86	14	0	0
Students without Disabilities	63	24	12	0
English Learners	N	N	N	N
Non-English Learners	69	22	9	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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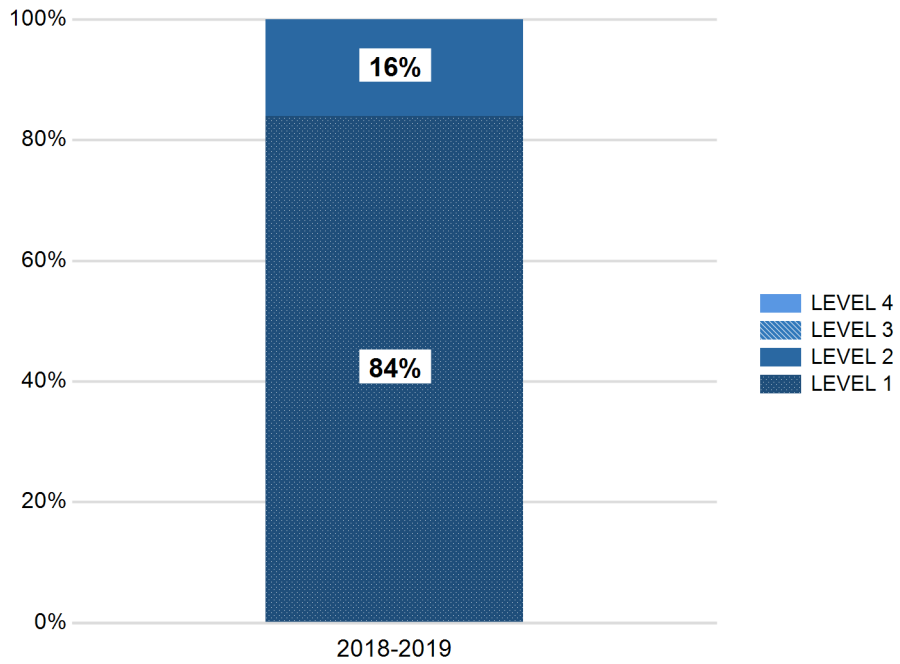
NJSLA Science Assessment: Grade 8 Summary

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	84	16	0	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	85	15	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	79	21	0	0
Male	89	11	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	84	16	0	0
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	54
7	0	0	54
8	0	0	52
Total	0	0	160

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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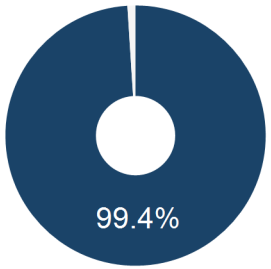
Visual and Performing Arts – Course Participation

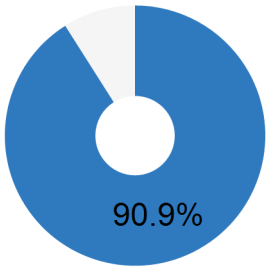
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

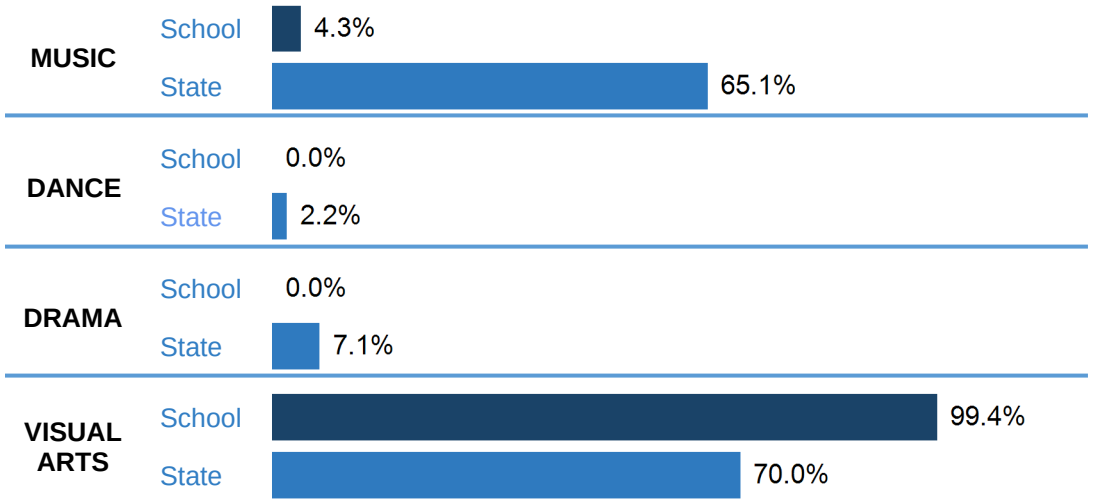


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

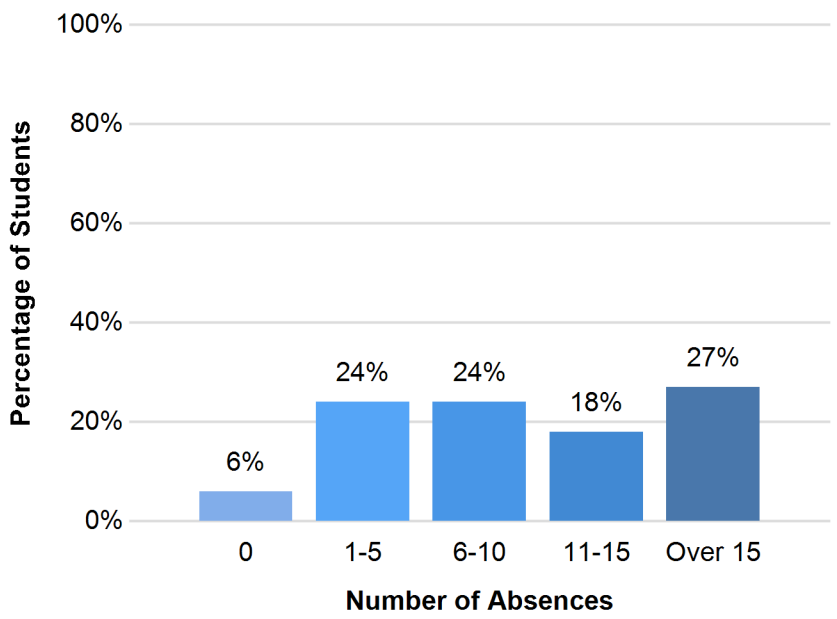
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	111	22.5	9.0	Not Met
White	*	*	**	**
Hispanic	23	42.6	9.0	Not Met
Black or African American	86	19.8	9.0	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	56	22.6		
Male	55	22.4		
Economically Disadvantaged Students	102	23.2	9.0	Not Met
Students with Disabilities	45	36.6	9.0	Not Met
English Learners	*	*	**	**
Homeless Students	5	33.3		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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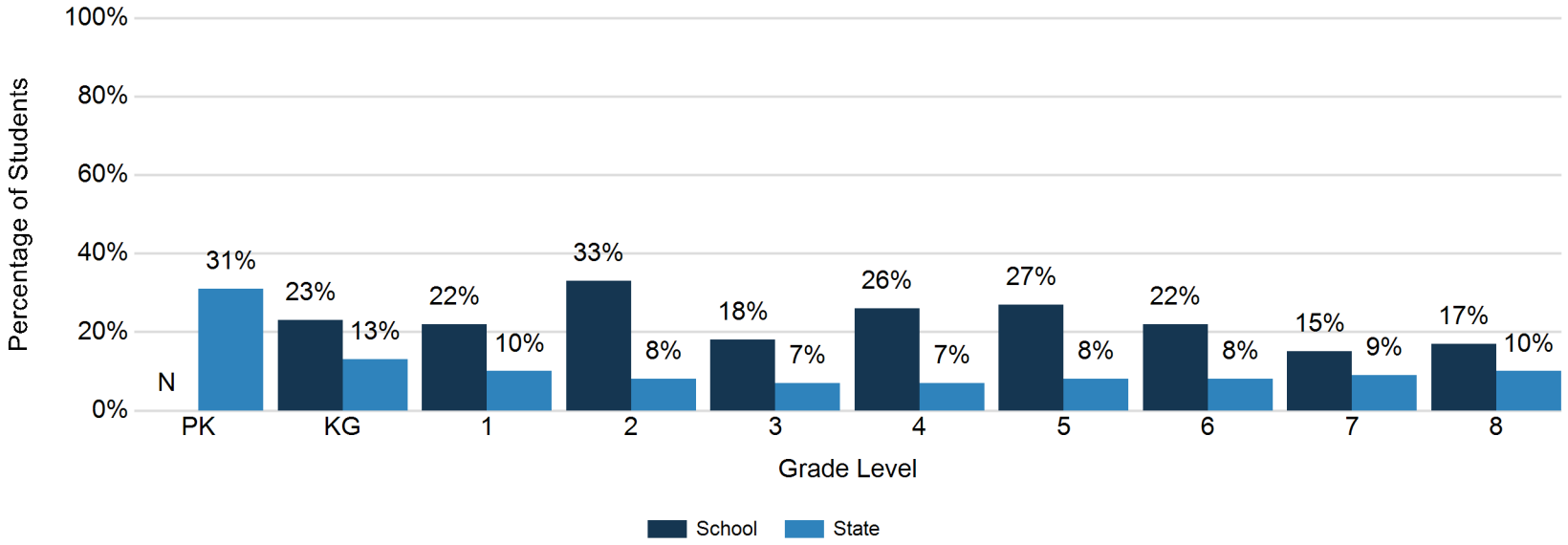
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	6
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.79

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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	2		2

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	20	4.0%
Any Suspension	20	4.0%
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
31

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	1.2:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	36	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	8.6	10.8
Percentage of Teachers with 4 or more years experience in the district	52.8%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1	14:1
Students to Administrators	100:1	106:1
Teachers to Administrators	7:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.0%	77.8%	100.0%	48.4%	77.1%	54.9%
Male	50.0%	22.2%	0.0%	51.6%	22.9%	45.1%
White	0.8%	25.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	11.0%	8.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	88.0%	66.7%	100.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Chancellor Avenue School
(13-3570-330)
Grades Offered: PK-08
2018-2019

Report Key:
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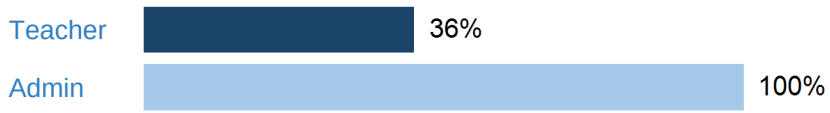
Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers 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

Teacher 0%

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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	77.6%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	Low Performing Student Group (ATSI)
Student Group Status: Economically Disadvantaged Students	Low Performing Student Group (ATSI)
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	13.3%	22.4%	22.0%
Math Proficiency	*	13.5%	13.4%
ELA Growth	38	51	45
Math Growth	38	56	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	34.2%	26.1%	22.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Met Standard	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Not Met	Met Standard	**	n/a	Not Met	No
Black or African American	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	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	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	Chancellor Avenue School inspires our community to be respectful responsible reflective resilient leaders with the power to choose their life's path
Awards, Recognition, Accomplishments:	Chancellor Avenue School's day for students is one filled with rich experiences inclusive of: STEM Music Art and Debate S

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Courses, Curriculum, Instruction:	Gifted and Talented / Honors STEAM Music Art
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Boys & Girls) Basketball Cheer Dance Debate Robotics
Clubs and Activities:	Art Dance Debate Girls in Technology Yearbook

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Jersey Cares Liberty Science Center My Very Own Library NJPAC School time Performance Series Program Renew the Arts

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Facilities:	Built in 1930 and includes Auditorium Media Center Music Classrooms STEAM Lab Social Emotional Learning Room All Classrooms Air Conditioned and outfitted as Computer Labs w State of the Art Technology(i e: Chromecart SMART Board or SMART TV etc) and Makerspace
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Mr. Derrick Davis
Address	388 BERGEN ST NEWARK, NJ 07103-2232
Phone Number	973-733-6944
Email Address	D1Davis@NPS.K12.NJ.US
Website	http://www.nps.k12.nj.us/CLV

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	58	54	51
KG	29	42	41
1	29	36	44
2	38	45	42
3	36	47	45
4	40	60	54
5	34	50	64
6	30	34	46
7	73	47	32
8	54	78	45
9	0	0	0
Total	421	493	464

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	46.8%	44.8%	45.9%
Male	53.2%	55.2%	54.1%
Economically Disadvantaged Students	87.4%	81.1%	91.2%
Students with Disabilities	21.4%	27.2%	28.4%
English Learners	1.0%	0.8%	0.9%
Homeless Students	2.4%	4.1%	6.3%
Students in Foster Care	1.9%	0.8%	0.9%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.2%	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	0.5%	0.6%	0.9%
Hispanic	10.9%	14.2%	16.2%
Black or African American	87.9%	84.6%	82.8%
Asian	0.5%	0.4%	0.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	0.0%	0.2%	0.0%

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	0	0	0
PK - Full Day	58	54	51
KG - Half Day	0	0	0
KG - Full Day	29	42	41

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	421	493	464
Shared Time Students	0	0	0
Full Time Equivalent	421	493	464

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	94.0%
Spanish	4.1%
Yoruba	1.1%
Other Languages	0.9%

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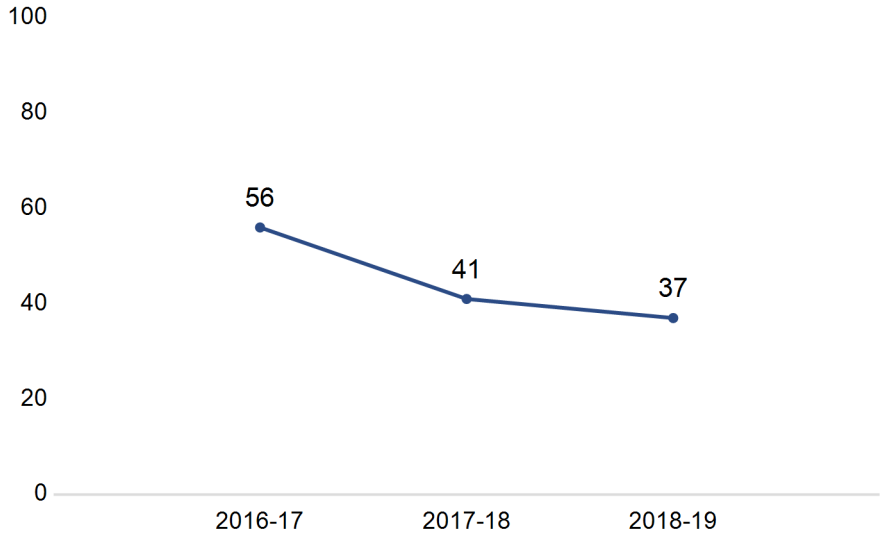
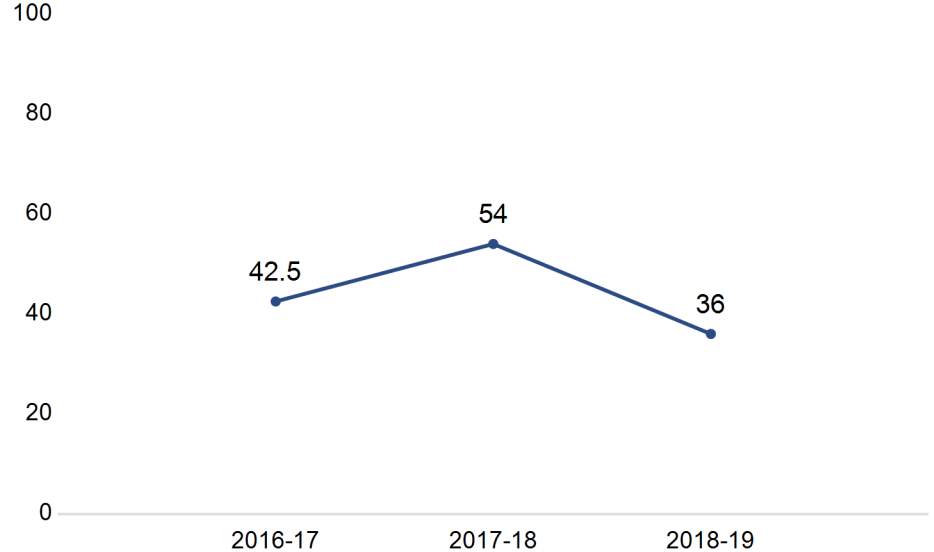
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





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	41	37	42.5	54	36
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	37	48	50	Not Met	36	48	50	Not Met
White	*	56	50	**	*	56	52	**
Hispanic	55.5	50	49	Met Standard	37.5	51	47	Not Met
Black or African American	36	43	45	Not Met	36	41	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	60	59	**	*	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	42	51	53	N	31	49	50	N
Male	36	45	47	N	43.5	48	51	N
Economically Disadvantaged Students	37	47	48	Not Met	40	48	46	Met Standard
Students with Disabilities	35	39	43	Not Met	45	48	45	Met Standard
English Learners	66	53	52	**	*	53	50	**
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	*	49	42	N	*	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Cleveland Avenue School
(13-3570-350)
Grades Offered: PK-08
2018-2019

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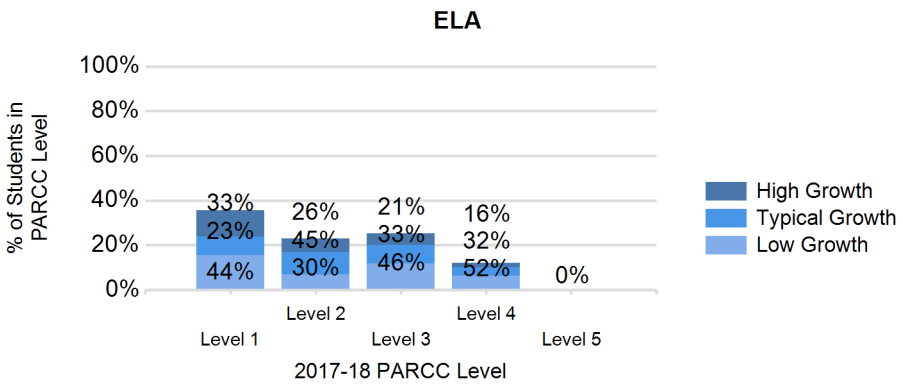
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

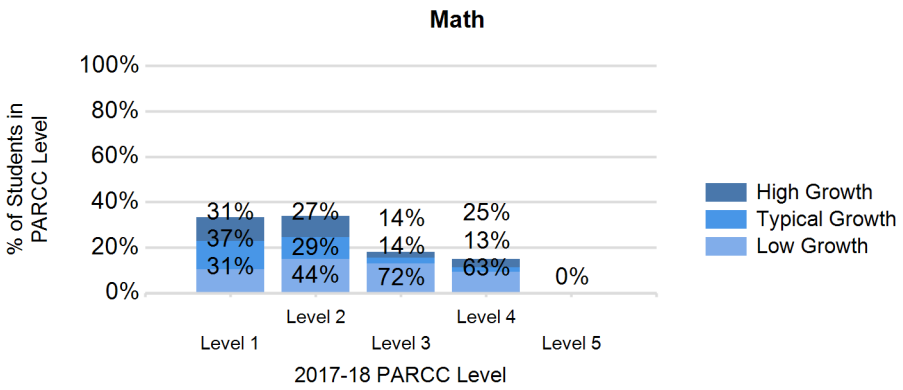
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

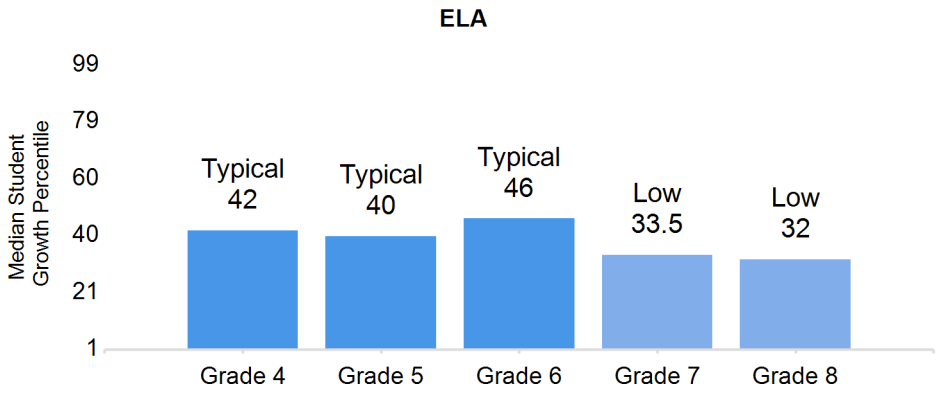
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

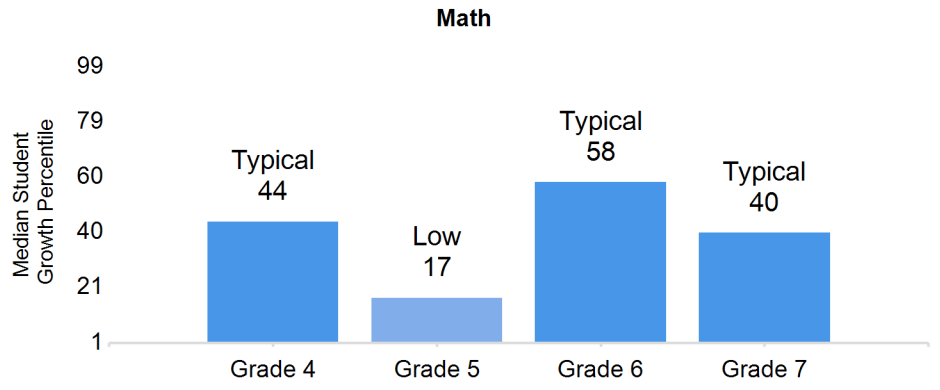




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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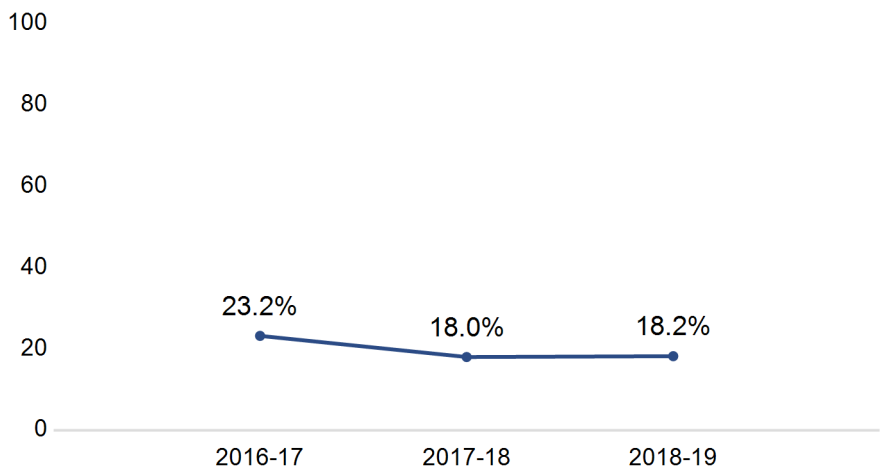
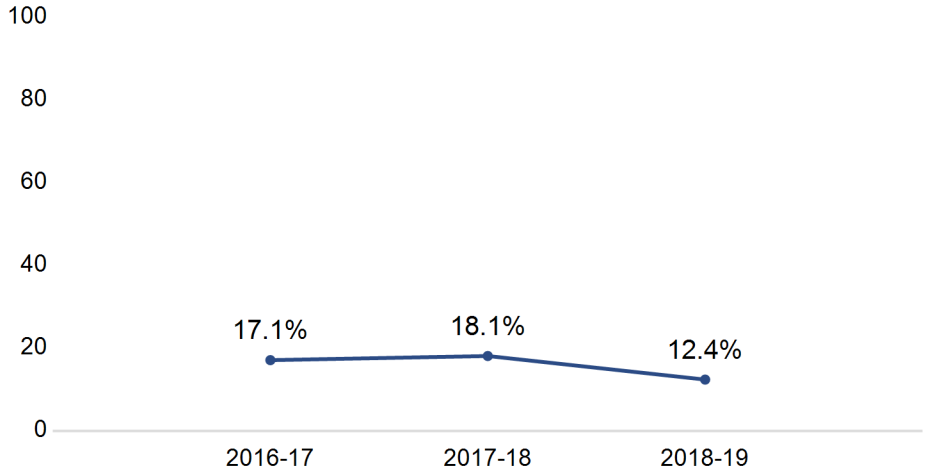
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

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	97.1%	98.7%	98.0%	95.3%	98.1%	97.3%
Proficiency Rate for Federal Accountability	23.2%	18.0%	18.2%	17.1%	18.1%	12.4%
Annual Target	16.6%	20.0%	23.3%	10.7%	14.4%	18.0%
Met Annual Target?	Met Target	Met Target†	Not Met	Met Target	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	269	98.0	18.2	*	57.9	18.2	23.3	Not Met
White	*	*	*	54.7	66.9	*	**	**
Hispanic	40	100.0	20.0	38.9	43.9	20.0	23.5	Met Target†
Black or African American	226	98.4	17.7	28.8	38.5	17.7	23.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	118	97.6	22.9	42.9	64.8	22.9		
Male	151	98.2	14.6	30.3	51.3	14.6		
Economically Disadvantaged Students	227	97.9	18.9	35.8	40.0	18.9	24	Not Met
Non-Economically Disadvantaged Students	42	98.0	14.3	38.6	67.9	14.3		
Students with Disabilities	95	96.3	*	14.1	22.7	*	14	Not Met
Students without Disabilities	174	98.9	*	41.7	65.1	*		
English Learners	12	100.0	*	29.3	29.3	*	**	**
Non-English Learners	257	97.9	*	38.3	60.6	*		
Homeless Students	11	92.3	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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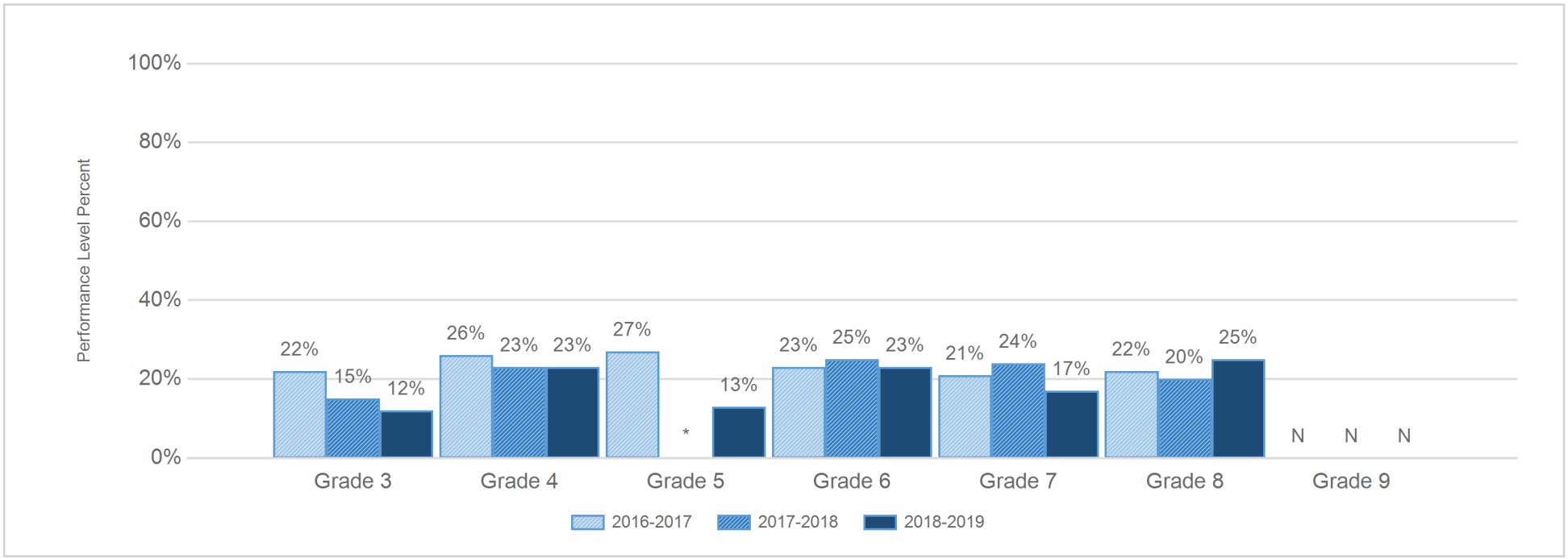
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	706	727	748	48%	*	*	*	*	12%	50%
White	N	N	746	757	N	N	N	N	N	N	60%
Hispanic	*	*	728	734	*	*	*	*	*	*	36%
Black or African American	*	*	721	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	23	709	730	753	*	*	*	*	*	*	55%
Male	19	702	723	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	31	706	726	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	11	706	729	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	N	N	716	713	N	N	N	N	N	N	17%
Non-English Learners	42	706	729	751	48%	*	*	*	*	12%	54%
Homeless Students	*	*	708	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	707	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	*	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	719	734	755	33%	25%	19%	*	*	23%	57%
White	N	N	744	763	N	N	N	N	N	N	67%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	21	732	739	760	*	*	*	*	*	33%	62%
Male	31	710	729	750	*	*	*	*	*	16%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	736	765	*	*	*	*	*	*	69%
Students with Disabilities	13	679	707	725	*	*	*	*	*	*	25%
Students without Disabilities	39	732	739	761	*	*	*	*	*	*	64%
English Learners	N	N	722	720	N	N	N	N	N	N	17%
Non-English Learners	52	719	736	758	33%	25%	19%	*	*	23%	60%
Homeless Students	*	*	719	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	720	733	756	24%	37%	26%	*	*	13%	58%
White	*	*	743	764	*	*	*	*	*	*	68%
Hispanic	*	*	736	743	*	*	*	*	*	*	44%
Black or African American	50	720	727	739	24%	36%	28%	*	*	12%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	30	726	739	761	*	*	*	*	*	*	64%
Male	32	716	728	750	*	*	*	*	*	*	52%
Economically Disadvantaged Students	50	719	732	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	12	727	738	766	*	*	*	*	*	*	69%
Students with Disabilities	29	702	702	724	*	*	*	*	*	*	23%
Students without Disabilities	33	737	739	762	*	*	*	*	*	*	65%
English Learners	N	N	717	713	N	N	N	N	N	N	11%
Non-English Learners	62	720	736	758	24%	37%	26%	*	*	13%	60%
Homeless Students	*	*	722	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	724	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%

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	721	737	754	31%	23%	23%	23%	0%	23%	56%
White	N	N	758	762	N	N	N	N	N	N	65%
Hispanic	13	709	740	743	*	*	*	*	*	23%	43%
Black or African American	35	725	728	738	*	*	*	*	*	23%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	20	732	744	762	*	*	*	*	*	25%	64%
Male	28	712	730	748	*	*	*	*	*	21%	48%
Economically Disadvantaged Students	*	*	737	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	737	763	*	*	*	*	*	*	67%
Students with Disabilities	16	691	708	722	*	*	*	*	*	*	19%
Students without Disabilities	32	736	742	761	*	*	*	*	*	*	64%
English Learners	*	*	720	710	*	*	*	*	*	*	*
Non-English Learners	*	*	739	756	*	*	*	*	*	*	*
Homeless Students	*	*	726	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	717	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	29	720	741	761	*	*	*	*	*	17%	63%
White	N	N	756	769	N	N	N	N	N	N	72%
Hispanic	*	*	744	747	*	*	*	*	*	*	50%
Black or African American	22	721	733	741	*	*	*	*	*	14%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	*	*	749	769	*	*	*	*	*	*	71%
Male	*	*	734	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	*	*	740	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	746	771	*	*	*	*	*	*	73%
Students with Disabilities	12	696	705	720	*	*	*	*	*	*	22%
Students without Disabilities	17	738	749	769	*	*	*	*	*	*	71%
English Learners	N	N	712	706	N	N	N	N	N	N	12%
Non-English Learners	29	720	744	763	*	*	*	*	*	17%	65%
Homeless Students	*	*	724	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	735	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%

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	723	742	762	23%	27%	25%	25%	0%	25%	63%
White	N	N	765	770	N	N	N	N	N	N	72%
Hispanic	*	*	746	747	*	*	*	*	*	*	49%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	14	743	751	771	0%	*	*	*	*	43%	71%
Male	30	714	735	753	33%	*	*	*	*	17%	55%
Economically Disadvantaged Students	*	*	742	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	744	772	*	*	*	*	*	*	72%
Students with Disabilities	16	700	707	721	*	*	*	*	*	*	22%
Students without Disabilities	28	736	750	770	*	*	*	*	*	*	71%
English Learners	N	N	717	708	N	N	N	N	N	N	12%
Non-English Learners	44	723	745	764	23%	27%	25%	25%	0%	25%	65%
Homeless Students	*	*	711	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	714	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Cleveland Avenue School
(13-3570-350)
Grades Offered: PK-08
2018-2019

Report Key:
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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	266	97.3	12.4	26.3	44.5	12.4	18	Not Met
White	*	*	*	42.2	54.1	*	**	**
Hispanic	39	97.8	*	30.9	28.8	*	18.7	Not Met
Black or African American	224	97.9	12.9	16.6	23.0	12.9	17.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	116	96.9	13.8	26.9	44.9	13.8		
Male	150	97.6	11.3	25.8	44.2	11.3		
Economically Disadvantaged Students	223	96.7	*	26.6	26.3	*	18.6	Not Met
Non-Economically Disadvantaged Students	43	100.0	*	25.4	54.9	*		
Students with Disabilities	94	96.3	*	11.6	17.4	*	13	Not Met
Students without Disabilities	172	97.8	*	29.8	50.0	*		
English Learners	11	92.3	*	25.7	25.0	*	**	**
Non-English Learners	255	97.5	*	26.5	46.5	*		
Homeless Students	11	100.0	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Cleveland Avenue School
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2018-2019

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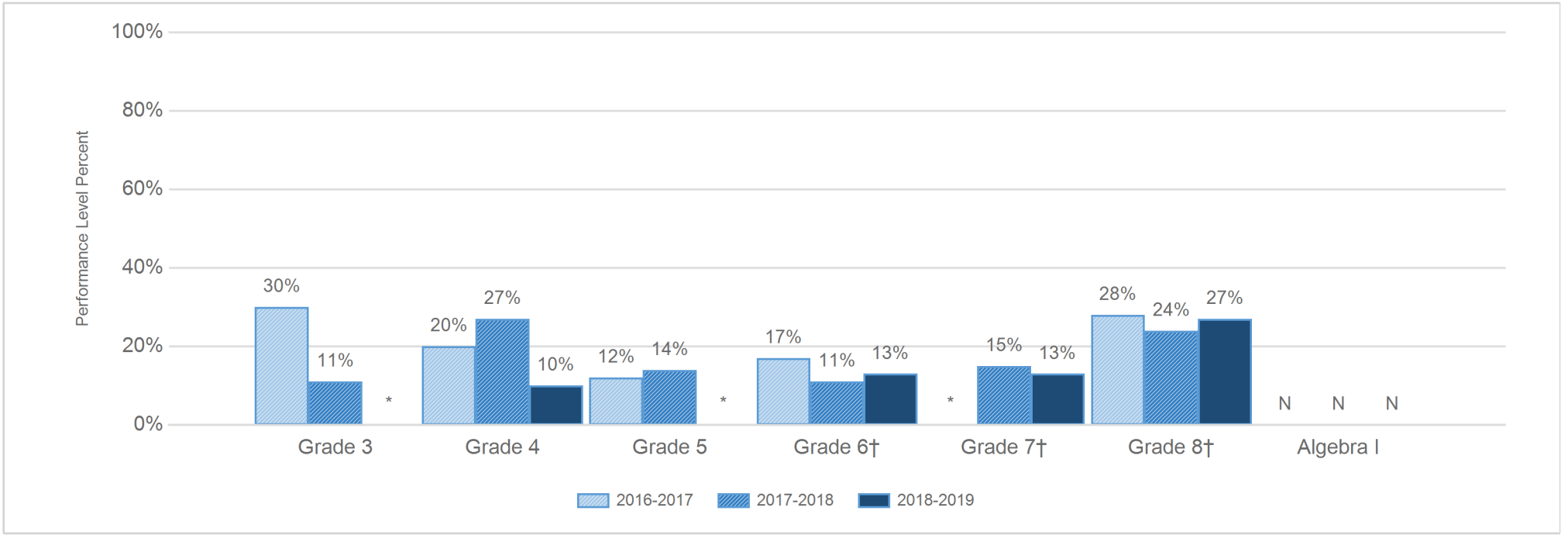
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Cleveland Avenue School
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	709	735	752	*	*	*	*	*	*	55%
White	N	N	757	760	N	N	N	N	N	N	66%
Hispanic	*	*	738	739	*	*	*	*	*	*	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	22	715	*	751	*	*	*	*	*	*	54%
Male	20	703	*	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	30	712	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	12	702	733	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	718	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	738	756	*	*	*	*	*	*	60%
English Learners	N	N	732	728	N	N	N	N	N	N	26%
Non-English Learners	42	709	736	754	*	*	*	*	*	*	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	714	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	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Cleveland Avenue School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	710	732	749	45%	27%	*	*	*	10%	51%
White	N	N	746	757	N	N	N	N	N	N	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	20	715	733	749	*	*	*	*	*	*	50%
Male	31	707	731	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	732	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	731	759	*	*	*	*	*	*	63%
Students with Disabilities	13	690	713	726	*	*	*	*	*	*	25%
Students without Disabilities	38	717	736	754	*	*	*	*	*	*	56%
English Learners	N	N	728	722	N	N	N	N	N	N	18%
Non-English Learners	51	710	733	751	45%	27%	*	*	*	10%	54%
Homeless Students	*	*	715	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	711	728	747	*	*	*	*	*	*	47%
White	*	*	736	755	*	*	*	*	*	*	58%
Hispanic	*	*	733	735	*	*	*	*	*	*	30%
Black or African American	49	713	720	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	30	712	729	747	*	*	*	*	*	*	47%
Male	31	710	727	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	49	711	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	12	713	729	757	*	*	*	*	*	*	59%
Students with Disabilities	28	704	714	725	*	*	*	*	*	*	19%
Students without Disabilities	33	717	731	752	*	*	*	*	*	*	52%
English Learners	N	N	721	718	N	N	N	N	N	N	12%
Non-English Learners	61	711	729	749	*	*	*	*	*	*	49%
Homeless Students	*	*	714	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	720	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%

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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	47	716	725	741	21%	47%	*	*	*	13%	41%
White	N	N	745	749	N	N	N	N	N	N	51%
Hispanic	12	715	728	729	*	*	*	*	*	*	24%
Black or African American	35	717	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	754	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	20	722	726	742	*	*	*	*	*	*	42%
Male	27	712	723	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	722	750	*	*	*	*	*	*	53%
Students with Disabilities	15	700	708	716	*	*	*	*	*	*	12%
Students without Disabilities	32	724	728	746	*	*	*	*	*	*	46%
English Learners	*	*	715	709	*	*	*	*	*	*	*
Non-English Learners	*	*	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	707	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	30	713	731	744	33%	33%	*	*	*	13%	42%
White	N	N	738	751	N	N	N	N	N	N	53%
Hispanic	*	*	733	733	*	*	*	*	*	*	26%
Black or African American	23	716	723	727	*	*	*	*	*	13%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	10	709	*	744	*	*	*	*	*	*	42%
Male	20	715	*	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	731	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	731	751	*	*	*	*	*	*	53%
Students with Disabilities	13	697	708	718	*	*	*	*	*	*	13%
Students without Disabilities	17	726	736	749	*	*	*	*	*	*	48%
English Learners	N	N	721	716	N	N	N	N	N	N	10%
Non-English Learners	30	713	732	745	33%	33%	*	*	*	13%	44%
Homeless Students	*	*	719	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	718	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	*	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	724	722	728	39%	*	*	*	*	27%	29%
White	N	N	731	737	N	N	N	N	N	N	38%
Hispanic	*	*	727	722	*	*	*	*	*	*	22%
Black or African American	*	*	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	14	735	724	731	*	*	*	*	*	36%	31%
Male	30	719	719	726	*	*	*	*	*	23%	27%
Economically Disadvantaged Students	*	*	722	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	721	735	*	*	*	*	*	*	36%
Students with Disabilities	16	697	697	707	*	*	*	*	*	13%	10%
Students without Disabilities	28	740	727	734	*	*	*	*	*	36%	35%
English Learners	N	N	712	706	N	N	N	N	N	N	10%
Non-English Learners	44	724	723	730	39%	*	*	*	*	27%	30%
Homeless Students	*	*	695	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	707	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*
7	*	*
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	N	N	N

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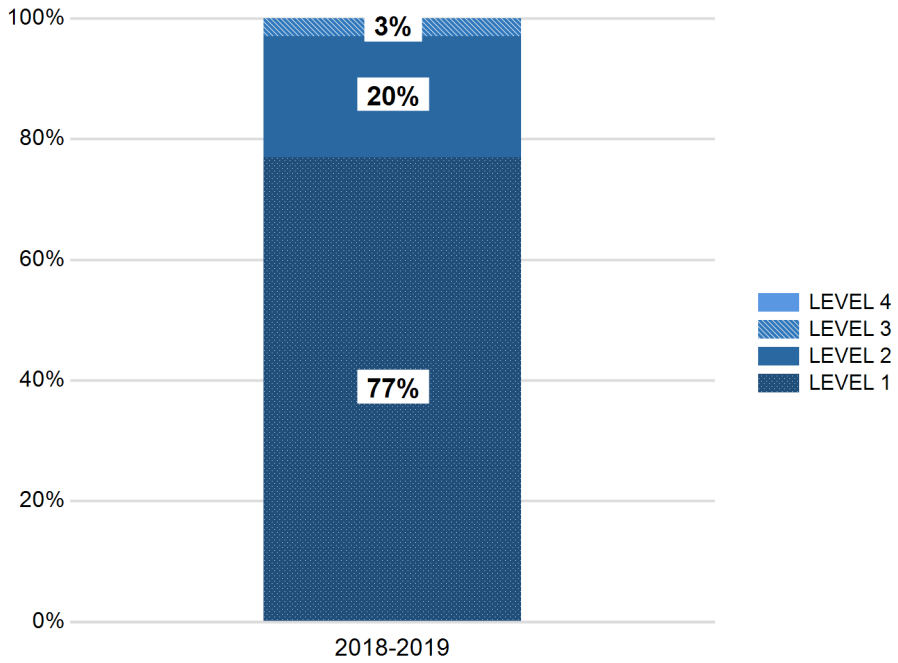
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 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	77	20	3	0
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	80	18	2	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	70	27	3	0
Male	84	13	3	0
Economically Disadvantaged Students	78	20	2	0
Non-Economically Disadvantaged Students	75	17	8	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	77	20	3	0
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Cleveland Avenue School
(13-3570-350)
Grades Offered: PK-08
2018-2019

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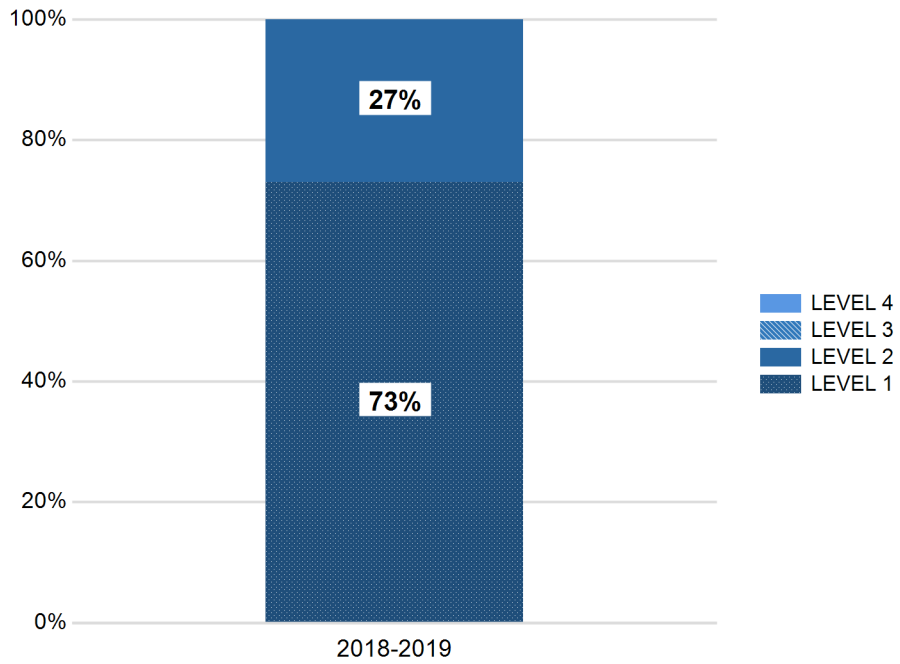
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	73	27	0	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	64	36	0	0
Male	77	23	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	87	13	0	0
Students without Disabilities	66	34	0	0
English Learners	N	N	N	N
Non-English Learners	73	27	0	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	45
7	0	0	31
8	0	0	45
Total	0	0	121

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	0	0	0	0	0	0	30
7	0	0	0	0	0	0	29
8	0	0	0	0	0	0	33
Total	0	0	0	0	0	0	92

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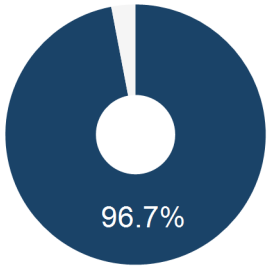
Visual and Performing Arts – Course Participation

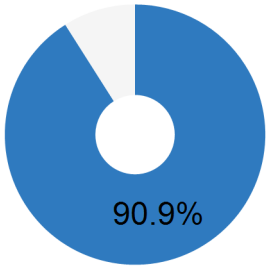
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

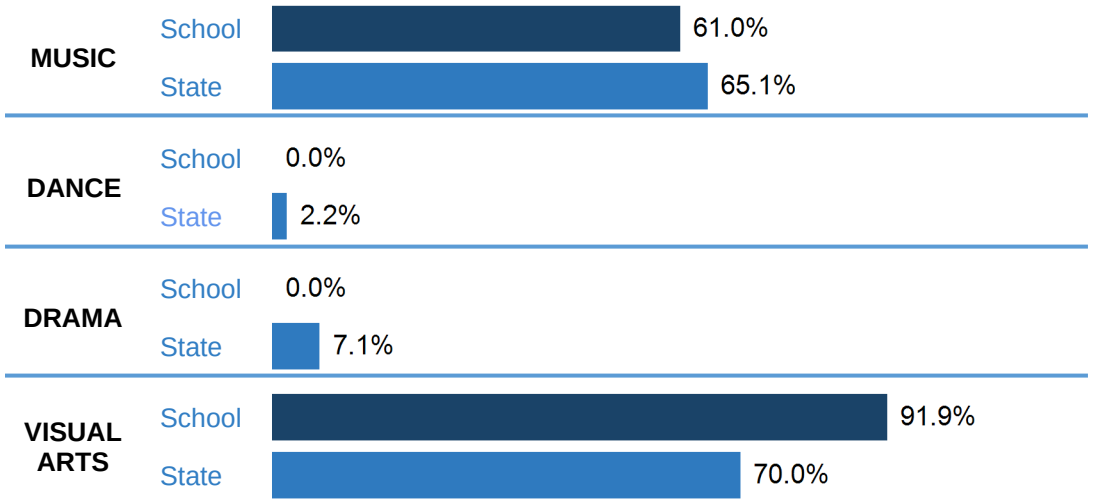


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

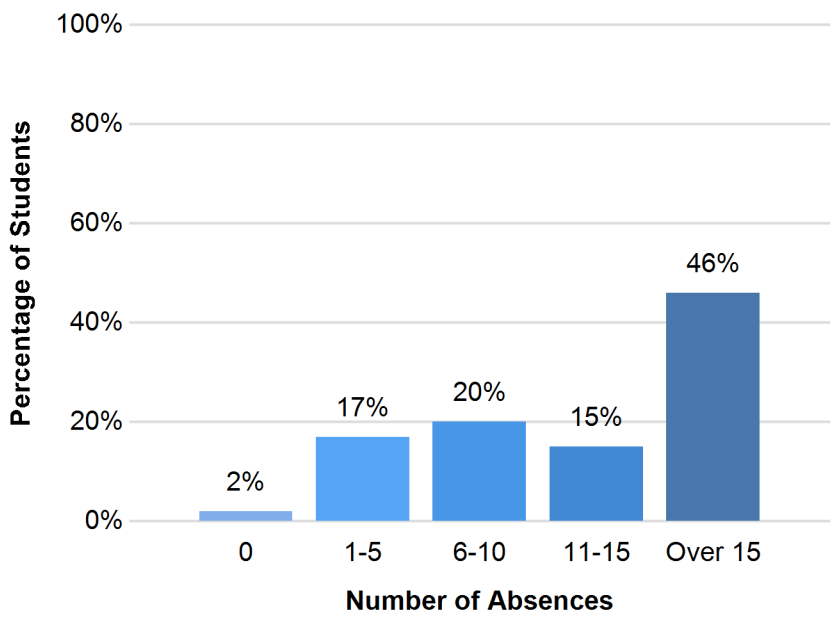
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	172	42.4	9.0	Not Met
White	*	*	**	**
Hispanic	33	49.3	9.0	Not Met
Black or African American	137	41.0	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	89	48.1		
Male	83	37.6		
Economically Disadvantaged Students	149	40.4	9.0	Not Met
Students with Disabilities	71	57.7	9.0	Not Met
English Learners	*	*	**	**
Homeless Students	16	76.2		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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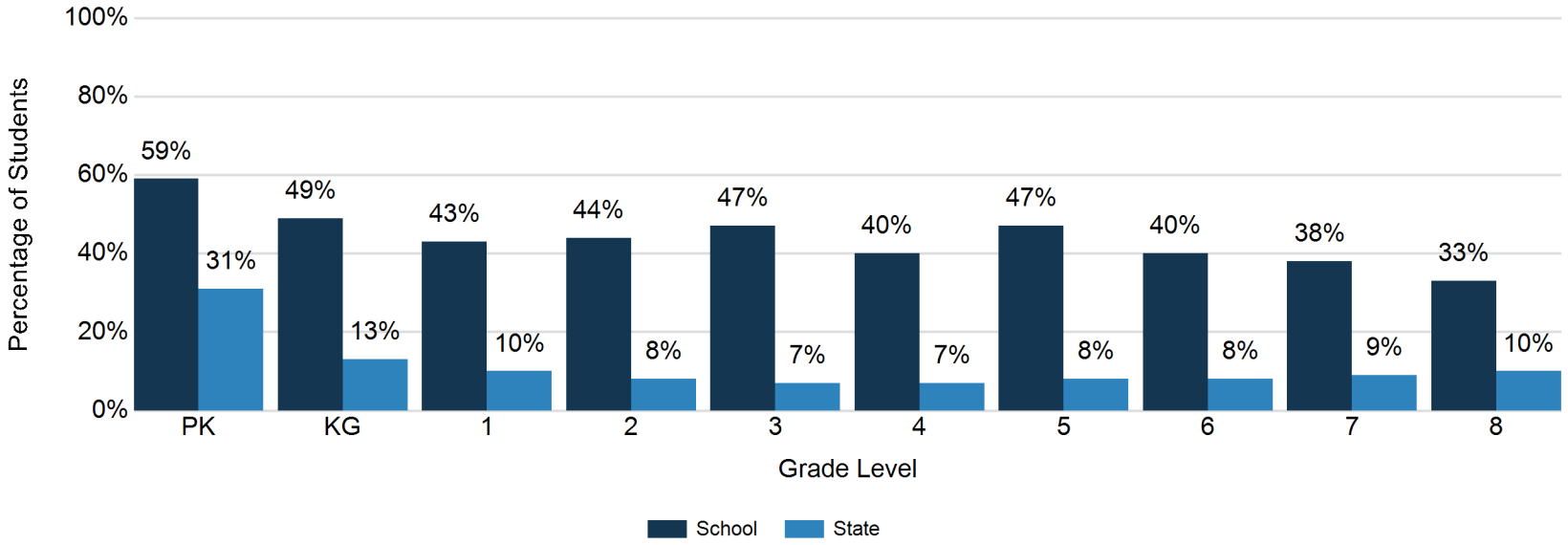
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.22

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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	0	0
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	*	*
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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	37	118,214
Average years experience in public schools	14.5	12.1
Average years experience in district	12.1	10.8
Percentage of Teachers with 4 or more years experience in the district	75.7%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	14:1
Students to Administrators	93:1	106:1
Teachers to Administrators	7:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.9%	75.7%	80.0%	48.4%	77.1%	54.9%
Male	54.1%	24.3%	20.0%	51.6%	22.9%	45.1%
White	0.9%	18.9%	0.0%	42.4%	83.6%	77.4%
Hispanic	16.2%	8.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	82.8%	73.0%	100.0%	15.0%	6.6%	13.9%
Asian	0.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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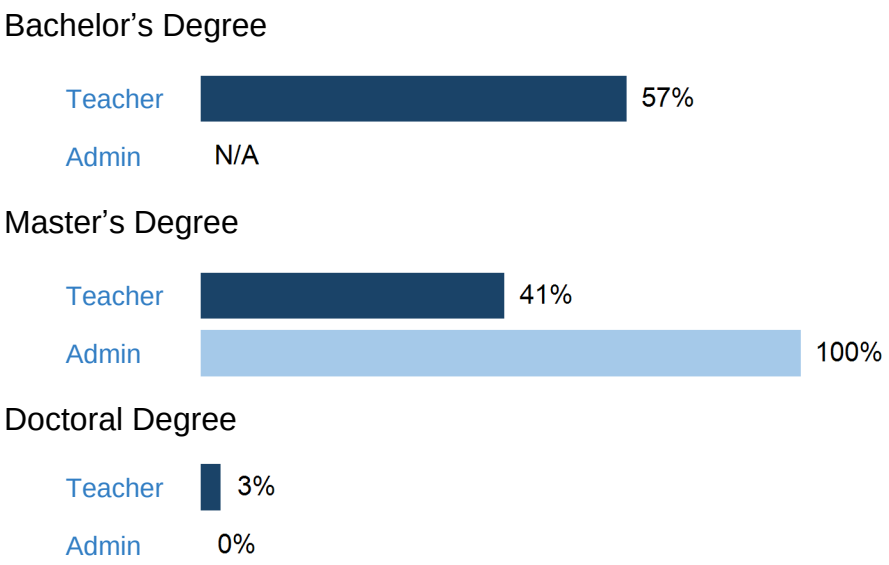
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	74.9%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	23.2%	18.0%	18.2%
Math Proficiency	17.1%	18.1%	12.4%
ELA Growth	56	41	37
Math Growth	42	54	36
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	34.0%	43.8%	42.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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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.

NJ SCHOOL PERFORMANCE REPORT

Cleveland Avenue School
(13-3570-350)
Grades Offered: PK-08
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	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	Not Met	Not Met	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Black or African American	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

NJ SCHOOL PERFORMANCE REPORT

Cleveland Avenue School
(13-3570-350)
Grades Offered: PK-08
2018-2019

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	Cleveland Avenue Elementary Schools mission is to provide our students with the academic tools critical thinking problem solving abilities and positive social interaction skills that they need to succeed in high school college and the global society

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Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Soccer (Coed) Basketball Cheer Soccer
Clubs and Activities:	Archery Art Band National Junior Honor Society Robotics

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools and FOCUS Inc

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	FOCUS Family Success Center Greater Newark Conservatory Junior Achievement My Very Own Library Students 2 Science

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Facilities:	Built in 1932 and includes Auditorium and Computer Labs
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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School Narrative

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Dr William H. Horton Elementary School
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows 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:

NJ SCHOOL PERFORMANCE REPORT

Dr William H. Horton Elementary School
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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Ginamarie Mignone
Address	291 N 7TH ST NEWARK, NJ 07107-1799
Phone Number	973-268-5260
Email Address	gmignone@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/HOR
Twitter	https://twitter.com/hortonwildcats1

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	71	58	48
1	85	63	56
2	89	79	71
3	84	90	82
4	84	82	94
5	98	102	99
6	69	108	105
7	80	97	111
8	100	71	95
9	0	0	0
Total	760	750	761

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	49.2%	46.7%	46.0%
Male	50.8%	53.3%	54.0%
Economically Disadvantaged Students	86.4%	74.8%	90.7%
Students with Disabilities	12.1%	20.8%	23.7%
English Learners	33.0%	30.3%	32.9%
Homeless Students	2.1%	1.7%	2.6%
Students in Foster Care	1.1%	0.8%	0.8%
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	0.9%	0.5%	0.7%
Hispanic	73.6%	72.4%	72.4%
Black or African American	24.7%	26.0%	26.3%
Asian	0.4%	0.3%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.1%	0.5%
American Indian or Alaska Native	0.1%	0.3%	0.0%
Two or More Races	0.0%	0.4%	0.0%

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	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	71	58	48

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	760	750	761
Shared Time Students	0	0	0
Full Time Equivalent	760	750	761

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	50.1%
Spanish	49.0%
Other Languages	0.9%

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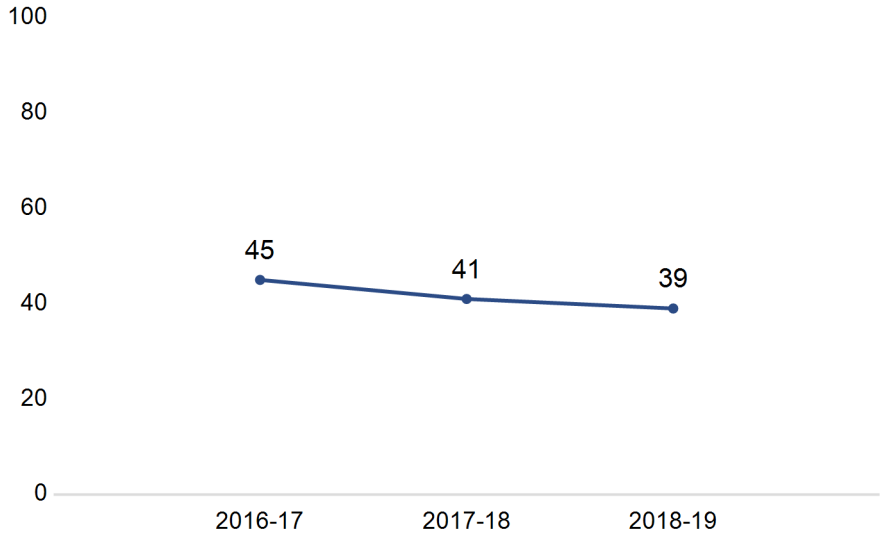
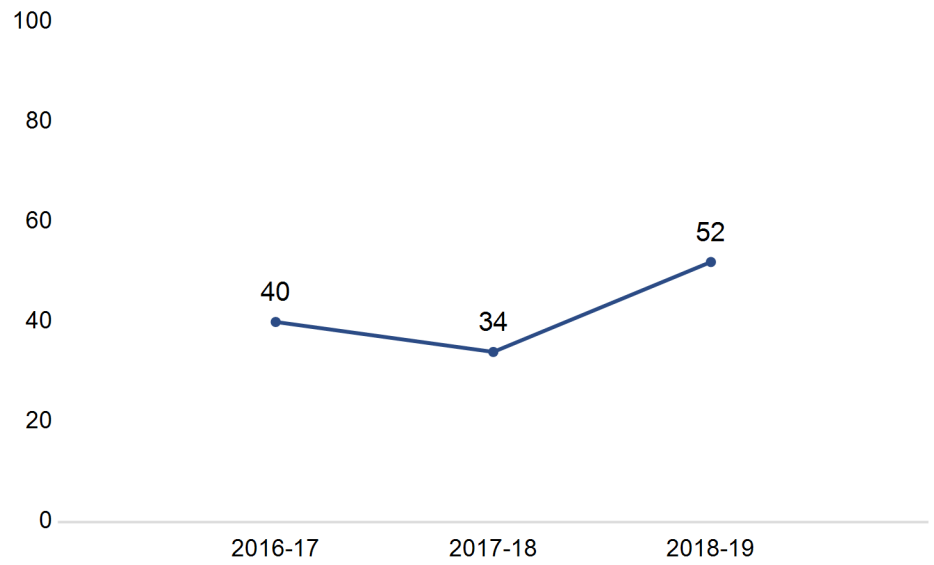
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	45	41	39	40	34	52
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	39	48	50	Not Met	52	48	50	Met Standard
White	*	56	50	**	*	56	52	**
Hispanic	40	50	49	Met Standard	54	51	47	Met Standard
Black or African American	37.5	43	45	Not Met	48	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	60	59	**	N	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	45	51	53	N	54	49	50	N
Male	33	45	47	N	52	48	51	N
Economically Disadvantaged Students	38	47	48	Not Met	52	48	46	Met Standard
Students with Disabilities	33.5	39	43	Not Met	55	48	45	Met Standard
English Learners	46	53	52	Met Standard	53	53	50	Met Standard
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	*	49	42	N	*	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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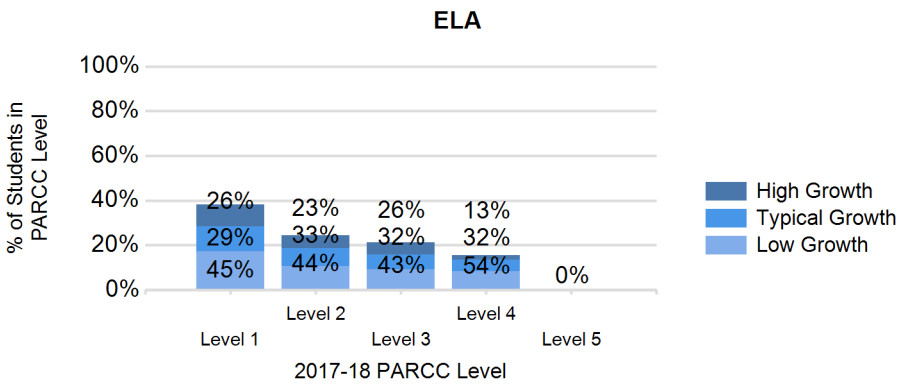
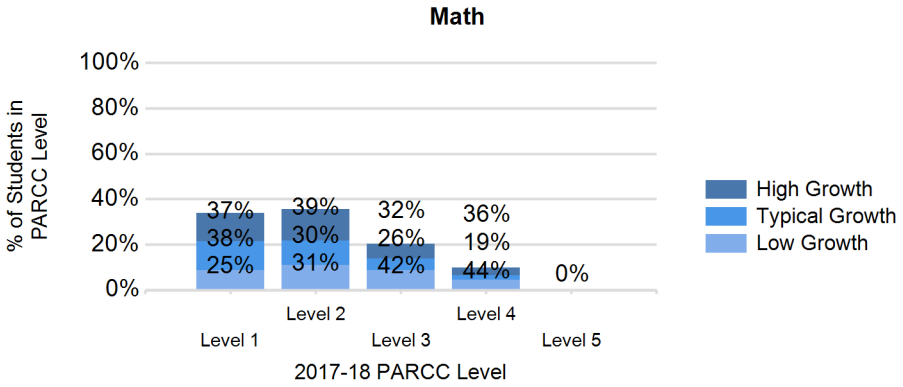
Student Growth by Performance Level

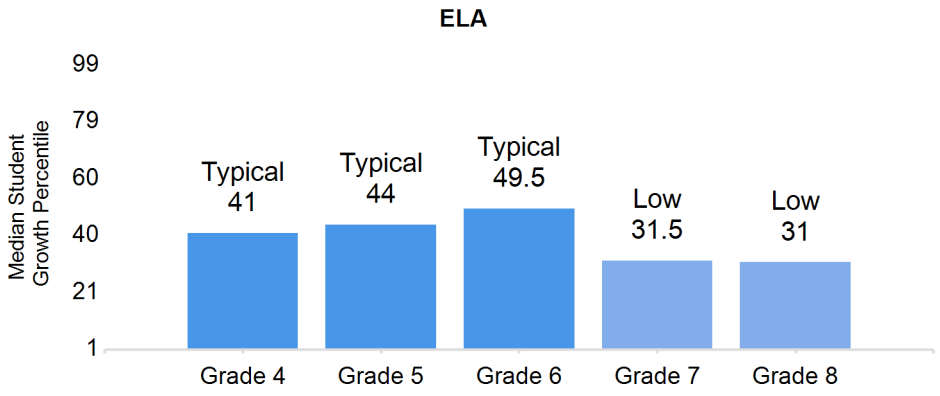
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

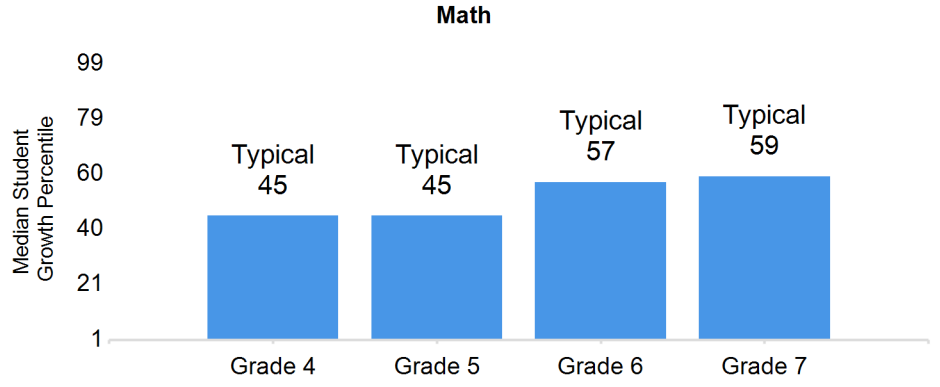




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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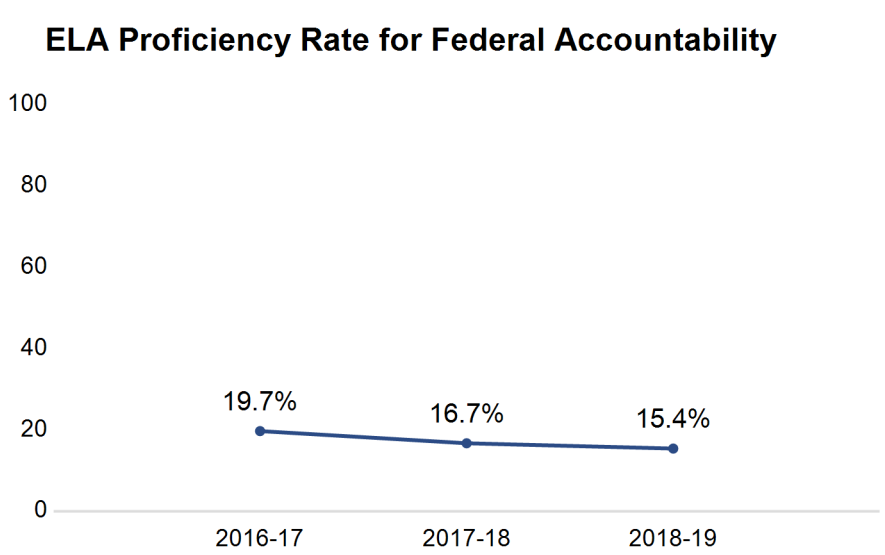
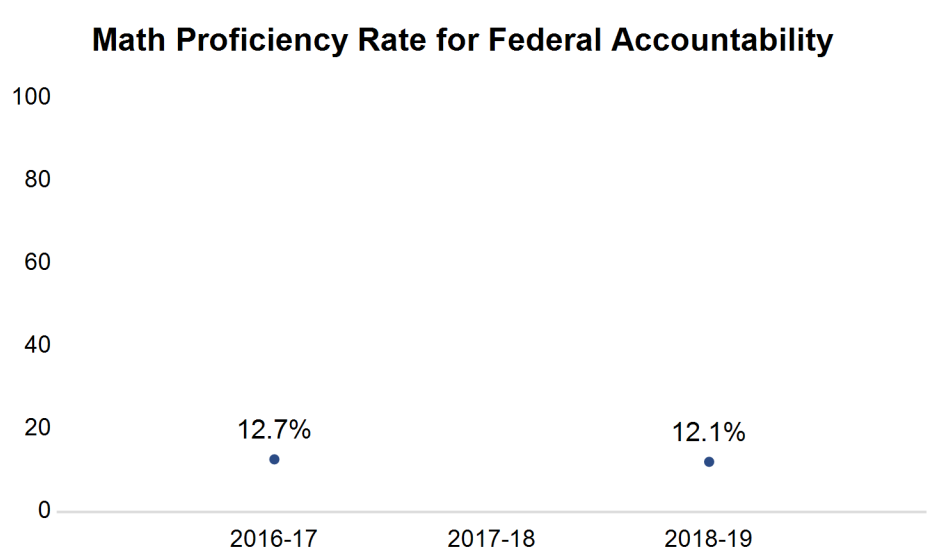
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.7%	99.6%	99.5%	97.3%	99.3%	99.5%
Proficiency Rate for Federal Accountability	19.7%	16.7%	15.4%	12.7%	*	12.1%
Annual Target	16.9%	20.2%	23.6%	13.1%	16.6%	20.2%
Met Annual Target?	Met Target	Not Met	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	547	99.5	15.4	*	57.9	15.4	23.6	Not Met
White	*	*	*	54.7	66.9	*	**	**
Hispanic	392	99.5	15.1	38.9	43.9	15.1	23.8	Not Met
Black or African American	149	99.4	15.4	28.8	38.5	15.4	22	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	242	100.0	*	42.9	64.8	*		
Male	305	99.0	*	30.3	51.3	*		
Economically Disadvantaged Students	458	99.4	14.6	35.8	40.0	14.6	24.5	Not Met
Non-Economically Disadvantaged Students	89	100.0	19.1	38.6	67.9	19.1		
Students with Disabilities	151	99.4	*	14.1	22.7	*	9.4	Not Met
Students without Disabilities	396	99.5	*	41.7	65.1	*		
English Learners	195	99.5	11.8	29.3	29.3	11.8	23.7	Not Met
Non-English Learners	352	99.5	17.3	38.3	60.6	17.3		
Homeless Students	10	100.0	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Dr William H. Horton Elementary School
(13-3570-440)
Grades Offered: PK-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
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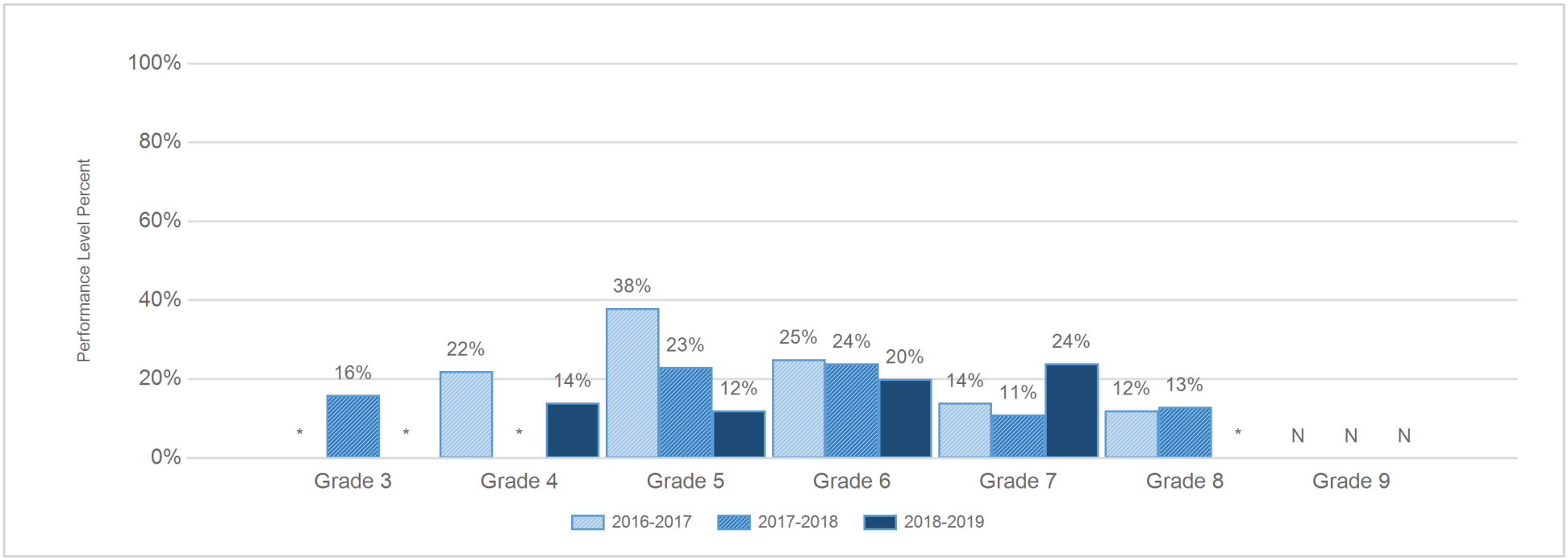
† This indicates a table specific note,see note below table

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.



NJ SCHOOL PERFORMANCE REPORT

Dr William H. Horton Elementary School
(13-3570-440)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	706	727	748	*	*	*	*	*	*	50%
White	N	N	746	757	N	N	N	N	N	N	60%
Hispanic	53	706	728	734	*	*	*	*	*	*	36%
Black or African American	*	*	721	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	33	708	730	753	*	*	*	*	*	*	55%
Male	42	705	723	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	56	704	726	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	19	714	729	759	*	*	*	*	*	*	61%
Students with Disabilities	11	687	700	719	*	*	*	*	*	*	24%
Students without Disabilities	64	710	731	754	*	*	*	*	*	*	56%
English Learners	18	695	716	713	*	*	*	*	*	*	17%
Non-English Learners	57	710	729	751	*	*	*	*	*	*	54%
Homeless Students	*	*	708	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	707	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Dr William H. Horton Elementary School
(13-3570-440)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	716	734	755	31%	23%	32%	14%	0%	14%	57%
White	*	*	744	763	*	*	*	*	*	*	67%
Hispanic	58	722	739	743	24%	17%	41%	17%	0%	17%	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	40	725	739	760	*	*	*	*	*	*	62%
Male	51	708	729	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	78	714	734	740	*	*	*	*	*	13%	40%
Non-Economically Disadvantaged Students	13	723	736	765	*	*	*	*	*	23%	69%
Students with Disabilities	22	694	707	725	*	*	*	*	*	*	25%
Students without Disabilities	69	722	739	761	*	*	*	*	*	*	64%
English Learners	26	704	722	720	*	*	*	*	*	*	17%
Non-English Learners	65	720	736	758	*	*	*	*	*	*	60%
Homeless Students	*	*	719	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Dr William H. Horton Elementary School
(13-3570-440)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	717	733	756	29%	30%	30%	12%	0%	12%	58%
White	N	N	743	764	N	N	N	N	N	N	68%
Hispanic	69	716	736	743	*	*	*	*	*	*	44%
Black or African American	25	719	727	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	39	726	739	761	*	*	*	*	*	*	64%
Male	55	711	728	750	*	*	*	*	*	*	52%
Economically Disadvantaged Students	79	718	732	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	15	714	738	766	*	*	*	*	*	*	69%
Students with Disabilities	23	694	702	724	*	*	*	*	*	*	23%
Students without Disabilities	71	725	739	762	*	*	*	*	*	*	65%
English Learners	28	722	717	713	*	*	*	*	*	*	11%
Non-English Learners	66	715	736	758	*	*	*	*	*	*	60%
Homeless Students	*	*	722	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	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%

NJ SCHOOL PERFORMANCE REPORT

Dr William H. Horton Elementary School
(13-3570-440)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	723	737	754	22%	30%	28%	*	*	20%	56%
White	*	*	758	762	*	*	*	*	*	*	65%
Hispanic	72	720	740	743	26%	29%	29%	*	*	15%	43%
Black or African American	*	*	728	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	47	732	744	762	*	23%	32%	*	*	30%	64%
Male	53	715	730	748	*	36%	25%	*	*	11%	48%
Economically Disadvantaged Students	86	723	737	740	*	*	*	*	*	20%	39%
Non-Economically Disadvantaged Students	14	723	737	763	*	*	*	*	*	21%	67%
Students with Disabilities	21	705	708	722	*	*	*	*	*	*	19%
Students without Disabilities	79	728	742	761	*	*	*	*	*	*	64%
English Learners	31	722	720	710	*	*	*	*	*	19%	*
Non-English Learners	69	724	739	756	*	*	*	*	*	20%	*
Homeless Students	*	*	726	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	717	726	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Dr William H. Horton Elementary School
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Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	714	741	761	41%	18%	17%	*	*	24%	63%
White	*	*	756	769	*	*	*	*	*	*	72%
Hispanic	74	716	744	747	39%	16%	19%	*	*	26%	50%
Black or African American	29	712	733	741	45%	*	*	*	*	21%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	54	727	749	769	33%	*	*	*	*	37%	71%
Male	51	700	734	753	49%	*	*	*	*	10%	55%
Economically Disadvantaged Students	93	712	740	743	*	*	*	*	*	23%	45%
Non-Economically Disadvantaged Students	12	732	746	771	*	*	*	*	*	33%	73%
Students with Disabilities	34	687	705	720	*	*	*	*	*	*	22%
Students without Disabilities	71	727	749	769	*	*	*	*	*	*	71%
English Learners	16	708	712	706	*	*	*	*	*	19%	12%
Non-English Learners	89	715	744	763	*	*	*	*	*	25%	65%
Homeless Students	*	*	724	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	735	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%

NJ SCHOOL PERFORMANCE REPORT

Dr William H. Horton Elementary School
(13-3570-440)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	701	742	762	*	*	*	*	*	*	63%
White	N	N	765	770	N	N	N	N	N	N	72%
Hispanic	68	699	746	747	*	*	*	*	*	*	49%
Black or African American	26	705	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	36	704	751	771	*	*	*	*	*	*	71%
Male	58	699	735	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	78	697	742	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	16	716	744	772	*	*	*	*	*	*	72%
Students with Disabilities	40	682	707	721	*	*	*	*	*	*	22%
Students without Disabilities	54	715	750	770	*	*	*	*	*	*	71%
English Learners	18	699	717	708	*	*	*	*	*	*	12%
Non-English Learners	76	701	745	764	*	*	*	*	*	*	65%
Homeless Students	*	*	711	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	714	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	563	99.5	12.1	26.3	44.5	12.1	20.2	Not Met
White	*	*	*	42.2	54.1	*	**	**
Hispanic	408	99.8	12.7	30.9	28.8	12.7	20.4	Not Met
Black or African American	149	98.8	*	16.6	23.0	*	18.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	251	99.6	13.5	26.9	44.9	13.5		
Male	312	99.4	10.9	25.8	44.2	10.9		
Economically Disadvantaged Students	464	99.4	12.1	26.6	26.3	12.1	20.7	Not Met
Non-Economically Disadvantaged Students	99	100.0	12.1	25.4	54.9	12.1		
Students with Disabilities	152	99.4	*	11.6	17.4	*	13.5	Not Met
Students without Disabilities	411	99.5	*	29.8	50.0	*		
English Learners	210	100.0	10.0	25.7	25.0	10.0	15.7	Not Met
Non-English Learners	353	99.2	13.3	26.5	46.5	13.3		
Homeless Students	12	100.0	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Dr William H. Horton Elementary School
(13-3570-440)
Grades Offered: PK-08
2018-2019

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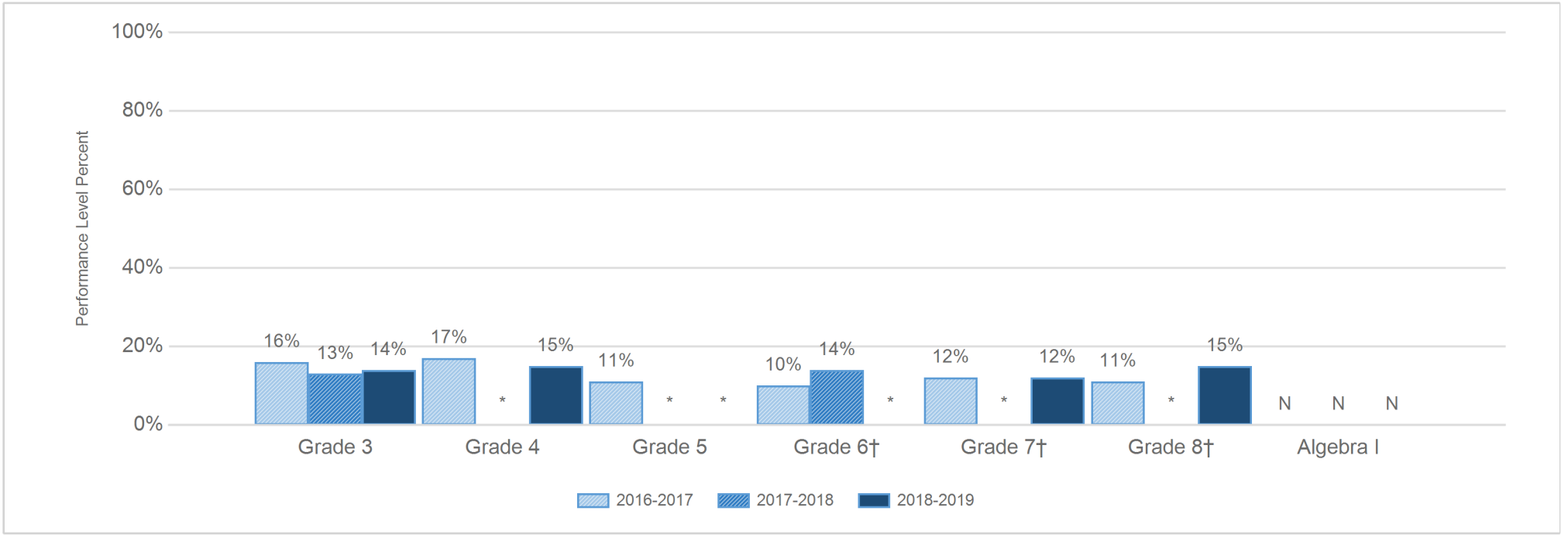
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	711	735	752	39%	29%	19%	*	*	14%	55%
White	N	N	757	760	N	N	N	N	N	N	66%
Hispanic	58	713	738	739	34%	33%	19%	*	*	14%	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	35	714	*	751	29%	37%	*	*	*	11%	54%
Male	45	709	*	752	47%	22%	*	*	*	16%	56%
Economically Disadvantaged Students	61	708	735	737	*	*	*	*	*	11%	37%
Non-Economically Disadvantaged Students	19	719	733	761	*	*	*	*	*	21%	67%
Students with Disabilities	11	694	718	731	*	*	*	*	*	*	31%
Students without Disabilities	69	714	738	756	*	*	*	*	*	*	60%
English Learners	20	704	732	728	50%	*	*	*	*	10%	26%
Non-English Learners	60	713	736	754	35%	*	*	*	*	15%	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	714	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	716	732	749	32%	31%	22%	*	*	15%	51%
White	*	*	746	757	*	*	*	*	*	*	62%
Hispanic	65	720	738	737	29%	28%	26%	*	*	17%	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	44	718	733	749	30%	34%	*	*	*	20%	50%
Male	54	715	731	749	33%	28%	*	*	*	11%	52%
Economically Disadvantaged Students	83	717	732	734	*	*	*	*	*	16%	32%
Non-Economically Disadvantaged Students	15	712	731	759	*	*	*	*	*	13%	63%
Students with Disabilities	23	701	713	726	*	*	*	*	*	*	25%
Students without Disabilities	75	721	736	754	*	*	*	*	*	*	56%
English Learners	30	709	728	722	33%	43%	*	*	*	10%	18%
Non-English Learners	68	719	733	751	31%	25%	*	*	*	18%	54%
Homeless Students	*	*	715	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Dr William H. Horton Elementary School
(13-3570-440)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	715	728	747	*	*	*	*	*	*	47%
White	N	N	736	755	N	N	N	N	N	N	58%
Hispanic	75	716	733	735	*	*	*	*	*	*	30%
Black or African American	25	713	720	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	43	716	729	747	*	*	*	*	*	*	47%
Male	57	715	727	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	83	716	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	17	710	729	757	*	*	*	*	*	*	59%
Students with Disabilities	23	709	714	725	*	*	*	*	*	*	19%
Students without Disabilities	77	717	731	752	*	*	*	*	*	*	52%
English Learners	31	719	721	718	*	*	*	*	*	*	12%
Non-English Learners	69	713	729	749	*	*	*	*	*	*	49%
Homeless Students	*	*	714	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	720	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	*	716	N	N	N	N	N	N	17%

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	713	725	741	*	*	*	*	*	*	41%
White	*	*	745	749	*	*	*	*	*	*	51%
Hispanic	78	713	728	729	*	*	*	*	*	*	24%
Black or African American	*	*	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	754	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	51	716	726	742	*	*	*	*	*	*	42%
Male	56	710	723	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	90	713	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	17	712	722	750	*	*	*	*	*	*	53%
Students with Disabilities	21	710	708	716	*	*	*	*	*	*	12%
Students without Disabilities	86	714	728	746	*	*	*	*	*	*	46%
English Learners	37	712	715	709	*	*	*	*	*	*	*
Non-English Learners	70	714	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	707	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	718	731	744	22%	45%	21%	*	*	12%	42%
White	*	*	738	751	*	*	*	*	*	*	53%
Hispanic	76	719	733	733	21%	47%	20%	*	*	12%	26%
Black or African American	29	718	723	727	*	38%	*	*	*	14%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	55	720	*	744	*	47%	22%	*	*	15%	42%
Male	52	716	*	743	*	42%	19%	*	*	10%	42%
Economically Disadvantaged Students	93	718	731	731	*	*	*	*	*	12%	24%
Non-Economically Disadvantaged Students	14	722	731	751	*	*	*	*	*	14%	53%
Students with Disabilities	34	705	708	718	*	*	*	*	*	*	13%
Students without Disabilities	73	724	736	749	*	*	*	*	*	*	48%
English Learners	17	711	721	716	*	*	*	*	*	*	10%
Non-English Learners	90	719	732	745	*	*	*	*	*	*	44%
Homeless Students	*	*	719	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	718	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	*	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	702	722	728	60%	18%	*	*	*	15%	29%
White	N	N	731	737	N	N	N	N	N	N	38%
Hispanic	70	705	727	722	*	*	*	*	*	*	22%
Black or African American	25	693	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	36	696	724	731	72%	*	*	*	*	11%	31%
Male	59	705	719	726	53%	*	*	*	*	17%	27%
Economically Disadvantaged Students	78	699	722	719	60%	*	*	*	*	13%	20%
Non-Economically Disadvantaged Students	17	712	721	735	59%	*	*	*	*	24%	36%
Students with Disabilities	40	688	697	707	*	*	*	*	*	*	10%
Students without Disabilities	55	712	727	734	*	*	*	*	*	*	35%
English Learners	20	714	712	706	*	*	*	*	*	10%	10%
Non-English Learners	75	698	723	730	*	*	*	*	*	16%	30%
Homeless Students	*	*	695	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	707	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	*	*
6	*	*
7	N	N
8	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	39.8%	40.9%	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	69	*	*
3-4	86	*	*
5 or more	42	*	*

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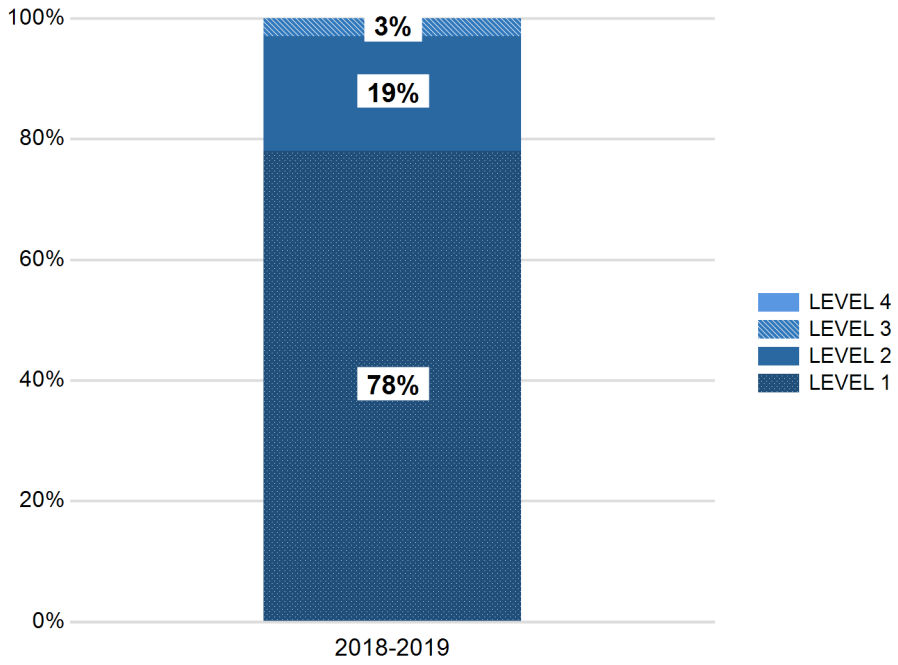
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	78	19	3	0
White	N	N	N	N
Hispanic	76	20	4	0
Black or African American	84	16	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	77	21	2	0
Male	79	18	4	0
Economically Disadvantaged Students	78	18	4	0
Non-Economically Disadvantaged Students	76	24	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	68	29	3	0
Non-English Learners	83	14	3	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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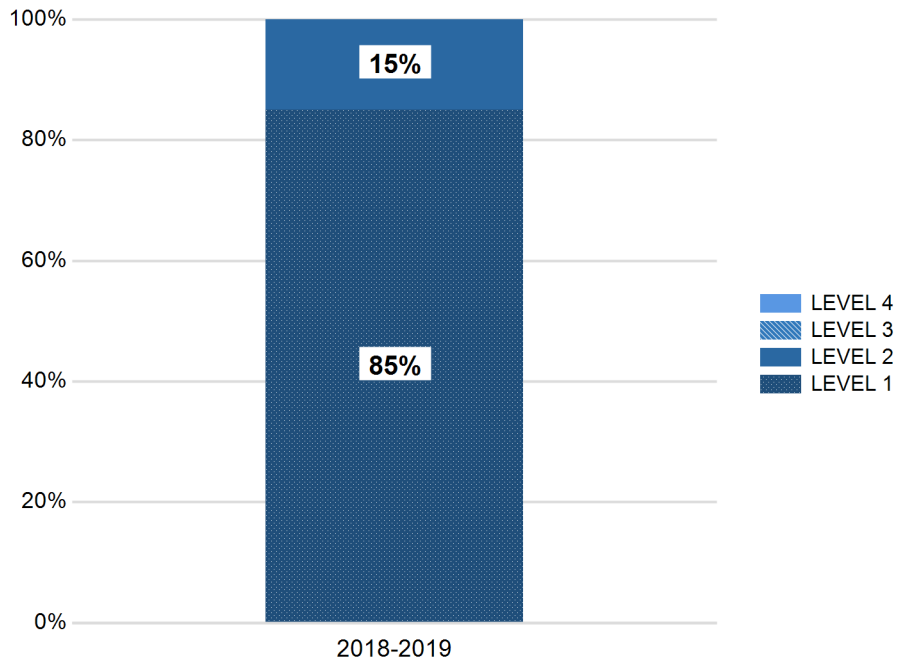
NJSLA Science Assessment: Grade 8 Summary

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	85	15	0	0
White	N	N	N	N
Hispanic	86	14	0	0
Black or African American	84	16	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	89	11	0	0
Male	83	17	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	89	11	0	0
Non-English Learners	84	16	0	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	105
7	0	0	110
8	0	0	95
Total	0	0	310

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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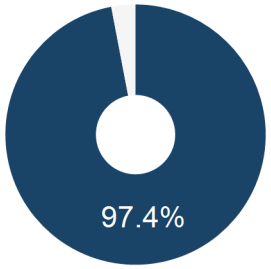
Visual and Performing Arts – Course Participation

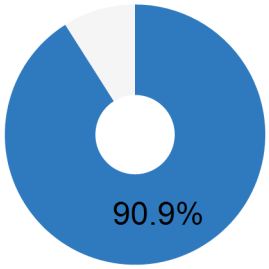
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

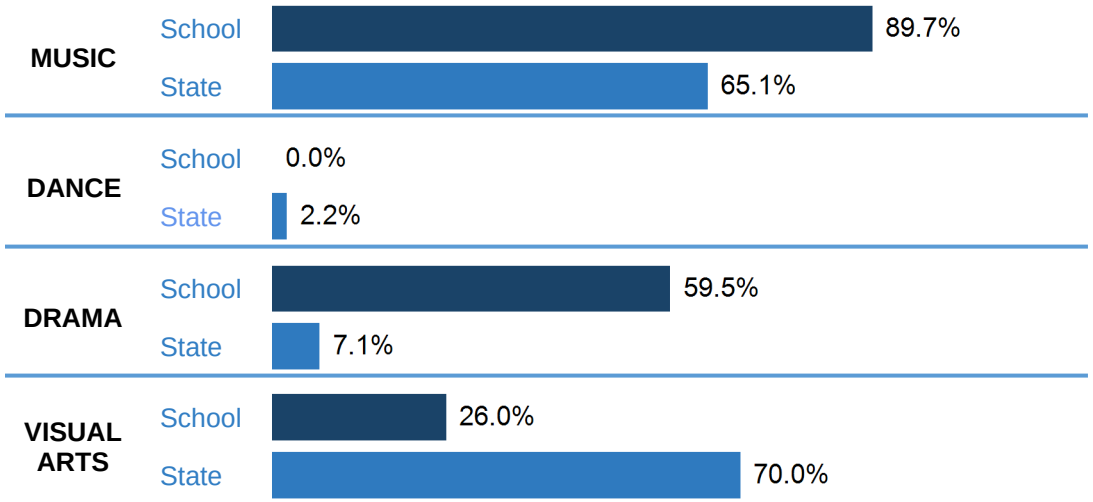


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

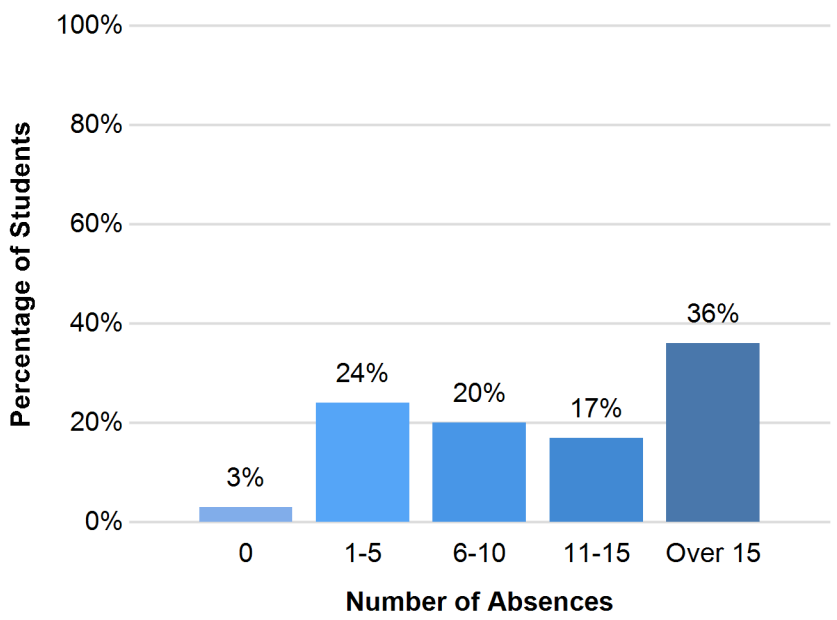
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	232	30.7	9.0	Not Met
White	*	*	**	**
Hispanic	154	28.2	9.0	Not Met
Black or African American	77	38.7	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	102	29.7		
Male	130	31.6		
Economically Disadvantaged Students	206	29.9	9.0	Not Met
Students with Disabilities	87	47.0	9.0	Not Met
English Learners	57	23.3	9.0	Not Met
Homeless Students	14	73.7		
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.



NJ SCHOOL PERFORMANCE REPORT

Dr William H. Horton Elementary School
(13-3570-440)
Grades Offered: PK-08
2018-2019

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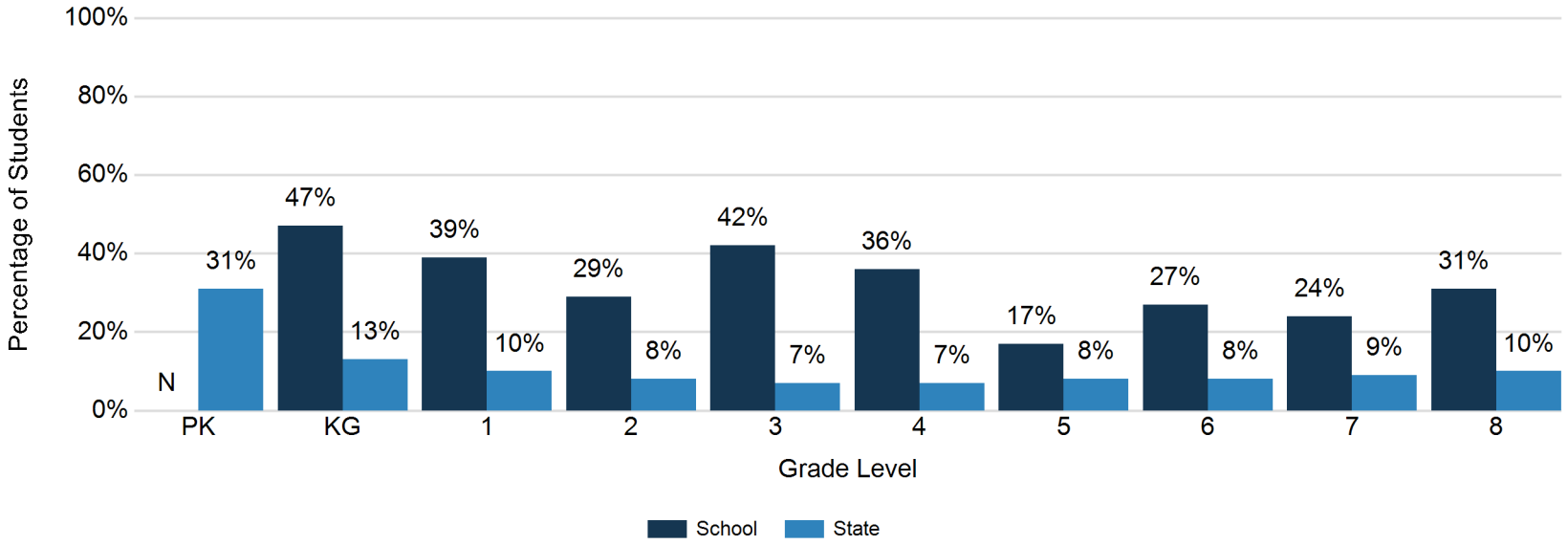
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	22
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	3.55

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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	1	1
Gender	0	2	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	9	9
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	13	1.7%
Out-of-School Suspensions	31	4.1%
Any Suspension	35	4.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
63

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	1.6:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	56	118,214
Average years experience in public schools	11.1	12.1
Average years experience in district	7.1	10.8
Percentage of Teachers with 4 or more years experience in the district	37.5%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1	14:1
Students to Administrators	109:1	106:1
Teachers to Administrators	8:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.0%	80.4%	71.4%	48.4%	77.1%	54.9%
Male	54.0%	19.6%	28.6%	51.6%	22.9%	45.1%
White	0.7%	32.1%	28.6%	42.4%	83.6%	77.4%
Hispanic	72.4%	28.6%	28.6%	29.9%	7.3%	7.2%
Black or African American	26.3%	33.9%	42.9%	15.0%	6.6%	13.9%
Asian	0.1%	5.4%	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	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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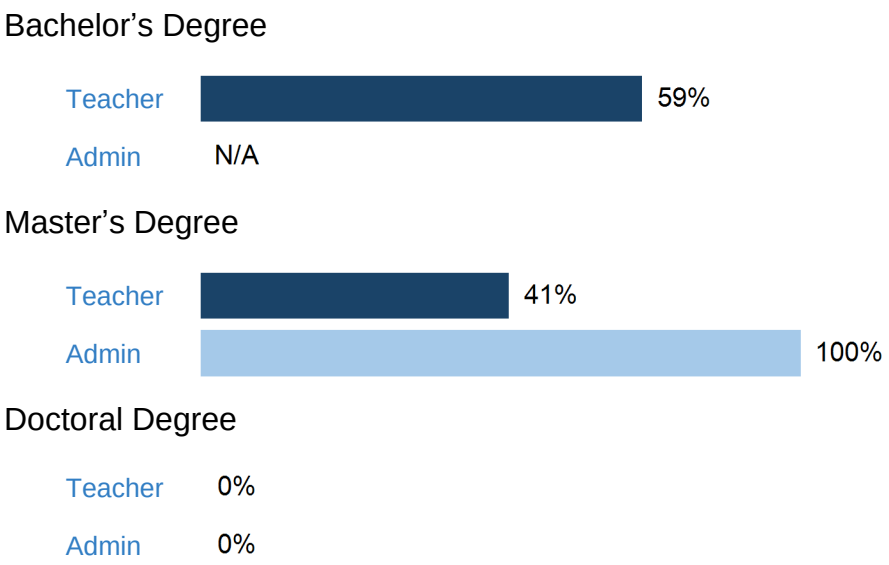
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	79.8%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
Student Group Status: Black or African American	Low Performing Student Group (ATSI)
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	Low Performing Student Group (ATSI)
Student Group Status: Economically Disadvantaged Students	Low Performing Student Group (ATSI)
Student Group Status: Students with Disabilities	Low Performing Student Group (ATSI)
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	19.7%	16.7%	15.4%
Math Proficiency	12.7%	*	12.1%
ELA Growth	45	41	39
Math Growth	40	34	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		37.5%	39.8%
Chronic Absenteeism	33.9%	36.4%	30.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Not Met	Met Standard	Met Target†	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	Not Met	Not Met	Met Standard	Met Standard	Met Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	In collaboration with all stakeholders we at Dr William H Horton Elementary School aim to educate and instill values of safety respect and responsibility to ensure success for all via social and academic growth
Awards, Recognition, Accomplishments:	We are proud to participate in the Verizon Innovative Learning Initiative where all 6th to 8th graders received IPADs to support learning both during the school day and at home

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Courses, Curriculum, Instruction:	Advanced Placement AP
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Volleyball (Boys & Girls) Basketball Cheer Chess Debate Volleyball
Clubs and Activities:	Chess Club Coding Debate Girls Who Code STEAM (Science Technology Arts and Mathematics)

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Jersey Cares Main Street Counseling National Honors society Newark Trust Playworks

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Facilities:	Built in 1893 and includes Auditorium and Music Classrooms
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

NJ SCHOOL PERFORMANCE REPORT

Dr William H. Horton Elementary School
(13-3570-440)
Grades Offered: PK-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

NJ SCHOOL PERFORMANCE REPORT

Dr William H. Horton Elementary School
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School Narrative

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Dr. E. Alma Flagg School
(13-3570-415)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Dr. E. Alma Flagg School
(13-3570-415)
Grades Offered: PK-08
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ganiat Rufai
Address	150 THIRD ST NEWARK, NJ 07104-2002
Phone Number	973-268-5190
Email Address	grufai@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/FLG

NJ SCHOOL PERFORMANCE REPORT

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	47	40	32
1	38	43	47
2	58	46	43
3	57	54	45
4	53	62	67
5	71	65	64
6	61	78	59
7	64	63	74
8	77	84	65
9	0	0	0
Total	526	535	496

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	48.1%	48.2%	51.4%
Male	51.9%	51.8%	48.6%
Economically Disadvantaged Students	92.2%	72.5%	84.5%
Students with Disabilities	6.5%	11.6%	11.9%
English Learners	27.4%	26.2%	33.5%
Homeless Students	2.3%	1.9%	2.0%
Students in Foster Care	1.1%	2.2%	0.8%
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	1.0%	0.4%	0.6%
Hispanic	64.8%	66.9%	70.6%
Black or African American	34.0%	32.1%	28.4%
Asian	0.2%	0.0%	0.2%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.4%	0.0%
Two or More Races	0.0%	0.0%	0.0%

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	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	47	40	32

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	526	535	496
Shared Time Students	0	0	0
Full Time Equivalent	526	535	496

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	55.8%
Spanish	43.8%
Other Languages	0.4%

NJ SCHOOL PERFORMANCE REPORT

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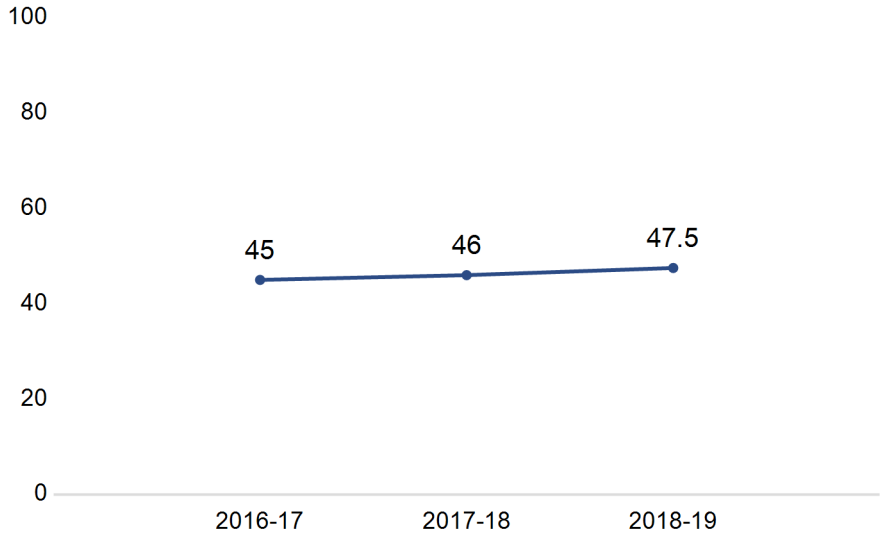
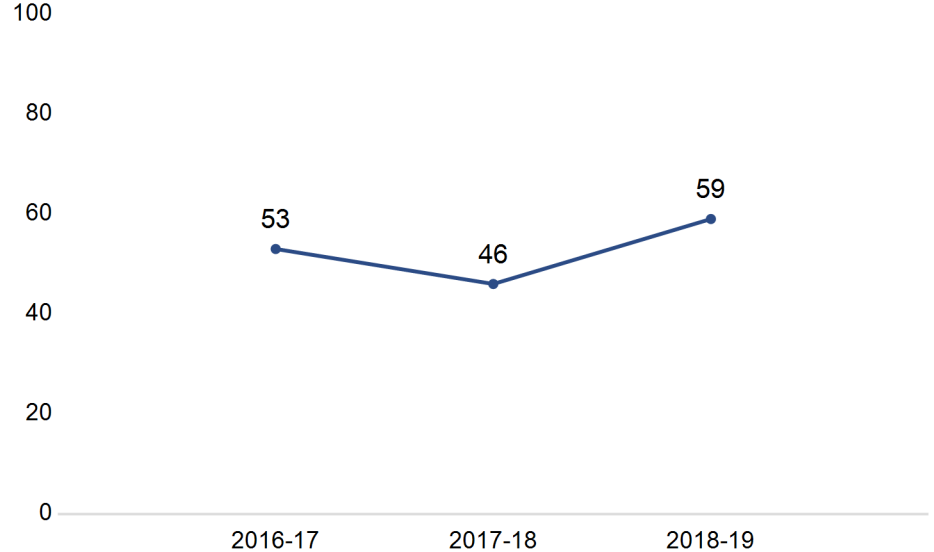
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	45	46	47.5	53	46	59
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	47.5	48	50	Met Standard	59	48	50	Met Standard
White	N	56	50	**	N	56	52	**
Hispanic	46.5	50	49	Met Standard	57	51	47	Met Standard
Black or African American	50	43	45	Met Standard	61	41	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	*	60	59	**	*	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	47.5	51	53	N	60	49	50	N
Male	48	45	47	N	56.5	48	51	N
Economically Disadvantaged Students	45	47	48	Met Standard	60	48	46	Exceeds Standard
Students with Disabilities	33.5	39	43	Not Met	38.5	48	45	Not Met
English Learners	43	53	52	Met Standard	65	53	50	Exceeds Standard
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	*	49	42	N	*	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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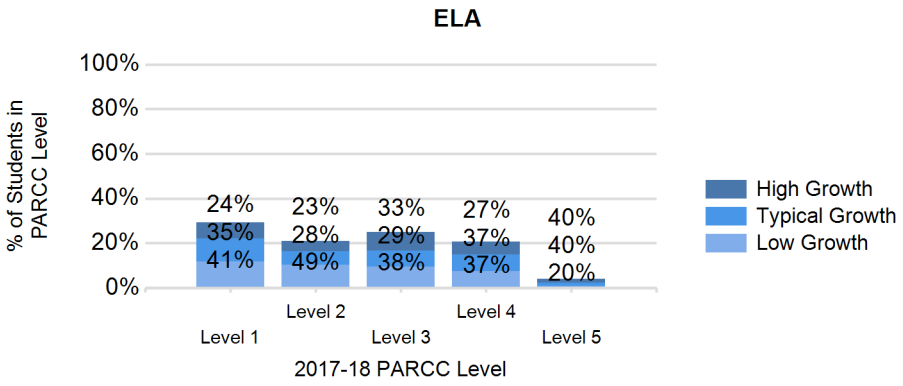
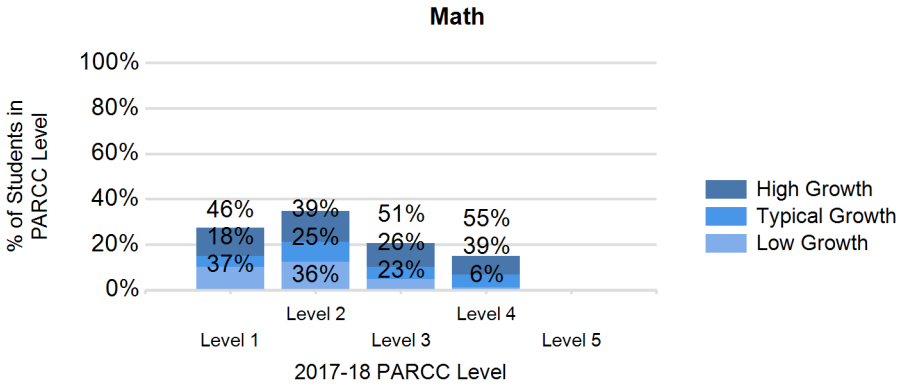
Student Growth by Performance Level

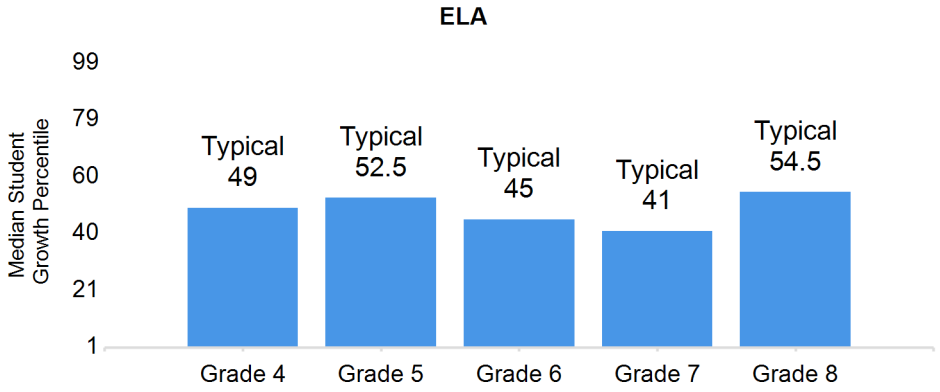
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

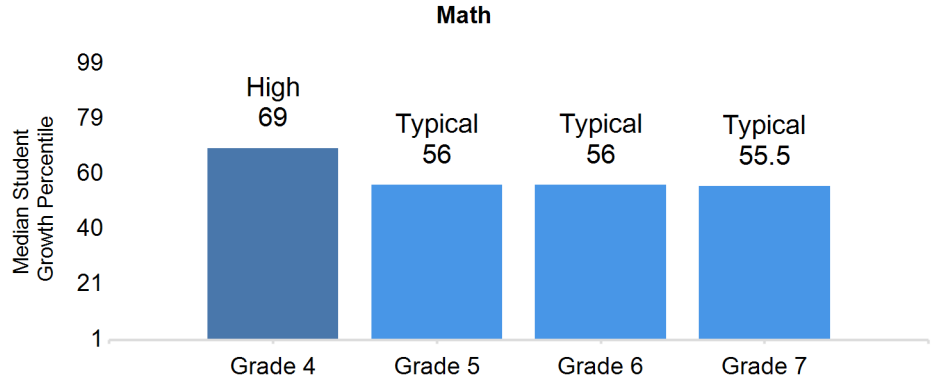




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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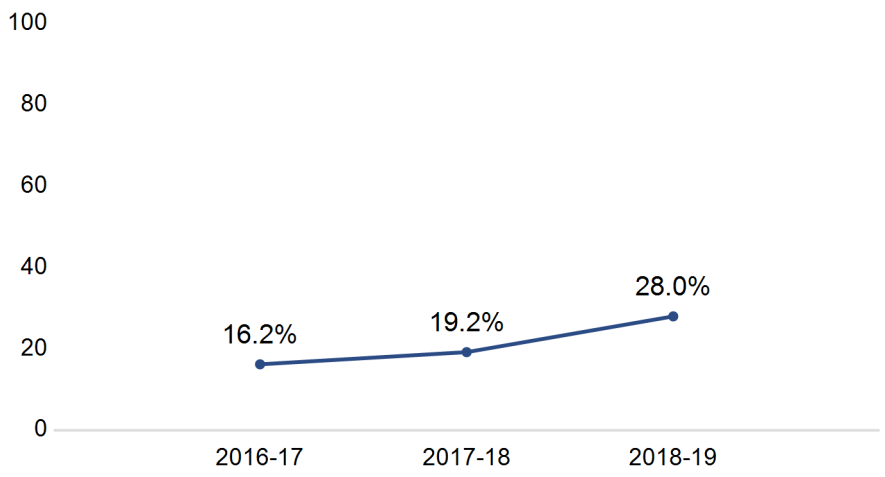
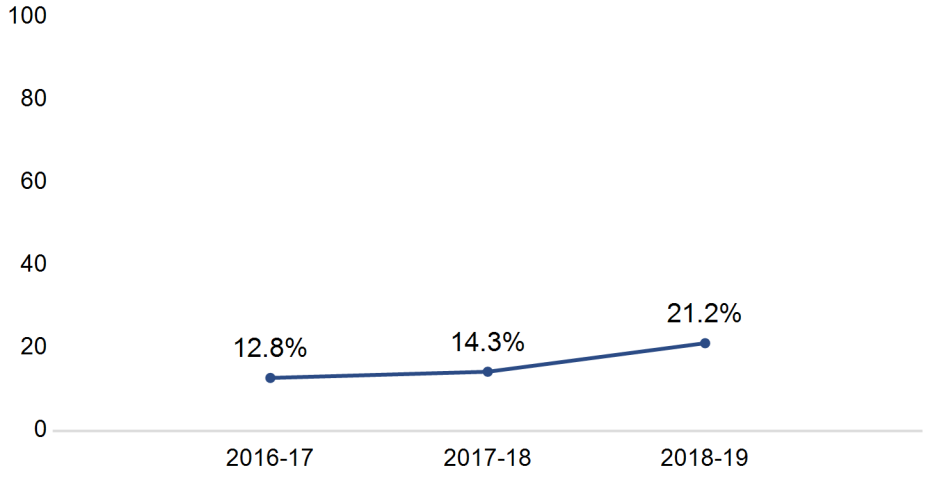
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

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	93.1%	96.1%	97.1%	93.0%	95.8%	96.6%
Proficiency Rate for Federal Accountability	16.2%	19.2%	28.0%	12.8%	14.3%	21.2%
Annual Target	16.6%	20.0%	23.3%	10.3%	13.9%	17.6%
Met Annual Target?	Met Target†	Met Target†	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	318	97.1	28.0	*	57.9	28.0	23.3	Met Target
White	*	*	*	54.7	66.9	*	**	**
Hispanic	211	97.3	26.1	38.9	43.9	26.1	24.8	Met Target
Black or African American	102	97.4	31.4	28.8	38.5	31.4	21.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	165	98.3	30.3	42.9	64.8	30.3		
Male	153	95.9	25.5	30.3	51.3	25.5		
Economically Disadvantaged Students	259	97.0	29.0	35.8	40.0	29.0	22.4	Met Target
Non-Economically Disadvantaged Students	59	97.4	23.7	38.6	67.9	23.7		
Students with Disabilities	52	98.1	17.3	14.1	22.7	17.3	16.7	Met Target
Students without Disabilities	266	96.9	30.1	41.7	65.1	30.1		
English Learners	89	95.7	10.1	29.3	29.3	10.1	11.1	Met Target†
Non-English Learners	229	97.6	34.9	38.3	60.6	34.9		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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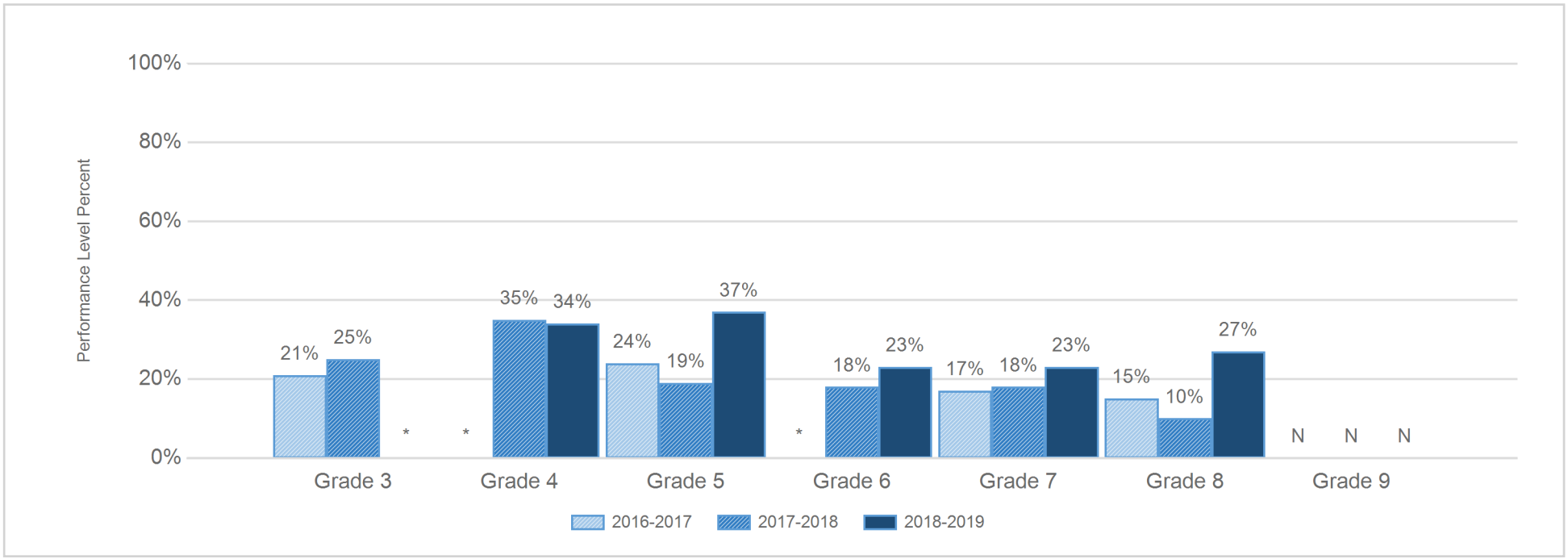
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	34	693	727	748	*	*	*	*	*	*	50%
White	*	*	746	757	*	*	*	*	*	*	60%
Hispanic	23	690	728	734	*	*	*	*	*	*	36%
Black or African American	*	*	721	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	22	695	730	753	*	*	*	*	*	*	55%
Male	12	690	723	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	726	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	729	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	16	685	716	713	*	*	*	*	*	*	17%
Non-English Learners	18	700	729	751	*	*	*	*	*	*	54%
Homeless Students	*	*	708	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	707	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	730	734	755	28%	21%	*	*	*	34%	57%
White	N	N	744	763	N	N	N	N	N	N	67%
Hispanic	35	732	739	743	*	*	*	*	*	37%	44%
Black or African American	18	725	725	739	*	*	*	*	*	28%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	23	737	739	760	*	*	*	*	*	43%	62%
Male	30	724	729	750	*	*	*	*	*	27%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	736	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	761	*	*	*	*	*	*	64%
English Learners	11	716	722	720	*	*	*	*	*	18%	17%
Non-English Learners	42	733	736	758	*	*	*	*	*	38%	60%
Homeless Students	*	*	719	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Dr. E. Alma Flagg School
(13-3570-415)
Grades Offered: PK-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 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	59	735	733	756	25%	*	22%	*	*	37%	58%
White	N	N	743	764	N	N	N	N	N	N	68%
Hispanic	39	734	736	743	28%	*	31%	*	*	28%	44%
Black or African American	*	*	727	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	27	727	739	761	*	*	*	*	*	30%	64%
Male	32	743	728	750	*	*	*	*	*	44%	52%
Economically Disadvantaged Students	45	735	732	740	*	*	*	*	*	36%	39%
Non-Economically Disadvantaged Students	14	736	738	766	*	*	*	*	*	43%	69%
Students with Disabilities	*	*	702	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	10	705	717	713	*	*	*	*	*	*	11%
Non-English Learners	49	742	736	758	*	*	*	*	*	*	60%
Homeless Students	*	*	722	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	724	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%

NJ SCHOOL PERFORMANCE REPORT

Dr. E. Alma Flagg School
(13-3570-415)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	726	737	754	*	28%	32%	*	*	23%	56%
White	*	*	758	762	*	*	*	*	*	*	65%
Hispanic	30	717	740	743	*	*	*	*	*	13%	43%
Black or African American	*	*	728	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	30	727	744	762	*	*	*	*	*	27%	64%
Male	23	724	730	748	*	*	*	*	*	17%	48%
Economically Disadvantaged Students	38	727	737	740	*	*	*	*	*	24%	39%
Non-Economically Disadvantaged Students	15	724	737	763	*	*	*	*	*	20%	67%
Students with Disabilities	*	*	708	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	742	761	*	*	*	*	*	*	64%
English Learners	*	*	720	710	*	*	*	*	*	*	*
Non-English Learners	*	*	739	756	*	*	*	*	*	*	*
Homeless Students	*	*	726	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	717	726	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Dr. E. Alma Flagg School
(13-3570-415)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	716	741	761	40%	22%	15%	*	*	23%	63%
White	N	N	756	769	N	N	N	N	N	N	72%
Hispanic	47	716	744	747	*	*	*	*	*	26%	50%
Black or African American	18	716	733	741	*	*	*	*	*	17%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	31	719	749	769	35%	*	*	*	*	26%	71%
Male	34	713	734	753	44%	*	*	*	*	21%	55%
Economically Disadvantaged Students	50	715	740	743	*	*	*	*	*	26%	45%
Non-Economically Disadvantaged Students	15	718	746	771	*	*	*	*	*	13%	73%
Students with Disabilities	13	682	705	720	*	*	*	*	*	*	22%
Students without Disabilities	52	724	749	769	*	*	*	*	*	*	71%
English Learners	11	685	712	706	*	*	*	*	*	*	12%
Non-English Learners	54	722	744	763	*	*	*	*	*	*	65%
Homeless Students	N	N	724	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	735	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%

NJ SCHOOL PERFORMANCE REPORT

Dr. E. Alma Flagg School
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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	723	742	762	32%	20%	21%	*	*	27%	63%
White	N	N	765	770	N	N	N	N	N	N	72%
Hispanic	38	728	746	747	*	*	*	*	*	32%	49%
Black or African American	18	713	733	741	*	*	*	*	*	17%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	30	733	751	771	*	*	*	*	*	37%	71%
Male	26	712	735	753	*	*	*	*	*	15%	55%
Economically Disadvantaged Students	43	724	742	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	13	721	744	772	*	*	*	*	*	*	72%
Students with Disabilities	*	*	707	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	750	770	*	*	*	*	*	*	71%
English Learners	*	*	717	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	764	*	*	*	*	*	*	65%
Homeless Students	*	*	711	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	714	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	340	96.6	21.2	26.3	44.5	21.2	17.6	Met Target
White	*	*	*	42.2	54.1	*	**	**
Hispanic	233	96.5	20.6	30.9	28.8	20.6	18.8	Met Target
Black or African American	102	97.4	21.6	16.6	23.0	21.6	15.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	176	97.9	21.0	26.9	44.9	21.0		
Male	164	95.2	21.3	25.8	44.2	21.3		
Economically Disadvantaged Students	270	96.8	21.9	26.6	26.3	21.9	17.6	Met Target
Non-Economically Disadvantaged Students	70	95.8	18.6	25.4	54.9	18.6		
Students with Disabilities	52	98.1	11.5	11.6	17.4	11.5	8	Met Target
Students without Disabilities	288	96.3	22.9	29.8	50.0	22.9		
English Learners	111	94.2	11.7	25.7	25.0	11.6	8	Met Target
Non-English Learners	229	97.7	25.8	26.5	46.5	25.8		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Dr. E. Alma Flagg School
(13-3570-415)
Grades Offered: PK-08
2018-2019

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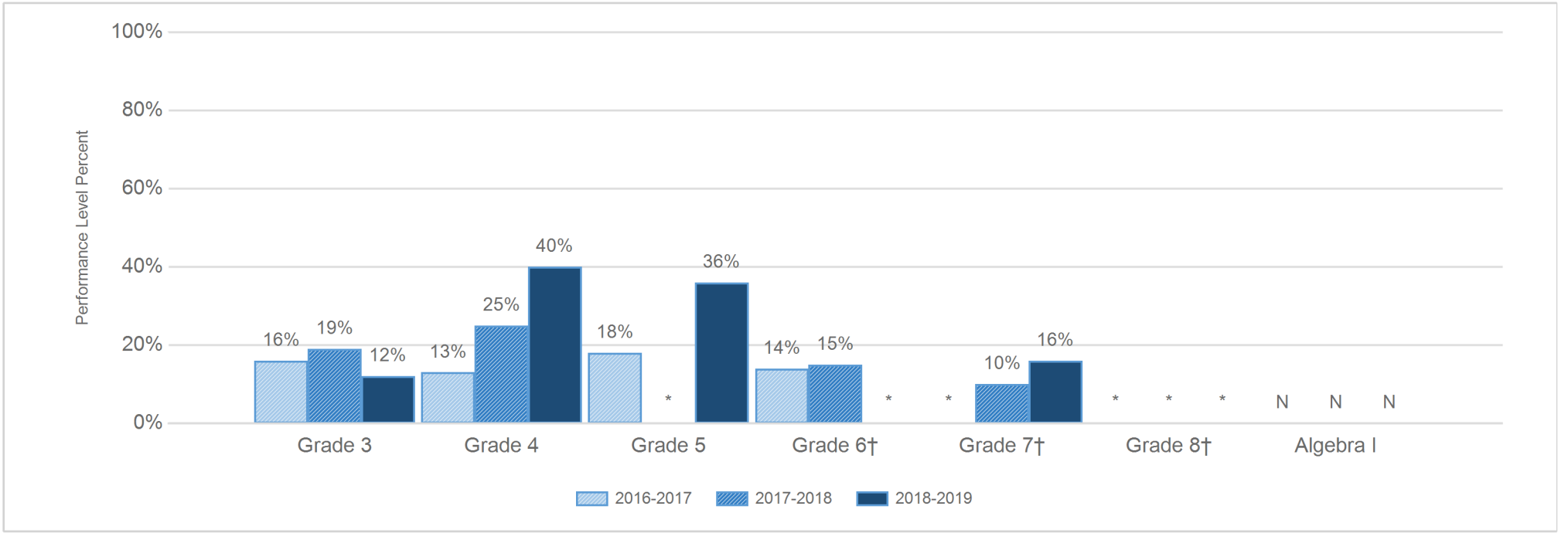
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	712	735	752	33%	31%	24%	*	*	12%	55%
White	*	*	757	760	*	*	*	*	*	*	66%
Hispanic	31	710	738	739	35%	35%	*	*	*	10%	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	26	714	*	751	*	*	*	*	*	*	54%
Male	16	710	*	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	30	715	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	12	706	733	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	718	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	738	756	*	*	*	*	*	*	60%
English Learners	23	709	732	728	*	*	*	*	*	*	26%
Non-English Learners	19	717	736	754	*	*	*	*	*	*	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	714	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	734	732	749	17%	22%	21%	40%	0%	40%	51%
White	N	N	746	757	N	N	N	N	N	N	62%
Hispanic	40	737	738	737	*	*	*	*	*	43%	36%
Black or African American	18	728	719	731	*	*	*	*	*	33%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	25	735	733	749	*	*	*	48%	0%	48%	50%
Male	33	734	731	749	*	*	*	33%	0%	33%	52%
Economically Disadvantaged Students	47	738	732	734	*	*	*	*	*	43%	32%
Non-Economically Disadvantaged Students	11	720	731	759	*	*	*	*	*	27%	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	754	*	*	*	*	*	*	56%
English Learners	15	727	728	722	*	*	*	*	*	33%	18%
Non-English Learners	43	737	733	751	*	*	*	*	*	42%	54%
Homeless Students	*	*	715	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	725	728	747	22%	32%	*	*	*	36%	47%
White	N	N	736	755	N	N	N	N	N	N	58%
Hispanic	39	725	733	735	*	33%	*	*	*	38%	30%
Black or African American	*	*	720	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	27	721	729	747	*	*	*	*	*	33%	47%
Male	32	729	727	747	*	*	*	*	*	38%	47%
Economically Disadvantaged Students	45	727	728	732	*	*	*	*	*	40%	27%
Non-Economically Disadvantaged Students	14	720	729	757	*	*	*	*	*	21%	59%
Students with Disabilities	*	*	714	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	731	752	*	*	*	*	*	*	52%
English Learners	10	699	721	718	*	*	*	*	*	20%	12%
Non-English Learners	49	730	729	749	*	*	*	*	*	39%	49%
Homeless Students	*	*	714	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	720	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%

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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	57	713	725	741	*	*	*	*	*	*	41%
White	*	*	745	749	*	*	*	*	*	*	51%
Hispanic	34	708	728	729	*	*	*	*	*	*	24%
Black or African American	*	*	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	754	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	32	715	726	742	*	*	*	*	*	*	42%
Male	25	711	723	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	41	714	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	16	711	722	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	708	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	746	*	*	*	*	*	*	46%
English Learners	13	701	715	709	*	*	*	*	*	*	*
Non-English Learners	44	717	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	707	717	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Dr. E. Alma Flagg School
(13-3570-415)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	721	731	744	26%	38%	20%	*	*	16%	42%
White	N	N	738	751	N	N	N	N	N	N	53%
Hispanic	51	721	733	733	*	*	22%	*	*	16%	26%
Black or African American	18	720	723	727	*	*	*	*	*	17%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	33	721	*	744	*	48%	*	*	*	15%	42%
Male	36	720	*	743	*	28%	*	*	*	17%	42%
Economically Disadvantaged Students	51	719	731	731	*	*	*	*	*	14%	24%
Non-Economically Disadvantaged Students	18	725	731	751	*	*	*	*	*	22%	53%
Students with Disabilities	13	695	708	718	*	*	*	*	*	*	13%
Students without Disabilities	56	726	736	749	*	*	*	*	*	*	48%
English Learners	15	704	721	716	*	*	*	*	*	*	10%
Non-English Learners	54	725	732	745	*	*	*	*	*	*	44%
Homeless Students	N	N	719	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	718	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	*	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	705	722	728	*	*	*	*	*	*	29%
White	N	N	731	737	N	N	N	N	N	N	38%
Hispanic	46	708	727	722	*	*	*	*	*	*	22%
Black or African American	18	696	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	35	710	724	731	*	*	*	*	*	*	31%
Male	29	698	719	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	46	708	722	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	18	697	721	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	697	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	727	734	*	*	*	*	*	*	35%
English Learners	13	697	712	706	*	*	*	*	*	*	10%
Non-English Learners	51	707	723	730	*	*	*	*	*	*	30%
Homeless Students	*	*	695	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	707	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
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. 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	50.6%	40.9%	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	58	*	*
3-4	64	*	*
5 or more	25	88.0%	12.0%

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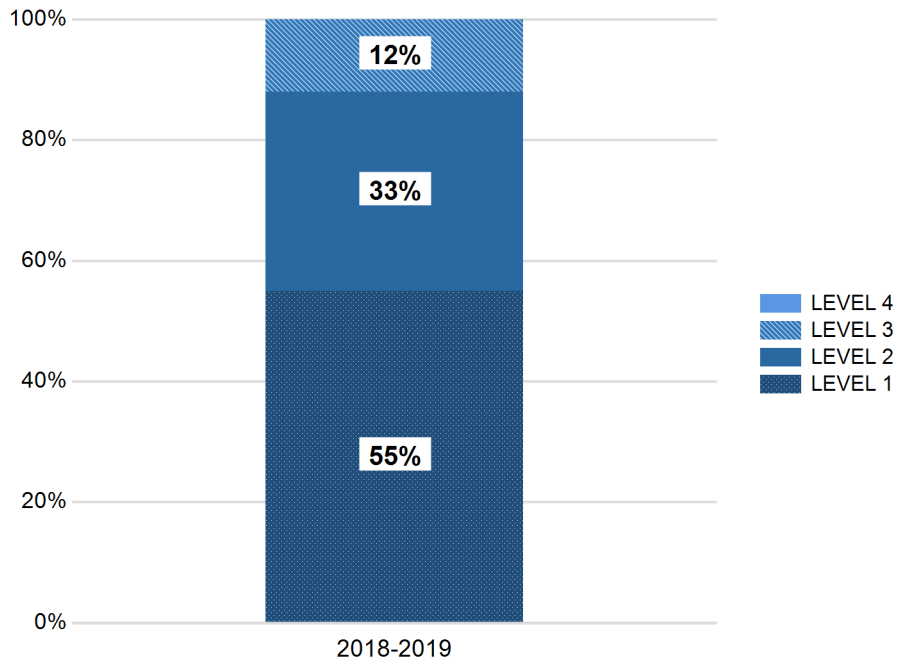
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	55	33	12	0
White	N	N	N	N
Hispanic	56	31	13	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	64	28	8	0
Male	48	36	15	0
Economically Disadvantaged Students	56	33	11	0
Non-Economically Disadvantaged Students	54	31	15	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	70	30	0	0
Non-English Learners	52	33	15	0
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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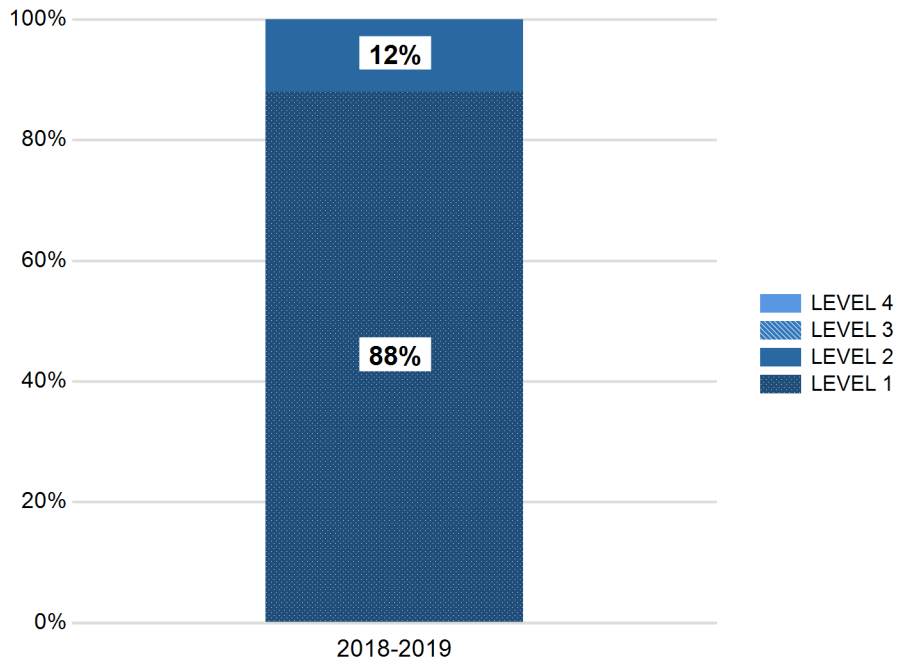
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	88	12	0	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	88	13	0	0
Male	89	11	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	59
7	0	0	74
8	0	0	66
Total	0	0	199

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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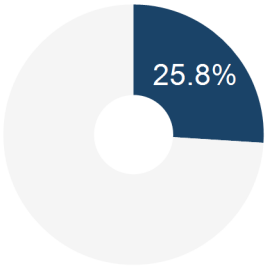
Visual and Performing Arts – Course Participation

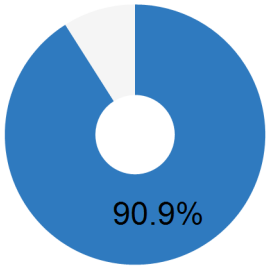
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

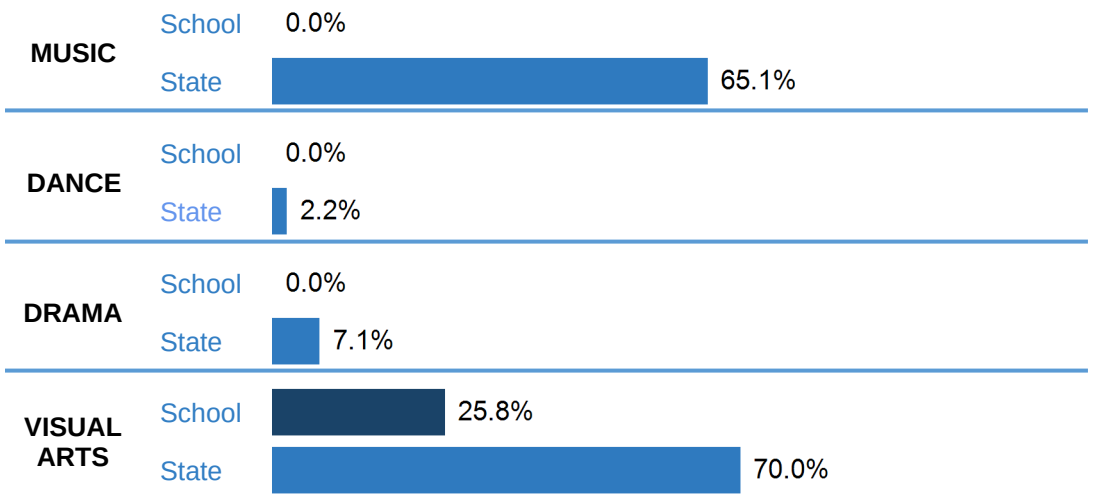


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

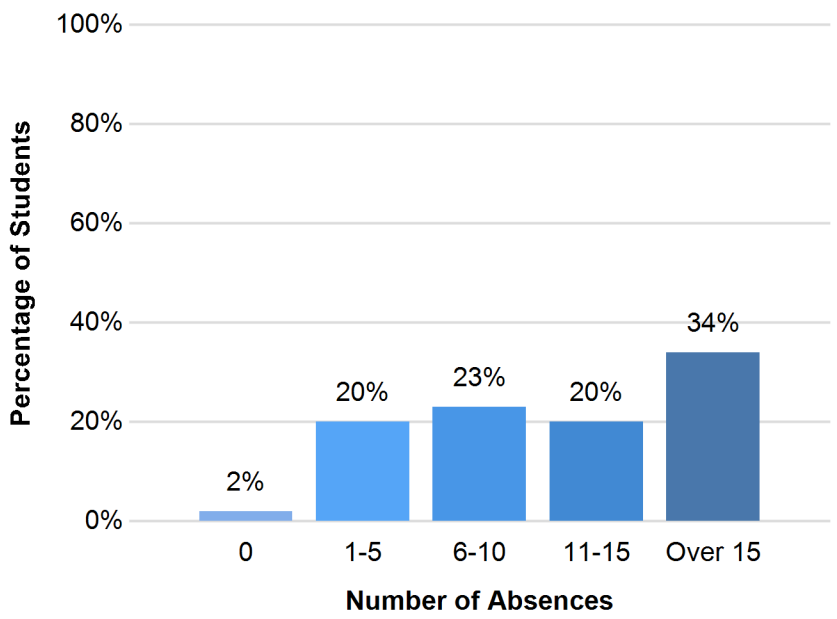
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	155	31.7	9.0	Not Met
White	*	*	**	**
Hispanic	108	31.8	9.0	Not Met
Black or African American	46	31.9	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	78	31.3		
Male	77	32.1		
Economically Disadvantaged Students	129	30.6	9.0	Not Met
Students with Disabilities	32	51.6	9.0	Not Met
English Learners	40	25.5	9.0	Not Met
Homeless Students	6	60.0		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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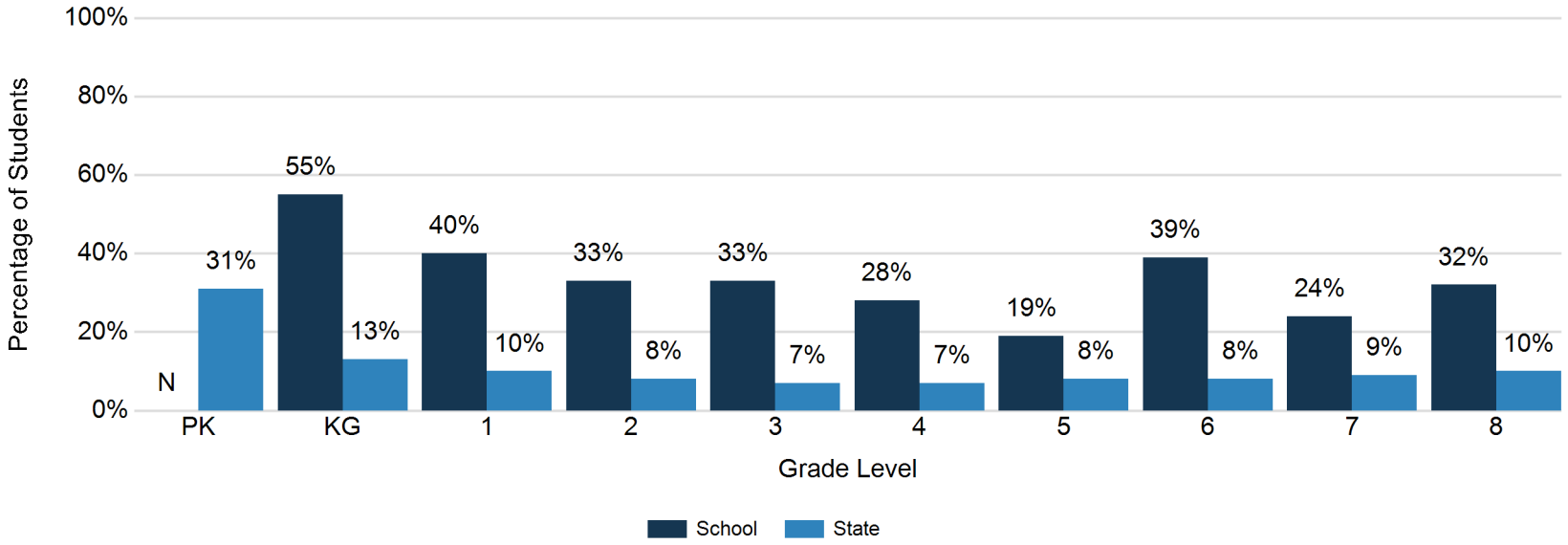
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	7
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	3.43

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	2
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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	1	1
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	3	3
Other	0	10	10
No Identified Nature	2		2

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	14	2.8%
Any Suspension	17	3.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
37

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	1.7:1

NJ SCHOOL PERFORMANCE REPORT

Dr. E. Alma Flagg School
(13-3570-415)
Grades Offered: PK-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	35	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	8.0	10.8
Percentage of Teachers with 4 or more years experience in the district	51.4%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1	14:1
Students to Administrators	71:1	106:1
Teachers to Administrators	5:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

NJ SCHOOL PERFORMANCE REPORT

Dr. E. Alma Flagg School
(13-3570-415)
Grades Offered: PK-08
2018-2019

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.4%	74.3%	85.7%	48.4%	77.1%	54.9%
Male	48.6%	25.7%	14.3%	51.6%	22.9%	45.1%
White	0.6%	22.9%	14.3%	42.4%	83.6%	77.4%
Hispanic	70.6%	40.0%	14.3%	29.9%	7.3%	7.2%
Black or African American	28.4%	37.1%	71.4%	15.0%	6.6%	13.9%
Asian	0.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Dr. E. Alma Flagg School
(13-3570-415)
Grades Offered: PK-08
2018-2019

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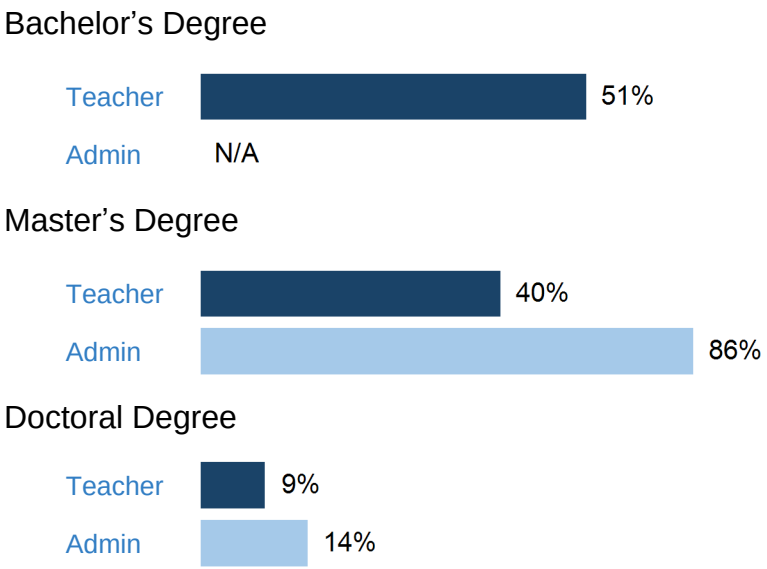
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	79.6%

NJ SCHOOL PERFORMANCE REPORT

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
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	Low Performing Student Group (ATSI)

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	16.2%	19.2%	28.0%
Math Proficiency	12.8%	14.3%	21.2%
ELA Growth	45	46	48
Math Growth	53	46	59
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		44.4%	50.6%
Chronic Absenteeism	31.4%	39.5%	31.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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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.

NJ SCHOOL PERFORMANCE REPORT

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Grades Offered: PK-08
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	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	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	Not Met	Not Met	n/a	Not Met	No
English Learners	Met Target†	Met Target	Met Standard	Exceeds Standard	Exceeds Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	All students at Dr E Alma Flagg School will become critical thinkers and push past the norms of society Dr E Alma Flagg School students will be able to offer divergent thoughts that will lead innovation within and beyond their communities
Awards, Recognition, Accomplishments:	Students participate in STEAM classes performing arts music and various sports programs

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Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Girls), Soccer (Coed), Volleyball (Coed) Basketball Cheer Soccer Volleyball
Clubs and Activities:	Art BEEP Afterschool Program Drama National Junior Honor Society Robotics

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Montclair State University My Very Own Library Randy Foye Foundation Rutgers University Newark United Way

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Facilities:	Built in 1984 Computer Labs and Media Center
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Eagle Academy for Young Men of Newark
(13-3570-307)
Grades Offered: 05-12
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Eagle Academy for Young Men of Newark
(13-3570-307)
Grades Offered: 05-12
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Mr. Semone Morant
Address	279 Chancellor Avenue Newark, NJ 07112
Phone Number	973-733-1234
Email Address	SMorant@NPS.K12.NJ.US
Website	http://eaglenewark.com
Facebook	https://www.facebook.com/eagleacademynewark/
Twitter	https://twitter.com/eagleacademynew

NJ SCHOOL PERFORMANCE REPORT

Eagle Academy for Young Men of Newark
(13-3570-307)
Grades Offered: 05-12
2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
5	0	16	0
6	0	14	35
7	18	12	15
8	29	27	15
9	58	56	49
10	48	54	45
11	0	45	48
12	0	0	44
Total	153	224	251

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	0.0%	0.0%	0.0%
Male	100.0%	100.0%	100.0%
Economically Disadvantaged Students	66.0%	44.2%	49.0%
Students with Disabilities	19.6%	15.6%	18.3%
English Learners	0.0%	0.4%	0.8%
Homeless Students	2.6%	0.4%	0.8%
Students in Foster Care	2.0%	1.3%	1.2%
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	2.0%	1.3%	1.2%
Hispanic	9.2%	7.1%	7.6%
Black or African American	88.2%	91.1%	90.4%
Asian	0.7%	0.4%	0.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	153	224	251
Shared Time Students	0	0	0
Full Time Equivalent	153	224	251

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	98.4%
Other Languages	1.6%

NJ SCHOOL PERFORMANCE REPORT

Eagle Academy for Young Men of Newark
(13-3570-307)
Grades Offered: 05-12
2018-2019

Report Key:
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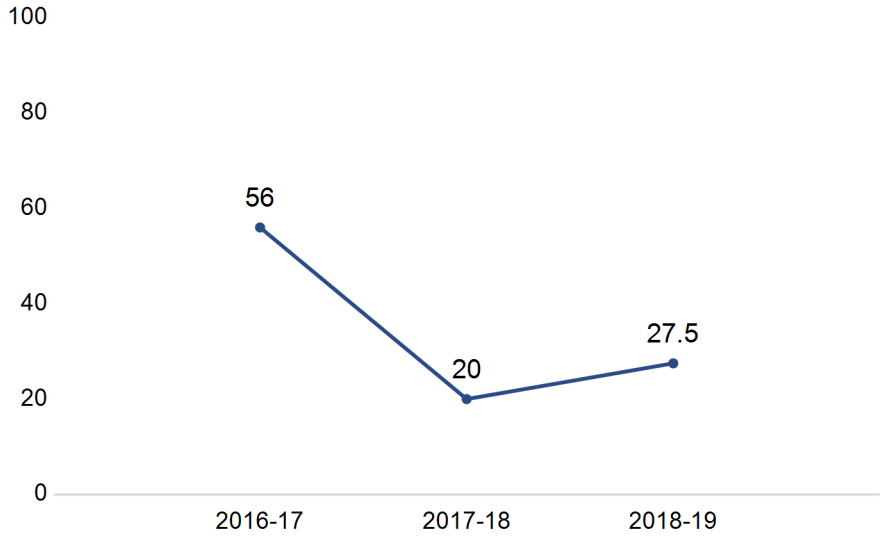
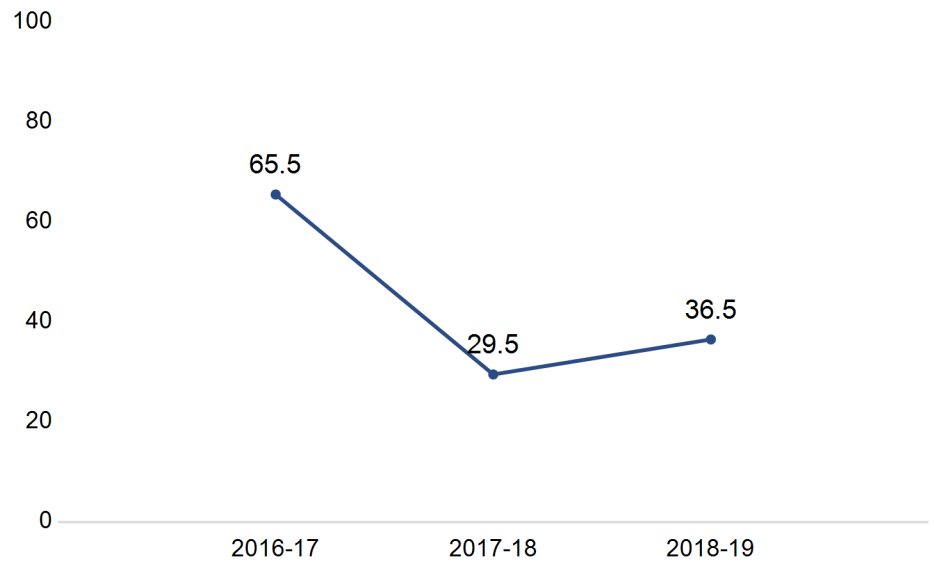
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





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	20	27.5	65.5	29.5	36.5
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Exceeds Standard	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	27.5	48	50	Not Met	36.5	48	50	Not Met
White	*	56	50	**	*	56	52	**
Hispanic	*	50	49	**	N	51	47	**
Black or African American	30	43	45	Not Met	38.5	41	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	60	59	**	*	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	N	51	53	N	N	49	50	N
Male	27.5	45	47	N	36.5	48	51	N
Economically Disadvantaged Students	30	47	48	Not Met	39	48	46	Not Met
Students with Disabilities	14	39	43	**	60	48	45	**
English Learners	*	53	52	**	N	53	50	**
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	*	49	42	N	*	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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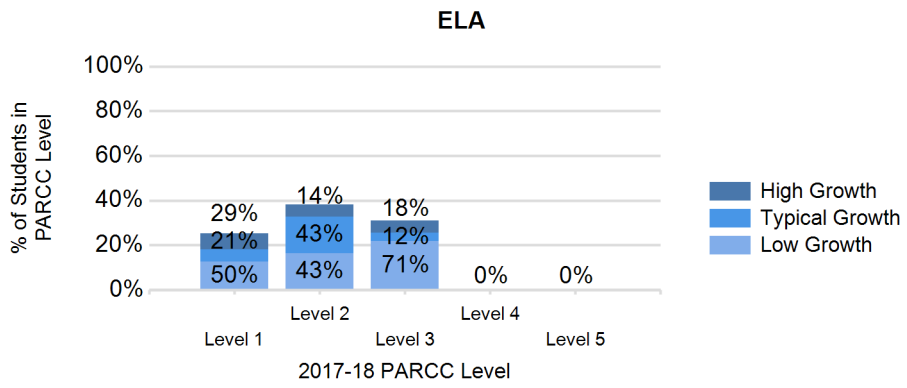
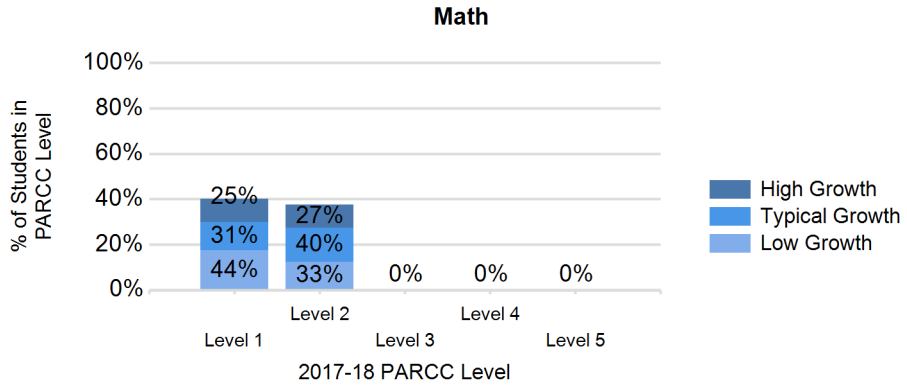
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

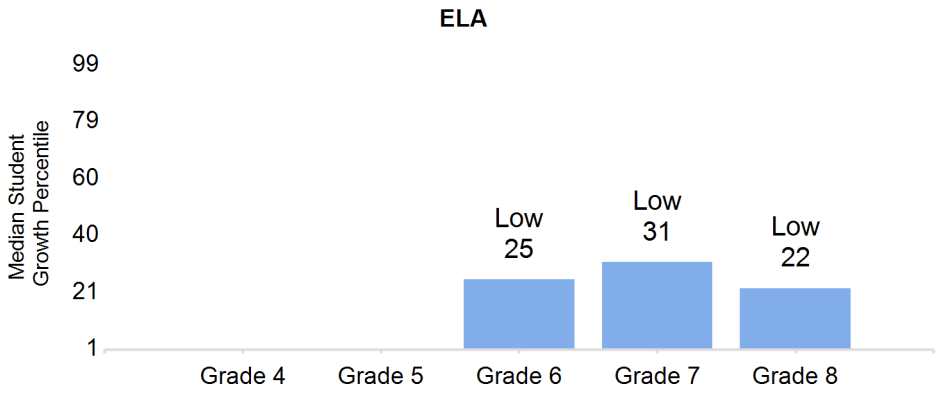
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

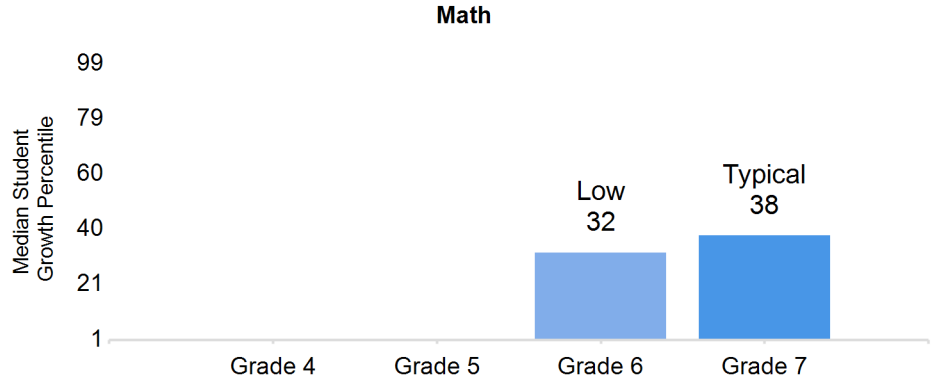




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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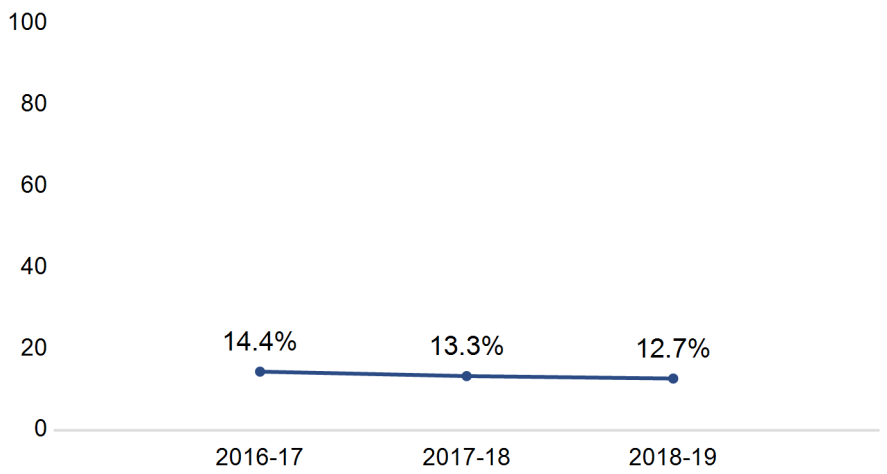
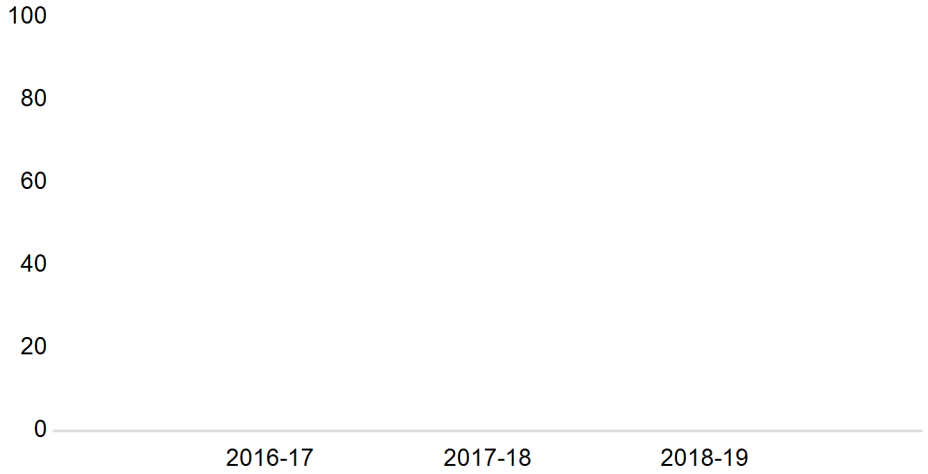
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

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	97.5%	99.4%	98.1%	96.9%	98.9%	98.2%
Proficiency Rate for Federal Accountability	14.4%	13.3%	12.7%	*	*	*
Annual Target	14.1%	17.5%	21.0%	8.7%	12.5%	16.2%
Met Annual Target?	Met Target	Met Target†	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	142	98.1	12.7	*	57.9	12.7	21	Not Met
White	*	*	*	54.7	66.9	*	**	**
Hispanic	10	100.0	30.0	38.9	43.9	30.0	**	**
Black or African American	130	99.3	11.5	28.8	38.5	11.5	21.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	N	N	N	42.9	64.8	N		
Male	142	98.1	12.7	30.3	51.3	12.7		
Economically Disadvantaged Students	76	97.6	*	35.8	40.0	*	21.9	Not Met
Non-Economically Disadvantaged Students	66	98.6	*	38.6	67.9	*		
Students with Disabilities	29	100.0	*	14.1	22.7	*	18.7	Not Met
Students without Disabilities	113	97.6	*	41.7	65.1	*		
English Learners	*	*	*	29.3	29.3	*	**	**
Non-English Learners	*	*	*	38.3	60.6	*		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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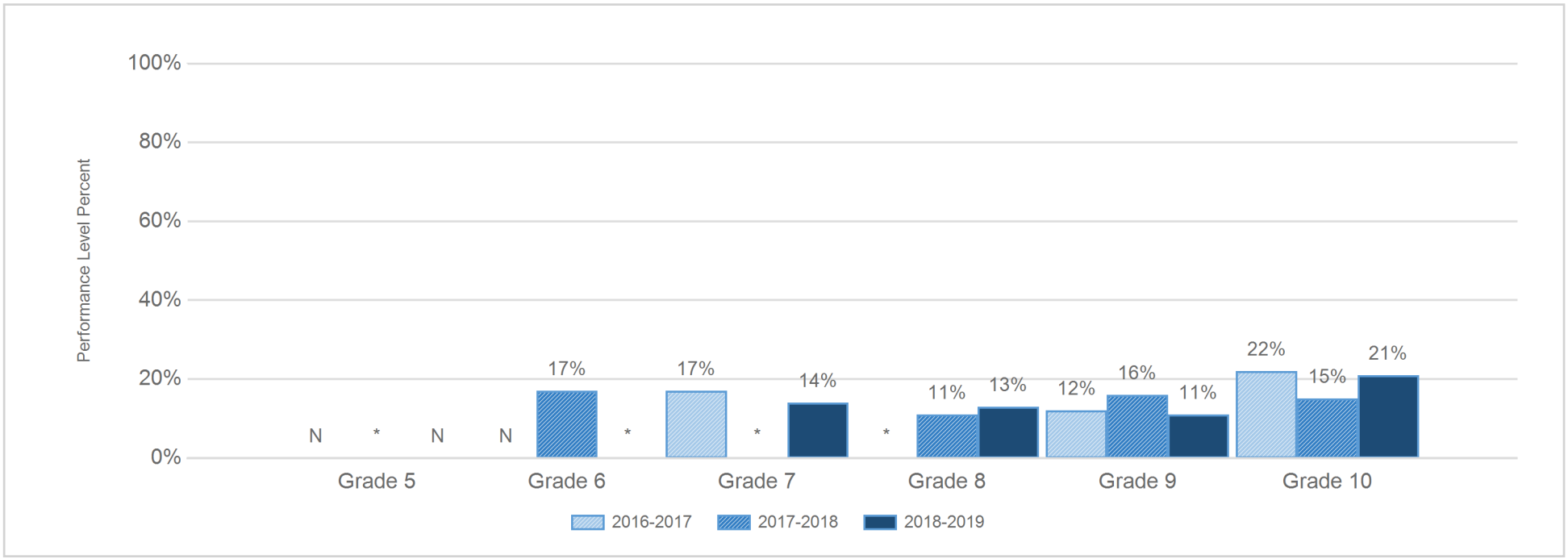
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 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	N	N	733	756	N	N	N	N	N	N	58%
White	N	N	743	764	N	N	N	N	N	N	68%
Hispanic	N	N	736	743	N	N	N	N	N	N	44%
Black or African American	N	N	727	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	N	N	739	761	N	N	N	N	N	N	64%
Male	N	N	728	750	N	N	N	N	N	N	52%
Economically Disadvantaged Students	N	N	732	740	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	N	N	738	766	N	N	N	N	N	N	69%
Students with Disabilities	N	N	702	724	N	N	N	N	N	N	23%
Students without Disabilities	N	N	739	762	N	N	N	N	N	N	65%
English Learners	N	N	717	713	N	N	N	N	N	N	11%
Non-English Learners	N	N	736	758	N	N	N	N	N	N	60%
Homeless Students	N	N	722	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	702	737	754	*	*	*	*	*	*	56%
White	*	*	758	762	*	*	*	*	*	*	65%
Hispanic	N	N	740	743	N	N	N	N	N	N	43%
Black or African American	*	*	728	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	N	N	744	762	N	N	N	N	N	N	64%
Male	36	702	730	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	26	697	737	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	10	713	737	763	*	*	*	*	*	*	67%
Students with Disabilities	17	681	708	722	*	*	*	*	*	*	19%
Students without Disabilities	19	720	742	761	*	*	*	*	*	*	64%
English Learners	N	N	720	710	N	N	N	N	N	N	*
Non-English Learners	36	702	739	756	*	*	*	*	*	*	*
Homeless Students	*	*	726	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	717	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	14	729	741	761	*	*	*	*	*	14%	63%
White	N	N	756	769	N	N	N	N	N	N	72%
Hispanic	N	N	744	747	N	N	N	N	N	N	50%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	N	N	749	769	N	N	N	N	N	N	71%
Male	14	729	734	753	*	*	*	*	*	14%	55%
Economically Disadvantaged Students	*	*	740	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	746	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	705	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	749	769	*	*	*	*	*	*	71%
English Learners	N	N	712	706	N	N	N	N	N	N	12%
Non-English Learners	14	729	744	763	*	*	*	*	*	14%	65%
Homeless Students	N	N	724	729	N	N	N	N	N	N	34%
Students in Foster Care	*	*	735	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	16	712	742	762	*	*	*	*	*	13%	63%
White	N	N	765	770	N	N	N	N	N	N	72%
Hispanic	*	*	746	747	*	*	*	*	*	*	49%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	N	N	751	771	N	N	N	N	N	N	71%
Male	16	712	735	753	*	*	*	*	*	13%	55%
Economically Disadvantaged Students	*	*	742	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	744	772	*	*	*	*	*	*	72%
Students with Disabilities	*	*	707	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	750	770	*	*	*	*	*	*	71%
English Learners	*	*	717	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	764	*	*	*	*	*	*	65%
Homeless Students	N	N	711	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	714	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	711	730	753	35%	33%	22%	*	*	11%	56%
White	N	N	739	762	N	N	N	N	N	N	65%
Hispanic	*	*	729	737	*	*	*	*	*	*	40%
Black or African American	*	*	729	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	783	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	N	N	*	761	N	N	N	N	N	N	63%
Female	N	N	738	760	N	N	N	N	N	N	63%
Male	46	711	*	746	35%	33%	22%	*	*	11%	49%
Economically Disadvantaged Students	18	695	731	734	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	28	721	*	762	*	*	*	*	*	*	65%
Students with Disabilities	*	*	699	717	*	*	*	*	*	*	17%
Students without Disabilities	*	*	736	760	*	*	*	*	*	*	63%
English Learners	*	*	685	693	*	*	*	*	*	*	*
Non-English Learners	*	*	736	755	*	*	*	*	*	*	*
Homeless Students	N	N	703	720	N	N	N	N	N	N	21%
Students in Foster Care	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	*	715	N	N	N	N	N	N	23%

NJ SCHOOL PERFORMANCE REPORT

Eagle Academy for Young Men of Newark
(13-3570-307)
Grades Offered: 05-12
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - 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	42	716	727	757	36%	*	29%	*	*	21%	58%
White	N	N	748	767	N	N	N	N	N	N	67%
Hispanic	*	*	726	738	*	*	*	*	*	*	43%
Black or African American	*	*	723	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	780	792	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	N	N	*	766	N	N	N	N	N	N	65%
Female	N	N	737	766	N	N	N	N	N	N	66%
Male	42	716	*	749	36%	*	29%	*	*	21%	51%
Economically Disadvantaged Students	22	711	*	735	*	*	*	*	*	14%	40%
Non-Economically Disadvantaged Students	20	722	725	767	*	*	*	*	*	30%	67%
Students with Disabilities	*	*	687	711	*	*	*	*	*	*	19%
Students without Disabilities	*	*	734	765	*	*	*	*	*	*	65%
English Learners	N	N	679	687	N	N	N	N	N	N	*
Non-English Learners	42	716	734	760	36%	*	29%	*	*	21%	*
Homeless Students	*	*	713	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	694	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	710	N	N	N	N	N	N	10%

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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	149	98.2	*	26.3	44.5	*	16.2	Not Met
White	*	*	*	42.2	54.1	*	**	**
Hispanic	11	100.0	*	30.9	28.8	*	**	**
Black or African American	136	99.3	*	16.6	23.0	*	16.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	N	N	N	26.9	44.9	N		
Male	149	98.2	*	25.8	44.2	*		
Economically Disadvantaged Students	82	97.8	*	26.6	26.3	*	16.9	Not Met
Non-Economically Disadvantaged Students	67	98.6	*	25.4	54.9	*		
Students with Disabilities	30	100.0	*	11.6	17.4	*	14.2	Not Met
Students without Disabilities	119	97.7	*	29.8	50.0	*		
English Learners	*	*	*	25.7	25.0	*	**	**
Non-English Learners	*	*	*	26.5	46.5	*		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

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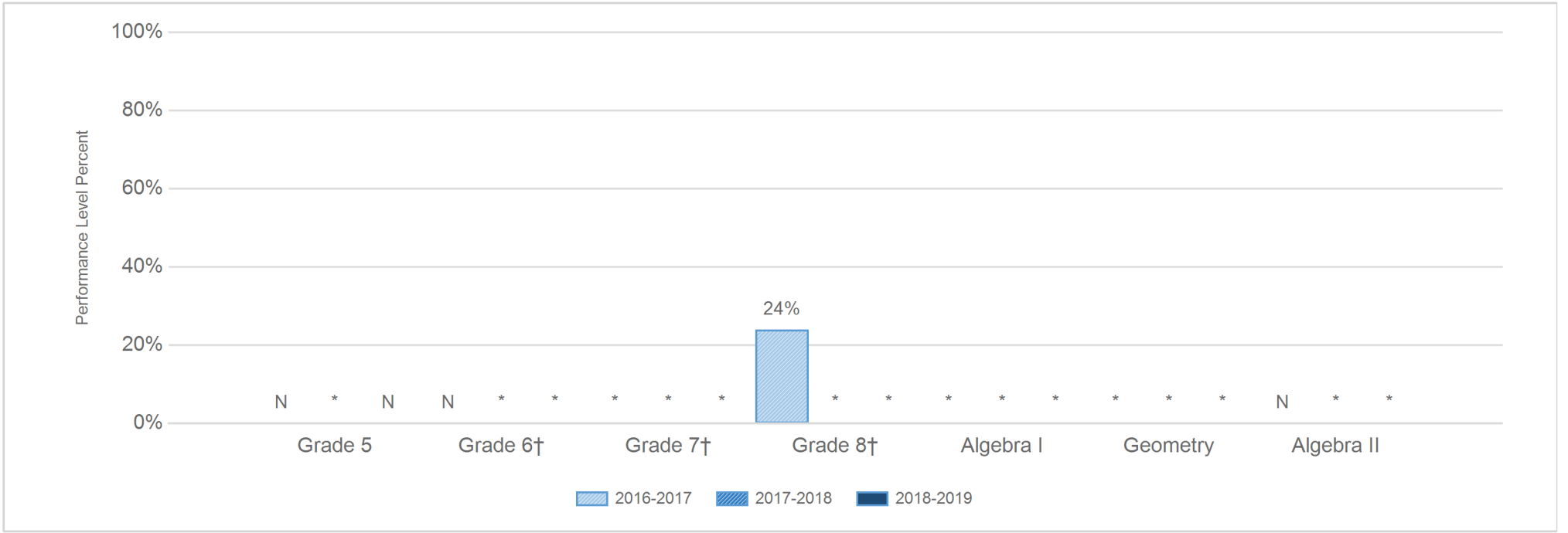
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	728	747	N	N	N	N	N	N	47%
White	N	N	736	755	N	N	N	N	N	N	58%
Hispanic	N	N	733	735	N	N	N	N	N	N	30%
Black or African American	N	N	720	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	N	N	729	747	N	N	N	N	N	N	47%
Male	N	N	727	747	N	N	N	N	N	N	47%
Economically Disadvantaged Students	N	N	728	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	N	N	729	757	N	N	N	N	N	N	59%
Students with Disabilities	N	N	714	725	N	N	N	N	N	N	19%
Students without Disabilities	N	N	731	752	N	N	N	N	N	N	52%
English Learners	N	N	721	718	N	N	N	N	N	N	12%
Non-English Learners	N	N	729	749	N	N	N	N	N	N	49%
Homeless Students	N	N	714	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	720	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	*	716	N	N	N	N	N	N	17%

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	701	725	741	*	*	*	*	*	*	41%
White	*	*	745	749	*	*	*	*	*	*	51%
Hispanic	N	N	728	729	N	N	N	N	N	N	24%
Black or African American	*	*	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	754	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	N	N	726	742	N	N	N	N	N	N	42%
Male	36	701	723	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	26	700	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	10	702	722	750	*	*	*	*	*	*	53%
Students with Disabilities	17	699	708	716	*	*	*	*	*	*	12%
Students without Disabilities	19	702	728	746	*	*	*	*	*	*	46%
English Learners	N	N	715	709	N	N	N	N	N	N	*
Non-English Learners	36	701	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	707	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	14	712	731	744	*	*	*	*	*	*	42%
White	N	N	738	751	N	N	N	N	N	N	53%
Hispanic	N	N	733	733	N	N	N	N	N	N	26%
Black or African American	*	*	723	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	N	N	*	744	N	N	N	N	N	N	42%
Male	14	712	*	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	731	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	731	751	*	*	*	*	*	*	53%
Students with Disabilities	*	*	708	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	736	749	*	*	*	*	*	*	48%
English Learners	N	N	721	716	N	N	N	N	N	N	10%
Non-English Learners	14	712	732	745	*	*	*	*	*	*	44%
Homeless Students	N	N	719	721	N	N	N	N	N	N	13%
Students in Foster Care	*	*	718	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	*	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	16	698	722	728	*	*	*	*	*	*	29%
White	N	N	731	737	N	N	N	N	N	N	38%
Hispanic	*	*	727	722	*	*	*	*	*	*	22%
Black or African American	*	*	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	724	731	N	N	N	N	N	N	31%
Male	16	698	719	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	722	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	721	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	697	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	727	734	*	*	*	*	*	*	35%
English Learners	*	*	712	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	723	730	*	*	*	*	*	*	30%
Homeless Students	N	N	695	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	710	722	744	*	*	*	*	*	*	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	*	*	723	728	*	*	*	*	*	*	24%
Black or African American	*	*	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	46	710	721	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	18	706	723	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	28	713	720	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	705	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	726	748	*	*	*	*	*	*	47%
English Learners	*	*	702	710	*	*	*	*	*	*	*
Non-English Learners	*	*	725	745	*	*	*	*	*	*	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	716	716	737	*	*	*	*	*	*	35%
White	N	N	733	743	N	N	N	N	N	N	43%
Hispanic	*	*	718	724	*	*	*	*	*	*	17%
Black or African American	*	*	709	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	N	N	*	738	N	N	N	N	N	N	36%
Male	45	716	713	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	25	712	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	20	720	714	743	*	*	*	*	*	*	43%
Students with Disabilities	*	*	696	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	719	741	*	*	*	*	*	*	*
English Learners	N	N	706	708	N	N	N	N	N	N	*
Non-English Learners	45	716	717	738	*	*	*	*	*	*	*
Homeless Students	*	*	711	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	702	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	*	711	N	N	N	N	N	N	19%

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	*	*	739	755	*	*	*	*	*	*	58%
White	N	N	757	758	N	N	N	N	N	N	62%
Hispanic	N	N	739	731	N	N	N	N	N	N	34%
Black or African American	*	*	727	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	N	N	741	752	N	N	N	N	N	N	55%
Male	*	*	736	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	737	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	741	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	701	715	N	N	N	N	N	N	25%
Students without Disabilities	*	*	742	756	*	*	*	*	*	*	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	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	*

NJ SCHOOL PERFORMANCE REPORT

Eagle Academy for Young Men of Newark
(13-3570-307)
Grades Offered: 05-12
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
5	N	N
6	N	N
7	N	N
8	N	N
9	N	N
10	N	N
11	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	N	N	N
5 or more	*	*	*

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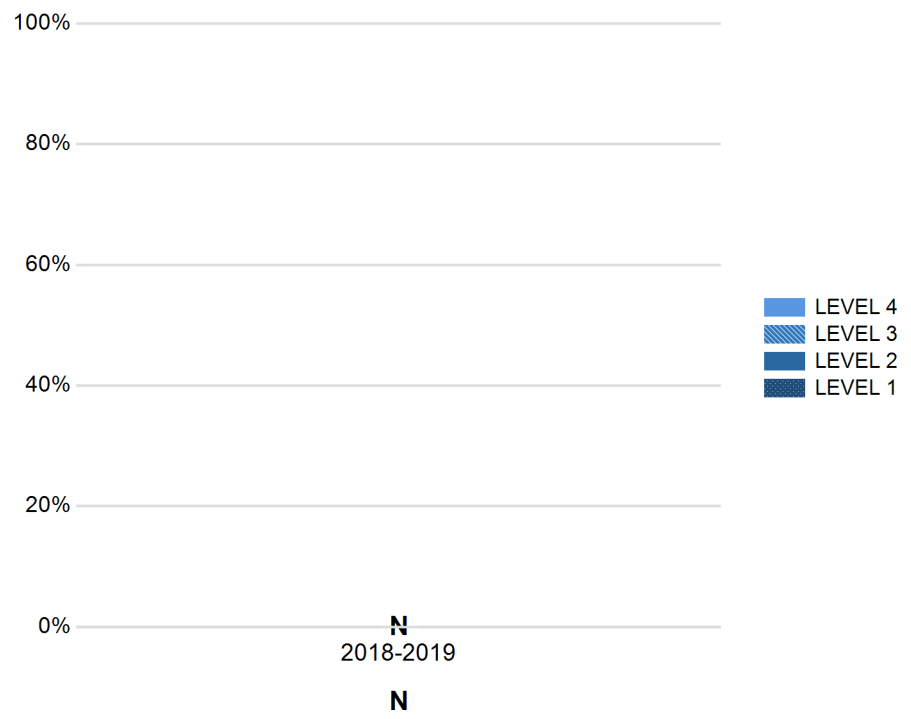
NJSLA Science Assessment: Grade 5 Summary

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	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N	N	N
Male	N	N	N	N
Economically Disadvantaged Students	N	N	N	N
Non-Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
Students without Disabilities	N	N	N	N
English Learners	N	N	N	N
Non-English Learners	N	N	N	N
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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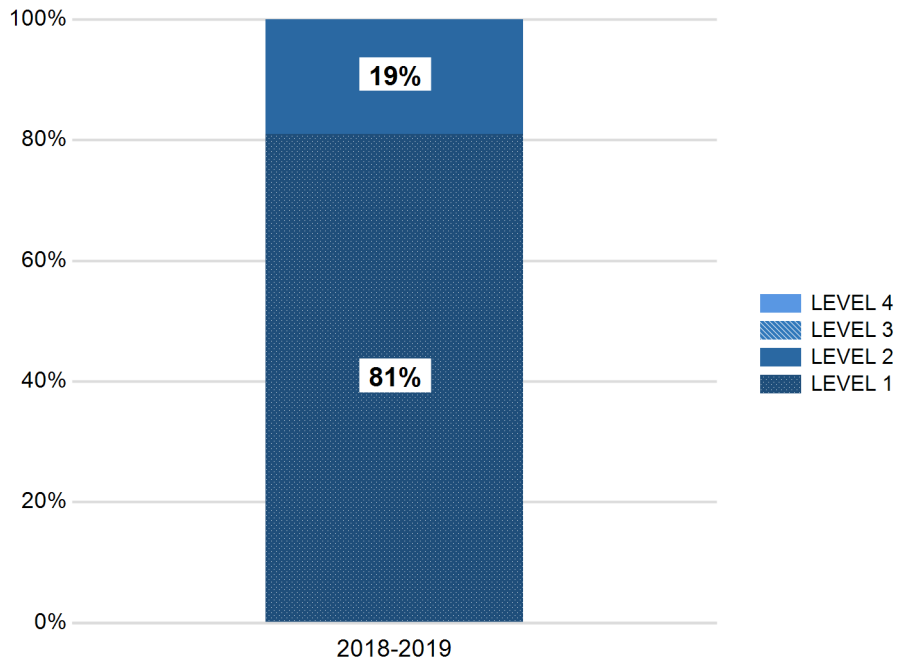
NJSLA Science Assessment: Grade 8 Summary

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	81	19	0	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N	N	N
Male	81	19	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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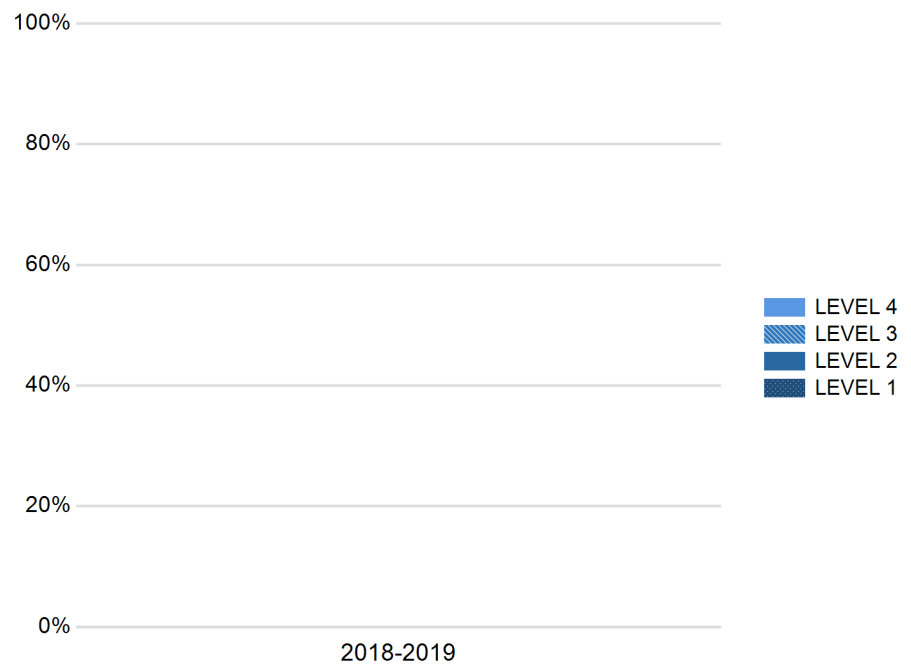
NJSLA Science Assessment: Grade 11 Summary

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	*	*	*	*
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	84.9%	84.5%
12th graders taking SAT in 2018-19 or prior years	100.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	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	379	476	Grade 10: 430 Grade 11: 460	19%	61%
PSAT 10/NMSQT - Math	378	477	Grade 10: 480 Grade 11: 510	*	43%
SAT - Reading and Writing	420	539	480	19%	70%
SAT - Math	401	541	530	*	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%

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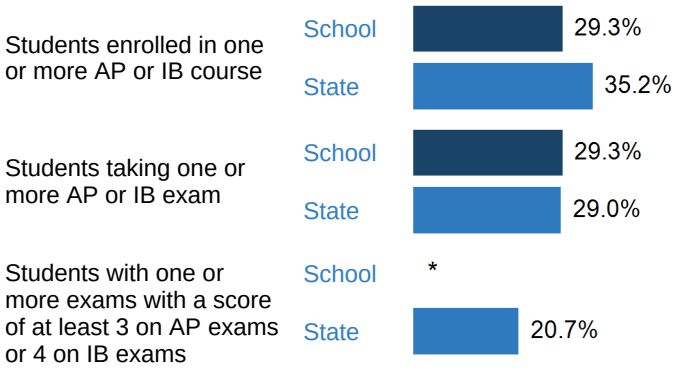
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

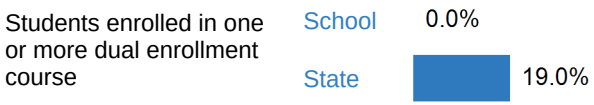
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



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 English Language and Composition	12	12
AP English Literature and Composition	15	14
AP Statistics	15	15
AP U.S. Government and Politics	12	12
AP U.S. History	12	12
Total Exams taken		65
Exams with scores of at least 3 on AP exams or 4 on IB exams		*

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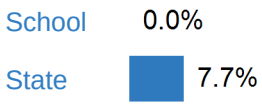
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career and Technical Education website.

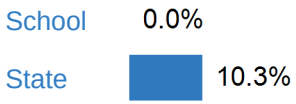
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



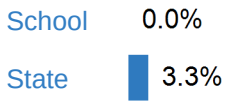
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	N	N	6.8%	12.1%
Female	N	N	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	*	*	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%	*

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0

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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
6	0	0	0	0	0	0	35
7	0	0	0	0	0	0	15
8	0	0	0	0	0	0	15
9	45	4	0	0	0	0	0
10	0	41	4	0	0	0	3
11	0	0	46	0	0	0	44
12	0	0	2	0	0	15	0
Total	45	45	52	0	0	15	112
Enrolled in AP/IB Course					0	15	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	49	0	0	0	0	0
10	41	5	0	1	0	0
11	1	45	0	0	0	1
12	2	1	0	1	0	44
Total	93	51	0	2	0	45
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	46	4	0	0	0	0
10	1	44	0	0	0	0
11	0	48	0	0	0	0
12	1	44	0	0	0	12
Total	48	140	0	0	0	12
Enrolled in AP/IB Course	0	12	0	0		12
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	32
7	13	0	0	0	0	0	0
8	14	0	0	0	0	0	0
9	16	0	0	0	0	0	0
10	40	0	0	0	0	0	0
11	N	N	N	N	N	N	N
12	5	1	0	0	0	0	0
Total	88	1	0	0	0	0	32
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0

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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
6	N	N	N	N	N	N
7	N	N	N	N	N	N
8	N	N	N	N	N	N
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

Eagle Academy for Young Men of Newark
(13-3570-307)
Grades Offered: 05-12
2018-2019

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

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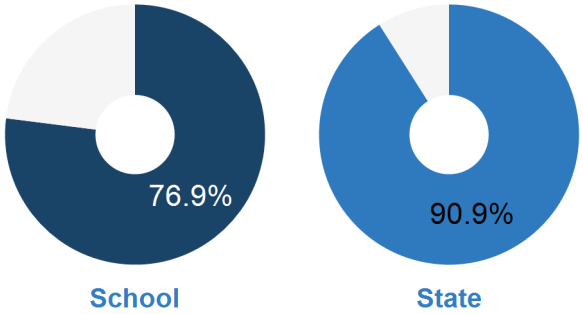
Visual and Performing Arts – Course Participation

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.

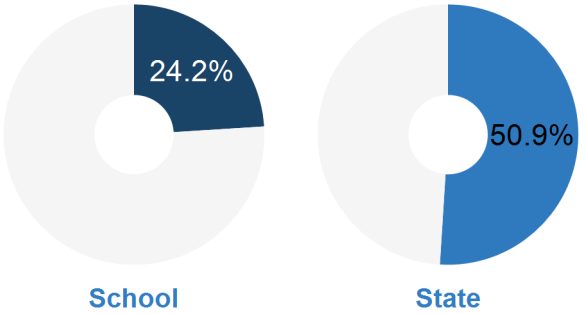
Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

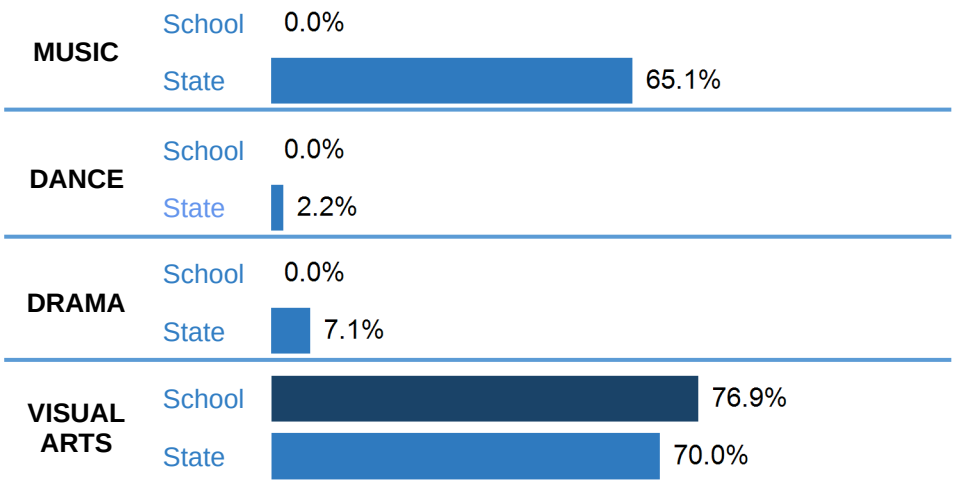


Grades 9-12:

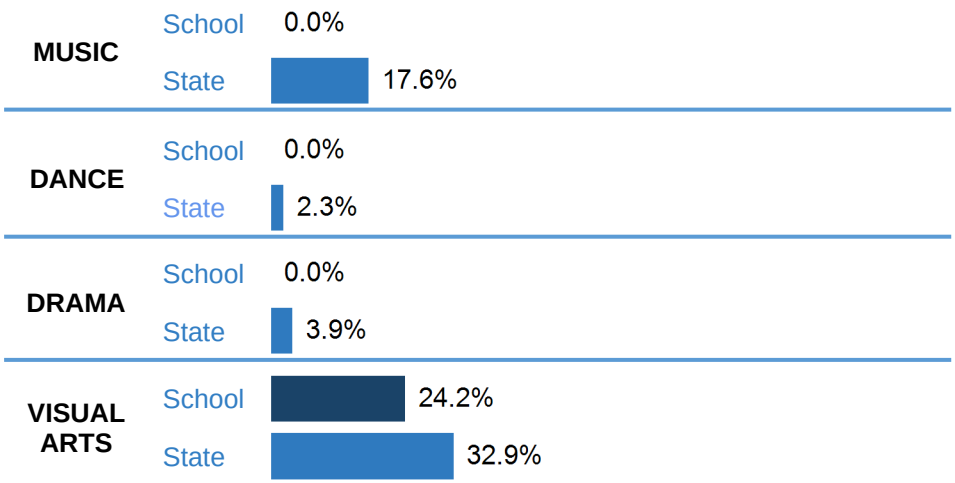
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:



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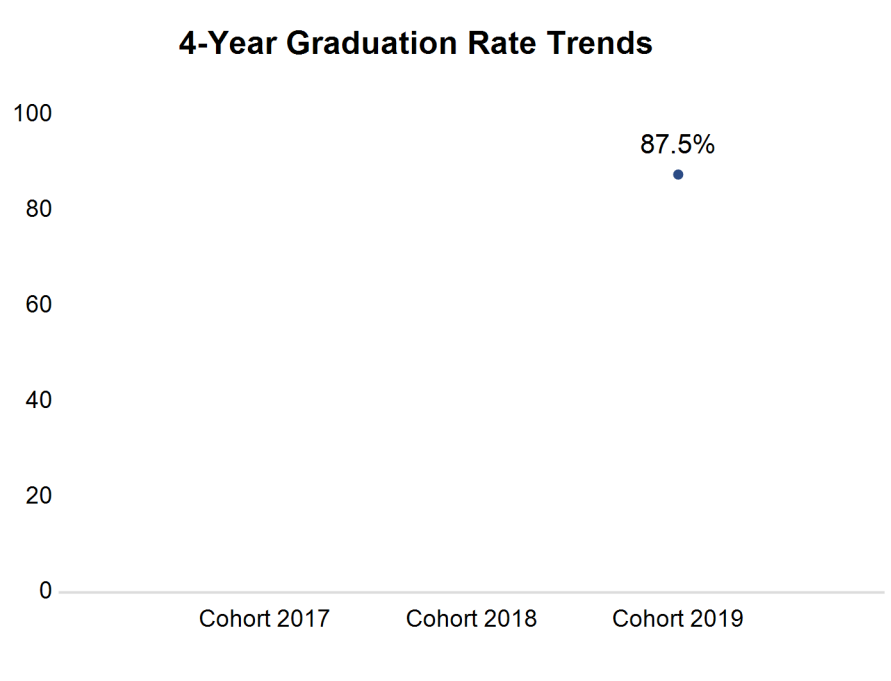
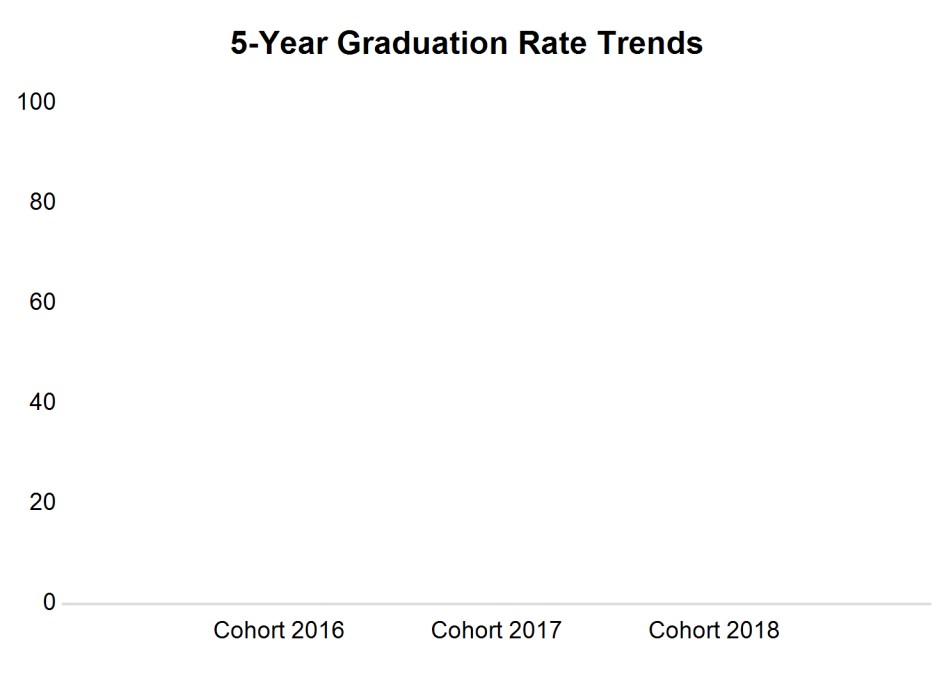
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	N	N	87.5%	N	N	N
Annual Target	*	*		*	*	
Met Annual Target?	*	*		*	*	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	87.5%	90.6%	N	92.5%	N	N	N	N	N	N
White	*	94.9%	N	95.9%	N	N	N	N	N	N
Hispanic	*	84.5%	N	87.3%	N	N	N	N	N	N
Black or African American	88.4%	83.3%	N	87.1%	N	N	N	N	N	N
Asian, Native Hawaiian or Pacific Islander	N	96.9%	N	97.8%	N	N	N	N	N	N
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	N	92.8%	N	94.4%	N			N		
Male	87.5%	88.5%	N	90.8%	N			N		
Economically Disadvantaged Students	85.7%	84.0%	N	87.3%	N	N	N	N	N	N
Students with Disabilities	*	79.2%	N	83.8%	N	N	N	N	N	N
English Learners	N	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	*	74.6%	N	78.3%	N			N		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	59.5%	28.6%
Substitute Competency Test	19.0%	26.2%
Portfolio Appeals Process	14.3%	35.7%
Alternate Requirements specified in IEP	7.1%	9.5%
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	0.5%	1.2%
2017-2018	0.6%	1.2%
2016-2017	3.8%	1.1%

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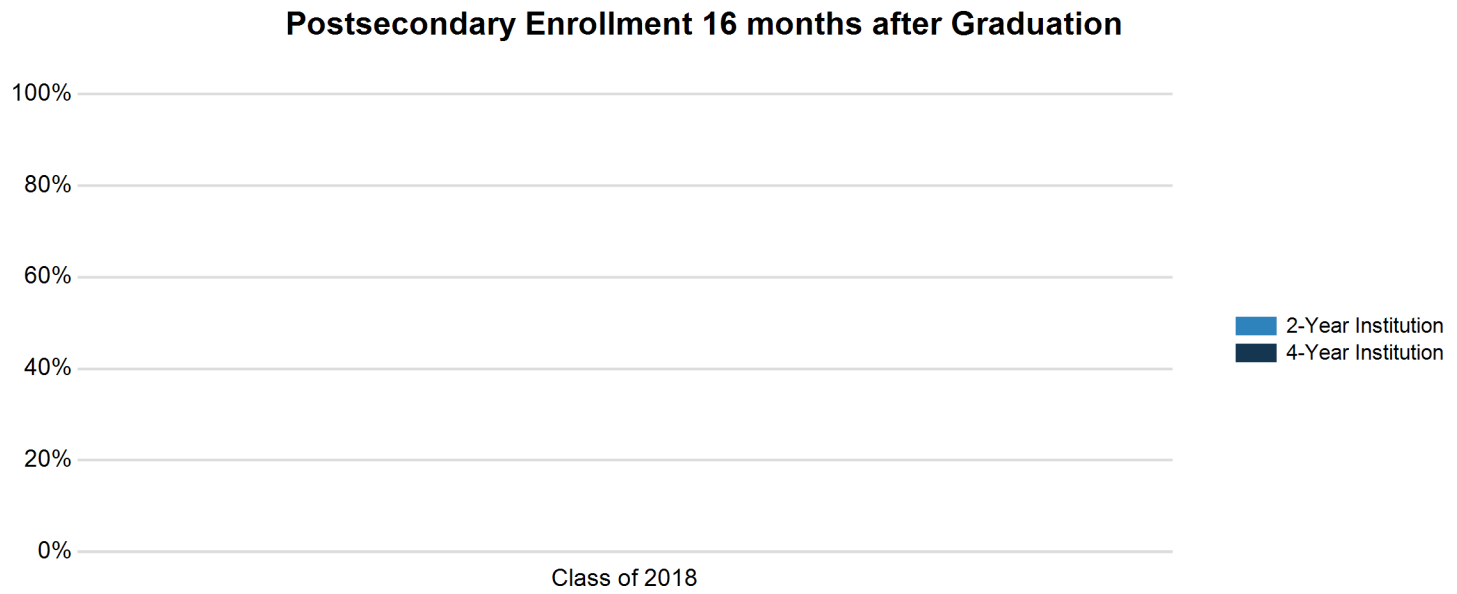
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	N
% Enrolled in 4-Year Institution	N
% Enrolled in Any Postsecondary Institution	N

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	61.4%	22.2%	77.8%
White	*	*	*
Hispanic	*	*	*
Black or African American	60%	20.8%	79.2%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	72.7%	25%	75%
Students with Disabilities	*	*	*
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

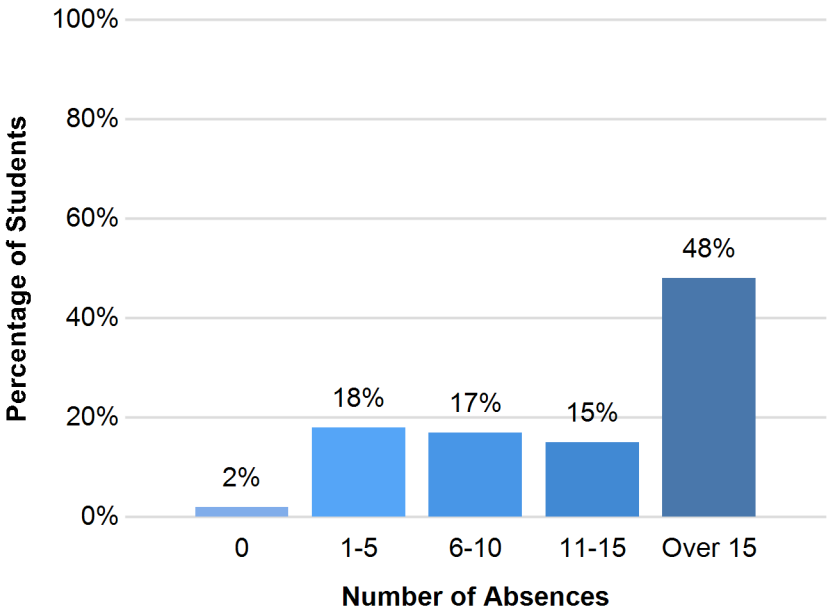
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	109	42.9	11.5	Not Met
White	*	*	**	**
Hispanic	8	42.1	**	**
Black or African American	98	42.6	11.5	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N		
Male	109	42.9		
Economically Disadvantaged Students	62	50.0	11.5	Not Met
Students with Disabilities	20	40.8	11.5	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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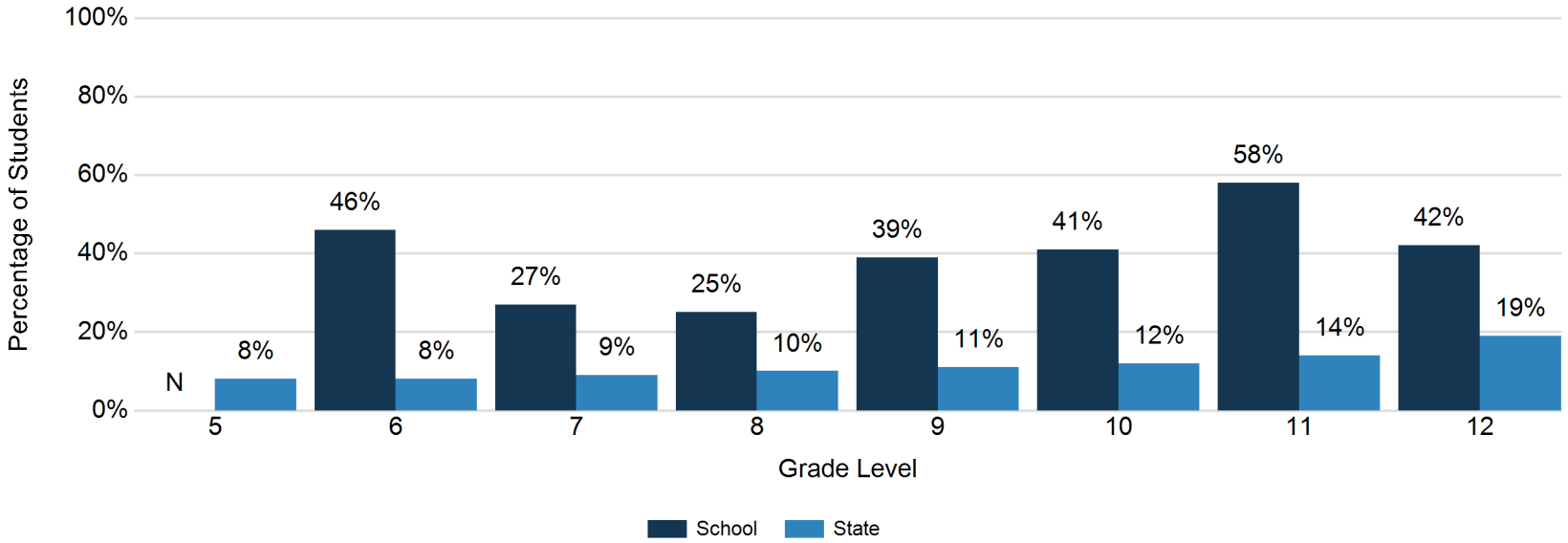
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.99

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	1
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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	4	4
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
13

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	1.7:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	26	118,214
Average years experience in public schools	12.8	12.1
Average years experience in district	9.5	10.8
Percentage of Teachers with 4 or more years experience in the district	61.5%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1
Students to Administrators	50:1	106:1
Teachers to Administrators	5:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	0.0%	53.8%	60.0%	48.4%	77.1%	54.9%
Male	100.0%	46.2%	40.0%	51.6%	22.9%	45.1%
White	1.2%	30.8%	0.0%	42.4%	83.6%	77.4%
Hispanic	7.6%	15.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	90.4%	50.0%	100.0%	15.0%	6.6%	13.9%
Asian	0.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	3.8%	0.0%	2.1%	0.2%	0.2%

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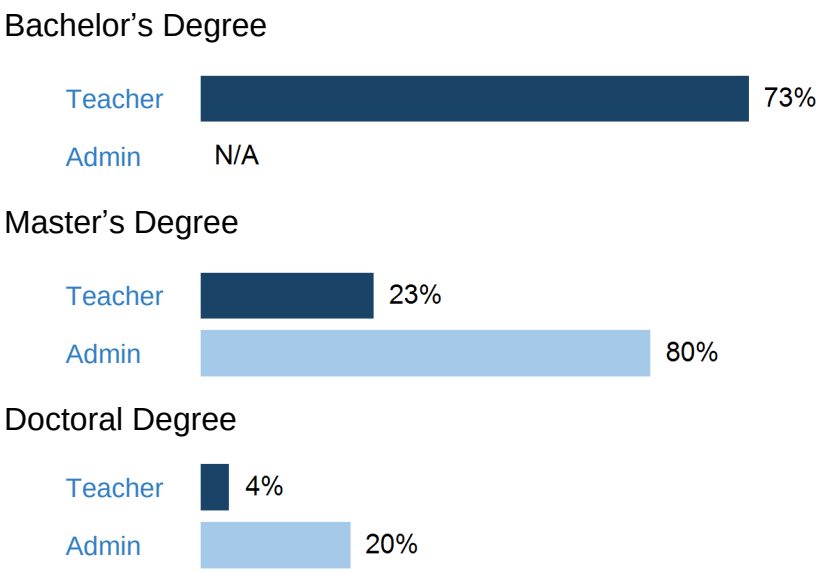
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	79.2%

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(13-3570-307)
Grades Offered: 05-12
2018-2019

Report Key:
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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	Low Performing Student Group (ATSI)
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	Low Performing Student Group (ATSI)
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	14.4%	13.3%	12.7%
Math Proficiency	*	*	*
ELA Growth	56	20	28
Math Growth	66	30	36
4-Year Graduation Rate†	N	N	87.5%
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	40.1%	39.4%	42.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: 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	N	N	Not Met	Not Met	**	Not Met	Yes
White	**	**	N	N	**	**	n/a	**	No
Hispanic	**	**	N	N	**	**	n/a	**	No
Black or African American	Not Met	Not Met	N	N	Not Met	Not Met	n/a	Not Met	Yes
Asian, Native Hawaiian, or Pacific Islander	**	**	N	N	**	**	n/a	**	No
American Indian or Alaska Native	**	**	N	N	**	**	n/a	**	No
Two or More Races	**	**	N	N	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	N	N	Not Met	Not Met	n/a	Not Met	Yes
Students with Disabilities	Not Met	Not Met	N	N	**	**	n/a	Not Met	No
English Learners	**	**	N	N	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	The mission of The Eagle Academy for Young Men of Newark is to develop young men committed to the pursuit of academic excellence strong character and responsible leadership Opened in September 2012 the Eagle Academy for Young Men of Newark is the first and only all male public school in the state of New Jersey Our school is a collaboration between the Newark Board of Education and the Eagle Academy Foundation
Awards, Recognition, Accomplishments:	21st Century Program: Academic Enrichment Enrichment Activities and Recreation Enrichment Programs and Support Services

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Courses, Curriculum, Instruction:	Advanced Placement AP Gifted and Talented / Honors
Sports and Athletics:	Sports Offered: Basketball (Boys), Bowling (Boys), Cross Country (Boys), Soccer (Boys), Track and Field - Spring (Boys), Track and Field - Winter (Boys), Volleyball (Boys) Basketball Bowling Cross Country Flag Football Golf Indoor Track Outdoor Track Soccer Volleyball Street Squash
Clubs and Activities:	Art Intermural Program Student Government Yearbook 21st Century Program

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Before and After School Programs:	Afterschool Program serving students ages 10 18 Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Bloomfield College Mentoring USA: Prudential Newark Street Squash Newark Students 2 Science Eagle Academy Foundation

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Facilities:	Built in 1933 and includes Auditorium Biology Labs Chemistry Labs Computer Labs and Media Center
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Other Information	The traditional standard schedule for students in our secondary schools is 8:20 am 2:50 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Marialana Juliano
Address	70 Montgomery Street Newark, NJ 07103
Phone Number	973-733-6234
Email Address	mjuliano@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/ecs/ecs-central

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	204	237	228
Total	204	237	228

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	38.2%	38.8%	47.8%
Male	61.8%	61.2%	52.2%
Economically Disadvantaged Students	92.2%	81.4%	82.5%
Students with Disabilities	24.5%	21.9%	24.6%
English Learners	0.0%	0.0%	0.0%
Homeless Students	3.4%	1.3%	1.8%
Students in Foster Care	1.5%	1.3%	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	1.0%	2.5%	3.9%
Hispanic	18.1%	19.0%	21.9%
Black or African American	79.9%	78.5%	73.7%
Asian	0.5%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two or More Races	0.0%	0.0%	0.0%

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	0	0	0
PK - Full Day	204	237	228

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	87.3%
Spanish	12.7%

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

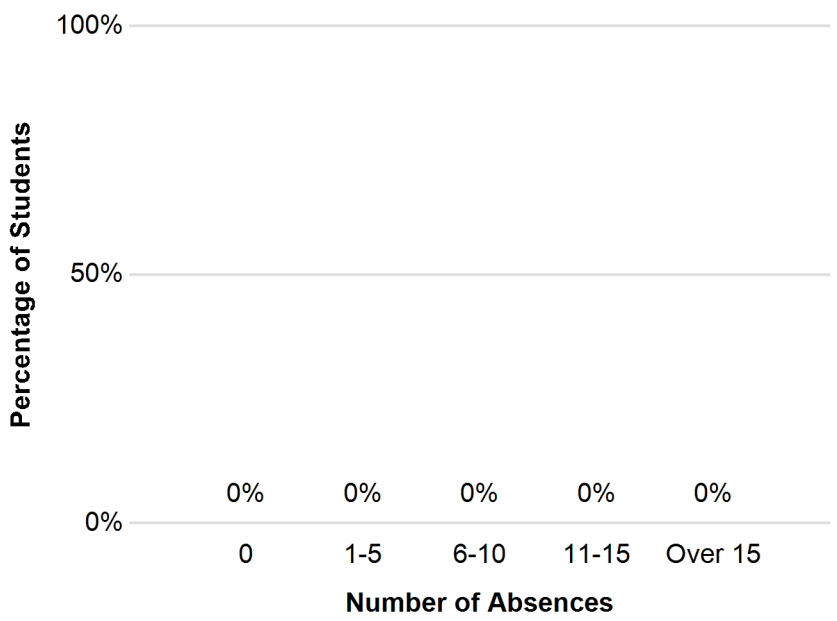
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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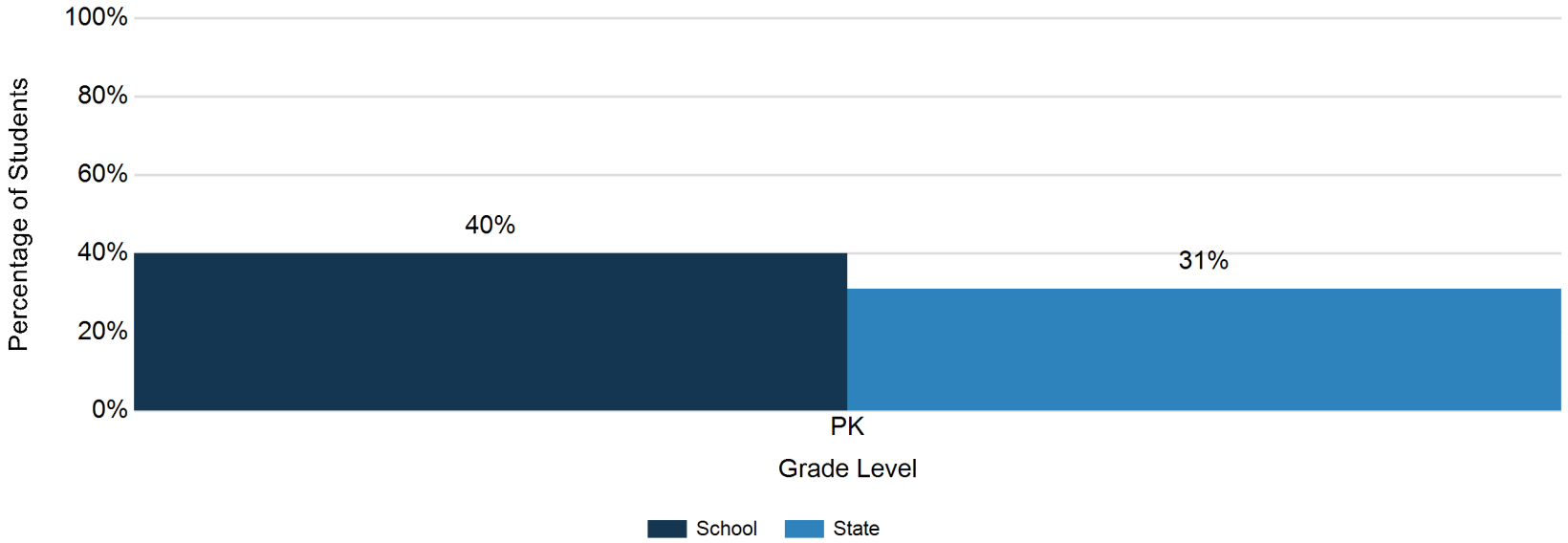
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

School Days Missed due to Out-of-School Suspensions
N

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	N

NJ SCHOOL PERFORMANCE REPORT

Early Childhood School - Central
(13-3570-314)
Grades Offered: PK-PK
2018-2019

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	N	118,214
Average years experience in public schools	N	12.1
Average years experience in district	N	10.8
Percentage of Teachers with 4 or more years experience in the district	N	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	N	14:1
Students to Administrators	N	106:1
Teachers to Administrators	N	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	N	N	N	48.4%	77.1%	54.9%
Male	N	N	N	51.6%	22.9%	45.1%
White	N	N	N	42.4%	83.6%	77.4%
Hispanic	N	N	N	29.9%	7.3%	7.2%
Asian	N	N	N	10.2%	2.0%	1.1%

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher N

Admin N/A

Master's Degree

Teacher N

Admin N

Doctoral Degree

Teacher N

Admin N

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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	81.7%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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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.

Mission, Vision, Theme:	We are a safe and nurturing learning environment committed to creating and sustaining a high quality preschool program that supports the development of the whole child We prepare children and consistently encourage them to “REACH” for success by being respectful excited about learningattending school daily curious and helpful to others
Awards, Recognition, Accomplishments:	Our school services only pre kindergarten 3 and 4 year old students

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Clubs and Activities:	Not Advanced Placementplicable

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Head Start Pastor Tilley Outreach Project Raising A Reader United Way of Essex and West Hudson Rutgers Dental Newark Day

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Facilities:	Built in 1974 and includes Music Classrooms
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Liana Rodriguez
Address	24 Crane Street Newark, NJ 07104
Phone Number	973-733-6234
Email Address	l2rodriguez@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/ecs/ecs-north

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	181	168	157
Total	181	168	157

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	45.9%	44.0%	48.4%
Male	54.1%	56.0%	51.6%
Economically Disadvantaged Students	87.8%	91.7%	87.3%
Students with Disabilities	20.4%	20.8%	23.6%
English Learners	0.0%	0.0%	0.0%
Homeless Students	1.1%	0.0%	2.5%
Students in Foster Care	0.6%	0.0%	0.6%
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	1.1%	2.4%	0.6%
Hispanic	50.8%	48.8%	51.6%
Black or African American	47.0%	48.2%	47.8%
Asian	0.6%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.6%	0.0%
Two or More Races	0.0%	0.0%	0.0%

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	0	0	0
PK - Full Day	181	168	157

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	77.7%
Spanish	22.3%

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

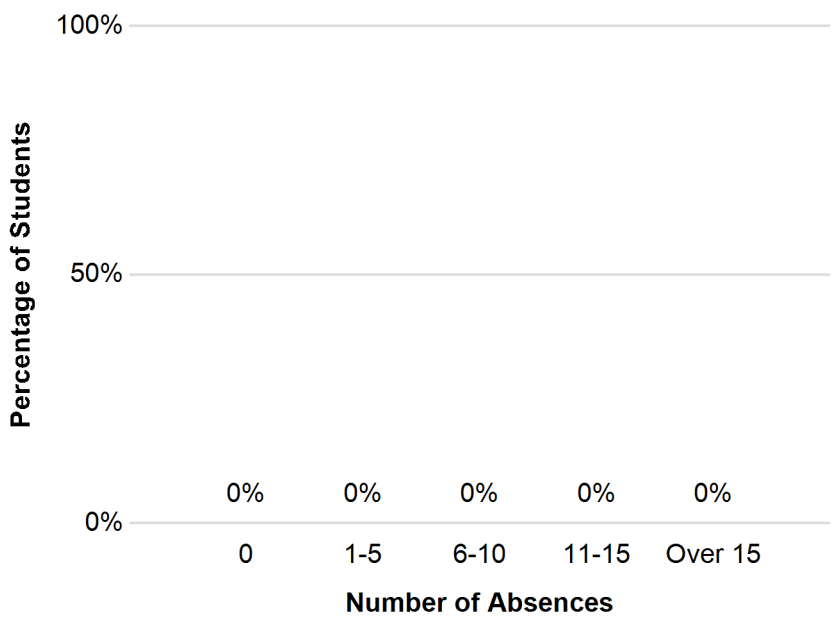
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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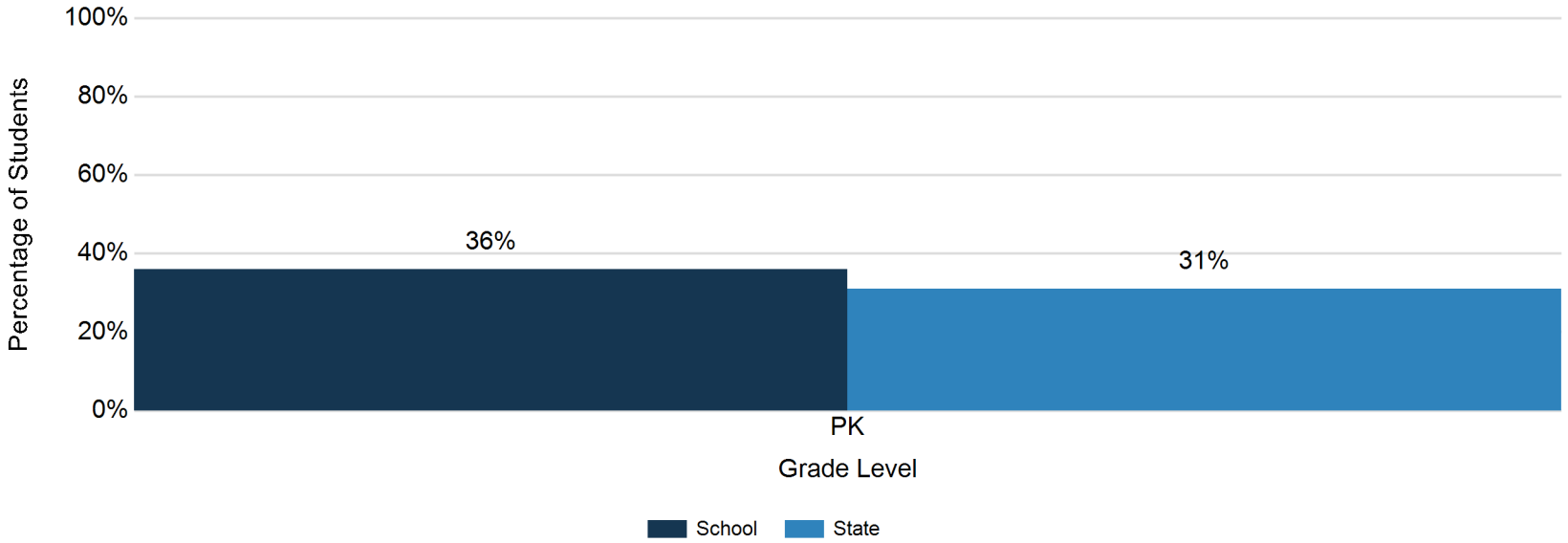
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

School Days Missed due to Out-of-School Suspensions
N

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

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School Year	Student to Device Ratio
2018-19	N

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Percentage of Teachers with 4 or more years experience in the district	N	75.3%

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Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators– 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	N	N	N	48.4%	77.1%	54.9%
Male	N	N	N	51.6%	22.9%	45.1%
White	N	N	N	42.4%	83.6%	77.4%
Hispanic	N	N	N	29.9%	7.3%	7.2%
Asian	N	N	N	10.2%	2.0%	1.1%

NJ SCHOOL PERFORMANCE REPORT

Early Childhood School - North
(13-3570-316)
Grades Offered: PK-PK
2018-2019

Report Key:
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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers 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 N

Admin N/A

Master's Degree

Teacher N

Admin N

Doctoral Degree

Teacher N

Admin N

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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	82.5%

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(13-3570-316)
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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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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.

Mission, Vision, Theme:	We are a safe and nurturing learning environment committed to creating and sustaining a high quality preschool program that supports the development of the whole child We prepare children and consistently encourage them to “REACH” for success by being respectful excited about learningattending school daily curious and helpful to others
Awards, Recognition, Accomplishments:	Our school services only pre kindergarten 3 and 4 year old students

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Clubs and Activities:	Not Advanced Placementplicable

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School Narrative

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Head Start New Jersey Food Bank Raising A Reader United Way of Essex and West Hudson Newark Day

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School Narrative

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Facilities:	Built in 1911 and includes Auditorium and Music Classrooms
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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School Narrative

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Early Childhood School - South
(13-3570-306)
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2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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Early Childhood School - South
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2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Jaime Juliano
Address	255 Chancellor Avenue NEWARK, NJ 07112
Phone Number	973-733-6973
Email Address	JJuliano@NPS.K12.NJ.US
Website	http://www.nps.k12.nj.us/head-start/ECS-south/

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2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

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	173	179	164
Total	173	179	164

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	55.5%	48.6%	53.7%
Male	44.5%	51.4%	46.3%
Economically Disadvantaged Students	87.3%	88.8%	93.3%
Students with Disabilities	2.9%	7.3%	9.8%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	1.1%	1.8%
Students in Foster Care	2.3%	1.7%	3.7%
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	0.0%	0.0%	0.0%
Hispanic	6.4%	2.2%	5.5%
Black or African American	91.9%	97.2%	93.9%
Asian	0.0%	0.0%	0.6%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%
American Indian or Alaska Native	1.2%	0.6%	0.0%
Two or More Races	0.0%	0.0%	0.0%

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	0	0	0
PK - Full Day	173	179	164

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	98.8%
Other Languages	1.2%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

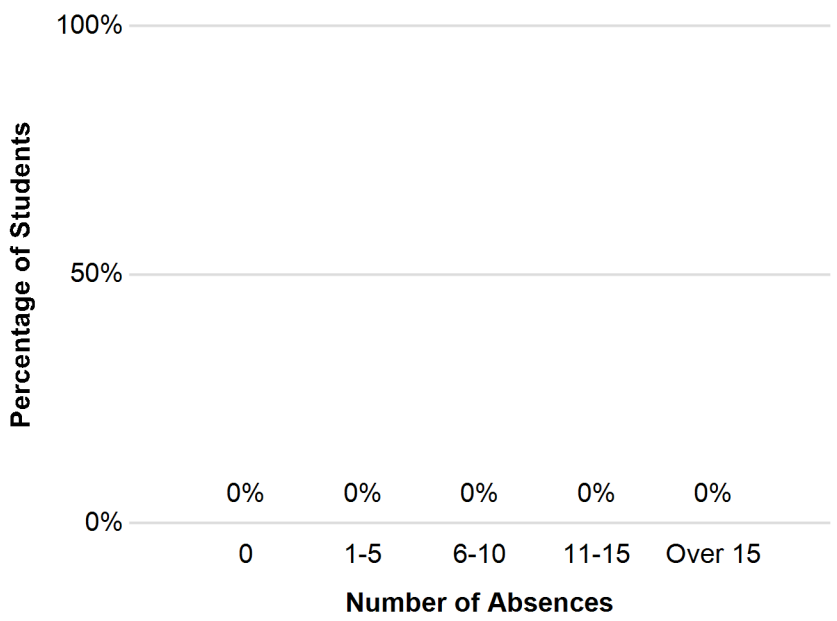
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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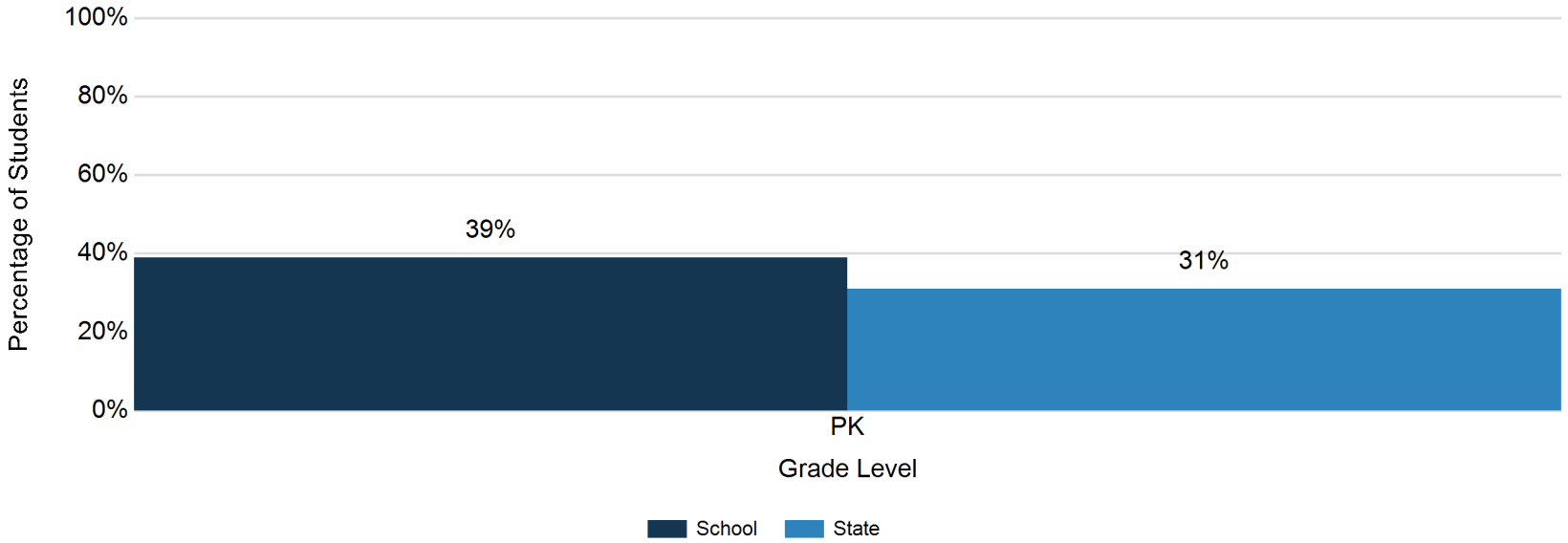
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

School Days Missed due to Out-of-School Suspensions
N

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	N

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Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	N	118,214
Average years experience in public schools	N	12.1
Average years experience in district	N	10.8
Percentage of Teachers with 4 or more years experience in the district	N	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	N	14:1
Students to Administrators	N	106:1
Teachers to Administrators	N	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher N

Admin N/A

Master's Degree

Teacher N

Admin N

Doctoral Degree

Teacher N

Admin N

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
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2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	92.7%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

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Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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NJ SCHOOL PERFORMANCE REPORT

Early Childhood School - South
(13-3570-306)
Grades Offered: PK-PK
2018-2019

Report Key:
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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	We are a safe and nurturing learning environment committed to creating and sustaining a high quality preschool program that supports the development of the whole child We prepare children and consistently encourage them to “REACH” for success by being respectful excited about learningattending school daily curious and helpful to others
Awards, Recognition, Accomplishments:	Our school services only pre kindergarten 3 and 4 year old students

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Early Childhood School - South
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2018-2019

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Clubs and Activities:	N A

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Head Start Jewish Renaissance Pastor Tilley Outreach Project Raising A Reader United Way of Essex and West Hudson South Ward Childrens Alliance

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Facilities:	Built in 1959 and includes Music Classrooms
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Marshel Perkins
Address	26 Speedway Avenue Newark, NJ 07106
Phone Number	973-733-6234
Email Address	MPerkins@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/ecs/ecs-west

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	130	129	131
Total	130	129	131

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	46.2%	46.5%	51.1%
Male	53.8%	53.5%	48.9%
Economically Disadvantaged Students	96.2%	96.9%	90.1%
Students with Disabilities	9.2%	15.5%	15.3%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.8%	2.3%	4.6%
Students in Foster Care	0.8%	3.1%	2.3%
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	0.0%	0.0%	2.3%
Hispanic	6.9%	6.2%	3.8%
Black or African American	93.1%	93.0%	93.9%
Asian	0.0%	0.8%	0.0%
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	0.0%	0.0%	0.0%

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	0	0	0
PK - Full Day	130	129	131

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	94.7%
Spanish	3.8%
Other Languages	1.5%

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

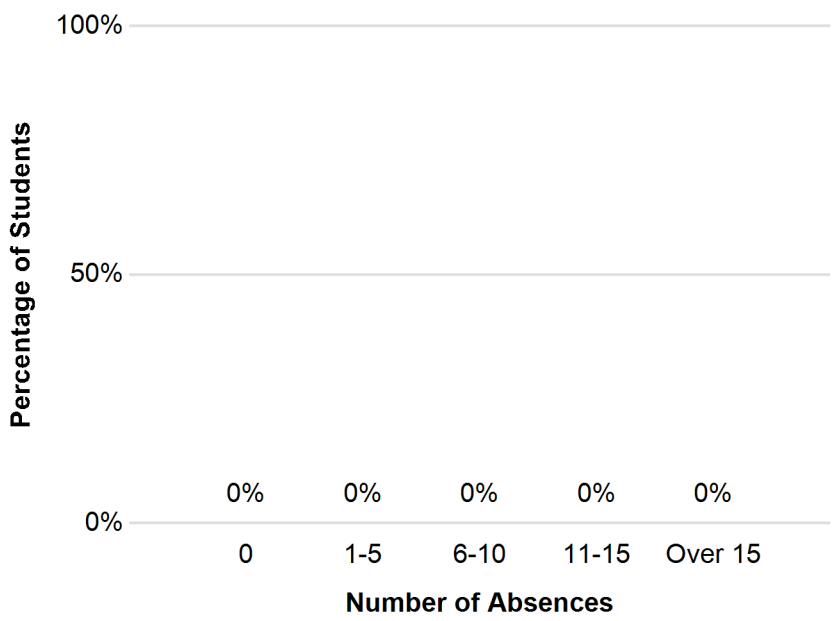
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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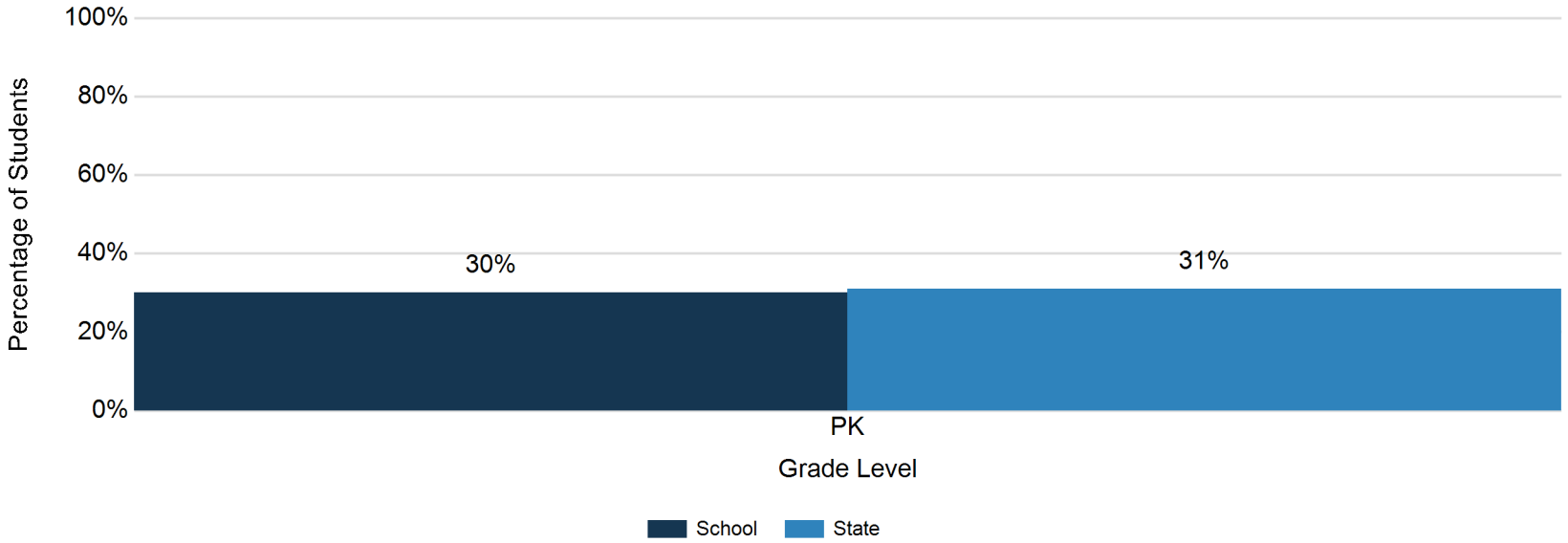
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

School Days Missed due to Out-of-School Suspensions
N

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	N

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	11	118,214
Average years experience in public schools	7.1	12.1
Average years experience in district	4.0	10.8
Percentage of Teachers with 4 or more years experience in the district	45.5%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1
Students to Administrators	131:1	106:1
Teachers to Administrators	11:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.1%	90.9%	100.0%	48.4%	77.1%	54.9%
Male	48.9%	9.1%	0.0%	51.6%	22.9%	45.1%
White	2.3%	18.2%	0.0%	42.4%	83.6%	77.4%
Hispanic	3.8%	27.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	93.9%	54.5%	100.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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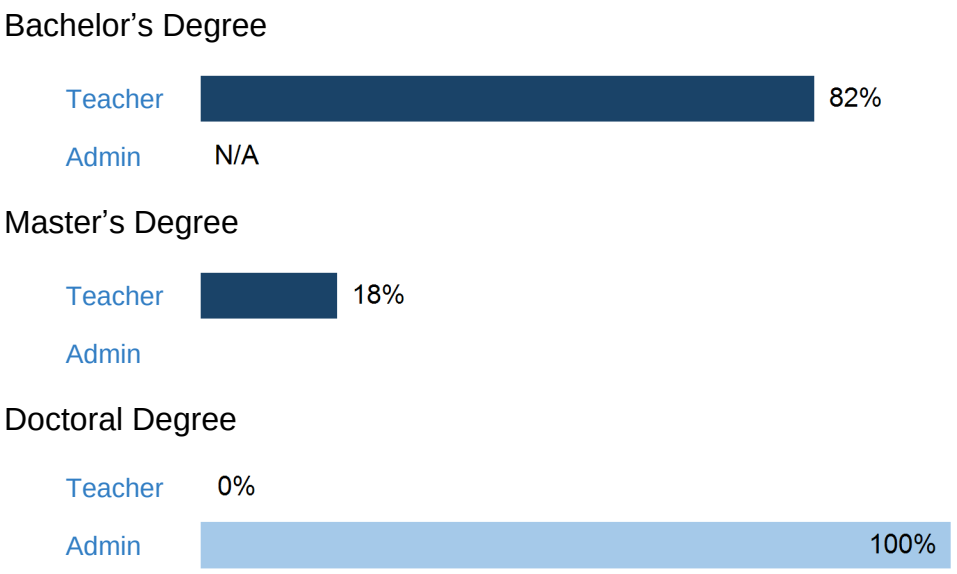
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	79.9%

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Clubs and Activities:	Not Advanced Placementplicable

NJ SCHOOL PERFORMANCE REPORT

Early Childhood School - West
(13-3570-308)
Grades Offered: PK-PK
2018-2019

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School Narrative

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Community Food Bank of NJ Head Start Raising A Reader United Way of Essex and West Hudson Newark Day

NJ SCHOOL PERFORMANCE REPORT

Early Childhood School - West
(13-3570-308)
Grades Offered: PK-PK
2018-2019

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School Narrative

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Facilities:	Built in 1916 and includes Music Classrooms
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

NJ SCHOOL PERFORMANCE REPORT

Early Childhood School - West
(13-3570-308)
Grades Offered: PK-PK
2018-2019

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School Narrative

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

NJ SCHOOL PERFORMANCE REPORT

Early Childhood School - West
(13-3570-308)
Grades Offered: PK-PK
2018-2019

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

East Side High School
(13-3570-040)
Grades Offered: 09-12
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

East Side High School
(13-3570-040)
Grades Offered: 09-12
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Dr. Mario Santos
Address	238 VAN BUREN ST NEWARK, NJ 07105-2512
Phone Number	973-465-4900
Email Address	msantos@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/EAS
Facebook	https://www.facebook.com/East-Side-High-School-221552348781494/
Twitter	https://twitter.com/East_Side_High

NJ SCHOOL PERFORMANCE REPORT

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
8	0	0	0
9	606	548	578
10	480	466	462
11	416	426	500
12	441	450	466
Total	1,943	1,890	2,006

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	46.2%	44.1%	45.5%
Male	53.8%	55.9%	54.5%
Economically Disadvantaged Students	74.8%	54.5%	70.2%
Students with Disabilities	17.2%	15.7%	16.3%
English Learners	26.4%	25.3%	32.6%
Homeless Students	0.4%	0.7%	0.1%
Students in Foster Care	0.1%	0.2%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.1%	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	24.4%	25.9%	26.4%
Hispanic	60.9%	61.8%	64.0%
Black or African American	13.6%	11.3%	8.6%
Asian	0.8%	0.7%	0.8%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.0%
Two or More Races	0.0%	0.2%	0.0%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,943	1,889	2,005
Shared Time Students	0	2	1
Full Time Equivalent	1,943	1,890	2,006

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
Spanish	46.6%
English	29.2%
Portuguese	22.9%
Other Languages	1.3%

NJ SCHOOL PERFORMANCE REPORT

East Side High School
(13-3570-040)
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2018-2019

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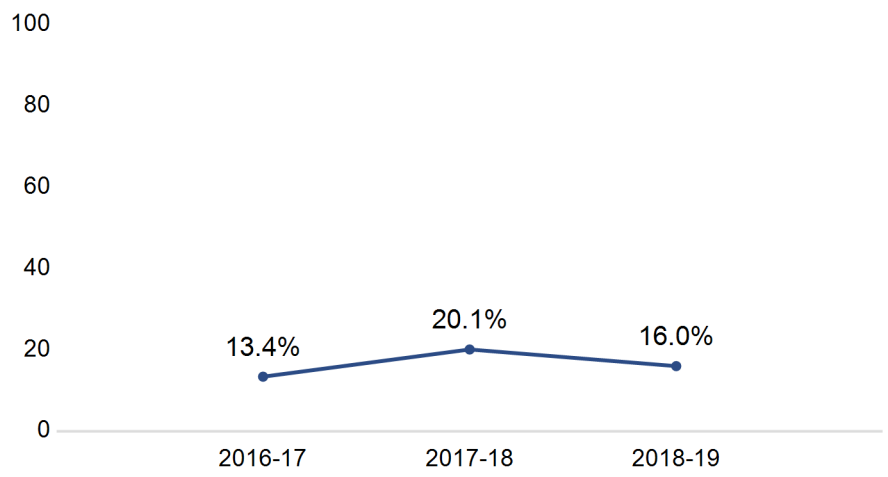
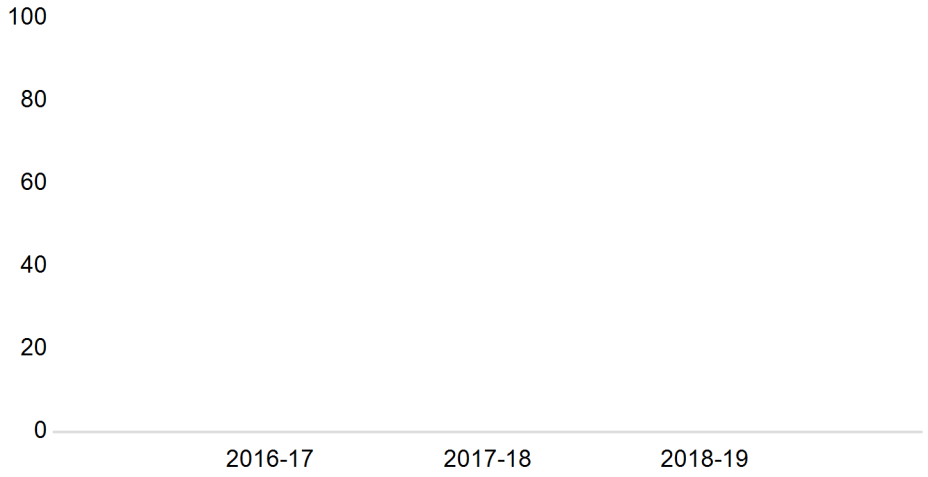
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	86.0%	94.0%	86.3%	87.7%	92.0%	85.1%
Proficiency Rate for Federal Accountability	13.4%	20.1%	16.0%	*	*	*
Annual Target	16.3%	19.6%	23.0%	9.9%	13.6%	17.3%
Met Annual Target?	Not Met	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.

NJ SCHOOL PERFORMANCE REPORT

East Side High School
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Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	862	86.3	17.6	*	57.9	16.0	23	Not Met
White	223	88.7	29.1	54.7	66.9	27.2	35.5	Not Met
Hispanic	560	85.1	14.1	38.9	43.9	12.6	20.3	Not Met
Black or African American	69	86.6	10.1	28.8	38.5	*	17.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	*	*	*	56.4	56.0	*	**	**
Two or More Races	*	*	*	33.3	64.4	*	**	**
Female	377	91.1	20.4	42.9	64.8	19.5		
Male	485	82.9	15.5	30.3	51.3	13.5		
Economically Disadvantaged Students	655	85.4	16.0	35.8	40.0	*	20.9	Not Met
Non-Economically Disadvantaged Students	207	89.1	22.7	38.6	67.9	*		
Students with Disabilities	156	78.4	*	14.1	22.7	*	16.2	Not Met
Students without Disabilities	706	88.2	*	41.7	65.1	*		
English Learners	343	87.8	*	29.3	29.3	*	12.6	Not Met
Non-English Learners	519	85.3	*	38.3	60.6	*		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

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NJ SCHOOL PERFORMANCE REPORT

East Side High School
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2018-2019

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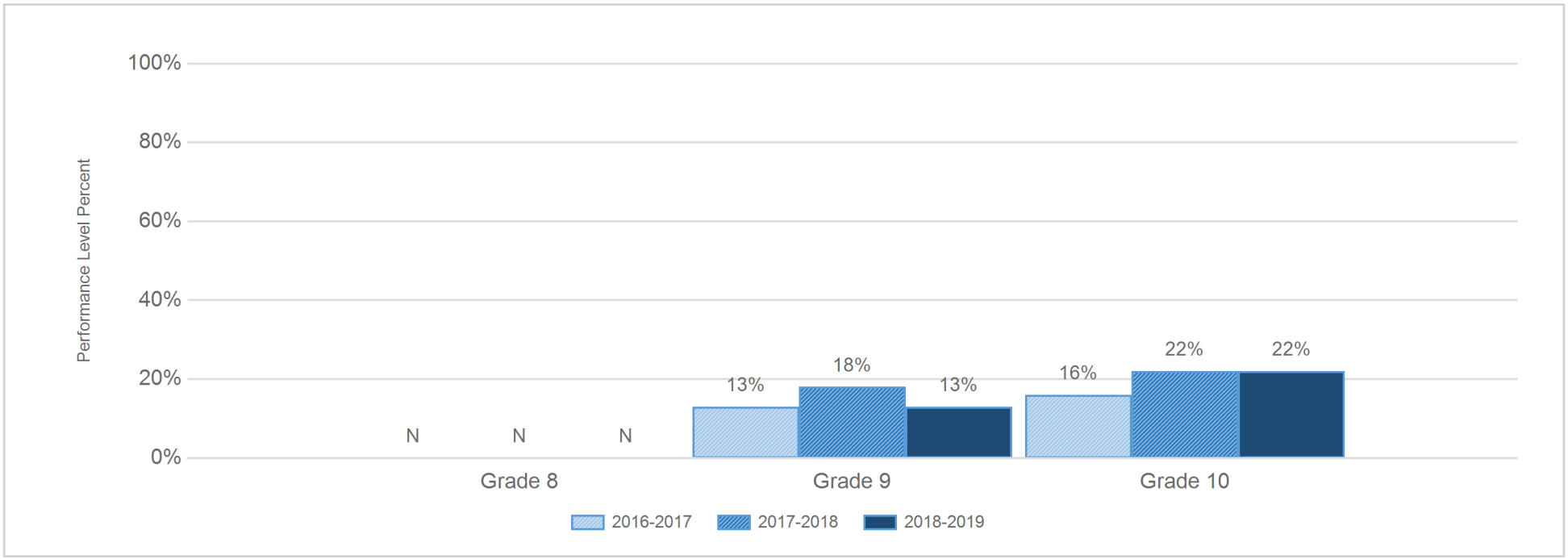
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



NJ SCHOOL PERFORMANCE REPORT

East Side High School
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Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	490	708	730	753	45%	20%	21%	*	*	13%	56%
White	130	718	739	762	38%	17%	21%	*	*	24%	65%
Hispanic	320	704	729	737	48%	21%	22%	10%	0%	10%	40%
Black or African American	33	706	729	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	210	712	738	760	40%	19%	28%	*	*	14%	63%
Male	280	704	*	746	49%	22%	16%	*	*	13%	49%
Economically Disadvantaged Students	373	707	731	734	45%	20%	23%	*	*	12%	36%
Non-Economically Disadvantaged Students	117	708	*	762	46%	21%	15%	*	*	18%	65%
Students with Disabilities	89	699	699	717	*	*	*	*	*	*	17%
Students without Disabilities	401	709	736	760	*	*	*	*	*	*	63%
English Learners	171	681	685	693	*	*	*	*	*	*	*
Non-English Learners	319	722	736	755	*	*	*	*	*	*	*
Homeless Students	N	N	703	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	*	715	N	N	N	N	N	N	23%

NJ SCHOOL PERFORMANCE REPORT

East Side High School
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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	386	710	727	757	48%	17%	13%	18%	4%	22%	58%
White	106	721	748	767	37%	20%	11%	*	*	32%	67%
Hispanic	245	707	726	738	51%	15%	15%	*	*	19%	43%
Black or African American	32	699	723	733	59%	*	*	*	*	13%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	179	714	737	766	45%	13%	15%	*	*	27%	66%
Male	207	706	*	749	50%	20%	13%	*	*	17%	51%
Economically Disadvantaged Students	276	709	*	735	49%	15%	14%	*	*	21%	40%
Non-Economically Disadvantaged Students	110	712	725	767	45%	21%	11%	*	*	23%	67%
Students with Disabilities	55	691	687	711	*	*	*	*	*	*	19%
Students without Disabilities	331	713	734	765	*	*	*	*	*	*	65%
English Learners	132	681	679	687	*	*	*	*	*	*	*
Non-English Learners	254	725	734	760	*	*	*	*	*	*	*
Homeless Students	*	*	713	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	694	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	710	N	N	N	N	N	N	10%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	858	85.1	*	26.3	44.5	*	17.3	Not Met
White	224	86.8	17.4	42.2	54.1	15.9	23.2	Not Met
Hispanic	562	84.9	*	30.9	28.8	*	16.2	Not Met
Black or African American	63	80.5	*	16.6	23.0	*	14.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	*	*	*	35.9	42.7	*	**	**
Two or More Races	*	*	*	18.8	53.3	*	**	**
Female	365	87.5	*	26.9	44.9	*		
Male	493	83.4	*	25.8	44.2	*		
Economically Disadvantaged Students	659	85.2	*	26.6	26.3	*	16.7	Not Met
Non-Economically Disadvantaged Students	199	84.6	*	25.4	54.9	*		
Students with Disabilities	161	80.9	*	11.6	17.4	*	12.4	Not Met
Students without Disabilities	697	86.1	*	29.8	50.0	*		
English Learners	348	86.9	*	25.7	25.0	*	14.3	Not Met
Non-English Learners	510	83.8	*	26.5	46.5	*		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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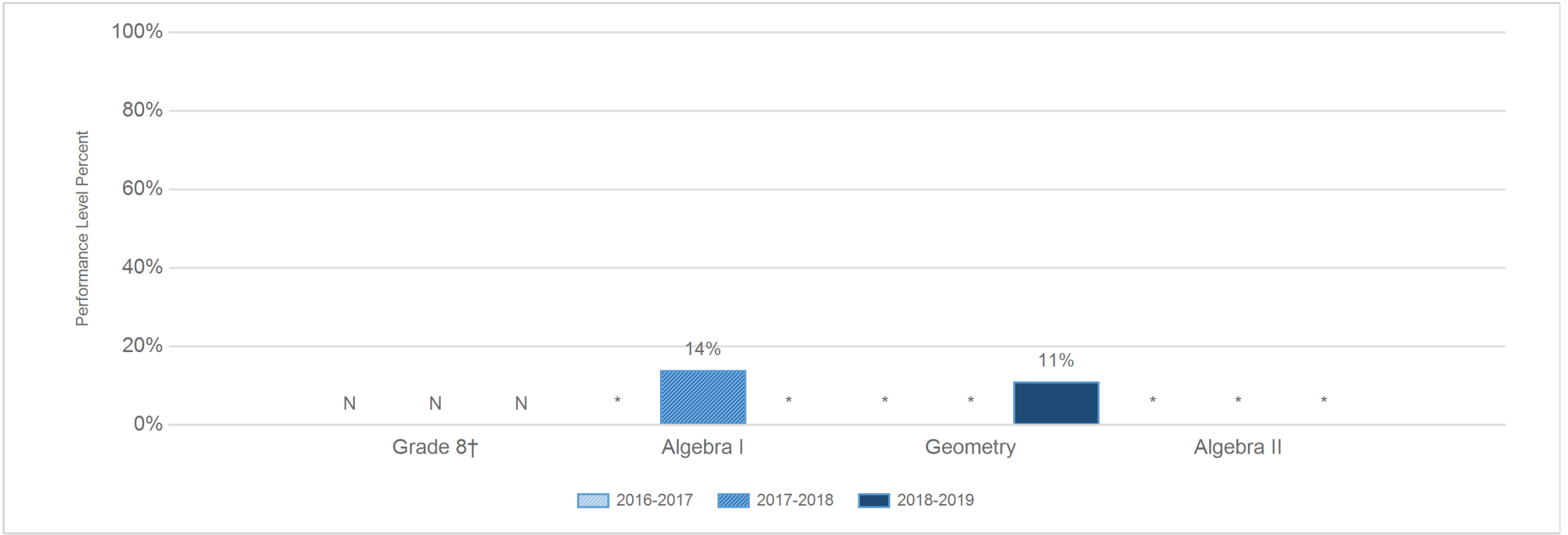
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	476	712	722	744	*	*	*	*	*	*	42%
White	125	719	737	752	23%	40%	23%	*	*	14%	53%
Hispanic	315	709	723	728	*	*	*	*	*	*	24%
Black or African American	31	707	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	743	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	203	712	724	745	*	*	*	*	*	*	44%
Male	273	712	721	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	368	710	723	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	108	716	720	752	*	*	*	*	*	*	52%
Students with Disabilities	89	704	705	717	*	*	*	*	*	*	12%
Students without Disabilities	387	713	726	748	*	*	*	*	*	*	47%
English Learners	169	702	702	710	*	*	*	*	*	*	*
Non-English Learners	307	717	725	745	*	*	*	*	*	*	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

East Side High School
(13-3570-040)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	372	714	716	737	26%	43%	20%	*	*	11%	35%
White	108	725	733	743	19%	35%	25%	*	*	20%	43%
Hispanic	233	712	718	724	*	*	*	*	*	*	17%
Black or African American	27	692	709	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	166	715	*	738	*	*	*	*	*	*	36%
Male	206	713	713	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	270	715	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	102	713	714	743	*	*	*	*	*	*	43%
Students with Disabilities	55	696	696	712	*	*	*	*	*	*	*
Students without Disabilities	317	717	719	741	*	*	*	*	*	*	*
English Learners	136	710	706	708	*	*	*	*	*	*	*
Non-English Learners	236	717	717	738	*	*	*	*	*	*	*
Homeless Students	*	*	711	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	702	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	*	711	N	N	N	N	N	N	19%

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	24	686	739	755	*	*	*	*	*	*	58%
White	*	*	757	758	*	*	*	*	*	*	62%
Hispanic	19	691	739	731	*	*	*	*	*	*	34%
Black or African American	*	*	727	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	741	752	*	*	*	*	*	*	55%
Male	*	*	736	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	737	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	741	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	701	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	742	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	12	12

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	30.3%	40.9%	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	274	*	*
3-4	236	*	*
5 or more	89	*	*

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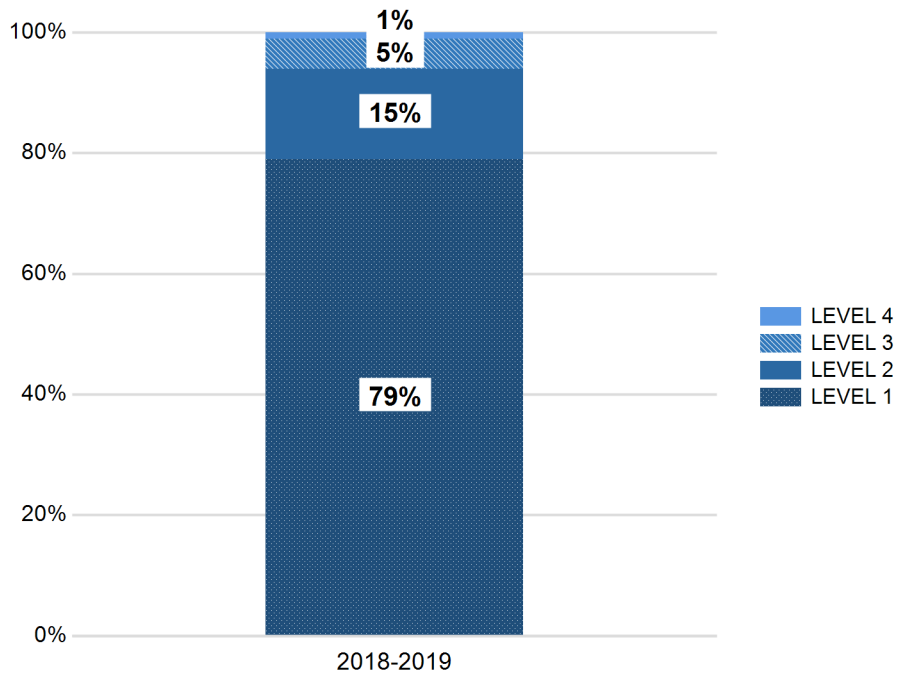
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	79	15	5	1
White	66	21	12	2
Hispanic	83	14	2	1
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	80	15	5	0
Male	78	15	6	2
Economically Disadvantaged Students	81	14	4	1
Non-Economically Disadvantaged Students	74	17	7	1
Students with Disabilities	87	13	0	0
Students without Disabilities	78	15	6	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	90.1%	84.5%
12th graders taking SAT in 2018-19 or prior years	100.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	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	378	476	Grade 10: 430 Grade 11: 460	15%	61%
PSAT 10/NMSQT - Math	376	477	Grade 10: 480 Grade 11: 510	*	43%
SAT - Reading and Writing	412	539	480	15%	70%
SAT - Math	409	541	530	*	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%

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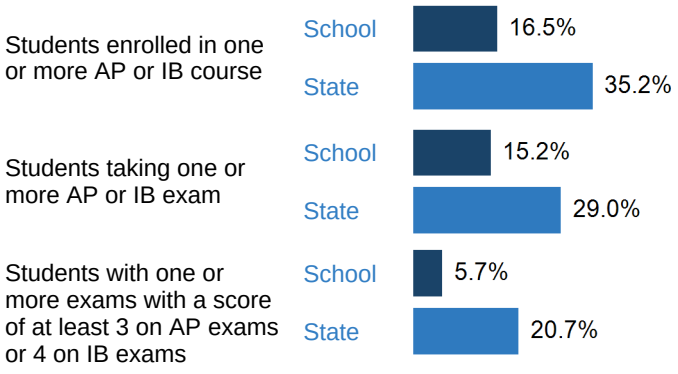
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

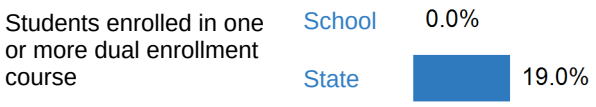
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	14	14
AP Calculus AB	0	17
AP Computer Science Principles	0	27
AP English Language and Composition	28	26
AP English Literature and Composition	22	22
AP European History	7	6
AP Human Geography	12	11
AP Spanish Language	24	23
AP Spanish Literature	4	4
AP Statistics	12	11
AP U.S. History	39	36
IB Environmental Science	11	8
IB Film	0	2
IB History	19	12
IB Language A (English)	24	10
IB Language A: Literature—Spanish	14	0

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AP/IB Course	Students Enrolled	Students Tested
IB Language B—Spanish	11	12
IB Mathematical Studies	0	10
IB Mathematics	23	0
IB Theory of Knowledge	24	18
Total Exams taken		269
Exams with scores of at least 3 on AP exams or 4 on IB exams		76

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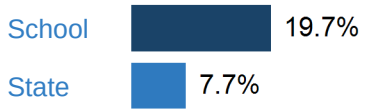
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career and Technical Education website.

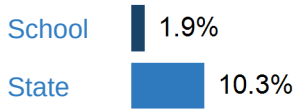
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



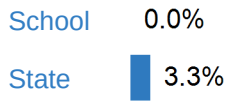
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	19.7%	1.9%	7.7%	10.3%
White	21.0%	*	6.1%	9.6%
Hispanic	17.2%	2.3%	10.3%	11.3%
Black or African American	33.1%	*	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	N	N	6.8%	12.1%
Female	18.5%	1.5%	7.3%	10.6%
Male	20.8%	2.2%	8.0%	10.1%
Economically Disadvantaged Students	20.4%	1.9%	10.4%	11.8%
Students with Disabilities	21.1%	*	6.6%	9.2%
English Learners	18.1%	*	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%	*

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Arts, AV Technology & Communications	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	435	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	542	52	3	0	0	508	48
10	22	406	52	1	0	3	432
11	102	11	317	58	0	1	462
12	10	17	18	48	77	13	25
Total	676	486	390	107	77	525	967
Enrolled in AP/IB Course					0	12	23
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	512	28	35	0	0	0
10	23	282	164	0	3	0
11	24	157	144	6	142	0
12	48	75	91	14	68	0
Total	607	542	434	20	213	0
Enrolled in AP/IB Course	14	0		11	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	534	55	0	0	0	0
10	10	447	3	0	0	6
11	90	468	5	47	47	6
12	28	81	442	32	0	47
Total	662	1051	450	79	47	59
Enrolled in AP/IB Course	19	39	0	0		43
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	61	6	0	0	0	0	12
10	266	22	0	0	0	0	112
11	240	25	0	0	0	0	88
12	172	20	0	0	0	0	41
Total	739	73	0	0	0	0	253
Enrolled in AP/IB Course	53	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	91	0	0	0	0	0	70

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Italian	*
Portuguese	48
Spanish	64
Total	*

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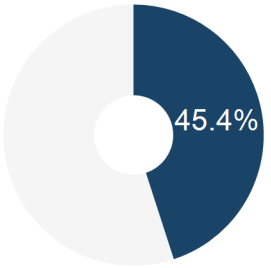
Visual and Performing Arts – Course Participation

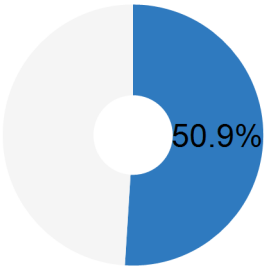
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes

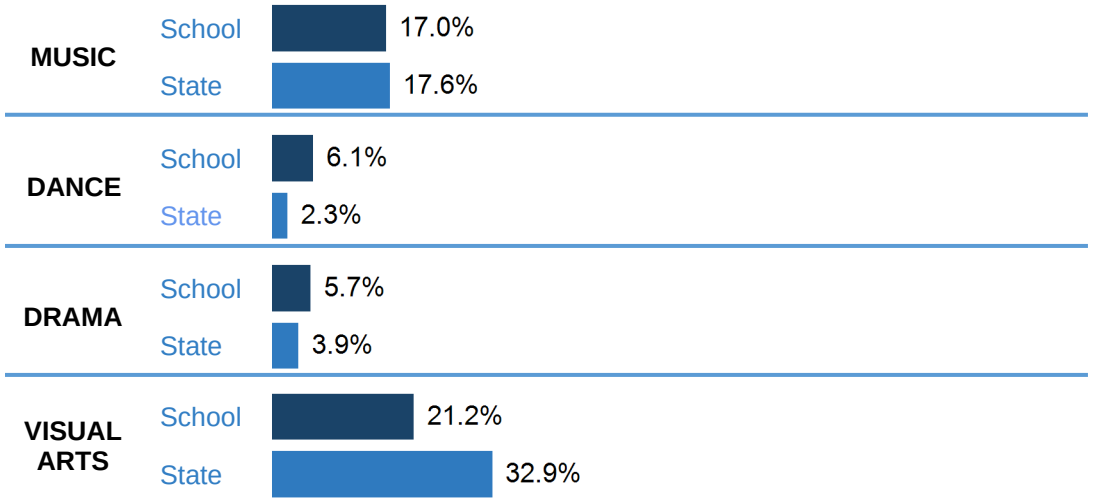


School



State

Students enrolled in one or more classes by discipline:



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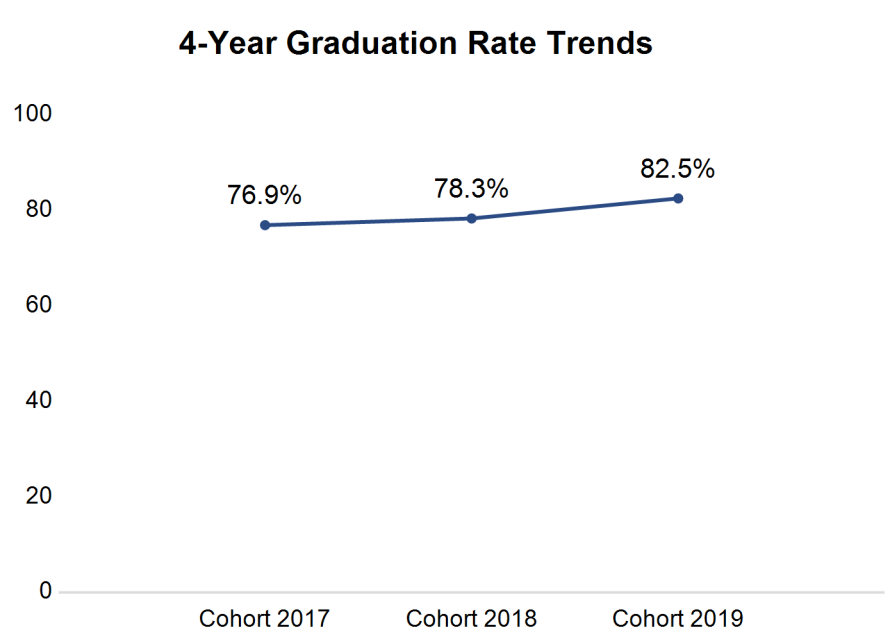
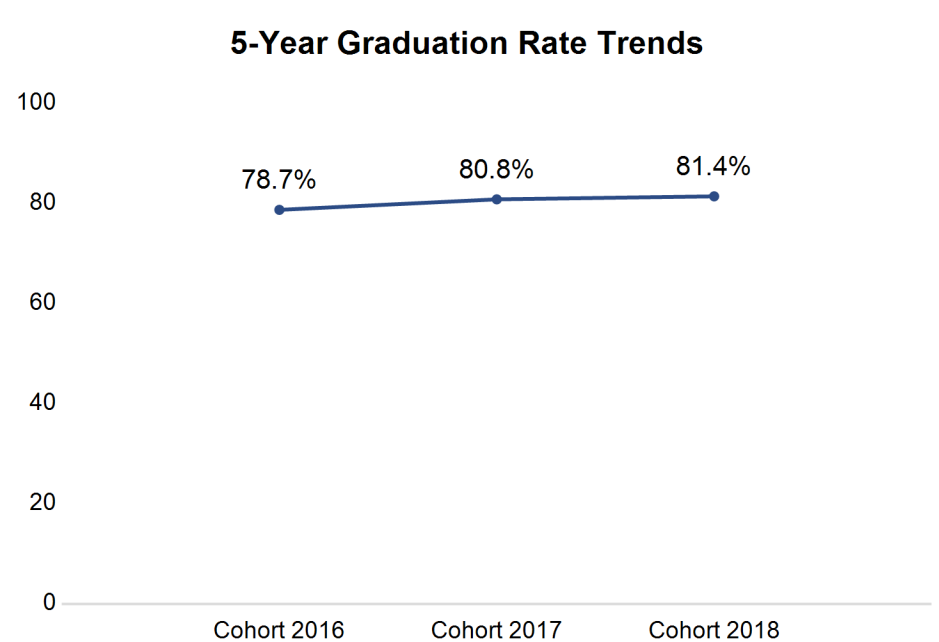
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	76.9%	78.3%	82.5%	78.7%	80.8%	81.4%
Annual Target	72.1%	73.4%		78.7%	79.7%	
Met Annual Target?	Met Target	Met Target		Met Target	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	82.5%	90.6%	81.4%	92.5%	78.3%	73.4%	Met Target	80.8%	79.7%	Met Target
White	86.3%	94.9%	85.2%	95.9%	81.6%	64.1%	Met Target	79.8%	78.1%	Met Target
Hispanic	83.2%	84.5%	79.4%	87.3%	77.1%	76.8%	Met Target	80.1%	80.6%	Not Met
Black or African American	*	83.3%	84.0%	87.1%	77.3%	74.9%	Met Target	84.5%	78.7%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	88.3%	92.8%	84.1%	94.4%	81.8%			84.9%		
Male	77.5%	88.5%	79.4%	90.8%	75.7%			76.6%		
Economically Disadvantaged Students	83.5%	84.0%	81.3%	87.3%	78.3%	72.4%	Met Target	82.8%	80.7%	Met Target
Students with Disabilities	75.4%	79.2%	65.6%	83.8%	60.9%	67.4%	Not Met	85.5%	73.2%	Met Target
English Learners	82.7%	75.4%	86.3%	80.1%	84.4%	67.6%	Met Target	79.6%	80.9%	Not Met
Homeless Students	N	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	11.7%	1.9%
Substitute Competency Test	59.8%	50.0%
Portfolio Appeals Process	18.2%	37.9%
Alternate Requirements specified in IEP	10.3%	10.3%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	2.3%	1.2%
2017-2018	1.9%	1.2%
2016-2017	1.7%	1.1%

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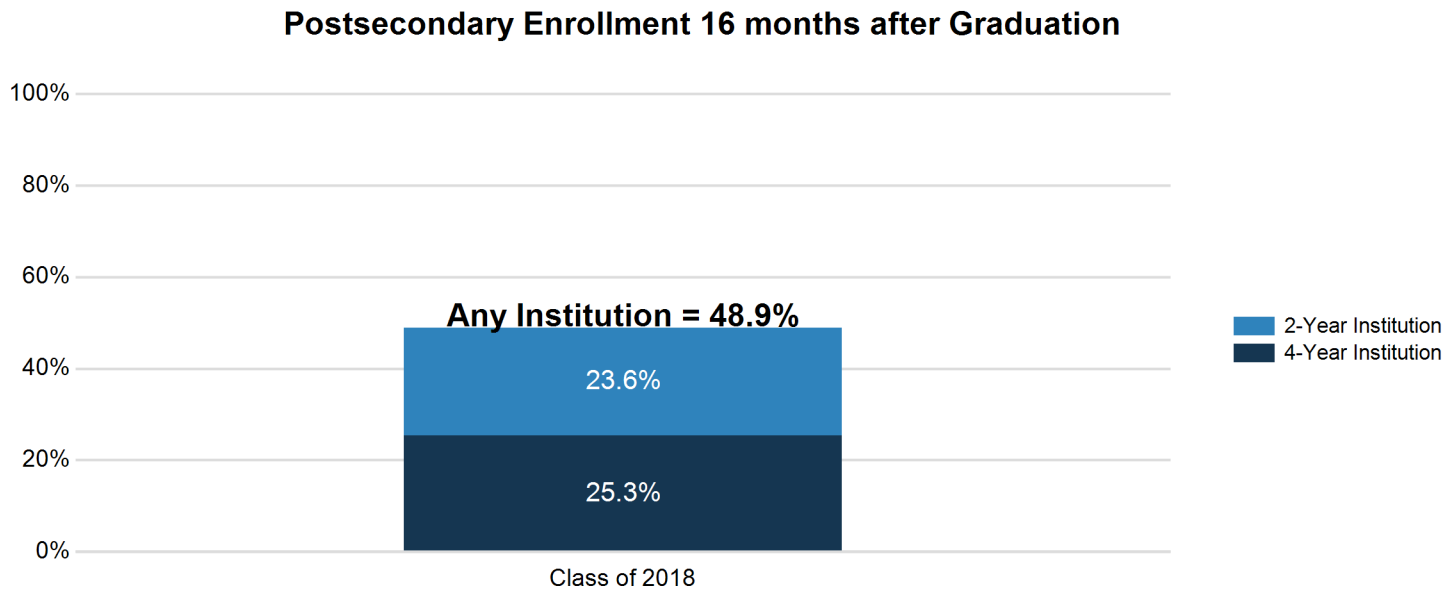
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	23.6%
% Enrolled in 4-Year Institution	25.3%
% Enrolled in Any Postsecondary Institution	48.9%

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	44.2%	41.3%	58.7%
White	42.7%	21.3%	78.7%
Hispanic	46.5%	48.8%	51.2%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	43%	41.7%	58.3%
Students with Disabilities	27%	47.1%	52.9%
English Learners	28.8%	76.7%	23.3%

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	48.9%	48.3%	51.7%	87.4%	12.6%	92.8%	7.2%
White	46.2%	48.1%	51.9%	92.6%	7.4%	98.1%	1.9%
Hispanic	50%	53.2%	46.8%	87.1%	12.9%	95.2%	4.8%
Black or African American	50%	28.6%	71.4%	78.6%	21.4%	71.4%	28.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	49.3%	47.3%	52.7%	85.5%	14.5%	92.7%	7.3%
Students with Disabilities	40%	72.7%	27.3%	86.4%	13.6%	81.8%	18.2%
English Learners	29.3%	79.3%	20.7%	96.6%	3.4%	93.1%	6.9%

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

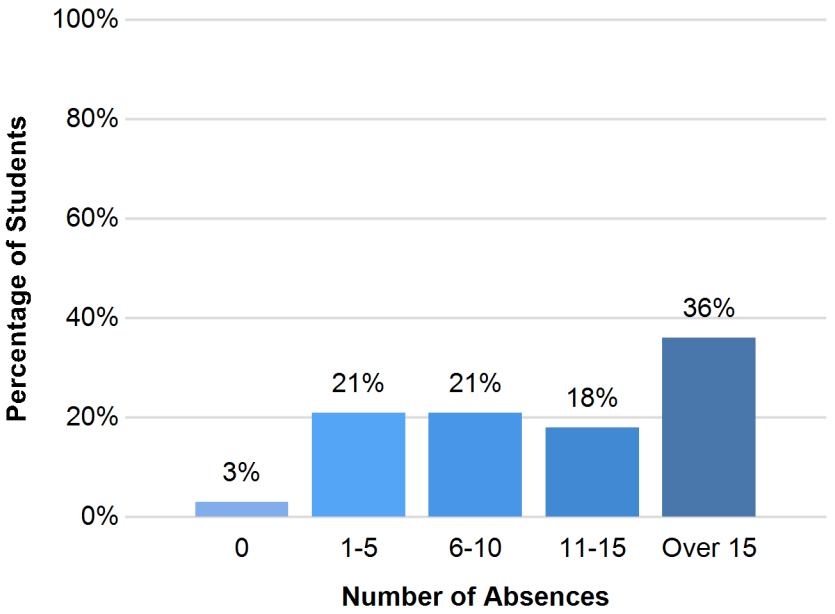
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	647	32.3	14.2	Not Met
White	135	25.8	14.2	Not Met
Hispanic	436	34.1	14.2	Not Met
Black or African American	67	37.0	14.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	296	32.8		
Male	351	31.8		
Economically Disadvantaged Students	464	32.5	14.2	Not Met
Students with Disabilities	125	35.3	14.2	Not Met
English Learners	215	33.4	14.2	Not 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.



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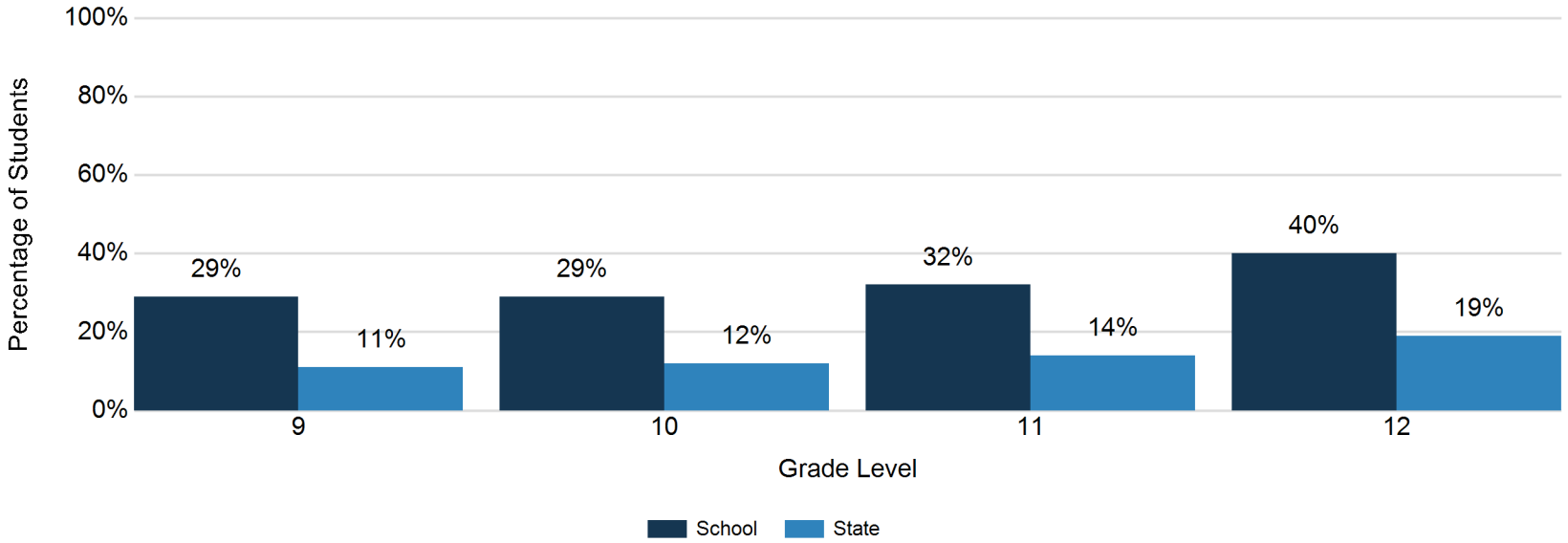
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	25
Weapons	1
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	38
Incidents Per 100 Students Enrolled	1.89

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	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	10	10
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	65	3.2%
Any Suspension	65	3.2%
Removal to other education program	25	1.2%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
268

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	141	118,214
Average years experience in public schools	11.1	12.1
Average years experience in district	9.1	10.8
Percentage of Teachers with 4 or more years experience in the district	70.2%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1	14:1
Students to Administrators	143:1	106:1
Teachers to Administrators	10:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.5%	52.5%	28.6%	48.4%	77.1%	54.9%
Male	54.5%	47.5%	71.4%	51.6%	22.9%	45.1%
White	26.4%	51.8%	64.3%	42.4%	83.6%	77.4%
Hispanic	64.0%	23.4%	28.6%	29.9%	7.3%	7.2%
Black or African American	8.6%	20.6%	7.1%	15.0%	6.6%	13.9%
Asian	0.8%	3.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.7%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

East Side High School
(13-3570-040)
Grades Offered: 09-12
2018-2019

Report Key:
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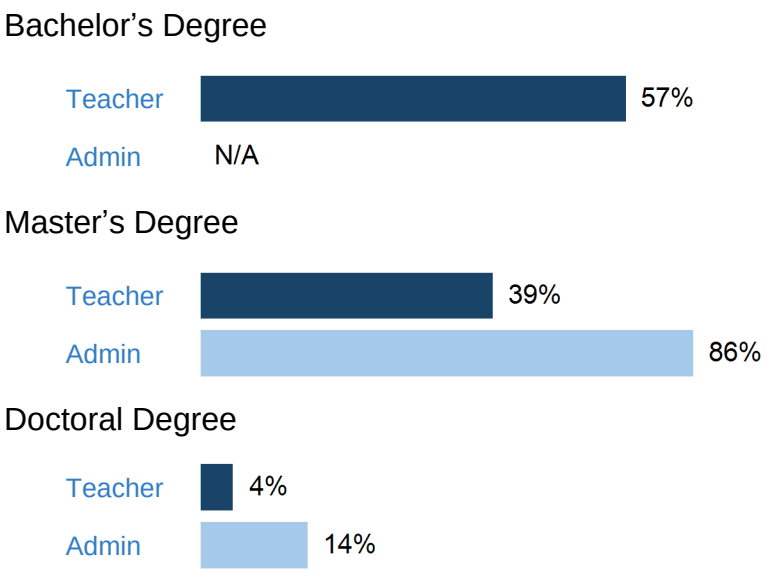
Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers 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.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	79.8%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	13.4%	20.1%	16.0%
Math Proficiency	*	*	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	76.9%	78.3%	82.5%
5-Year Graduation Rate†	78.7%	80.8%	81.4%
Progress toward English Language Proficiency		39.9%	30.3%
Chronic Absenteeism	41.1%	38.1%	32.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Target	Met Target	Met Target†	Not Met	No
White	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Hispanic	Not Met	Not Met	Met Target	Not Met	n/a	Not 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	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
English Learners	Not Met	Not Met	Met Target	Not Met	**	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	East Side High School is a large comprehensive high school with a magnet touch serving students in grades nine through twelve The student population is unique in its diversity The diversity is a reflection of the East Side community
Awards, Recognition, Accomplishments:	CTE Academies that include Teacher Academy GrAdvanced Placementhic Design Music Technology Video Production and Performing Arts

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Courses, Curriculum, Instruction:	Advanced Placement AP International Baccalaureate IB Dual Enrollment Gifted and Talented / Honors
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Boys & Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Boys & Girls), 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 (Boys) Baseball Basketball Bowling Cheer Cross Country Dance Debate Football Golf Ice Hockey Indoor Track Lacrosse Outdoor Track Soccer Softball Swimming Tennis Volleyball Wrestling
Clubs and Activities:	Anti Bullying Band Chorus Coding Debate Dance Drama Environmental Club Environmental Club Future Teachers Fitness Yearbook National Honor Society Video Prod Student Council Robotics PhotogrAdvanced Placementhy Girls Who Code NewspAdvanced Placementer Music Production Portuguese Club LGBTQ Club Jazz Club Spanish Club Math Olympics

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Before and After School Programs:	Afterschool Program serving students ages 14 18 Operated by Newark Public Schools
Postsecondary Information:	Graduates attended 2 and 4 year schools including: Bard Berkeley Bloomfield Bridgeport Caldwell East Stroudsburg Essex FDU Full Sail Grand Canyon Hartford Kean Keystone Maryland Middlesex Miami Montclair St New England NJCU NJIT Nyack Ocean Quinnipiac Rutgers Stony Brook St Elizabeth St Johns Union US Naval Academy and William Paterson Additionally graduates enlisted in the United States Military attended various technical schools and joined the workforce

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Essex County College (Early College Program) Ironbound Community Corporation Montclair State University NJIT NJPAC

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Facilities:	Built in 1912 and includes Auditorium Biology Labs Computer Labs Makerspace Robotics Lab Media Center and Music Classrooms
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Other Information	The traditional standard schedule for students in our secondary schools is 8:20 am 2:50 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

East Ward Elementary School
(13-3570-303)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Kathy Duke-Jackson
Address	104 Oliver Street Newark, NJ 07105
Phone Number	973-465-4880
Email Address	kjackson@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/ewe

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	0	0	42
KG	0	0	93
1	0	0	55
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
Total	0	0	190

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	N	N	43.2%
Male	N	N	56.8%
Economically Disadvantaged Students	N	N	67.9%
Students with Disabilities	N	N	16.3%
English Learners	N	N	53.2%
Homeless Students	N	N	0.5%
Students in Foster Care	N	N	0.0%
Military-Connected Students	N	N	0.0%
Migrant Students	N	N	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	N	N	32.1%
Hispanic	N	N	60.0%
Black or African American	N	N	6.8%
Asian	N	N	0.5%
Native Hawaiian or Pacific Islander	N	N	0.5%
American Indian or Alaska Native	N	N	0.0%
Two or More Races	N	N	0.0%

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	N	N	0
PK - Full Day	N	N	42
KG - Half Day	N	N	0
KG - Full Day	N	N	93

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
Spanish	45.3%
Portuguese	36.3%
English	17.4%
Other Languages	1.1%

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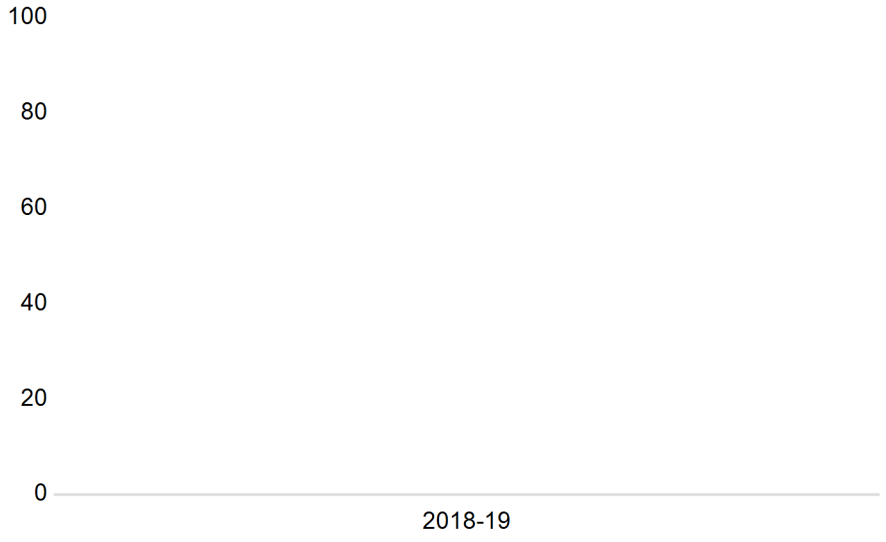
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.



Performance Measure	2018-19 ELA	2018-19 Math
Median Student Growth Percentile	N	N
Met Standard (40-59.5)?	N	N

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

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	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Female	N	N	N	N	N	N	N	N
Male	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N
Homeless Students	N	N	N	N	N	N	N	N
Students in Foster Care	N	N	N	N	N	N	N	N
Military-Connected Students	N	N	N	N	N	N	N	N
Migrant Students	N	N	N	N	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

East Ward Elementary School
(13-3570-303)
Grades Offered: PK-08
2018-2019

Report Key:
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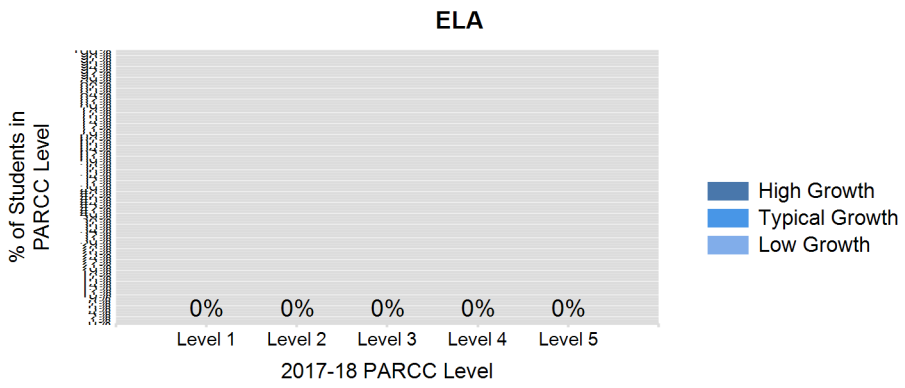
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

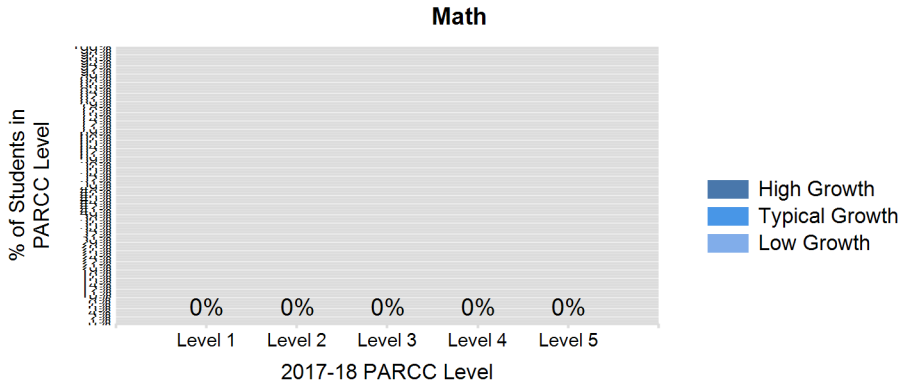
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

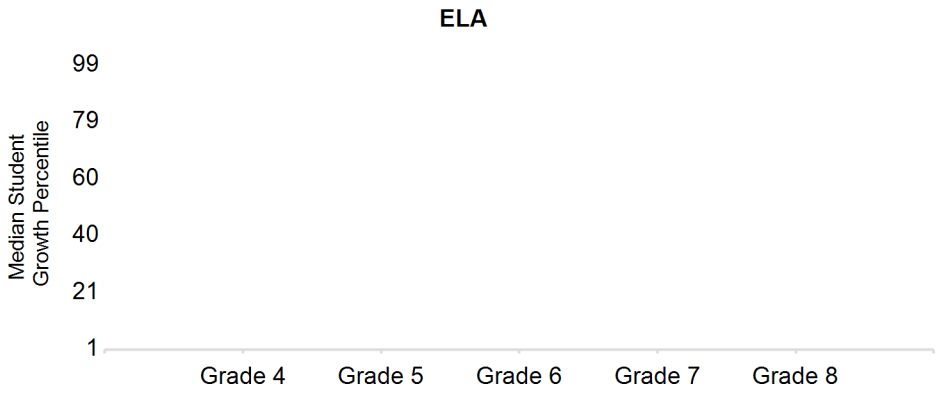
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

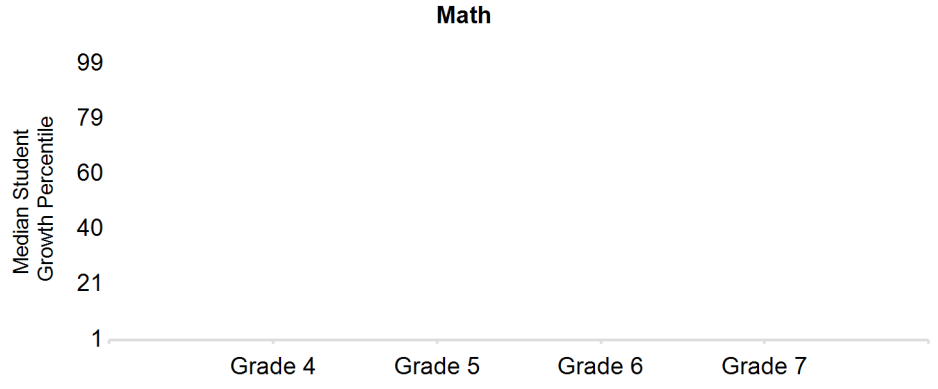




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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East Ward Elementary School
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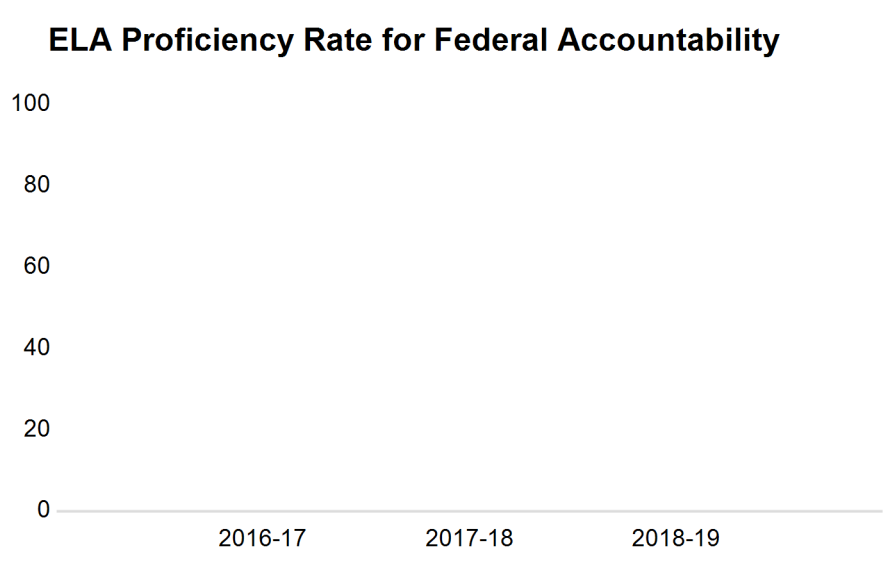
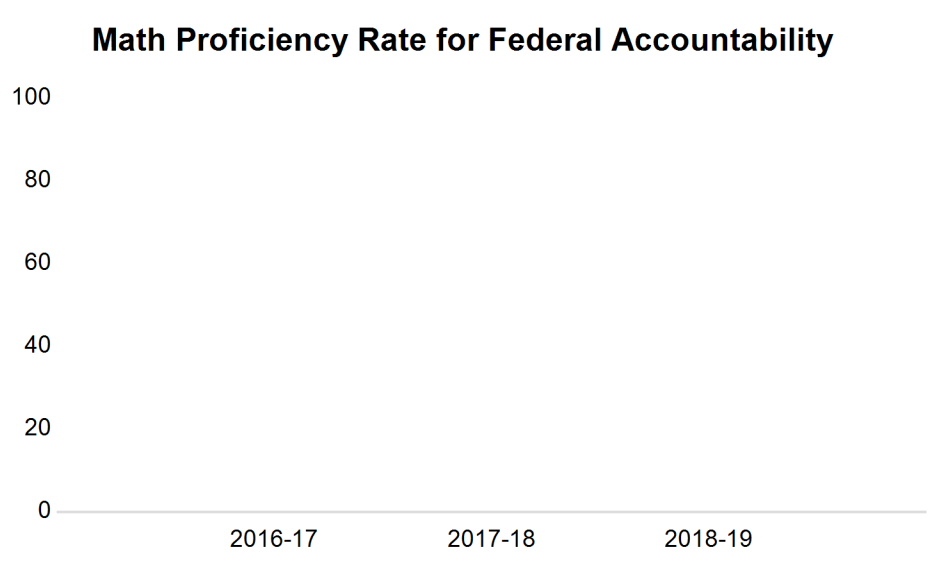
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	N	N	N	N	N	N
Proficiency Rate for Federal Accountability	N	N	N	N	N	N
Annual Target	N	N	N	N	N	N
Met Annual Target?	N	N	N	N	N	N
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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East Ward Elementary School
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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	N	N	N	N	N	N	N	
White	N	N	N	N	N	N	N	
Hispanic	N	N	N	N	N	N	N	
Black or African American	N	N	N	N	N	N	N	
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	
American Indian or Alaska Native	N	N	N	N	N	N	N	
Two or More Races	N	N	N	N	N	N	N	
Female	N	N	N	N	N	N		
Male	N	N	N	N	N	N		
Economically Disadvantaged Students	N	N	N	N	N	N	N	
Non-Economically Disadvantaged Students	N	N	N	N	N	N		
Students with Disabilities	N	N	N	N	N	N	N	
Students without Disabilities	N	N	N	N	N	N		
English Learners	N	N	N	N	N	N	N	
Non-English Learners	N	N	N	N	N	N		
Homeless Students	N	N	N	N	N	N		
Students In Foster Care	N	N	N	N	N	N		
Military-Connected Students	N	N	N	N	N	N		
Migrant Students	N	N	N	N	N	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

East Ward Elementary School
(13-3570-303)
Grades Offered: PK-08
2018-2019

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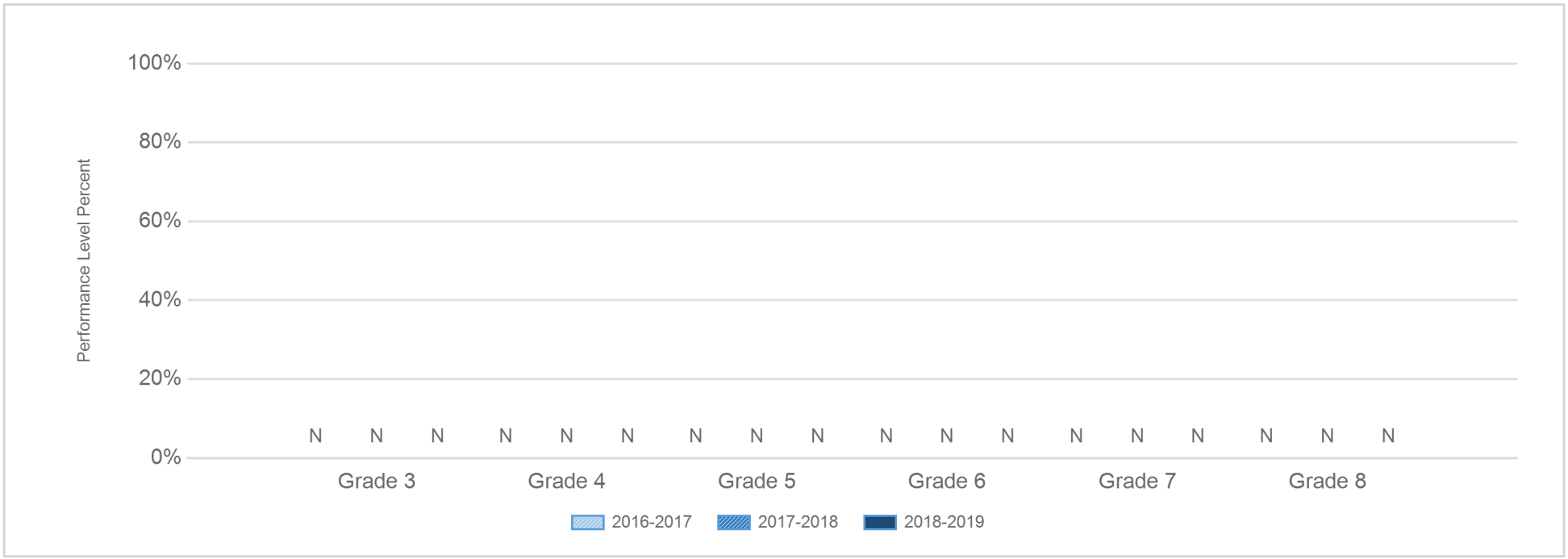
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	*	N	N	N	N	N	N	*
White	N	N	N	757	N	N	N	N	N	N	60%
Hispanic	N	N	N	734	N	N	N	N	N	N	36%
Black or African American	N	N	N	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	N	N	N	753	N	N	N	N	N	N	55%
Male	N	N	N	743	N	N	N	N	N	N	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	33%
Non-Economically Disadvantaged Students	N	N	N	759	N	N	N	N	N	N	61%
Students with Disabilities	N	N	N	719	N	N	N	N	N	N	24%
Students without Disabilities	N	N	N	754	N	N	N	N	N	N	56%
English Learners	N	N	N	713	N	N	N	N	N	N	17%
Non-English Learners	N	N	N	751	N	N	N	N	N	N	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

East Ward Elementary School
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	*	N	N	N	N	N	N	*
White	N	N	N	763	N	N	N	N	N	N	67%
Hispanic	N	N	N	743	N	N	N	N	N	N	44%
Black or African American	N	N	N	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	N	N	N	760	N	N	N	N	N	N	62%
Male	N	N	N	750	N	N	N	N	N	N	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	N	N	N	765	N	N	N	N	N	N	69%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	25%
Students without Disabilities	N	N	N	761	N	N	N	N	N	N	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	N	N	N	758	N	N	N	N	N	N	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	*	N	N	N	N	N	N	*
White	N	N	N	764	N	N	N	N	N	N	68%
Hispanic	N	N	N	743	N	N	N	N	N	N	44%
Black or African American	N	N	N	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	N	N	N	761	N	N	N	N	N	N	64%
Male	N	N	N	750	N	N	N	N	N	N	52%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	N	N	N	766	N	N	N	N	N	N	69%
Students with Disabilities	N	N	N	724	N	N	N	N	N	N	23%
Students without Disabilities	N	N	N	762	N	N	N	N	N	N	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	N	N	N	758	N	N	N	N	N	N	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

East Ward Elementary School
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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	*	N	N	N	N	N	N	*
White	N	N	N	762	N	N	N	N	N	N	65%
Hispanic	N	N	N	743	N	N	N	N	N	N	43%
Black or African American	N	N	N	738	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	N	N	N	762	N	N	N	N	N	N	64%
Male	N	N	N	748	N	N	N	N	N	N	48%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	N	N	N	763	N	N	N	N	N	N	67%
Students with Disabilities	N	N	N	722	N	N	N	N	N	N	19%
Students without Disabilities	N	N	N	761	N	N	N	N	N	N	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	N	N	N	756	N	N	N	N	N	N	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	*	N	N	N	N	N	N	*
White	N	N	N	769	N	N	N	N	N	N	72%
Hispanic	N	N	N	747	N	N	N	N	N	N	50%
Black or African American	N	N	N	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	N	N	N	769	N	N	N	N	N	N	71%
Male	N	N	N	753	N	N	N	N	N	N	55%
Economically Disadvantaged Students	N	N	N	743	N	N	N	N	N	N	45%
Non-Economically Disadvantaged Students	N	N	N	771	N	N	N	N	N	N	73%
Students with Disabilities	N	N	N	720	N	N	N	N	N	N	22%
Students without Disabilities	N	N	N	769	N	N	N	N	N	N	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	N	N	N	763	N	N	N	N	N	N	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	*	N	N	N	N	N	N	*
White	N	N	N	770	N	N	N	N	N	N	72%
Hispanic	N	N	N	747	N	N	N	N	N	N	49%
Black or African American	N	N	N	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	N	N	N	771	N	N	N	N	N	N	71%
Male	N	N	N	753	N	N	N	N	N	N	55%
Economically Disadvantaged Students	N	N	N	743	N	N	N	N	N	N	45%
Non-Economically Disadvantaged Students	N	N	N	772	N	N	N	N	N	N	72%
Students with Disabilities	N	N	N	721	N	N	N	N	N	N	22%
Students without Disabilities	N	N	N	770	N	N	N	N	N	N	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	N	N	N	764	N	N	N	N	N	N	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	N	N	N	N	N	N	N	
White	N	N	N	N	N	N	N	
Hispanic	N	N	N	N	N	N	N	
Black or African American	N	N	N	N	N	N	N	
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	
American Indian or Alaska Native	N	N	N	N	N	N	N	
Two or More Races	N	N	N	N	N	N	N	
Female	N	N	N	N	N	N		
Male	N	N	N	N	N	N		
Economically Disadvantaged Students	N	N	N	N	N	N	N	
Non-Economically Disadvantaged Students	N	N	N	N	N	N		
Students with Disabilities	N	N	N	N	N	N	N	
Students without Disabilities	N	N	N	N	N	N		
English Learners	N	N	N	N	N	N	N	
Non-English Learners	N	N	N	N	N	N		
Homeless Students	N	N	N	N	N	N		
Students In Foster Care	N	N	N	N	N	N		
Military-Connected Students	N	N	N	N	N	N		
Migrant Students	N	N	N	N	N	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

East Ward Elementary School
(13-3570-303)
Grades Offered: PK-08
2018-2019

Report Key:
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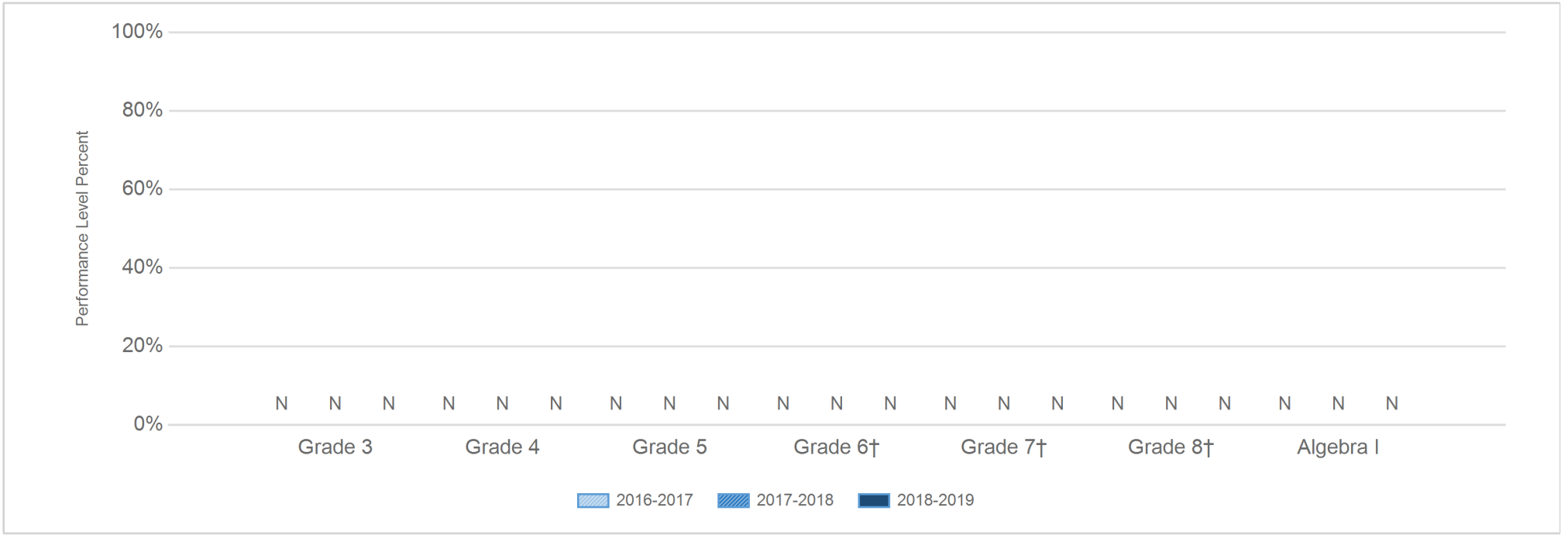
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	*	N	N	N	N	N	N	*
White	N	N	N	760	N	N	N	N	N	N	66%
Hispanic	N	N	N	739	N	N	N	N	N	N	40%
Black or African American	N	N	N	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	N	N	N	751	N	N	N	N	N	N	54%
Male	N	N	N	752	N	N	N	N	N	N	56%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	37%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	67%
Students with Disabilities	N	N	N	731	N	N	N	N	N	N	31%
Students without Disabilities	N	N	N	756	N	N	N	N	N	N	60%
English Learners	N	N	N	728	N	N	N	N	N	N	26%
Non-English Learners	N	N	N	754	N	N	N	N	N	N	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

East Ward Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	*	N	N	N	N	N	N	*
White	N	N	N	757	N	N	N	N	N	N	62%
Hispanic	N	N	N	737	N	N	N	N	N	N	36%
Black or African American	N	N	N	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	N	N	N	749	N	N	N	N	N	N	50%
Male	N	N	N	749	N	N	N	N	N	N	52%
Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	N	N	N	759	N	N	N	N	N	N	63%
Students with Disabilities	N	N	N	726	N	N	N	N	N	N	25%
Students without Disabilities	N	N	N	754	N	N	N	N	N	N	56%
English Learners	N	N	N	722	N	N	N	N	N	N	18%
Non-English Learners	N	N	N	751	N	N	N	N	N	N	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%

NJ SCHOOL PERFORMANCE REPORT

East Ward Elementary School
(13-3570-303)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	*	N	N	N	N	N	N	*
White	N	N	N	755	N	N	N	N	N	N	58%
Hispanic	N	N	N	735	N	N	N	N	N	N	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	N	N	N	747	N	N	N	N	N	N	47%
Male	N	N	N	747	N	N	N	N	N	N	47%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	N	N	N	757	N	N	N	N	N	N	59%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	19%
Students without Disabilities	N	N	N	752	N	N	N	N	N	N	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	N	N	N	749	N	N	N	N	N	N	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

East Ward Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	*	N	N	N	N	N	N	*
White	N	N	N	749	N	N	N	N	N	N	51%
Hispanic	N	N	N	729	N	N	N	N	N	N	24%
Black or African American	N	N	N	722	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	N	N	N	742	N	N	N	N	N	N	42%
Male	N	N	N	740	N	N	N	N	N	N	40%
Economically Disadvantaged Students	N	N	N	726	N	N	N	N	N	N	21%
Non-Economically Disadvantaged Students	N	N	N	750	N	N	N	N	N	N	53%
Students with Disabilities	N	N	N	716	N	N	N	N	N	N	12%
Students without Disabilities	N	N	N	746	N	N	N	N	N	N	46%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	N	N	N	743	N	N	N	N	N	N	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

East Ward Elementary School
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Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	*	N	N	N	N	N	N	*
White	N	N	N	751	N	N	N	N	N	N	53%
Hispanic	N	N	N	733	N	N	N	N	N	N	26%
Black or African American	N	N	N	727	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	N	N	N	744	N	N	N	N	N	N	42%
Male	N	N	N	743	N	N	N	N	N	N	42%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	24%
Non-Economically Disadvantaged Students	N	N	N	751	N	N	N	N	N	N	53%
Students with Disabilities	N	N	N	718	N	N	N	N	N	N	13%
Students without Disabilities	N	N	N	749	N	N	N	N	N	N	48%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	N	N	N	745	N	N	N	N	N	N	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	*	N	N	N	N	N	N	*
White	N	N	N	737	N	N	N	N	N	N	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	22%
Black or African American	N	N	N	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	N	731	N	N	N	N	N	N	31%
Male	N	N	N	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	N	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	N	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	N	730	N	N	N	N	N	N	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	*	N	N	N	N	N	N	*
White	N	N	N	752	N	N	N	N	N	N	53%
Hispanic	N	N	N	728	N	N	N	N	N	N	24%
Black or African American	N	N	N	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	N	N	N	745	N	N	N	N	N	N	44%
Male	N	N	N	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	N	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	N	748	N	N	N	N	N	N	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	N	N	N	745	N	N	N	N	N	N	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	N	N
7	N	N
8	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	60.0%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	63	*	*
3-4	21	85.7%	14.3%
5 or more	N	N	N

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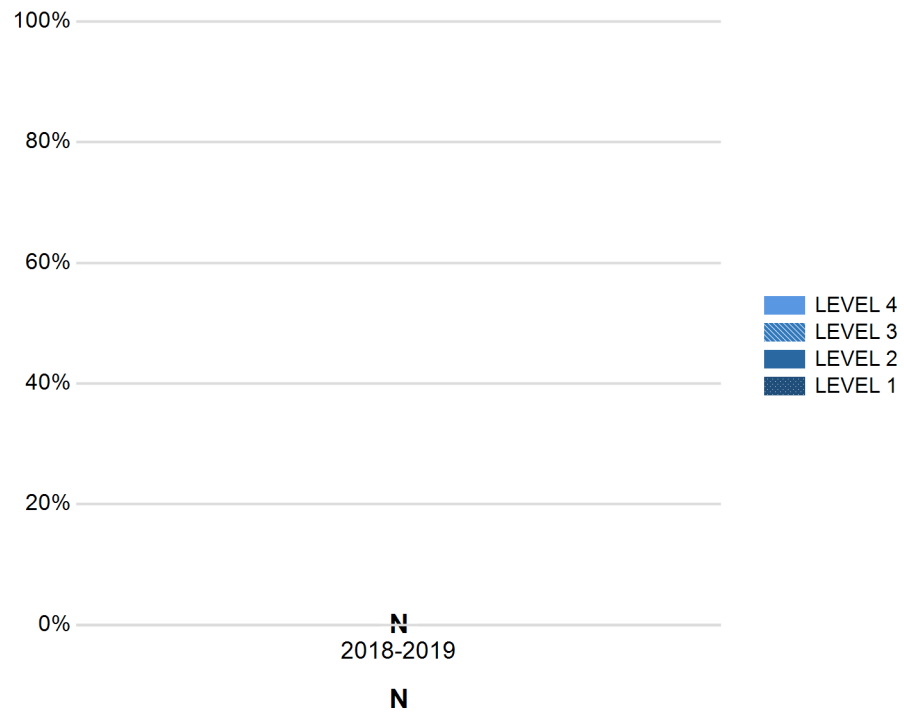
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N	N	N
Male	N	N	N	N
Economically Disadvantaged Students	N	N	N	N
Non-Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
Students without Disabilities	N	N	N	N
English Learners	N	N	N	N
Non-English Learners	N	N	N	N
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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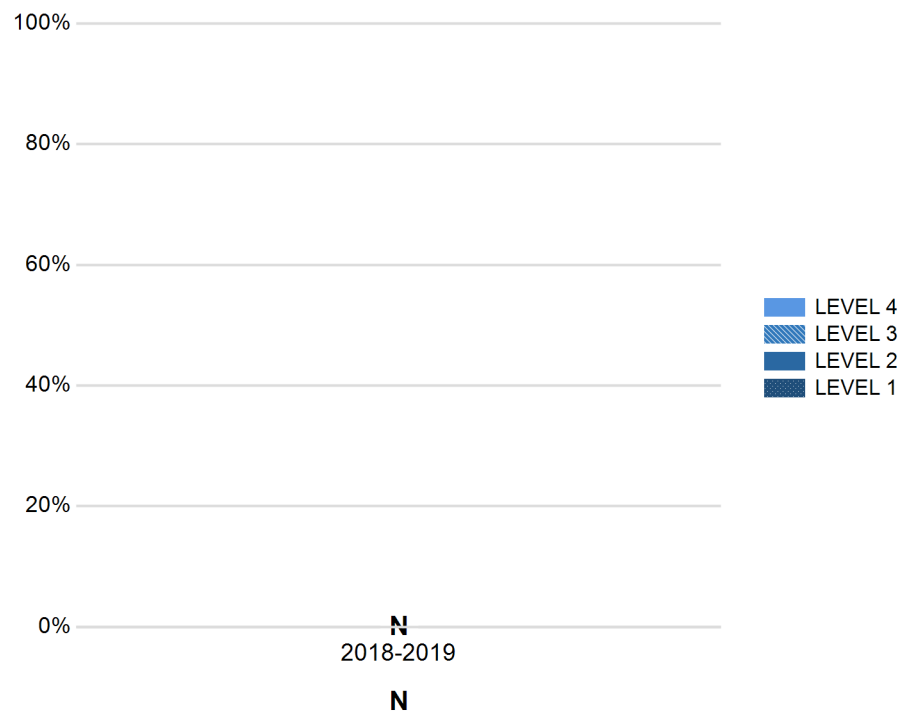
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N	N	N
Male	N	N	N	N
Economically Disadvantaged Students	N	N	N	N
Non-Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
Students without Disabilities	N	N	N	N
English Learners	N	N	N	N
Non-English Learners	N	N	N	N
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

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	N	N	N
7	N	N	N
8	N	N	N
Total	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.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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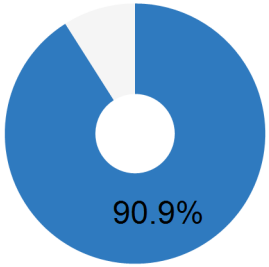
Visual and Performing Arts – Course Participation

The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

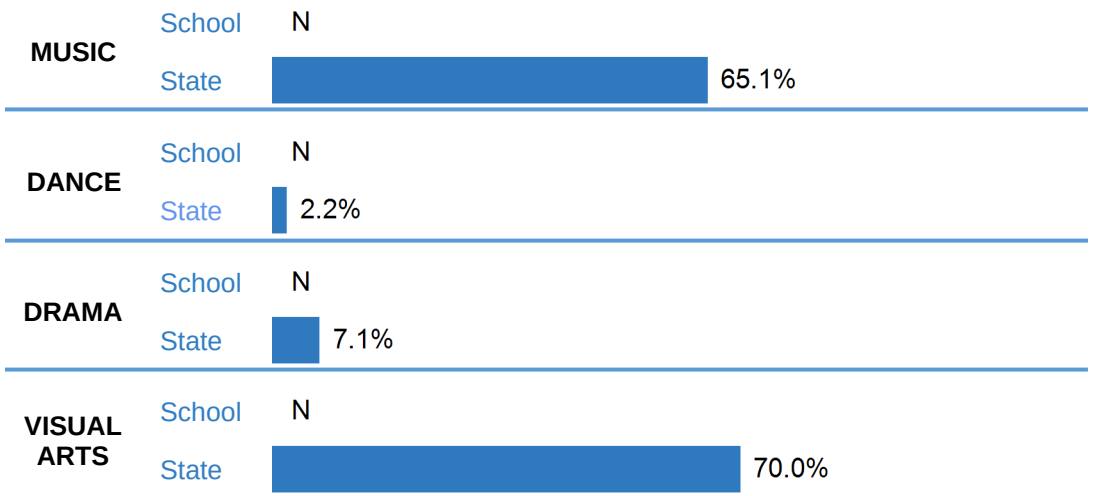
Students enrolled in one or more **visual and performing arts** classes

School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

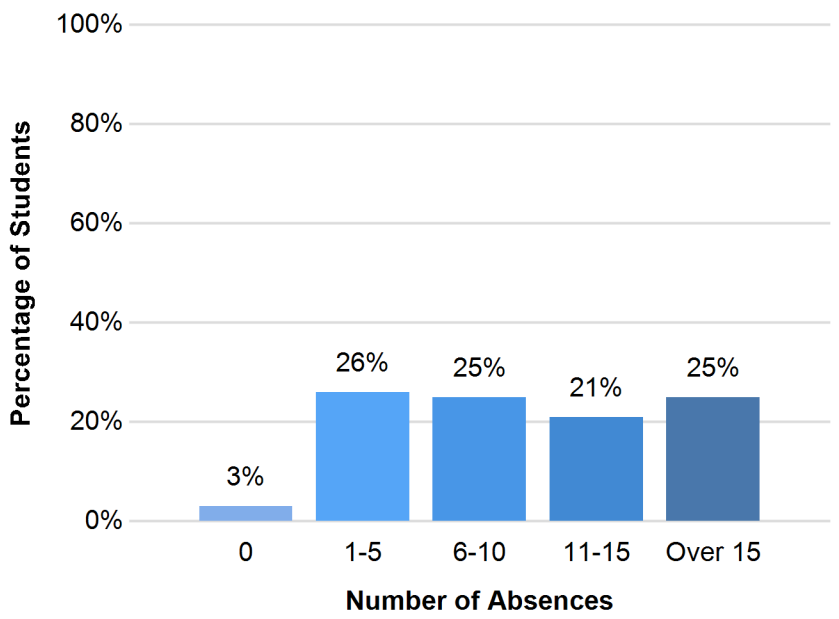
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	26	20.2	9.0	Not Met
White	9	18.8	9.0	Not Met
Hispanic	14	19.2	9.0	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	11	17.7		
Male	15	22.4		
Economically Disadvantaged Students	23	24.5	9.0	Not Met
Students with Disabilities	10	55.6	**	**
English Learners	17	20.2	9.0	Not 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.



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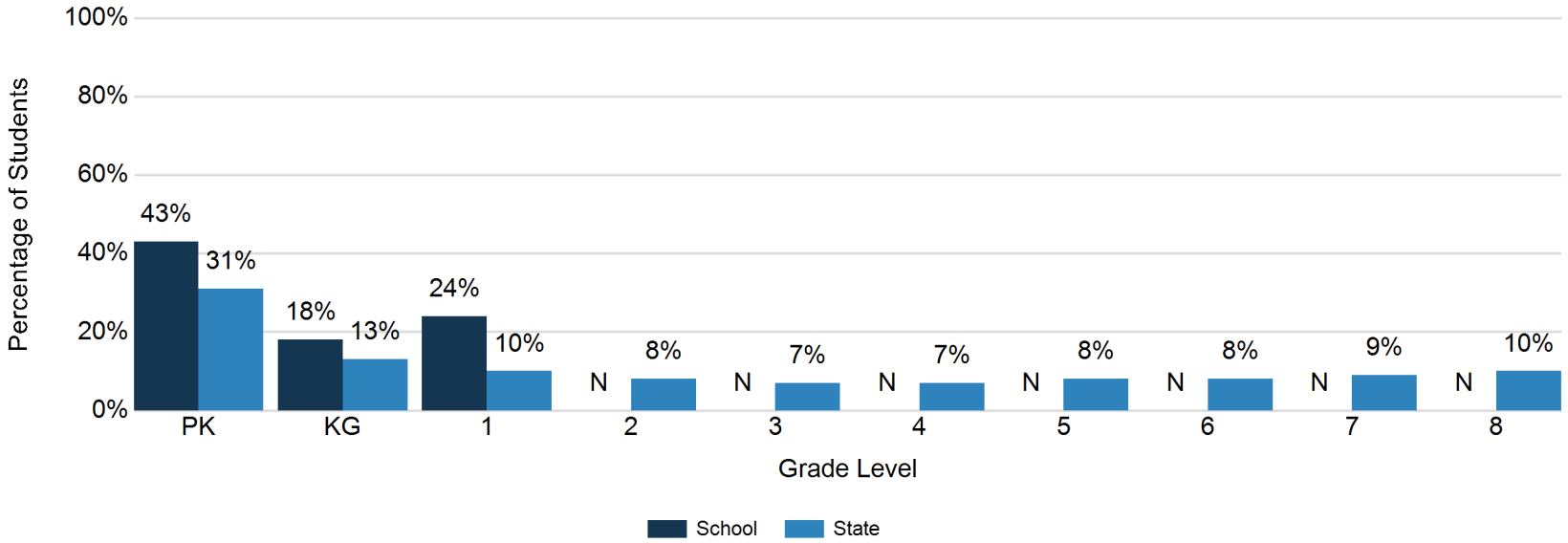
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

School Days Missed due to Out-of-School Suspensions
N

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:00 AM
Typical End Time	3:30 PM
Length of School Day	7 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	N

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	N	118,214
Average years experience in public schools	N	12.1
Average years experience in district	N	10.8
Percentage of Teachers with 4 or more years experience in the district	N	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	N	14:1
Students to Administrators	N	106:1
Teachers to Administrators	N	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	N	N	N	48.4%	77.1%	54.9%
Male	N	N	N	51.6%	22.9%	45.1%
White	N	N	N	42.4%	83.6%	77.4%
Hispanic	N	N	N	29.9%	7.3%	7.2%
Asian	N	N	N	10.2%	2.0%	1.1%

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher N

Admin N/A

Master's Degree

Teacher N

Admin N

Doctoral Degree

Teacher N

Admin N

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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	79.4%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	N	N	N
Math Proficiency	N	N	N
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	60.0%
Chronic Absenteeism	N	N	20.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	N	N	N	N	**	Not Met	No
White	N	N	N	N	n/a	Not Met	No
Hispanic	N	N	N	N	n/a	Not Met	No
Black or African American	N	N	N	N	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	n/a	**	No
American Indian or Alaska Native	N	N	N	N	n/a	**	No
Two or More Races	N	N	N	N	n/a	**	No
Economically Disadvantaged Students	N	N	N	N	n/a	Not Met	No
Students with Disabilities	N	N	N	N	n/a	**	No
English Learners	N	N	N	N	N	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	East Ward Elementary is located in the Ironbound section of Newark The school consists of roughly 288 students ranging in grades Pre K 2 We will increase a grade level each year until 8th grade It is our vision as a school community to build a school where each child is prepared to accept responsibility for their academics and behavior to teach students to respect everyone regardless of race nationality economic status or ability
Awards, Recognition, Accomplishments:	The most unique thing about East Ward Elementary is that we will increae in grades to eventually become a Pre k 8 school

NJ SCHOOL PERFORMANCE REPORT

East Ward Elementary School
(13-3570-303)
Grades Offered: PK-08
2018-2019

Report Key:
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School Narrative

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Clubs and Activities:	BEEP Afterschool Program Vocal Music Afterschool Excel Program

NJ SCHOOL PERFORMANCE REPORT

East Ward Elementary School
(13-3570-303)
Grades Offered: PK-08
2018-2019

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School Narrative

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Boys and Girls Club Ironbound Community Corporation

NJ SCHOOL PERFORMANCE REPORT

East Ward Elementary School
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School Narrative

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School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

NJ SCHOOL PERFORMANCE REPORT

East Ward Elementary School
(13-3570-303)
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2018-2019

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Elliott Street Elementary School
(13-3570-390)
Grades Offered: PK-06
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Elliott Street Elementary School
(13-3570-390)
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2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Nicole Johnson
Address	721 Summer Avenue NEWARK, NJ 07104
Phone Number	973-268-5360
Email Address	eortiz@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/ELL/
Twitter	https://twitter.com/SchoolElliott

NJ SCHOOL PERFORMANCE REPORT

Elliott Street Elementary School
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	87	85	86
KG	88	84	74
1	89	100	88
2	103	92	94
3	95	100	88
4	85	102	104
5	88	79	108
6	0	84	80
Total	635	726	722

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	52.9%	50.4%	51.1%
Male	47.1%	49.6%	48.9%
Economically Disadvantaged Students	88.3%	87.5%	88.2%
Students with Disabilities	12.4%	15.6%	16.2%
English Learners	20.5%	18.0%	22.3%
Homeless Students	1.9%	1.4%	1.1%
Students in Foster Care	0.6%	0.4%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.4%	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	1.1%	1.1%	0.8%
Hispanic	82.8%	84.7%	86.6%
Black or African American	15.3%	13.1%	12.3%
Asian	0.2%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.5%	0.6%	0.1%
American Indian or Alaska Native	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.4%	0.0%

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	0	0	0
PK - Full Day	87	85	86
KG - Half Day	0	0	0
KG - Full Day	88	84	74

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	50.4%
Spanish	49.2%
Other Languages	0.4%

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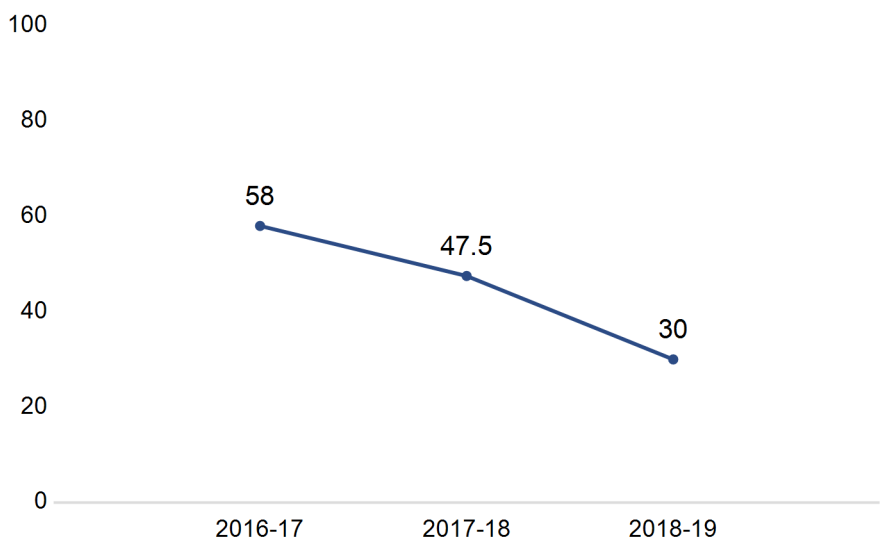
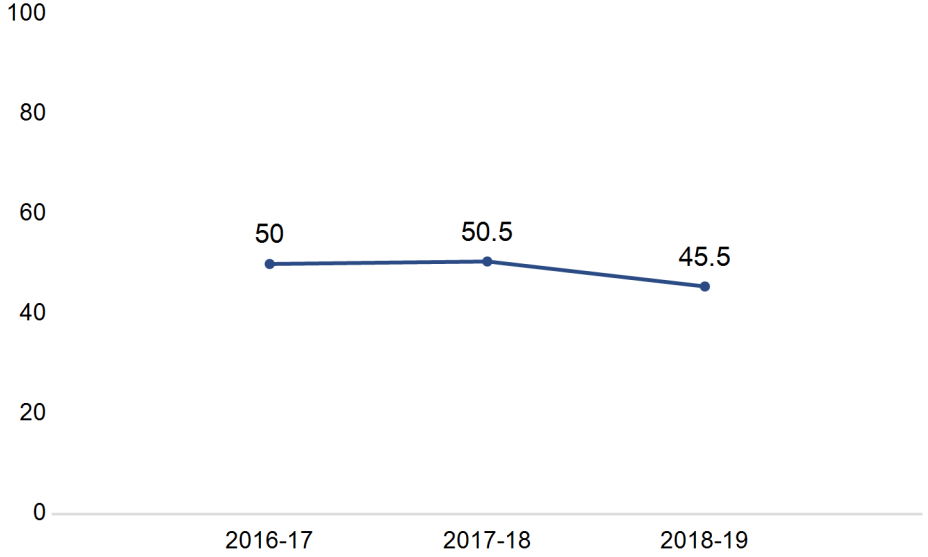
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	58	47.5	30	50	50.5	45.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	30	48	50	Not Met	45.5	48	50	Met Standard
White	*	56	50	**	*	56	52	**
Hispanic	31	50	49	Not Met	45.5	51	47	Met Standard
Black or African American	22.5	43	45	Not Met	47	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	60	59	**	*	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	32.5	51	53	N	47	49	50	N
Male	25	45	47	N	44.5	48	51	N
Economically Disadvantaged Students	30	47	48	Not Met	46	48	46	Met Standard
Students with Disabilities	19.5	39	43	Not Met	43	48	45	Met Standard
English Learners	34	53	52	Not Met	48.5	53	50	Met Standard
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	*	49	42	N	*	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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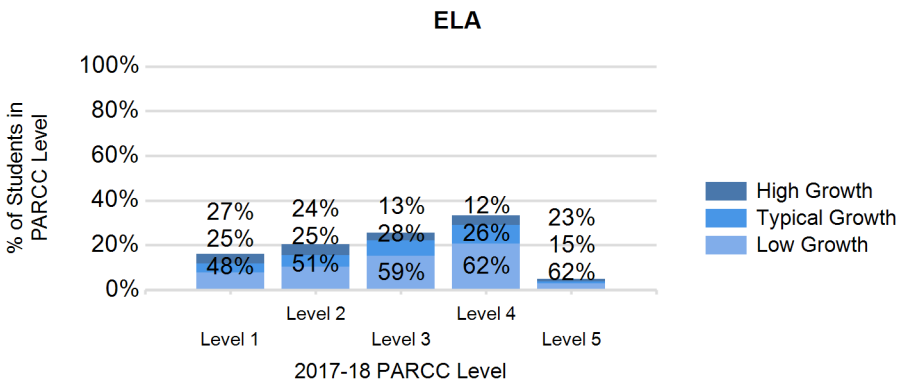
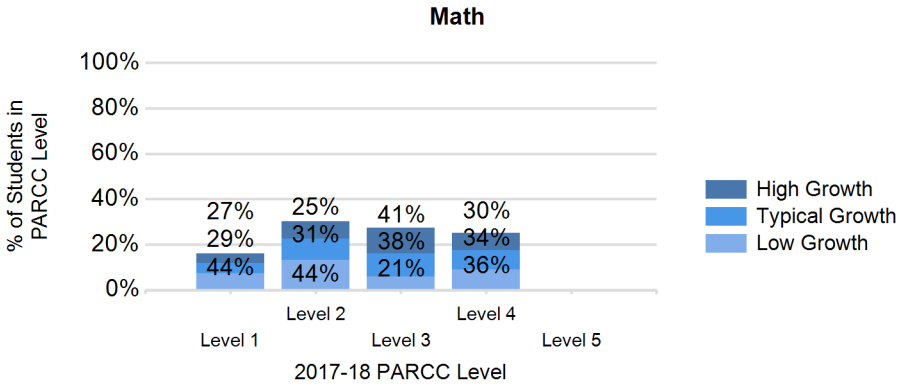
Student Growth by Performance Level

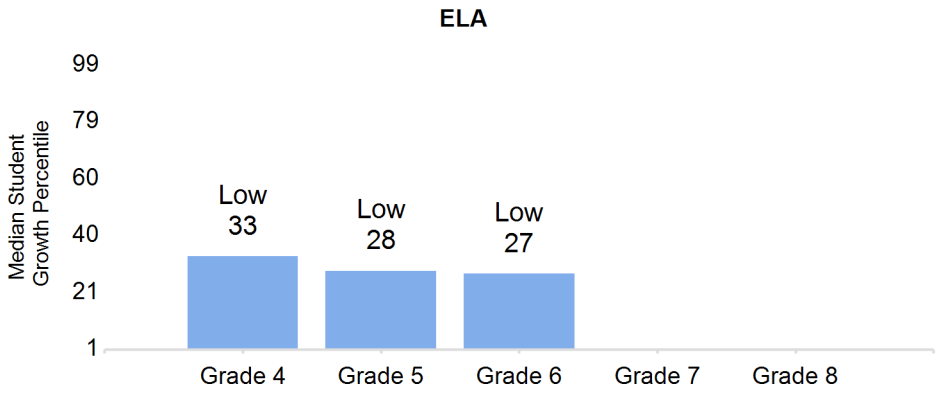
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

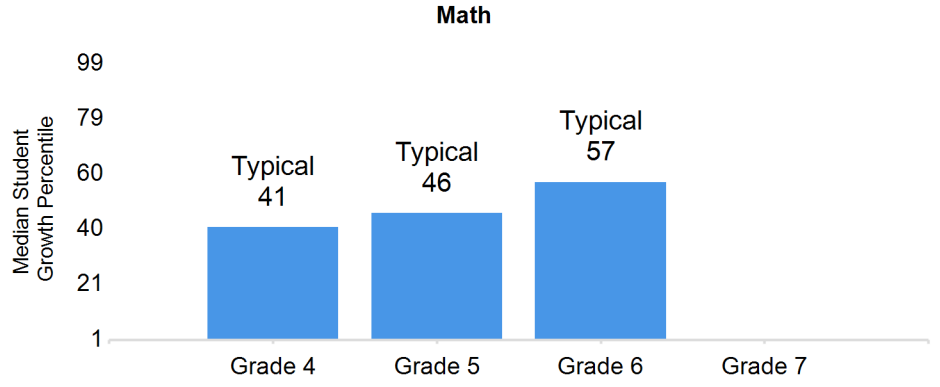




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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Elliott Street Elementary School
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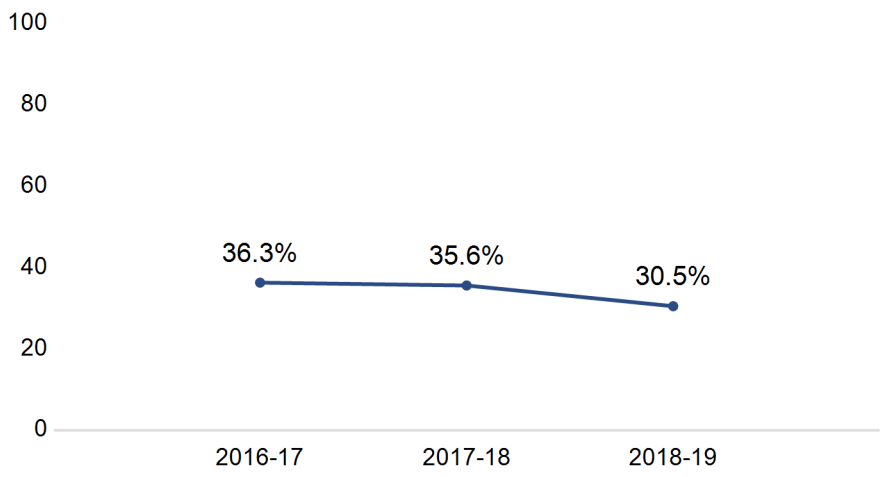
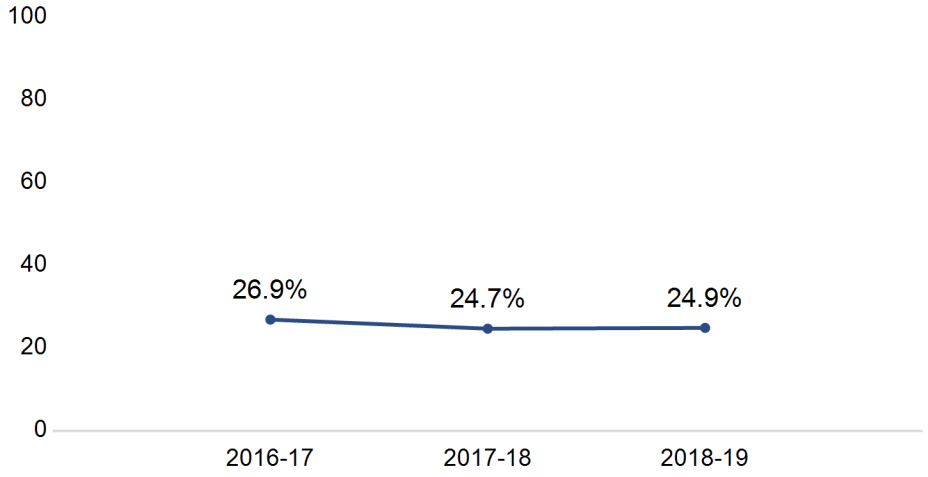
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

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	94.8%	99.7%	99.0%	98.5%	99.7%	99.0%
Proficiency Rate for Federal Accountability	36.3%	35.6%	30.5%	26.9%	24.7%	24.9%
Annual Target	30.1%	32.8%	35.4%	28.8%	31.5%	34.2%
Met Annual Target?	Met Target	Met Target	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	377	99.0	30.5	*	57.9	30.5	35.4	Not Met
White	*	*	*	54.7	66.9	*	**	**
Hispanic	323	98.8	30.7	38.9	43.9	30.7	33.1	Met Target†
Black or African American	49	100.0	26.5	28.8	38.5	26.5	46.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	181	97.9	38.7	42.9	64.8	38.7		
Male	196	100.0	23.0	30.3	51.3	23.0		
Economically Disadvantaged Students	333	98.8	29.4	35.8	40.0	29.4	35	Not Met
Non-Economically Disadvantaged Students	44	100.0	38.6	38.6	67.9	38.6		
Students with Disabilities	74	100.0	*	14.1	22.7	*	24.2	Not Met
Students without Disabilities	303	98.7	*	41.7	65.1	*		
English Learners	119	98.4	19.3	29.3	29.3	19.3	26.7	Not Met
Non-English Learners	258	99.2	35.7	38.3	60.6	35.7		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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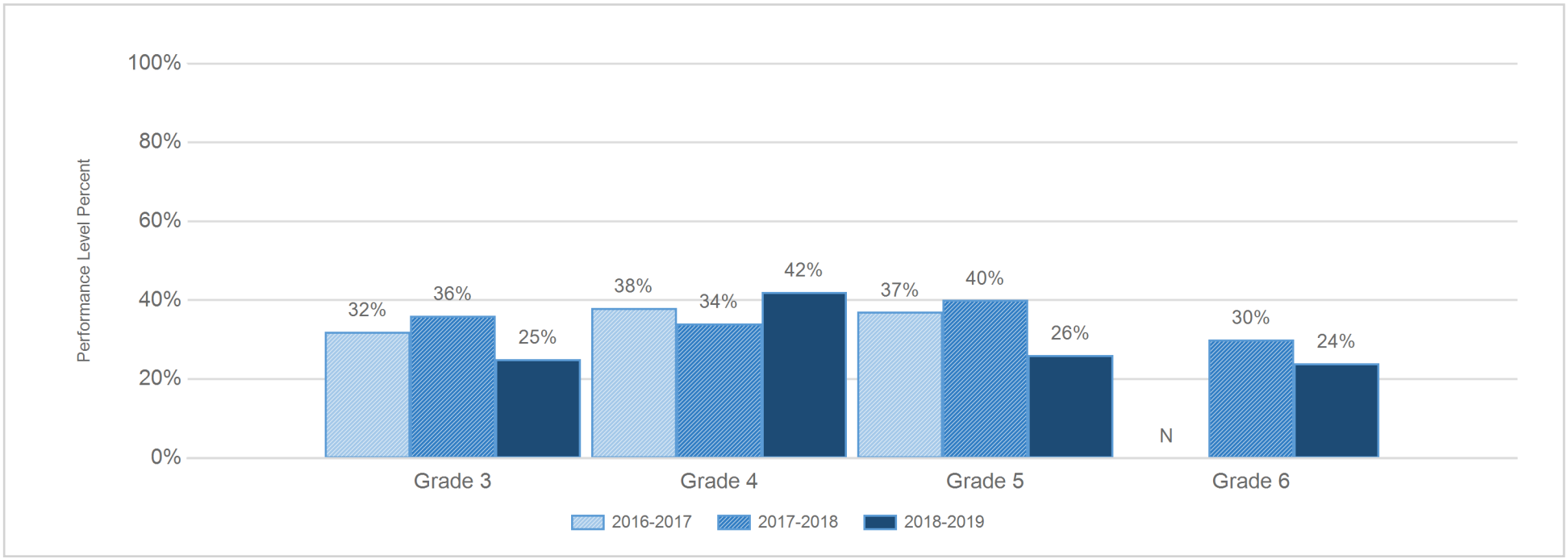
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	725	727	748	26%	23%	26%	*	*	25%	50%
White	*	*	746	757	*	*	*	*	*	*	60%
Hispanic	75	727	728	734	24%	23%	28%	*	*	25%	36%
Black or African American	*	*	721	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	48	732	730	753	*	*	*	*	*	27%	55%
Male	40	716	723	743	*	*	*	*	*	23%	46%
Economically Disadvantaged Students	*	*	726	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	729	759	*	*	*	*	*	*	61%
Students with Disabilities	17	690	700	719	*	*	*	*	*	*	24%
Students without Disabilities	71	733	731	754	*	*	*	*	*	*	56%
English Learners	23	727	716	713	*	*	*	*	*	22%	17%
Non-English Learners	65	724	729	751	*	*	*	*	*	26%	54%
Homeless Students	*	*	708	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	707	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	*	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	734	734	755	23%	16%	19%	*	*	42%	57%
White	*	*	744	763	*	*	*	*	*	*	67%
Hispanic	87	735	739	743	21%	16%	22%	*	*	41%	44%
Black or African American	14	723	725	739	*	*	0%	*	*	43%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	53	744	739	760	*	*	*	*	*	53%	62%
Male	50	723	729	750	*	*	*	*	*	30%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	736	765	*	*	*	*	*	*	69%
Students with Disabilities	20	692	707	725	*	*	*	*	*	*	25%
Students without Disabilities	83	745	739	761	*	*	*	*	*	*	64%
English Learners	29	720	722	720	*	*	*	*	*	24%	17%
Non-English Learners	74	740	736	758	*	*	*	*	*	49%	60%
Homeless Students	*	*	719	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	724	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Elliott Street Elementary School
(13-3570-390)
Grades Offered: PK-06
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - 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	107	726	733	756	22%	28%	23%	*	*	26%	58%
White	*	*	743	764	*	*	*	*	*	*	68%
Hispanic	94	729	736	743	20%	27%	24%	*	*	29%	44%
Black or African American	*	*	727	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	41	735	739	761	*	32%	*	*	*	37%	64%
Male	66	721	728	750	*	26%	*	*	*	20%	52%
Economically Disadvantaged Students	95	726	732	740	*	*	*	*	*	24%	39%
Non-Economically Disadvantaged Students	12	731	738	766	*	*	*	*	*	42%	69%
Students with Disabilities	25	695	702	724	*	*	*	*	*	*	23%
Students without Disabilities	82	736	739	762	*	*	*	*	*	*	65%
English Learners	23	708	717	713	*	*	*	*	*	*	11%
Non-English Learners	84	732	736	758	*	*	*	*	*	*	60%
Homeless Students	*	*	722	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	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%

NJ SCHOOL PERFORMANCE REPORT

Elliott Street Elementary School
(13-3570-390)
Grades Offered: PK-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	733	737	754	*	27%	38%	*	*	24%	56%
White	*	*	758	762	*	*	*	*	*	*	65%
Hispanic	70	730	740	743	*	29%	37%	*	*	21%	43%
Black or African American	*	*	728	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	41	740	744	762	*	24%	39%	*	*	34%	64%
Male	41	726	730	748	*	29%	37%	*	*	15%	48%
Economically Disadvantaged Students	68	731	737	740	*	*	*	*	*	22%	39%
Non-Economically Disadvantaged Students	14	741	737	763	*	*	*	*	*	36%	67%
Students with Disabilities	10	709	708	722	*	*	0%	*	*	10%	19%
Students without Disabilities	72	736	742	761	*	*	43%	*	*	26%	64%
English Learners	*	*	720	710	*	*	*	*	*	*	*
Non-English Learners	*	*	739	756	*	*	*	*	*	*	*
Homeless Students	N	N	726	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	717	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%

NJ SCHOOL PERFORMANCE REPORT

Elliott Street Elementary School
(13-3570-390)
Grades Offered: PK-06
2018-2019

Report Key:
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	381	99.0	24.9	26.3	44.5	24.9	34.2	Not Met
White	*	*	*	42.2	54.1	*	**	**
Hispanic	327	98.8	25.1	30.9	28.8	25.1	34.2	Not Met
Black or African American	49	100.0	22.4	16.6	23.0	22.4	35.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	181	97.9	23.8	26.9	44.9	23.8		
Male	200	100.0	26.0	25.8	44.2	26.0		
Economically Disadvantaged Students	336	98.9	24.7	26.6	26.3	24.7	34.2	Not Met
Non-Economically Disadvantaged Students	45	100.0	26.7	25.4	54.9	26.7		
Students with Disabilities	74	100.0	*	11.6	17.4	*	23.6	Not Met
Students without Disabilities	307	98.7	*	29.8	50.0	*		
English Learners	122	98.4	14.8	25.7	25.0	14.8	18.6	Met Target†
Non-English Learners	259	99.3	29.7	26.5	46.5	29.7		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Elliott Street Elementary School
(13-3570-390)
Grades Offered: PK-06
2018-2019

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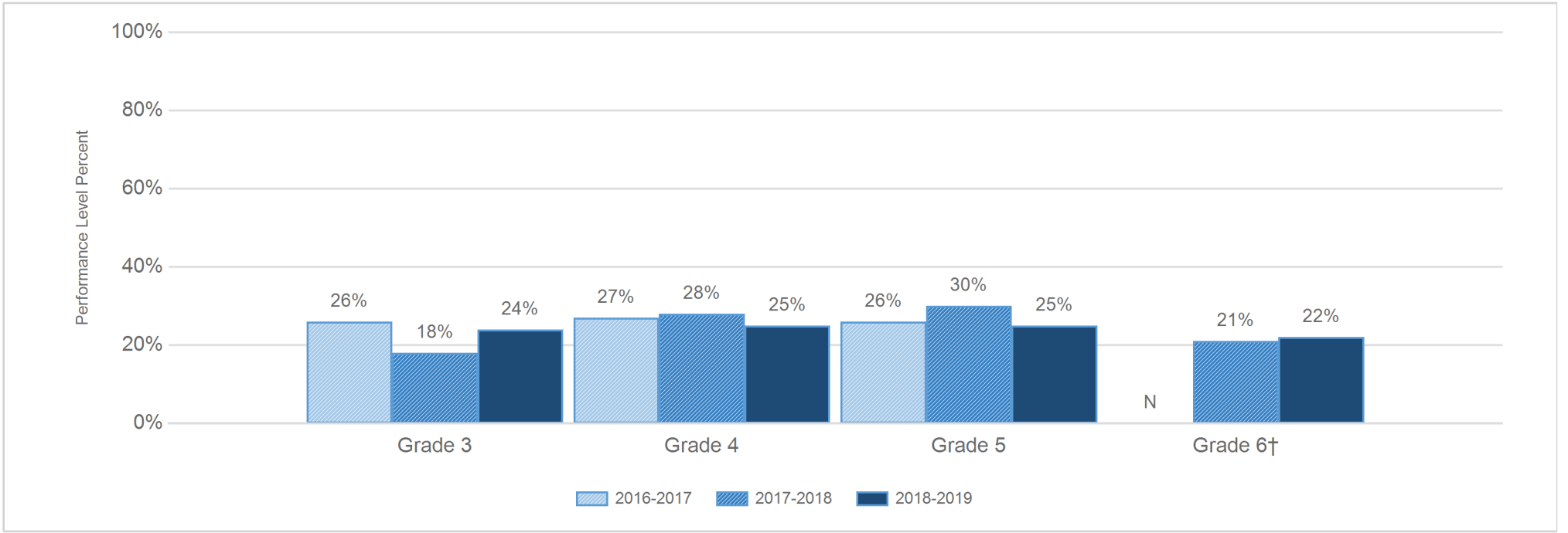
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Elliott Street Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	727	735	752	20%	26%	30%	*	*	24%	55%
White	*	*	757	760	*	*	*	*	*	*	66%
Hispanic	76	727	738	739	20%	28%	29%	*	*	24%	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	49	728	*	751	*	24%	35%	*	*	22%	54%
Male	40	726	*	752	*	28%	25%	*	*	25%	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	733	761	*	*	*	*	*	*	67%
Students with Disabilities	17	703	718	731	*	*	*	*	*	*	31%
Students without Disabilities	72	733	738	756	*	*	*	*	*	*	60%
English Learners	23	730	732	728	*	*	57%	*	*	13%	26%
Non-English Learners	66	726	736	754	*	*	21%	*	*	27%	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	714	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	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Elliott Street Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	723	732	749	29%	25%	21%	*	*	25%	51%
White	*	*	746	757	*	*	*	*	*	*	62%
Hispanic	88	724	738	737	26%	26%	23%	*	*	25%	36%
Black or African American	14	713	719	731	*	*	*	*	*	21%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	53	724	733	749	28%	19%	*	*	*	26%	50%
Male	51	722	731	749	29%	31%	*	*	*	24%	52%
Economically Disadvantaged Students	*	*	732	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	731	759	*	*	*	*	*	*	63%
Students with Disabilities	20	699	713	726	*	*	*	*	*	*	25%
Students without Disabilities	84	729	736	754	*	*	*	*	*	*	56%
English Learners	30	719	728	722	37%	*	*	*	*	17%	18%
Non-English Learners	74	725	733	751	26%	*	*	*	*	28%	54%
Homeless Students	*	*	715	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	722	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Elliott Street Elementary School
(13-3570-390)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	729	728	747	13%	37%	25%	*	*	25%	47%
White	*	*	736	755	*	*	*	*	*	*	58%
Hispanic	97	731	733	735	13%	33%	27%	*	*	27%	30%
Black or African American	*	*	720	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	42	731	729	747	*	36%	29%	*	*	24%	47%
Male	68	728	727	747	*	38%	24%	*	*	25%	47%
Economically Disadvantaged Students	98	730	728	732	*	*	*	*	*	26%	27%
Non-Economically Disadvantaged Students	12	723	729	757	*	*	*	*	*	17%	59%
Students with Disabilities	25	714	714	725	*	*	*	*	*	*	19%
Students without Disabilities	85	734	731	752	*	*	*	*	*	*	52%
English Learners	24	717	721	718	*	*	*	*	*	*	12%
Non-English Learners	86	733	729	749	*	*	*	*	*	*	49%
Homeless Students	*	*	714	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	720	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	*	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Elliott Street Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	729	725	741	17%	24%	37%	*	*	22%	41%
White	*	*	745	749	*	*	*	*	*	*	51%
Hispanic	71	728	728	729	18%	24%	38%	*	*	20%	24%
Black or African American	*	*	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	754	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	41	730	726	742	*	*	39%	*	*	20%	42%
Male	42	728	723	740	*	*	36%	*	*	24%	40%
Economically Disadvantaged Students	68	730	725	726	*	*	*	*	*	19%	21%
Non-Economically Disadvantaged Students	15	725	722	750	*	*	*	*	*	33%	53%
Students with Disabilities	10	723	708	716	*	*	*	*	*	20%	12%
Students without Disabilities	73	730	728	746	*	*	*	*	*	22%	46%
English Learners	*	*	715	709	*	*	*	*	*	*	*
Non-English Learners	*	*	726	743	*	*	*	*	*	*	*
Homeless Students	N	N	713	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	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%

NJ SCHOOL PERFORMANCE REPORT

Elliott Street Elementary School
(13-3570-390)
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2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	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	38.8%	40.9%	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	45	*	*
3-4	66	*	*
5 or more	40	80.0%	20.0%

NJ SCHOOL PERFORMANCE REPORT

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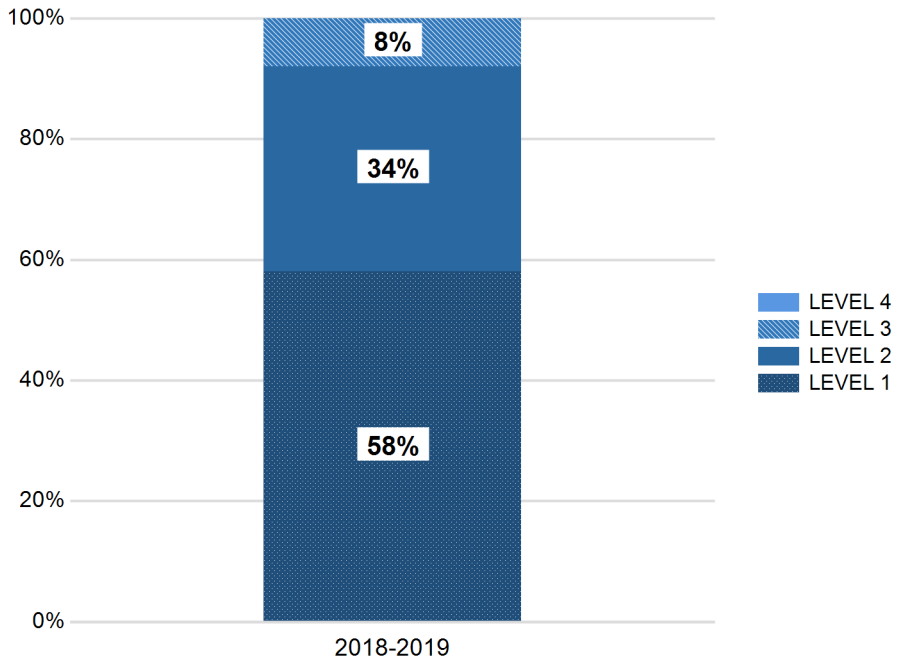
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	58	34	8	0
White	*	*	*	*
Hispanic	55	37	8	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	55	38	7	0
Male	60	31	9	0
Economically Disadvantaged Students	58	32	10	0
Non-Economically Disadvantaged Students	60	40	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	79	17	4	0
Non-English Learners	52	38	9	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Elliott Street Elementary School
(13-3570-390)
Grades Offered: PK-06
2018-2019

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

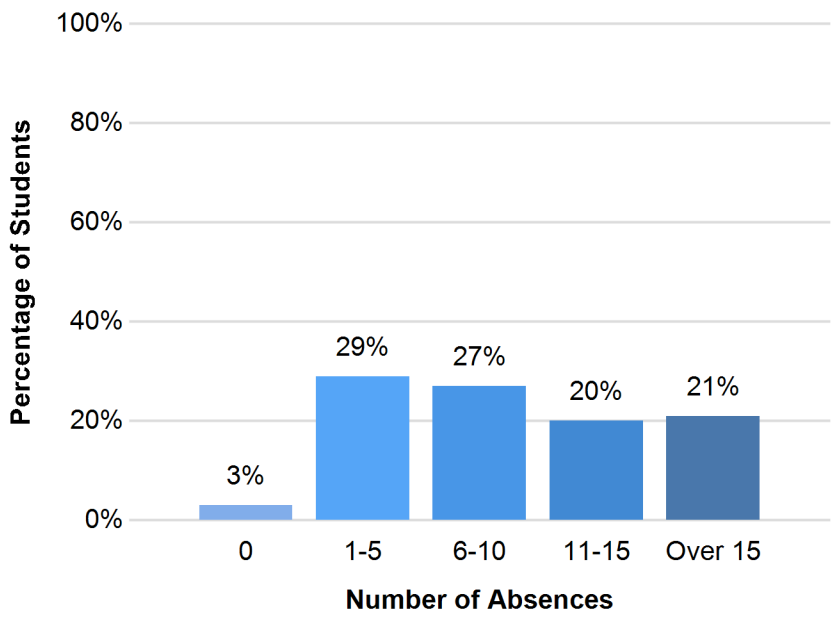
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	95	14.9	8.8	Not Met
White	*	*	**	**
Hispanic	71	12.9	8.8	Not Met
Black or African American	24	30.8	8.8	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	48	14.6		
Male	47	15.3		
Economically Disadvantaged Students	94	16.7	8.8	Not Met
Students with Disabilities	25	23.1	8.8	Not Met
English Learners	15	9.3	8.8	Not 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.



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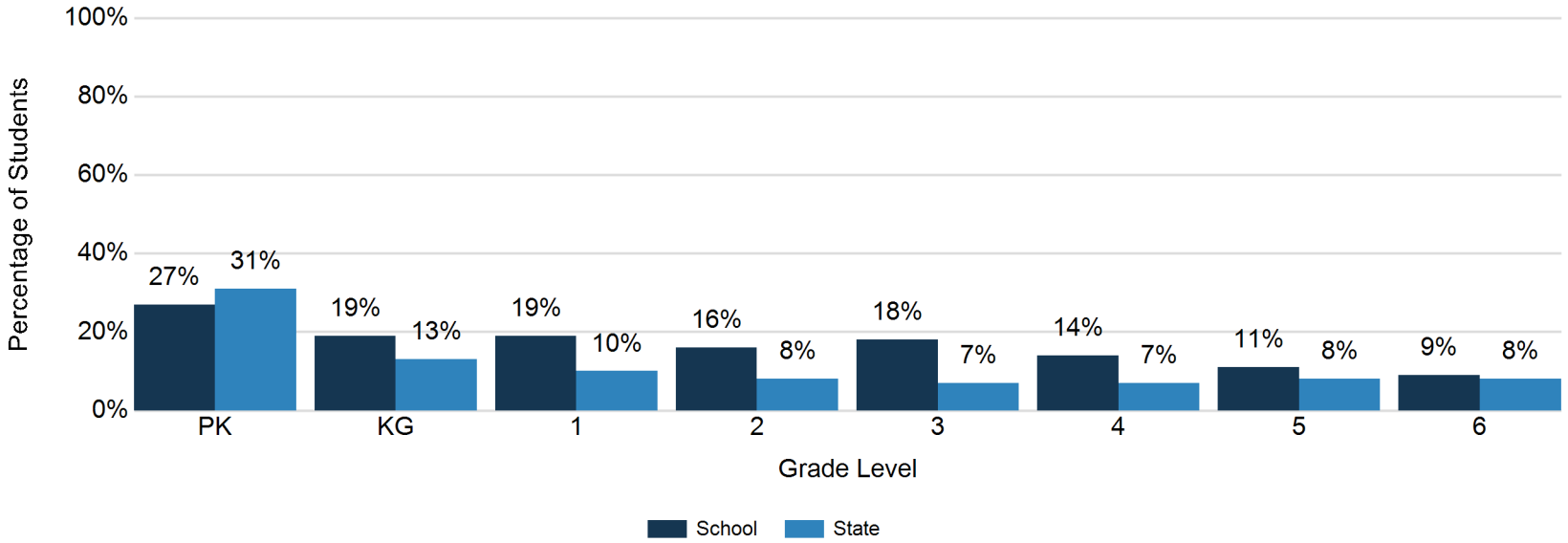
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	17
Weapons	0
Vandalism	3
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	23
Incidents Per 100 Students Enrolled	3.19

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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	2		2

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	23	3.2%
Any Suspension	25	3.5%
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
62

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	3.2:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	57	118,214
Average years experience in public schools	9.6	12.1
Average years experience in district	7.0	10.8
Percentage of Teachers with 4 or more years experience in the district	43.9%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	14:1
Students to Administrators	144:1	106:1
Teachers to Administrators	11:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.1%	80.7%	100.0%	48.4%	77.1%	54.9%
Male	48.9%	19.3%	0.0%	51.6%	22.9%	45.1%
White	0.8%	40.4%	20.0%	42.4%	83.6%	77.4%
Hispanic	86.6%	36.8%	20.0%	29.9%	7.3%	7.2%
Black or African American	12.3%	21.1%	60.0%	15.0%	6.6%	13.9%
Asian	0.0%	1.8%	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	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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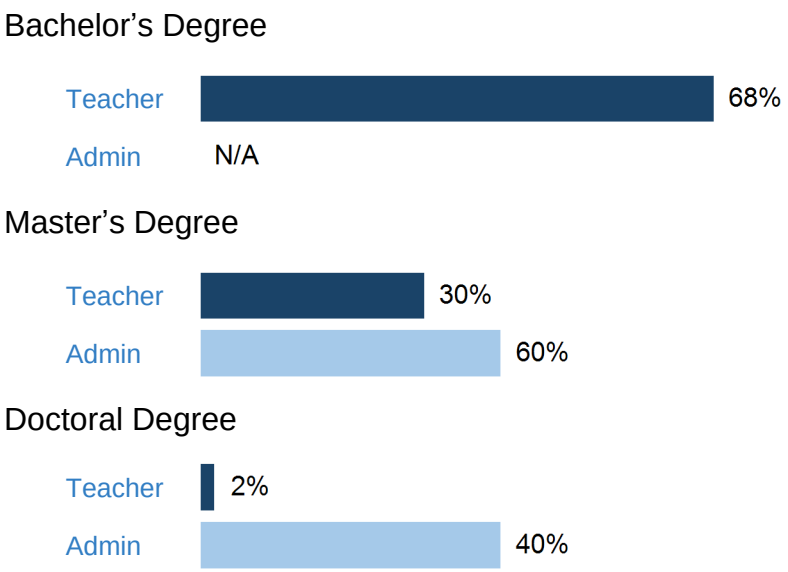
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	80.7%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	36.3%	35.6%	30.5%
Math Proficiency	26.9%	24.7%	24.9%
ELA Growth	58	48	30
Math Growth	50	50	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		54.2%	38.8%
Chronic Absenteeism	24.0%	24.4%	14.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Not Met	Met Standard	Met Target†	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
Black or African American	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	Not Met	Met Target†	Not Met	Met Standard	Met Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	Elliott Street School is a dynamic learning community with a safe nurturing and stimulating educational environment where the staff works to provide rigorous educational experiences for all students Through the joint effort of family school and community Elliott Eagles do not accept the status quo but rather reach higher to become more than they believe they are capable of
Awards, Recognition, Accomplishments:	Elliott Street School offers a 1 to 1 student device ratio in which all students in our school are provided a lAdvanced Placementtop during instruction Elliott Street School has a blended learning program that combines classroom instruction with online learning for students

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Courses, Curriculum, Instruction:	Dual Language STEM
Sports and Athletics:	Sports Offered: Basketball (Boys), Cheerleading (Girls), Soccer (Coed) Basketball Cheer Dance Debate Soccer
Clubs and Activities:	Band Dance Girls Who Code National Junior Honor Society Robotics

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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School Narrative

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Alvin Ailey Dance Foundation Inc Main Street Counseling My Very Own Library Playworks Students 2 Science

NJ SCHOOL PERFORMANCE REPORT

Elliott Street Elementary School
(13-3570-390)
Grades Offered: PK-06
2018-2019

Report Key:
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School Narrative

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Facilities:	Built in 2015 and includes Auditorium Computer Labs Makerspace Robotics Lab Media Center Music Classrooms Art Classrooms Ceramic Studio and STEM Classroom
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

NJ SCHOOL PERFORMANCE REPORT

Elliott Street Elementary School
(13-3570-390)
Grades Offered: PK-06
2018-2019

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School Narrative

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

NJ SCHOOL PERFORMANCE REPORT

Elliott Street Elementary School
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School Narrative

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

First Avenue School
(13-3570-410)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

First Avenue School
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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Mr. Jose Fuentes
Address	214 FIRST AVE NEWARK, NJ 07107-1802
Phone Number	973-268-5240
Email Address	JFuentes@NPS.K12.NJ.US
Website	http://www.nps.k12.nj.us/01A
Twitter	https://twitter.com/avenue_first

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	48	45	18
KG	102	111	101
1	115	118	116
2	132	117	120
3	119	132	126
4	119	116	132
5	127	119	116
6	139	131	121
7	137	141	132
8	119	141	140
9	0	0	0
Total	1,157	1,171	1,122

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	49.7%	50.8%	51.0%
Male	50.3%	49.2%	49.0%
Economically Disadvantaged Students	90.5%	89.6%	84.7%
Students with Disabilities	12.1%	12.2%	13.5%
English Learners	11.1%	11.4%	13.1%
Homeless Students	0.0%	0.3%	0.1%
Students in Foster Care	0.0%	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	2.1%	1.5%	1.7%
Hispanic	80.5%	82.1%	84.2%
Black or African American	11.8%	10.5%	9.0%
Asian	2.7%	1.9%	2.0%
Native Hawaiian or Pacific Islander	1.4%	1.8%	1.9%
American Indian or Alaska Native	1.6%	1.8%	1.2%
Two or More Races	0.0%	0.5%	0.0%

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	0	0	0
PK - Full Day	48	45	18
KG - Half Day	0	0	0
KG - Full Day	102	111	101

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,157	1,171	1,122
Shared Time Students	0	0	0
Full Time Equivalent	1,157	1,171	1,122

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
Spanish	50.4%
English	47.9%
Other Languages	1.8%

NJ SCHOOL PERFORMANCE REPORT

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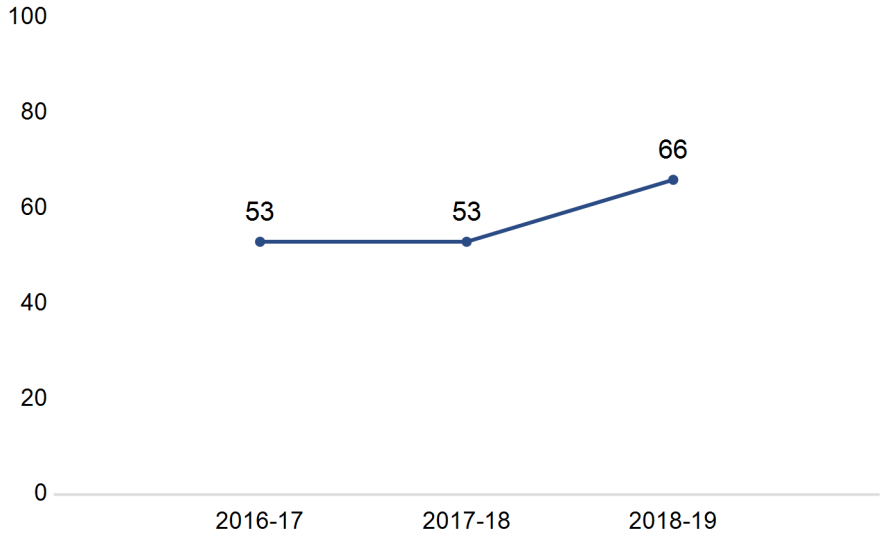
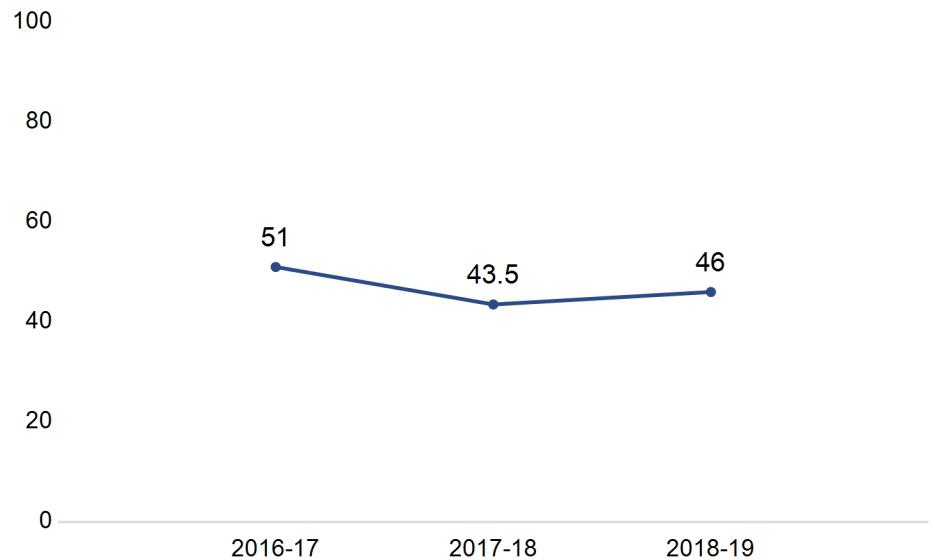
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	53	53	66	51	43.5	46
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	66	48	50	Exceeds Standard	46	48	50	Met Standard
White	79	56	50	**	*	56	52	**
Hispanic	66	50	49	Exceeds Standard	46	51	47	Met Standard
Black or African American	54.5	43	45	Met Standard	42	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	62.5	60	59	Exceeds Standard	58	60	60	Met Standard
American Indian or Alaska Native	70	70	56	**	*	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	66	51	53	N	38	49	50	N
Male	66	45	47	N	58.5	48	51	N
Economically Disadvantaged Students	66	47	48	Exceeds Standard	46	48	46	Met Standard
Students with Disabilities	61.5	39	43	Exceeds Standard	64	48	45	Exceeds Standard
English Learners	65	53	52	Exceeds Standard	63	53	50	Exceeds Standard
Homeless Students	N	37	43	N	N	38.5	44	N
Students in Foster Care	N	49	42	N	N	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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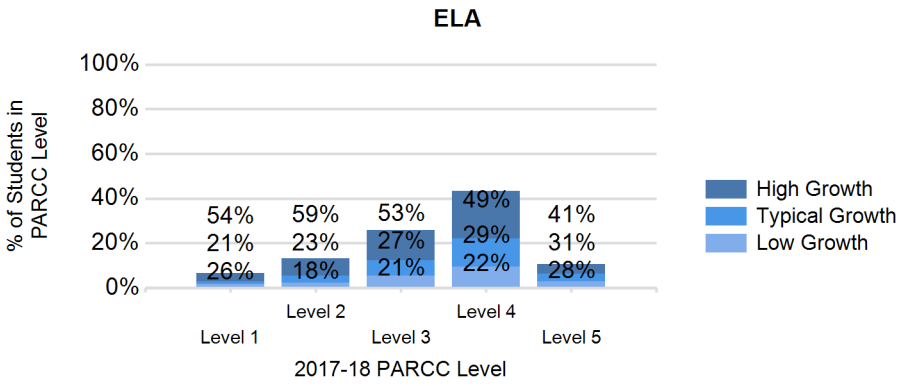
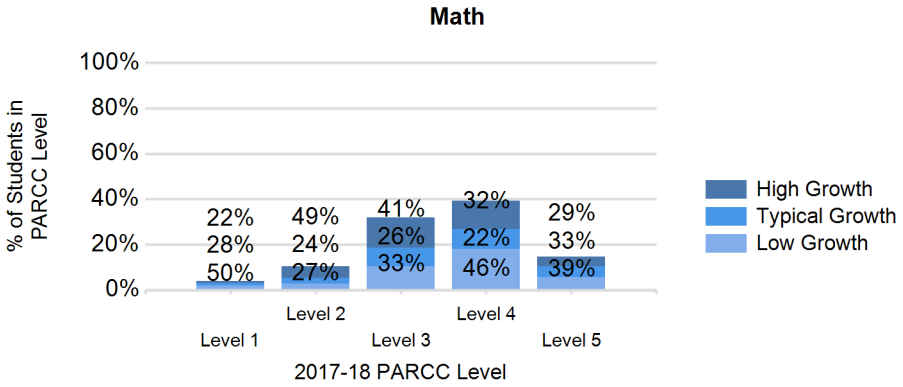
Student Growth by Performance Level

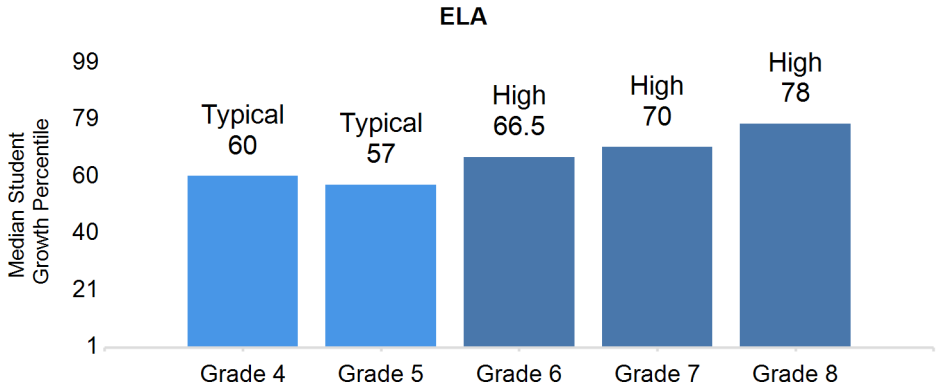
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

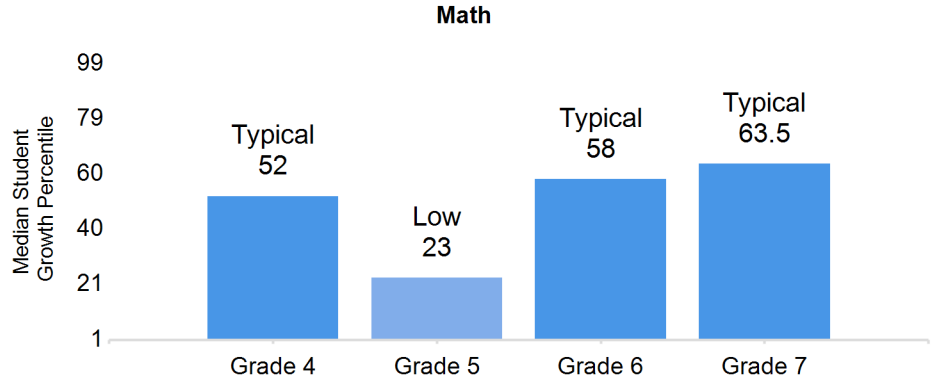




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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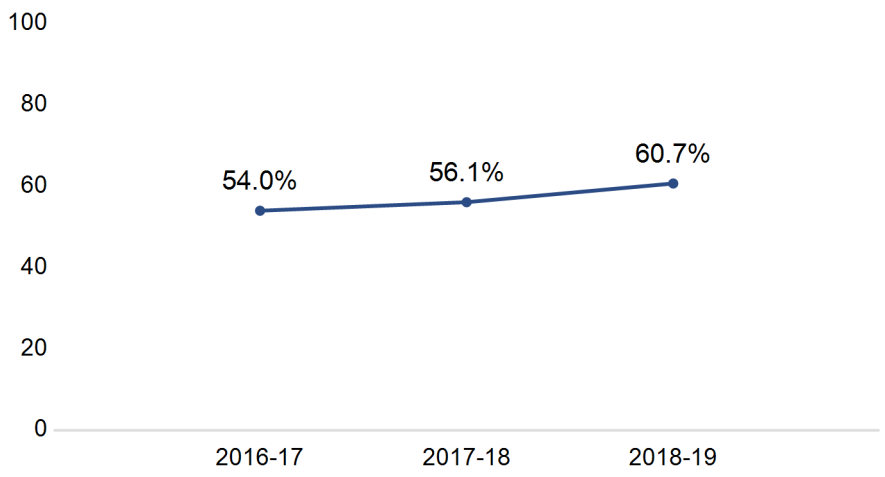
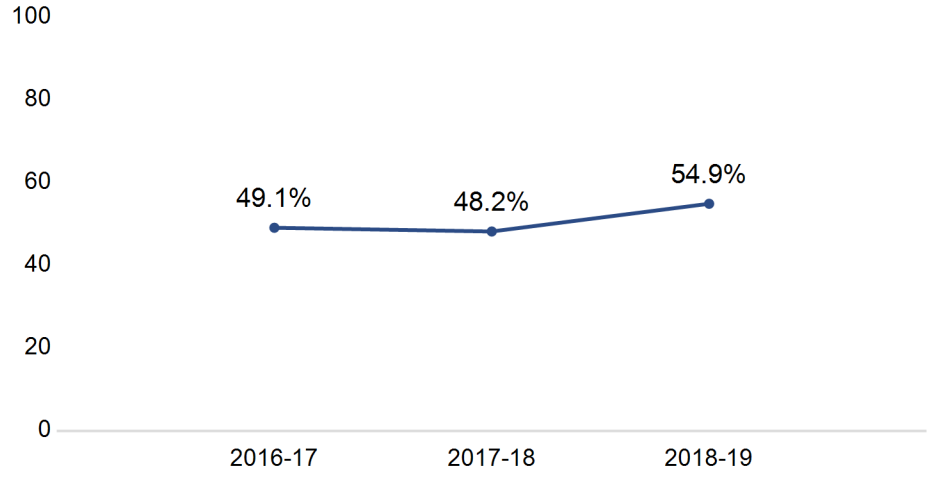
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

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	99.9%	99.9%	100.0%	99.7%	99.9%	100.0%
Proficiency Rate for Federal Accountability	54.0%	56.1%	60.7%	49.1%	48.2%	54.9%
Annual Target	52.9%	54.4%	55.8%	48.6%	50.3%	52.0%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	753	100.0	60.7	*	57.9	60.7	55.8	Met Target
White	16	100.0	87.5	54.7	66.9	87.5	**	**
Hispanic	626	100.0	58.8	38.9	43.9	58.8	54.6	Met Target
Black or African American	69	100.0	66.7	28.8	38.5	66.7	57	Met Target
Asian, Native Hawaiian, or Pacific Islander	30	100.0	63.3	65.3	82.9	63.3	65.1	Met Target†
American Indian or Alaska Native	12	100.0	83.3	56.4	56.0	83.3	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	375	100.0	64.8	42.9	64.8	64.8		
Male	378	100.0	56.6	30.3	51.3	56.6		
Economically Disadvantaged Students	671	100.0	60.1	35.8	40.0	60.1	55.2	Met Target
Non-Economically Disadvantaged Students	82	100.0	65.9	38.6	67.9	65.9		
Students with Disabilities	95	100.0	20.0	14.1	22.7	20.0	32.7	Not Met
Students without Disabilities	658	100.0	66.6	41.7	65.1	66.6		
English Learners	157	100.0	42.7	29.3	29.3	42.7	32.1	Met Target
Non-English Learners	596	100.0	65.4	38.3	60.6	65.4		
Homeless Students	N	N	N	17.0	29.1	N		
Students In Foster Care	N	N	N	18.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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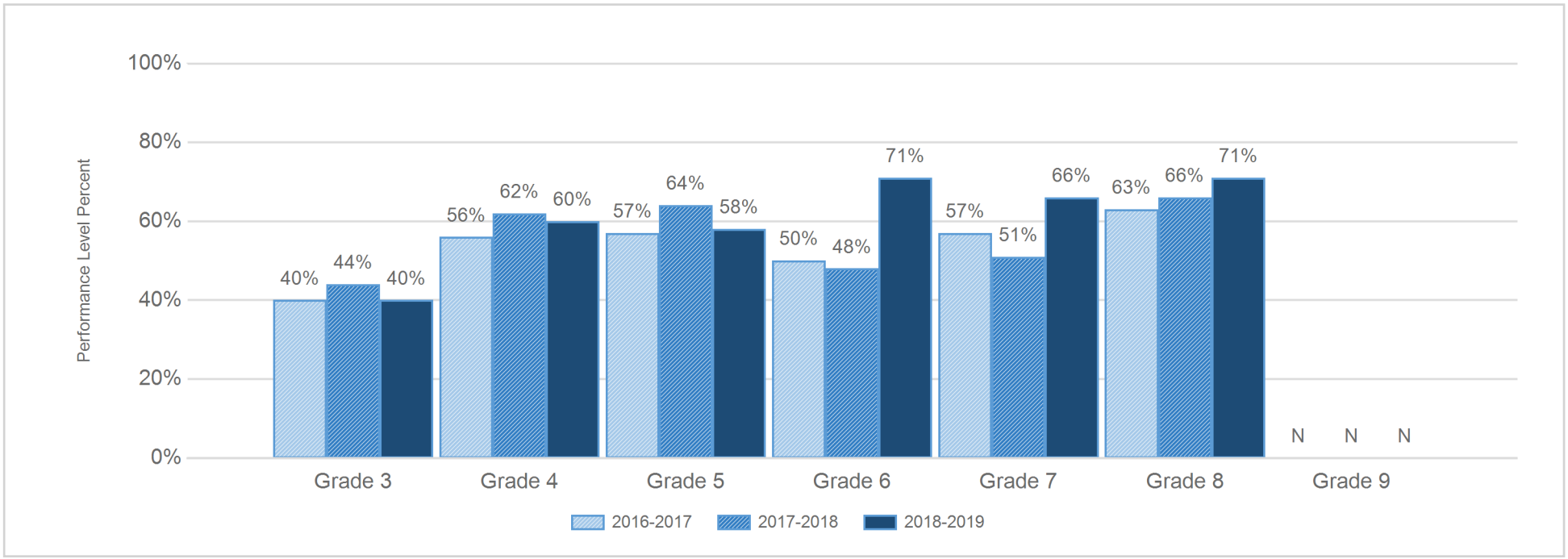
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	739	727	748	17%	18%	25%	*	*	40%	50%
White	*	*	746	757	*	*	*	*	*	*	60%
Hispanic	100	736	728	734	18%	19%	27%	*	*	36%	36%
Black or African American	12	757	721	731	*	*	*	*	*	58%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	54	741	730	753	*	19%	20%	*	*	44%	55%
Male	67	737	723	743	*	18%	28%	*	*	37%	46%
Economically Disadvantaged Students	105	740	726	731	*	*	*	*	*	41%	33%
Non-Economically Disadvantaged Students	16	734	729	759	*	*	*	*	*	38%	61%
Students with Disabilities	13	690	700	719	*	*	*	*	*	*	24%
Students without Disabilities	108	745	731	754	*	*	*	*	*	*	56%
English Learners	17	717	716	713	*	*	*	*	*	18%	17%
Non-English Learners	104	742	729	751	*	*	*	*	*	44%	54%
Homeless Students	N	N	708	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	707	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	*	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	124	759	734	755	*	*	24%	43%	18%	60%	57%
White	*	*	744	763	*	*	*	*	*	*	67%
Hispanic	104	759	739	743	*	*	24%	44%	16%	61%	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	71	756	739	760	*	*	27%	42%	14%	56%	62%
Male	53	763	729	750	*	*	21%	43%	23%	66%	53%
Economically Disadvantaged Students	110	758	734	740	*	*	*	*	*	60%	40%
Non-Economically Disadvantaged Students	14	766	736	765	*	*	*	*	*	64%	69%
Students with Disabilities	10	731	707	725	*	*	*	*	*	30%	25%
Students without Disabilities	114	762	739	761	*	*	*	*	*	63%	64%
English Learners	19	724	722	720	*	*	*	*	*	11%	17%
Non-English Learners	105	766	736	758	*	*	*	*	*	70%	60%
Homeless Students	N	N	719	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

First Avenue School
(13-3570-410)
Grades Offered: PK-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
† This indicates a table specific note,see note below table

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	114	755	733	756	*	*	29%	*	*	58%	58%
White	N	N	743	764	N	N	N	N	N	N	68%
Hispanic	94	755	736	743	*	*	30%	*	*	56%	44%
Black or African American	14	753	727	739	0%	*	*	*	*	57%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	63	759	739	761	*	*	29%	*	*	62%	64%
Male	51	750	728	750	*	*	29%	*	*	53%	52%
Economically Disadvantaged Students	98	754	732	740	*	*	*	*	*	57%	39%
Non-Economically Disadvantaged Students	16	763	738	766	*	*	*	*	*	63%	69%
Students with Disabilities	13	725	702	724	*	*	*	*	*	*	23%
Students without Disabilities	101	759	739	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	736	758	*	*	*	*	*	*	60%
Homeless Students	N	N	722	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	724	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%

NJ SCHOOL PERFORMANCE REPORT

First Avenue School
(13-3570-410)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	766	737	754	*	*	22%	51%	19%	71%	56%
White	*	*	758	762	*	*	*	*	*	*	65%
Hispanic	96	766	740	743	*	*	23%	48%	21%	69%	43%
Black or African American	10	771	728	738	0%	0%	*	*	*	90%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	64	771	744	762	*	*	*	*	*	78%	64%
Male	49	759	730	748	*	*	*	*	*	61%	48%
Economically Disadvantaged Students	*	*	737	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	737	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	708	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	742	761	*	*	*	*	*	*	64%
English Learners	*	*	720	710	*	*	*	*	*	*	*
Non-English Learners	*	*	739	756	*	*	*	*	*	*	*
Homeless Students	N	N	726	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	717	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%

NJ SCHOOL PERFORMANCE REPORT

First Avenue School
(13-3570-410)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	131	763	741	761	*	*	17%	35%	31%	66%	63%
White	*	*	756	769	*	*	*	*	*	*	72%
Hispanic	106	761	744	747	*	*	20%	34%	29%	63%	50%
Black or African American	12	758	733	741	*	*	0%	*	*	75%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	56	768	749	769	*	*	*	30%	39%	70%	71%
Male	75	760	734	753	*	*	*	39%	25%	64%	55%
Economically Disadvantaged Students	117	761	740	743	*	*	*	*	*	64%	45%
Non-Economically Disadvantaged Students	14	783	746	771	*	*	*	*	*	86%	73%
Students with Disabilities	18	721	705	720	*	*	*	*	*	17%	22%
Students without Disabilities	113	770	749	769	*	*	*	*	*	74%	71%
English Learners	11	733	712	706	*	*	*	*	*	27%	12%
Non-English Learners	120	766	744	763	*	*	*	*	*	70%	65%
Homeless Students	N	N	724	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	735	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%

NJ SCHOOL PERFORMANCE REPORT

First Avenue School
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	133	770	742	762	*	*	23%	44%	27%	71%	63%
White	*	*	765	770	*	*	*	*	*	*	72%
Hispanic	112	770	746	747	*	*	22%	42%	28%	70%	49%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	66	774	751	771	*	*	*	42%	32%	74%	71%
Male	67	766	735	753	*	*	*	45%	22%	67%	55%
Economically Disadvantaged Students	123	769	742	743	*	*	*	*	*	70%	45%
Non-Economically Disadvantaged Students	10	780	744	772	*	*	*	*	*	80%	72%
Students with Disabilities	13	748	707	721	*	*	*	*	*	38%	22%
Students without Disabilities	120	772	750	770	*	*	*	*	*	74%	71%
English Learners	11	739	717	708	*	*	*	*	*	45%	12%
Non-English Learners	122	773	745	764	*	*	*	*	*	73%	65%
Homeless Students	N	N	711	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	714	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

First Avenue School
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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	756	100.0	54.9	26.3	44.5	54.9	52	Met Target
White	16	100.0	68.8	42.2	54.1	68.8	**	**
Hispanic	629	100.0	54.5	30.9	28.8	54.5	51.4	Met Target
Black or African American	69	100.0	50.7	16.6	23.0	50.7	49.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	30	100.0	70.0	59.0	76.5	70.0	65.1	Met Target
American Indian or Alaska Native	12	100.0	41.7	35.9	42.7	41.7	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	377	100.0	52.5	26.9	44.9	52.5		
Male	379	100.0	57.3	25.8	44.2	57.3		
Economically Disadvantaged Students	674	100.0	53.9	26.6	26.3	53.9	51.1	Met Target
Non-Economically Disadvantaged Students	82	100.0	63.4	25.4	54.9	63.4		
Students with Disabilities	95	100.0	37.9	11.6	17.4	37.9	35.8	Met Target
Students without Disabilities	661	100.0	57.3	29.8	50.0	57.3		
English Learners	160	100.0	38.8	25.7	25.0	38.8	29.9	Met Target
Non-English Learners	596	100.0	59.2	26.5	46.5	59.2		
Homeless Students	N	N	N	10.7	17.1	N		
Students In Foster Care	N	N	N	12.1	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

First Avenue School
(13-3570-410)
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2018-2019

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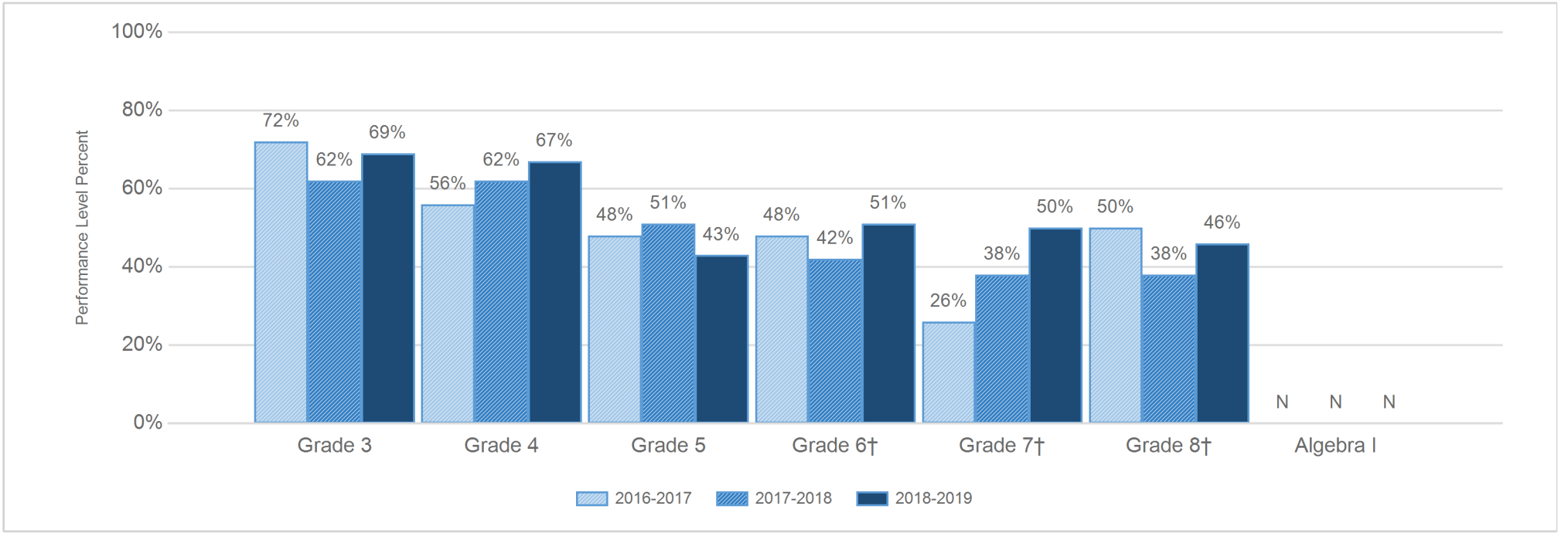
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	766	735	752	*	*	20%	43%	26%	69%	55%
White	*	*	757	760	*	*	*	*	*	*	66%
Hispanic	100	764	738	739	*	*	21%	44%	23%	67%	40%
Black or African American	12	774	726	735	0%	*	*	*	*	83%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	54	765	*	751	*	*	22%	41%	26%	67%	54%
Male	67	767	*	752	*	*	18%	45%	27%	72%	56%
Economically Disadvantaged Students	105	765	735	737	*	*	*	*	*	66%	37%
Non-Economically Disadvantaged Students	16	777	733	761	*	*	*	*	*	94%	67%
Students with Disabilities	13	734	718	731	*	*	*	*	*	38%	31%
Students without Disabilities	108	770	738	756	*	*	*	*	*	73%	60%
English Learners	17	730	732	728	*	*	*	*	*	24%	26%
Non-English Learners	104	772	736	754	*	*	*	*	*	77%	58%
Homeless Students	N	N	720	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	714	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	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

First Avenue School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	126	762	732	749	*	*	17%	53%	14%	67%	51%
White	*	*	746	757	*	*	*	*	*	*	62%
Hispanic	106	760	738	737	*	*	18%	55%	11%	66%	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	72	753	733	749	*	*	*	*	*	64%	50%
Male	54	773	731	749	*	*	*	*	*	72%	52%
Economically Disadvantaged Students	112	761	732	734	*	*	*	*	*	66%	32%
Non-Economically Disadvantaged Students	14	770	731	759	*	*	*	*	*	79%	63%
Students with Disabilities	10	748	713	726	*	*	*	*	*	60%	25%
Students without Disabilities	116	763	736	754	*	*	*	*	*	68%	56%
English Learners	20	725	728	722	*	*	*	*	*	15%	18%
Non-English Learners	106	769	733	751	*	*	*	*	*	77%	54%
Homeless Students	N	N	715	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	748	728	747	*	18%	38%	*	*	43%	47%
White	N	N	736	755	N	N	N	N	N	N	58%
Hispanic	94	748	733	735	*	19%	38%	*	*	41%	30%
Black or African American	14	738	720	729	*	*	*	*	*	29%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	63	745	729	747	*	*	40%	*	*	40%	47%
Male	51	752	727	747	*	*	35%	*	*	47%	47%
Economically Disadvantaged Students	98	748	728	732	*	*	*	*	*	42%	27%
Non-Economically Disadvantaged Students	16	748	729	757	*	*	*	*	*	50%	59%
Students with Disabilities	13	736	714	725	*	*	*	*	*	23%	19%
Students without Disabilities	101	750	731	752	*	*	*	*	*	46%	52%
English Learners	*	*	721	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	729	749	*	*	*	*	*	*	49%
Homeless Students	N	N	714	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	720	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	*	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	751	725	741	*	14%	32%	*	*	51%	41%
White	*	*	745	749	*	*	*	*	*	*	51%
Hispanic	99	751	728	729	*	15%	27%	*	*	54%	24%
Black or African American	10	746	715	722	0%	*	*	*	*	30%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	65	752	726	742	*	*	26%	*	*	55%	42%
Male	51	750	723	740	*	*	39%	*	*	45%	40%
Economically Disadvantaged Students	*	*	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	722	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	708	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	746	*	*	*	*	*	*	46%
English Learners	11	739	715	709	*	0%	*	*	*	64%	*
Non-English Learners	105	752	726	743	*	15%	*	*	*	50%	*
Homeless Students	N	N	713	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	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%

NJ SCHOOL PERFORMANCE REPORT

First Avenue School
(13-3570-410)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	133	750	731	744	*	16%	30%	*	*	50%	42%
White	*	*	738	751	*	*	*	*	*	*	53%
Hispanic	108	750	733	733	*	18%	30%	*	*	50%	26%
Black or African American	12	750	723	727	*	0%	*	*	*	50%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	56	745	*	744	*	*	30%	*	*	46%	42%
Male	77	754	*	743	*	*	30%	*	*	53%	42%
Economically Disadvantaged Students	119	749	731	731	*	*	*	*	*	48%	24%
Non-Economically Disadvantaged Students	14	760	731	751	*	*	*	*	*	71%	53%
Students with Disabilities	18	728	708	718	*	*	*	*	*	28%	13%
Students without Disabilities	115	754	736	749	*	*	*	*	*	54%	48%
English Learners	13	755	721	716	*	*	*	*	*	62%	10%
Non-English Learners	120	750	732	745	*	*	*	*	*	49%	44%
Homeless Students	N	N	719	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	718	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	*	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	136	745	722	728	13%	19%	22%	38%	8%	46%	29%
White	*	*	731	737	*	*	*	*	*	*	38%
Hispanic	115	744	727	722	15%	20%	20%	*	*	45%	22%
Black or African American	*	*	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	67	743	724	731	*	22%	27%	*	*	40%	31%
Male	69	747	719	726	*	16%	17%	*	*	51%	27%
Economically Disadvantaged Students	126	744	722	719	14%	*	*	*	*	45%	20%
Non-Economically Disadvantaged Students	10	764	721	735	0%	*	*	*	*	50%	36%
Students with Disabilities	13	729	697	707	*	*	*	*	*	31%	10%
Students without Disabilities	123	747	727	734	*	*	*	*	*	47%	35%
English Learners	13	759	712	706	*	*	0%	*	*	69%	10%
Non-English Learners	123	744	723	730	*	*	24%	*	*	43%	30%
Homeless Students	N	N	695	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*
7	N	N
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	53.2%	40.9%	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	28	89.3%	10.7%
3-4	71	77.5%	22.5%
5 or more	38	84.2%	15.8%

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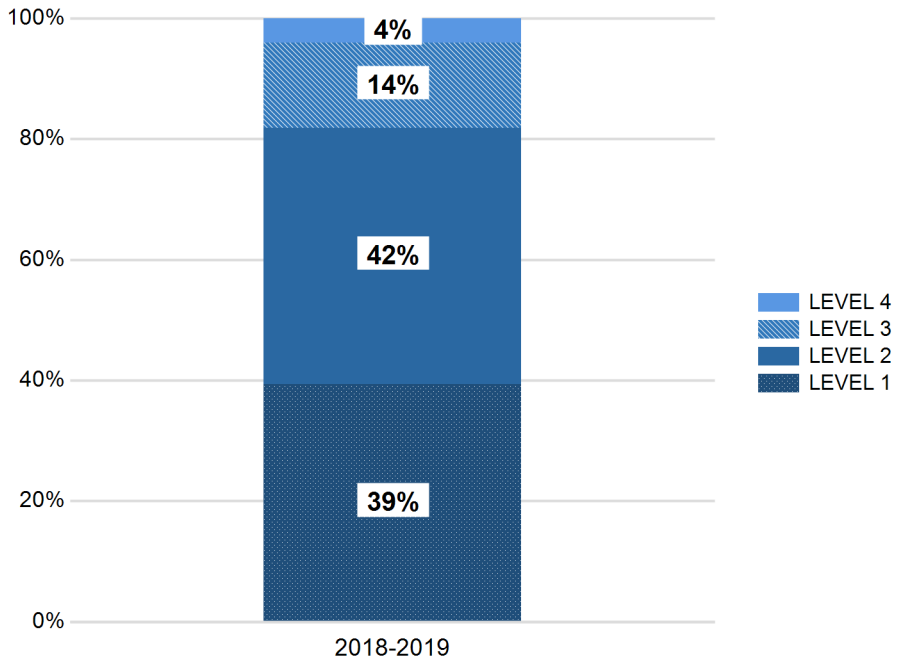
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	39	42	14	4
White	N	N	N	N
Hispanic	38	43	14	5
Black or African American	64	21	14	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	41	44	10	5
Male	37	39	20	4
Economically Disadvantaged Students	41	41	13	5
Non-Economically Disadvantaged Students	33	48	19	0
Students with Disabilities	67	20	13	0
Students without Disabilities	35	45	14	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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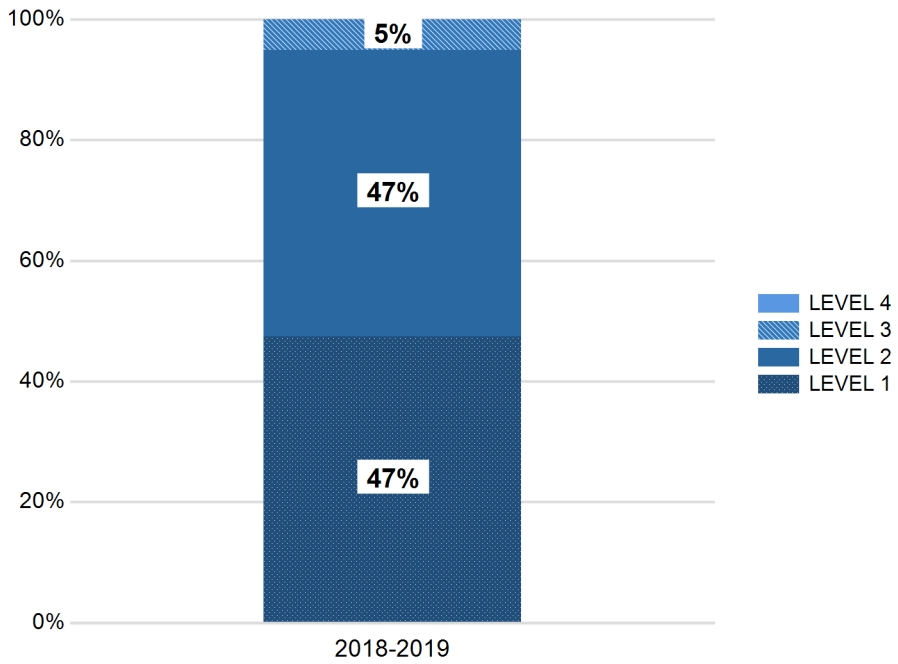
NJSLA Science Assessment: Grade 8 Summary

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	47	47	5	0
White	*	*	*	*
Hispanic	49	47	4	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	55	44	2	0
Male	40	51	9	0
Economically Disadvantaged Students	50	46	4	0
Non-Economically Disadvantaged Students	31	56	13	0
Students with Disabilities	77	23	0	0
Students without Disabilities	44	50	6	0
English Learners	45	45	9	0
Non-English Learners	48	48	5	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about 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	121
7	0	0	132
8	0	0	142
Total	0	0	395

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	0	0	0	0	0	0	8
7	0	0	0	0	0	0	11
8	0	0	0	0	0	0	12
Total	0	0	0	0	0	0	31

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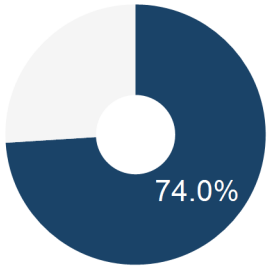
Visual and Performing Arts – Course Participation

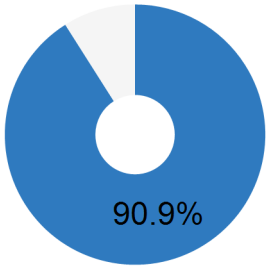
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

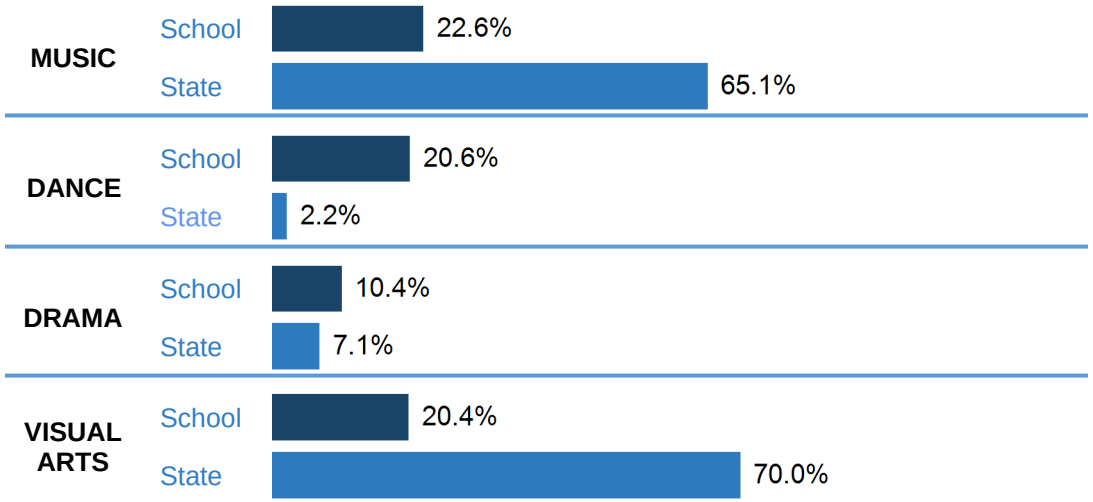


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

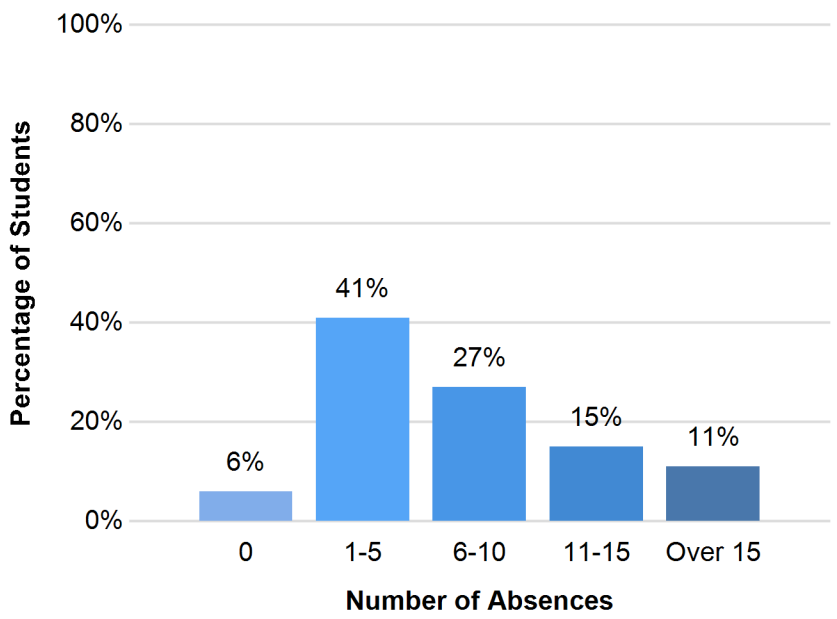
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	87	7.9	9.0	Met
White	0	0	**	**
Hispanic	70	7.5	9.0	Met
Black or African American	16	16.2	9.0	Not Met
Asian, Native Hawaiian, or Pacific	0	0	9.0	Met
American Indian or Alaska Native	1	7.1	**	**
Two or More Races	N	N	N	N
Female	37	6.5		
Male	50	9.3		
Economically Disadvantaged Students	72	7.7	9.0	Met
Students with Disabilities	21	14.0	9.0	Not Met
English Learners	6	4.1	9.0	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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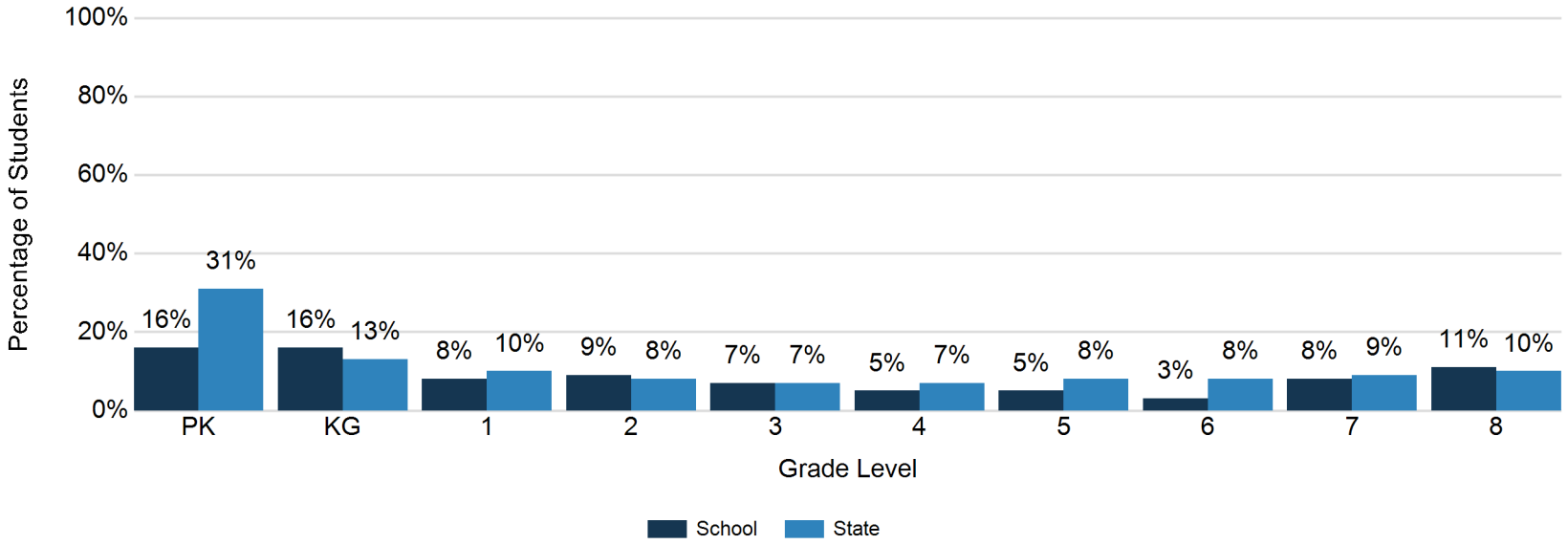
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	12
Weapons	2
Vandalism	3
Substances	1
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	2.14

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	2
Weapons	1
Vandalism	0
Substances	1
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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	1	1
Gender	0	4	4
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	4	4
No Identified Nature	2		2

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	11	1.0%
Out-of-School Suspensions	20	1.8%
Any Suspension	26	2.3%
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
45

NJ SCHOOL PERFORMANCE REPORT

First Avenue School
(13-3570-410)
Grades Offered: PK-08
2018-2019

Report Key:
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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	2.5:1

NJ SCHOOL PERFORMANCE REPORT

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	79	118,214
Average years experience in public schools	13.0	12.1
Average years experience in district	9.8	10.8
Percentage of Teachers with 4 or more years experience in the district	68.4%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1	14:1
Students to Administrators	187:1	106:1
Teachers to Administrators	13:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

NJ SCHOOL PERFORMANCE REPORT

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.0%	81.0%	83.3%	48.4%	77.1%	54.9%
Male	49.0%	19.0%	16.7%	51.6%	22.9%	45.1%
White	1.7%	38.0%	33.3%	42.4%	83.6%	77.4%
Hispanic	84.2%	34.2%	50.0%	29.9%	7.3%	7.2%
Black or African American	9.0%	25.3%	16.7%	15.0%	6.6%	13.9%
Asian	2.0%	2.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	1.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.9%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

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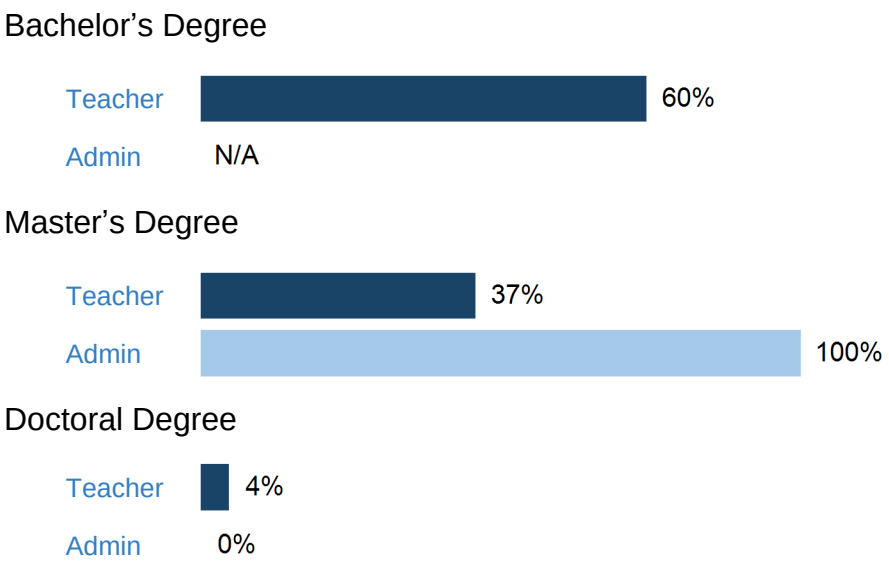
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	82.1%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	54.0%	56.1%	60.7%
Math Proficiency	49.1%	48.2%	54.9%
ELA Growth	53	53	66
Math Growth	51	44	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		66.3%	53.2%
Chronic Absenteeism	10.6%	12.9%	7.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Exceeds Standard	Met Standard	Met Target	Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	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	Exceeds Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
English Learners	Met Target	Met Target	Exceeds 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).

NJ SCHOOL PERFORMANCE REPORT

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	First Avenue School FAS is a progressive learning community whose graduates are prepared to excel in a complex interconnected and competitive career/job market by showing Respect Responsibility self Reflection and Resiliency
Awards, Recognition, Accomplishments:	Students in grades 5 8 choose a major where they participate in electives 4 days a week

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Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Boys & Girls), Soccer (Boys) Basketball Dance Debate Soccer
Clubs and Activities:	Debate Disney NJPAC theater Girls Who Code National Junior Honor Society Robotics

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Alvin Ailey Dance Foundation Inc Audible Building Kidz (Robotics) KPMG La Casa de Don Pedro

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School Narrative

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Facilities:	Built in 2007 and includes Auditorium Computer Labs and STEAM Lab
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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School Narrative

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Fourteenth Avenue School
(13-3570-420)
Grades Offered: PK-05
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows 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:

NJ SCHOOL PERFORMANCE REPORT

Fourteenth Avenue School
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Grades Offered: PK-05
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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Alyson Barillari
Address	186 14TH AVE NEWARK, NJ 07103-2128
Phone Number	973-733-6940
Email Address	abarillari@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/14a

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

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	0	0
KG	33	9	5
1	32	3	17
2	39	5	8
3	62	5	7
4	37	17	7
5	0	14	17
Total	203	53	78

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	44.3%	26.4%	26.9%
Male	55.7%	73.6%	73.1%
Economically Disadvantaged Students	95.6%	86.8%	88.5%
Students with Disabilities	38.9%	100.0%	100.0%
English Learners	0.5%	1.9%	7.7%
Homeless Students	3.4%	0.0%	5.1%
Students in Foster Care	2.0%	0.0%	3.8%
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	1.5%	1.9%	2.6%
Hispanic	24.6%	35.8%	34.6%
Black or African American	72.4%	60.4%	61.5%
Asian	1.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%
American Indian or Alaska Native	0.0%	1.9%	1.3%
Two or More Races	0.0%	0.0%	0.0%

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	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	33	9	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	87.2%
Spanish	11.5%
Bengali	1.3%

NJ SCHOOL PERFORMANCE REPORT

Fourteenth Avenue School
(13-3570-420)
Grades Offered: PK-05
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

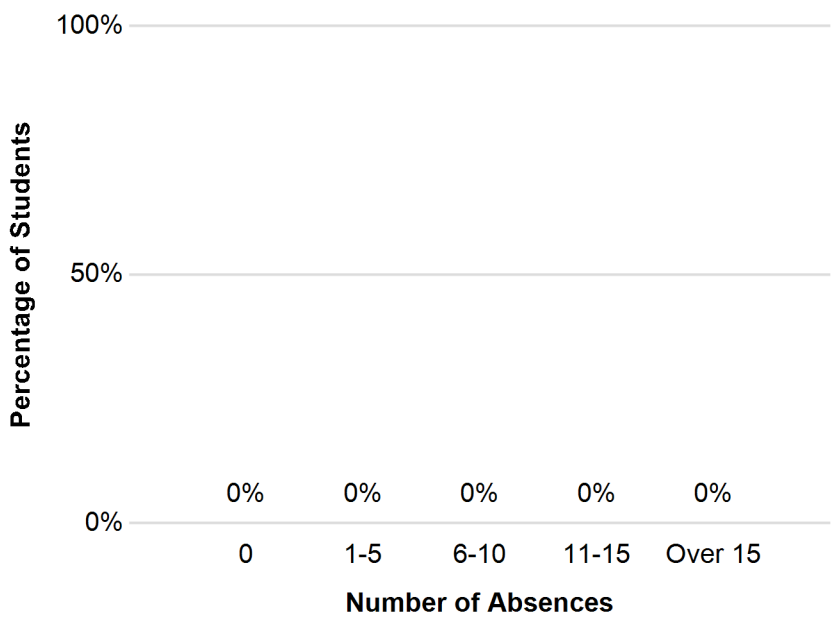
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N
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.



NJ SCHOOL PERFORMANCE REPORT

Fourteenth Avenue School
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Grades Offered: PK-05
2018-2019

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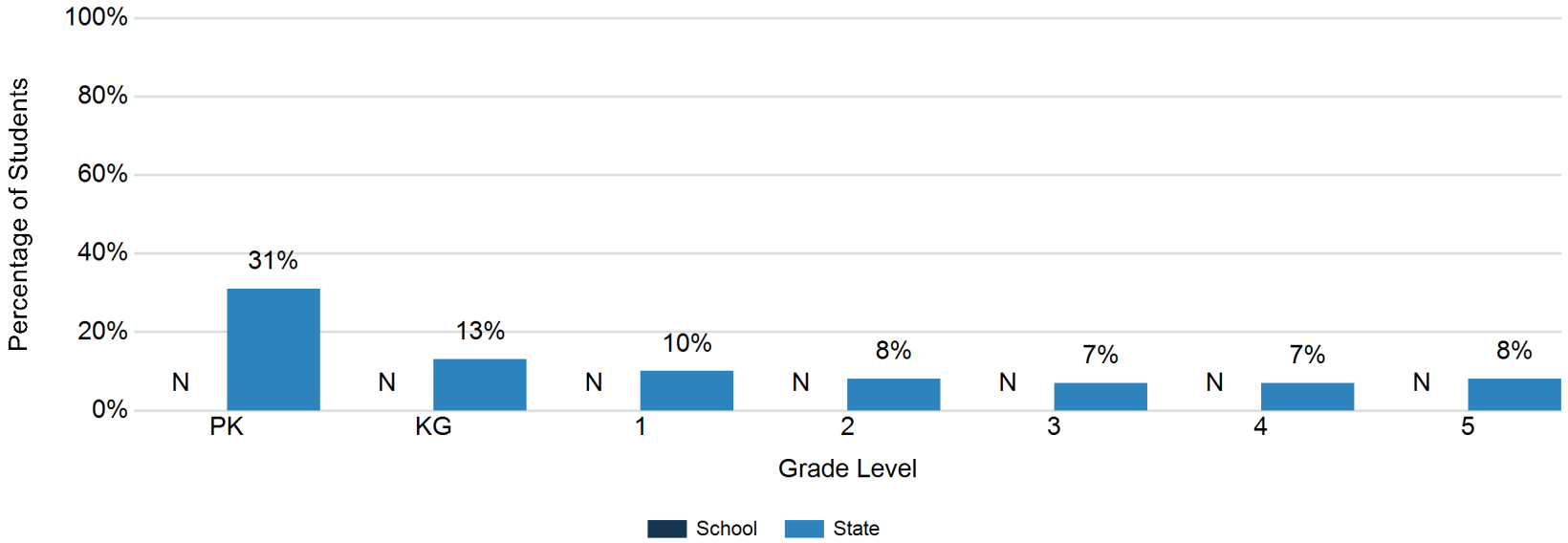
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

School Days Missed due to Out-of-School Suspensions
N

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	15	118,214
Average years experience in public schools	12.2	12.1
Average years experience in district	8.9	10.8
Percentage of Teachers with 4 or more years experience in the district	53.3%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	5:1	14:1
Students to Administrators	39:1	106:1
Teachers to Administrators	8:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

NJ SCHOOL PERFORMANCE REPORT

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Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	26.9%	100.0%	50.0%	48.4%	77.1%	54.9%
Male	73.1%	0.0%	50.0%	51.6%	22.9%	45.1%
White	2.6%	40.0%	50.0%	42.4%	83.6%	77.4%
Hispanic	34.6%	13.3%	50.0%	29.9%	7.3%	7.2%
Black or African American	61.5%	20.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.0%	20.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	1.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	6.7%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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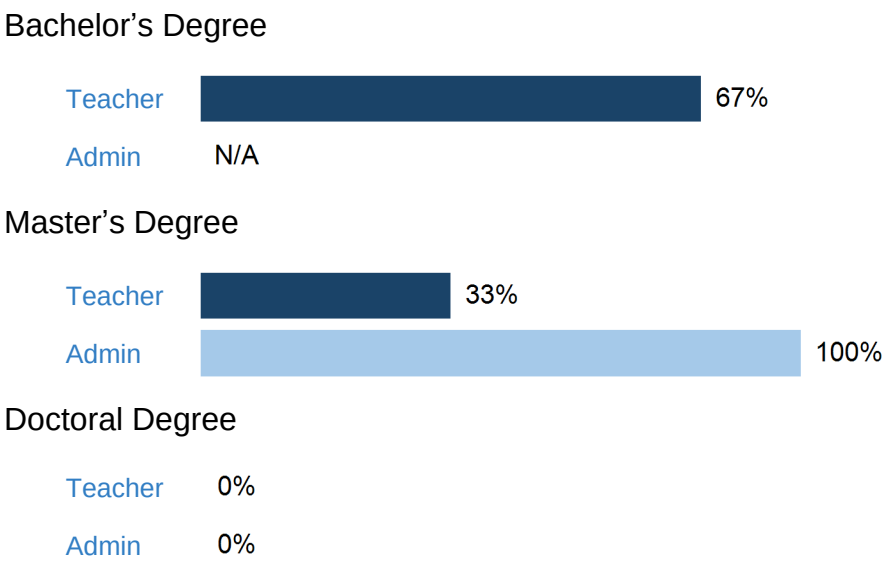
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	82.8%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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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.

Mission, Vision, Theme:	Fourteenth Avenue School has developed the Performing Arts through theatre production music and chorus and instrumental instruction dance through performance and movement art instruction art club and therapy art We support our students with developing happiness positive image building self esteem and confidence development and the joy of learning valuable lessons that will impact their lives positively
Awards, Recognition, Accomplishments:	Fourteenth Avenue School is a school of science exploration combined with performing arts through music dance and art

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Courses, Curriculum, Instruction:	Augmentative and Assistive Communication system for non verbal students was developed and implemented
Clubs and Activities:	Art Chorus Dance STEAM (Science Technology Arts and Mathematics)

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Newark Conservancy NJPAC Rutgers University The Newark Museum Wakefern Shoprite; Hello Fresh Program

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School Narrative

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Facilities:	Built in 1906 and includes Auditorium Computer Labs Media Center Music Classrooms Dance Stage and Sensory Gym
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

George Washington Carver Elementary School
(13-3570-435)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

George Washington Carver Elementary School
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Grades Offered: PK-08
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Mr. Kyle Thomas
Address	333 CLINTON PL NEWARK, NJ 07112-1563
Phone Number	973-705-3800
Email Address	K1Thomas@NPS.K12.NJ.US
Website	http://www.nps.k12.nj.us/CAR

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	0	0	50
KG	38	45	49
1	51	48	46
2	53	46	49
3	69	54	54
4	63	65	54
5	51	55	61
6	41	62	57
7	58	48	61
8	55	52	47
9	0	0	0
Total	479	475	528

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.1%	45.9%	48.3%
Male	49.9%	54.1%	51.7%
Economically Disadvantaged Students	71.2%	71.2%	64.6%
Students with Disabilities	21.3%	21.7%	29.2%
English Learners	0.2%	0.0%	0.9%
Homeless Students	3.8%	3.4%	4.2%
Students in Foster Care	1.0%	1.5%	1.7%
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	0.0%	0.2%	0.2%
Hispanic	4.8%	4.4%	6.6%
Black or African American	94.6%	94.7%	92.6%
Asian	0.2%	0.0%	0.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.4%	0.2%	0.4%
Two or More Races	0.0%	0.4%	0.0%

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	0	0	0
PK - Full Day	0	0	50
KG - Half Day	0	0	0
KG - Full Day	38	45	49

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	479	475	528
Shared Time Students	0	0	0
Full Time Equivalent	479	475	528

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	97.7%
Spanish	1.7%
Other Languages	0.6%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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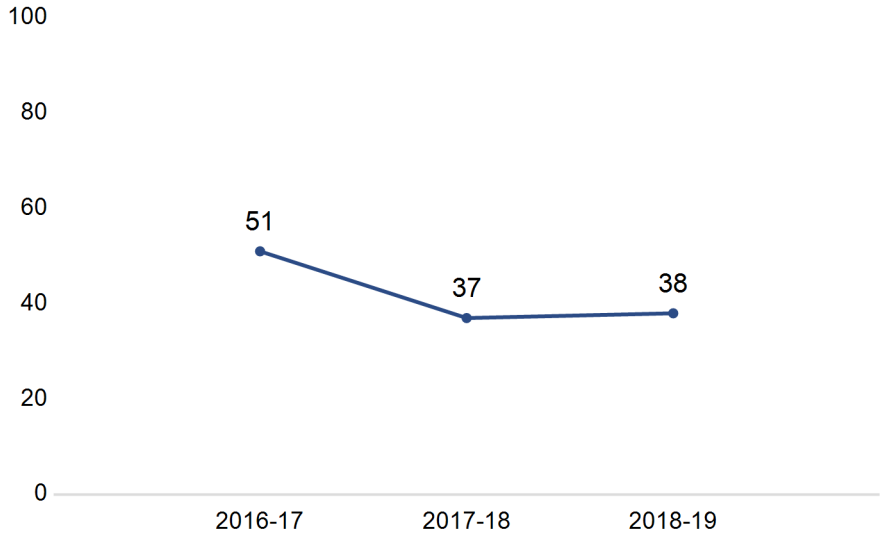
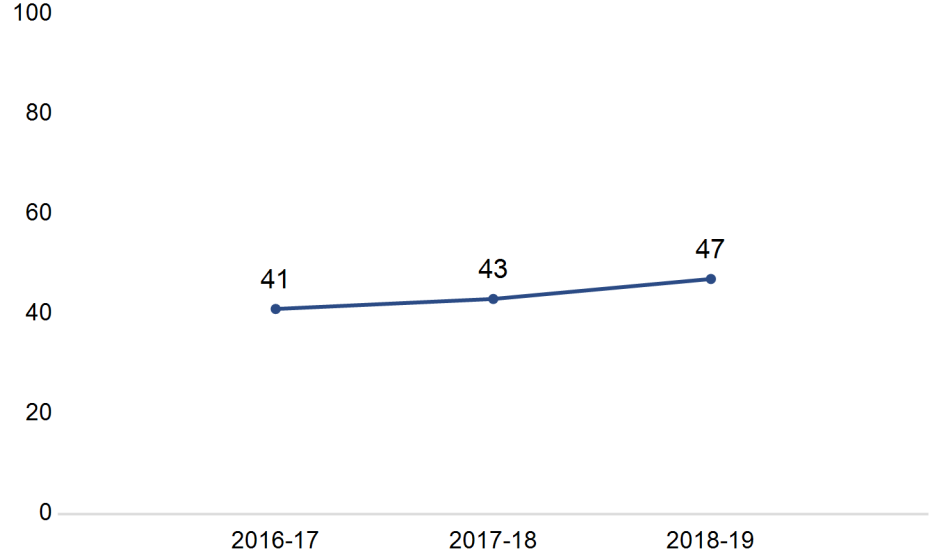
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





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	37	38	41	43	47
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

George Washington Carver Elementary School
(13-3570-435)
Grades Offered: PK-08
2018-2019

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† 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	38	48	50	Not Met	47	48	50	Met Standard
White	*	56	50	**	*	56	52	**
Hispanic	*	50	49	**	*	51	47	**
Black or African American	38	43	45	Not Met	47	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	60	59	**	N	60	60	**
American Indian or Alaska Native	*	70	56	**	*	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	40	51	53	N	47	49	50	N
Male	37.5	45	47	N	47	48	51	N
Economically Disadvantaged Students	38	47	48	Not Met	46.5	48	46	Met Standard
Students with Disabilities	30.5	39	43	Not Met	31	48	45	Not Met
English Learners	*	53	52	**	*	53	50	**
Homeless Students	36.5	37	43	N	*	38.5	44	N
Students in Foster Care	*	49	42	N	*	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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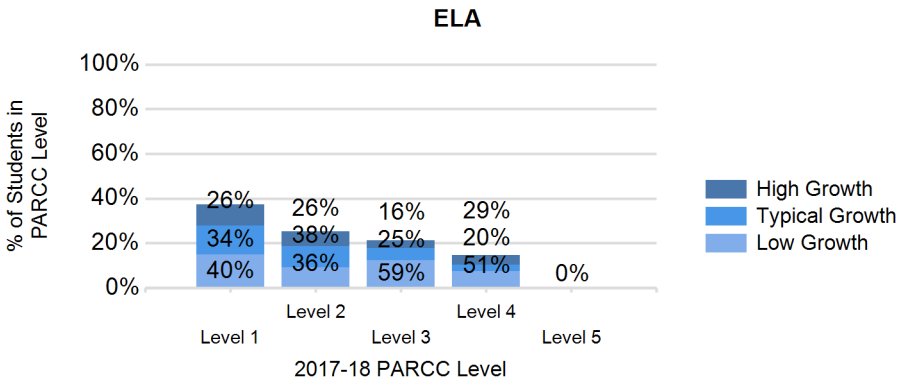
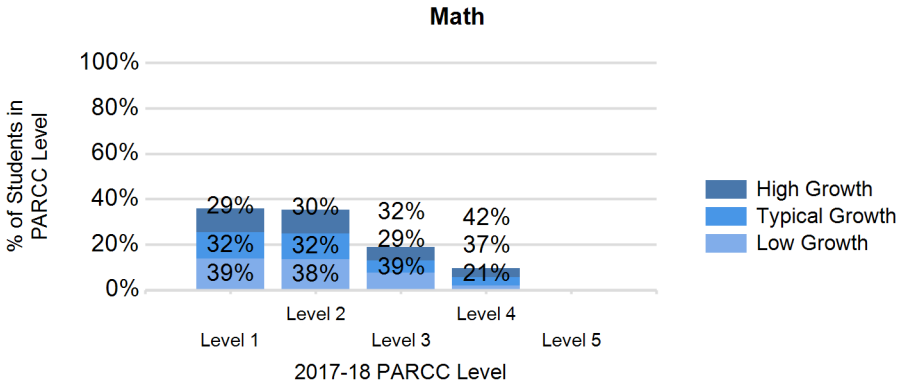
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

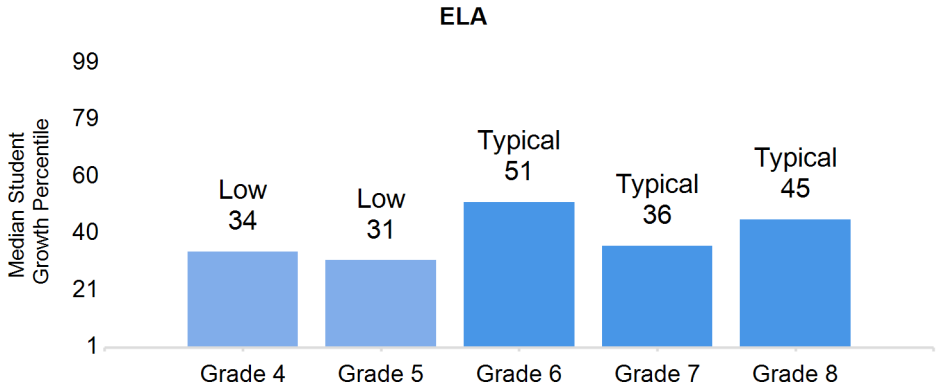
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

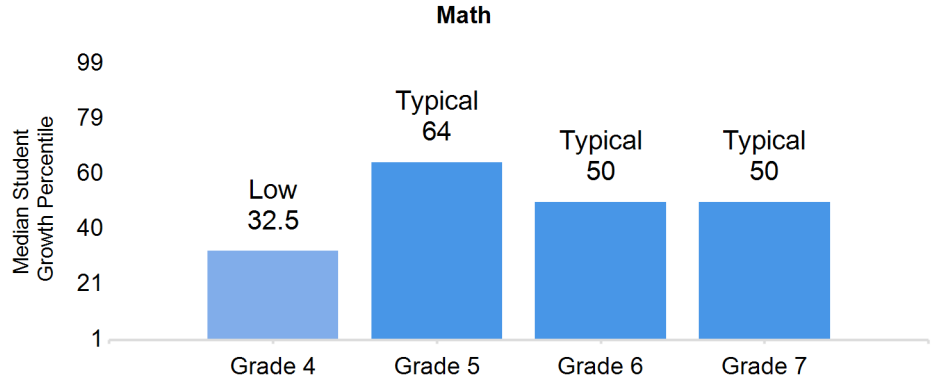




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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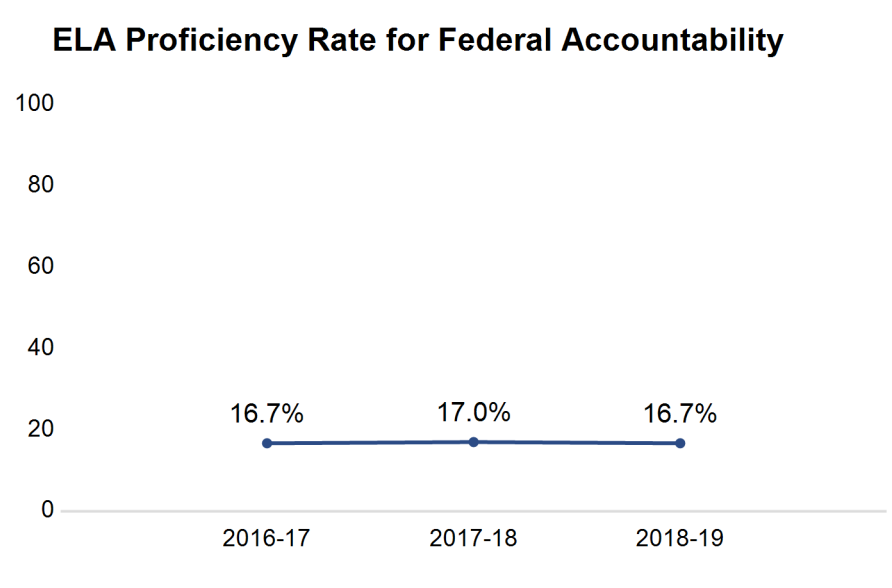
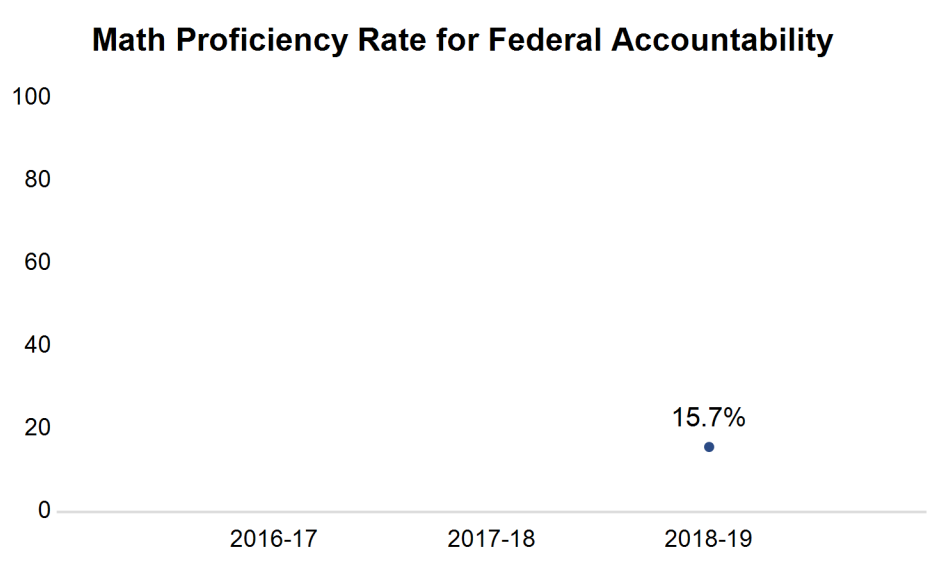
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.3%	99.1%	98.8%	98.3%	98.5%	99.4%
Proficiency Rate for Federal Accountability	16.7%	17.0%	16.7%	*	*	15.7%
Annual Target	11.7%	15.3%	18.9%	7.2%	11.1%	14.9%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	305	98.8	16.7	*	57.9	16.7	18.9	Met Target†
White	*	*	*	54.7	66.9	*	**	**
Hispanic	16	100.0	31.3	38.9	43.9	31.3	N	N
Black or African American	286	98.7	16.1	28.8	38.5	16.1	19.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	*	*	*	56.4	56.0	*	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	155	99.4	23.2	42.9	64.8	23.2		
Male	150	98.2	10.0	30.3	51.3	10.0		
Economically Disadvantaged Students	238	98.8	16.8	35.8	40.0	16.8	19.7	Met Target†
Non-Economically Disadvantaged Students	67	98.8	16.4	38.6	67.9	16.4		
Students with Disabilities	104	99.1	*	14.1	22.7	*	14.6	Not Met
Students without Disabilities	201	98.6	*	41.7	65.1	*		
English Learners	*	*	*	29.3	29.3	*	**	**
Non-English Learners	*	*	*	38.3	60.6	*		
Homeless Students	18	100.0	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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2018-2019

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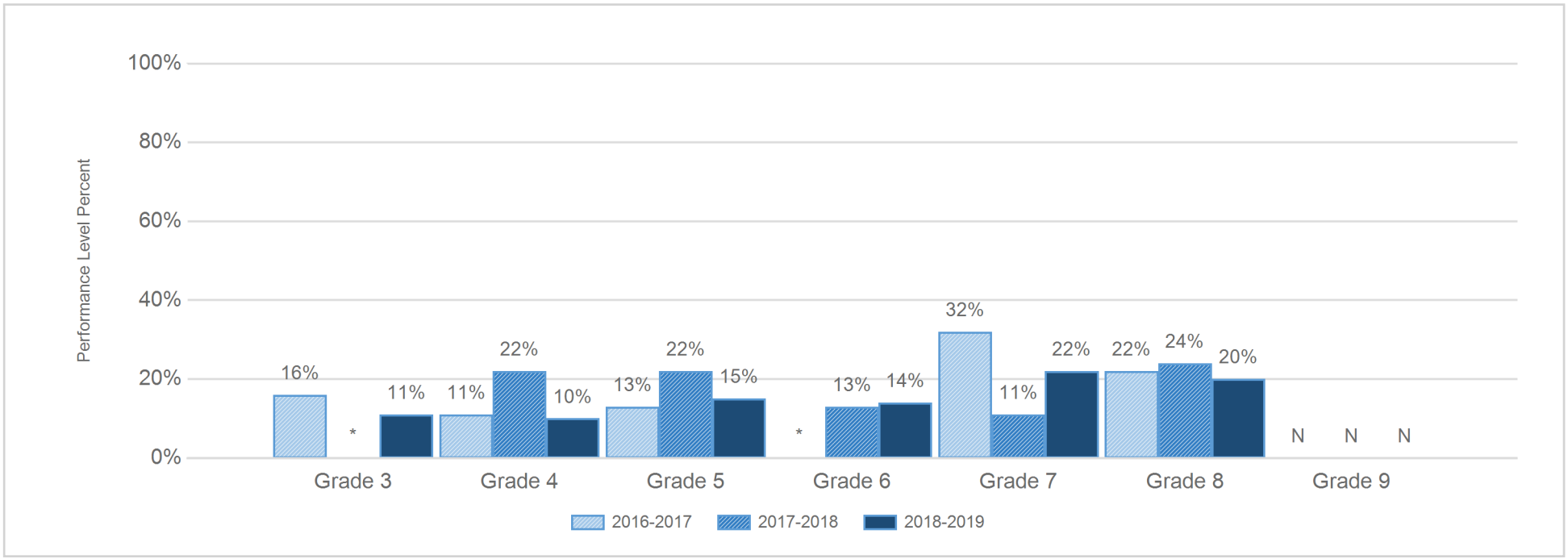
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	709	727	748	39%	30%	20%	*	*	11%	50%
White	N	N	746	757	N	N	N	N	N	N	60%
Hispanic	*	*	728	734	*	*	*	*	*	*	36%
Black or African American	*	*	721	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	30	711	730	753	*	*	*	*	*	10%	55%
Male	24	706	723	743	*	*	*	*	*	13%	46%
Economically Disadvantaged Students	39	712	726	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	15	701	729	759	*	*	*	*	*	*	61%
Students with Disabilities	22	686	700	719	*	*	*	*	*	*	24%
Students without Disabilities	32	724	731	754	*	*	*	*	*	*	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	729	751	*	*	*	*	*	*	54%
Homeless Students	*	*	708	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	707	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	716	734	755	34%	28%	28%	*	*	10%	57%
White	N	N	744	763	N	N	N	N	N	N	67%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	26	719	739	760	*	*	*	*	*	*	62%
Male	24	712	729	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	34	716	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	16	715	736	765	*	*	*	*	*	*	69%
Students with Disabilities	19	699	707	725	*	*	*	*	*	*	25%
Students without Disabilities	31	726	739	761	*	*	*	*	*	*	64%
English Learners	N	N	722	720	N	N	N	N	N	N	17%
Non-English Learners	50	716	736	758	34%	28%	28%	*	*	10%	60%
Homeless Students	*	*	719	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	717	733	756	30%	28%	28%	*	*	15%	58%
White	*	*	743	764	*	*	*	*	*	*	68%
Hispanic	*	*	736	743	*	*	*	*	*	*	44%
Black or African American	57	716	727	739	30%	30%	28%	*	*	12%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	30	724	739	761	*	*	*	*	*	20%	64%
Male	31	711	728	750	*	*	*	*	*	10%	52%
Economically Disadvantaged Students	49	717	732	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	12	721	738	766	*	*	*	*	*	*	69%
Students with Disabilities	16	692	702	724	*	*	*	*	*	*	23%
Students without Disabilities	45	726	739	762	*	*	*	*	*	*	65%
English Learners	N	N	717	713	N	N	N	N	N	N	11%
Non-English Learners	61	717	736	758	30%	28%	28%	*	*	15%	60%
Homeless Students	*	*	722	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	715	737	754	34%	32%	20%	*	*	14%	56%
White	N	N	758	762	N	N	N	N	N	N	65%
Hispanic	*	*	740	743	*	*	*	*	*	*	43%
Black or African American	49	715	728	738	35%	33%	*	*	*	14%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	28	728	744	762	*	*	*	*	*	*	64%
Male	28	703	730	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	38	716	737	740	*	*	*	*	*	16%	39%
Non-Economically Disadvantaged Students	18	715	737	763	*	*	*	*	*	11%	67%
Students with Disabilities	20	692	708	722	*	*	*	*	*	*	19%
Students without Disabilities	36	728	742	761	*	*	*	*	*	*	64%
English Learners	*	*	720	710	*	*	*	*	*	*	*
Non-English Learners	*	*	739	756	*	*	*	*	*	*	*
Homeless Students	*	*	726	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	717	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	716	741	761	35%	27%	17%	*	*	22%	63%
White	N	N	756	769	N	N	N	N	N	N	72%
Hispanic	*	*	744	747	*	*	*	*	*	*	50%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	31	722	749	769	*	*	*	*	*	26%	71%
Male	29	710	734	753	*	*	*	*	*	17%	55%
Economically Disadvantaged Students	46	713	740	743	*	*	*	*	*	15%	45%
Non-Economically Disadvantaged Students	14	726	746	771	*	*	*	*	*	43%	73%
Students with Disabilities	18	690	705	720	*	*	*	*	*	*	22%
Students without Disabilities	42	727	749	769	*	*	*	*	*	*	71%
English Learners	N	N	712	706	N	N	N	N	N	N	12%
Non-English Learners	60	716	744	763	35%	27%	17%	*	*	22%	65%
Homeless Students	*	*	724	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	735	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%

NJ SCHOOL PERFORMANCE REPORT

George Washington Carver Elementary School
(13-3570-435)
Grades Offered: PK-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - 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	46	715	742	762	41%	*	26%	*	*	20%	63%
White	N	N	765	770	N	N	N	N	N	N	72%
Hispanic	N	N	746	747	N	N	N	N	N	N	49%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	24	731	751	771	*	*	*	*	*	*	71%
Male	22	699	735	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	*	*	742	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	744	772	*	*	*	*	*	*	72%
Students with Disabilities	15	696	707	721	*	*	*	*	*	*	22%
Students without Disabilities	31	725	750	770	*	*	*	*	*	*	71%
English Learners	N	N	717	708	N	N	N	N	N	N	12%
Non-English Learners	46	715	745	764	41%	*	26%	*	*	20%	65%
Homeless Students	*	*	711	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	714	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

George Washington Carver Elementary School
(13-3570-435)
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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	306	99.4	15.7	26.3	44.5	15.7	14.9	Met Target
White	*	*	*	42.2	54.1	*	**	**
Hispanic	15	95.0	33.3	30.9	28.8	33.3	N	N
Black or African American	288	99.7	14.9	16.6	23.0	14.9	14.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	*	*	*	35.9	42.7	*	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	155	99.4	20.0	26.9	44.9	20.0		
Male	151	99.4	11.3	25.8	44.2	11.3		
Economically Disadvantaged Students	239	99.2	14.6	26.6	26.3	14.6	15	Met Target†
Non-Economically Disadvantaged Students	67	100.0	19.4	25.4	54.9	19.4		
Students with Disabilities	102	98.2	*	11.6	17.4	*	12.9	Not Met
Students without Disabilities	204	100.0	*	29.8	50.0	*		
English Learners	*	*	*	25.7	25.0	*	**	**
Non-English Learners	*	*	*	26.5	46.5	*		
Homeless Students	17	94.4	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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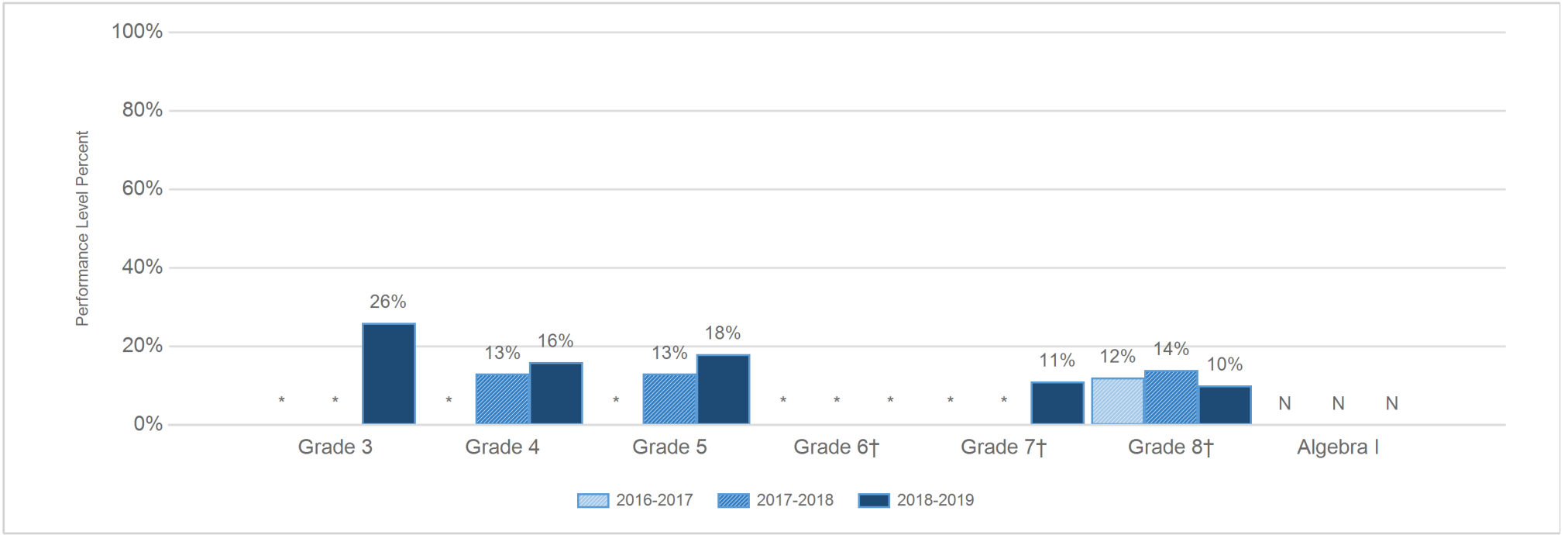
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	723	735	752	26%	30%	19%	26%	0%	26%	55%
White	N	N	757	760	N	N	N	N	N	N	66%
Hispanic	*	*	738	739	*	*	*	*	*	*	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	30	725	*	751	*	*	*	*	*	30%	54%
Male	24	719	*	752	*	*	*	*	*	21%	56%
Economically Disadvantaged Students	39	728	735	737	*	*	*	*	*	28%	37%
Non-Economically Disadvantaged Students	15	708	733	761	*	*	*	*	*	20%	67%
Students with Disabilities	22	705	718	731	*	*	*	*	*	*	31%
Students without Disabilities	32	735	738	756	*	*	*	*	*	*	60%
English Learners	*	*	732	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	736	754	*	*	*	*	*	*	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	714	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	708	732	749	47%	27%	*	*	*	16%	51%
White	N	N	746	757	N	N	N	N	N	N	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	26	703	733	749	*	*	*	*	*	15%	50%
Male	23	713	731	749	*	*	*	*	*	17%	52%
Economically Disadvantaged Students	34	710	732	734	*	*	*	*	*	15%	32%
Non-Economically Disadvantaged Students	15	703	731	759	*	*	*	*	*	20%	63%
Students with Disabilities	18	690	713	726	*	*	*	*	*	*	25%
Students without Disabilities	31	718	736	754	*	*	*	*	*	*	56%
English Learners	N	N	728	722	N	N	N	N	N	N	18%
Non-English Learners	49	708	733	751	47%	27%	*	*	*	16%	54%
Homeless Students	*	*	715	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	722	728	747	18%	46%	18%	*	*	18%	47%
White	*	*	736	755	*	*	*	*	*	*	58%
Hispanic	*	*	733	735	*	*	*	*	*	*	30%
Black or African American	57	719	720	729	18%	49%	18%	*	*	16%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	30	726	729	747	*	43%	*	*	*	27%	47%
Male	31	718	727	747	*	48%	*	*	*	10%	47%
Economically Disadvantaged Students	49	720	728	732	*	*	*	*	*	14%	27%
Non-Economically Disadvantaged Students	12	730	729	757	*	*	*	*	*	33%	59%
Students with Disabilities	16	706	714	725	*	*	*	*	*	*	19%
Students without Disabilities	45	727	731	752	*	*	*	*	*	*	52%
English Learners	N	N	721	718	N	N	N	N	N	N	12%
Non-English Learners	61	722	729	749	18%	46%	18%	*	*	18%	49%
Homeless Students	*	*	714	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	720	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	*	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

George Washington Carver Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	704	725	741	*	*	*	*	*	*	41%
White	N	N	745	749	N	N	N	N	N	N	51%
Hispanic	*	*	728	729	*	*	*	*	*	*	24%
Black or African American	49	704	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	754	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	27	708	726	742	*	*	*	*	*	*	42%
Male	28	700	723	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	37	704	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	18	705	722	750	*	*	*	*	*	*	53%
Students with Disabilities	19	686	708	716	*	*	*	*	*	*	12%
Students without Disabilities	36	713	728	746	*	*	*	*	*	*	46%
English Learners	*	*	715	709	*	*	*	*	*	*	*
Non-English Learners	*	*	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	707	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	713	731	744	34%	34%	20%	*	*	11%	42%
White	N	N	738	751	N	N	N	N	N	N	53%
Hispanic	*	*	733	733	*	*	*	*	*	*	26%
Black or African American	*	*	723	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	31	717	*	744	*	*	*	*	*	13%	42%
Male	30	710	*	743	*	*	*	*	*	10%	42%
Economically Disadvantaged Students	46	715	731	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	15	710	731	751	*	*	*	*	*	*	53%
Students with Disabilities	18	692	708	718	*	*	*	*	*	*	13%
Students without Disabilities	43	723	736	749	*	*	*	*	*	*	48%
English Learners	N	N	721	716	N	N	N	N	N	N	10%
Non-English Learners	61	713	732	745	34%	34%	20%	*	*	11%	44%
Homeless Students	*	*	719	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	718	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	*	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	704	722	728	50%	33%	*	*	*	10%	29%
White	N	N	731	737	N	N	N	N	N	N	38%
Hispanic	N	N	727	722	N	N	N	N	N	N	22%
Black or African American	*	*	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	25	713	724	731	*	*	*	*	*	*	31%
Male	23	693	719	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	722	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	721	735	*	*	*	*	*	*	36%
Students with Disabilities	15	690	697	707	*	*	*	*	*	*	10%
Students without Disabilities	33	710	727	734	*	*	*	*	*	*	35%
English Learners	N	N	712	706	N	N	N	N	N	N	10%
Non-English Learners	48	704	723	730	50%	33%	*	*	*	10%	30%
Homeless Students	*	*	695	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	707	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

George Washington Carver Elementary School
(13-3570-435)
Grades Offered: PK-08
2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	N	N
6	N	N
7	*	*
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	N	N	N

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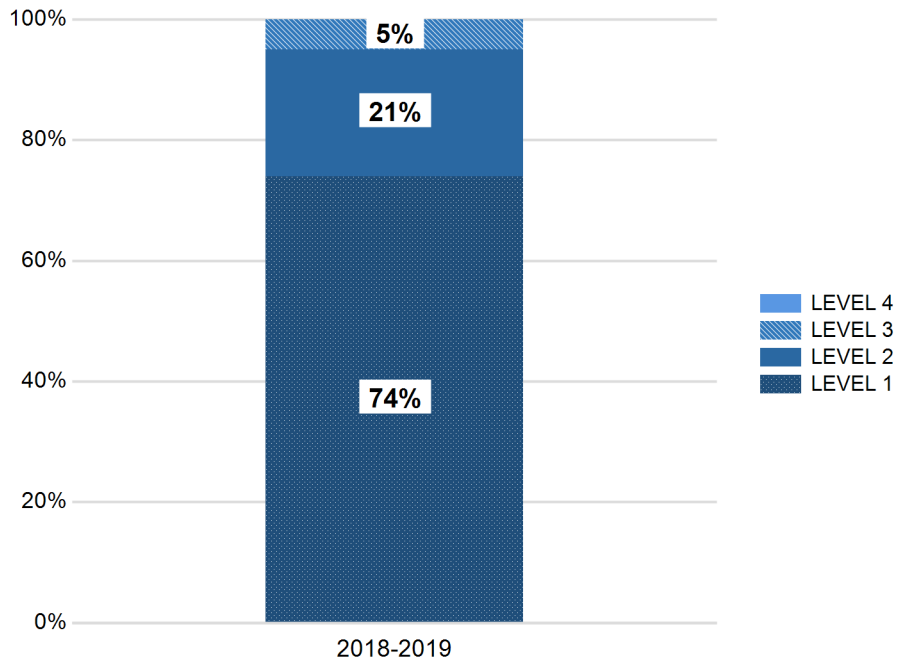
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 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	74	21	5	0
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	77	21	2	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	73	17	10	0
Male	74	26	0	0
Economically Disadvantaged Students	73	22	4	0
Non-Economically Disadvantaged Students	75	17	8	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	74	21	5	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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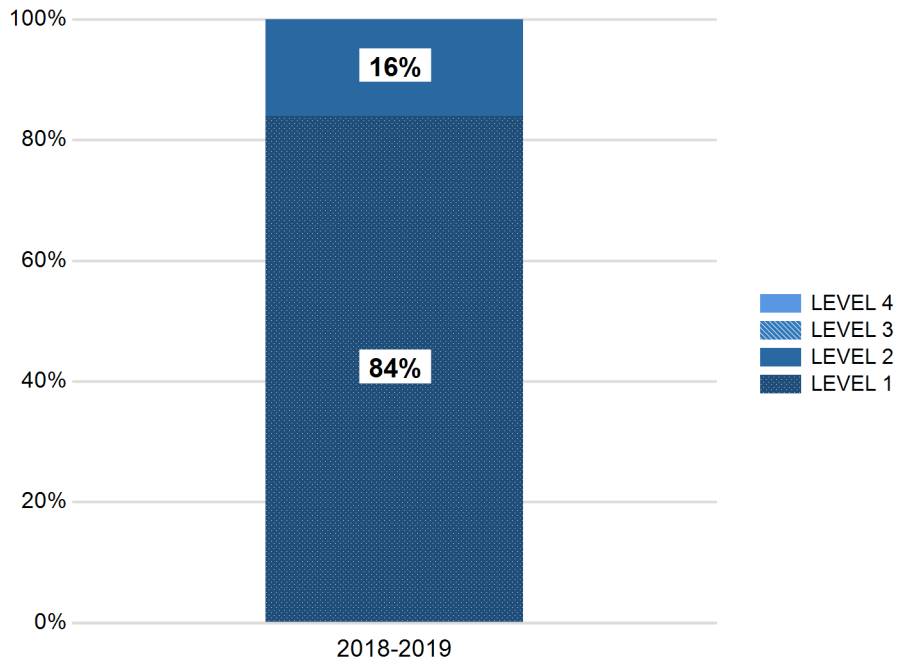
NJSLA Science Assessment: Grade 8 Summary

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	84	16	0	0
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	85	15	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	79	21	0	0
Male	90	10	0	0
Economically Disadvantaged Students	85	15	0	0
Non-Economically Disadvantaged Students	83	17	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	84	16	0	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	56
7	0	0	61
8	0	0	47
Total	0	0	164

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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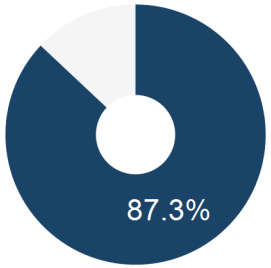
Visual and Performing Arts – Course Participation

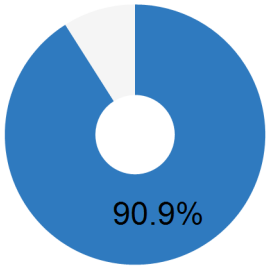
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

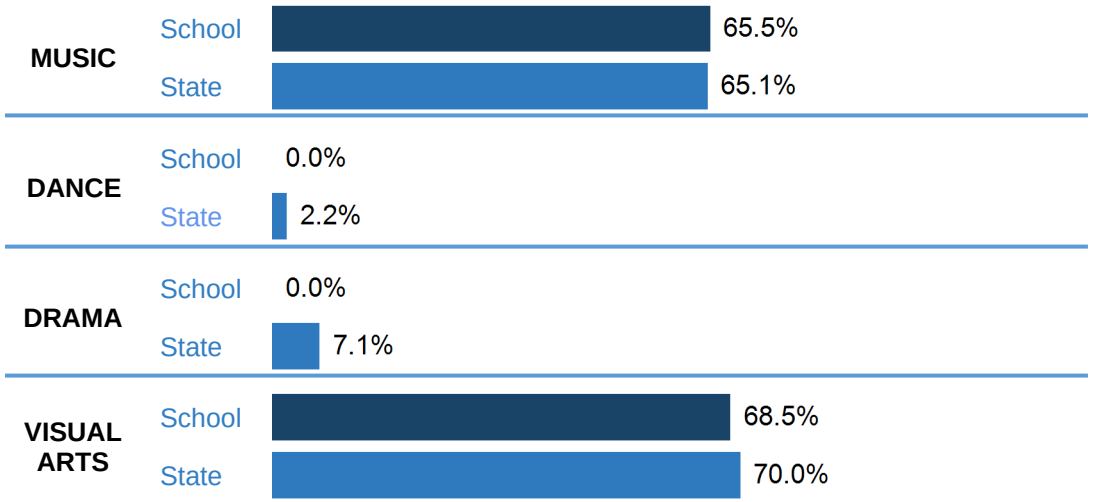


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

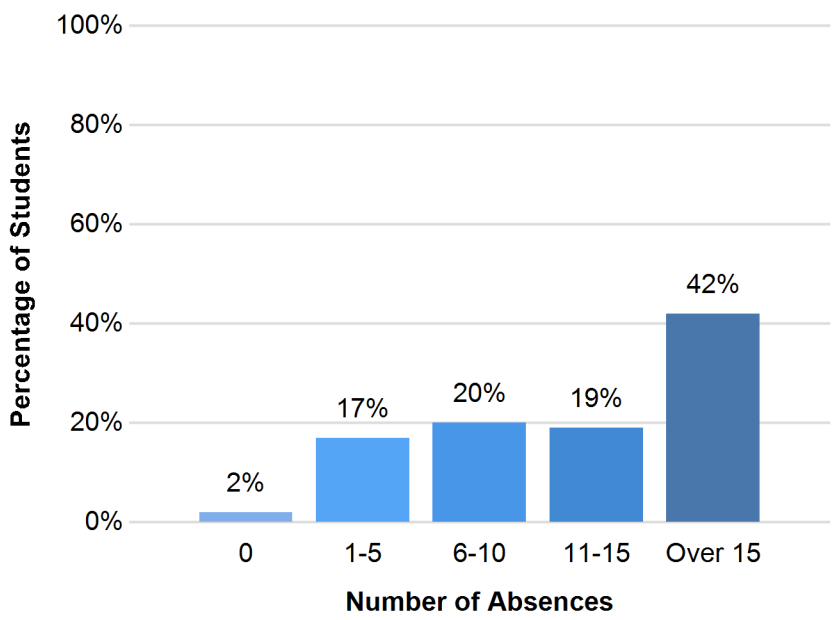
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	182	37.7	9.0	Not Met
White	*	*	**	**
Hispanic	9	30.0	9.0	Not Met
Black or African American	171	38.1	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	76	31.8		
Male	106	43.4		
Economically Disadvantaged Students	125	38.2	9.0	Not Met
Students with Disabilities	60	42.3	9.0	Not Met
English Learners	*	*	**	**
Homeless Students	13	61.9		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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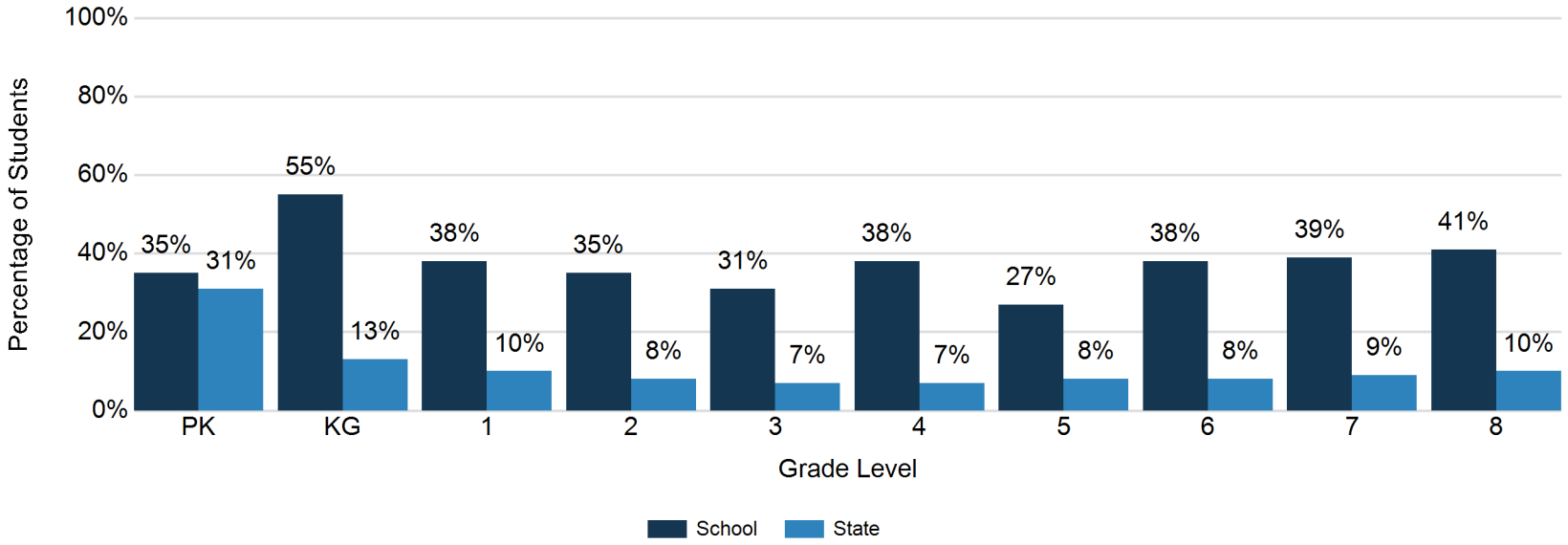
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	11
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	3.79

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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	1	1
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	13	13
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	18	3.4%
Any Suspension	23	4.4%
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
53

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	1.7:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	40	118,214
Average years experience in public schools	11.5	12.1
Average years experience in district	7.3	10.8
Percentage of Teachers with 4 or more years experience in the district	50.0%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	14:1
Students to Administrators	75:1	106:1
Teachers to Administrators	6:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.3%	87.5%	42.9%	48.4%	77.1%	54.9%
Male	51.7%	12.5%	57.1%	51.6%	22.9%	45.1%
White	0.2%	17.5%	28.6%	42.4%	83.6%	77.4%
Hispanic	6.6%	10.0%	14.3%	29.9%	7.3%	7.2%
Black or African American	92.6%	70.0%	57.1%	15.0%	6.6%	13.9%
Asian	0.2%	2.5%	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	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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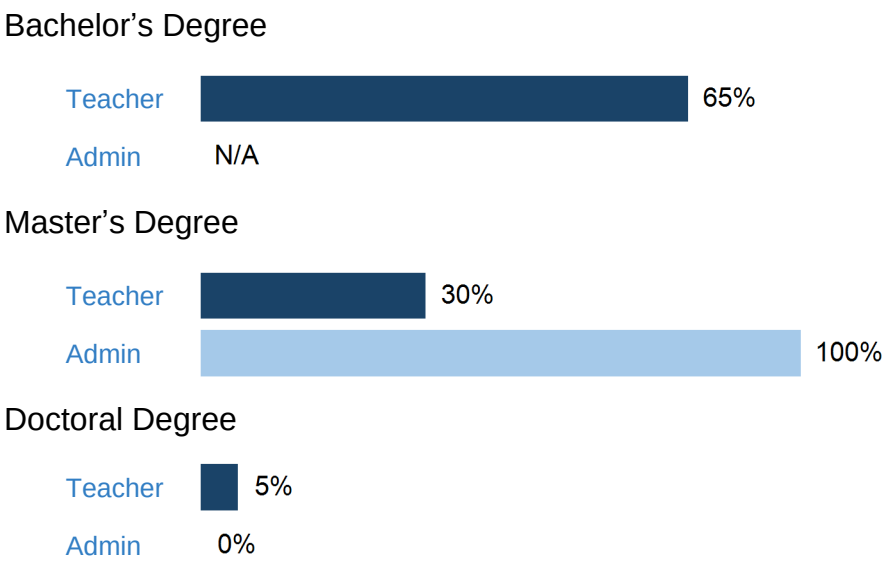
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	81.6%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2022
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.

NJ SCHOOL PERFORMANCE REPORT

George Washington Carver Elementary School
(13-3570-435)
Grades Offered: PK-08
2018-2019

Report Key:
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	16.7%	17.0%	16.7%
Math Proficiency	*	*	15.7%
ELA Growth	51	37	38
Math Growth	41	43	47
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	38.1%	41.4%	37.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Met Target	Not Met	Met Standard	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	N	N	**	**	n/a	Not Met	No
Black or African American	Met Target†	Met Target	Not Met	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	Bruce Street School for the Deaf is located within George Washington Carver School and offers unique learning courses for students grades Pre K through 8 Our diverse Auditory Impaired and Multiply Disabled academic program provides a totally inclusive environment that engages all students in multiple paths for success
Awards, Recognition, Accomplishments:	The school operates in a fully inclusive environment with no social barriers

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Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Boys & Girls) Basketball Cheer Chess Dance Debate Soccer
Clubs and Activities:	Dance Jr Honor Society Newark Chess Robotics Student Council

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools and Afterschool Allstars

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	After School All Stars Leaders for Life My Very Own Library Newark Trust NJCIE

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Facilities:	Built in 1979 and includes Auditorium and Media Center
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Harriet Tubman Elementary School
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2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Harriet Tubman Elementary School
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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Mr. Malcolm X Outlaw
Address	504 S TENTH ST NEWARK, NJ 07103-1802
Phone Number	973-733-6934
Email Address	moutlaw@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/TUB
Twitter	https://twitter.com/HTCobras

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	28	29	29
KG	35	43	45
1	47	56	46
2	57	50	61
3	47	58	55
4	55	52	52
5	48	53	53
6	50	51	53
7	0	0	0
Total	367	392	394

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	43.9%	47.7%	48.7%
Male	56.1%	52.3%	51.3%
Economically Disadvantaged Students	73.3%	75.0%	73.9%
Students with Disabilities	21.0%	18.6%	19.3%
English Learners	1.4%	0.0%	0.0%
Homeless Students	4.1%	3.1%	1.8%
Students in Foster Care	1.4%	1.5%	0.5%
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	0.8%	0.8%	0.5%
Hispanic	7.9%	8.4%	7.4%
Black or African American	91.0%	90.6%	91.9%
Asian	0.3%	0.3%	0.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

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	0	0	0
PK - Full Day	28	29	29
KG - Half Day	0	0	0
KG - Full Day	35	43	45

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	98.0%
Spanish	1.3%
Other Languages	0.8%

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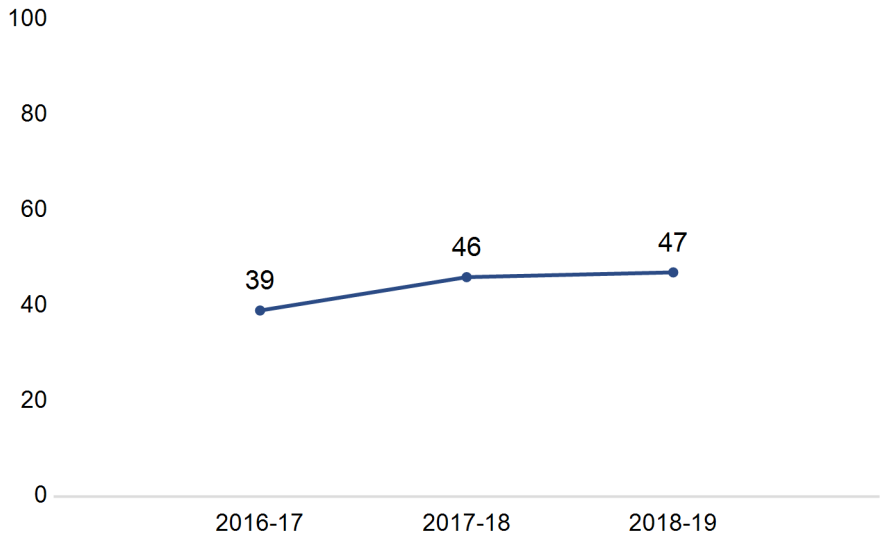
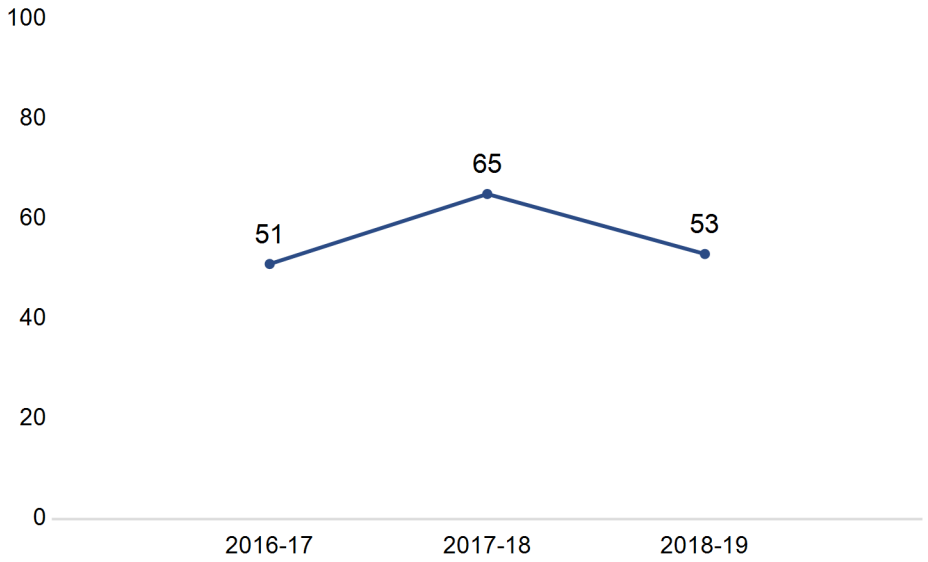
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	39	46	47	51	65	53
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	47	48	50	Met Standard	53	48	50	Met Standard
White	*	56	50	**	*	56	52	**
Hispanic	*	50	49	**	*	51	47	**
Black or African American	47	43	45	Met Standard	51.5	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	60	59	**	N	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	52	51	53	N	57.5	49	50	N
Male	40.5	45	47	N	46.5	48	51	N
Economically Disadvantaged Students	44	47	48	Met Standard	55	48	46	Met Standard
Students with Disabilities	24	39	43	Not Met	42	48	45	Met Standard
English Learners	N	53	52	**	N	53	50	**
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	*	49	42	N	*	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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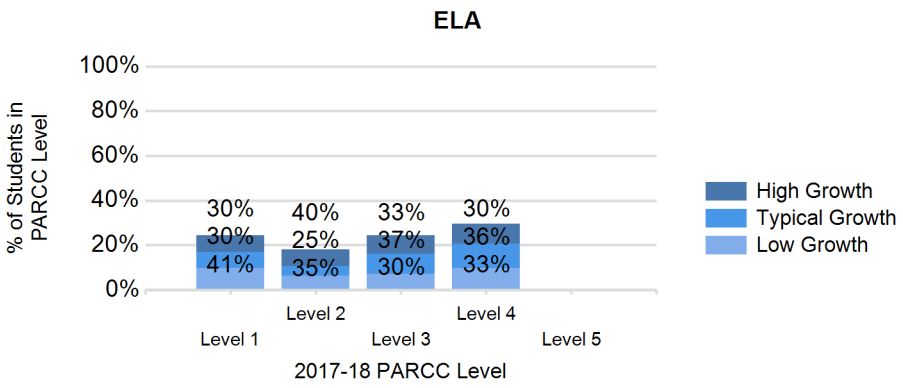
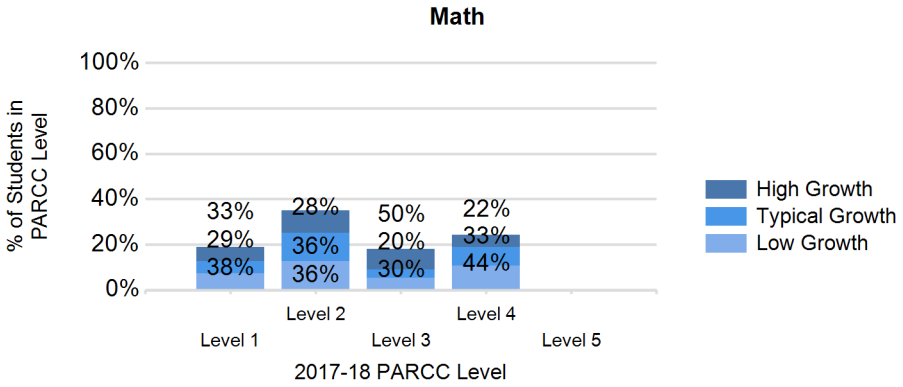
Student Growth by Performance Level

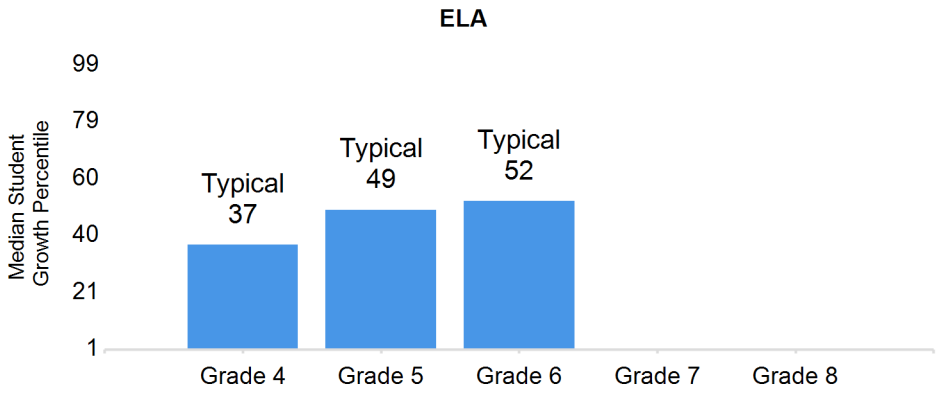
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

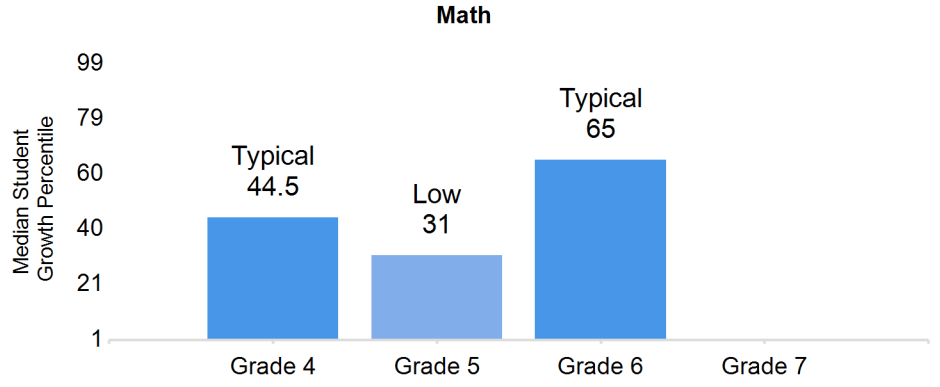




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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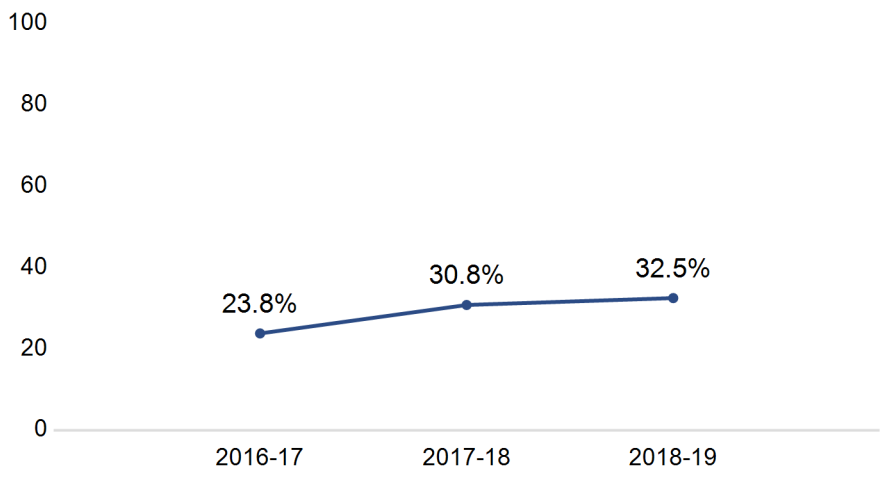
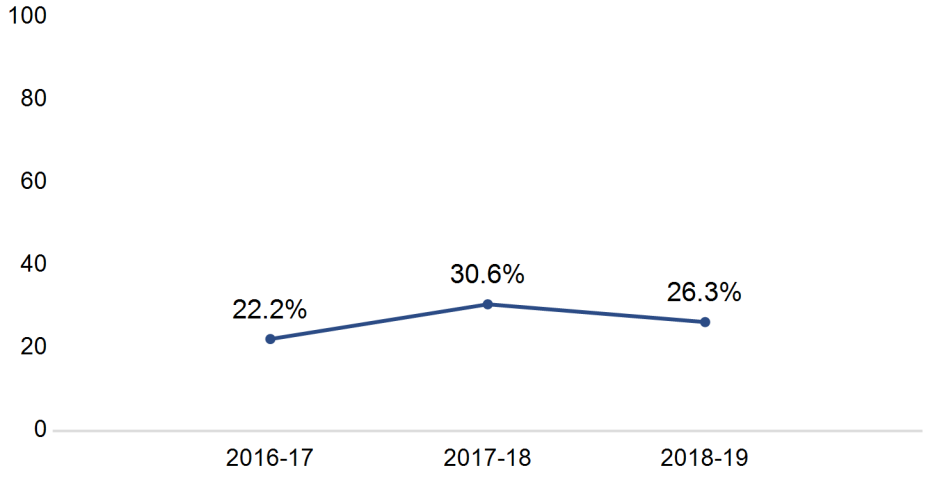
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

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	98.9%	97.9%	89.6%	100.0%	98.5%	88.6%
Proficiency Rate for Federal Accountability	23.8%	30.8%	32.5%	22.2%	30.6%	26.3%
Annual Target	23.9%	26.8%	29.8%	15.5%	18.9%	22.3%
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.

NJ SCHOOL PERFORMANCE REPORT

Harriet Tubman Elementary School
(13-3570-455)
Grades Offered: PK-06
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	183	89.6	34.4	*	57.9	32.5	29.8	Met Target
White	*	*	*	54.7	66.9	*	**	**
Hispanic	*	*	*	38.9	43.9	*	**	**
Black or African American	169	88.8	33.7	28.8	38.5	31.6	30.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	65.3	82.9	N	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	89	88.3	43.8	42.9	64.8	41.1		
Male	94	90.7	25.5	30.3	51.3	24.3		
Economically Disadvantaged Students	139	90.0	32.4	35.8	40.0	*	27.1	Met Target
Non-Economically Disadvantaged Students	44	88.2	40.9	38.6	67.9	*		
Students with Disabilities	46	94.1	13.0	14.1	22.7	12.9	15.1	Met Target†
Students without Disabilities	137	88.1	41.6	41.7	65.1	38.7		
English Learners	N	N	N	29.3	29.3	N	**	**
Non-English Learners	183	90.0	34.4	38.3	60.6	32.7		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Harriet Tubman Elementary School
(13-3570-455)
Grades Offered: PK-06
2018-2019

Report Key:
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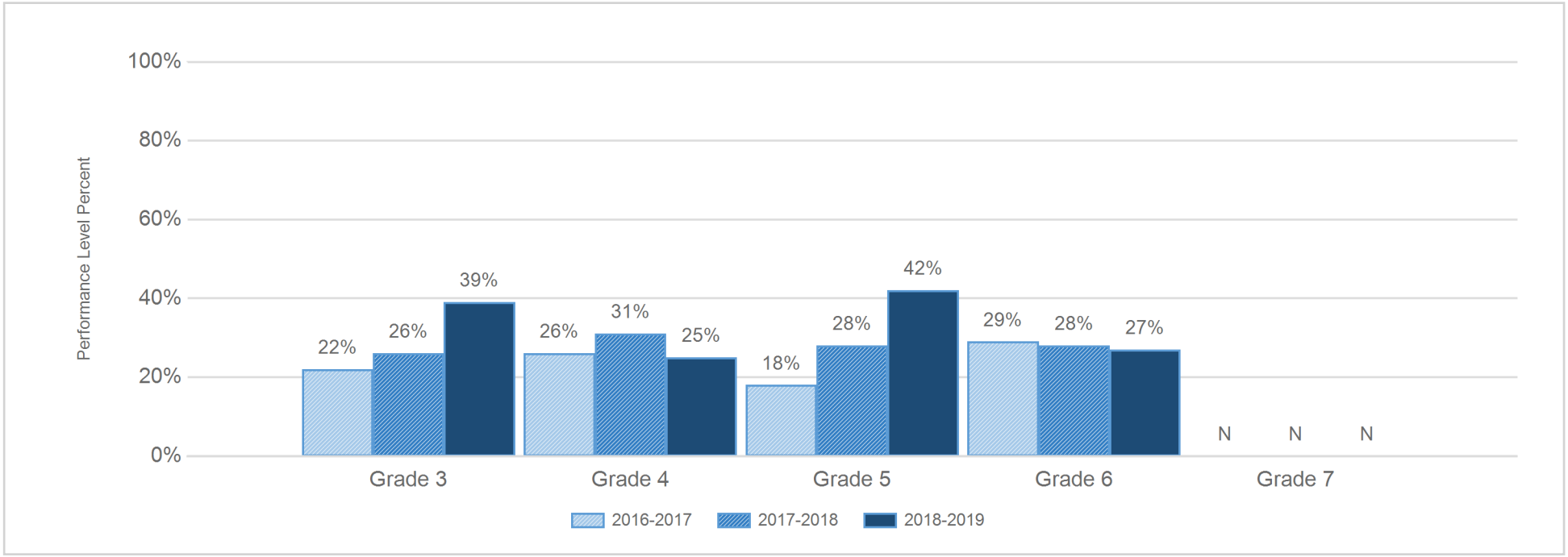
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



NJ SCHOOL PERFORMANCE REPORT

Harriet Tubman Elementary School
(13-3570-455)
Grades Offered: PK-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	736	727	748	*	*	25%	*	*	39%	50%
White	N	N	746	757	N	N	N	N	N	N	60%
Hispanic	*	*	728	734	*	*	*	*	*	*	36%
Black or African American	*	*	721	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	21	743	730	753	*	*	*	*	*	52%	55%
Male	23	731	723	743	*	*	*	*	*	26%	46%
Economically Disadvantaged Students	34	734	726	731	*	*	*	*	*	35%	33%
Non-Economically Disadvantaged Students	10	745	729	759	*	*	*	*	*	50%	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	N	N	716	713	N	N	N	N	N	N	17%
Non-English Learners	44	736	729	751	*	*	25%	*	*	39%	54%
Homeless Students	N	N	708	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	707	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	*	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Harriet Tubman Elementary School
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Grades Offered: PK-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	729	734	755	*	*	33%	*	*	25%	57%
White	N	N	744	763	N	N	N	N	N	N	67%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	20	733	739	760	*	*	*	*	*	30%	62%
Male	16	724	729	750	*	*	*	*	*	19%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	736	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	761	*	*	*	*	*	*	64%
English Learners	N	N	722	720	N	N	N	N	N	N	17%
Non-English Learners	36	729	736	758	*	*	33%	*	*	25%	60%
Homeless Students	N	N	719	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Harriet Tubman Elementary School
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Grades Offered: PK-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	741	733	756	*	24%	*	*	*	42%	58%
White	N	N	743	764	N	N	N	N	N	N	68%
Hispanic	*	*	736	743	*	*	*	*	*	*	44%
Black or African American	*	*	727	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	21	754	739	761	*	*	*	*	*	57%	64%
Male	24	729	728	750	*	*	*	*	*	29%	52%
Economically Disadvantaged Students	32	736	732	740	*	*	*	*	*	38%	39%
Non-Economically Disadvantaged Students	13	751	738	766	*	*	*	*	*	54%	69%
Students with Disabilities	*	*	702	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	N	N	717	713	N	N	N	N	N	N	11%
Non-English Learners	45	741	736	758	*	24%	*	*	*	42%	60%
Homeless Students	*	*	722	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	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%

NJ SCHOOL PERFORMANCE REPORT

Harriet Tubman Elementary School
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	730	737	754	*	21%	33%	*	*	27%	56%
White	*	*	758	762	*	*	*	*	*	*	65%
Hispanic	*	*	740	743	*	*	*	*	*	*	43%
Black or African American	43	730	728	738	*	*	35%	26%	0%	26%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	21	737	744	762	*	*	*	*	*	29%	64%
Male	27	725	730	748	*	*	*	*	*	26%	48%
Economically Disadvantaged Students	36	734	737	740	*	*	*	*	*	31%	39%
Non-Economically Disadvantaged Students	12	717	737	763	*	*	*	*	*	17%	67%
Students with Disabilities	11	693	708	722	*	*	*	*	*	*	19%
Students without Disabilities	37	741	742	761	*	*	*	*	*	*	64%
English Learners	N	N	720	710	N	N	N	N	N	N	*
Non-English Learners	48	730	739	756	*	21%	33%	*	*	27%	*
Homeless Students	N	N	726	729	N	N	N	N	N	N	27%
Students in Foster Care	*	*	717	726	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Harriet Tubman Elementary School
(13-3570-455)
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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	181	88.6	28.2	26.3	44.5	26.3	22.3	Met Target
White	*	*	*	42.2	54.1	*	**	**
Hispanic	*	*	*	30.9	28.8	*	**	**
Black or African American	168	88.3	29.8	16.6	23.0	27.7	22.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	59.0	76.5	N	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	87	86.4	32.2	26.9	44.9	29.5		
Male	94	90.7	24.5	25.8	44.2	23.3		
Economically Disadvantaged Students	138	89.4	25.4	26.6	26.3	*	20.2	Met Target
Non-Economically Disadvantaged Students	43	86.3	37.2	25.4	54.9	*		
Students with Disabilities	46	94.1	10.9	11.6	17.4	10.7	18.3	Not Met
Students without Disabilities	135	86.9	34.1	29.8	50.0	31.2		
English Learners	N	N	N	25.7	25.0	N	**	**
Non-English Learners	181	89.0	28.2	26.5	46.5	26.4		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Harriet Tubman Elementary School
(13-3570-455)
Grades Offered: PK-06
2018-2019

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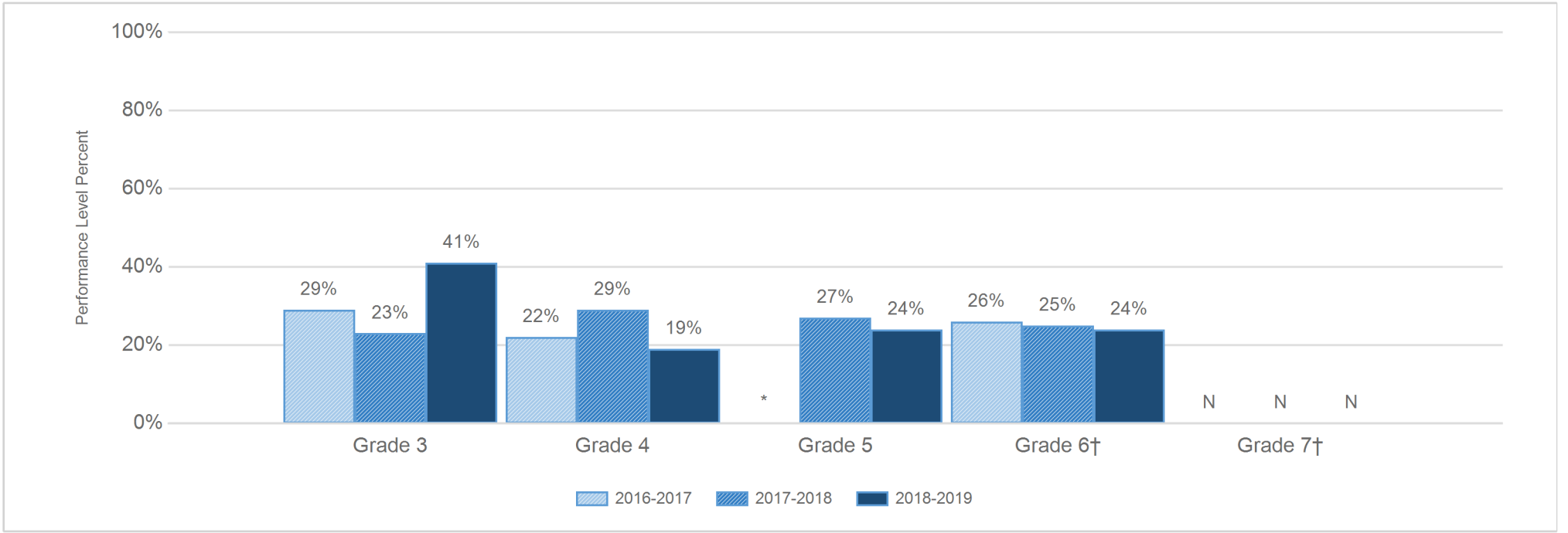
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Harriet Tubman Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	737	735	752	*	*	25%	*	*	41%	55%
White	N	N	757	760	N	N	N	N	N	N	66%
Hispanic	*	*	738	739	*	*	*	*	*	*	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	21	739	*	751	*	*	*	*	*	43%	54%
Male	23	736	*	752	*	*	*	*	*	39%	56%
Economically Disadvantaged Students	34	737	735	737	*	*	*	*	*	38%	37%
Non-Economically Disadvantaged Students	10	738	733	761	*	*	*	*	*	50%	67%
Students with Disabilities	*	*	718	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	738	756	*	*	*	*	*	*	60%
English Learners	N	N	732	728	N	N	N	N	N	N	26%
Non-English Learners	44	737	736	754	*	*	25%	*	*	41%	58%
Homeless Students	N	N	720	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	714	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	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Harriet Tubman Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	725	732	749	*	31%	33%	*	*	19%	51%
White	N	N	746	757	N	N	N	N	N	N	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	20	722	733	749	*	*	*	*	*	15%	50%
Male	16	729	731	749	*	*	*	*	*	25%	52%
Economically Disadvantaged Students	*	*	732	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	731	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	754	*	*	*	*	*	*	56%
English Learners	N	N	728	722	N	N	N	N	N	N	18%
Non-English Learners	36	725	733	751	*	31%	33%	*	*	19%	54%
Homeless Students	N	N	715	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	731	728	747	*	27%	31%	*	*	24%	47%
White	N	N	736	755	N	N	N	N	N	N	58%
Hispanic	*	*	733	735	*	*	*	*	*	*	30%
Black or African American	*	*	720	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	21	738	729	747	*	*	*	*	*	38%	47%
Male	24	725	727	747	*	*	*	*	*	13%	47%
Economically Disadvantaged Students	32	726	728	732	*	*	*	*	*	16%	27%
Non-Economically Disadvantaged Students	13	743	729	757	*	*	*	*	*	46%	59%
Students with Disabilities	*	*	714	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	731	752	*	*	*	*	*	*	52%
English Learners	N	N	721	718	N	N	N	N	N	N	12%
Non-English Learners	45	731	729	749	*	27%	31%	*	*	24%	49%
Homeless Students	*	*	714	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	720	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	*	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Harriet Tubman Elementary School
(13-3570-455)
Grades Offered: PK-06
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	722	725	741	22%	37%	*	*	*	24%	41%
White	*	*	745	749	*	*	*	*	*	*	51%
Hispanic	*	*	728	729	*	*	*	*	*	*	24%
Black or African American	42	723	715	722	*	36%	*	*	*	24%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	754	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	19	730	726	742	*	*	*	*	*	32%	42%
Male	27	717	723	740	*	*	*	*	*	19%	40%
Economically Disadvantaged Students	35	728	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	11	704	722	750	*	*	*	*	*	*	53%
Students with Disabilities	11	696	708	716	*	*	*	*	*	*	12%
Students without Disabilities	35	730	728	746	*	*	*	*	*	*	46%
English Learners	N	N	715	709	N	N	N	N	N	N	*
Non-English Learners	46	722	726	743	22%	37%	*	*	*	24%	*
Homeless Students	N	N	713	717	N	N	N	N	N	N	12%
Students in Foster Care	*	*	707	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
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

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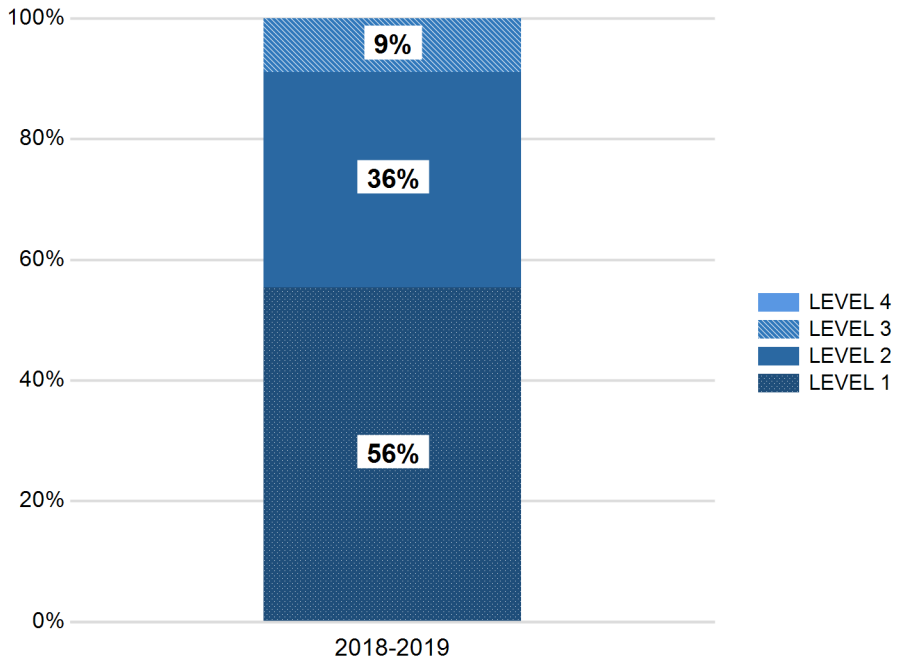
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	56	36	9	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	38	52	10	0
Male	71	21	8	0
Economically Disadvantaged Students	58	33	9	0
Non-Economically Disadvantaged Students	50	42	8	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	56	36	9	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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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.

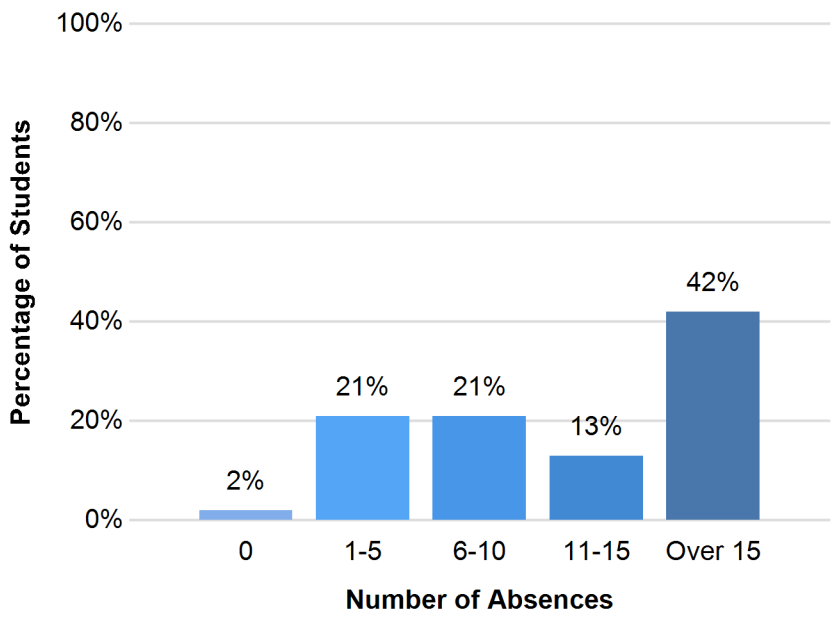
Chronic Absenteeism

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	130	35.8	8.8	Not Met
White	*	*	**	**
Hispanic	9	37.5	8.8	Not Met
Black or African American	121	36.0	8.8	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	62	35.6		
Male	68	36.0		
Economically Disadvantaged Students	92	34.2	8.8	Not Met
Students with Disabilities	33	44.0	8.8	Not Met
English Learners	N	N	N	N
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.



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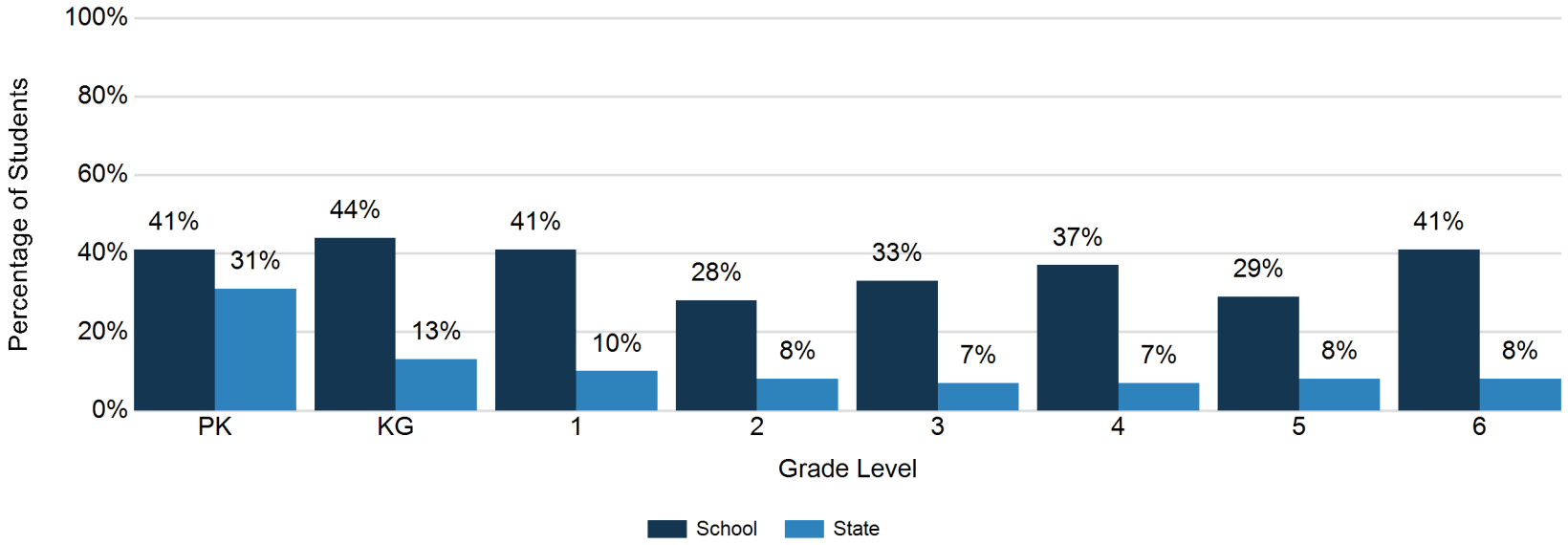
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	1
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.76

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	1
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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	2		2

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	1.6:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	29	118,214
Average years experience in public schools	10.5	12.1
Average years experience in district	9.1	10.8
Percentage of Teachers with 4 or more years experience in the district	48.3%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1	14:1
Students to Administrators	131:1	106:1
Teachers to Administrators	10:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.7%	82.8%	66.7%	48.4%	77.1%	54.9%
Male	51.3%	17.2%	33.3%	51.6%	22.9%	45.1%
White	0.5%	34.5%	0.0%	42.4%	83.6%	77.4%
Hispanic	7.4%	10.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	91.9%	51.7%	100.0%	15.0%	6.6%	13.9%
Asian	0.3%	3.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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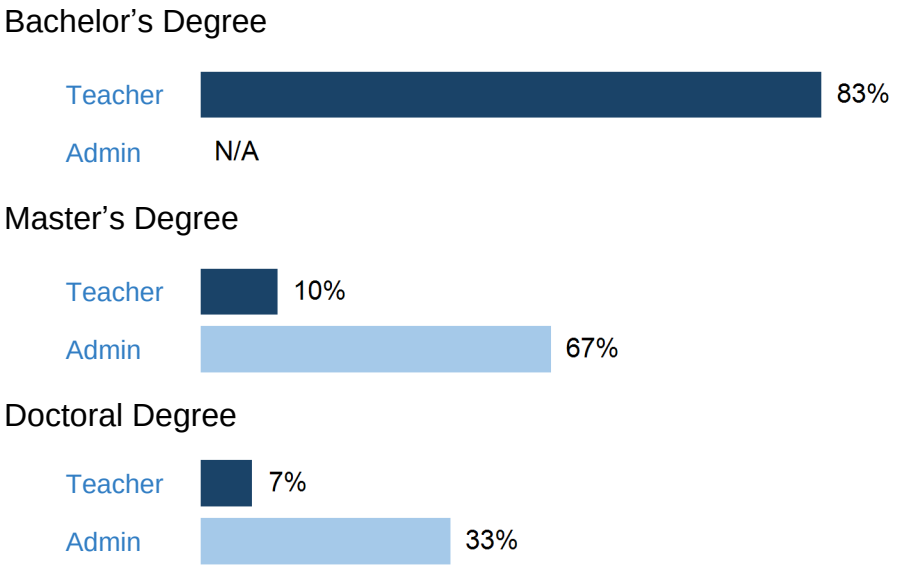
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	76.3%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	23.8%	30.8%	32.5%
Math Proficiency	22.2%	30.6%	26.3%
ELA Growth	39	46	47
Math Growth	51	65	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	34.0%	38.1%	35.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

NJ SCHOOL PERFORMANCE REPORT

Harriet Tubman Elementary School
(13-3570-455)
Grades Offered: PK-06
2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Met Standard	N	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	**	**	**	**	n/a	Not Met	No
Black or African American	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	The mission of Harriet Tubman National Blue Ribbon School is to provide children with a quality education and to ensure that all students become lifelong learners who are caring productive and responsible citizens

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Courses, Curriculum, Instruction:	Gifted and Talented / Honors
Sports and Athletics:	Sports Offered: Basketball (Boys), Bowling (Coed), Cheerleading (Coed) n a
Clubs and Activities:	Chess Club Dance

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School Narrative

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Before and After School Programs:	Before Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Greater Newark Conservatory Montclair State University Newark Conservancy NJPAC School time Performance Series Program

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Facilities:	Built in 1876 and includes Auditorium Music Classrooms and Outside Garden
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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School Narrative

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Mr. Alejandro Lopez
Address	8 HAWKINS ST NEWARK, NJ 07105-3918
Phone Number	973-465-4920
Email Address	A1Lopez@NPS.K12.NJ.US
Website	http://www.nps.k12.nj.us/HWK
Facebook	https://www.facebook.com/hawkinsstreet.nps

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	15	0	0
KG	99	75	57
1	100	91	65
2	90	95	81
3	82	82	85
4	84	86	77
5	81	87	84
6	58	85	84
7	59	59	83
8	65	64	62
9	0	0	0
Total	733	724	678

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	48.2%	46.8%	48.7%
Male	51.8%	53.2%	51.3%
Economically Disadvantaged Students	92.9%	91.7%	90.7%
Students with Disabilities	10.6%	12.7%	16.7%
English Learners	35.9%	37.4%	41.7%
Homeless Students	1.1%	1.2%	1.6%
Students in Foster Care	0.7%	1.4%	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	18.8%	17.5%	18.4%
Hispanic	57.4%	60.8%	62.1%
Black or African American	23.2%	21.3%	19.2%
Asian	0.3%	0.3%	0.3%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	0.0%	0.1%	0.0%

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	0	0	0
PK - Full Day	15	0	0
KG - Half Day	0	0	0
KG - Full Day	99	75	57

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	733	724	678
Shared Time Students	0	0	0
Full Time Equivalent	733	724	678

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
Spanish	47.9%
English	34.7%
Portuguese	17.1%
Other Languages	0.3%

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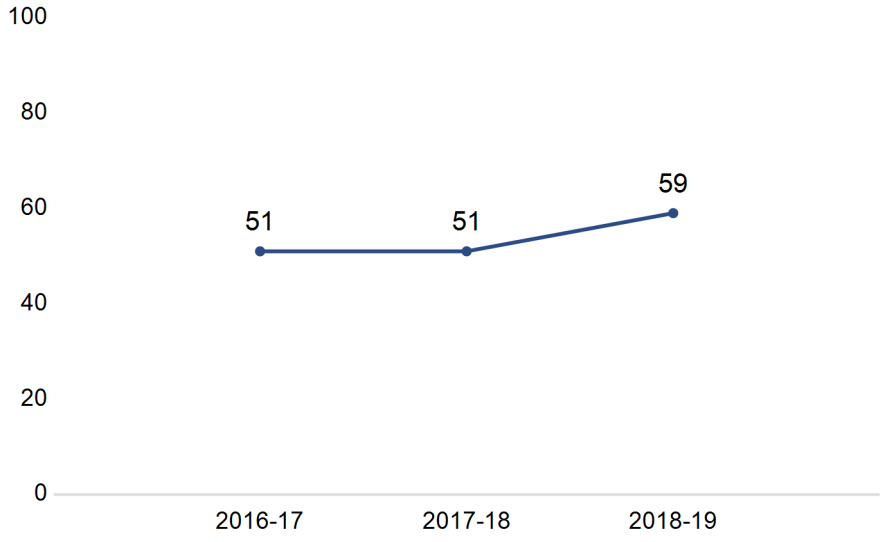
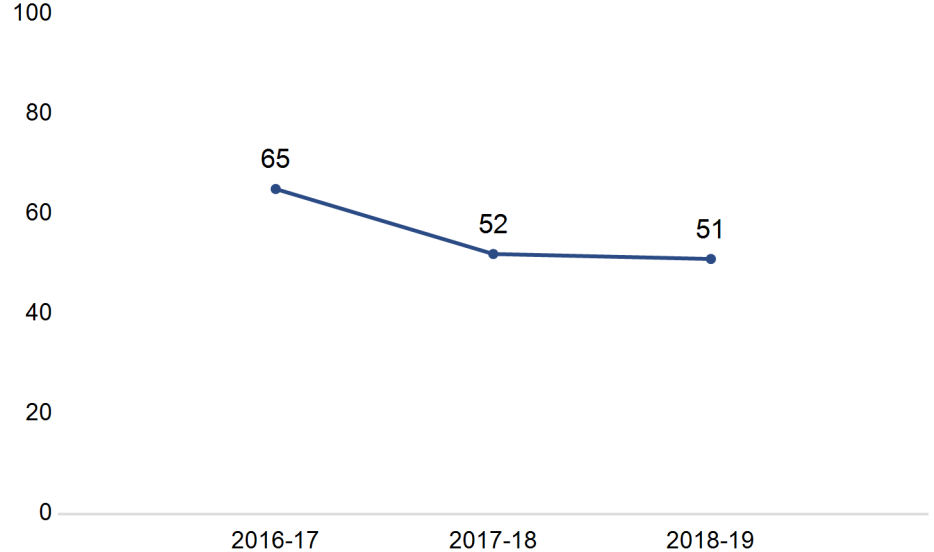
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





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	51	59	65	52	51
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	59	48	50	Met Standard	51	48	50	Met Standard
White	61	56	50	Exceeds Standard	69	56	52	Exceeds Standard
Hispanic	57	50	49	Met Standard	54	51	47	Met Standard
Black or African American	61	43	45	Exceeds Standard	38	41	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	60	59	**	*	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	64	51	53	N	49	49	50	N
Male	56	45	47	N	53	48	51	N
Economically Disadvantaged Students	58	47	48	Met Standard	52.5	48	46	Met Standard
Students with Disabilities	55	39	43	Met Standard	49	48	45	Met Standard
English Learners	57.5	53	52	Met Standard	59	53	50	Met Standard
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	*	49	42	N	*	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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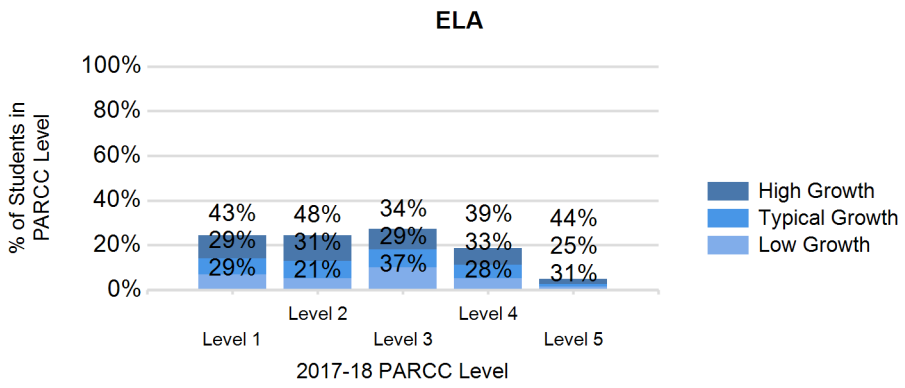
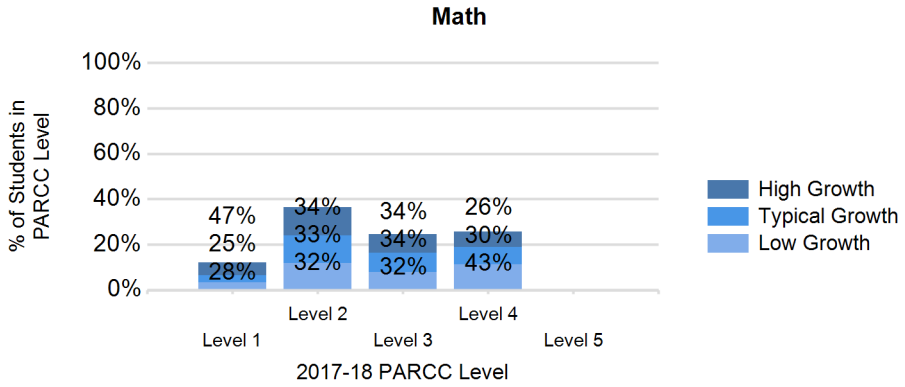
Student Growth by Performance Level

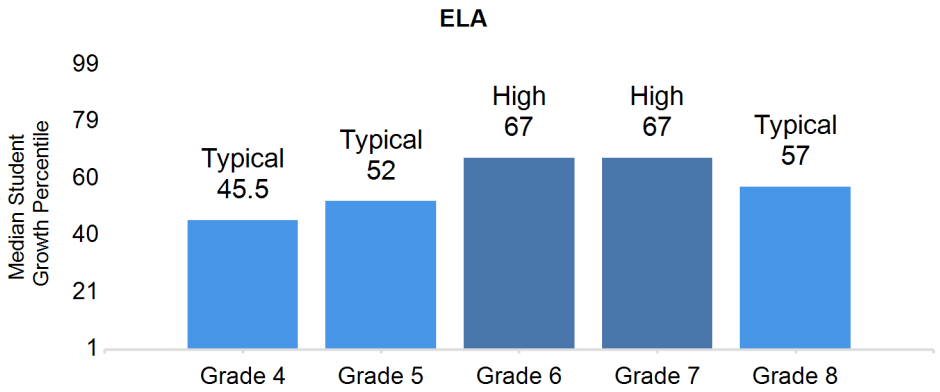
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

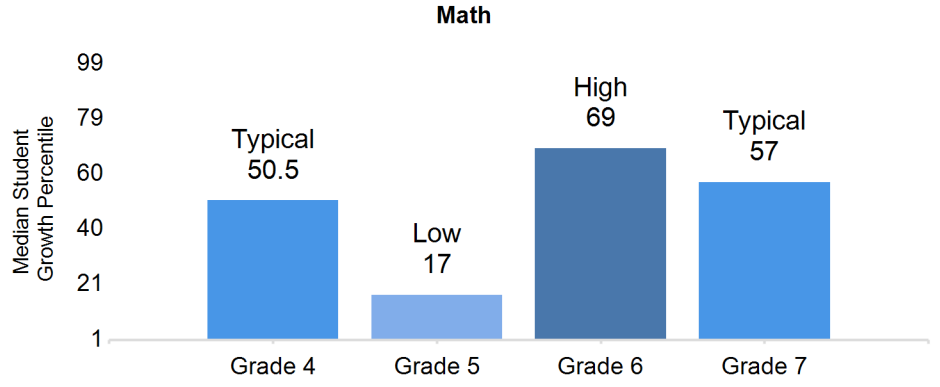




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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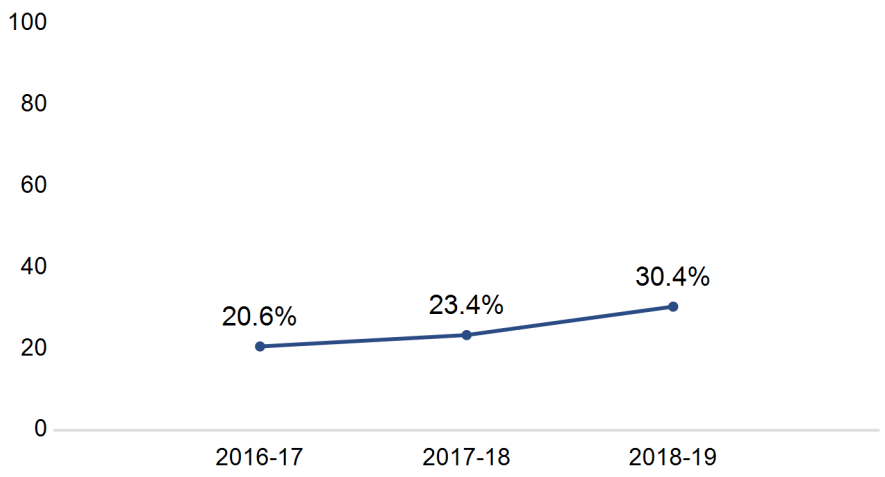
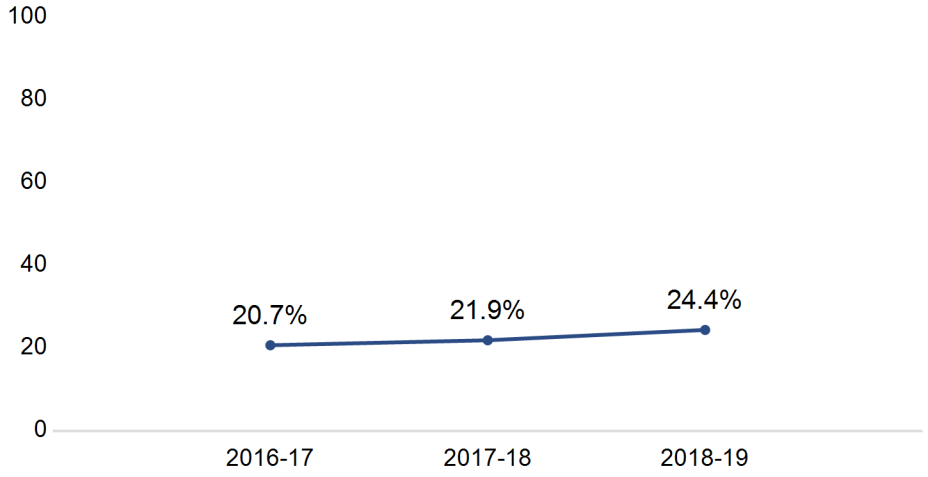
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

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%	96.8%	99.1%	99.8%	99.2%
Proficiency Rate for Federal Accountability	20.6%	23.4%	30.4%	20.7%	21.9%	24.4%
Annual Target	19.9%	23.0%	26.2%	18.2%	21.4%	24.7%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
(13-3570-460)
Grades Offered: PK-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	438	96.8	30.4	*	57.9	30.4	26.2	Met Target
White	76	93.1	32.9	54.7	66.9	32.9	35.5	Met Target†
Hispanic	260	97.4	32.3	38.9	43.9	32.3	28.5	Met Target
Black or African American	99	99.0	22.2	28.8	38.5	22.2	16	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	*	*	*	33.3	64.4	*	**	**
Female	205	95.9	38.0	42.9	64.8	38.0		
Male	233	97.6	23.6	30.3	51.3	23.6		
Economically Disadvantaged Students	411	97.9	30.4	35.8	40.0	*	25	Met Target
Non-Economically Disadvantaged Students	27	83.3	29.6	38.6	67.9	*		
Students with Disabilities	82	98.8	*	14.1	22.7	*	16.8	Not Met
Students without Disabilities	356	96.3	*	41.7	65.1	*		
English Learners	205	94.5	25.4	29.3	29.3	25.4	13.7	Met Target
Non-English Learners	233	98.8	34.8	38.3	60.6	34.8		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
(13-3570-460)
Grades Offered: PK-08
2018-2019

Report Key:
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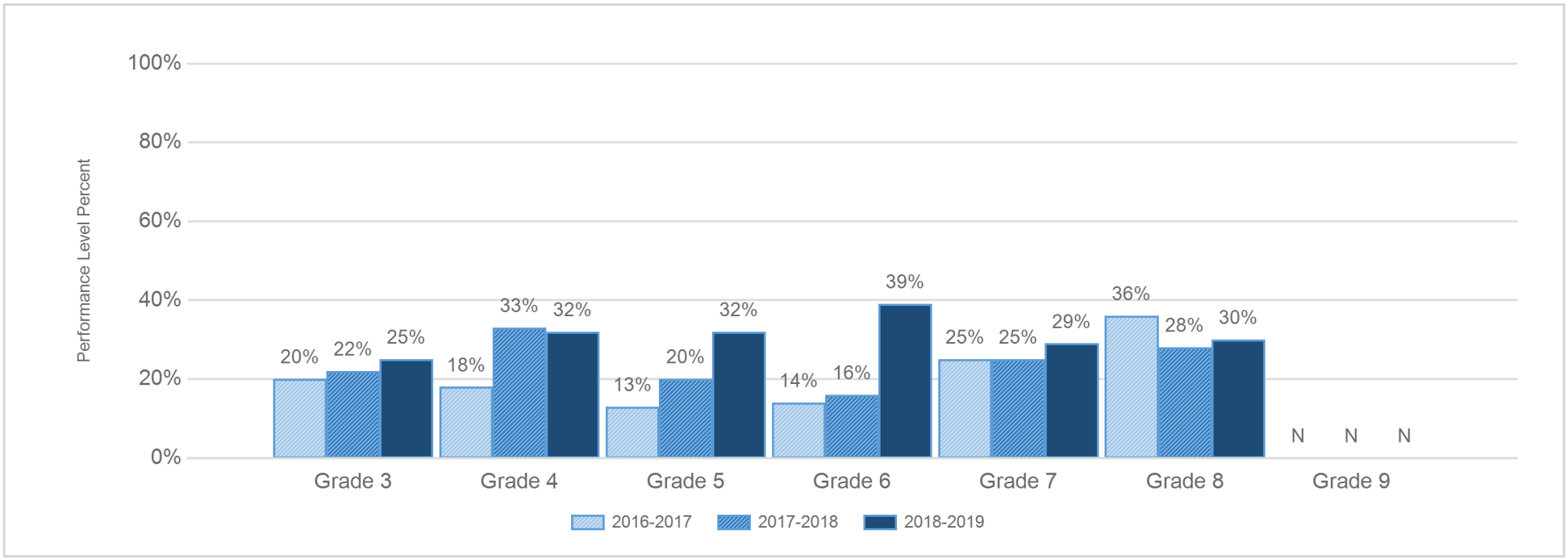
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
(13-3570-460)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	719	727	748	36%	16%	22%	25%	0%	25%	50%
White	15	732	746	757	*	*	*	*	*	47%	60%
Hispanic	52	717	728	734	37%	*	29%	*	*	17%	36%
Black or African American	16	712	721	731	*	*	*	*	*	25%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	45	712	730	753	*	*	*	*	*	20%	55%
Male	40	727	723	743	*	*	*	*	*	30%	46%
Economically Disadvantaged Students	*	*	726	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	729	759	*	*	*	*	*	*	61%
Students with Disabilities	10	697	700	719	*	*	*	*	*	*	24%
Students without Disabilities	75	722	731	754	*	*	*	*	*	*	56%
English Learners	37	718	716	713	35%	*	*	*	*	24%	17%
Non-English Learners	48	719	729	751	38%	*	*	*	*	25%	54%
Homeless Students	*	*	708	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	707	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	*	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
(13-3570-460)
Grades Offered: PK-08
2018-2019

Report Key:
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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	74	732	734	755	23%	15%	30%	*	*	32%	57%
White	*	*	744	763	*	*	*	*	*	*	67%
Hispanic	49	730	739	743	29%	*	22%	*	*	35%	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	34	742	739	760	*	*	*	*	*	47%	62%
Male	40	724	729	750	*	*	*	*	*	20%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	736	765	*	*	*	*	*	*	69%
Students with Disabilities	18	707	707	725	*	*	*	*	*	*	25%
Students without Disabilities	56	740	739	761	*	*	*	*	*	*	64%
English Learners	34	720	722	720	*	*	*	*	*	21%	17%
Non-English Learners	40	742	736	758	*	*	*	*	*	43%	60%
Homeless Students	*	*	719	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	724	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
(13-3570-460)
Grades Offered: PK-08
2018-2019

Report Key:
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N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	734	733	756	20%	27%	22%	*	*	32%	58%
White	13	729	743	764	*	*	*	*	*	23%	68%
Hispanic	48	736	736	743	21%	29%	*	*	*	38%	44%
Black or African American	18	731	727	739	*	*	*	*	*	22%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	42	743	739	761	*	*	*	*	*	40%	64%
Male	37	723	728	750	*	*	*	*	*	22%	52%
Economically Disadvantaged Students	*	*	732	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	738	766	*	*	*	*	*	*	69%
Students with Disabilities	13	715	702	724	*	*	*	*	*	15%	23%
Students without Disabilities	66	737	739	762	*	*	*	*	*	35%	65%
English Learners	28	712	717	713	*	*	*	*	*	*	11%
Non-English Learners	51	745	736	758	*	*	*	*	*	*	60%
Homeless Students	*	*	722	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	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%

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
(13-3570-460)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	739	737	754	*	25%	25%	*	*	39%	56%
White	*	*	758	762	*	*	*	*	*	*	65%
Hispanic	49	740	740	743	*	20%	24%	*	*	41%	43%
Black or African American	17	724	728	738	*	*	*	*	*	18%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	33	748	744	762	*	*	*	*	*	55%	64%
Male	44	732	730	748	*	*	*	*	*	27%	48%
Economically Disadvantaged Students	*	*	737	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	737	763	*	*	*	*	*	*	67%
Students with Disabilities	11	721	708	722	*	*	*	*	*	*	19%
Students without Disabilities	66	742	742	761	*	*	*	*	*	*	64%
English Learners	18	715	720	710	*	*	*	*	*	17%	*
Non-English Learners	59	746	739	756	*	*	*	*	*	46%	*
Homeless Students	*	*	726	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	717	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%

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
(13-3570-460)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	729	741	761	19%	27%	25%	*	*	29%	63%
White	25	725	756	769	*	*	*	*	*	24%	72%
Hispanic	37	734	744	747	*	35%	*	*	*	32%	50%
Black or African American	15	724	733	741	*	*	*	*	*	27%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	30	737	749	769	*	*	*	*	*	33%	71%
Male	47	724	734	753	*	*	*	*	*	26%	55%
Economically Disadvantaged Students	*	*	740	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	746	771	*	*	*	*	*	*	73%
Students with Disabilities	15	705	705	720	*	*	*	*	*	*	22%
Students without Disabilities	62	735	749	769	*	*	*	*	*	*	71%
English Learners	30	716	712	706	*	*	*	*	*	17%	12%
Non-English Learners	47	737	744	763	*	*	*	*	*	36%	65%
Homeless Students	N	N	724	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	735	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%

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
(13-3570-460)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	732	742	762	21%	21%	28%	*	*	30%	63%
White	10	737	765	770	*	*	*	*	*	30%	72%
Hispanic	27	734	746	747	*	*	*	*	*	33%	49%
Black or African American	16	726	733	741	*	*	*	*	*	25%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	23	736	751	771	*	*	*	*	*	35%	71%
Male	30	729	735	753	*	*	*	*	*	27%	55%
Economically Disadvantaged Students	*	*	742	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	744	772	*	*	*	*	*	*	72%
Students with Disabilities	12	709	707	721	*	*	0%	*	*	25%	22%
Students without Disabilities	41	739	750	770	*	*	37%	*	*	32%	71%
English Learners	13	713	717	708	*	*	*	*	*	*	12%
Non-English Learners	40	738	745	764	*	*	*	*	*	*	65%
Homeless Students	*	*	711	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	714	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
(13-3570-460)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	454	99.2	24.4	26.3	44.5	24.4	24.7	Met Target†
White	85	100.0	25.9	42.2	54.1	25.9	36.1	Not Met
Hispanic	267	99.3	27.0	30.9	28.8	27.0	26.3	Met Target
Black or African American	99	99.0	15.2	16.6	23.0	15.2	15	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	*	*	*	18.8	53.3	*	**	**
Female	212	98.7	21.2	26.9	44.9	21.2		
Male	242	99.6	27.3	25.8	44.2	27.3		
Economically Disadvantaged Students	418	99.1	24.4	26.6	26.3	24.4	25	Met Target†
Non-Economically Disadvantaged Students	36	100.0	25.0	25.4	54.9	25.0		
Students with Disabilities	82	98.8	*	11.6	17.4	*	15.2	Not Met
Students without Disabilities	372	99.2	*	29.8	50.0	*		
English Learners	220	99.1	24.1	25.7	25.0	24.1	17	Met Target
Non-English Learners	234	99.2	24.8	26.5	46.5	24.8		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
(13-3570-460)
Grades Offered: PK-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
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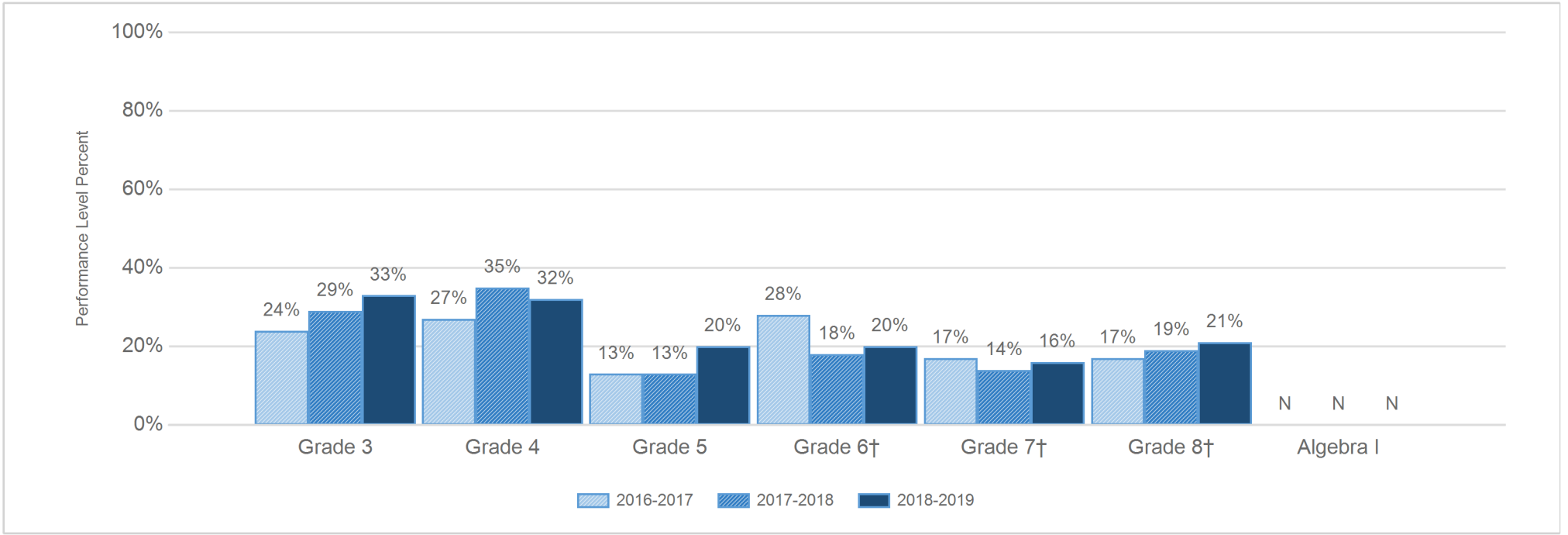
N No Data is available to display
† This indicates a table specific note,see note below table

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.

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
(13-3570-460)
Grades Offered: PK-08
2018-2019

Report Key:
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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	86	733	735	752	16%	19%	33%	*	*	33%	55%
White	16	746	757	760	*	*	*	*	*	44%	66%
Hispanic	52	735	738	739	*	21%	37%	*	*	31%	40%
Black or African American	16	716	726	735	*	*	*	*	*	25%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	45	724	*	751	*	*	40%	*	*	16%	54%
Male	41	743	*	752	*	*	24%	*	*	51%	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	733	761	*	*	*	*	*	*	67%
Students with Disabilities	10	724	718	731	*	*	*	*	*	10%	31%
Students without Disabilities	76	734	738	756	*	*	*	*	*	36%	60%
English Learners	38	736	732	728	*	*	37%	*	*	32%	26%
Non-English Learners	48	731	736	754	*	*	29%	*	*	33%	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	714	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	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
(13-3570-460)
Grades Offered: PK-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 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	78	734	732	749	14%	21%	33%	*	*	32%	51%
White	10	739	746	757	*	*	*	*	*	40%	62%
Hispanic	51	737	738	737	*	*	35%	*	*	33%	36%
Black or African American	17	723	719	731	*	*	*	*	*	24%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	36	739	733	749	*	*	*	*	*	33%	50%
Male	42	730	731	749	*	*	*	*	*	31%	52%
Economically Disadvantaged Students	*	*	732	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	731	759	*	*	*	*	*	*	63%
Students with Disabilities	18	716	713	726	*	*	*	*	*	11%	25%
Students without Disabilities	60	740	736	754	*	*	*	*	*	38%	56%
English Learners	37	734	728	722	*	*	32%	*	*	30%	18%
Non-English Learners	41	735	733	751	*	*	34%	*	*	34%	54%
Homeless Students	*	*	715	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	722	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
(13-3570-460)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	723	728	747	19%	37%	23%	20%	0%	20%	47%
White	14	738	736	755	*	*	*	*	*	14%	58%
Hispanic	51	721	733	735	24%	37%	*	*	*	22%	30%
Black or African American	18	718	720	729	*	*	*	*	*	22%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	44	723	729	747	*	36%	*	*	*	23%	47%
Male	39	724	727	747	*	38%	*	*	*	18%	47%
Economically Disadvantaged Students	73	725	728	732	*	*	*	*	*	22%	27%
Non-Economically Disadvantaged Students	10	713	729	757	*	*	*	*	*	10%	59%
Students with Disabilities	13	710	714	725	*	*	*	*	*	*	19%
Students without Disabilities	70	726	731	752	*	*	*	*	*	*	52%
English Learners	30	715	721	718	*	37%	*	*	*	10%	12%
Non-English Learners	53	728	729	749	*	38%	*	*	*	26%	49%
Homeless Students	*	*	714	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	720	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	*	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	728	725	741	*	38%	32%	*	*	20%	41%
White	*	*	745	749	*	*	*	*	*	*	51%
Hispanic	52	729	728	729	*	37%	33%	*	*	23%	24%
Black or African American	17	714	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	35	731	726	742	*	*	43%	*	*	23%	42%
Male	49	725	723	740	*	*	24%	*	*	18%	40%
Economically Disadvantaged Students	*	*	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	722	750	*	*	*	*	*	*	53%
Students with Disabilities	11	716	708	716	*	*	*	*	*	*	12%
Students without Disabilities	73	729	728	746	*	*	*	*	*	*	46%
English Learners	25	715	715	709	*	*	*	*	*	*	*
Non-English Learners	59	733	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	707	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%

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
(13-3570-460)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	727	731	744	*	43%	30%	*	*	16%	42%
White	28	730	738	751	*	*	*	*	*	*	53%
Hispanic	40	731	733	733	*	38%	33%	*	*	20%	26%
Black or African American	15	713	723	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	32	726	*	744	*	*	*	*	*	*	42%
Male	51	728	*	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	73	729	731	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	10	714	731	751	*	*	*	*	*	*	53%
Students with Disabilities	15	709	708	718	*	*	*	*	*	*	13%
Students without Disabilities	68	731	736	749	*	*	*	*	*	*	48%
English Learners	35	730	721	716	*	37%	34%	*	*	17%	10%
Non-English Learners	48	725	732	745	*	48%	27%	*	*	15%	44%
Homeless Students	N	N	719	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	718	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	*	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
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Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	719	722	728	34%	30%	*	*	*	21%	29%
White	13	711	731	737	*	*	*	*	*	15%	38%
Hispanic	32	729	727	722	*	34%	*	*	*	25%	22%
Black or African American	16	707	713	714	*	*	0%	*	*	19%	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	27	715	724	731	41%	*	*	*	*	22%	31%
Male	34	723	719	726	29%	*	*	*	*	21%	27%
Economically Disadvantaged Students	*	*	722	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	721	735	*	*	*	*	*	*	36%
Students with Disabilities	12	709	697	707	*	*	*	*	*	*	10%
Students without Disabilities	49	722	727	734	*	*	*	*	*	*	35%
English Learners	20	714	712	706	*	*	*	*	*	10%	10%
Non-English Learners	41	722	723	730	*	*	*	*	*	27%	30%
Homeless Students	*	*	695	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	707	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

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Hawkins Street School
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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	N	N
6	N	N
7	N	N
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	41.7%	40.9%	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	102	*	*
3-4	89	*	*
5 or more	57	84.2%	15.8%

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2018-2019

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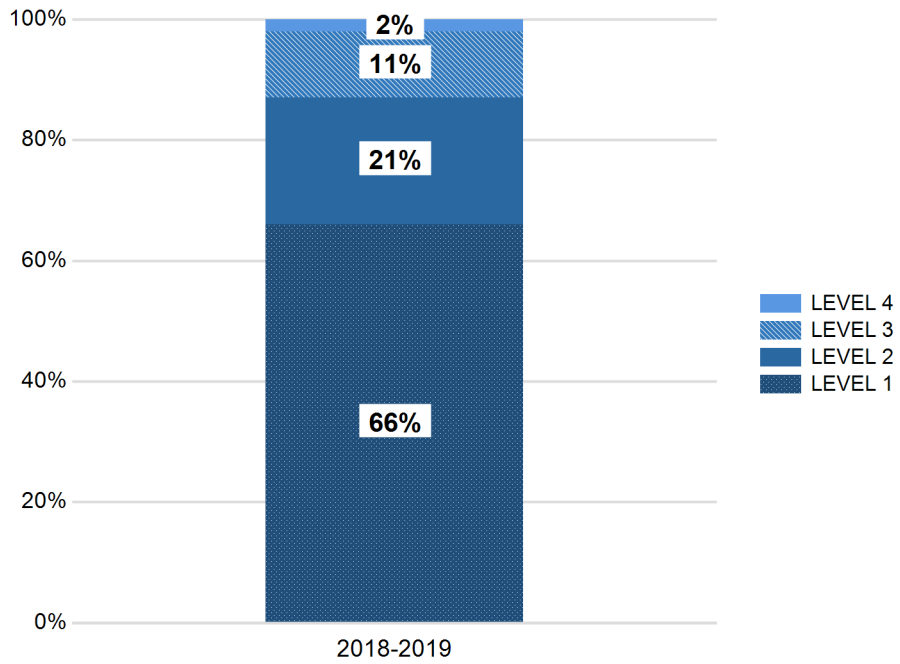
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	66	21	11	2
White	43	43	7	7
Hispanic	69	18	14	0
Black or African American	76	12	6	6
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	64	18	16	2
Male	68	24	5	3
Economically Disadvantaged Students	65	21	11	3
Non-Economically Disadvantaged Students	70	20	10	0
Students with Disabilities	83	17	0	0
Students without Disabilities	63	21	13	3
English Learners	83	13	3	0
Non-English Learners	56	25	15	4
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
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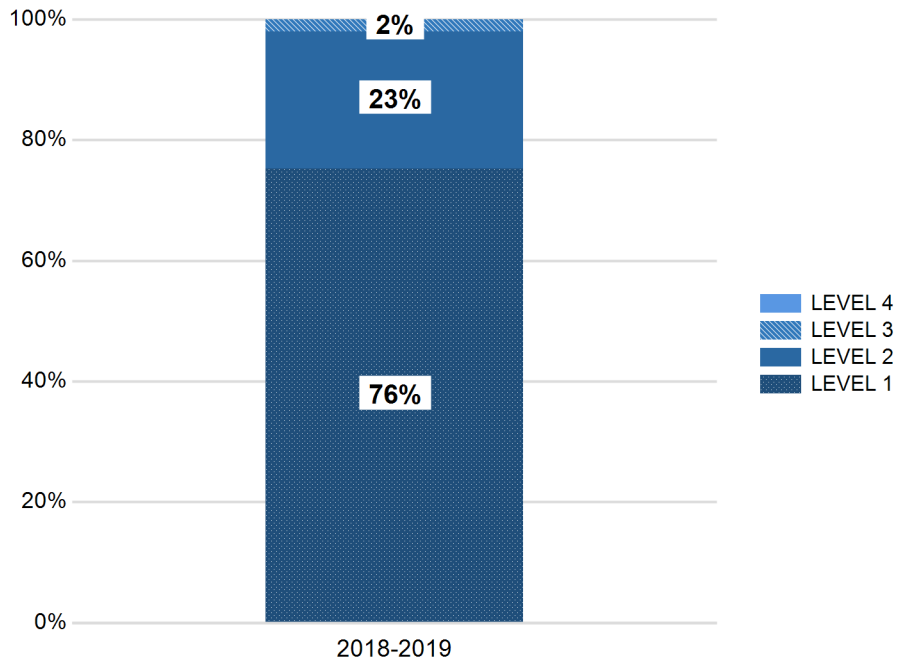
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	76	23	2	0
White	71	29	0	0
Hispanic	72	25	3	0
Black or African American	88	13	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	75	25	0	0
Male	76	21	3	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	75	25	0	0
Students without Disabilities	76	22	2	0
English Learners	75	25	0	0
Non-English Learners	76	21	2	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	84
7	0	0	83
8	0	0	62
Total	0	0	229

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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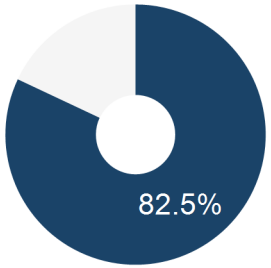
Visual and Performing Arts – Course Participation

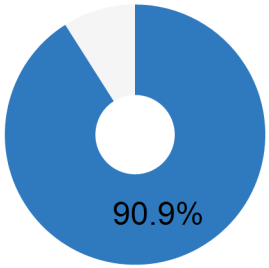
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

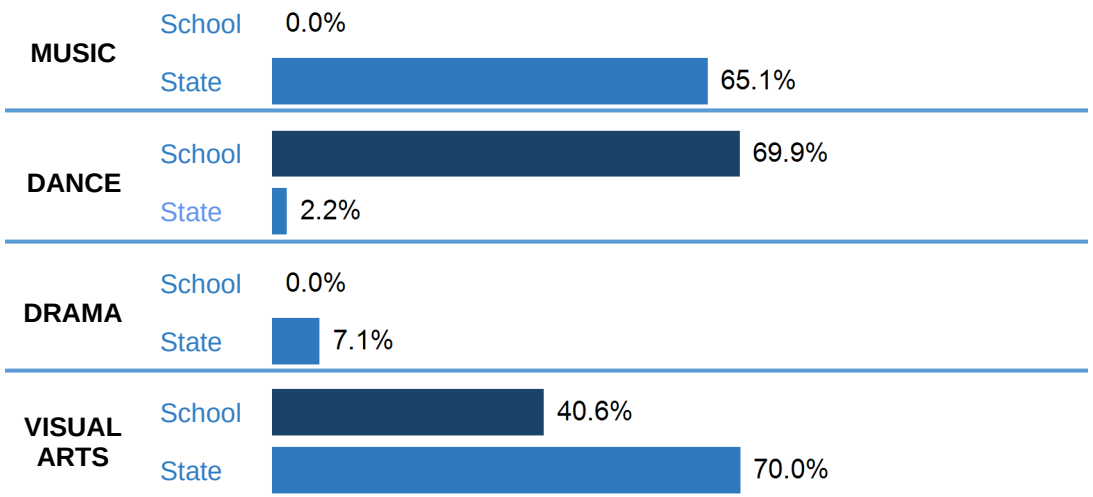


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
(13-3570-460)
Grades Offered: PK-08
2018-2019

Report Key:
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

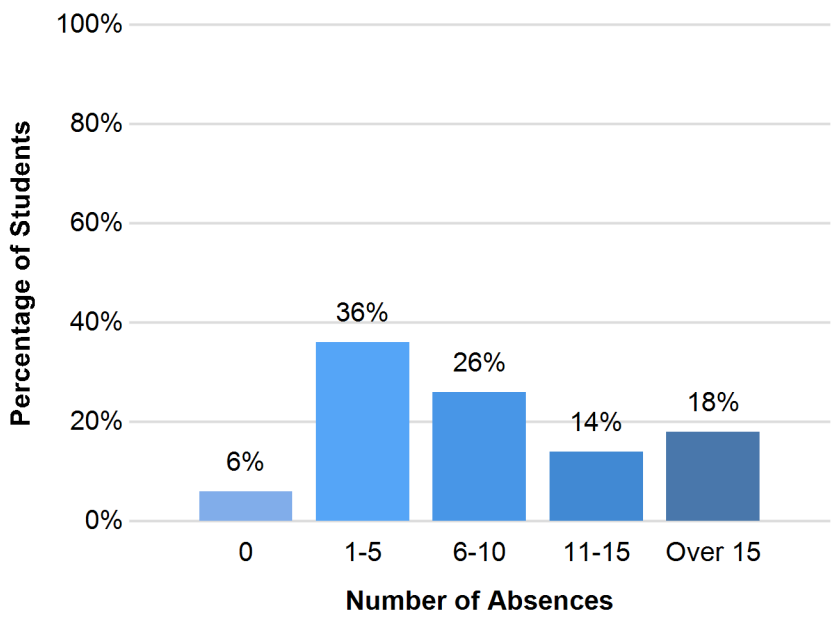
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	105	15.6	9.0	Not Met
White	*	*	9.0	Met
Hispanic	55	13.1	9.0	Not Met
Black or African American	40	30.5	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	56	17.2		
Male	49	14.2		
Economically Disadvantaged Students	91	14.9	9.0	Not Met
Students with Disabilities	30	26.3	9.0	Not Met
English Learners	18	6.5	9.0	Met
Homeless Students	5	45.5		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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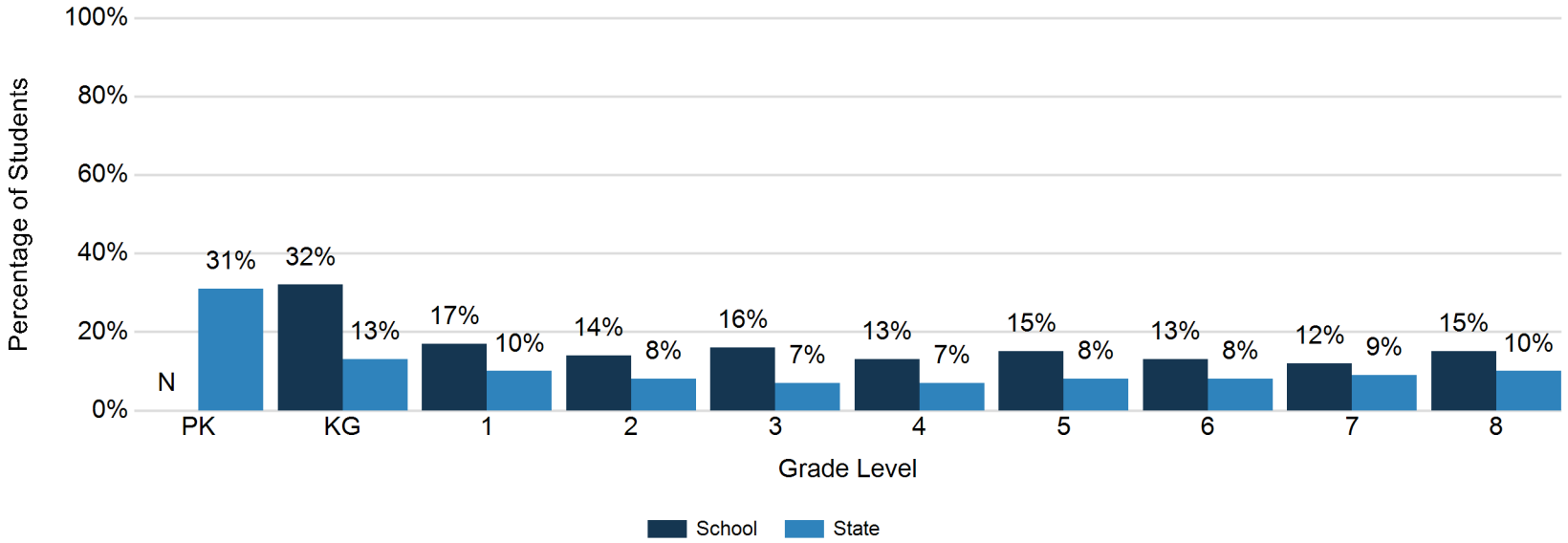
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.74

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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	5	5
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	*	*
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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	1.9:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	49	118,214
Average years experience in public schools	7.9	12.1
Average years experience in district	7.1	10.8
Percentage of Teachers with 4 or more years experience in the district	49.0%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1	14:1
Students to Administrators	136:1	106:1
Teachers to Administrators	10:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.7%	79.6%	80.0%	48.4%	77.1%	54.9%
Male	51.3%	20.4%	20.0%	51.6%	22.9%	45.1%
White	18.4%	65.3%	60.0%	42.4%	83.6%	77.4%
Hispanic	62.1%	16.3%	20.0%	29.9%	7.3%	7.2%
Black or African American	19.2%	14.3%	20.0%	15.0%	6.6%	13.9%
Asian	0.3%	2.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	2.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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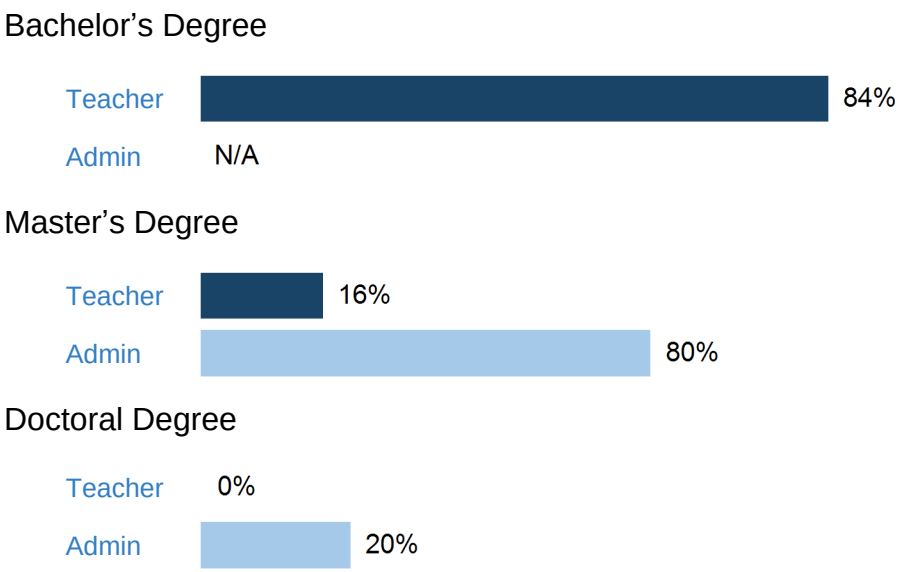
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	78.9%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	20.6%	23.4%	30.4%
Math Proficiency	20.7%	21.9%	24.4%
ELA Growth	51	51	59
Math Growth	65	52	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		51.2%	41.7%
Chronic Absenteeism	21.2%	24.8%	15.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Met Standard	Met Standard	Met Target	Not Met	No
White	Met Target†	Not Met	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target	Exceeds Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	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	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	At Hawkins Street School all stakeholders ensure that the school is a safe welcoming and nurturing environment to promote growth and success for all students As leaders teachers and students we live by our core values as we strive for excellence each and every day We are HAWKS
Awards, Recognition, Accomplishments:	At Hawkins Street School we emphasize the importance of grit being intentional presence and student demonstrating learning

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Courses, Curriculum, Instruction:	Gifted and Talented / Honors
Clubs and Activities:	Boys Mentoring Dance Debate Disney NJPAC theater National Junior Honor Society

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools
Postsecondary Information:	Graduates attended 2 and 4 year schools including: Berkley Bloomfield Essex Felician Hudson Kean NJCU Rutgers St Peters Union and William Paterson Additionally graduates enlisted in the United States Military attended various technical schools and joined the workforce

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Alvin Ailey Dance Foundation Inc Ironbound Community Center Main Street Counseling My Very Own Library National Honors society

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
(13-3570-460)
Grades Offered: PK-08
2018-2019

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Facilities:	Built in 1887 and includes Auditorium Computer Labs and Media Center
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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School Narrative

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Mr. Alejandro Lopez
Address	8 HAWKINS ST NEWARK, NJ 07105-3918
Phone Number	973-465-4920
Email Address	A1Lopez@NPS.K12.NJ.US
Website	http://www.nps.k12.nj.us/HWK
Facebook	https://www.facebook.com/hawkinsstreet.nps

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	15	0	0
KG	99	75	57
1	100	91	65
2	90	95	81
3	82	82	85
4	84	86	77
5	81	87	84
6	58	85	84
7	59	59	83
8	65	64	62
9	0	0	0
Total	733	724	678

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	48.2%	46.8%	48.7%
Male	51.8%	53.2%	51.3%
Economically Disadvantaged Students	92.9%	91.7%	90.7%
Students with Disabilities	10.6%	12.7%	16.7%
English Learners	35.9%	37.4%	41.7%
Homeless Students	1.1%	1.2%	1.6%
Students in Foster Care	0.7%	1.4%	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	18.8%	17.5%	18.4%
Hispanic	57.4%	60.8%	62.1%
Black or African American	23.2%	21.3%	19.2%
Asian	0.3%	0.3%	0.3%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	0.0%	0.1%	0.0%

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	0	0	0
PK - Full Day	15	0	0
KG - Half Day	0	0	0
KG - Full Day	99	75	57

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	733	724	678
Shared Time Students	0	0	0
Full Time Equivalent	733	724	678

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
Spanish	47.9%
English	34.7%
Portuguese	17.1%
Other Languages	0.3%

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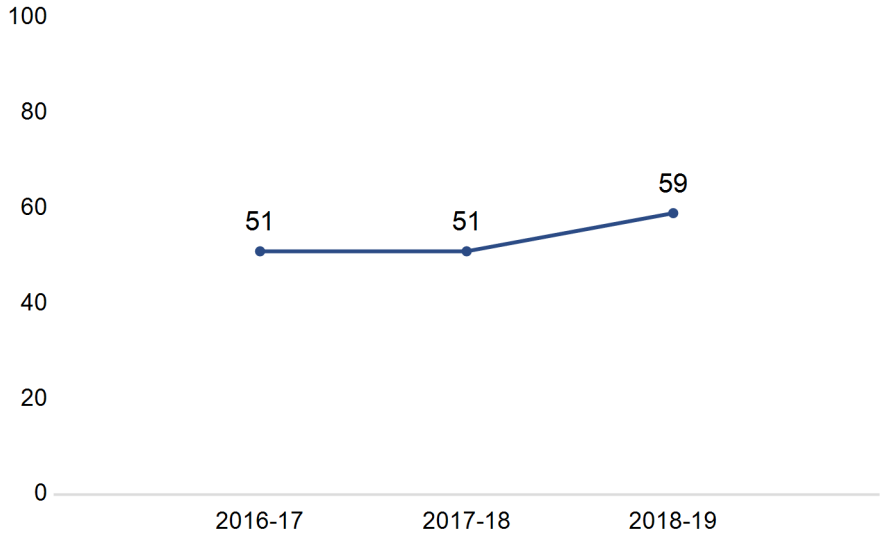
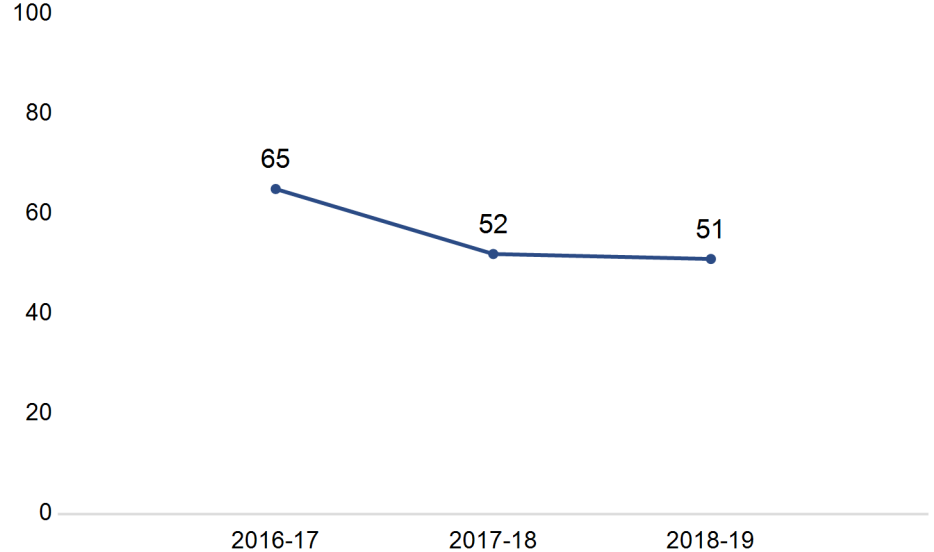
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





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	51	59	65	52	51
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	59	48	50	Met Standard	51	48	50	Met Standard
White	61	56	50	Exceeds Standard	69	56	52	Exceeds Standard
Hispanic	57	50	49	Met Standard	54	51	47	Met Standard
Black or African American	61	43	45	Exceeds Standard	38	41	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	60	59	**	*	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	64	51	53	N	49	49	50	N
Male	56	45	47	N	53	48	51	N
Economically Disadvantaged Students	58	47	48	Met Standard	52.5	48	46	Met Standard
Students with Disabilities	55	39	43	Met Standard	49	48	45	Met Standard
English Learners	57.5	53	52	Met Standard	59	53	50	Met Standard
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	*	49	42	N	*	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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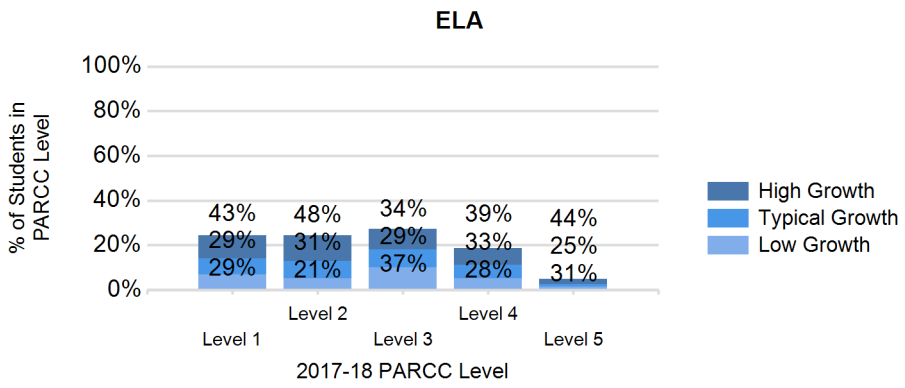
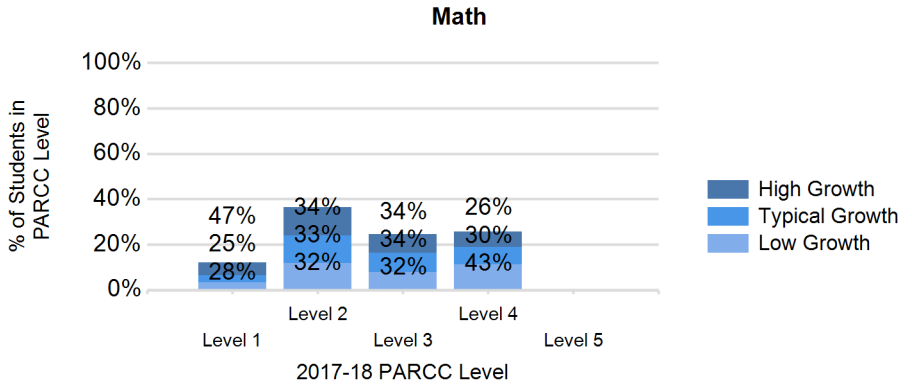
Student Growth by Performance Level

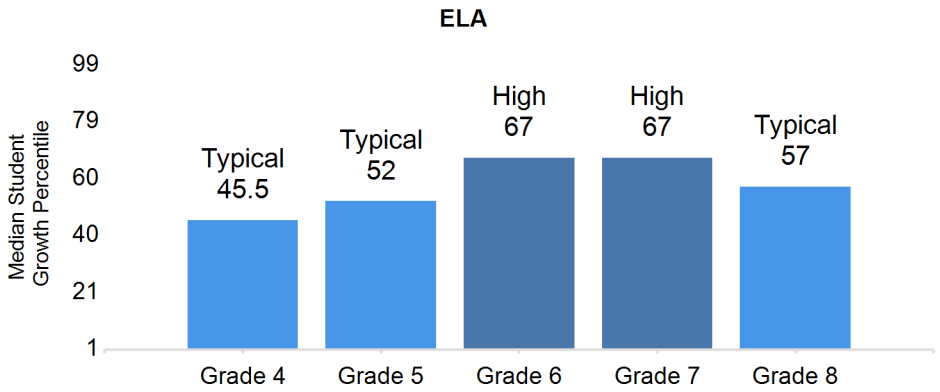
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

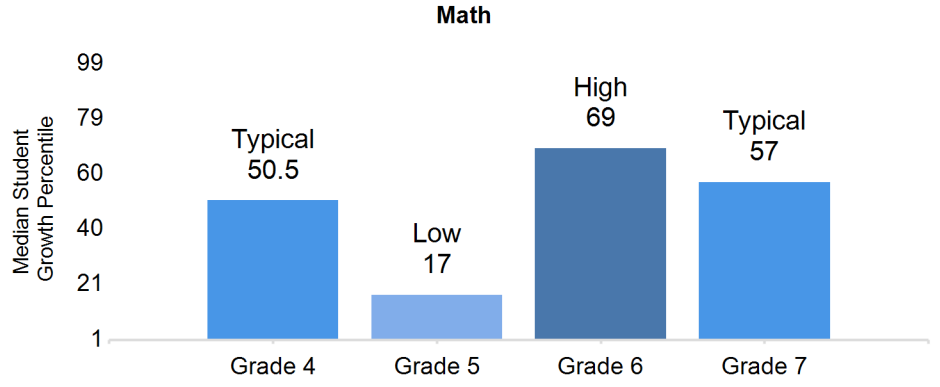




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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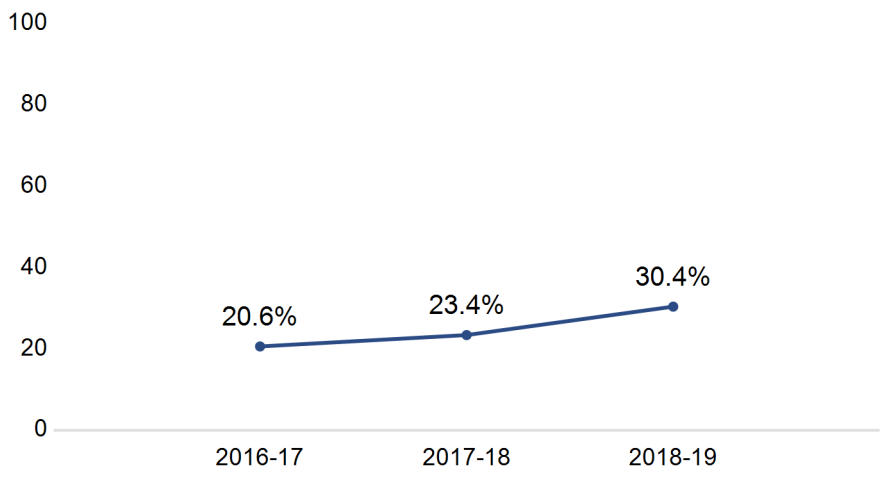
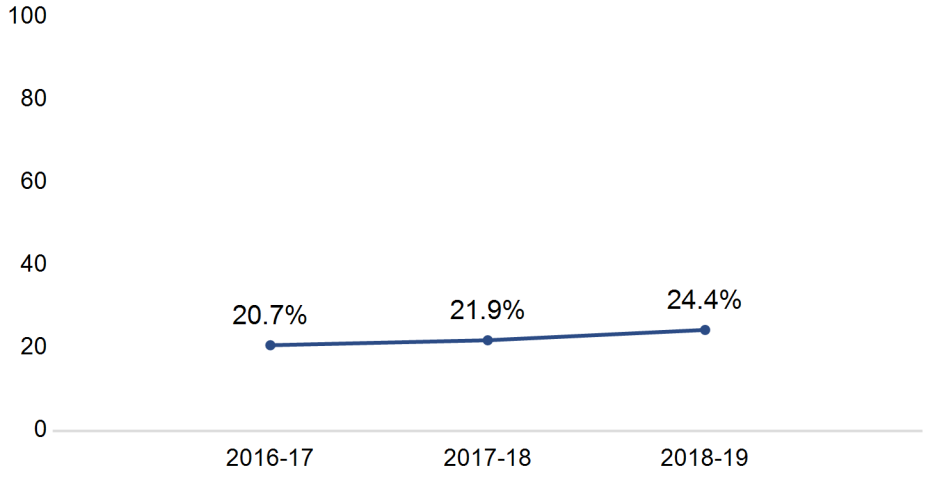
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

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%	96.8%	99.1%	99.8%	99.2%
Proficiency Rate for Federal Accountability	20.6%	23.4%	30.4%	20.7%	21.9%	24.4%
Annual Target	19.9%	23.0%	26.2%	18.2%	21.4%	24.7%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	438	96.8	30.4	*	57.9	30.4	26.2	Met Target
White	76	93.1	32.9	54.7	66.9	32.9	35.5	Met Target†
Hispanic	260	97.4	32.3	38.9	43.9	32.3	28.5	Met Target
Black or African American	99	99.0	22.2	28.8	38.5	22.2	16	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	*	*	*	33.3	64.4	*	**	**
Female	205	95.9	38.0	42.9	64.8	38.0		
Male	233	97.6	23.6	30.3	51.3	23.6		
Economically Disadvantaged Students	411	97.9	30.4	35.8	40.0	*	25	Met Target
Non-Economically Disadvantaged Students	27	83.3	29.6	38.6	67.9	*		
Students with Disabilities	82	98.8	*	14.1	22.7	*	16.8	Not Met
Students without Disabilities	356	96.3	*	41.7	65.1	*		
English Learners	205	94.5	25.4	29.3	29.3	25.4	13.7	Met Target
Non-English Learners	233	98.8	34.8	38.3	60.6	34.8		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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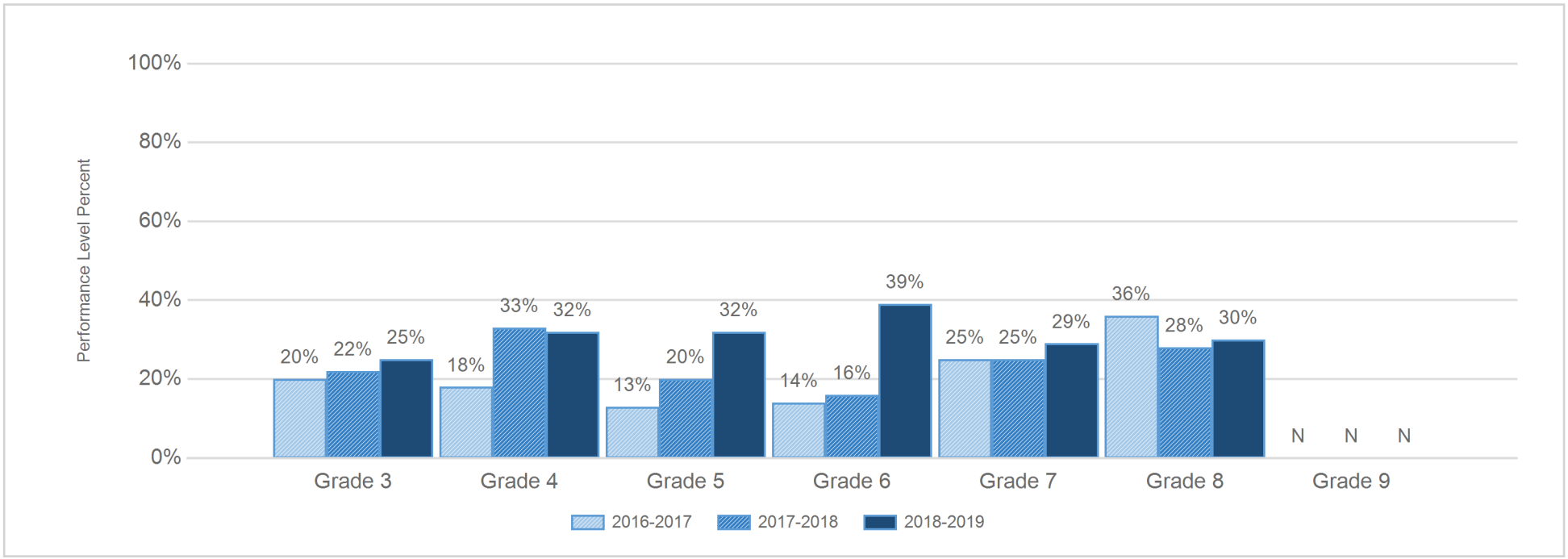
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	719	727	748	36%	16%	22%	25%	0%	25%	50%
White	15	732	746	757	*	*	*	*	*	47%	60%
Hispanic	52	717	728	734	37%	*	29%	*	*	17%	36%
Black or African American	16	712	721	731	*	*	*	*	*	25%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	45	712	730	753	*	*	*	*	*	20%	55%
Male	40	727	723	743	*	*	*	*	*	30%	46%
Economically Disadvantaged Students	*	*	726	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	729	759	*	*	*	*	*	*	61%
Students with Disabilities	10	697	700	719	*	*	*	*	*	*	24%
Students without Disabilities	75	722	731	754	*	*	*	*	*	*	56%
English Learners	37	718	716	713	35%	*	*	*	*	24%	17%
Non-English Learners	48	719	729	751	38%	*	*	*	*	25%	54%
Homeless Students	*	*	708	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	707	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	*	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	732	734	755	23%	15%	30%	*	*	32%	57%
White	*	*	744	763	*	*	*	*	*	*	67%
Hispanic	49	730	739	743	29%	*	22%	*	*	35%	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	34	742	739	760	*	*	*	*	*	47%	62%
Male	40	724	729	750	*	*	*	*	*	20%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	736	765	*	*	*	*	*	*	69%
Students with Disabilities	18	707	707	725	*	*	*	*	*	*	25%
Students without Disabilities	56	740	739	761	*	*	*	*	*	*	64%
English Learners	34	720	722	720	*	*	*	*	*	21%	17%
Non-English Learners	40	742	736	758	*	*	*	*	*	43%	60%
Homeless Students	*	*	719	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	724	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
(13-3570-460)
Grades Offered: PK-08
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - 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	79	734	733	756	20%	27%	22%	*	*	32%	58%
White	13	729	743	764	*	*	*	*	*	23%	68%
Hispanic	48	736	736	743	21%	29%	*	*	*	38%	44%
Black or African American	18	731	727	739	*	*	*	*	*	22%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	42	743	739	761	*	*	*	*	*	40%	64%
Male	37	723	728	750	*	*	*	*	*	22%	52%
Economically Disadvantaged Students	*	*	732	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	738	766	*	*	*	*	*	*	69%
Students with Disabilities	13	715	702	724	*	*	*	*	*	15%	23%
Students without Disabilities	66	737	739	762	*	*	*	*	*	35%	65%
English Learners	28	712	717	713	*	*	*	*	*	*	11%
Non-English Learners	51	745	736	758	*	*	*	*	*	*	60%
Homeless Students	*	*	722	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	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%

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
(13-3570-460)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	739	737	754	*	25%	25%	*	*	39%	56%
White	*	*	758	762	*	*	*	*	*	*	65%
Hispanic	49	740	740	743	*	20%	24%	*	*	41%	43%
Black or African American	17	724	728	738	*	*	*	*	*	18%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	33	748	744	762	*	*	*	*	*	55%	64%
Male	44	732	730	748	*	*	*	*	*	27%	48%
Economically Disadvantaged Students	*	*	737	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	737	763	*	*	*	*	*	*	67%
Students with Disabilities	11	721	708	722	*	*	*	*	*	*	19%
Students without Disabilities	66	742	742	761	*	*	*	*	*	*	64%
English Learners	18	715	720	710	*	*	*	*	*	17%	*
Non-English Learners	59	746	739	756	*	*	*	*	*	46%	*
Homeless Students	*	*	726	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	717	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%

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
(13-3570-460)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	729	741	761	19%	27%	25%	*	*	29%	63%
White	25	725	756	769	*	*	*	*	*	24%	72%
Hispanic	37	734	744	747	*	35%	*	*	*	32%	50%
Black or African American	15	724	733	741	*	*	*	*	*	27%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	30	737	749	769	*	*	*	*	*	33%	71%
Male	47	724	734	753	*	*	*	*	*	26%	55%
Economically Disadvantaged Students	*	*	740	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	746	771	*	*	*	*	*	*	73%
Students with Disabilities	15	705	705	720	*	*	*	*	*	*	22%
Students without Disabilities	62	735	749	769	*	*	*	*	*	*	71%
English Learners	30	716	712	706	*	*	*	*	*	17%	12%
Non-English Learners	47	737	744	763	*	*	*	*	*	36%	65%
Homeless Students	N	N	724	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	735	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%

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
(13-3570-460)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	732	742	762	21%	21%	28%	*	*	30%	63%
White	10	737	765	770	*	*	*	*	*	30%	72%
Hispanic	27	734	746	747	*	*	*	*	*	33%	49%
Black or African American	16	726	733	741	*	*	*	*	*	25%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	23	736	751	771	*	*	*	*	*	35%	71%
Male	30	729	735	753	*	*	*	*	*	27%	55%
Economically Disadvantaged Students	*	*	742	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	744	772	*	*	*	*	*	*	72%
Students with Disabilities	12	709	707	721	*	*	0%	*	*	25%	22%
Students without Disabilities	41	739	750	770	*	*	37%	*	*	32%	71%
English Learners	13	713	717	708	*	*	*	*	*	*	12%
Non-English Learners	40	738	745	764	*	*	*	*	*	*	65%
Homeless Students	*	*	711	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	714	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
(13-3570-460)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	454	99.2	24.4	26.3	44.5	24.4	24.7	Met Target†
White	85	100.0	25.9	42.2	54.1	25.9	36.1	Not Met
Hispanic	267	99.3	27.0	30.9	28.8	27.0	26.3	Met Target
Black or African American	99	99.0	15.2	16.6	23.0	15.2	15	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	*	*	*	18.8	53.3	*	**	**
Female	212	98.7	21.2	26.9	44.9	21.2		
Male	242	99.6	27.3	25.8	44.2	27.3		
Economically Disadvantaged Students	418	99.1	24.4	26.6	26.3	24.4	25	Met Target†
Non-Economically Disadvantaged Students	36	100.0	25.0	25.4	54.9	25.0		
Students with Disabilities	82	98.8	*	11.6	17.4	*	15.2	Not Met
Students without Disabilities	372	99.2	*	29.8	50.0	*		
English Learners	220	99.1	24.1	25.7	25.0	24.1	17	Met Target
Non-English Learners	234	99.2	24.8	26.5	46.5	24.8		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
(13-3570-460)
Grades Offered: PK-08
2018-2019

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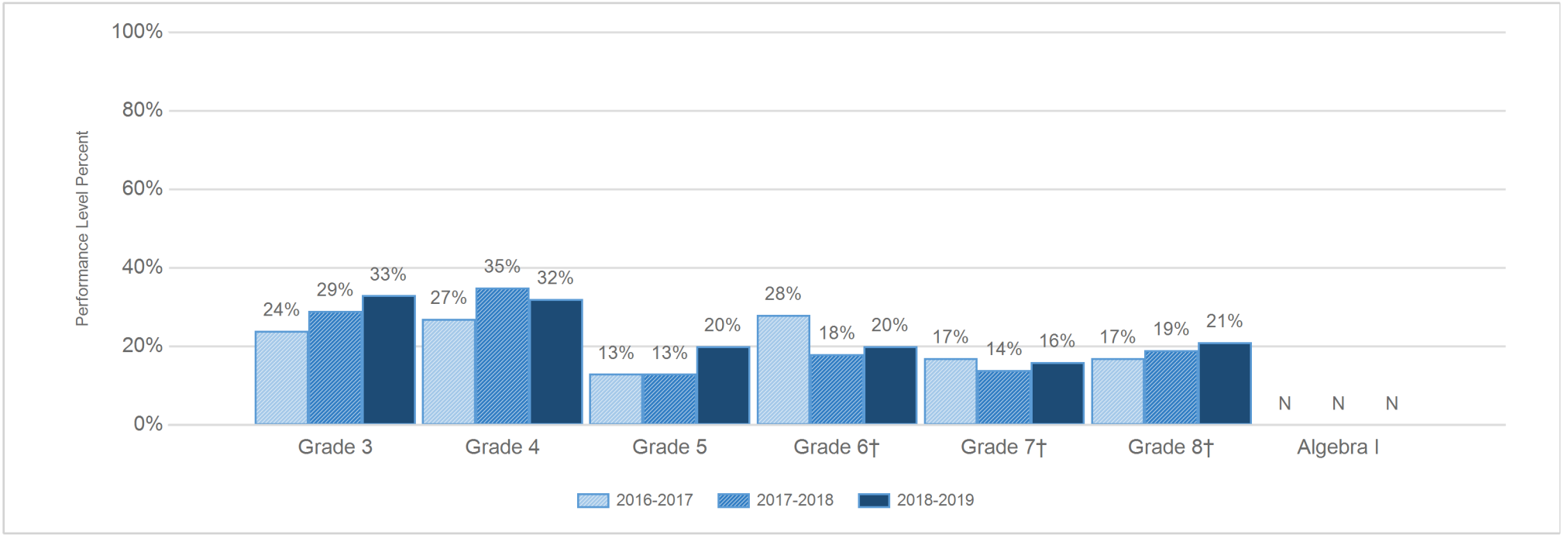
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	733	735	752	16%	19%	33%	*	*	33%	55%
White	16	746	757	760	*	*	*	*	*	44%	66%
Hispanic	52	735	738	739	*	21%	37%	*	*	31%	40%
Black or African American	16	716	726	735	*	*	*	*	*	25%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	45	724	*	751	*	*	40%	*	*	16%	54%
Male	41	743	*	752	*	*	24%	*	*	51%	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	733	761	*	*	*	*	*	*	67%
Students with Disabilities	10	724	718	731	*	*	*	*	*	10%	31%
Students without Disabilities	76	734	738	756	*	*	*	*	*	36%	60%
English Learners	38	736	732	728	*	*	37%	*	*	32%	26%
Non-English Learners	48	731	736	754	*	*	29%	*	*	33%	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	714	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	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	734	732	749	14%	21%	33%	*	*	32%	51%
White	10	739	746	757	*	*	*	*	*	40%	62%
Hispanic	51	737	738	737	*	*	35%	*	*	33%	36%
Black or African American	17	723	719	731	*	*	*	*	*	24%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	36	739	733	749	*	*	*	*	*	33%	50%
Male	42	730	731	749	*	*	*	*	*	31%	52%
Economically Disadvantaged Students	*	*	732	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	731	759	*	*	*	*	*	*	63%
Students with Disabilities	18	716	713	726	*	*	*	*	*	11%	25%
Students without Disabilities	60	740	736	754	*	*	*	*	*	38%	56%
English Learners	37	734	728	722	*	*	32%	*	*	30%	18%
Non-English Learners	41	735	733	751	*	*	34%	*	*	34%	54%
Homeless Students	*	*	715	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	722	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	723	728	747	19%	37%	23%	20%	0%	20%	47%
White	14	738	736	755	*	*	*	*	*	14%	58%
Hispanic	51	721	733	735	24%	37%	*	*	*	22%	30%
Black or African American	18	718	720	729	*	*	*	*	*	22%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	44	723	729	747	*	36%	*	*	*	23%	47%
Male	39	724	727	747	*	38%	*	*	*	18%	47%
Economically Disadvantaged Students	73	725	728	732	*	*	*	*	*	22%	27%
Non-Economically Disadvantaged Students	10	713	729	757	*	*	*	*	*	10%	59%
Students with Disabilities	13	710	714	725	*	*	*	*	*	*	19%
Students without Disabilities	70	726	731	752	*	*	*	*	*	*	52%
English Learners	30	715	721	718	*	37%	*	*	*	10%	12%
Non-English Learners	53	728	729	749	*	38%	*	*	*	26%	49%
Homeless Students	*	*	714	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	720	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	*	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	728	725	741	*	38%	32%	*	*	20%	41%
White	*	*	745	749	*	*	*	*	*	*	51%
Hispanic	52	729	728	729	*	37%	33%	*	*	23%	24%
Black or African American	17	714	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	35	731	726	742	*	*	43%	*	*	23%	42%
Male	49	725	723	740	*	*	24%	*	*	18%	40%
Economically Disadvantaged Students	*	*	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	722	750	*	*	*	*	*	*	53%
Students with Disabilities	11	716	708	716	*	*	*	*	*	*	12%
Students without Disabilities	73	729	728	746	*	*	*	*	*	*	46%
English Learners	25	715	715	709	*	*	*	*	*	*	*
Non-English Learners	59	733	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	707	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%

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
(13-3570-460)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	727	731	744	*	43%	30%	*	*	16%	42%
White	28	730	738	751	*	*	*	*	*	*	53%
Hispanic	40	731	733	733	*	38%	33%	*	*	20%	26%
Black or African American	15	713	723	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	32	726	*	744	*	*	*	*	*	*	42%
Male	51	728	*	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	73	729	731	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	10	714	731	751	*	*	*	*	*	*	53%
Students with Disabilities	15	709	708	718	*	*	*	*	*	*	13%
Students without Disabilities	68	731	736	749	*	*	*	*	*	*	48%
English Learners	35	730	721	716	*	37%	34%	*	*	17%	10%
Non-English Learners	48	725	732	745	*	48%	27%	*	*	15%	44%
Homeless Students	N	N	719	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	718	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	*	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	719	722	728	34%	30%	*	*	*	21%	29%
White	13	711	731	737	*	*	*	*	*	15%	38%
Hispanic	32	729	727	722	*	34%	*	*	*	25%	22%
Black or African American	16	707	713	714	*	*	0%	*	*	19%	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	27	715	724	731	41%	*	*	*	*	22%	31%
Male	34	723	719	726	29%	*	*	*	*	21%	27%
Economically Disadvantaged Students	*	*	722	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	721	735	*	*	*	*	*	*	36%
Students with Disabilities	12	709	697	707	*	*	*	*	*	*	10%
Students without Disabilities	49	722	727	734	*	*	*	*	*	*	35%
English Learners	20	714	712	706	*	*	*	*	*	10%	10%
Non-English Learners	41	722	723	730	*	*	*	*	*	27%	30%
Homeless Students	*	*	695	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	707	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	N	N
6	N	N
7	N	N
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	41.7%	40.9%	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	102	*	*
3-4	89	*	*
5 or more	57	84.2%	15.8%

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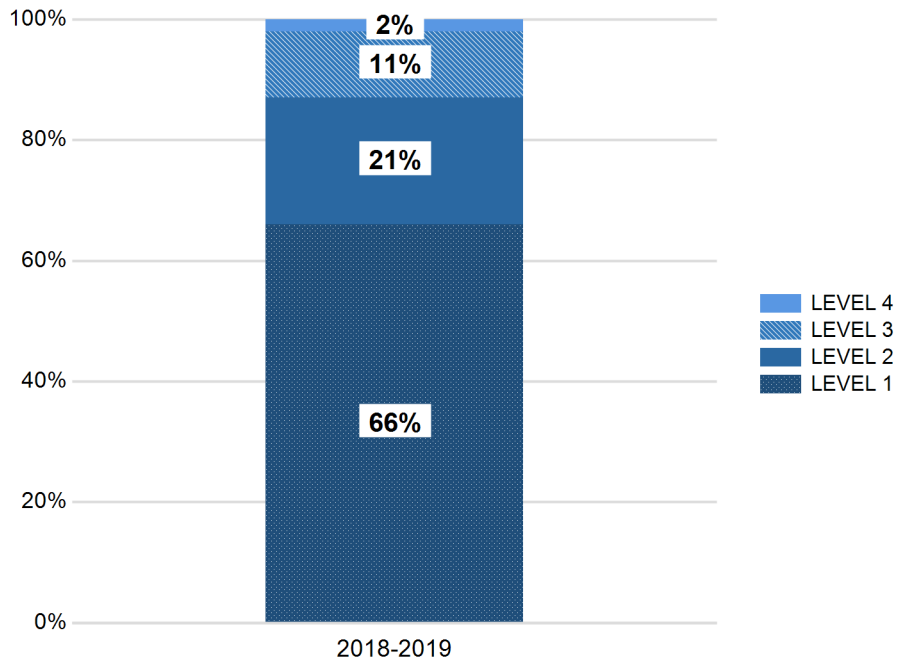
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	66	21	11	2
White	43	43	7	7
Hispanic	69	18	14	0
Black or African American	76	12	6	6
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	64	18	16	2
Male	68	24	5	3
Economically Disadvantaged Students	65	21	11	3
Non-Economically Disadvantaged Students	70	20	10	0
Students with Disabilities	83	17	0	0
Students without Disabilities	63	21	13	3
English Learners	83	13	3	0
Non-English Learners	56	25	15	4
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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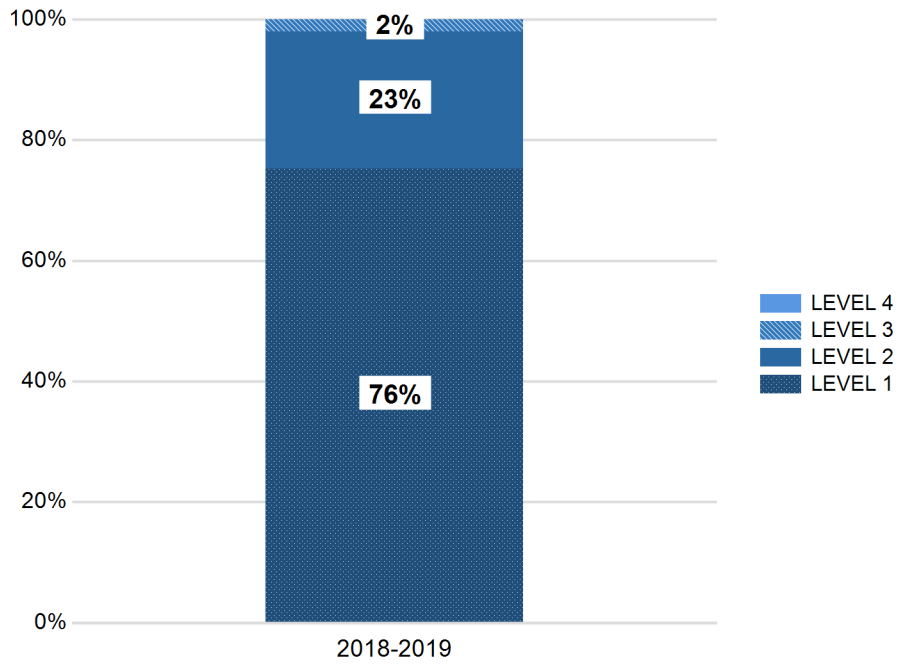
NJSLA Science Assessment: Grade 8 Summary

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	76	23	2	0
White	71	29	0	0
Hispanic	72	25	3	0
Black or African American	88	13	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	75	25	0	0
Male	76	21	3	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	75	25	0	0
Students without Disabilities	76	22	2	0
English Learners	75	25	0	0
Non-English Learners	76	21	2	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	84
7	0	0	83
8	0	0	62
Total	0	0	229

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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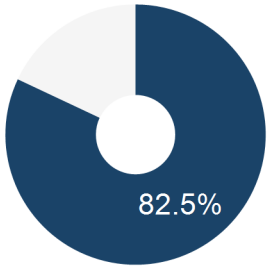
Visual and Performing Arts – Course Participation

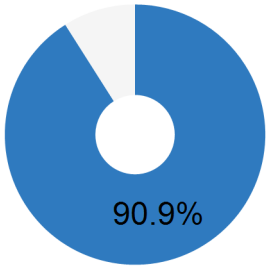
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

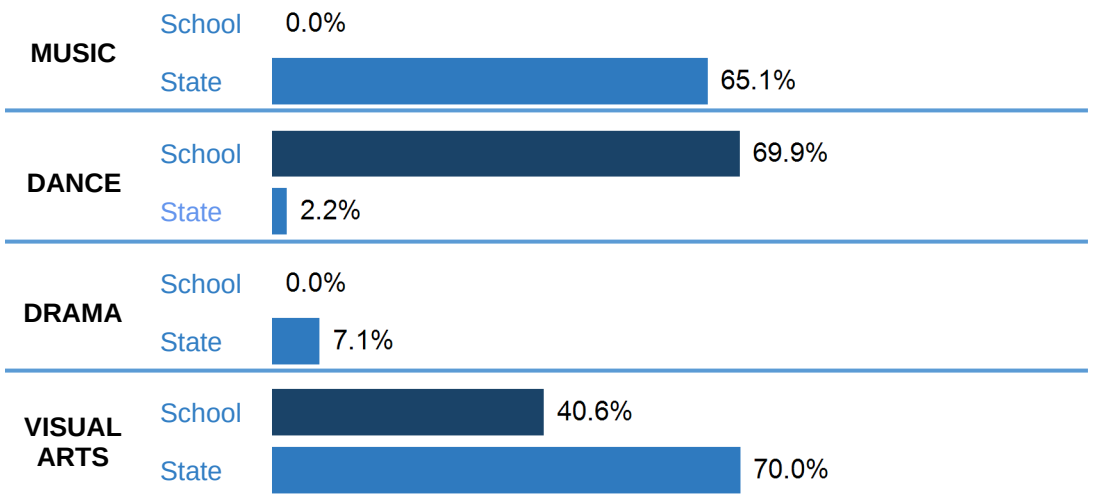


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

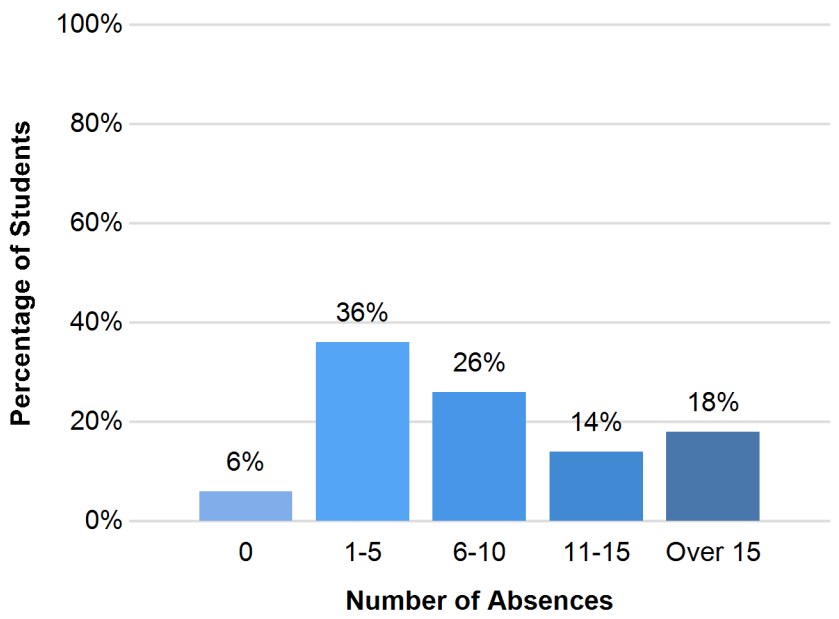
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	105	15.6	9.0	Not Met
White	*	*	9.0	Met
Hispanic	55	13.1	9.0	Not Met
Black or African American	40	30.5	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	56	17.2		
Male	49	14.2		
Economically Disadvantaged Students	91	14.9	9.0	Not Met
Students with Disabilities	30	26.3	9.0	Not Met
English Learners	18	6.5	9.0	Met
Homeless Students	5	45.5		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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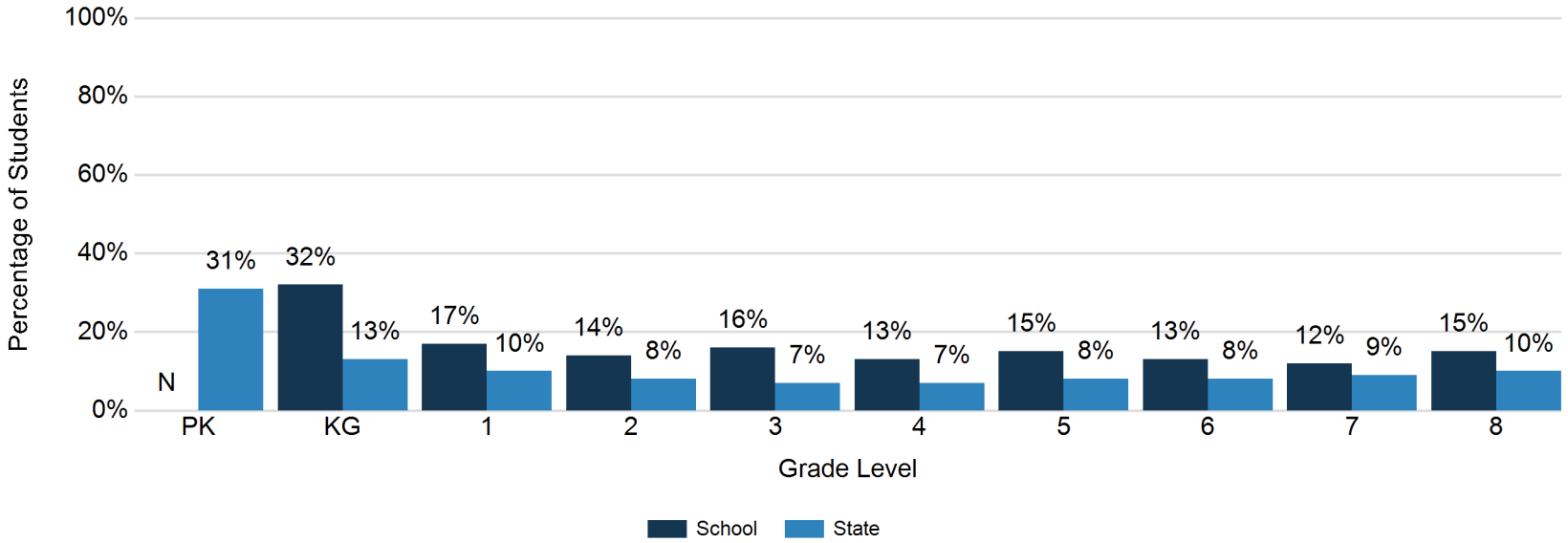
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.74

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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	5	5
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	*	*
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
*

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
(13-3570-460)
Grades Offered: PK-08
2018-2019

Report Key:
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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	1.9:1

NJ SCHOOL PERFORMANCE REPORT

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	49	118,214
Average years experience in public schools	7.9	12.1
Average years experience in district	7.1	10.8
Percentage of Teachers with 4 or more years experience in the district	49.0%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1	14:1
Students to Administrators	136:1	106:1
Teachers to Administrators	10:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

NJ SCHOOL PERFORMANCE REPORT

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.7%	79.6%	80.0%	48.4%	77.1%	54.9%
Male	51.3%	20.4%	20.0%	51.6%	22.9%	45.1%
White	18.4%	65.3%	60.0%	42.4%	83.6%	77.4%
Hispanic	62.1%	16.3%	20.0%	29.9%	7.3%	7.2%
Black or African American	19.2%	14.3%	20.0%	15.0%	6.6%	13.9%
Asian	0.3%	2.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	2.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Hawkins Street School
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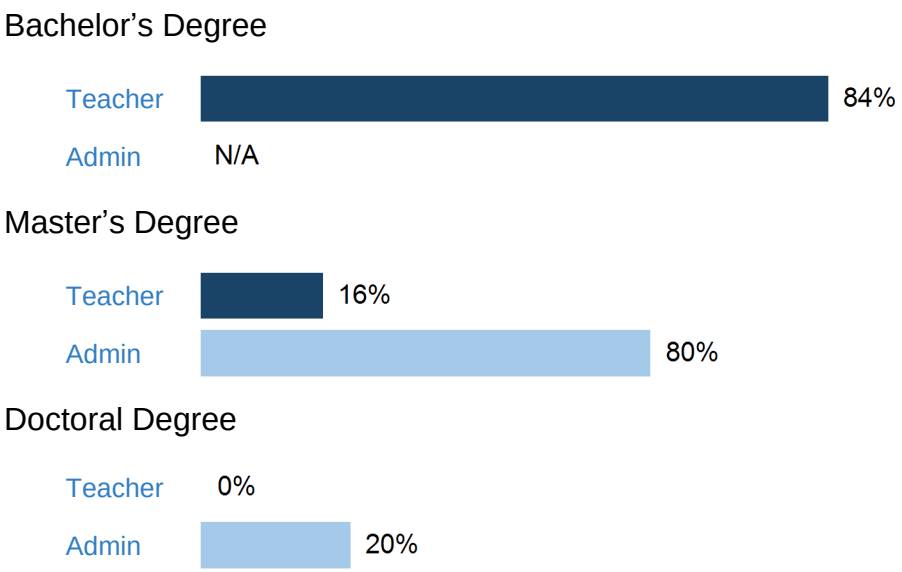
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	78.9%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	20.6%	23.4%	30.4%
Math Proficiency	20.7%	21.9%	24.4%
ELA Growth	51	51	59
Math Growth	65	52	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		51.2%	41.7%
Chronic Absenteeism	21.2%	24.8%	15.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Met Standard	Met Standard	Met Target	Not Met	No
White	Met Target†	Not Met	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target	Exceeds Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	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	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

NJ SCHOOL PERFORMANCE REPORT

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	At Hawkins Street School all stakeholders ensure that the school is a safe welcoming and nurturing environment to promote growth and success for all students As leaders teachers and students we live by our core values as we strive for excellence each and every day We are HAWKS
Awards, Recognition, Accomplishments:	At Hawkins Street School we emphasize the importance of grit being intentional presence and student demonstrating learning

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Courses, Curriculum, Instruction:	Gifted and Talented / Honors
Clubs and Activities:	Boys Mentoring Dance Debate Disney NJPAC theater National Junior Honor Society

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools
Postsecondary Information:	Graduates attended 2 and 4 year schools including: Berkley Bloomfield Essex Felician Hudson Kean NJCU Rutgers St Peters Union and William Paterson Additionally graduates enlisted in the United States Military attended various technical schools and joined the workforce

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Alvin Ailey Dance Foundation Inc Ironbound Community Center Main Street Counseling My Very Own Library National Honors society

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Facilities:	Built in 1887 and includes Auditorium Computer Labs and Media Center
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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School Narrative

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Hawthorne Avenue School
(13-3570-470)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Hawthorne Avenue School
(13-3570-470)
Grades Offered: PK-08
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Grady James
Address	428 HAWTHORNE AVE NEWARK, NJ 07112
Phone Number	973-705-3960
Email Address	HJames@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/HWT/

NJ SCHOOL PERFORMANCE REPORT

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	44	43	41
KG	42	45	50
1	39	50	51
2	55	49	46
3	41	54	47
4	49	54	55
5	43	53	54
6	39	45	64
7	33	47	46
8	37	39	50
9	0	0	0
Total	422	479	504

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	46.9%	44.9%	48.0%
Male	53.1%	55.1%	52.0%
Economically Disadvantaged Students	84.1%	77.9%	85.7%
Students with Disabilities	14.0%	15.2%	16.3%
English Learners	0.0%	0.2%	0.4%
Homeless Students	3.6%	2.7%	3.2%
Students in Foster Care	1.2%	1.3%	1.4%
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	0.2%	0.0%	0.6%
Hispanic	7.8%	9.6%	8.5%
Black or African American	91.5%	90.2%	90.7%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.2%	0.0%

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	0	0	0
PK - Full Day	44	43	41
KG - Half Day	0	0	0
KG - Full Day	42	45	50

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	422	479	504
Shared Time Students	0	0	0
Full Time Equivalent	422	479	504

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	98.6%
Spanish	1.0%
Other Languages	0.4%

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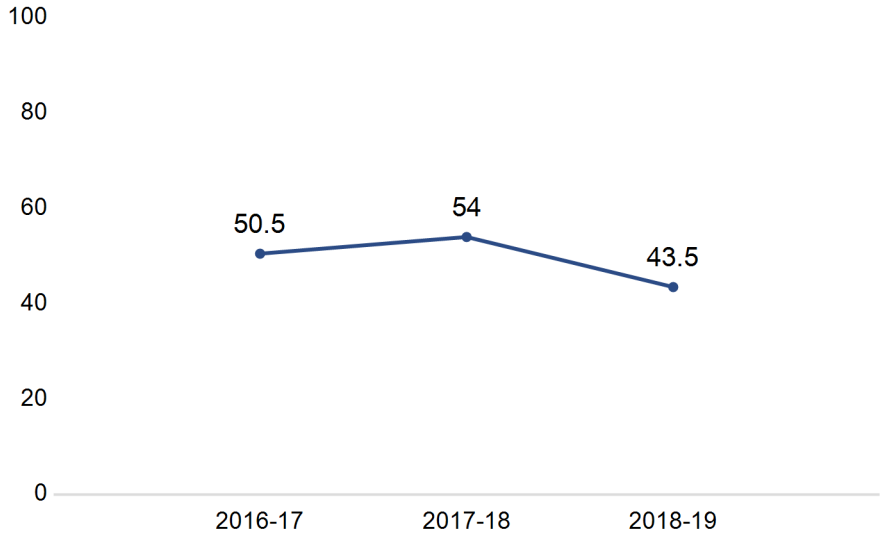
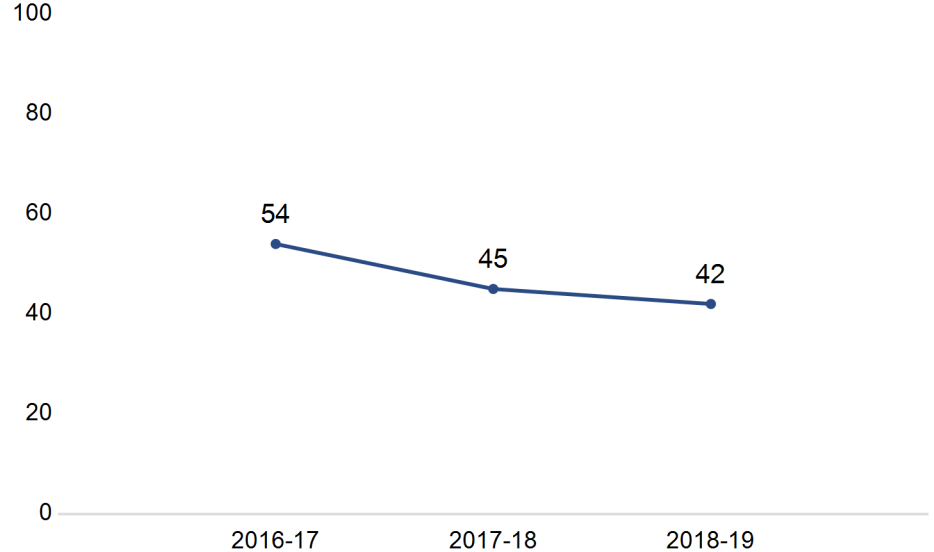
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	50.5	54	43.5	54	45	42
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	43.5	48	50	Met Standard	42	48	50	Met Standard
White	N	56	50	**	N	56	52	**
Hispanic	39	50	49	**	52	51	47	**
Black or African American	44.5	43	45	Met Standard	41.5	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	60	59	**	N	60	60	**
American Indian or Alaska Native	*	70	56	**	*	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	57	51	53	N	48	49	50	N
Male	37	45	47	N	36.5	48	51	N
Economically Disadvantaged Students	40.5	47	48	Met Standard	44	48	46	Met Standard
Students with Disabilities	25	39	43	Not Met	47	48	45	**
English Learners	N	53	52	**	N	53	50	**
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	*	49	42	N	*	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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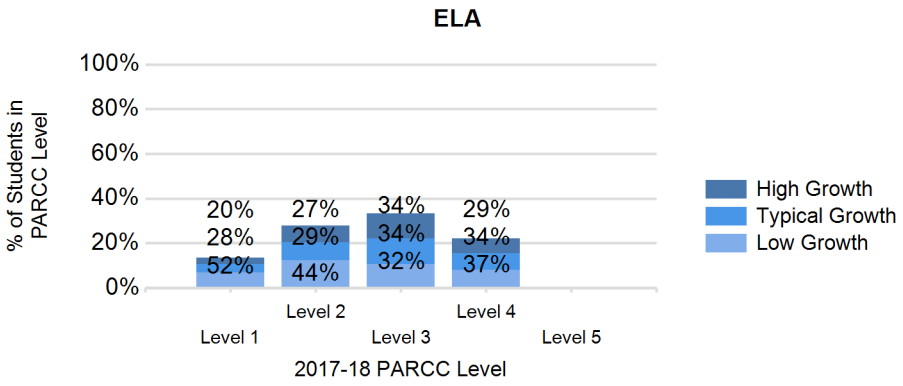
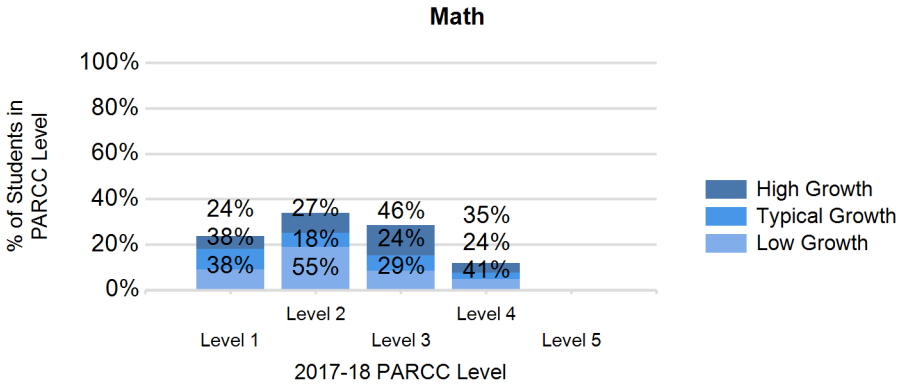
Student Growth by Performance Level

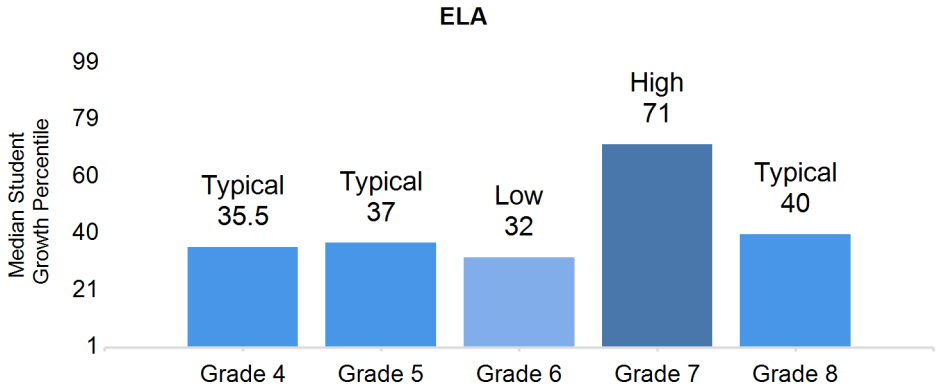
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

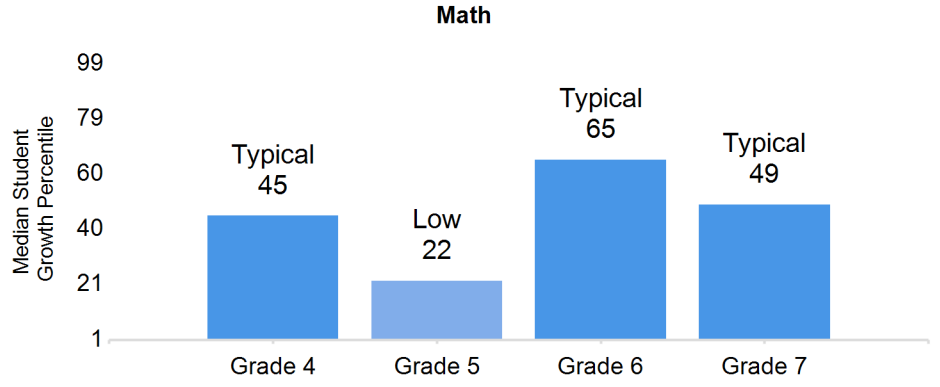




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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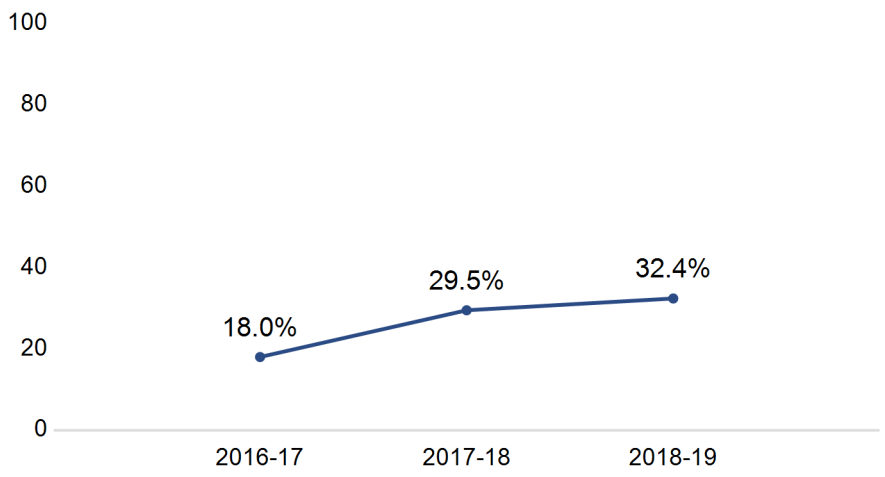
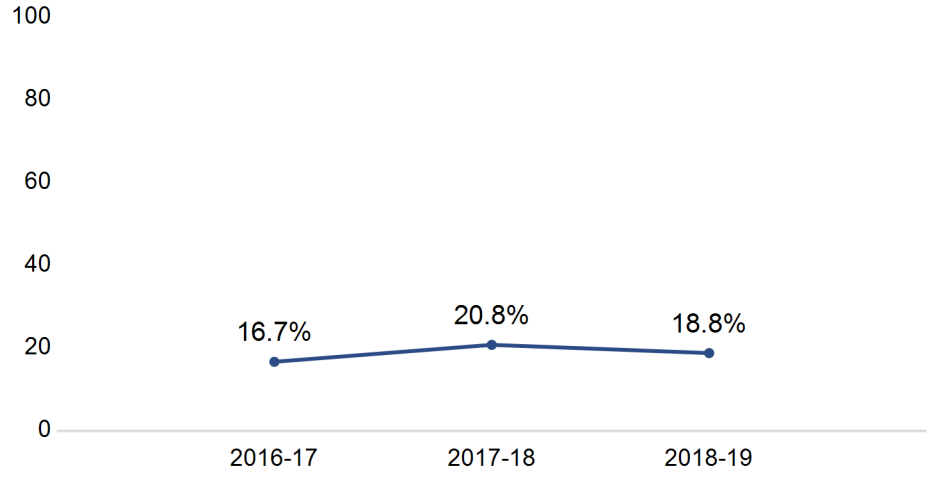
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.6%	96.2%	98.2%	97.6%	94.8%	98.2%
Proficiency Rate for Federal Accountability	18.0%	29.5%	32.4%	16.7%	20.8%	18.8%
Annual Target	17.8%	21.1%	24.3%	12.6%	16.1%	19.7%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	287	98.2	32.4	*	57.9	32.4	24.3	Met Target
White	*	*	*	54.7	66.9	*	**	**
Hispanic	28	100.0	39.3	38.9	43.9	39.3	50	Met Target†
Black or African American	257	98.0	31.5	28.8	38.5	31.5	23.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	65.3	82.9	N	**	**
American Indian or Alaska Native	*	*	*	56.4	56.0	*	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	136	98.7	39.0	42.9	64.8	39.0		
Male	151	97.7	26.5	30.3	51.3	26.5		
Economically Disadvantaged Students	226	98.0	32.3	35.8	40.0	32.3	23.5	Met Target
Non-Economically Disadvantaged Students	61	98.8	32.8	38.6	67.9	32.8		
Students with Disabilities	60	95.5	21.7	14.1	22.7	21.7	20.2	Met Target
Students without Disabilities	227	98.8	35.2	41.7	65.1	35.2		
English Learners	N	N	N	29.3	29.3	N	**	**
Non-English Learners	287	98.2	32.4	38.3	60.6	32.4		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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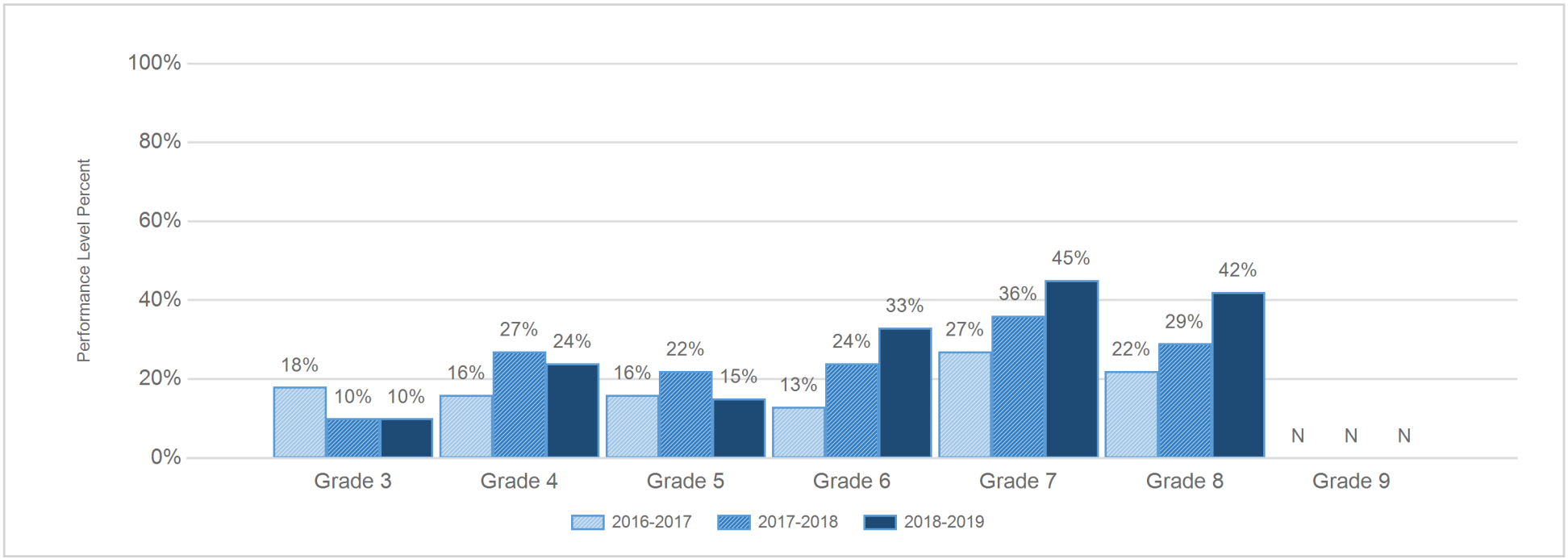
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	705	727	748	48%	28%	*	*	*	10%	50%
White	N	N	746	757	N	N	N	N	N	N	60%
Hispanic	*	*	728	734	*	*	*	*	*	*	36%
Black or African American	*	*	721	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	21	709	730	753	*	*	*	*	*	*	55%
Male	19	701	723	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	28	707	726	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	12	701	729	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	N	N	716	713	N	N	N	N	N	N	17%
Non-English Learners	40	705	729	751	48%	28%	*	*	*	10%	54%
Homeless Students	N	N	708	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	707	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	727	734	755	*	*	33%	*	*	24%	57%
White	N	N	744	763	N	N	N	N	N	N	67%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	22	741	739	760	*	*	*	*	*	36%	62%
Male	23	713	729	750	*	*	*	*	*	13%	53%
Economically Disadvantaged Students	34	728	734	740	*	*	*	*	*	26%	40%
Non-Economically Disadvantaged Students	11	723	736	765	*	*	*	*	*	18%	69%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	761	*	*	*	*	*	*	64%
English Learners	N	N	722	720	N	N	N	N	N	N	17%
Non-English Learners	45	727	736	758	*	*	33%	*	*	24%	60%
Homeless Students	*	*	719	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	724	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	724	733	756	*	33%	37%	*	*	15%	58%
White	N	N	743	764	N	N	N	N	N	N	68%
Hispanic	*	*	736	743	*	*	*	*	*	*	44%
Black or African American	*	*	727	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	20	731	739	761	*	*	*	*	*	20%	64%
Male	26	719	728	750	*	*	*	*	*	12%	52%
Economically Disadvantaged Students	35	725	732	740	*	*	*	*	*	14%	39%
Non-Economically Disadvantaged Students	11	722	738	766	*	*	*	*	*	18%	69%
Students with Disabilities	*	*	702	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	N	N	717	713	N	N	N	N	N	N	11%
Non-English Learners	46	724	736	758	*	33%	37%	*	*	15%	60%
Homeless Students	*	*	722	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	726	737	754	29%	29%	*	*	*	33%	56%
White	N	N	758	762	N	N	N	N	N	N	65%
Hispanic	*	*	740	743	*	*	*	*	*	*	43%
Black or African American	49	727	728	738	27%	31%	*	*	*	33%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	25	738	744	762	*	*	*	*	*	44%	64%
Male	30	716	730	748	*	*	*	*	*	23%	48%
Economically Disadvantaged Students	41	727	737	740	*	*	*	*	*	34%	39%
Non-Economically Disadvantaged Students	14	722	737	763	*	*	*	*	*	29%	67%
Students with Disabilities	12	694	708	722	*	*	*	*	*	*	19%
Students without Disabilities	43	735	742	761	*	*	*	*	*	*	64%
English Learners	N	N	720	710	N	N	N	N	N	N	*
Non-English Learners	55	726	739	756	29%	29%	*	*	*	33%	*
Homeless Students	*	*	726	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	717	726	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Hawthorne Avenue School
(13-3570-470)
Grades Offered: PK-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	47	749	741	761	*	*	40%	*	*	45%	63%
White	*	*	756	769	*	*	*	*	*	*	72%
Hispanic	*	*	744	747	*	*	*	*	*	*	50%
Black or African American	40	747	733	741	*	*	38%	*	*	45%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	21	754	749	769	*	*	*	*	*	48%	71%
Male	26	745	734	753	*	*	*	*	*	42%	55%
Economically Disadvantaged Students	35	745	740	743	*	*	*	*	*	40%	45%
Non-Economically Disadvantaged Students	12	761	746	771	*	*	*	*	*	58%	73%
Students with Disabilities	*	*	705	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	749	769	*	*	*	*	*	*	71%
English Learners	N	N	712	706	N	N	N	N	N	N	12%
Non-English Learners	47	749	744	763	*	*	40%	*	*	45%	65%
Homeless Students	*	*	724	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	735	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	745	742	762	*	25%	31%	*	*	42%	63%
White	N	N	765	770	N	N	N	N	N	N	72%
Hispanic	*	*	746	747	*	*	*	*	*	*	49%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	28	746	751	771	*	*	*	*	*	43%	71%
Male	24	744	735	753	*	*	*	*	*	42%	55%
Economically Disadvantaged Students	*	*	742	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	744	772	*	*	*	*	*	*	72%
Students with Disabilities	*	*	707	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	750	770	*	*	*	*	*	*	71%
English Learners	N	N	717	708	N	N	N	N	N	N	12%
Non-English Learners	52	745	745	764	*	25%	31%	*	*	42%	65%
Homeless Students	N	N	711	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	714	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	287	98.2	18.8	26.3	44.5	18.8	19.7	Met Target†
White	*	*	*	42.2	54.1	*	**	**
Hispanic	28	100.0	25.0	30.9	28.8	25.0	35.7	Met Target†
Black or African American	257	98.0	17.9	16.6	23.0	17.9	18.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	59.0	76.5	N	**	**
American Indian or Alaska Native	*	*	*	35.9	42.7	*	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	136	98.7	23.5	26.9	44.9	23.5		
Male	151	97.7	14.6	25.8	44.2	14.6		
Economically Disadvantaged Students	226	98.0	20.8	26.6	26.3	20.8	20.3	Met Target
Non-Economically Disadvantaged Students	61	98.8	11.5	25.4	54.9	11.5		
Students with Disabilities	60	95.5	25.0	11.6	17.4	25.0	22.2	Met Target
Students without Disabilities	227	98.8	17.2	29.8	50.0	17.2		
English Learners	N	N	N	25.7	25.0	N	**	**
Non-English Learners	287	98.2	18.8	26.5	46.5	18.8		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

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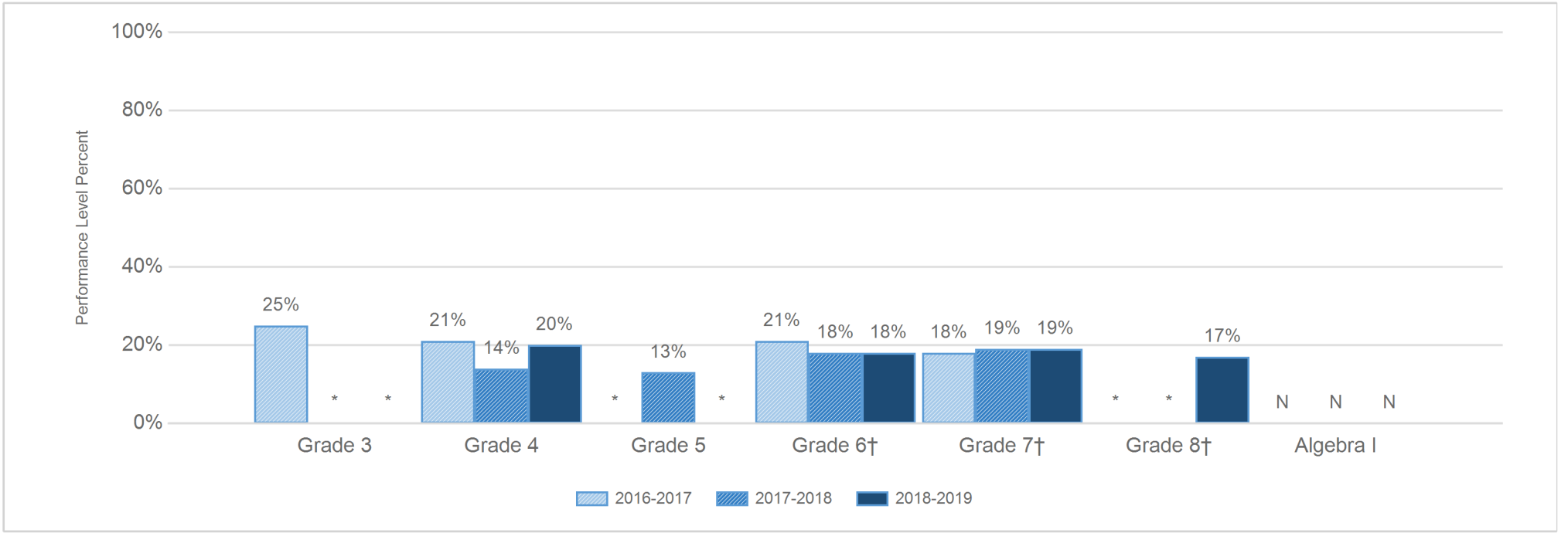
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	712	735	752	*	*	*	*	*	*	55%
White	N	N	757	760	N	N	N	N	N	N	66%
Hispanic	*	*	738	739	*	*	*	*	*	*	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	21	712	*	751	*	*	*	*	*	*	54%
Male	19	712	*	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	28	716	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	12	703	733	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	718	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	738	756	*	*	*	*	*	*	60%
English Learners	N	N	732	728	N	N	N	N	N	N	26%
Non-English Learners	40	712	736	754	*	*	*	*	*	*	58%
Homeless Students	N	N	720	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	714	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	726	732	749	24%	24%	31%	*	*	20%	51%
White	N	N	746	757	N	N	N	N	N	N	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	22	731	733	749	*	*	*	*	*	27%	50%
Male	23	721	731	749	*	*	*	*	*	13%	52%
Economically Disadvantaged Students	34	725	732	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	11	729	731	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	754	*	*	*	*	*	*	56%
English Learners	N	N	728	722	N	N	N	N	N	N	18%
Non-English Learners	45	726	733	751	24%	24%	31%	*	*	20%	54%
Homeless Students	*	*	715	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	722	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	713	728	747	*	*	*	*	*	*	47%
White	N	N	736	755	N	N	N	N	N	N	58%
Hispanic	*	*	733	735	*	*	*	*	*	*	30%
Black or African American	*	*	720	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	20	714	729	747	*	*	*	*	*	*	47%
Male	26	713	727	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	35	712	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	11	717	729	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	714	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	731	752	*	*	*	*	*	*	52%
English Learners	N	N	721	718	N	N	N	N	N	N	12%
Non-English Learners	46	713	729	749	*	*	*	*	*	*	49%
Homeless Students	*	*	714	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	720	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	*	716	N	N	N	N	N	N	17%

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	719	725	741	24%	38%	20%	*	*	18%	41%
White	N	N	745	749	N	N	N	N	N	N	51%
Hispanic	*	*	728	729	*	*	*	*	*	*	24%
Black or African American	49	719	715	722	22%	39%	20%	*	*	18%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	754	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	25	726	726	742	*	*	*	*	*	28%	42%
Male	30	713	723	740	*	*	*	*	*	10%	40%
Economically Disadvantaged Students	41	720	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	14	714	722	750	*	*	*	*	*	*	53%
Students with Disabilities	12	698	708	716	*	*	*	*	*	*	12%
Students without Disabilities	43	725	728	746	*	*	*	*	*	*	46%
English Learners	N	N	715	709	N	N	N	N	N	N	*
Non-English Learners	55	719	726	743	24%	38%	20%	*	*	18%	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	707	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	725	731	744	23%	28%	30%	*	*	19%	42%
White	*	*	738	751	*	*	*	*	*	*	53%
Hispanic	*	*	733	733	*	*	*	*	*	*	26%
Black or African American	40	722	723	727	28%	30%	*	*	*	20%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	21	725	*	744	*	*	*	*	*	24%	42%
Male	26	725	*	743	*	*	*	*	*	15%	42%
Economically Disadvantaged Students	35	725	731	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	12	723	731	751	*	*	*	*	*	*	53%
Students with Disabilities	*	*	708	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	736	749	*	*	*	*	*	*	48%
English Learners	N	N	721	716	N	N	N	N	N	N	10%
Non-English Learners	47	725	732	745	23%	28%	30%	*	*	19%	44%
Homeless Students	*	*	719	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	718	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	*	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	712	722	728	46%	25%	*	*	*	17%	29%
White	N	N	731	737	N	N	N	N	N	N	38%
Hispanic	*	*	727	722	*	*	*	*	*	*	22%
Black or African American	*	*	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	28	713	724	731	43%	*	*	*	*	14%	31%
Male	24	710	719	726	50%	*	*	*	*	21%	27%
Economically Disadvantaged Students	*	*	722	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	721	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	697	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	727	734	*	*	*	*	*	*	35%
English Learners	N	N	712	706	N	N	N	N	N	N	10%
Non-English Learners	52	712	723	730	46%	25%	*	*	*	17%	30%
Homeless Students	N	N	695	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Hawthorne Avenue School
(13-3570-470)
Grades Offered: PK-08
2018-2019

Report Key:
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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	12	12
5	*	*
6	11	11
7	N	N
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	N	N	N
5 or more	N	N	N

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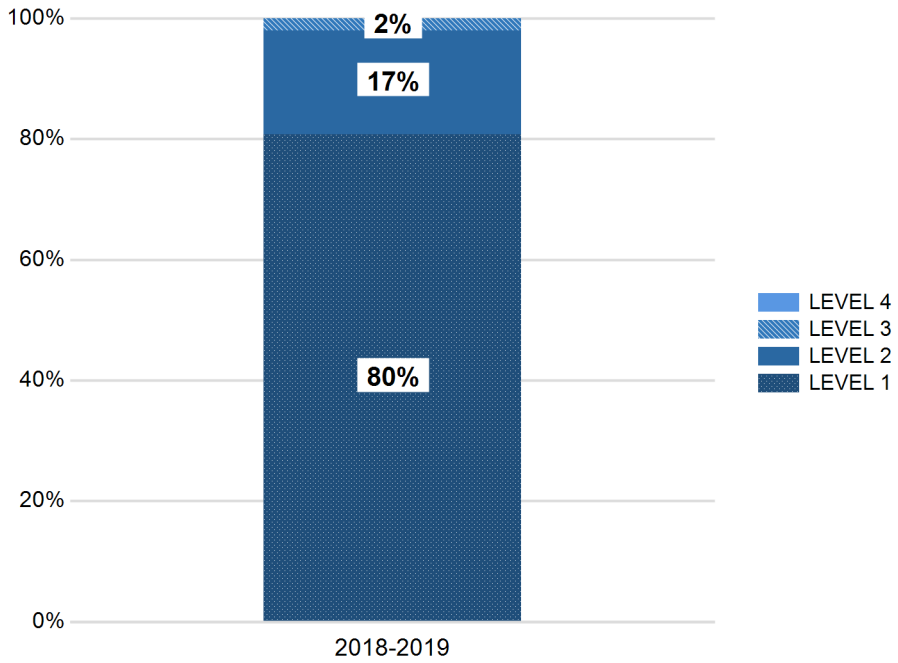
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	80	17	2	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	75	20	5	0
Male	85	15	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	80	17	2	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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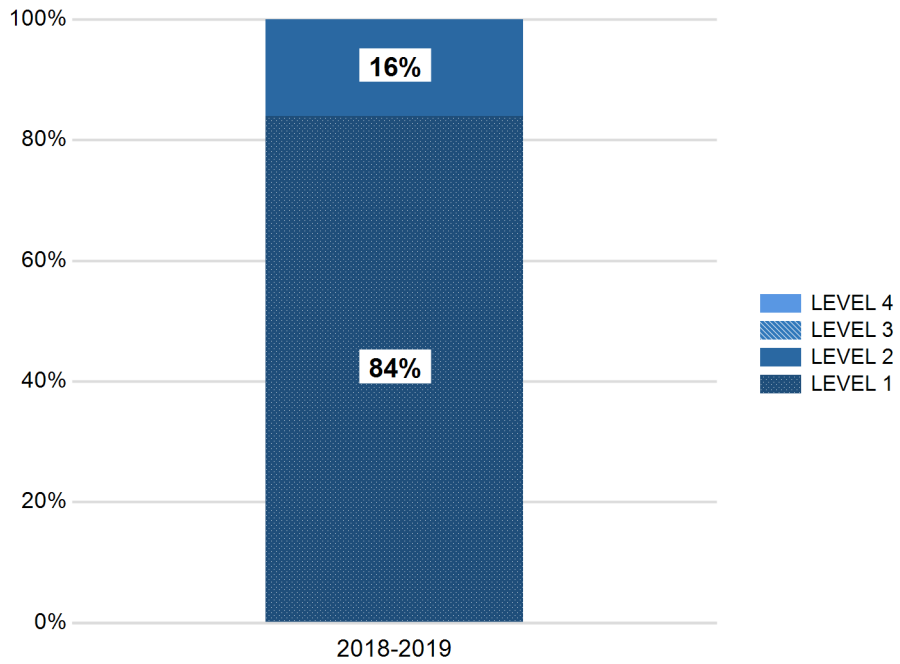
NJSLA Science Assessment: Grade 8 Summary

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	84	16	0	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	85	15	0	0
Male	83	17	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	84	16	0	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about 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	65
7	0	0	46
8	0	0	51
Total	0	0	162

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	0	0	0	0	0	0	64
7	0	0	0	0	0	0	48
8	0	0	0	0	0	0	51
Total	0	0	0	0	0	0	163

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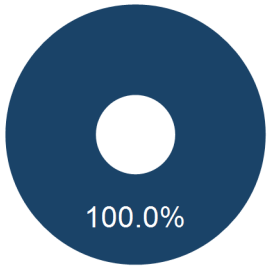
Visual and Performing Arts – Course Participation

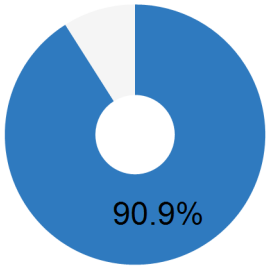
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

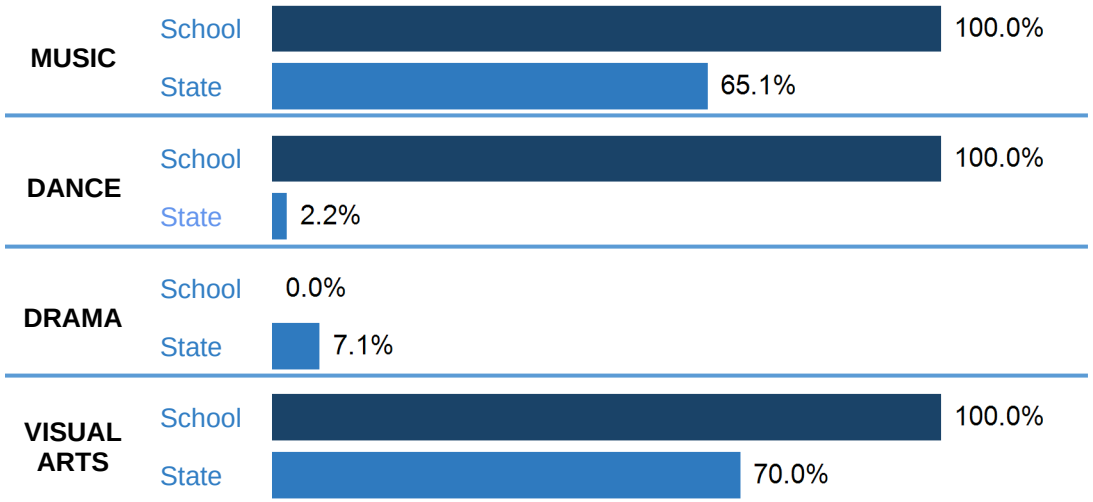


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

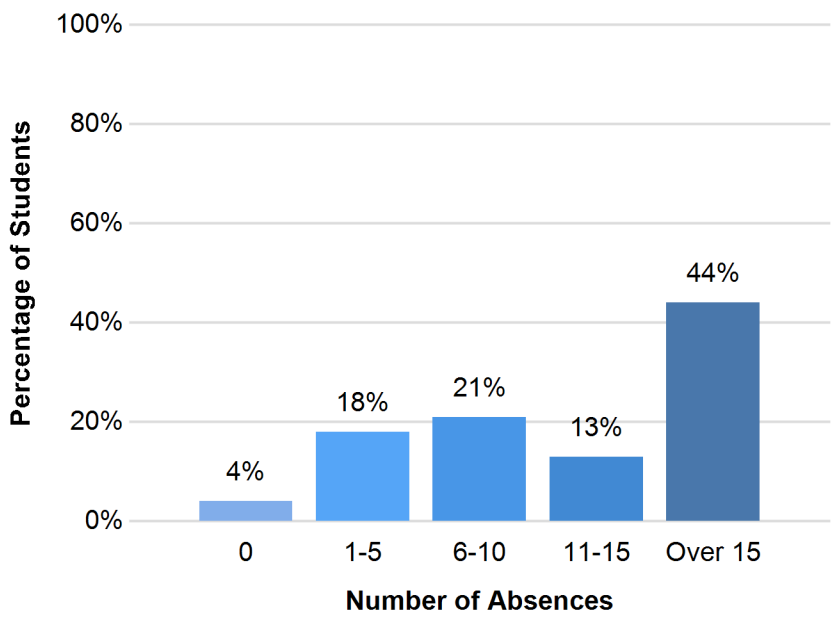
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	191	41.7	9.0	Not Met
White	*	*	**	**
Hispanic	16	40.0	9.0	Not Met
Black or African American	173	41.7	9.0	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	89	41.0		
Male	102	42.3		
Economically Disadvantaged Students	172	43.0	9.0	Not Met
Students with Disabilities	47	58.8	9.0	Not Met
English Learners	*	*	**	**
Homeless Students	10	66.7		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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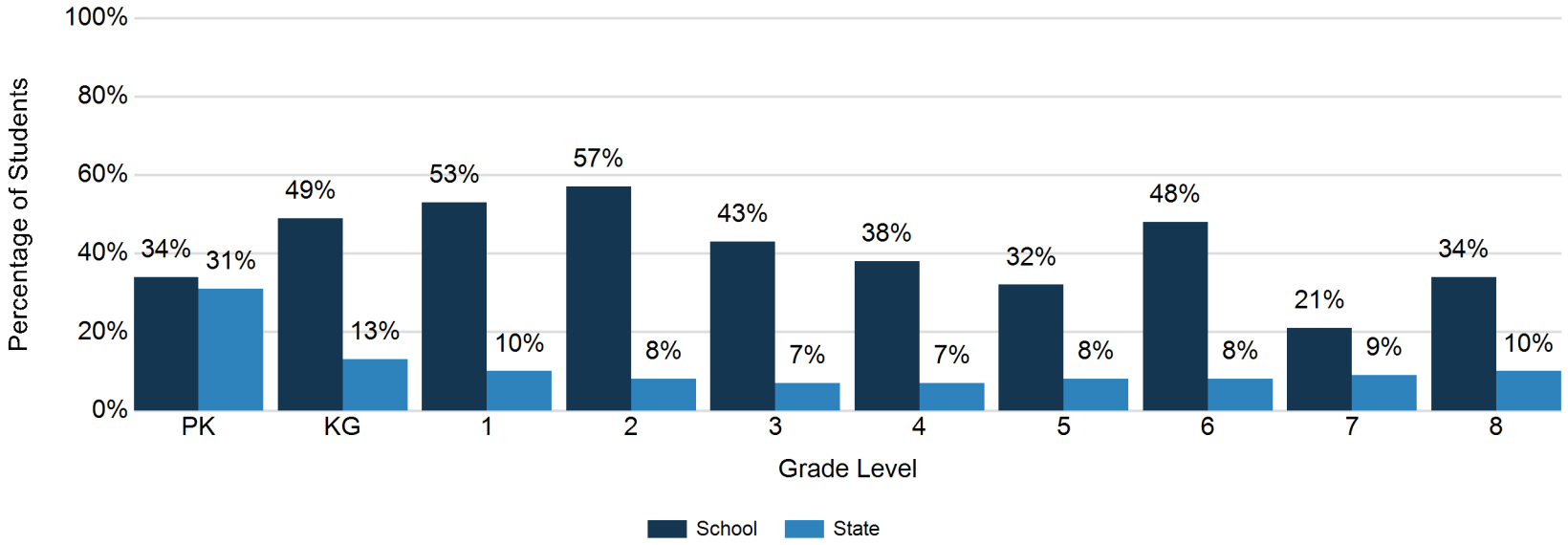
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	5
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.19

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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	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	12	2.4%
Any Suspension	12	2.4%
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
48

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	2.7:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	34	118,214
Average years experience in public schools	16.5	12.1
Average years experience in district	12.5	10.8
Percentage of Teachers with 4 or more years experience in the district	67.6%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	15:1	14:1
Students to Administrators	252:1	106:1
Teachers to Administrators	17:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.0%	82.4%	50.0%	48.4%	77.1%	54.9%
Male	52.0%	17.6%	50.0%	51.6%	22.9%	45.1%
White	0.6%	11.8%	0.0%	42.4%	83.6%	77.4%
Hispanic	8.5%	23.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	90.7%	64.7%	100.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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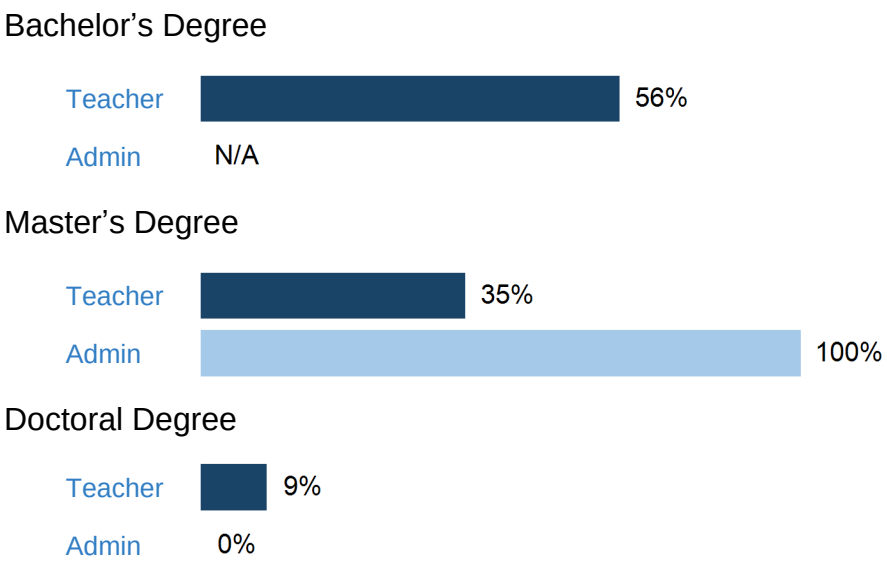
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	77.2%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

NJ SCHOOL PERFORMANCE REPORT

Hawthorne Avenue School
(13-3570-470)
Grades Offered: PK-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
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	Low Performing Student Group (ATSI)
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	18.0%	29.5%	32.4%
Math Proficiency	16.7%	20.8%	18.8%
ELA Growth	50	54	44
Math Growth	54	45	42
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	43.6%	41.0%	41.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Met Standard	Met Standard	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Met Target†	**	**	n/a	Not Met	No
Black or African American	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	Not Met	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	Our mission is to provide its students with a culturally relevant context from which to develop 21st century skills The successes and struggles of our ancestors will provide an ongoing source of inspiration pride strength self identity and empowerment for their current and future academic political and social achievement
Awards, Recognition, Accomplishments:	The school connects all aspects to the Nguzo Saba 7 Principles of Kwanzaa

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Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Girls) Basketball Cheer Debate
Clubs and Activities:	Band Beta Girls Club Boys Mentoring Debate Gifted and Talented Program

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Faith Fellowship Christian Church First Bethel BAdvanced Placementtist Church Greater Newark Conservatory My Very Own Library Seton Hall (mentorship program)

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Facilities:	Built in 1895 and includes Asphalt Playground
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Ivy Hill Elementary School
(13-3570-565)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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Ivy Hill Elementary School
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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Dorrice Rayam
Address	107 IVY STREET NEWARK, NJ 07106
Phone Number	973-351-2121
Email Address	d1rayam@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/IVY

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	36	35	41
KG	51	43	50
1	56	49	48
2	56	61	46
3	52	57	61
4	53	49	56
5	53	56	53
6	79	48	74
7	77	82	59
8	78	85	83
9	0	0	0
Total	591	565	571

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	44.3%	43.0%	44.7%
Male	55.7%	57.0%	55.3%
Economically Disadvantaged Students	76.3%	64.4%	79.3%
Students with Disabilities	20.6%	19.6%	22.9%
English Learners	12.7%	16.8%	19.3%
Homeless Students	1.4%	0.9%	1.9%
Students in Foster Care	0.8%	1.2%	1.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.2%	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	0.5%	0.0%	0.0%
Hispanic	8.6%	7.1%	8.2%
Black or African American	89.5%	90.6%	89.7%
Asian	0.7%	1.2%	1.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.2%
American Indian or Alaska Native	0.5%	0.5%	0.9%
Two or More Races	0.0%	0.5%	0.0%

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	0	0	0
PK - Full Day	36	35	41
KG - Half Day	0	0	0
KG - Full Day	51	43	50

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	591	565	571
Shared Time Students	0	0	0
Full Time Equivalent	591	565	571

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	78.3%
Haitian	12.4%
French	5.4%
Spanish	1.4%
Other Languages	2.5%

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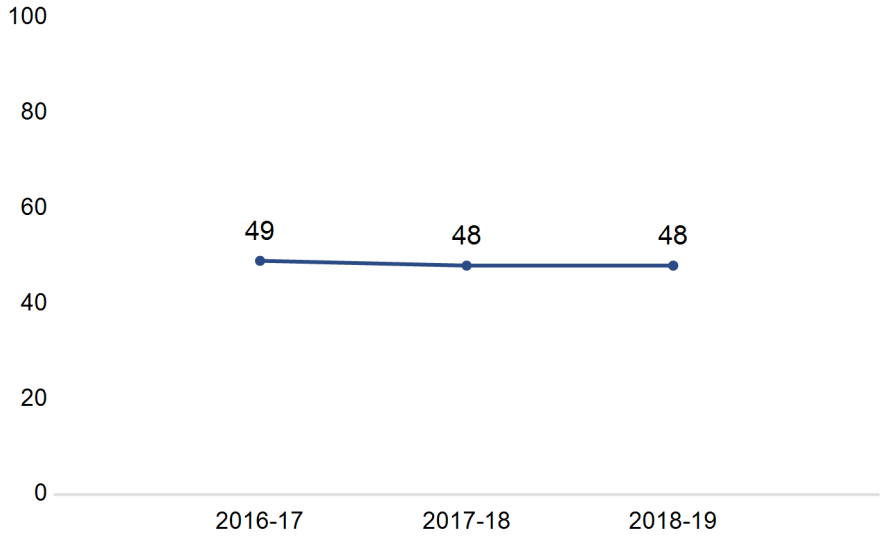
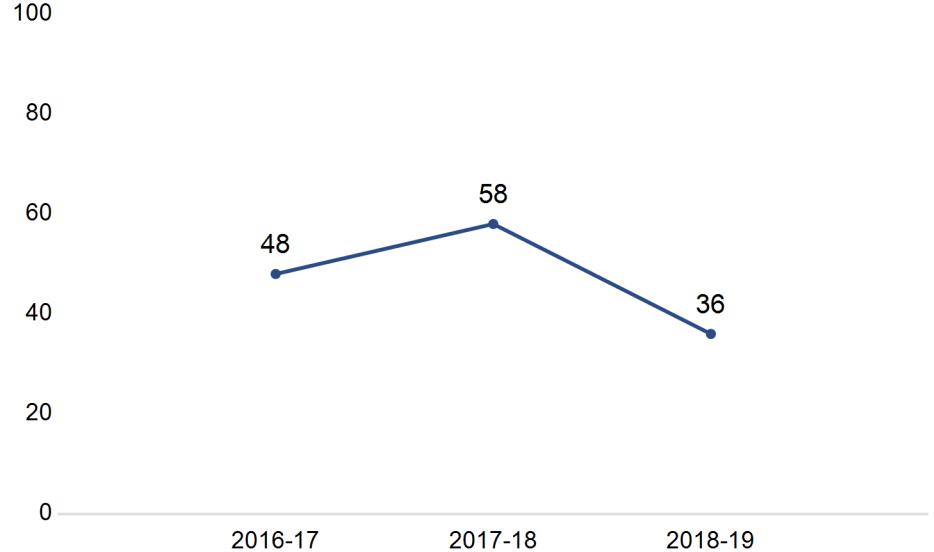
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	49	48	48	48	58	36
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	48	48	50	Met Standard	36	48	50	Not Met
White	N	56	50	**	N	56	52	**
Hispanic	43	50	49	**	33	51	47	**
Black or African American	49	43	45	Met Standard	37	41	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	60	59	**	*	60	60	**
American Indian or Alaska Native	*	70	56	**	*	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	57	51	53	N	37	49	50	N
Male	42.5	45	47	N	34.5	48	51	N
Economically Disadvantaged Students	46	47	48	Met Standard	35	48	46	Not Met
Students with Disabilities	55	39	43	Met Standard	48	48	45	**
English Learners	64	53	52	Exceeds Standard	62	53	50	**
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	*	49	42	N	*	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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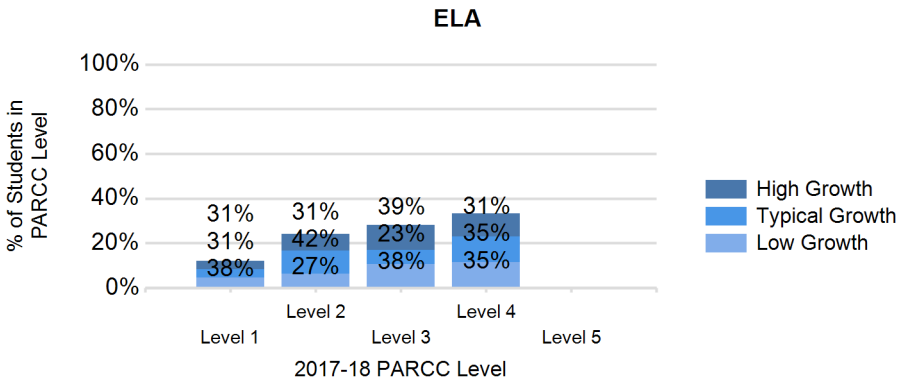
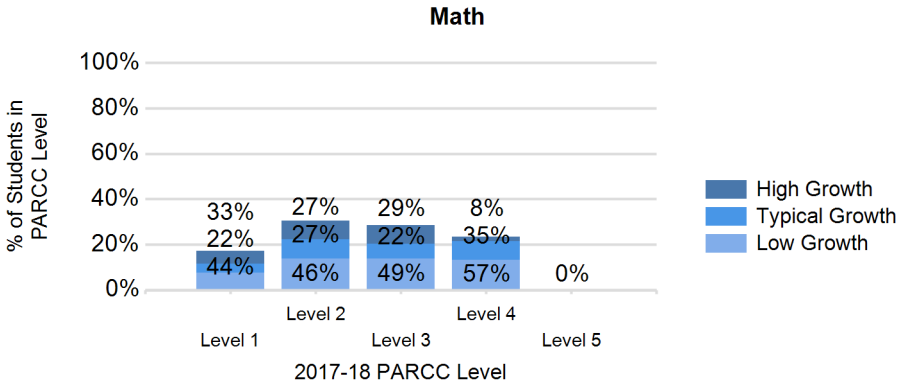
Student Growth by Performance Level

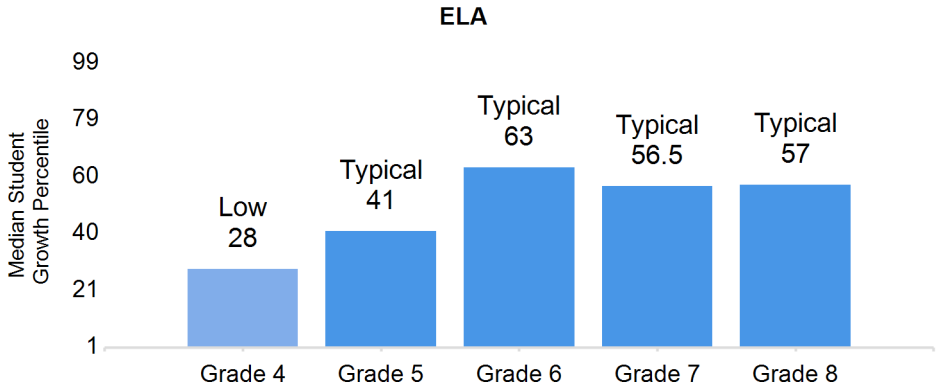
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

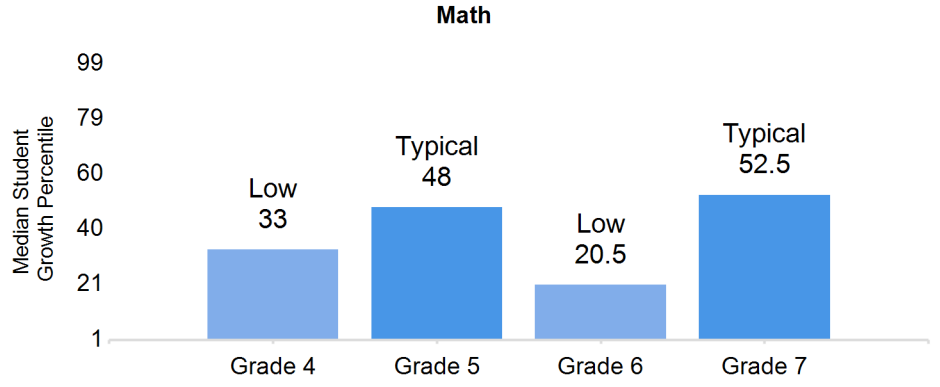




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





NJ SCHOOL PERFORMANCE REPORT

Ivy Hill Elementary School
(13-3570-565)
Grades Offered: PK-08
2018-2019

Report Key:
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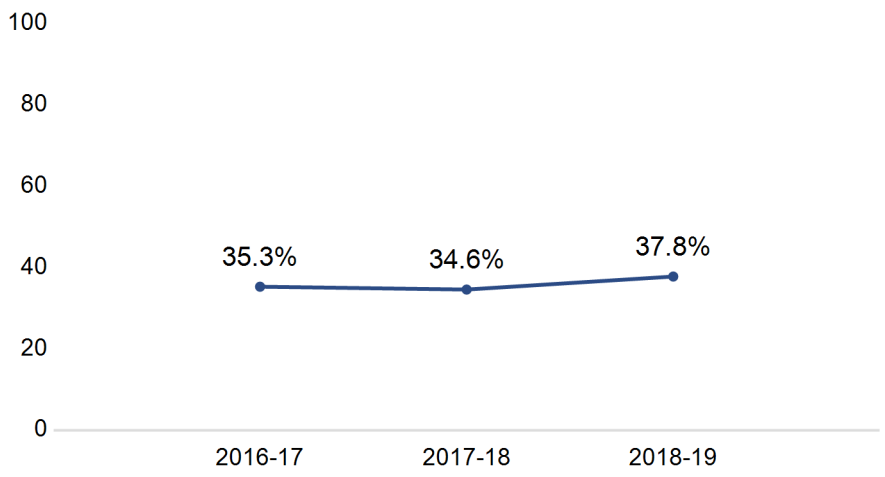
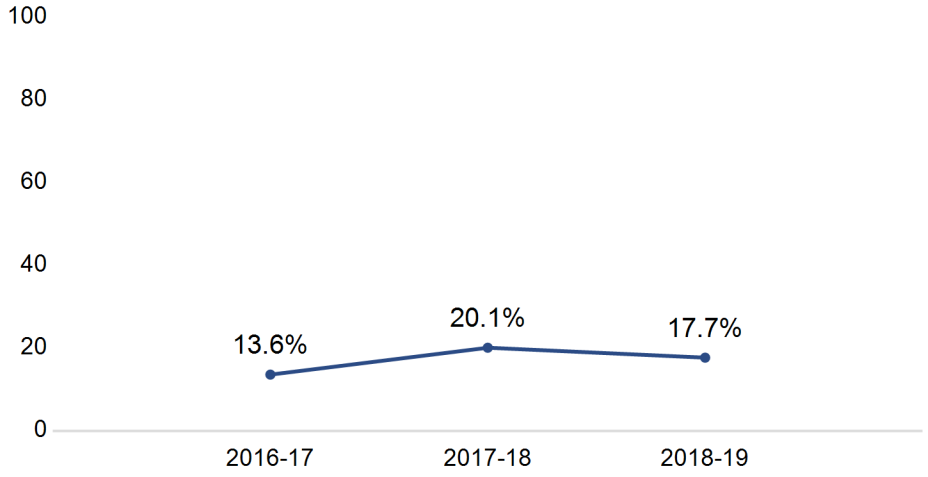
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.9%	99.7%	93.8%	98.9%	99.4%	89.2%
Proficiency Rate for Federal Accountability	35.3%	34.6%	37.8%	13.6%	20.1%	17.7%
Annual Target	31.9%	34.5%	37.0%	15.5%	18.9%	22.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	325	93.8	38.2	*	57.9	37.8	37	Met Target
White	N	N	N	54.7	66.9	N	**	**
Hispanic	22	81.5	45.5	38.9	43.9	38.9	46	Met Target†
Black or African American	294	95.0	37.1	28.8	38.5	37.1	36.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	*	*	*	56.4	56.0	*	**	**
Two or More Races	*	*	*	33.3	64.4	*	**	**
Female	144	94.3	47.9	42.9	64.8	47.8		
Male	181	93.5	30.4	30.3	51.3	30.0		
Economically Disadvantaged Students	245	94.0	36.7	35.8	40.0	36.3	37.1	Met Target†
Non-Economically Disadvantaged Students	80	93.4	42.5	38.6	67.9	42.5		
Students with Disabilities	61	88.7	21.3	14.1	22.7	19.8	25.9	Met Target†
Students without Disabilities	264	95.1	42.0	41.7	65.1	42.0		
English Learners	58	90.6	19.0	29.3	29.3	18.4	8	Met Target
Non-English Learners	267	94.5	42.3	38.3	60.6	42.2		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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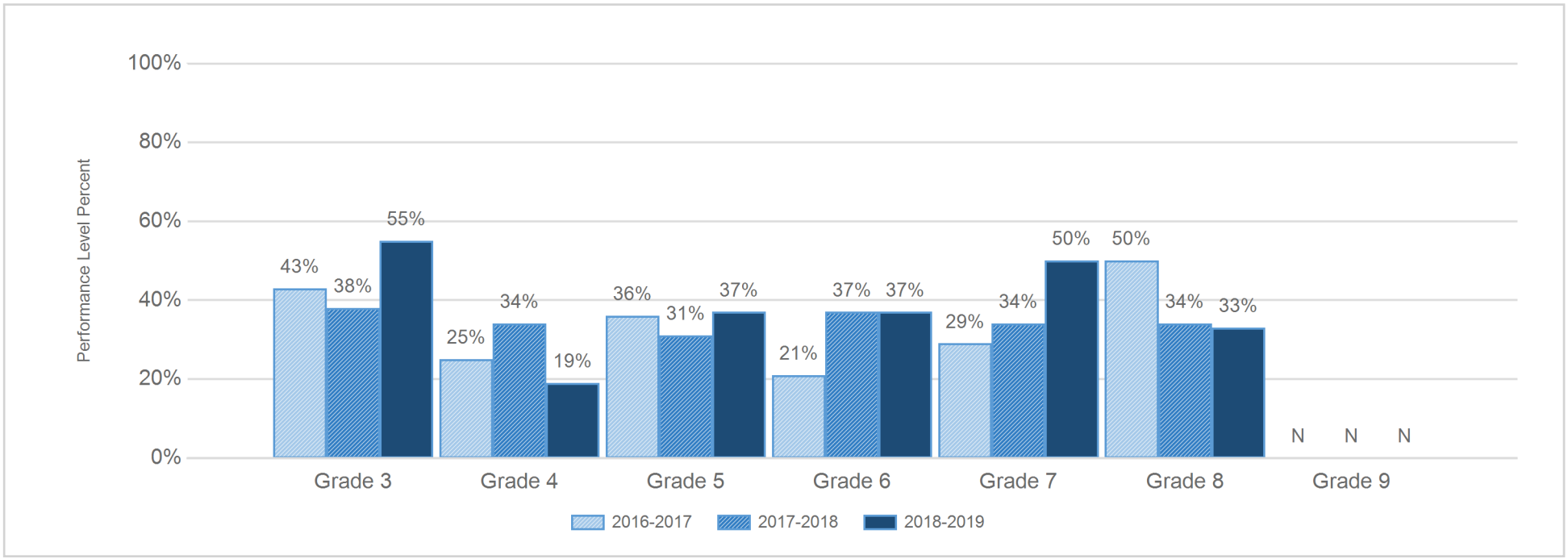
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	743	727	748	*	*	*	*	*	55%	50%
White	N	N	746	757	N	N	N	N	N	N	60%
Hispanic	*	*	728	734	*	*	*	*	*	*	36%
Black or African American	42	744	721	731	*	*	*	*	*	55%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	20	748	730	753	*	*	*	*	*	50%	55%
Male	24	740	723	743	*	*	*	*	*	58%	46%
Economically Disadvantaged Students	34	742	726	731	*	*	*	*	*	53%	33%
Non-Economically Disadvantaged Students	10	748	729	759	*	*	*	*	*	60%	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	729	751	*	*	*	*	*	*	54%
Homeless Students	*	*	708	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	707	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	728	734	755	*	26%	43%	*	*	19%	57%
White	N	N	744	763	N	N	N	N	N	N	67%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	16	734	739	760	*	*	*	*	*	31%	62%
Male	31	725	729	750	*	*	*	*	*	13%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	736	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	761	*	*	*	*	*	*	64%
English Learners	*	*	722	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	736	758	*	*	*	*	*	*	60%
Homeless Students	N	N	719	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	738	733	756	*	*	34%	37%	0%	37%	58%
White	N	N	743	764	N	N	N	N	N	N	68%
Hispanic	*	*	736	743	*	*	*	*	*	*	44%
Black or African American	35	737	727	739	*	*	34%	34%	0%	34%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	21	741	739	761	*	*	*	*	*	43%	64%
Male	17	735	728	750	*	*	*	*	*	29%	52%
Economically Disadvantaged Students	*	*	732	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	738	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	702	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	736	758	*	*	*	*	*	*	60%
Homeless Students	N	N	722	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	724	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%

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	742	737	754	*	*	39%	*	*	37%	56%
White	N	N	758	762	N	N	N	N	N	N	65%
Hispanic	*	*	740	743	*	*	*	*	*	*	43%
Black or African American	52	741	728	738	*	*	40%	*	*	37%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	27	745	744	762	*	*	*	*	*	44%	64%
Male	32	739	730	748	*	*	*	*	*	31%	48%
Economically Disadvantaged Students	38	748	737	740	*	*	*	*	*	42%	39%
Non-Economically Disadvantaged Students	21	732	737	763	*	*	*	*	*	29%	67%
Students with Disabilities	*	*	708	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	742	761	*	*	*	*	*	*	64%
English Learners	*	*	720	710	*	*	*	*	*	*	*
Non-English Learners	*	*	739	756	*	*	*	*	*	*	*
Homeless Students	*	*	726	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	717	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	743	741	761	*	*	*	*	*	50%	63%
White	N	N	756	769	N	N	N	N	N	N	72%
Hispanic	*	*	744	747	*	*	*	*	*	*	50%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	21	760	749	769	*	*	*	*	*	67%	71%
Male	23	728	734	753	*	*	*	*	*	35%	55%
Economically Disadvantaged Students	32	738	740	743	*	*	*	*	*	41%	45%
Non-Economically Disadvantaged Students	12	757	746	771	*	*	*	*	*	75%	73%
Students with Disabilities	*	*	705	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	749	769	*	*	*	*	*	*	71%
English Learners	*	*	712	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	744	763	*	*	*	*	*	*	65%
Homeless Students	*	*	724	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	735	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	734	742	762	17%	19%	31%	*	*	33%	63%
White	N	N	765	770	N	N	N	N	N	N	72%
Hispanic	*	*	746	747	*	*	*	*	*	*	49%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	37	741	751	771	*	*	27%	*	*	46%	71%
Male	33	726	735	753	*	*	36%	*	*	18%	55%
Economically Disadvantaged Students	49	734	742	743	*	*	*	*	*	33%	45%
Non-Economically Disadvantaged Students	21	733	744	772	*	*	*	*	*	33%	72%
Students with Disabilities	*	*	707	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	750	770	*	*	*	*	*	*	71%
English Learners	17	723	717	708	*	*	*	*	*	18%	12%
Non-English Learners	53	737	745	764	*	*	*	*	*	38%	65%
Homeless Students	*	*	711	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	714	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	327	89.2	18.7	26.3	44.5	17.7	22.3	Not Met
White	N	N	N	42.2	54.1	N	**	**
Hispanic	22	81.5	22.7	30.9	28.8	19.5	24.8	Met Target†
Black or African American	296	90.0	18.2	16.6	23.0	17.5	22.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	*	*	*	35.9	42.7	*	**	**
Two or More Races	*	*	*	18.8	53.3	*	**	**
Female	144	90.9	20.1	26.9	44.9	19.3		
Male	183	87.9	17.5	25.8	44.2	16.6		
Economically Disadvantaged Students	245	91.6	17.6	26.6	26.3	*	23.2	Not Met
Non-Economically Disadvantaged Students	82	82.9	22.0	25.4	54.9	*		
Students with Disabilities	61	88.7	13.1	11.6	17.4	12.2	18.5	Met Target†
Students without Disabilities	266	89.3	19.9	29.8	50.0	19.1		
English Learners	60	70.6	10.0	25.7	25.0	*	12	Met Target†
Non-English Learners	267	94.5	20.6	26.5	46.5	*		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

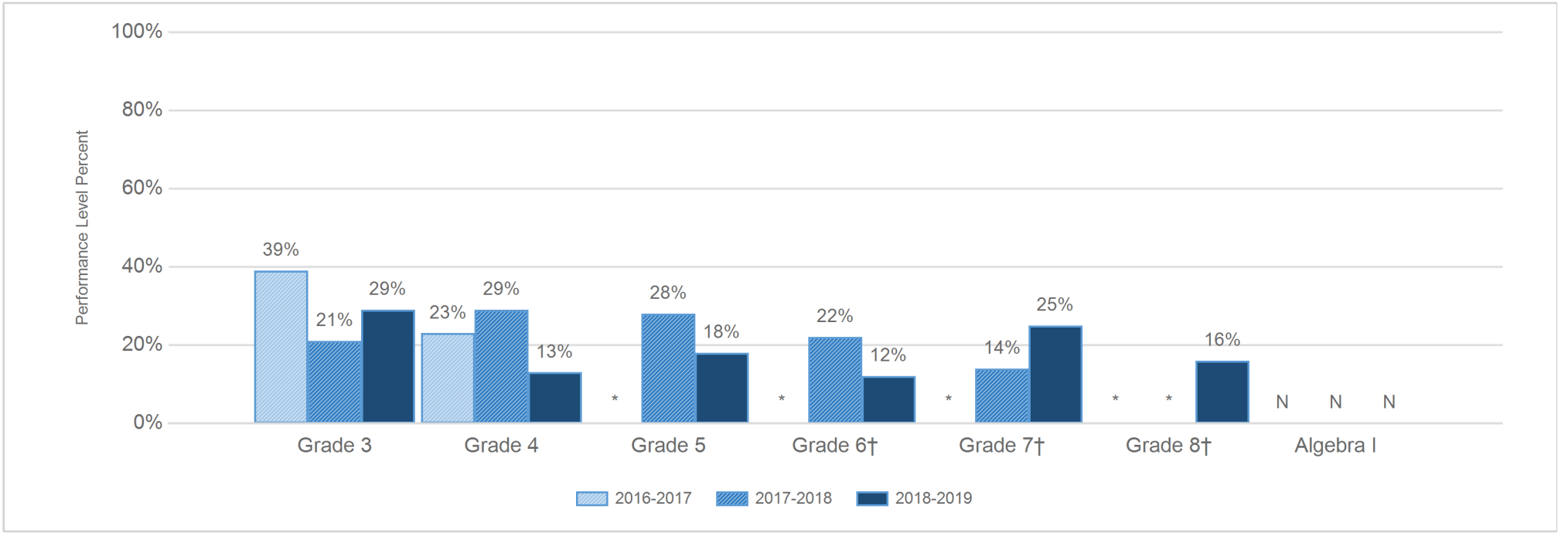
NJ SCHOOL PERFORMANCE REPORT

Ivy Hill Elementary School
(13-3570-565)
Grades Offered: PK-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.

NJ SCHOOL PERFORMANCE REPORT

Ivy Hill Elementary School
(13-3570-565)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	733	735	752	*	24%	33%	*	*	29%	55%
White	N	N	757	760	N	N	N	N	N	N	66%
Hispanic	*	*	738	739	*	*	*	*	*	*	40%
Black or African American	43	733	726	735	*	26%	30%	*	*	30%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	20	728	*	751	*	*	*	*	*	25%	54%
Male	25	737	*	752	*	*	*	*	*	32%	56%
Economically Disadvantaged Students	34	730	735	737	*	*	*	*	*	21%	37%
Non-Economically Disadvantaged Students	11	742	733	761	*	*	*	*	*	55%	67%
Students with Disabilities	*	*	718	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	738	756	*	*	*	*	*	*	60%
English Learners	10	713	732	728	*	*	*	*	*	*	26%
Non-English Learners	35	738	736	754	*	*	*	*	*	*	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	714	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Ivy Hill Elementary School
(13-3570-565)
Grades Offered: PK-08
2018-2019

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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	716	732	749	29%	35%	23%	*	*	13%	51%
White	N	N	746	757	N	N	N	N	N	N	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	16	718	733	749	*	*	*	*	*	*	50%
Male	32	715	731	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	732	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	731	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	754	*	*	*	*	*	*	56%
English Learners	*	*	728	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	733	751	*	*	*	*	*	*	54%
Homeless Students	N	N	715	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Ivy Hill Elementary School
(13-3570-565)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	731	728	747	*	32%	45%	*	*	18%	47%
White	N	N	736	755	N	N	N	N	N	N	58%
Hispanic	*	*	733	735	*	*	*	*	*	*	30%
Black or African American	35	731	720	729	*	31%	46%	*	*	17%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	21	732	729	747	*	*	*	*	*	19%	47%
Male	17	731	727	747	*	*	*	*	*	18%	47%
Economically Disadvantaged Students	*	*	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	729	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	714	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	731	752	*	*	*	*	*	*	52%
English Learners	*	*	721	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	729	749	*	*	*	*	*	*	49%
Homeless Students	N	N	714	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	720	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Ivy Hill Elementary School
(13-3570-565)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	715	725	741	29%	34%	25%	*	*	12%	41%
White	N	N	745	749	N	N	N	N	N	N	51%
Hispanic	*	*	728	729	*	*	*	*	*	*	24%
Black or African American	52	713	715	722	31%	33%	27%	*	*	10%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	27	718	726	742	*	*	*	*	*	*	42%
Male	32	712	723	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	38	717	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	21	711	722	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	708	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	746	*	*	*	*	*	*	46%
English Learners	*	*	715	709	*	*	*	*	*	*	*
Non-English Learners	*	*	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	707	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%

NJ SCHOOL PERFORMANCE REPORT

Ivy Hill Elementary School
(13-3570-565)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	727	731	744	*	27%	32%	*	*	25%	42%
White	N	N	738	751	N	N	N	N	N	N	53%
Hispanic	*	*	733	733	*	*	*	*	*	*	26%
Black or African American	*	*	723	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	21	729	*	744	*	*	*	*	*	24%	42%
Male	23	725	*	743	*	*	*	*	*	26%	42%
Economically Disadvantaged Students	32	724	731	731	*	*	*	*	*	22%	24%
Non-Economically Disadvantaged Students	12	734	731	751	*	*	*	*	*	33%	53%
Students with Disabilities	*	*	708	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	736	749	*	*	*	*	*	*	48%
English Learners	*	*	721	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	732	745	*	*	*	*	*	*	44%
Homeless Students	*	*	719	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	718	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	*	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Ivy Hill Elementary School
(13-3570-565)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	715	722	728	40%	29%	16%	16%	0%	16%	29%
White	N	N	731	737	N	N	N	N	N	N	38%
Hispanic	*	*	727	722	*	*	*	*	*	*	22%
Black or African American	*	*	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	37	723	724	731	*	*	*	*	*	19%	31%
Male	33	705	719	726	*	*	*	*	*	12%	27%
Economically Disadvantaged Students	49	717	722	719	35%	*	*	*	*	14%	20%
Non-Economically Disadvantaged Students	21	710	721	735	52%	*	*	*	*	19%	36%
Students with Disabilities	*	*	697	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	727	734	*	*	*	*	*	*	35%
English Learners	17	716	712	706	*	*	*	*	*	24%	10%
Non-English Learners	53	714	723	730	*	*	*	*	*	13%	30%
Homeless Students	*	*	695	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	707	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Ivy Hill Elementary School
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	47.2%	40.9%	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	63	*	*
3-4	18	83.3%	16.7%
5 or more	15	86.7%	13.3%

NJ SCHOOL PERFORMANCE REPORT

Ivy Hill Elementary School
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2018-2019

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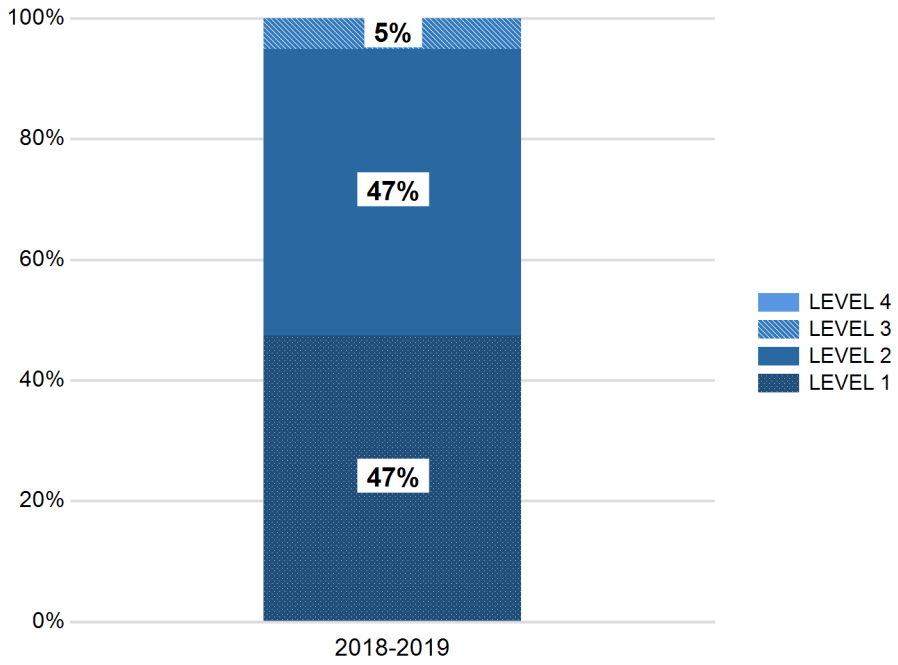
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	47	47	5	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	49	46	6	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	62	33	5	0
Male	29	65	6	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
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

NJ SCHOOL PERFORMANCE REPORT

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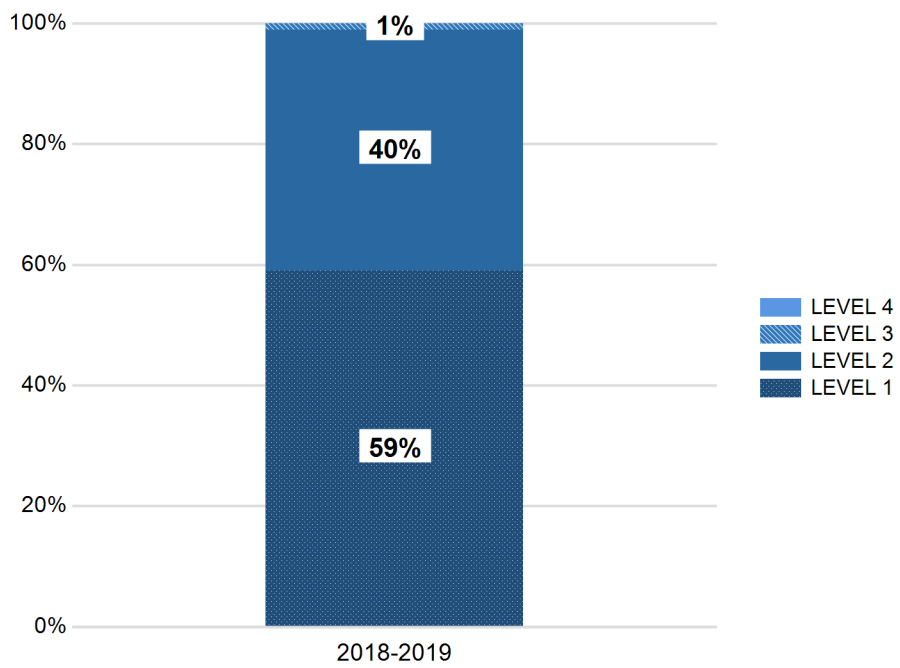
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	59	40	1	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	53	47	0	0
Male	66	31	3	0
Economically Disadvantaged Students	59	39	2	0
Non-Economically Disadvantaged Students	58	42	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	69	31	0	0
Non-English Learners	56	42	2	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Ivy Hill Elementary School
(13-3570-565)
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2018-2019

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	74
7	0	0	59
8	0	0	83
Total	0	0	216

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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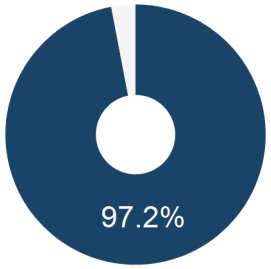
Visual and Performing Arts – Course Participation

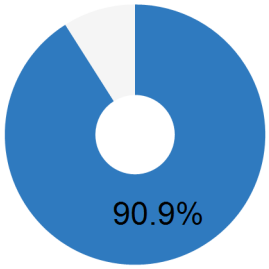
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

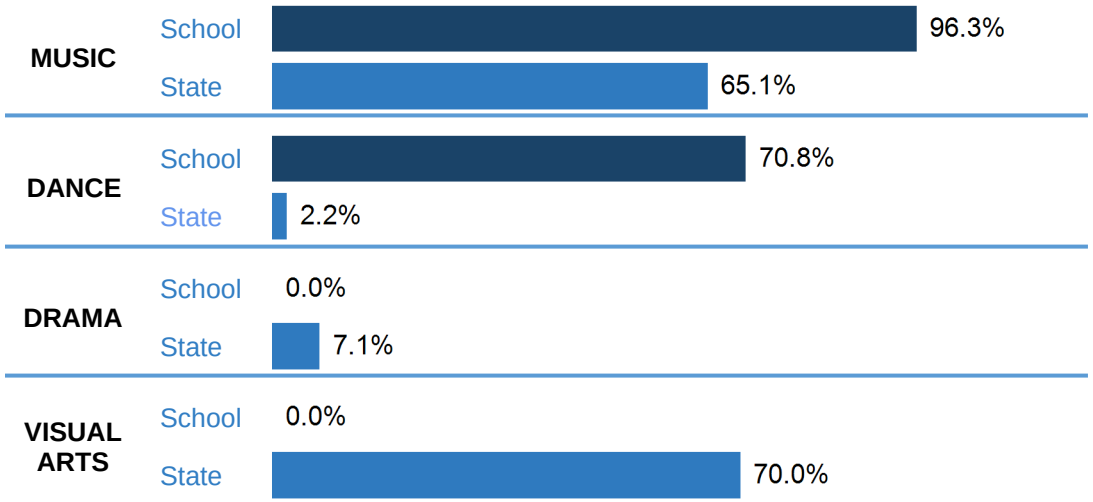


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

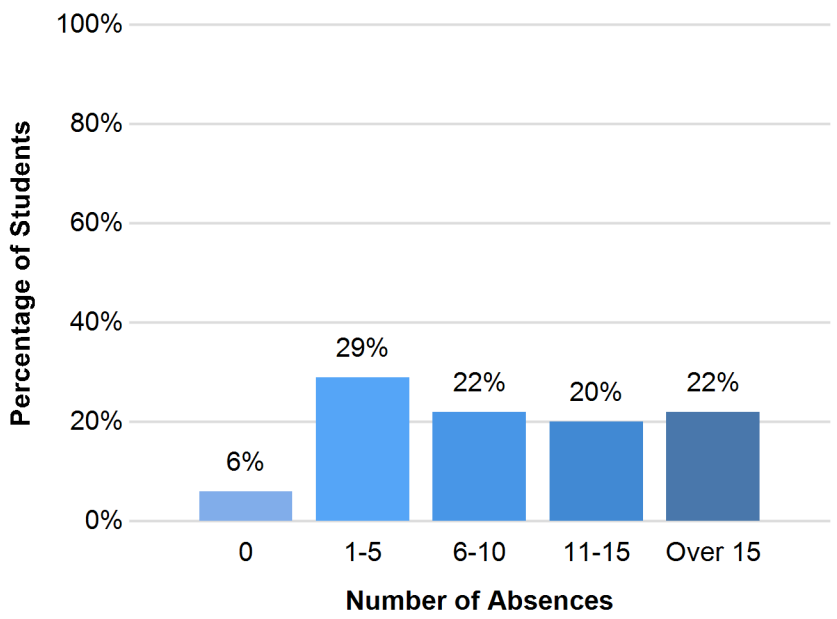
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	103	19.5	9.0	Not Met
White	N	N	N	N
Hispanic	19	46.3	9.0	Not Met
Black or African American	82	17.3	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	49	20.8		
Male	54	18.6		
Economically Disadvantaged Students	81	19.1	9.0	Not Met
Students with Disabilities	32	27.1	9.0	Not Met
English Learners	7	6.5	9.0	Met
Homeless Students	4	36.4		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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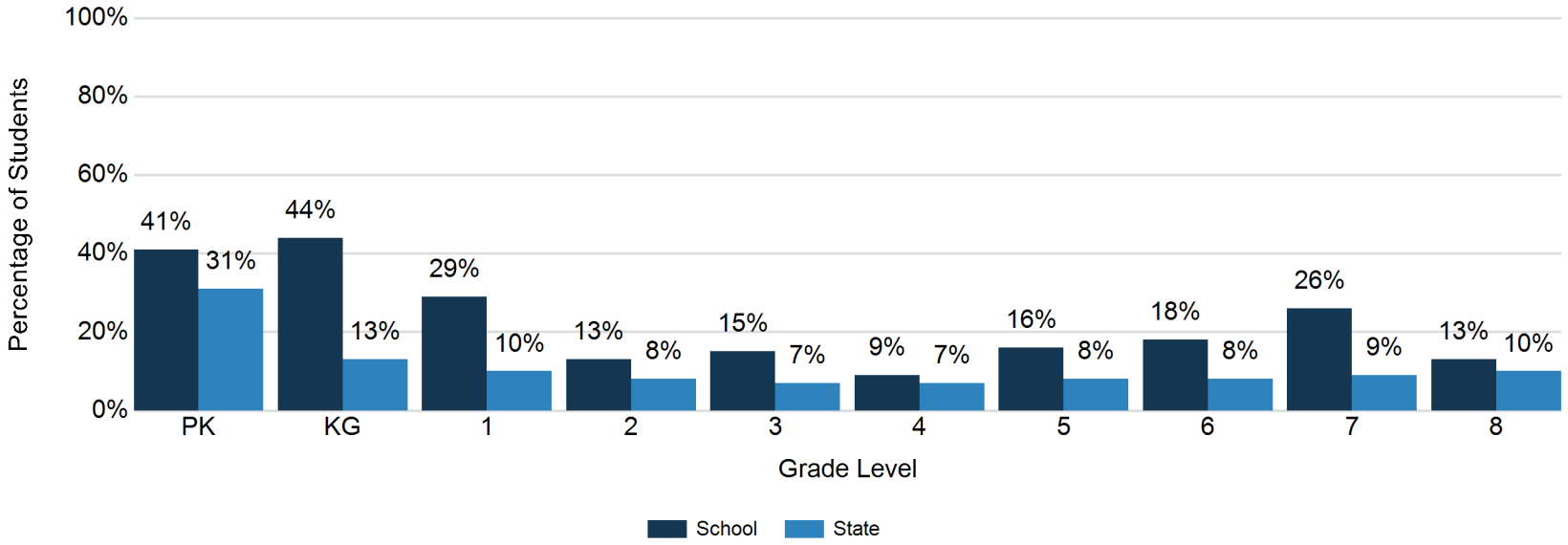
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.53

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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	3	3
No Identified Nature	2		2

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	2.6:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	47	118,214
Average years experience in public schools	12.4	12.1
Average years experience in district	10.0	10.8
Percentage of Teachers with 4 or more years experience in the district	70.2%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1
Students to Administrators	190:1	106:1
Teachers to Administrators	16:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.7%	83.0%	66.7%	48.4%	77.1%	54.9%
Male	55.3%	17.0%	33.3%	51.6%	22.9%	45.1%
White	0.0%	21.3%	0.0%	42.4%	83.6%	77.4%
Hispanic	8.2%	10.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	89.7%	61.7%	100.0%	15.0%	6.6%	13.9%
Asian	1.1%	4.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.9%	2.1%	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	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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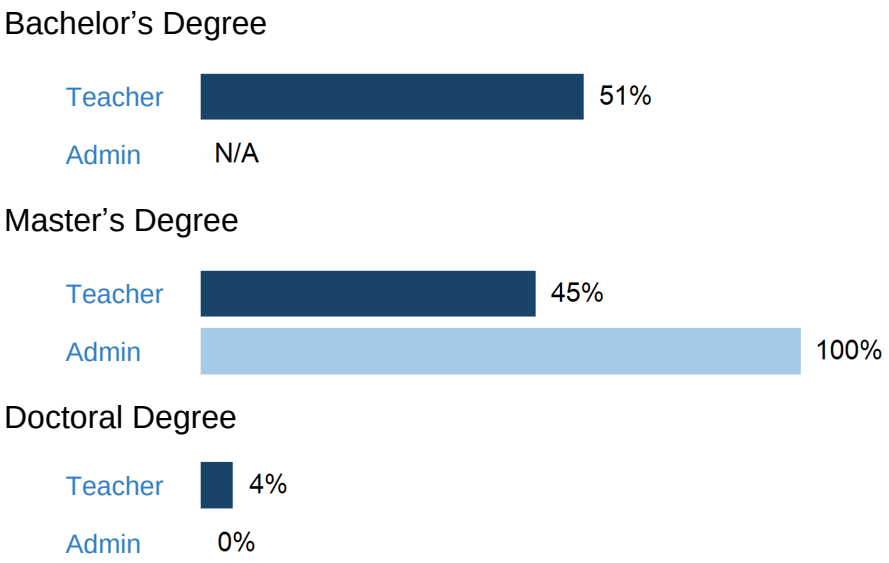
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	79.5%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	35.3%	34.6%	37.8%
Math Proficiency	13.6%	20.1%	17.7%
ELA Growth	49	48	48
Math Growth	48	58	36
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		44.0%	47.2%
Chronic Absenteeism	26.6%	23.5%	19.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Standard	Not Met	Met Target	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Met Target†	**	**	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	Met Standard	**	n/a	Not Met	No
English Learners	Met Target	Met Target†	Exceeds Standard	**	**	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

NJ SCHOOL PERFORMANCE REPORT

Ivy Hill Elementary School
(13-3570-565)
Grades Offered: PK-08
2018-2019

Report Key:
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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.

Mission, Vision, Theme:	Here at Ivy Hill School our staff members are dedicated to providing every child with the best educational opportunities possible Our staff members realize the importance of developing in each child a degree of trustworthiness responsibility respect caring fairness and citizenship
Awards, Recognition, Accomplishments:	Students are greeted by staff daily Students are able to participate in Art Vocal Music Dance and Instrumental Music clubs

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2018-2019

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School Narrative

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Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Girls), Soccer (Boys), Track and Field - Spring (Boys & Girls) Basketball Cheer Dance Debate Outdoor Track
Clubs and Activities:	African Drumming Art Coding Dance Vocal Music

NJ SCHOOL PERFORMANCE REPORT

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School Narrative

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Jersey Cares Montclair State University My Very Own Library NJPAC Seton Hall (mentorship program)

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Facilities:	Built in 1931 and Features an Auditorium Chemistry Labs a Media Center and Music Classrooms
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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School Narrative

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

John F. Kennedy School
(13-3570-477)
Grades Offered: PK-12
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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John F. Kennedy School
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2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Dr. Glenda Johnson-Green
Address	311 S TENTH ST NEWARK, NJ 07103-2114
Phone Number	973-733-6788
Email Address	ggreen@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/JFK
Twitter	https://twitter.com/jfkNewarkNJ

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	8	0	0
6	9	4	0
7	12	1	12
8	13	2	10
9	28	1	23
10	19	1	16
11	24	0	32
12	68	20	65
Total	181	29	158

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	45.9%	41.4%	48.7%
Male	54.1%	58.6%	51.3%
Economically Disadvantaged Students	91.2%	75.9%	89.9%
Students with Disabilities	90.1%	100.0%	99.4%
English Learners	3.3%	0.0%	0.6%
Homeless Students	1.1%	3.4%	3.8%
Students in Foster Care	0.6%	0.0%	0.6%
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	5.5%	6.9%	5.1%
Hispanic	29.8%	27.6%	30.4%
Black or African American	64.1%	65.5%	63.9%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.6%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

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	N	N	N
PK - Full Day	N	N	N
KG - Half Day	N	N	N
KG - Full Day	N	N	N

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	181	29	158
Shared Time Students	0	0	0
Full Time Equivalent	181	29	158

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	80.4%
Spanish	15.2%
Portuguese	2.5%
Other Languages	1.9%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

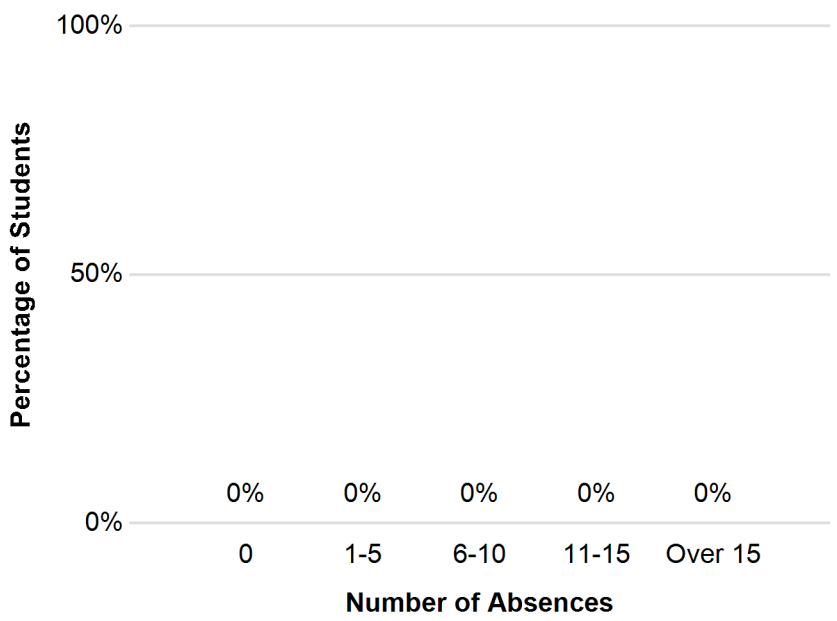
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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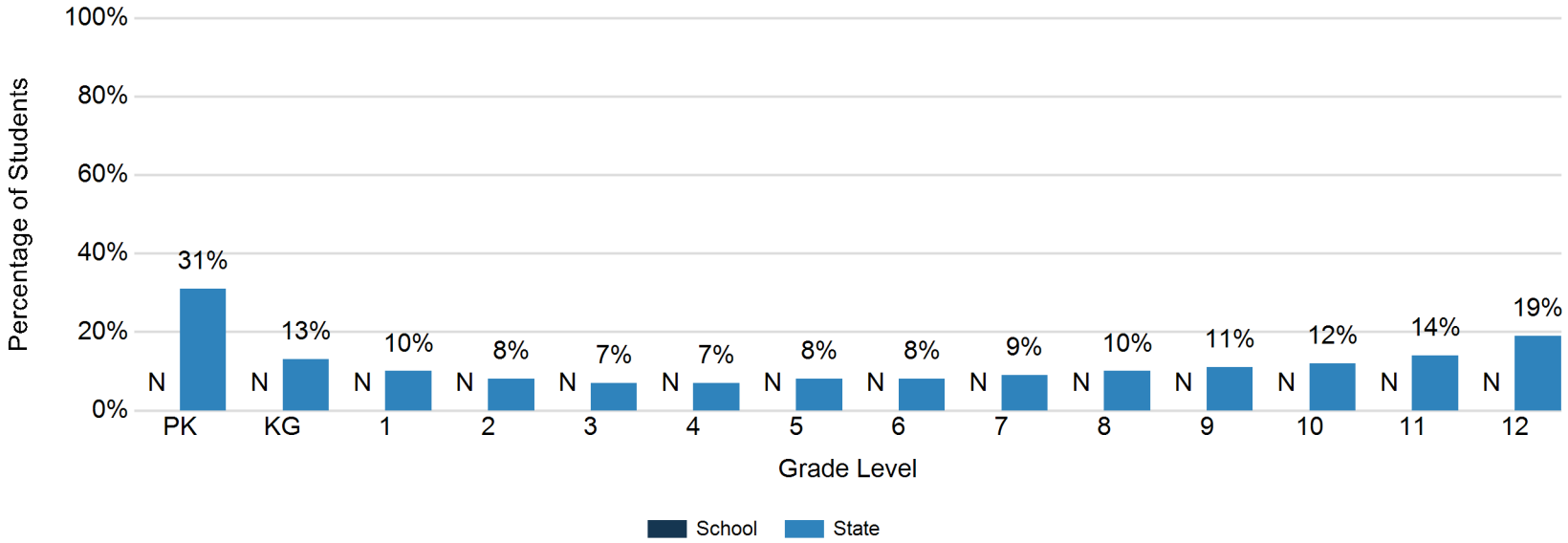
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	23	118,214
Average years experience in public schools	17.5	12.1
Average years experience in district	13.7	10.8
Percentage of Teachers with 4 or more years experience in the district	95.7%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	7:1	14:1
Students to Administrators	53:1	106:1
Teachers to Administrators	8:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.7%	69.6%	100.0%	48.4%	77.1%	54.9%
Male	51.3%	30.4%	0.0%	51.6%	22.9%	45.1%
White	5.1%	30.4%	0.0%	42.4%	83.6%	77.4%
Hispanic	30.4%	8.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	63.9%	52.2%	100.0%	15.0%	6.6%	13.9%
Asian	0.0%	8.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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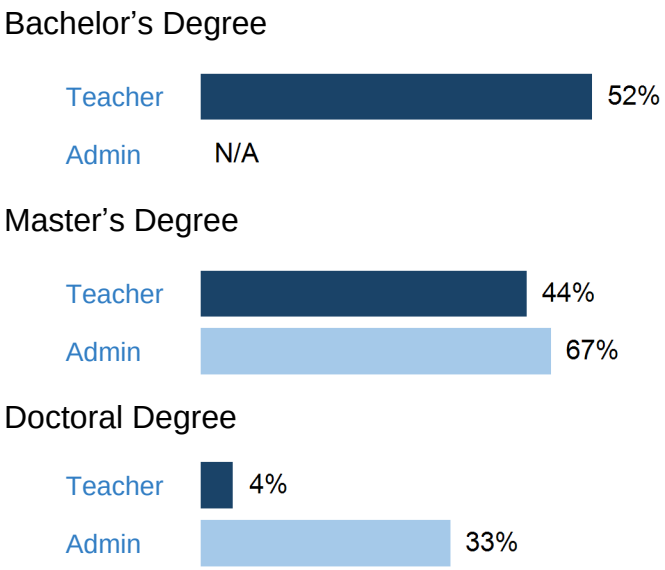
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	78.5%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

NJ SCHOOL PERFORMANCE REPORT

John F. Kennedy School
(13-3570-477)
Grades Offered: PK-12
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	John F Kennedy provides students ages 13 21 who have multiple disabilities with a specialized program that will give them the tools needed to navigate their communities upon graduation Our functional curriculum is data based and used to meet the diverse needs of all learners Students take part in Co curricular activities such as The Arts Swimming Special Olympics as well as Inclusion activities with other comprehensive High Schools
Awards, Recognition, Accomplishments:	“Transition Academy Program” students ages 18 21 receive intense instruction on life skills job training and other areas

NJ SCHOOL PERFORMANCE REPORT

John F. Kennedy School
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Courses, Curriculum, Instruction:	Specialize School for Special Needs Students | Specialize Transition Program
Clubs and Activities:	Anti Bullying Coding Jazz House Kids Program Student Council Yearbook

NJ SCHOOL PERFORMANCE REPORT

John F. Kennedy School
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School Narrative

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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School Narrative

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Jazz House Kids Program Liberty Science Center Newark Beth Israel Medical Center Pastor Tilley Outreach Project Renew the Arts

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School Narrative

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Facilities:	Built in 1967 and includes Auditorium Computer Labs Music Classrooms Pool Activities of Daily Living Classroom and Community Garden
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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School Narrative

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Lafayette Street School
(13-3570-480)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Lafayette Street School
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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Maria Merlo
Address	205 LAFAYETTE ST NEWARK, NJ 07105-1843
Phone Number	973-465-4860
Email Address	mmerlo@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/LAF
Twitter	https://twitter.com/nps/lafayette

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	130	123	134
KG	112	126	107
1	127	115	122
2	121	124	126
3	126	120	124
4	133	129	123
5	119	125	123
6	109	116	125
7	109	104	115
8	122	114	108
9	0	0	0
Total	1,208	1,196	1,207

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	45.8%	46.6%	46.2%
Male	54.2%	53.4%	53.8%
Economically Disadvantaged Students	84.6%	81.9%	85.4%
Students with Disabilities	11.7%	12.9%	13.0%
English Learners	20.4%	17.6%	20.6%
Homeless Students	0.4%	0.3%	0.0%
Students in Foster Care	0.1%	0.1%	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	21.6%	21.2%	21.9%
Hispanic	76.0%	76.6%	76.5%
Black or African American	1.6%	1.4%	1.3%
Asian	0.3%	0.2%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.2%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	0.0%	0.3%	0.0%

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	0	0	0
PK - Full Day	130	123	134
KG - Half Day	0	0	0
KG - Full Day	112	126	107

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,208	1,196	1,207
Shared Time Students	0	0	0
Full Time Equivalent	1,208	1,196	1,207

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
Spanish	64.0%
Portuguese	20.9%
English	14.8%
Other Languages	0.3%

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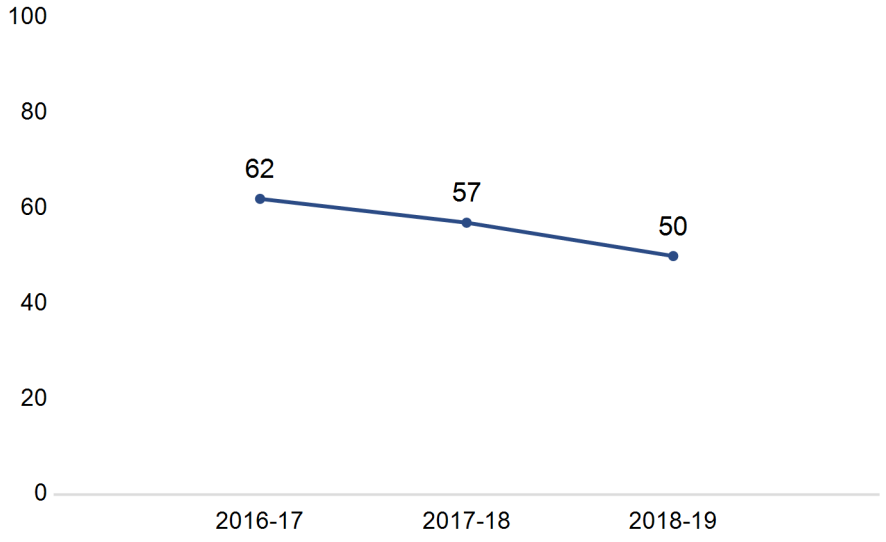
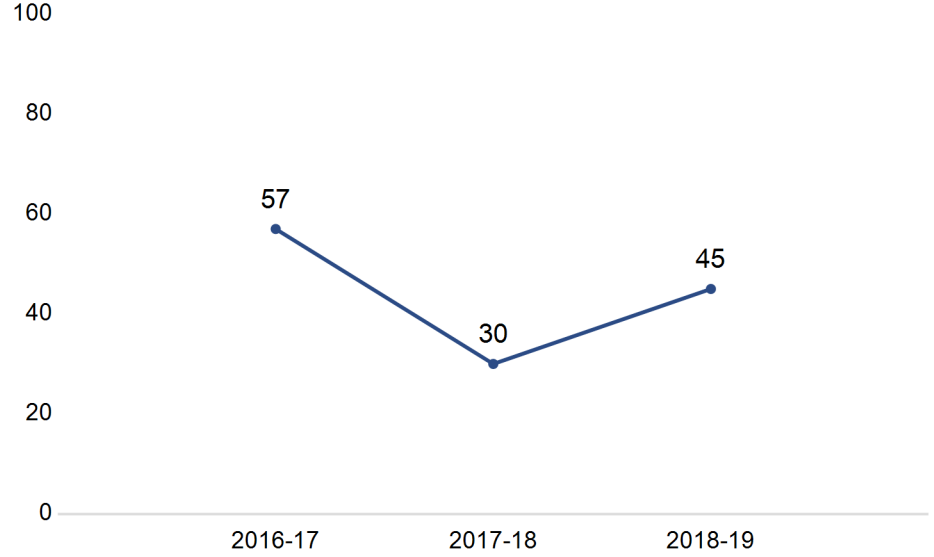
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	62	57	50	57	30	45
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	50	48	50	Met Standard	45	48	50	Met Standard
White	57	56	50	Met Standard	55	56	52	Met Standard
Hispanic	48.5	50	49	Met Standard	43	51	47	Met Standard
Black or African American	*	43	45	**	*	41	43	**
Asian, Native Hawaiian, or Pacific Islander	*	60	59	**	*	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	55	51	53	N	46	49	50	N
Male	46	45	47	N	44.5	48	51	N
Economically Disadvantaged Students	49	47	48	Met Standard	45	48	46	Met Standard
Students with Disabilities	30	39	43	Not Met	43.5	48	45	Met Standard
English Learners	56.5	53	52	Met Standard	55	53	50	Met Standard
Homeless Students	N	37	43	N	N	38.5	44	N
Students in Foster Care	N	49	42	N	N	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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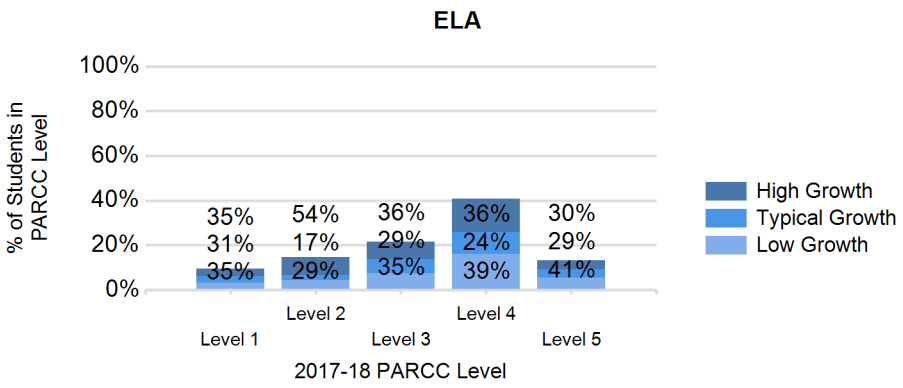
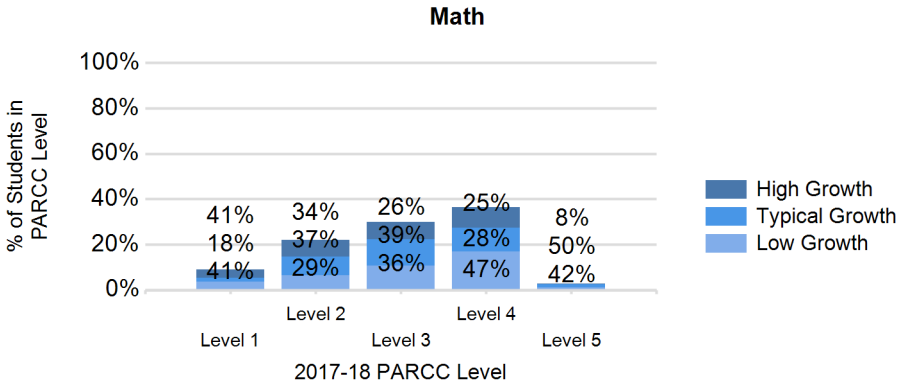
Student Growth by Performance Level

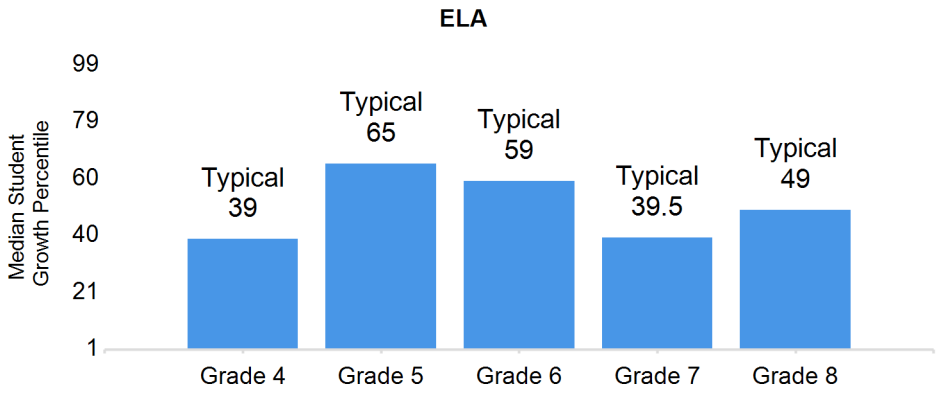
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

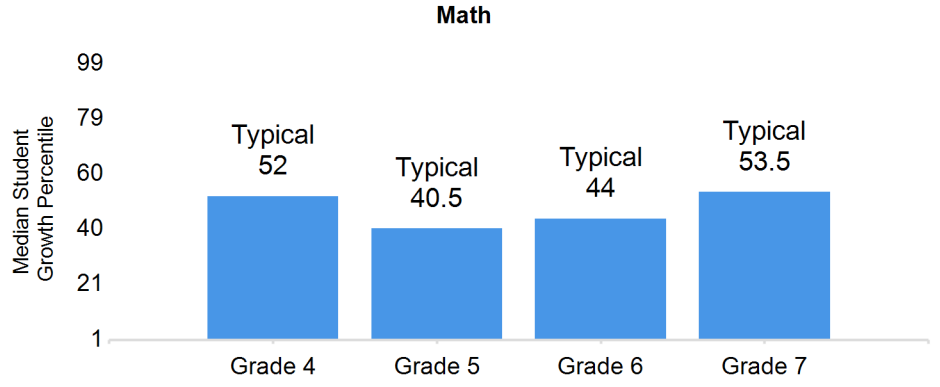




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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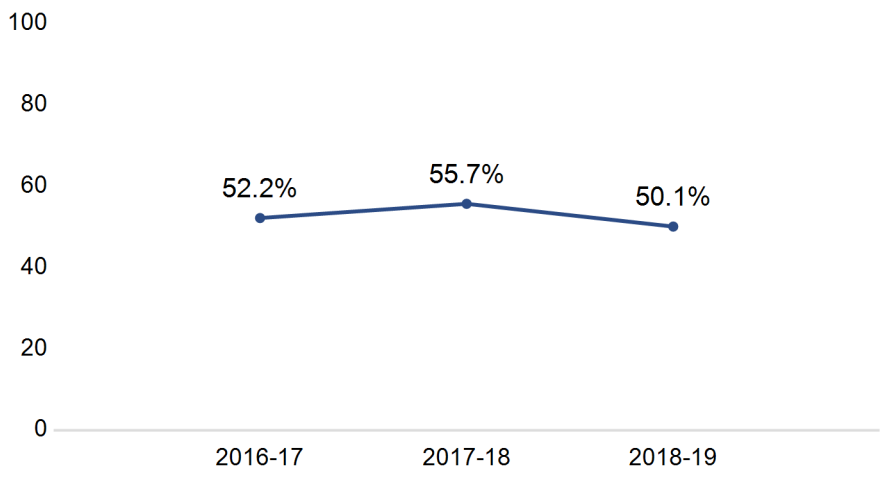
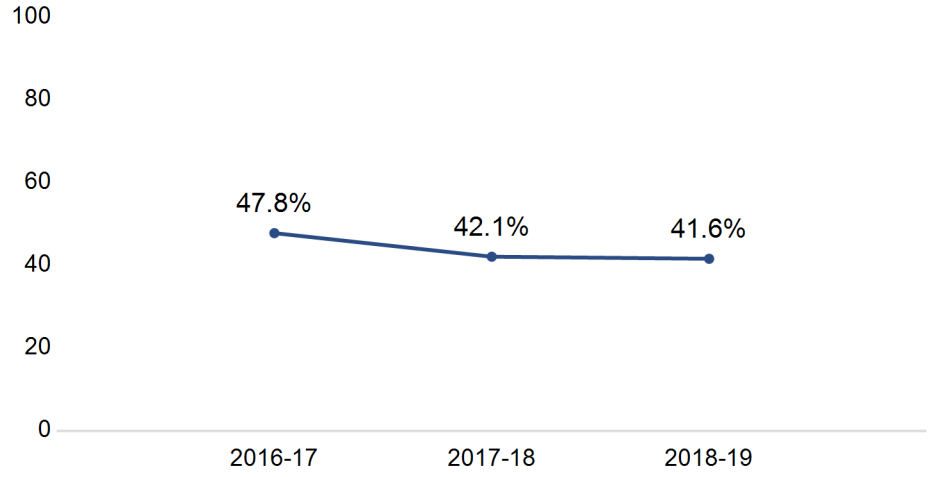
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

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%	99.7%	99.7%	98.5%	98.7%	99.7%
Proficiency Rate for Federal Accountability	52.2%	55.7%	50.1%	47.8%	42.1%	41.6%
Annual Target	52.5%	54.0%	55.4%	47.6%	49.3%	51.0%
Met Annual Target?	Met Target†	Met Target	Not Met	Met Target	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	668	99.7	50.1	*	57.9	50.1	55.4	Not Met
White	146	98.7	47.3	54.7	66.9	47.3	64.4	Not Met
Hispanic	512	100.0	50.8	38.9	43.9	50.8	53.1	Met Target†
Black or African American	*	*	*	28.8	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	290	99.7	62.4	42.9	64.8	62.4		
Male	378	99.7	40.7	30.3	51.3	40.7		
Economically Disadvantaged Students	567	99.6	49.6	35.8	40.0	49.6	53.4	Not Met
Non-Economically Disadvantaged Students	101	100.0	53.5	38.6	67.9	53.5		
Students with Disabilities	88	100.0	*	14.1	22.7	*	21.8	Not Met
Students without Disabilities	580	99.7	*	41.7	65.1	*		
English Learners	194	99.5	30.9	29.3	29.3	30.9	18	Met Target
Non-English Learners	474	99.8	58.0	38.3	60.6	58.0		
Homeless Students	N	N	N	17.0	29.1	N		
Students In Foster Care	N	N	N	18.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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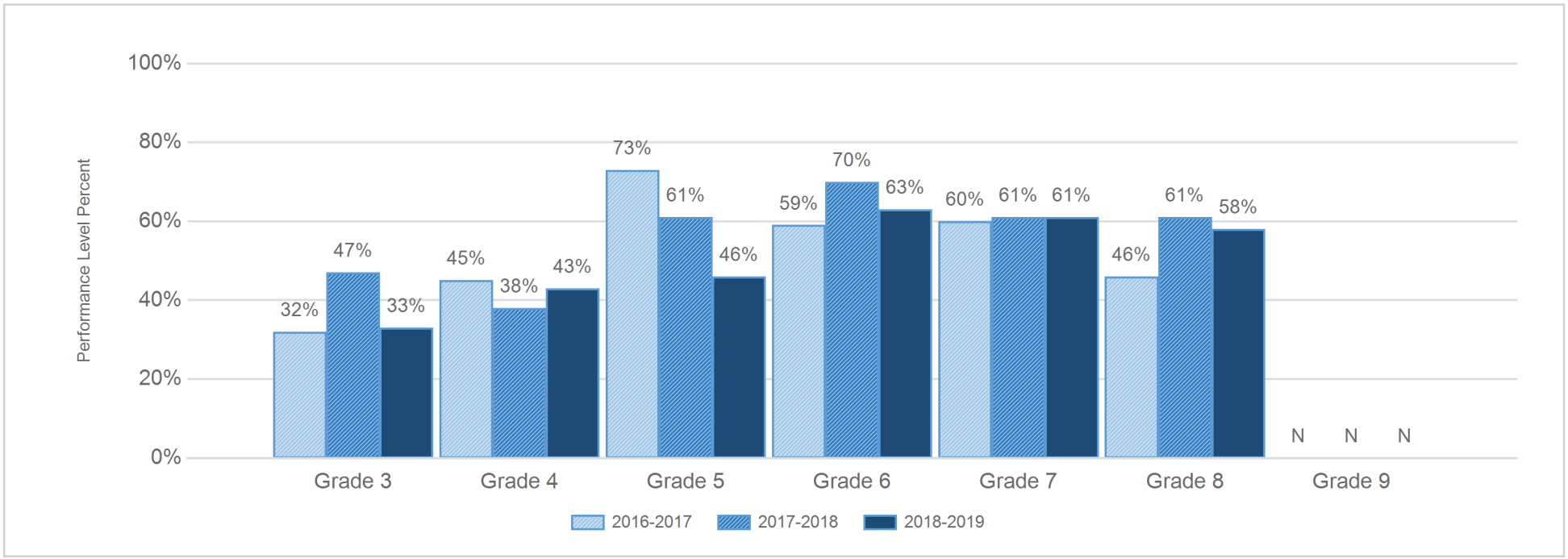
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	733	727	748	20%	24%	24%	*	*	33%	50%
White	*	*	746	757	*	*	*	*	*	*	60%
Hispanic	98	735	728	734	19%	23%	22%	*	*	35%	36%
Black or African American	*	*	721	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	46	750	730	753	*	*	*	*	*	59%	55%
Male	73	722	723	743	*	*	*	*	*	16%	46%
Economically Disadvantaged Students	102	732	726	731	*	*	*	*	*	32%	33%
Non-Economically Disadvantaged Students	17	735	729	759	*	*	*	*	*	35%	61%
Students with Disabilities	14	706	700	719	*	*	*	*	*	*	24%
Students without Disabilities	105	736	731	754	*	*	*	*	*	*	56%
English Learners	32	708	716	713	44%	*	*	*	*	13%	17%
Non-English Learners	87	742	729	751	11%	*	*	*	*	40%	54%
Homeless Students	N	N	708	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	707	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	*	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Lafayette Street School
(13-3570-480)
Grades Offered: PK-08
2018-2019

Report Key:
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† 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	116	743	734	755	13%	12%	32%	*	*	43%	57%
White	26	739	744	763	*	*	*	*	*	42%	67%
Hispanic	88	744	739	743	*	11%	35%	*	*	43%	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	50	755	739	760	*	*	30%	*	*	56%	62%
Male	66	734	729	750	*	*	33%	*	*	33%	53%
Economically Disadvantaged Students	98	740	734	740	15%	*	*	*	*	39%	40%
Non-Economically Disadvantaged Students	18	761	736	765	0%	*	*	*	*	67%	69%
Students with Disabilities	11	716	707	725	*	*	*	*	*	*	25%
Students without Disabilities	105	746	739	761	*	*	*	*	*	*	64%
English Learners	23	714	722	720	*	*	*	*	*	13%	17%
Non-English Learners	93	750	736	758	*	*	*	*	*	51%	60%
Homeless Students	N	N	719	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Lafayette Street School
(13-3570-480)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	743	733	756	12%	16%	26%	*	*	46%	58%
White	33	740	743	764	*	*	30%	*	*	42%	68%
Hispanic	86	744	736	743	*	*	24%	*	*	48%	44%
Black or African American	N	N	727	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	56	748	739	761	*	*	20%	*	*	54%	64%
Male	63	738	728	750	*	*	32%	*	*	40%	52%
Economically Disadvantaged Students	94	743	732	740	*	*	*	*	*	45%	39%
Non-Economically Disadvantaged Students	25	744	738	766	*	*	*	*	*	52%	69%
Students with Disabilities	19	703	702	724	*	*	*	*	*	*	23%
Students without Disabilities	100	751	739	762	*	*	*	*	*	*	65%
English Learners	25	722	717	713	*	*	*	*	*	24%	11%
Non-English Learners	94	749	736	758	*	*	*	*	*	52%	60%
Homeless Students	N	N	722	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	724	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%

NJ SCHOOL PERFORMANCE REPORT

Lafayette Street School
(13-3570-480)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	759	737	754	*	*	20%	42%	21%	63%	56%
White	31	765	758	762	*	*	*	*	*	68%	65%
Hispanic	86	758	740	743	*	*	24%	43%	19%	62%	43%
Black or African American	*	*	728	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	52	765	744	762	*	*	*	*	*	67%	64%
Male	68	755	730	748	*	*	*	*	*	59%	48%
Economically Disadvantaged Students	101	761	737	740	*	*	*	*	*	64%	39%
Non-Economically Disadvantaged Students	19	750	737	763	*	*	*	*	*	53%	67%
Students with Disabilities	14	713	708	722	*	*	*	*	*	14%	19%
Students without Disabilities	106	765	742	761	*	*	*	*	*	69%	64%
English Learners	25	741	720	710	*	*	*	*	*	44%	*
Non-English Learners	95	764	739	756	*	*	*	*	*	67%	*
Homeless Students	N	N	726	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	717	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%

NJ SCHOOL PERFORMANCE REPORT

Lafayette Street School
(13-3570-480)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	759	741	761	*	*	23%	33%	29%	61%	63%
White	13	763	756	769	0%	*	*	*	*	62%	72%
Hispanic	85	758	744	747	*	*	25%	32%	28%	60%	50%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	46	772	749	769	*	*	*	39%	35%	74%	71%
Male	55	748	734	753	*	*	*	27%	24%	51%	55%
Economically Disadvantaged Students	*	*	740	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	746	771	*	*	*	*	*	*	73%
Students with Disabilities	16	715	705	720	*	*	*	*	*	*	22%
Students without Disabilities	85	767	749	769	*	*	*	*	*	*	71%
English Learners	*	*	712	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	744	763	*	*	*	*	*	*	65%
Homeless Students	N	N	724	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	735	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%

NJ SCHOOL PERFORMANCE REPORT

Lafayette Street School
(13-3570-480)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	757	742	762	*	17%	*	37%	21%	58%	63%
White	*	*	765	770	*	*	*	*	*	*	72%
Hispanic	73	757	746	747	*	*	*	41%	19%	60%	49%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	45	764	751	771	*	*	*	44%	22%	67%	71%
Male	53	751	735	753	*	*	*	30%	21%	51%	55%
Economically Disadvantaged Students	81	759	742	743	*	*	*	*	*	59%	45%
Non-Economically Disadvantaged Students	17	746	744	772	*	*	*	*	*	53%	72%
Students with Disabilities	13	717	707	721	*	*	*	*	*	*	22%
Students without Disabilities	85	763	750	770	*	*	*	*	*	*	71%
English Learners	16	701	717	708	*	*	*	*	*	*	12%
Non-English Learners	82	768	745	764	*	*	*	*	*	*	65%
Homeless Students	N	N	711	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	714	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Lafayette Street School
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Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	685	99.7	41.6	26.3	44.5	41.6	51	Not Met
White	159	99.4	41.5	42.2	54.1	41.5	60.3	Not Met
Hispanic	516	99.8	41.7	30.9	28.8	41.7	48.9	Not Met
Black or African American	*	*	*	16.6	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	295	100.0	43.7	26.9	44.9	43.7		
Male	390	99.5	40.0	25.8	44.2	40.0		
Economically Disadvantaged Students	572	99.7	41.8	26.6	26.3	41.8	50.4	Not Met
Non-Economically Disadvantaged Students	113	100.0	40.7	25.4	54.9	40.7		
Students with Disabilities	88	100.0	11.4	11.6	17.4	11.4	24	Not Met
Students without Disabilities	597	99.7	46.1	29.8	50.0	46.1		
English Learners	212	100.0	27.8	25.7	25.0	27.8	19.4	Met Target
Non-English Learners	473	99.6	47.8	26.5	46.5	47.8		
Homeless Students	N	N	N	10.7	17.1	N		
Students In Foster Care	N	N	N	12.1	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Lafayette Street School
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2018-2019

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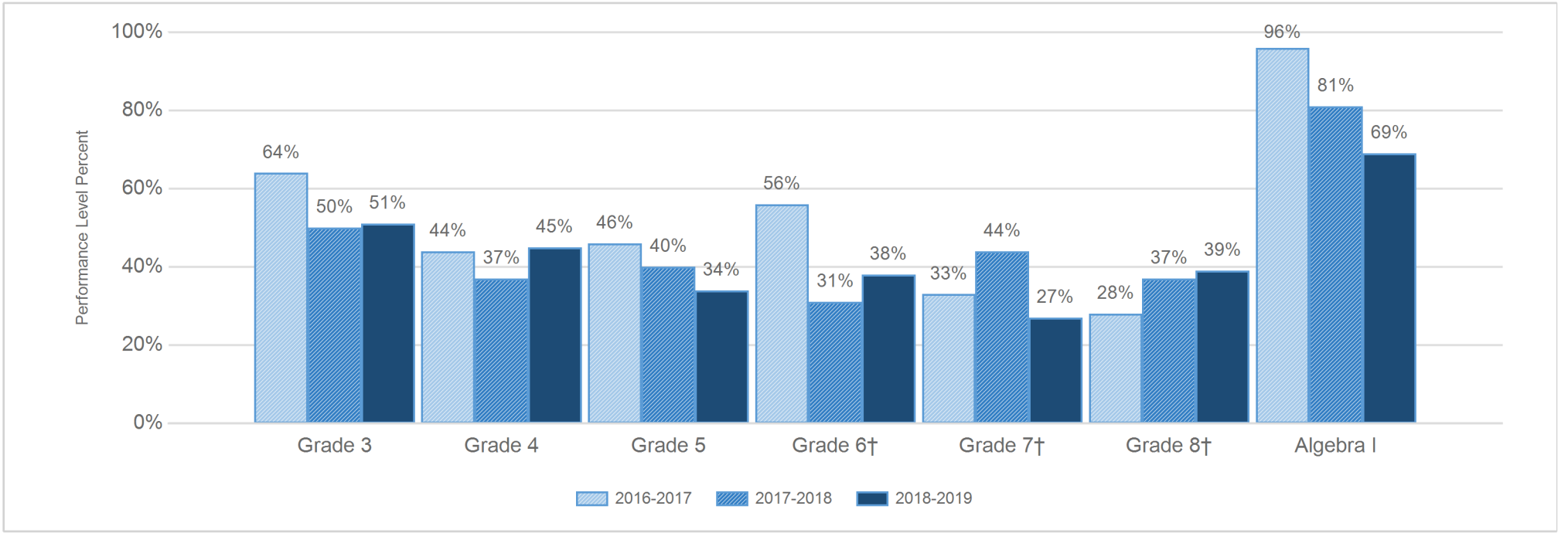
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Lafayette Street School
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	126	749	735	752	*	15%	29%	*	*	51%	55%
White	*	*	757	760	*	*	*	*	*	*	66%
Hispanic	102	750	738	739	*	14%	28%	*	*	53%	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	48	756	*	751	*	*	25%	*	*	63%	54%
Male	78	744	*	752	*	*	32%	*	*	44%	56%
Economically Disadvantaged Students	106	750	735	737	*	*	*	*	*	53%	37%
Non-Economically Disadvantaged Students	20	739	733	761	*	*	*	*	*	40%	67%
Students with Disabilities	14	742	718	731	*	*	*	*	*	36%	31%
Students without Disabilities	112	750	738	756	*	*	*	*	*	53%	60%
English Learners	39	732	732	728	*	*	26%	*	*	31%	26%
Non-English Learners	87	756	736	754	*	*	31%	*	*	60%	58%
Homeless Students	N	N	720	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	714	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	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Lafayette Street School
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Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	745	732	749	*	12%	35%	*	*	45%	51%
White	28	750	746	757	*	*	36%	*	*	54%	62%
Hispanic	91	744	738	737	*	*	35%	43%	0%	43%	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	51	747	733	749	*	*	39%	*	*	43%	50%
Male	70	744	731	749	*	*	31%	*	*	47%	52%
Economically Disadvantaged Students	102	743	732	734	*	15%	*	*	*	42%	32%
Non-Economically Disadvantaged Students	19	756	731	759	*	0%	*	*	*	63%	63%
Students with Disabilities	11	727	713	726	*	*	*	*	*	18%	25%
Students without Disabilities	110	747	736	754	*	*	*	*	*	48%	56%
English Learners	28	728	728	722	*	*	*	*	*	25%	18%
Non-English Learners	93	750	733	751	*	*	*	*	*	52%	54%
Homeless Students	N	N	715	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	739	728	747	*	26%	38%	*	*	34%	47%
White	34	735	736	755	*	*	35%	*	*	32%	58%
Hispanic	86	740	733	735	*	*	38%	*	*	35%	30%
Black or African American	N	N	720	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	57	736	729	747	*	26%	35%	*	*	33%	47%
Male	63	741	727	747	*	25%	40%	*	*	35%	47%
Economically Disadvantaged Students	95	738	728	732	*	*	*	*	*	31%	27%
Non-Economically Disadvantaged Students	25	742	729	757	*	*	*	*	*	48%	59%
Students with Disabilities	19	718	714	725	*	*	*	*	*	*	19%
Students without Disabilities	101	743	731	752	*	*	*	*	*	*	52%
English Learners	25	724	721	718	*	52%	*	*	*	20%	12%
Non-English Learners	95	742	729	749	*	19%	*	*	*	38%	49%
Homeless Students	N	N	714	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	720	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	*	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Lafayette Street School
(13-3570-480)
Grades Offered: PK-08
2018-2019

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	124	735	725	741	12%	27%	23%	*	*	38%	41%
White	34	740	745	749	*	*	*	*	*	44%	51%
Hispanic	87	734	728	729	11%	29%	24%	*	*	36%	24%
Black or African American	*	*	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	54	736	726	742	*	30%	22%	*	*	37%	42%
Male	70	734	723	740	*	26%	23%	*	*	39%	40%
Economically Disadvantaged Students	102	737	725	726	*	*	*	*	*	40%	21%
Non-Economically Disadvantaged Students	22	726	722	750	*	*	*	*	*	27%	53%
Students with Disabilities	14	720	708	716	*	*	*	*	*	*	12%
Students without Disabilities	110	737	728	746	*	*	*	*	*	*	46%
English Learners	30	718	715	709	*	*	*	*	*	17%	*
Non-English Learners	94	740	726	743	*	*	*	*	*	45%	*
Homeless Students	N	N	713	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	733	731	744	12%	29%	32%	*	*	27%	42%
White	22	727	738	751	*	*	*	*	*	23%	53%
Hispanic	89	734	733	733	11%	25%	35%	*	*	29%	26%
Black or African American	*	*	723	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	54	736	*	744	*	24%	33%	*	*	31%	42%
Male	60	730	*	743	*	33%	30%	*	*	23%	42%
Economically Disadvantaged Students	97	734	731	731	*	*	*	*	*	29%	24%
Non-Economically Disadvantaged Students	17	728	731	751	*	*	*	*	*	18%	53%
Students with Disabilities	16	702	708	718	*	*	*	*	*	*	13%
Students without Disabilities	98	738	736	749	*	*	*	*	*	*	48%
English Learners	17	714	721	716	*	*	*	*	*	12%	10%
Non-English Learners	97	736	732	745	*	*	*	*	*	30%	44%
Homeless Students	N	N	719	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	718	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	*	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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(13-3570-480)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	731	722	728	24%	22%	15%	39%	0%	39%	29%
White	*	*	731	737	*	*	*	*	*	*	38%
Hispanic	58	734	727	722	*	29%	*	41%	0%	41%	22%
Black or African American	*	*	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	35	731	724	731	*	*	*	40%	0%	40%	31%
Male	44	731	719	726	*	*	*	39%	0%	39%	27%
Economically Disadvantaged Students	61	736	722	719	*	*	*	*	*	44%	20%
Non-Economically Disadvantaged Students	18	715	721	735	*	*	*	*	*	22%	36%
Students with Disabilities	13	709	697	707	*	*	*	*	*	*	10%
Students without Disabilities	66	735	727	734	*	*	*	*	*	*	35%
English Learners	23	706	712	706	*	*	*	*	*	13%	10%
Non-English Learners	56	741	723	730	*	*	*	*	*	50%	30%
Homeless Students	N	N	695	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	26	759	722	744	0%	*	*	69%	0%	69%	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	*	*	723	728	*	*	*	*	*	*	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	13	755	724	745	0%	*	*	*	*	69%	44%
Male	13	762	721	743	0%	*	*	*	*	69%	41%
Economically Disadvantaged Students	*	*	723	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	720	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	26	759	726	748	0%	*	*	69%	0%	69%	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	26	759	725	745	0%	*	*	69%	0%	69%	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	N	N
7	*	*
8	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	48.0%	40.9%	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	92	88.0%	12.0%
3-4	95	*	*
5 or more	34	85.3%	14.7%

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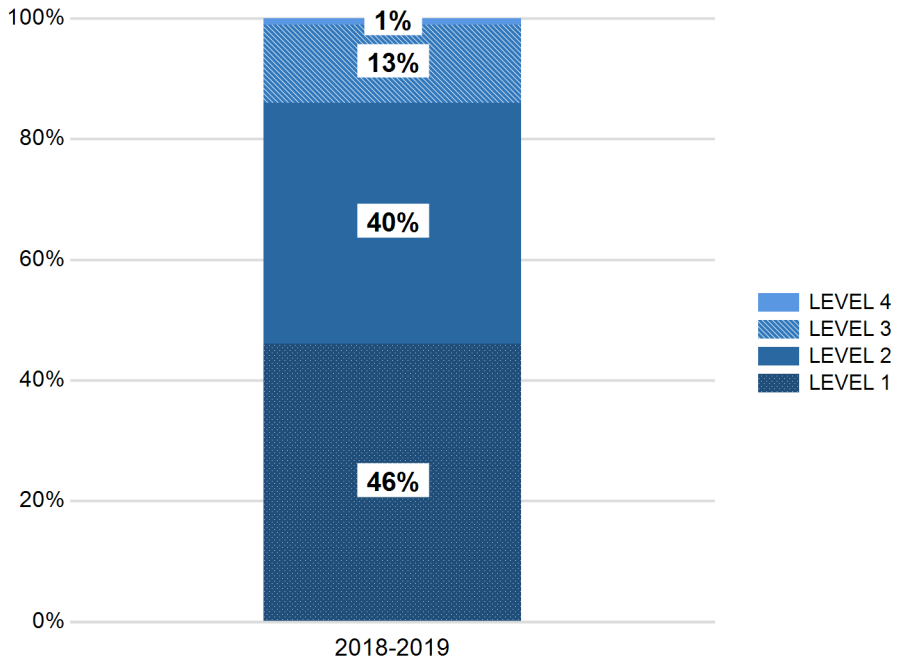
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	46	40	13	1
White	55	27	18	0
Hispanic	43	45	10	1
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	41	41	16	2
Male	51	40	10	0
Economically Disadvantaged Students	46	43	11	1
Non-Economically Disadvantaged Students	48	32	20	0
Students with Disabilities	89	11	0	0
Students without Disabilities	38	46	15	1
English Learners	64	32	4	0
Non-English Learners	41	43	15	1
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

NJ SCHOOL PERFORMANCE REPORT

Lafayette Street School
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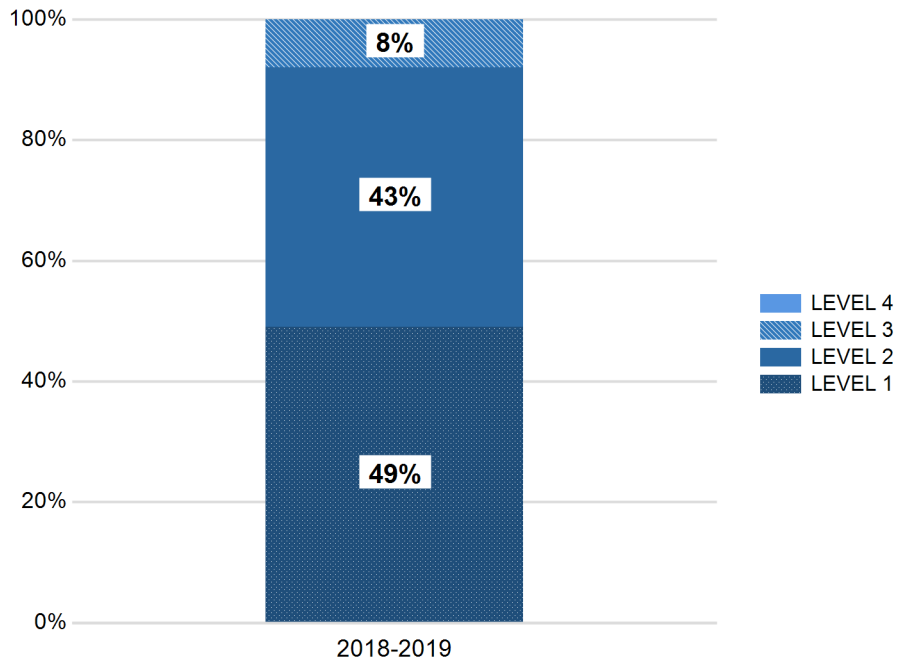
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	49	43	8	0
White	*	*	*	*
Hispanic	49	45	5	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	51	40	9	0
Male	47	46	7	0
Economically Disadvantaged Students	48	45	7	0
Non-Economically Disadvantaged Students	55	35	10	0
Students with Disabilities	85	15	0	0
Students without Disabilities	44	47	9	0
English Learners	81	19	0	0
Non-English Learners	41	49	10	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about 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	125
7	0	0	114
8	26	0	80
Total	26	0	319

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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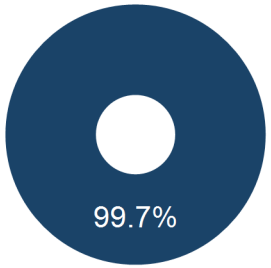
Visual and Performing Arts – Course Participation

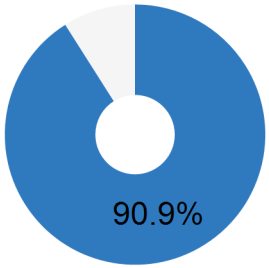
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

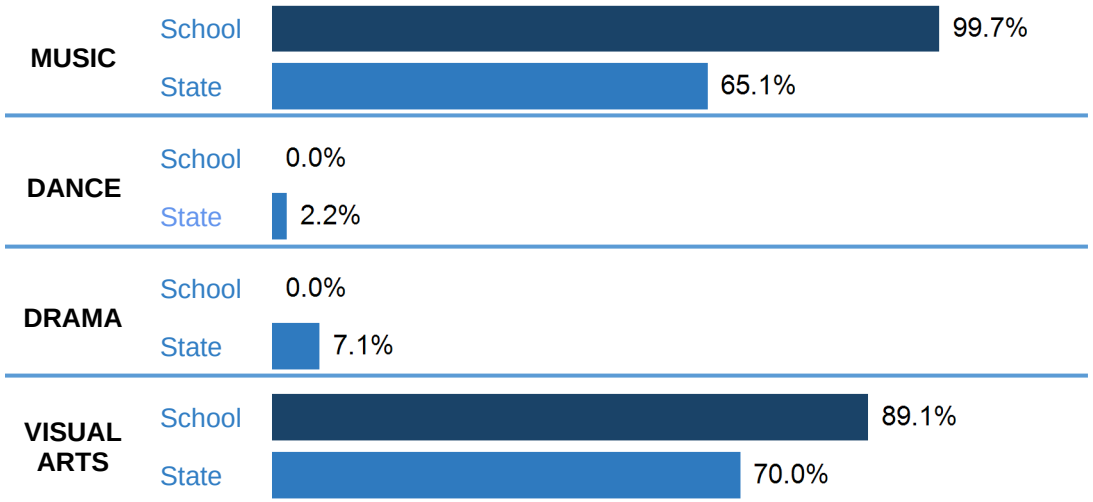


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

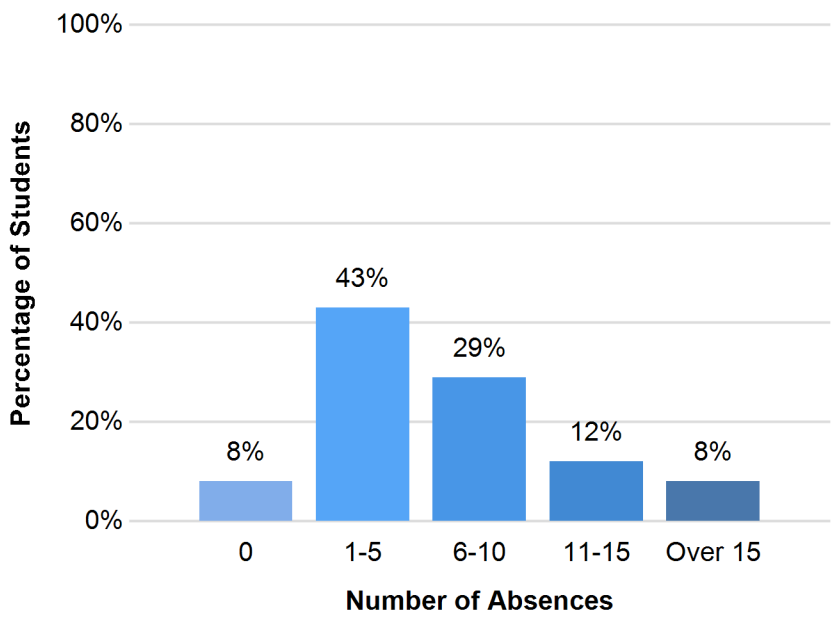
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	70	6.6	9.0	Met
White	22	9.0	9.0	Met
Hispanic	47	5.9	9.0	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	25	5.2		
Male	45	7.7		
Economically Disadvantaged Students	60	6.5	9.0	Met
Students with Disabilities	16	11.9	9.0	Not Met
English Learners	22	9.3	9.0	Not 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.



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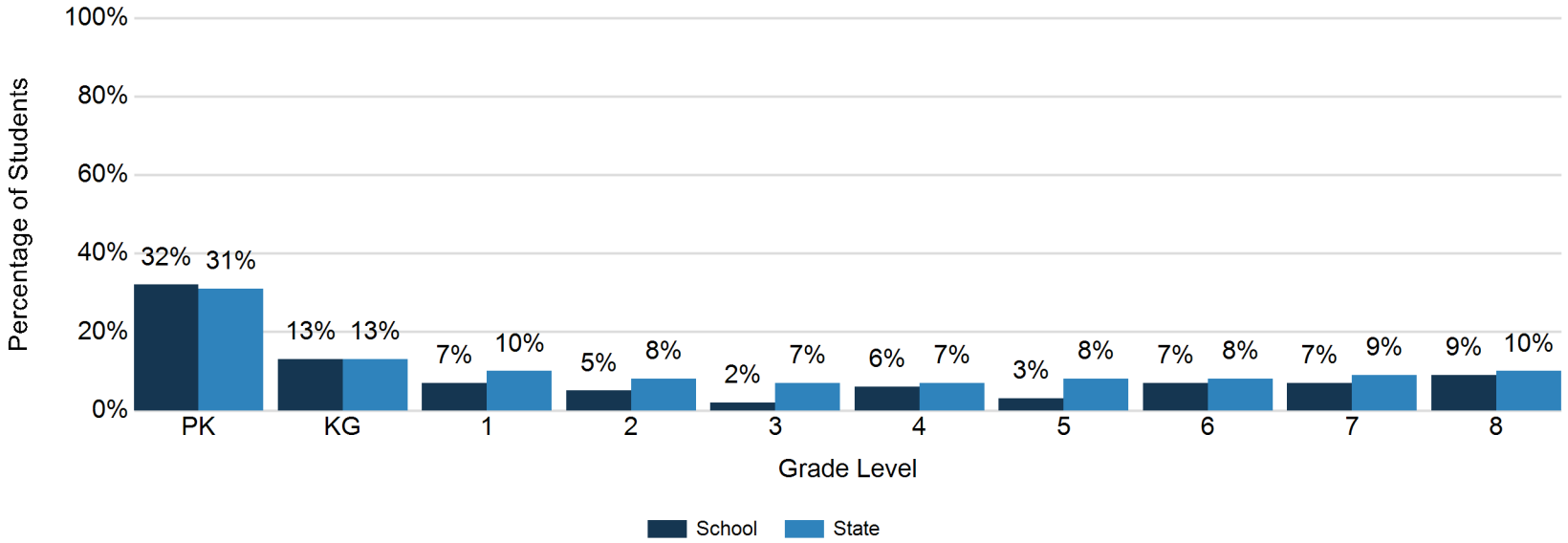
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



NJ SCHOOL PERFORMANCE REPORT

Lafayette Street School
(13-3570-480)
Grades Offered: PK-08
2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	9
Weapons	1
Vandalism	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	1.99

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	2
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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	7	7
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	16	1.3%
Out-of-School Suspensions	17	1.4%
Any Suspension	31	2.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
32

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	2.6:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	74	118,214
Average years experience in public schools	10.0	12.1
Average years experience in district	8.7	10.8
Percentage of Teachers with 4 or more years experience in the district	62.2%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	16:1	14:1
Students to Administrators	241:1	106:1
Teachers to Administrators	15:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.2%	90.5%	100.0%	48.4%	77.1%	54.9%
Male	53.8%	9.5%	0.0%	51.6%	22.9%	45.1%
White	21.9%	60.8%	40.0%	42.4%	83.6%	77.4%
Hispanic	76.5%	31.1%	40.0%	29.9%	7.3%	7.2%
Black or African American	1.3%	6.8%	20.0%	15.0%	6.6%	13.9%
Asian	0.1%	1.4%	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	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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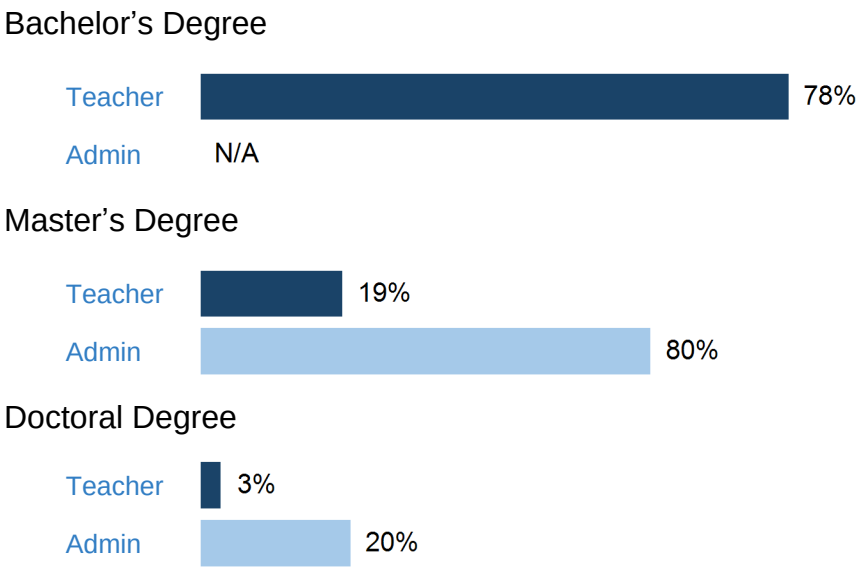
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	78.2%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	52.2%	55.7%	50.1%
Math Proficiency	47.8%	42.1%	41.6%
ELA Growth	62	57	50
Math Growth	57	30	45
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		56.9%	48.0%
Chronic Absenteeism	9.8%	9.7%	6.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Met Standard	Met Target	Met	No
White	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	Met Target	Met Target	Met Standard	Met Standard	Met Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	Lafayette Street School is a school of Performing Arts and Justice and home of the Falcons Our school is located in the heart of the Ironbound section of Newark We are a multicultural school that services approximately 1200 students from PreK3 8th grade Administration Faculty and staff are dedicated to ensuring that every student obtains the academic social and cultural skills needed for the 21st Century
Awards, Recognition, Accomplishments:	Our Falcons of the Month program promotes high academics respect models kindness and good citizenship each and every day

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Courses, Curriculum, Instruction:	Algebra 1
Sports and Athletics:	Sports Offered: Volleyball (Boys & Girls) Dance Debate Volleyball
Clubs and Activities:	Band Chorus Coding National Junior Honor Society Robotics

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Ironbound Community Corporation National Honors society NJIT GEAR UP NJSEEDS Rutgers Future Scholars

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Facilities:	Built in 1848 Features an Auditorium
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

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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
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- 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:

NJ SCHOOL PERFORMANCE REPORT

Lincoln
(13-3570-490)
Grades Offered: PK-08
2018-2019

Report Key:
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† 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	Essex
District	Newark Public School District
Principal Name	Ms. Debora Weaver
Address	87 RICHELIEU TER NEWARK, NJ 07106-2419
Phone Number	973-374-2290
Email Address	dweaver@NPS.K12.NJ.US
Website	http://www.nps.k12.nj.us/LIN

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	14	14	14
KG	42	33	44
1	47	40	42
2	51	45	42
3	45	48	45
4	49	47	48
5	55	53	49
6	53	53	54
7	54	58	54
8	47	59	65
9	0	0	0
Total	457	450	457

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	47.7%	44.7%	44.6%
Male	52.3%	55.3%	55.4%
Economically Disadvantaged Students	77.9%	57.1%	65.9%
Students with Disabilities	14.4%	14.9%	16.4%
English Learners	0.7%	0.9%	1.1%
Homeless Students	3.1%	2.7%	1.8%
Students in Foster Care	1.1%	1.3%	2.0%
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	0.2%	0.0%	0.0%
Hispanic	3.9%	5.3%	8.5%
Black or African American	95.6%	94.4%	90.4%
Asian	0.0%	0.2%	0.9%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	14	14	14
KG - Half Day	0	0	0
KG - Full Day	42	33	44

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	457	450	457
Shared Time Students	0	0	0
Full Time Equivalent	457	450	457

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	95.8%
Spanish	2.6%
Haitian	1.1%
Other Languages	0.4%

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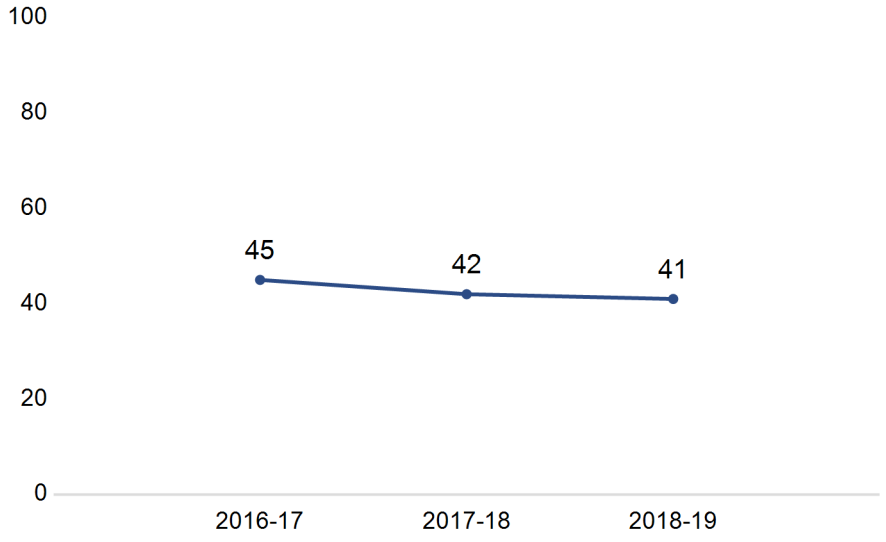
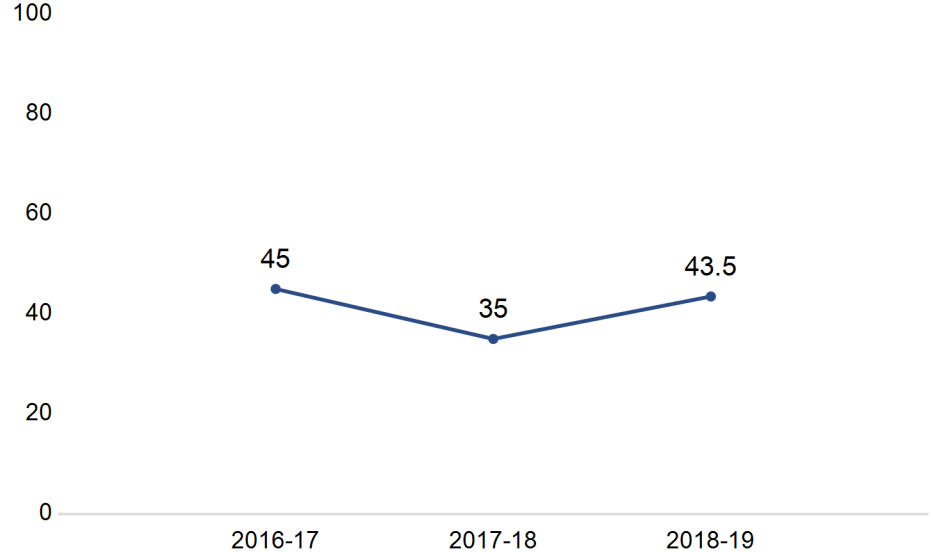
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	45	42	41	45	35	43.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	41	48	50	Met Standard	43.5	48	50	Met Standard
White	N	56	50	**	N	56	52	**
Hispanic	39	50	49	Not Met	43	51	47	**
Black or African American	41	43	45	Met Standard	43.5	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	60	59	**	*	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	43	51	53	N	34	49	50	N
Male	40	45	47	N	49	48	51	N
Economically Disadvantaged Students	39	47	48	Not Met	45.5	48	46	Met Standard
Students with Disabilities	36	39	43	Not Met	46	48	45	Met Standard
English Learners	*	53	52	**	*	53	50	**
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	*	49	42	N	*	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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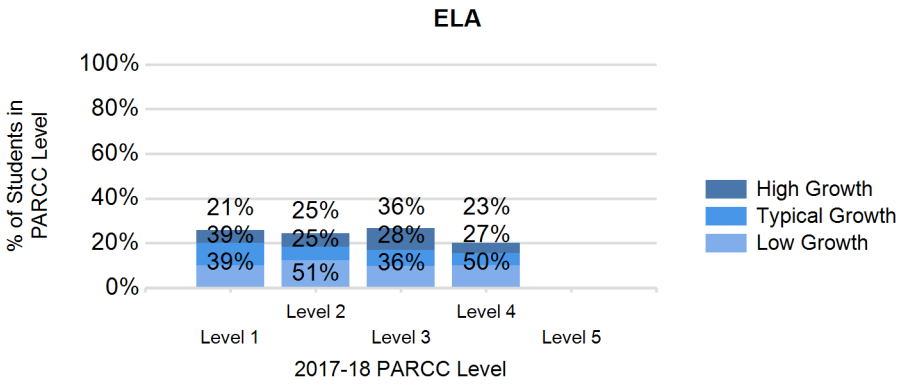
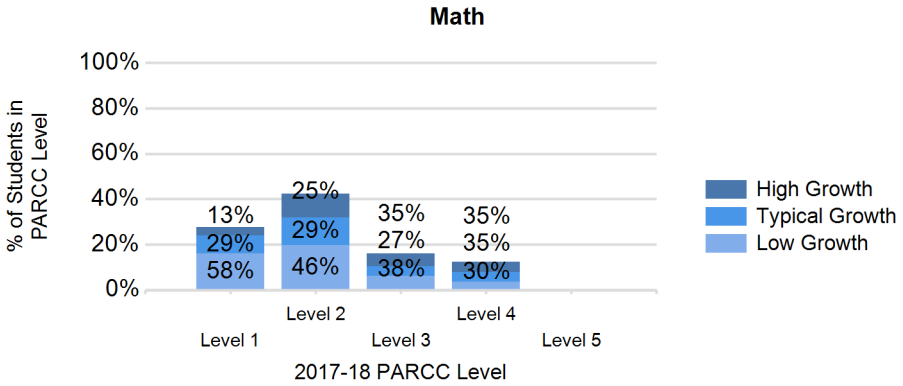
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

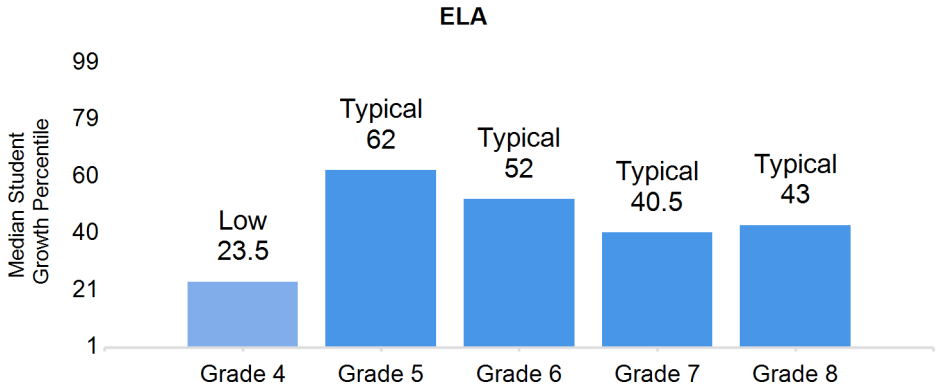
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

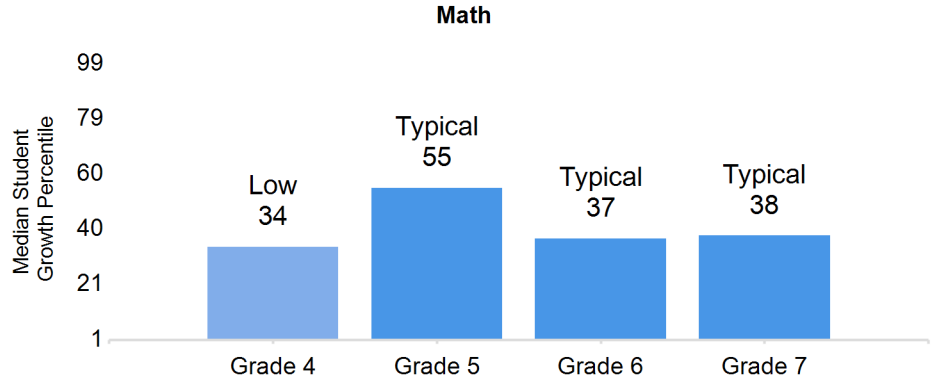




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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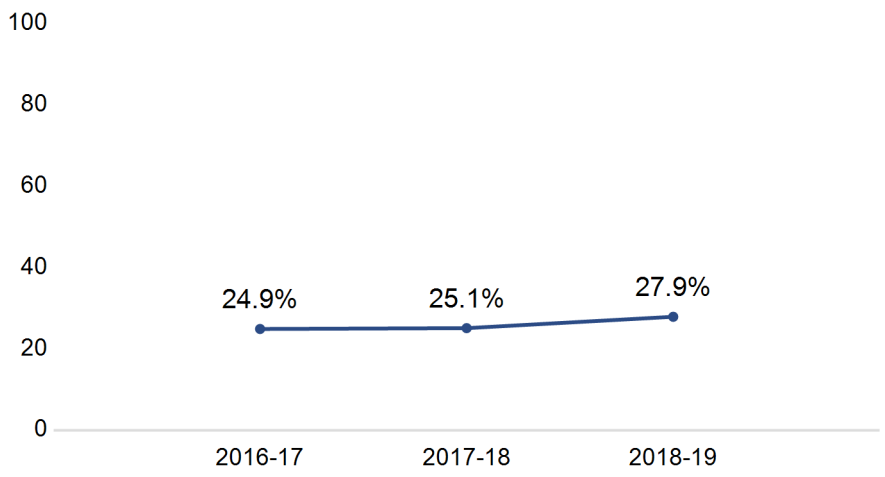
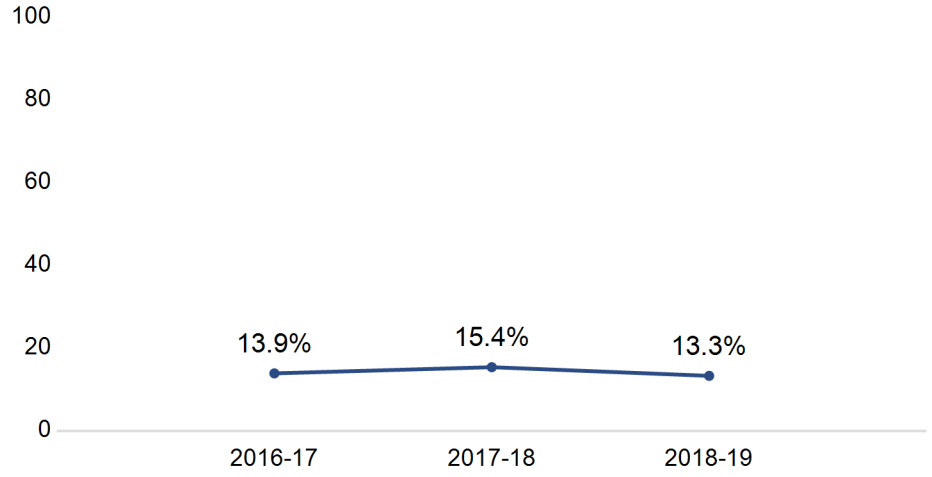
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

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%	96.3%	93.8%	99.3%	96.3%	92.9%
Proficiency Rate for Federal Accountability	24.9%	25.1%	27.9%	13.9%	15.4%	13.3%
Annual Target	21.1%	24.2%	27.3%	12.9%	16.5%	20.0%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	282	93.8	28.4	*	57.9	27.9	27.3	Met Target
White	N	N	N	54.7	66.9	N	**	**
Hispanic	26	92.9	30.8	38.9	43.9	30.1	N	N
Black or African American	254	94.2	28.0	28.8	38.5	27.6	27.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	*	*	*	33.3	64.4	*	**	**
Female	122	93.6	35.2	42.9	64.8	34.5		
Male	160	94.0	23.1	30.3	51.3	22.8		
Economically Disadvantaged Students	181	93.3	27.6	35.8	40.0	*	26.2	Met Target
Non-Economically Disadvantaged Students	101	94.8	29.7	38.6	67.9	*		
Students with Disabilities	62	90.5	*	14.1	22.7	*	17.2	Not Met
Students without Disabilities	220	94.8	*	41.7	65.1	*		
English Learners	11	100.0	45.5	29.3	29.3	45.5	**	**
Non-English Learners	271	93.6	27.7	38.3	60.6	27.1		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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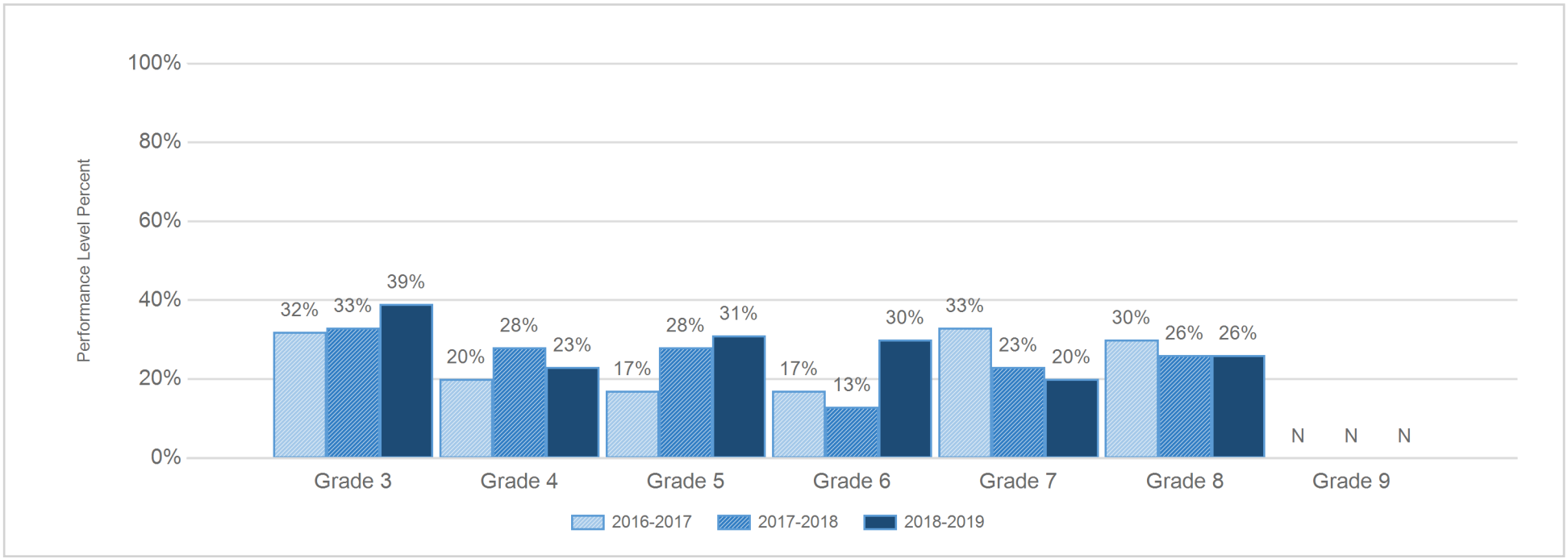
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	737	727	748	*	*	*	*	*	39%	50%
White	N	N	746	757	N	N	N	N	N	N	60%
Hispanic	N	N	728	734	N	N	N	N	N	N	36%
Black or African American	41	737	721	731	*	*	*	*	*	39%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	18	744	730	753	*	*	*	*	*	44%	55%
Male	23	730	723	743	*	*	*	*	*	35%	46%
Economically Disadvantaged Students	27	736	726	731	*	*	*	*	*	44%	33%
Non-Economically Disadvantaged Students	14	737	729	759	*	*	*	*	*	29%	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	729	751	*	*	*	*	*	*	54%
Homeless Students	N	N	708	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	707	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	726	734	755	*	35%	23%	*	*	23%	57%
White	N	N	744	763	N	N	N	N	N	N	67%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	23	729	739	760	*	*	*	*	*	26%	62%
Male	25	724	729	750	*	*	*	*	*	20%	53%
Economically Disadvantaged Students	34	727	734	740	*	*	*	*	*	21%	40%
Non-Economically Disadvantaged Students	14	725	736	765	*	*	*	*	*	29%	69%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	761	*	*	*	*	*	*	64%
English Learners	N	N	722	720	N	N	N	N	N	N	17%
Non-English Learners	48	726	736	758	*	35%	23%	*	*	23%	60%
Homeless Students	*	*	719	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	732	733	756	27%	*	33%	*	*	31%	58%
White	N	N	743	764	N	N	N	N	N	N	68%
Hispanic	*	*	736	743	*	*	*	*	*	*	44%
Black or African American	43	730	727	739	26%	*	37%	*	*	26%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	16	743	739	761	*	*	*	*	*	44%	64%
Male	33	727	728	750	*	*	*	*	*	24%	52%
Economically Disadvantaged Students	30	731	732	740	*	*	*	*	*	30%	39%
Non-Economically Disadvantaged Students	19	735	738	766	*	*	*	*	*	32%	69%
Students with Disabilities	11	702	702	724	*	*	*	*	*	*	23%
Students without Disabilities	38	741	739	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	736	758	*	*	*	*	*	*	60%
Homeless Students	*	*	722	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	724	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%

NJ SCHOOL PERFORMANCE REPORT

Lincoln
(13-3570-490)
Grades Offered: PK-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 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	53	729	737	754	19%	21%	30%	30%	0%	30%	56%
White	N	N	758	762	N	N	N	N	N	N	65%
Hispanic	*	*	740	743	*	*	*	*	*	*	43%
Black or African American	*	*	728	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	24	739	744	762	*	*	*	*	*	42%	64%
Male	29	720	730	748	*	*	*	*	*	21%	48%
Economically Disadvantaged Students	30	728	737	740	*	*	*	*	*	33%	39%
Non-Economically Disadvantaged Students	23	729	737	763	*	*	*	*	*	26%	67%
Students with Disabilities	11	701	708	722	*	*	*	*	*	*	19%
Students without Disabilities	42	736	742	761	*	*	*	*	*	*	64%
English Learners	*	*	720	710	*	*	*	*	*	*	*
Non-English Learners	*	*	739	756	*	*	*	*	*	*	*
Homeless Students	*	*	726	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	717	726	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Lincoln
(13-3570-490)
Grades Offered: PK-08
2018-2019

Report Key:
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† 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	46	712	741	761	50%	*	*	*	*	20%	63%
White	N	N	756	769	N	N	N	N	N	N	72%
Hispanic	*	*	744	747	*	*	*	*	*	*	50%
Black or African American	43	709	733	741	51%	*	*	*	*	16%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	24	709	749	769	50%	*	*	*	*	21%	71%
Male	22	714	734	753	50%	*	*	*	*	18%	55%
Economically Disadvantaged Students	28	704	740	743	*	*	*	*	*	11%	45%
Non-Economically Disadvantaged Students	18	724	746	771	*	*	*	*	*	33%	73%
Students with Disabilities	15	683	705	720	*	*	*	*	*	*	22%
Students without Disabilities	31	725	749	769	*	*	*	*	*	*	71%
English Learners	N	N	712	706	N	N	N	N	N	N	12%
Non-English Learners	46	712	744	763	50%	*	*	*	*	20%	65%
Homeless Students	N	N	724	729	N	N	N	N	N	N	34%
Students in Foster Care	*	*	735	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Lincoln
(13-3570-490)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	722	742	762	31%	20%	23%	*	*	26%	63%
White	N	N	765	770	N	N	N	N	N	N	72%
Hispanic	11	712	746	747	*	*	*	*	*	18%	49%
Black or African American	54	724	733	741	*	*	*	*	*	28%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	26	734	751	771	*	*	*	*	*	38%	71%
Male	39	713	735	753	*	*	*	*	*	18%	55%
Economically Disadvantaged Students	45	720	742	743	*	*	*	*	*	27%	45%
Non-Economically Disadvantaged Students	20	726	744	772	*	*	*	*	*	25%	72%
Students with Disabilities	21	691	707	721	*	*	*	*	*	*	22%
Students without Disabilities	44	737	750	770	*	*	*	*	*	*	71%
English Learners	*	*	717	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	764	*	*	*	*	*	*	65%
Homeless Students	*	*	711	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	714	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Lincoln
(13-3570-490)
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2018-2019

Report Key:
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	279	92.9	13.6	26.3	44.5	13.3	20	Not Met
White	N	N	N	42.2	54.1	N	**	**
Hispanic	26	92.9	15.4	30.9	28.8	15.0	N	N
Black or African American	251	93.2	13.1	16.6	23.0	12.9	20.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	*	*	*	18.8	53.3	*	**	**
Female	120	92.1	14.2	26.9	44.9	13.7		
Male	159	93.5	13.2	25.8	44.2	13.0		
Economically Disadvantaged Students	179	92.3	14.5	26.6	26.3	*	20.3	Not Met
Non-Economically Disadvantaged Students	100	94.0	12.0	25.4	54.9	*		
Students with Disabilities	62	90.5	*	11.6	17.4	*	13.7	Not Met
Students without Disabilities	217	93.6	*	29.8	50.0	*		
English Learners	11	100.0	18.2	25.7	25.0	18.2	**	**
Non-English Learners	268	92.7	13.4	26.5	46.5	13.0		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Lincoln
(13-3570-490)
Grades Offered: PK-08
2018-2019

Report Key:
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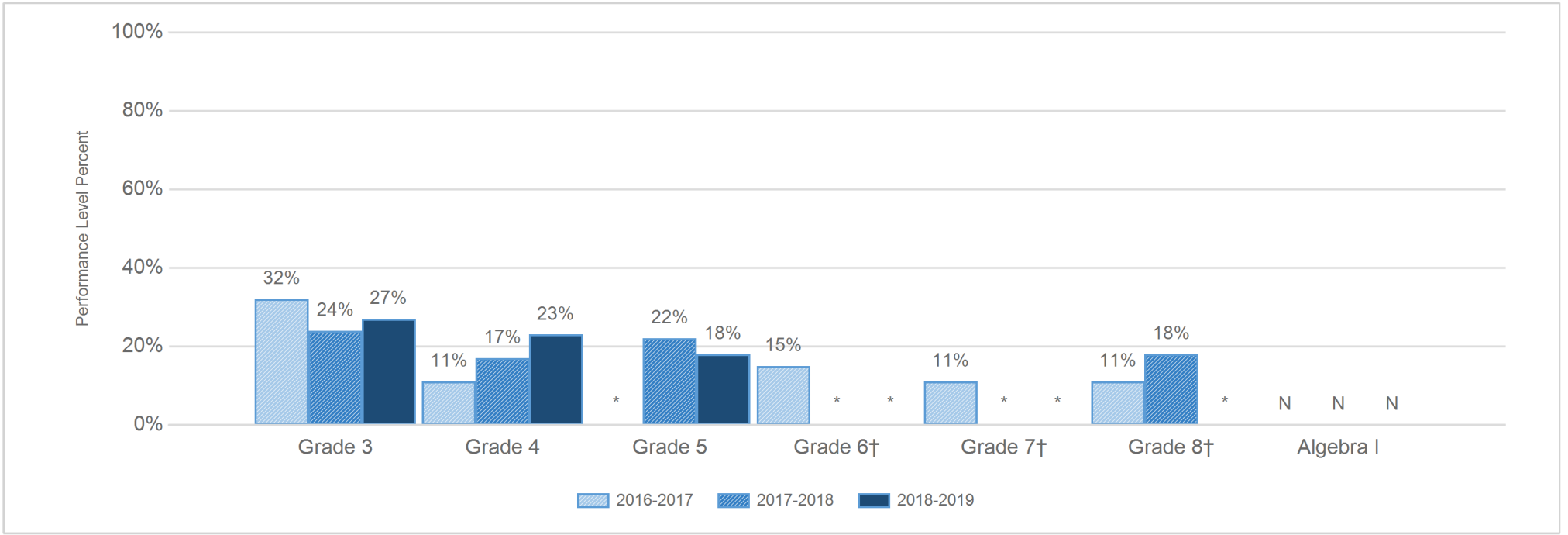
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Lincoln
(13-3570-490)
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	727	735	752	24%	24%	24%	*	*	27%	55%
White	N	N	757	760	N	N	N	N	N	N	66%
Hispanic	N	N	738	739	N	N	N	N	N	N	40%
Black or African American	41	727	726	735	24%	24%	24%	*	*	27%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	18	727	*	751	*	*	*	*	*	28%	54%
Male	23	728	*	752	*	*	*	*	*	26%	56%
Economically Disadvantaged Students	27	731	735	737	*	*	*	*	*	30%	37%
Non-Economically Disadvantaged Students	14	720	733	761	*	*	*	*	*	21%	67%
Students with Disabilities	*	*	718	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	738	756	*	*	*	*	*	*	60%
English Learners	*	*	732	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	736	754	*	*	*	*	*	*	58%
Homeless Students	N	N	720	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	714	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Lincoln
(13-3570-490)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	719	732	749	40%	*	*	23%	0%	23%	51%
White	N	N	746	757	N	N	N	N	N	N	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	23	719	733	749	*	*	*	*	*	26%	50%
Male	25	718	731	749	*	*	*	*	*	20%	52%
Economically Disadvantaged Students	34	717	732	734	*	*	*	*	*	24%	32%
Non-Economically Disadvantaged Students	14	723	731	759	*	*	*	*	*	21%	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	754	*	*	*	*	*	*	56%
English Learners	N	N	728	722	N	N	N	N	N	N	18%
Non-English Learners	48	719	733	751	40%	*	*	23%	0%	23%	54%
Homeless Students	*	*	715	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Lincoln
(13-3570-490)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	724	728	747	*	39%	24%	*	*	18%	47%
White	N	N	736	755	N	N	N	N	N	N	58%
Hispanic	*	*	733	735	*	*	*	*	*	*	30%
Black or African American	43	723	720	729	*	40%	23%	*	*	16%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	16	725	729	747	*	*	*	*	*	19%	47%
Male	33	724	727	747	*	*	*	*	*	18%	47%
Economically Disadvantaged Students	30	728	728	732	*	*	*	*	*	23%	27%
Non-Economically Disadvantaged Students	19	719	729	757	*	*	*	*	*	11%	59%
Students with Disabilities	11	708	714	725	*	*	*	*	*	*	19%
Students without Disabilities	38	729	731	752	*	*	*	*	*	*	52%
English Learners	*	*	721	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	729	749	*	*	*	*	*	*	49%
Homeless Students	*	*	714	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	720	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Lincoln
(13-3570-490)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	709	725	741	*	*	*	*	*	*	41%
White	N	N	745	749	N	N	N	N	N	N	51%
Hispanic	*	*	728	729	*	*	*	*	*	*	24%
Black or African American	*	*	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	754	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	24	711	726	742	*	*	*	*	*	*	42%
Male	29	707	723	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	30	708	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	23	710	722	750	*	*	*	*	*	*	53%
Students with Disabilities	11	705	708	716	*	*	*	*	*	*	12%
Students without Disabilities	42	710	728	746	*	*	*	*	*	*	46%
English Learners	*	*	715	709	*	*	*	*	*	*	*
Non-English Learners	*	*	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	707	717	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Lincoln
(13-3570-490)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	707	731	744	*	*	*	*	*	*	42%
White	N	N	738	751	N	N	N	N	N	N	53%
Hispanic	*	*	733	733	*	*	*	*	*	*	26%
Black or African American	42	704	723	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	23	706	*	744	*	*	*	*	*	*	42%
Male	22	707	*	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	28	702	731	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	17	714	731	751	*	*	*	*	*	*	53%
Students with Disabilities	15	699	708	718	*	*	*	*	*	*	13%
Students without Disabilities	30	711	736	749	*	*	*	*	*	*	48%
English Learners	N	N	721	716	N	N	N	N	N	N	10%
Non-English Learners	45	707	732	745	*	*	*	*	*	*	44%
Homeless Students	N	N	719	721	N	N	N	N	N	N	13%
Students in Foster Care	*	*	718	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	*	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Lincoln
(13-3570-490)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	701	722	728	*	*	*	*	*	*	29%
White	N	N	731	737	N	N	N	N	N	N	38%
Hispanic	11	698	727	722	*	*	*	*	*	*	22%
Black or African American	52	701	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	25	703	724	731	*	*	*	*	*	*	31%
Male	38	699	719	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	43	699	722	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	20	704	721	735	*	*	*	*	*	*	36%
Students with Disabilities	21	678	697	707	*	*	*	*	*	*	10%
Students without Disabilities	42	712	727	734	*	*	*	*	*	*	35%
English Learners	*	*	712	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	723	730	*	*	*	*	*	*	30%
Homeless Students	*	*	695	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	707	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	*	*
7	N	N
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	*	*	*

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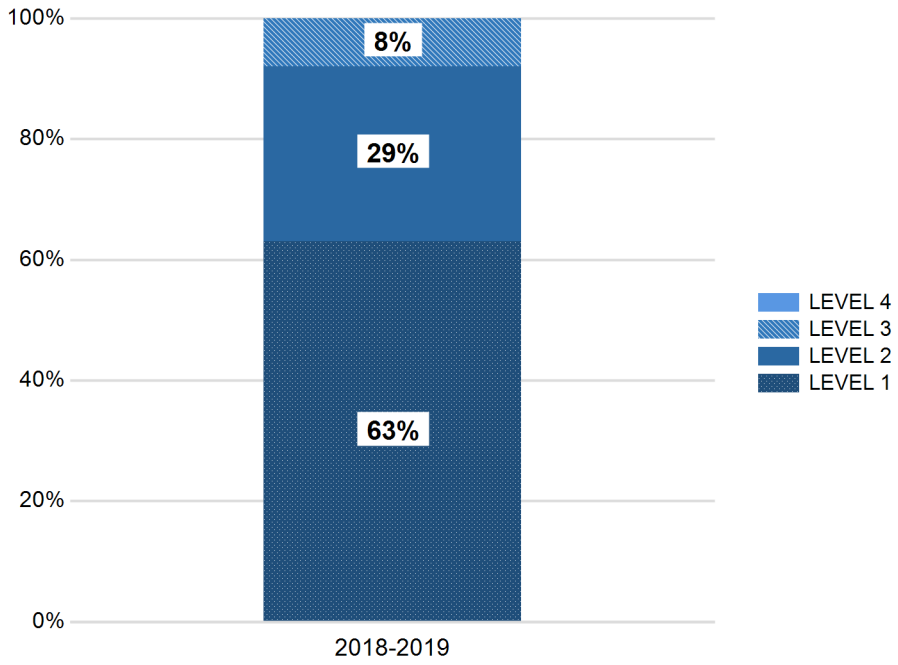
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	63	29	8	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	64	29	7	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	63	25	13	0
Male	64	30	6	0
Economically Disadvantaged Students	63	26	11	0
Non-Economically Disadvantaged Students	64	32	5	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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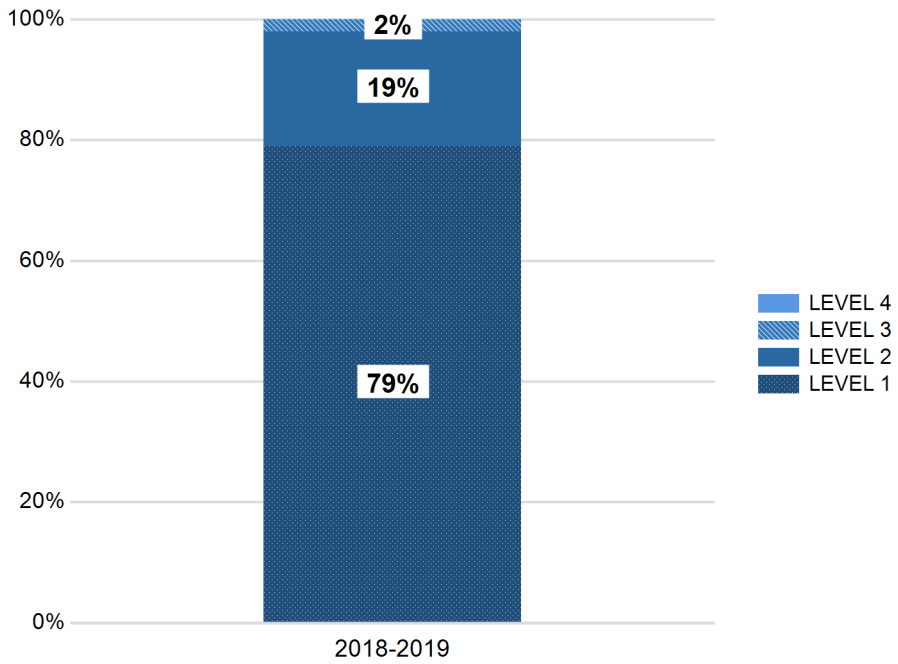
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	79	19	2	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	78	22	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	73	27	0	0
Male	84	14	3	0
Economically Disadvantaged Students	80	17	3	0
Non-Economically Disadvantaged Students	79	21	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	53
7	0	0	53
8	0	0	66
Total	0	0	172

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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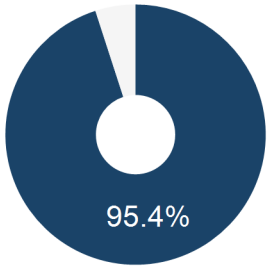
Visual and Performing Arts – Course Participation

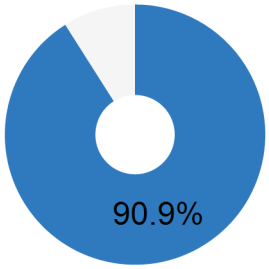
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

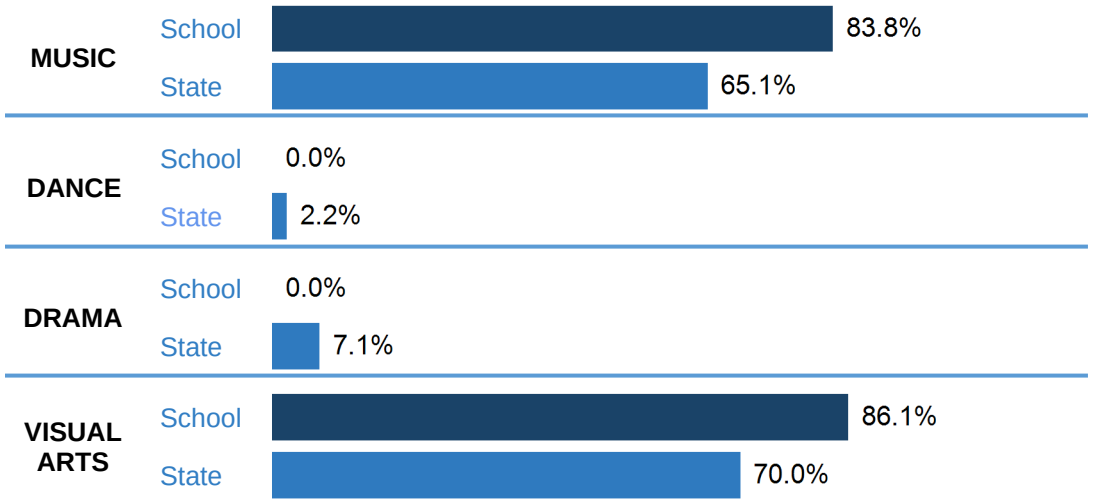


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

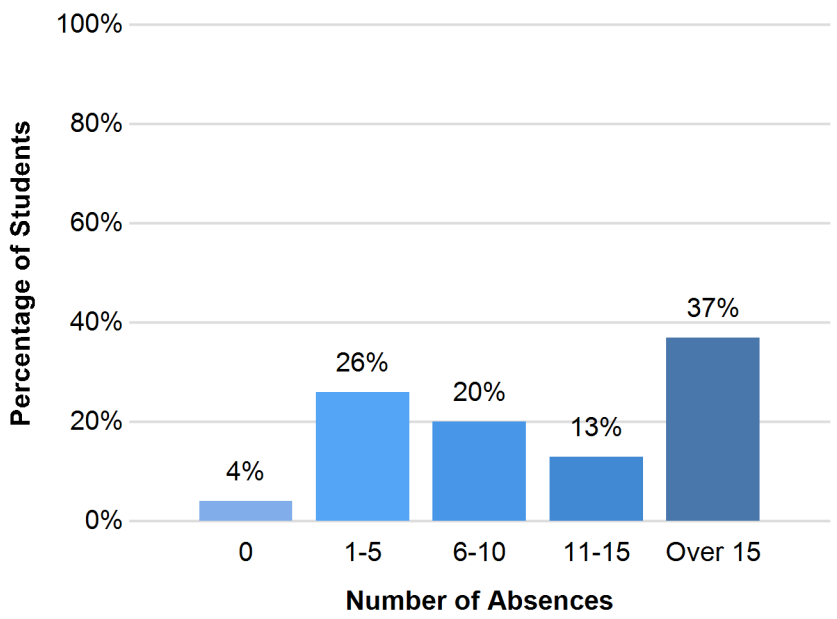
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	140	32.1	9.0	Not Met
White	N	N	N	N
Hispanic	*	*	9.0	Not Met
Black or African American	122	30.8	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	52	26.8		
Male	88	36.4		
Economically Disadvantaged Students	91	31.4	9.0	Not Met
Students with Disabilities	42	55.3	9.0	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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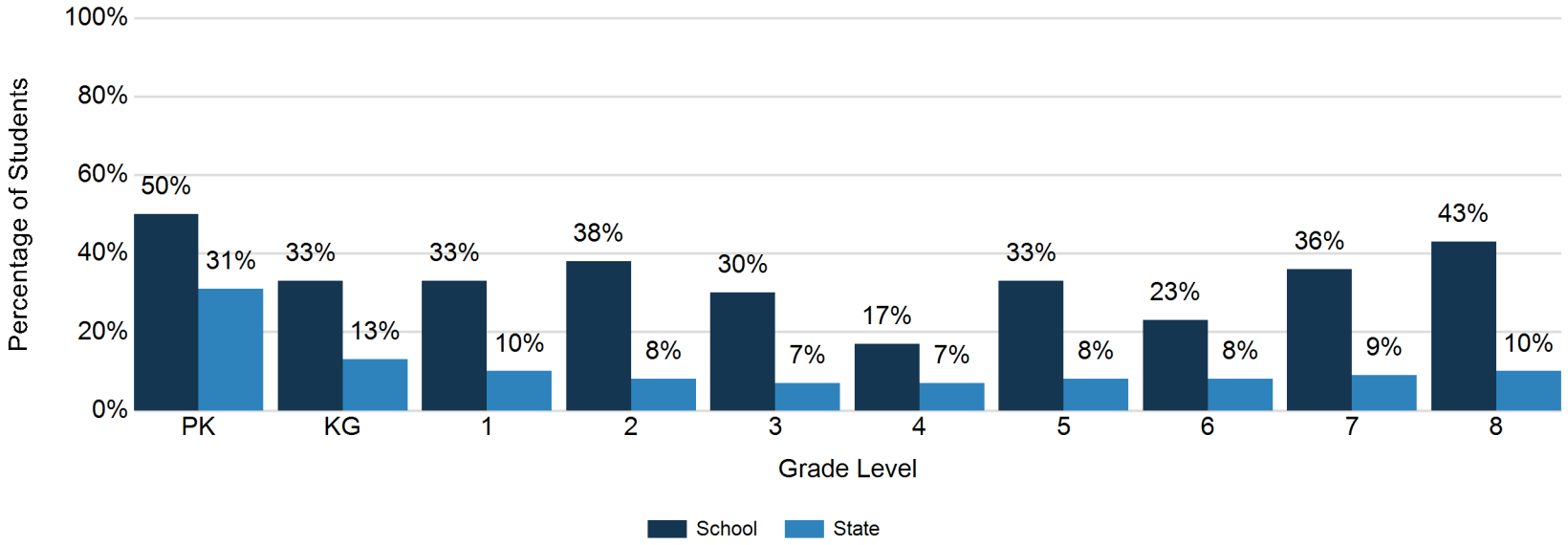
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.09

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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	3	3
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	10	2.2%
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
13

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	2.0:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	31	118,214
Average years experience in public schools	16.0	12.1
Average years experience in district	13.4	10.8
Percentage of Teachers with 4 or more years experience in the district	71.0%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	15:1	14:1
Students to Administrators	152:1	106:1
Teachers to Administrators	10:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.6%	74.2%	100.0%	48.4%	77.1%	54.9%
Male	55.4%	25.8%	0.0%	51.6%	22.9%	45.1%
White	0.0%	19.4%	0.0%	42.4%	83.6%	77.4%
Hispanic	8.5%	16.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	90.4%	64.5%	100.0%	15.0%	6.6%	13.9%
Asian	0.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Lincoln
(13-3570-490)
Grades Offered: PK-08
2018-2019

Report Key:
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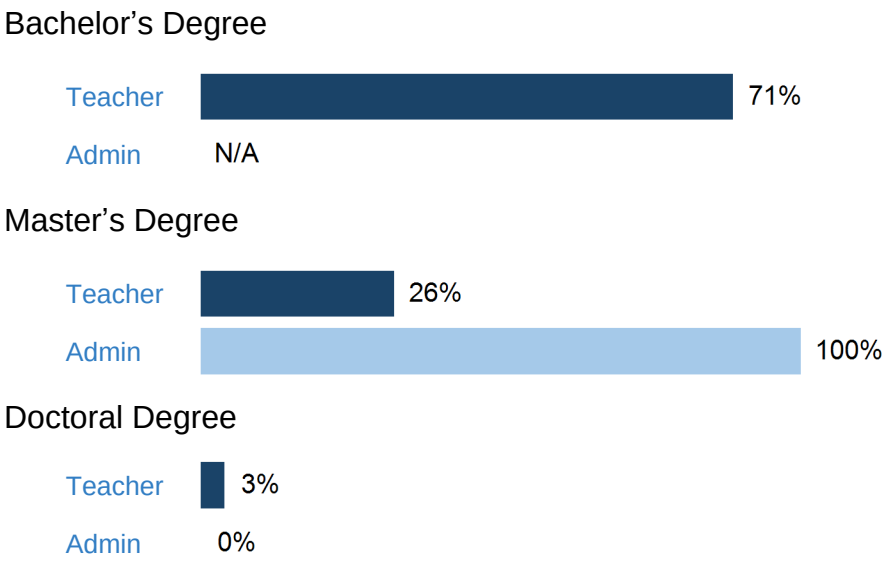
Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers 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.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	79.7%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	24.9%	25.1%	27.9%
Math Proficiency	13.9%	15.4%	13.3%
ELA Growth	45	42	41
Math Growth	45	35	44
4-Year Graduation Rate†	N	N	*
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	31.3%	39.4%	32.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Standard	Met Standard	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	N	N	Not Met	**	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	Lincoln School is a Pre K through grade 8 elementary school located in the Vailsburg section of Newark Our vision is to develop a community of lifelong learners committed to academic excellence artistic expression community service and personal growth We are making great strides in becoming the premier S T E A M elementary school in Newark through our investment in the Science Technology Engineering Math and the Arts programs Our mission is to shape tomorrow's leaders through diversified instruction character education and extended learning opportunities
Awards, Recognition, Accomplishments:	At Lincoln School students are celebrated daily for demonstrating positive character traits through our Character Shine and Accentuate the Positive behavioral programs

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Sports and Athletics:	Sports Offered: Basketball (Girls), Cheerleading (Girls), Track and Field - Spring (Coed) Basketball Cheer Fencing Outdoor Track
Clubs and Activities:	Band Coding Debate Jr Honor Society Robotics

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools and FOCUS Inc

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Junior Achievement My Very Own Library NJPAC Renew the Arts Trust for Public Land

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Facilities:	Built in 1908 and includes Computer Labs Media Center and Music Classrooms
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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School Narrative

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Louise A. Spencer Elementary School
(13-3570-495)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Louise A. Spencer Elementary School
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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Jennifer Pelligrine
Address	66 MUHAMMAD ALI AVENUE NEWARK, NJ 07108-2914
Phone Number	973-733-6931
Email Address	jpelligrine@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/SPC
Twitter	http://www.twitter.com/spencermillercs

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	0	31	27
KG	30	78	80
1	35	83	87
2	43	79	87
3	51	89	77
4	31	92	80
5	44	87	104
6	37	75	91
7	28	89	88
8	40	110	94
9	0	0	0
10	0	0	0
Total	339	813	815

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	44.0%	47.2%	47.5%
Male	56.0%	52.8%	52.5%
Economically Disadvantaged Students	92.3%	84.4%	83.6%
Students with Disabilities	28.9%	17.8%	19.0%
English Learners	0.3%	22.1%	29.0%
Homeless Students	4.7%	2.5%	2.8%
Students in Foster Care	2.1%	0.7%	1.3%
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	0.3%	0.2%	0.5%
Hispanic	17.1%	44.5%	50.6%
Black or African American	80.8%	55.0%	48.6%
Asian	0.3%	0.2%	0.2%
Native Hawaiian or Pacific Islander	1.2%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	0.3%	0.0%	0.0%

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	0	0	0
PK - Full Day	0	31	27
KG - Half Day	0	0	0
KG - Full Day	30	78	80

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	339	813	815
Shared Time Students	0	0	0
Full Time Equivalent	339	813	815

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	63.3%
Spanish	34.7%
Other Languages	2.0%

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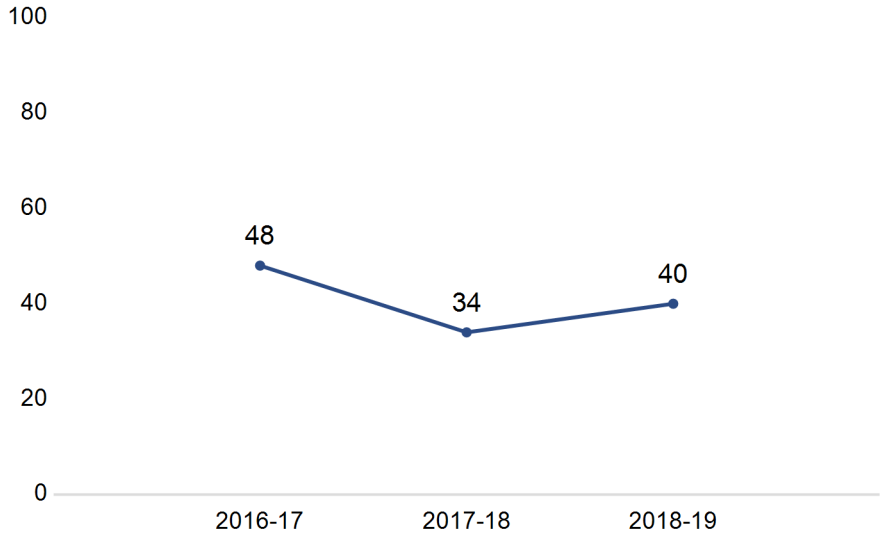
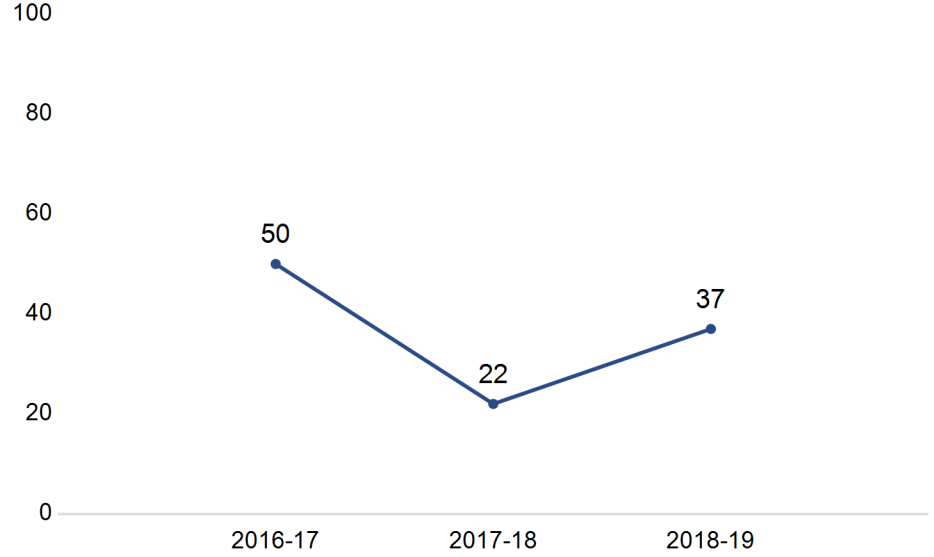
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48	34	40	50	22	37
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	40	48	50	Met Standard	37	48	50	Not Met
White	*	56	50	**	*	56	52	**
Hispanic	43	50	49	Met Standard	47	51	47	Met Standard
Black or African American	39.5	43	45	Not Met	34	41	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	60	59	**	N	60	60	**
American Indian or Alaska Native	*	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	48.5	51	53	N	40.5	49	50	N
Male	29	45	47	N	31	48	51	N
Economically Disadvantaged Students	39.5	47	48	Not Met	37	48	46	Not Met
Students with Disabilities	31.5	39	43	Not Met	34	48	45	Not Met
English Learners	41	53	52	Met Standard	42	53	50	Met Standard
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	*	49	42	N	*	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Louise A. Spencer Elementary School
(13-3570-495)
Grades Offered: PK-08
2018-2019

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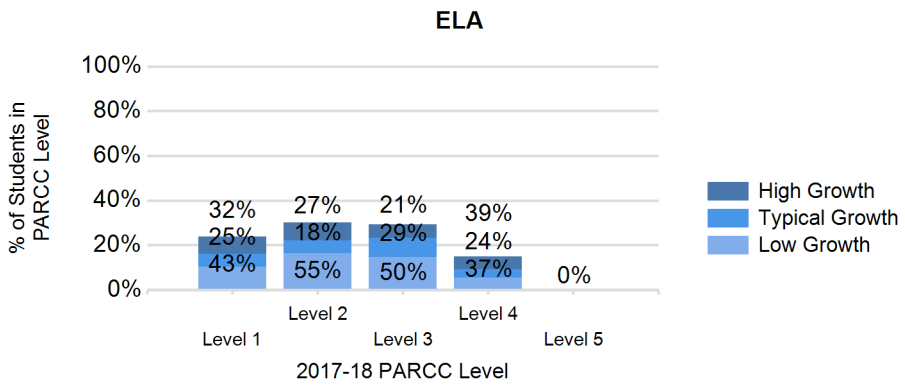
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

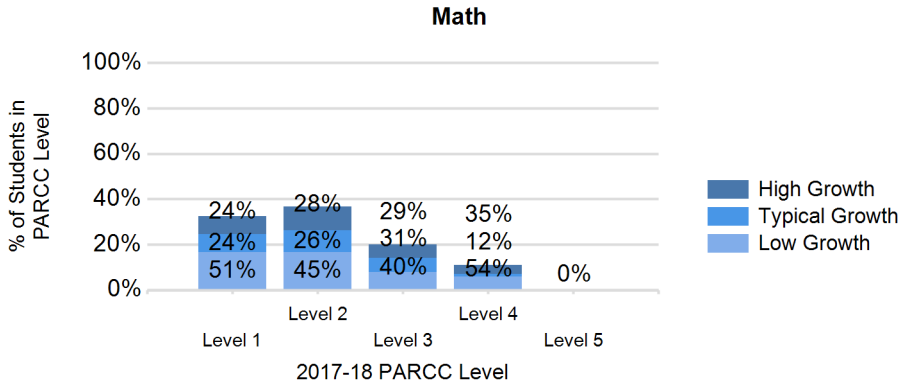
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

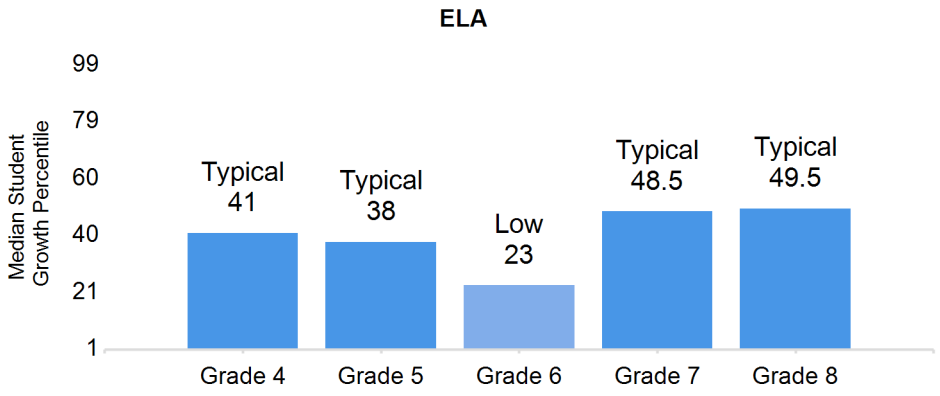
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

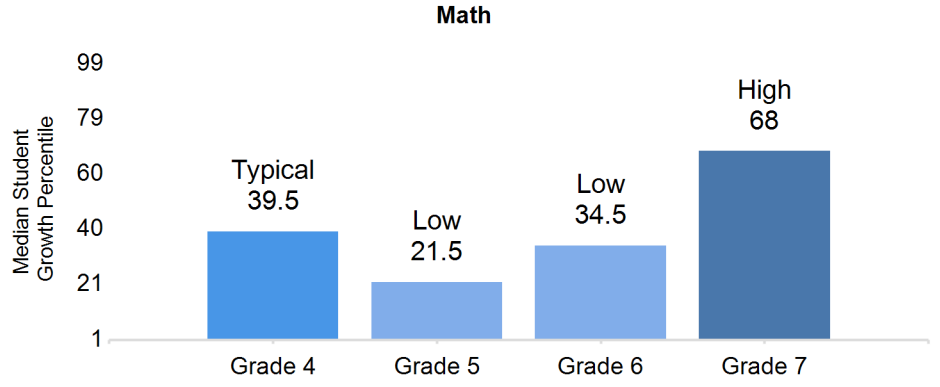




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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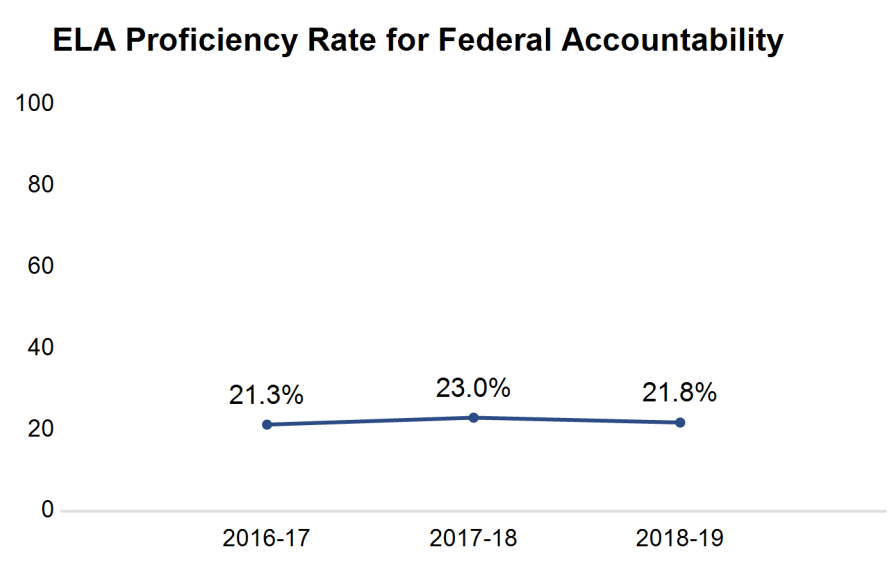
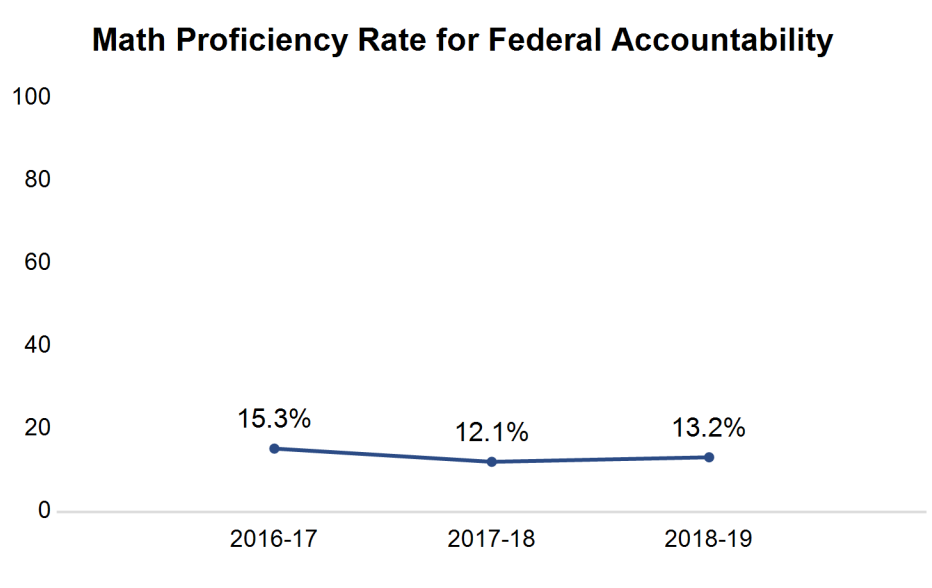
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.4%	99.6%	93.4%	94.6%	99.8%	97.6%
Proficiency Rate for Federal Accountability	21.3%	23.0%	21.8%	15.3%	12.1%	13.2%
Annual Target	18.7%	22.0%	25.2%	16.2%	19.5%	22.9%
Met Annual Target?	Met Target	Met Target	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	449	93.4	21.8	*	57.9	21.8	25.2	Not Met
White	*	*	*	54.7	66.9	*	**	**
Hispanic	189	88.3	20.1	38.9	43.9	19.9	32.5	Not Met
Black or African American	256	97.5	23.0	28.8	38.5	23.0	24.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	*	*	*	56.4	56.0	*	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	214	96.2	25.7	42.9	64.8	25.7		
Male	235	91.0	18.3	30.3	51.3	18.3		
Economically Disadvantaged Students	396	95.4	*	35.8	40.0	*	25.3	Met Target†
Non-Economically Disadvantaged Students	53	82.7	*	38.6	67.9	*		
Students with Disabilities	115	97.6	28.7	14.1	22.7	28.7	27.4	Met Target
Students without Disabilities	334	92.1	19.5	41.7	65.1	19.5		
English Learners	105	82.4	10.5	29.3	29.3	10.2	21.2	Not Met
Non-English Learners	344	97.4	25.3	38.3	60.6	25.3		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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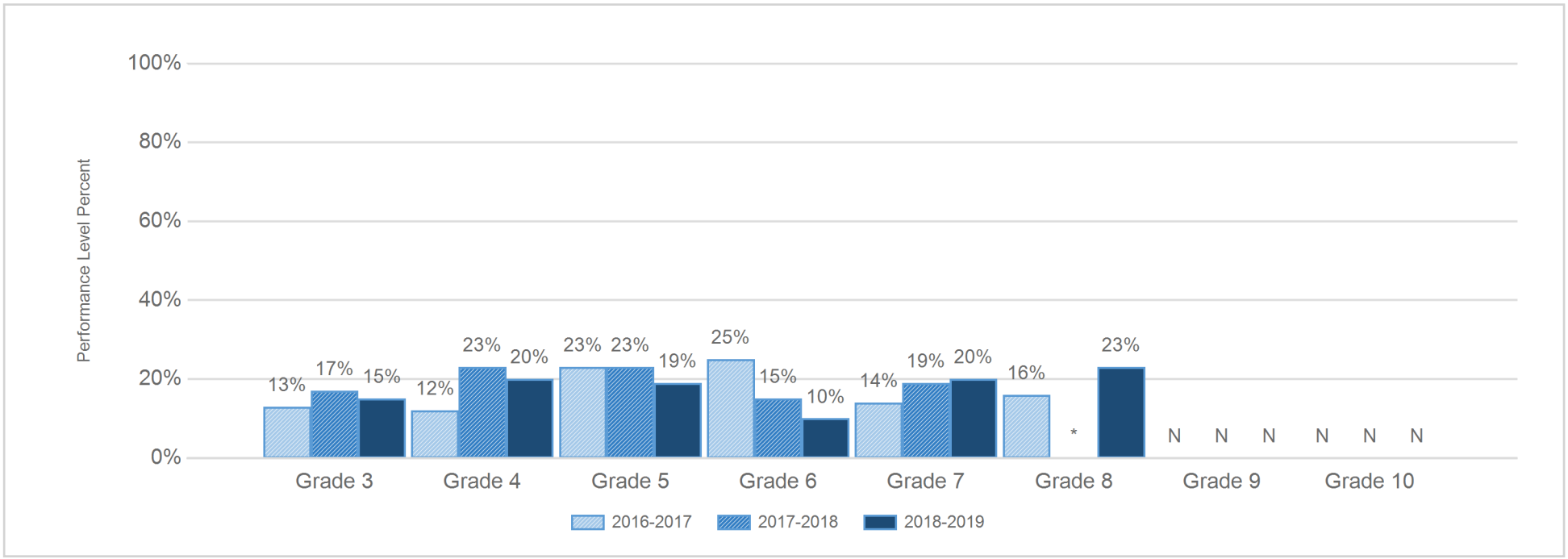
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	706	727	748	51%	18%	16%	*	*	15%	50%
White	N	N	746	757	N	N	N	N	N	N	60%
Hispanic	*	*	728	734	*	*	*	*	*	*	36%
Black or African American	33	705	721	731	52%	*	*	*	*	15%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	34	707	730	753	50%	*	*	*	*	18%	55%
Male	27	706	723	743	52%	*	*	*	*	11%	46%
Economically Disadvantaged Students	*	*	726	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	729	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	12	710	716	713	*	*	*	*	*	*	17%
Non-English Learners	49	705	729	751	*	*	*	*	*	*	54%
Homeless Students	*	*	708	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	707	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	719	734	755	30%	33%	17%	*	*	20%	57%
White	N	N	744	763	N	N	N	N	N	N	67%
Hispanic	30	713	739	743	*	*	*	*	*	17%	44%
Black or African American	36	725	725	739	*	*	*	*	*	22%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	27	733	739	760	*	*	*	*	*	30%	62%
Male	39	709	729	750	*	*	*	*	*	13%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	736	765	*	*	*	*	*	*	69%
Students with Disabilities	11	697	707	725	*	*	*	*	*	*	25%
Students without Disabilities	55	724	739	761	*	*	*	*	*	*	64%
English Learners	19	696	722	720	*	*	*	*	*	*	17%
Non-English Learners	47	729	736	758	*	*	*	*	*	*	60%
Homeless Students	N	N	719	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	718	733	756	32%	27%	22%	*	*	19%	58%
White	N	N	743	764	N	N	N	N	N	N	68%
Hispanic	29	716	736	743	38%	*	*	*	*	21%	44%
Black or African American	49	720	727	739	29%	*	*	*	*	18%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	46	727	739	761	*	*	*	*	*	24%	64%
Male	32	705	728	750	*	*	*	*	*	13%	52%
Economically Disadvantaged Students	*	*	732	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	738	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	702	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	12	698	717	713	*	*	*	*	*	*	11%
Non-English Learners	66	722	736	758	*	*	*	*	*	*	60%
Homeless Students	*	*	722	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	711	737	754	43%	25%	22%	*	*	10%	56%
White	N	N	758	762	N	N	N	N	N	N	65%
Hispanic	28	716	740	743	*	*	*	*	*	*	43%
Black or African American	44	707	728	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	37	724	744	762	*	*	*	*	*	*	64%
Male	35	697	730	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	60	714	737	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	12	696	737	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	708	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	742	761	*	*	*	*	*	*	64%
English Learners	16	702	720	710	*	*	*	*	*	*	*
Non-English Learners	56	714	739	756	*	*	*	*	*	*	*
Homeless Students	*	*	726	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	717	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	724	741	761	22%	25%	34%	*	*	20%	63%
White	*	*	756	769	*	*	*	*	*	*	72%
Hispanic	*	*	744	747	*	*	*	*	*	*	50%
Black or African American	32	730	733	741	*	*	38%	*	*	25%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	33	727	749	769	*	*	33%	*	*	21%	71%
Male	32	721	734	753	*	*	34%	*	*	19%	55%
Economically Disadvantaged Students	53	726	740	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	12	715	746	771	*	*	*	*	*	*	73%
Students with Disabilities	10	706	705	720	*	*	*	*	*	*	22%
Students without Disabilities	55	727	749	769	*	*	*	*	*	*	71%
English Learners	13	693	712	706	*	*	*	*	*	*	12%
Non-English Learners	52	732	744	763	*	*	*	*	*	*	65%
Homeless Students	*	*	724	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	735	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	723	742	762	30%	27%	21%	*	*	23%	63%
White	N	N	765	770	N	N	N	N	N	N	72%
Hispanic	37	728	746	747	*	30%	32%	*	*	19%	49%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	38	733	751	771	*	*	*	*	*	32%	71%
Male	33	712	735	753	*	*	*	*	*	12%	55%
Economically Disadvantaged Students	61	726	742	743	*	*	*	*	*	25%	45%
Non-Economically Disadvantaged Students	10	711	744	772	*	*	*	*	*	10%	72%
Students with Disabilities	*	*	707	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	750	770	*	*	*	*	*	*	71%
English Learners	14	700	717	708	*	*	*	*	*	*	12%
Non-English Learners	57	729	745	764	*	*	*	*	*	*	65%
Homeless Students	N	N	711	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	714	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Louise A. Spencer Elementary School
(13-3570-495)
Grades Offered: PK-08
2018-2019

Report Key:
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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	479	97.6	13.2	26.3	44.5	13.2	22.9	Not Met
White	*	*	*	42.2	54.1	*	**	**
Hispanic	217	97.4	15.7	30.9	28.8	15.7	24.6	Not Met
Black or African American	258	97.9	10.5	16.6	23.0	10.5	22.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	*	*	*	35.9	42.7	*	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	228	98.4	12.7	26.9	44.9	12.7		
Male	251	97.0	13.5	25.8	44.2	13.5		
Economically Disadvantaged Students	409	98.2	13.4	26.6	26.3	13.4	20.2	Not Met
Non-Economically Disadvantaged Students	70	95.0	11.4	25.4	54.9	11.4		
Students with Disabilities	115	97.6	13.9	11.6	17.4	13.9	35.4	Not Met
Students without Disabilities	364	97.6	12.9	29.8	50.0	12.9		
English Learners	132	97.0	12.1	25.7	25.0	12.1	16.3	Met Target†
Non-English Learners	347	97.9	13.5	26.5	46.5	13.5		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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(13-3570-495)
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2018-2019

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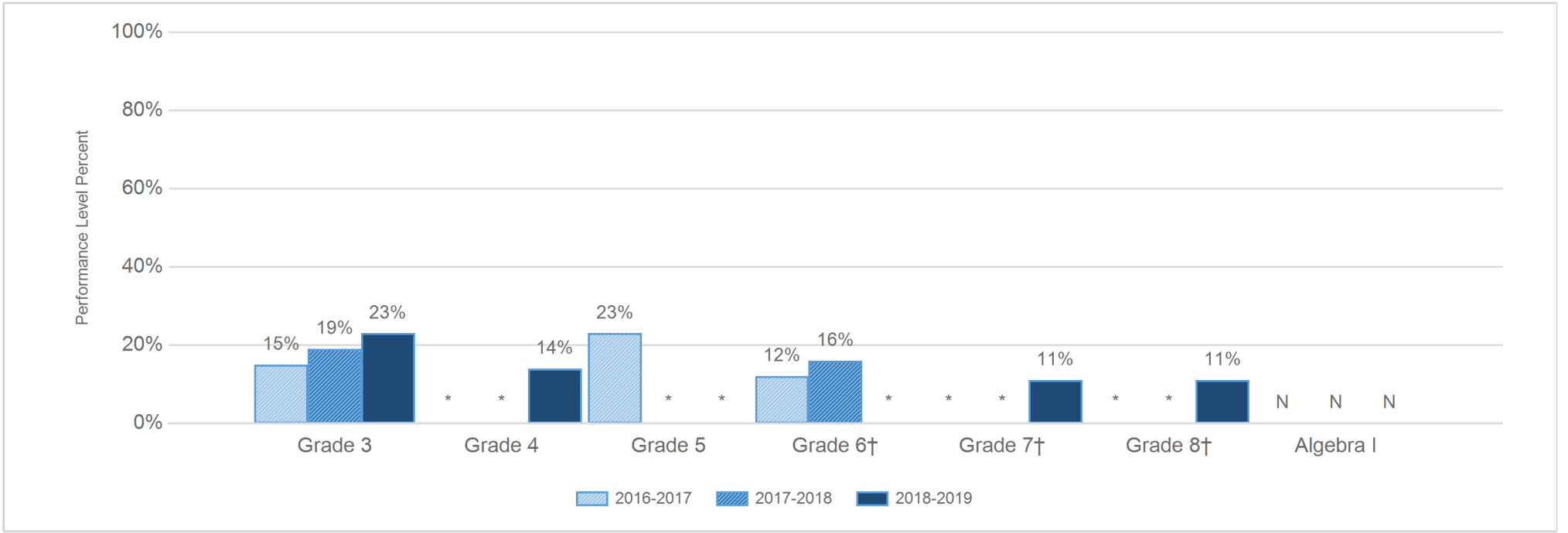
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	714	735	752	34%	29%	14%	23%	0%	23%	55%
White	N	N	757	760	N	N	N	N	N	N	66%
Hispanic	39	713	738	739	36%	28%	*	*	*	21%	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	38	723	*	751	*	*	*	*	*	26%	54%
Male	35	704	*	752	*	*	*	*	*	20%	56%
Economically Disadvantaged Students	60	711	735	737	*	*	*	*	*	20%	37%
Non-Economically Disadvantaged Students	13	725	733	761	*	*	*	*	*	38%	67%
Students with Disabilities	*	*	718	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	738	756	*	*	*	*	*	*	60%
English Learners	24	714	732	728	*	*	*	*	*	21%	26%
Non-English Learners	49	714	736	754	*	*	*	*	*	24%	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	714	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	*	*	*	728	*	*	*	*	*	*	28%

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	714	732	749	38%	22%	26%	*	*	14%	51%
White	N	N	746	757	N	N	N	N	N	N	62%
Hispanic	36	709	738	737	*	*	*	*	*	14%	36%
Black or African American	36	719	719	731	*	*	36%	*	*	14%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	31	721	733	749	*	*	*	*	*	16%	50%
Male	41	708	731	749	*	*	*	*	*	12%	52%
Economically Disadvantaged Students	60	716	732	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	12	704	731	759	*	*	*	*	*	*	63%
Students with Disabilities	11	702	713	726	*	*	*	*	*	*	25%
Students without Disabilities	61	716	736	754	*	*	*	*	*	*	56%
English Learners	25	699	728	722	*	*	*	*	*	*	18%
Non-English Learners	47	722	733	751	*	*	*	*	*	*	54%
Homeless Students	N	N	715	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	703	728	747	*	*	*	*	*	*	47%
White	N	N	736	755	N	N	N	N	N	N	58%
Hispanic	37	702	733	735	*	*	*	*	*	*	30%
Black or African American	50	703	720	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	48	706	729	747	*	*	*	*	*	*	47%
Male	39	699	727	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	74	703	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	13	700	729	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	714	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	731	752	*	*	*	*	*	*	52%
English Learners	19	695	721	718	*	*	*	*	*	*	12%
Non-English Learners	68	705	729	749	*	*	*	*	*	*	49%
Homeless Students	*	*	714	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	720	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	*	*	*	716	*	*	*	*	*	*	17%

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	703	725	741	*	*	*	*	*	*	41%
White	N	N	745	749	N	N	N	N	N	N	51%
Hispanic	38	713	728	729	*	*	*	*	*	*	24%
Black or African American	44	694	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	754	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	43	709	726	742	*	*	*	*	*	*	42%
Male	39	695	723	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	64	704	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	18	698	722	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	708	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	746	*	*	*	*	*	*	46%
English Learners	26	708	715	709	*	*	*	*	*	*	*
Non-English Learners	56	700	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	707	717	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	724	731	744	15%	36%	38%	*	*	11%	42%
White	*	*	738	751	*	*	*	*	*	*	53%
Hispanic	41	723	733	733	*	46%	29%	*	*	12%	26%
Black or African American	*	*	723	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	35	725	*	744	*	34%	43%	*	*	11%	42%
Male	39	723	*	743	*	38%	33%	*	*	10%	42%
Economically Disadvantaged Students	56	728	731	731	*	*	*	*	*	11%	24%
Non-Economically Disadvantaged Students	18	710	731	751	*	*	*	*	*	11%	53%
Students with Disabilities	10	717	708	718	*	*	*	*	*	*	13%
Students without Disabilities	64	725	736	749	*	*	*	*	*	*	48%
English Learners	21	718	721	716	*	62%	*	*	*	10%	10%
Non-English Learners	53	726	732	745	*	26%	*	*	*	11%	44%
Homeless Students	*	*	719	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	718	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	*	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	706	722	728	53%	16%	20%	*	*	11%	29%
White	N	N	731	737	N	N	N	N	N	N	38%
Hispanic	46	712	727	722	43%	22%	24%	*	*	11%	22%
Black or African American	*	*	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	40	715	724	731	40%	*	*	*	*	13%	31%
Male	41	696	719	726	66%	*	*	*	*	10%	27%
Economically Disadvantaged Students	65	708	722	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	16	694	721	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	697	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	727	734	*	*	*	*	*	*	35%
English Learners	20	708	712	706	*	*	*	*	*	*	10%
Non-English Learners	61	705	723	730	*	*	*	*	*	*	30%
Homeless Students	N	N	695	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	*	*	*	701	*	*	*	*	*	*	16%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	10	10
4	*	*
5	14	14
6	*	*
7	12	12
8	15	15

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	42.4%	40.9%	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	146	*	*
3-4	45	*	*
5 or more	16	87.5%	12.5%

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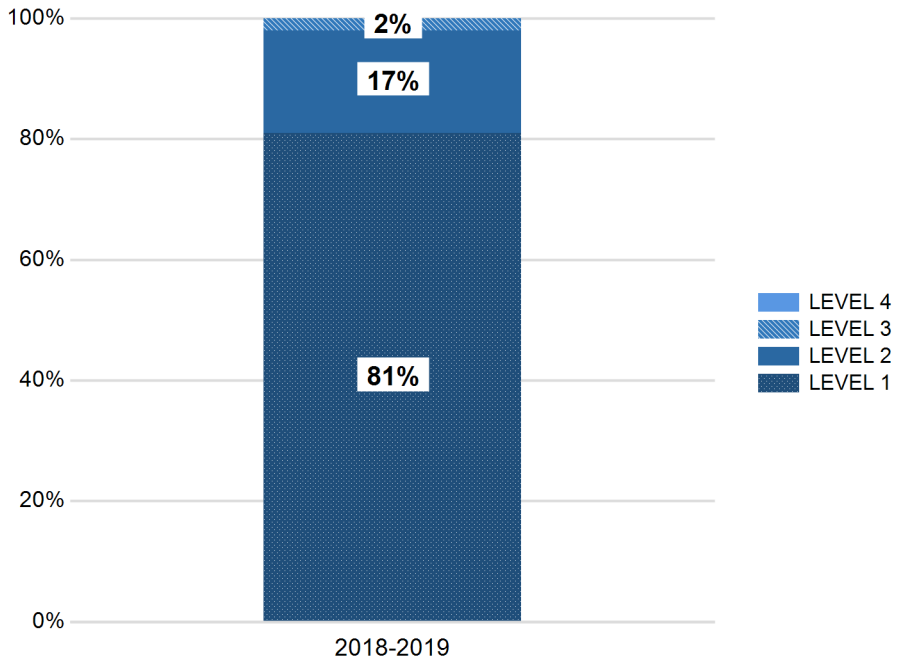
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	81	17	2	0
White	N	N	N	N
Hispanic	78	22	0	0
Black or African American	83	13	4	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	77	21	2	0
Male	86	11	3	0
Economically Disadvantaged Students	81	16	3	0
Non-Economically Disadvantaged Students	82	18	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	89	11	0	0
Non-English Learners	79	18	3	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Louise A. Spencer Elementary School
(13-3570-495)
Grades Offered: PK-08
2018-2019

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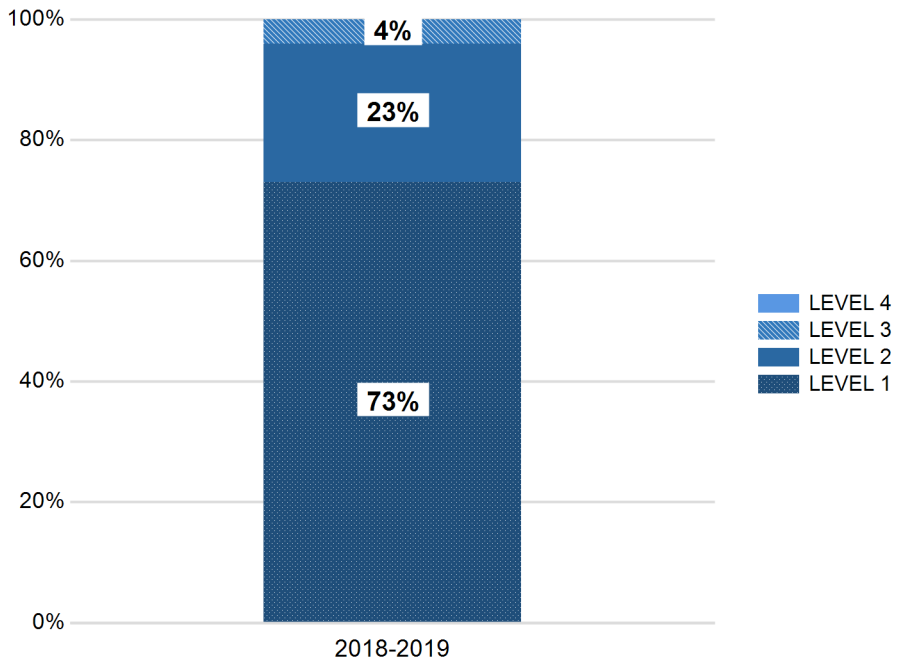
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	73	23	4	0
White	N	N	N	N
Hispanic	71	27	2	0
Black or African American	76	18	6	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	67	28	5	0
Male	80	18	3	0
Economically Disadvantaged Students	71	24	5	0
Non-Economically Disadvantaged Students	81	19	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	89	11	0	0
Non-English Learners	68	27	5	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about 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	84
7	0	0	87
8	0	0	93
Total	0	0	264

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	0	0	0	0	0	0	19
7	0	0	0	0	0	0	11
8	0	0	0	0	0	0	29
Total	0	0	0	0	0	0	59

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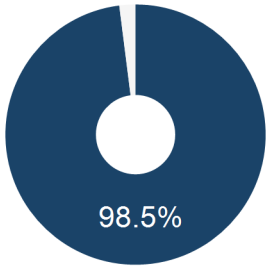
Visual and Performing Arts – Course Participation

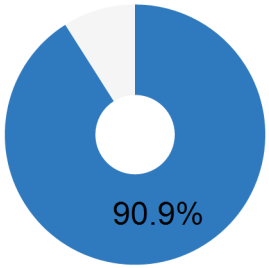
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

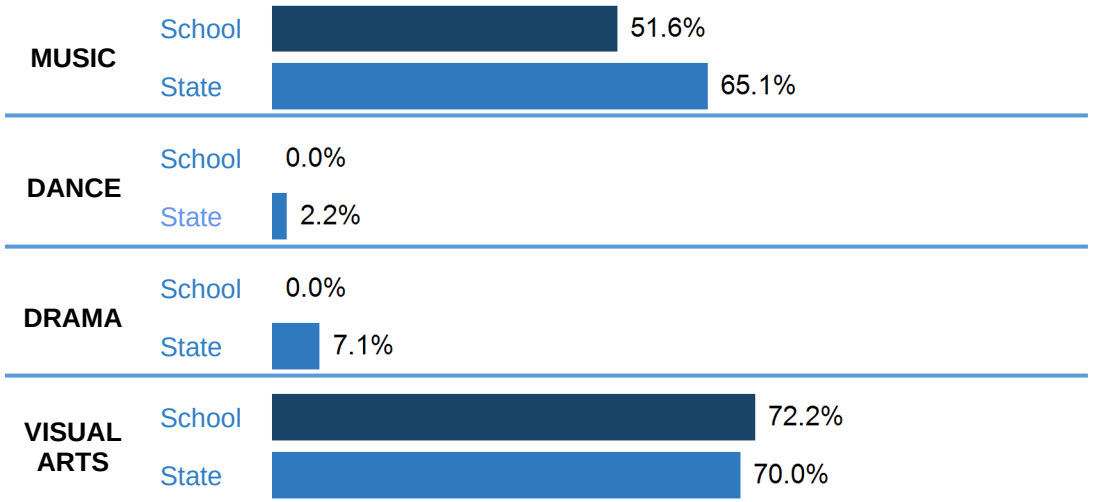


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

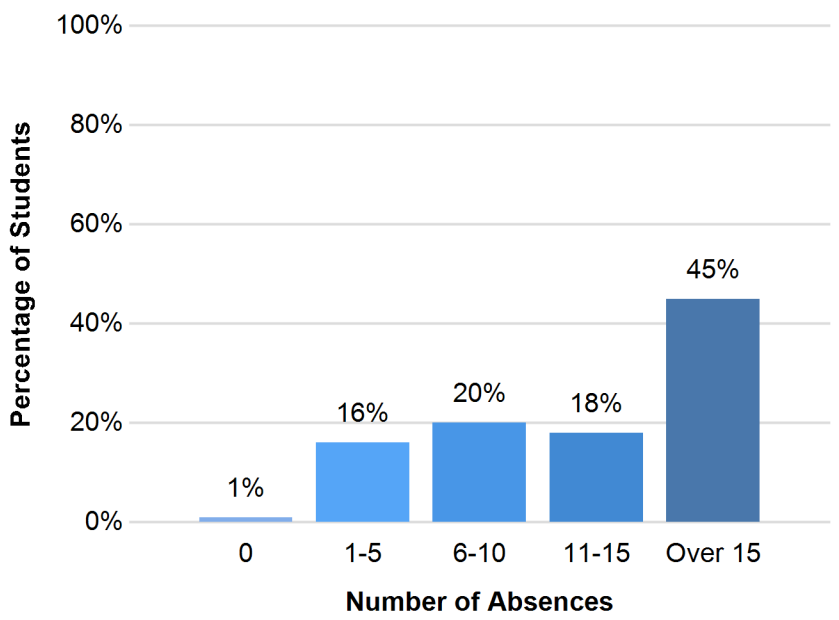
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	320	41.1	9.0	Not Met
White	*	*	**	**
Hispanic	143	37.4	9.0	Not Met
Black or African American	176	45.1	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	135	37.2		
Male	185	44.5		
Economically Disadvantaged Students	262	40.1	9.0	Not Met
Students with Disabilities	79	46.7	9.0	Not Met
English Learners	68	30.8	9.0	Not Met
Homeless Students	17	81.0		
Students in Foster Care	4	40.0		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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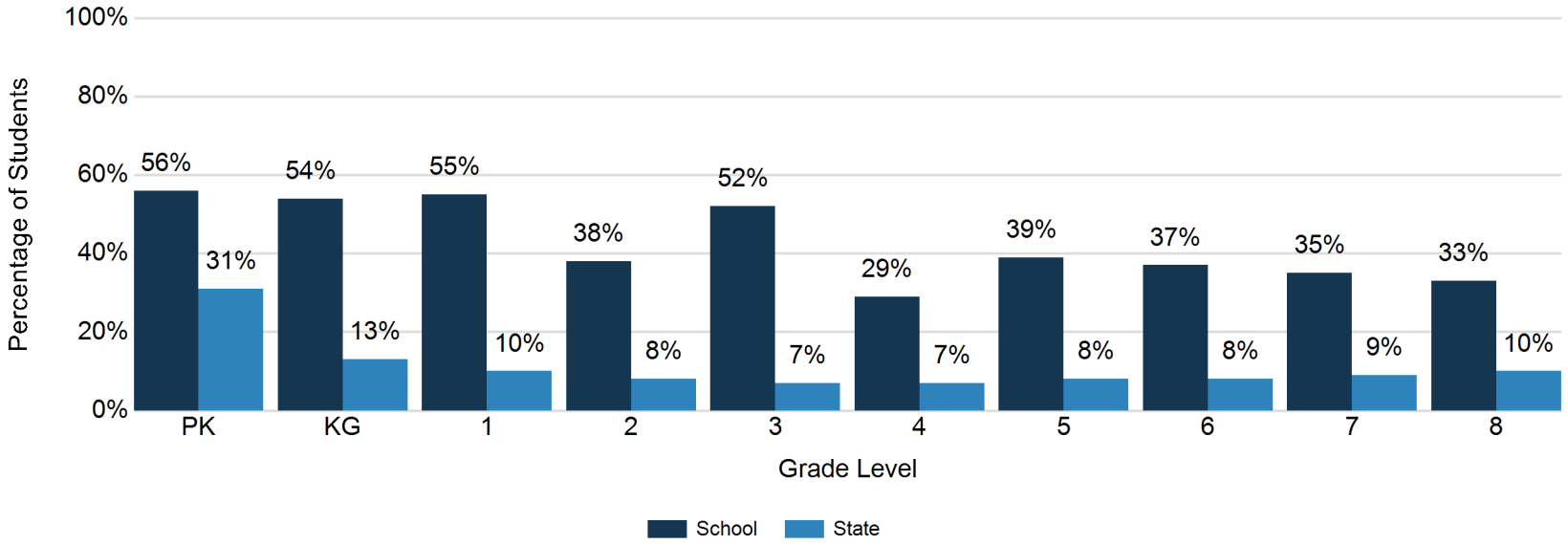
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	46
Weapons	4
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	14
Total Unique Incidents	56
Incidents Per 100 Students Enrolled	6.87

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	4
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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	4	4
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	11	11
No Identified Nature	12		12

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	37	4.5%
Any Suspension	41	5.0%
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
127

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.4:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	70	118,214
Average years experience in public schools	10.3	12.1
Average years experience in district	6.7	10.8
Percentage of Teachers with 4 or more years experience in the district	47.1%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1
Students to Administrators	91:1	106:1
Teachers to Administrators	8:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.5%	78.6%	88.9%	48.4%	77.1%	54.9%
Male	52.5%	21.4%	11.1%	51.6%	22.9%	45.1%
White	0.5%	32.9%	33.3%	42.4%	83.6%	77.4%
Hispanic	50.6%	28.6%	22.2%	29.9%	7.3%	7.2%
Black or African American	48.6%	35.7%	44.4%	15.0%	6.6%	13.9%
Asian	0.2%	2.9%	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	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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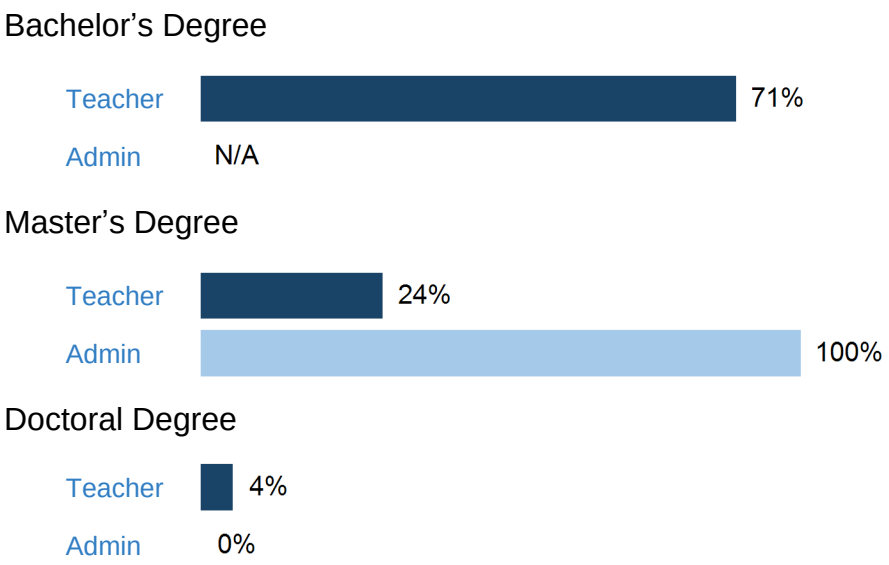
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	78.5%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
Student Group Status: Black or African American	Low Performing Student Group (ATSI)
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	Low Performing Student Group (ATSI)
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	Low Performing Student Group (ATSI)

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	21.3%	23.0%	21.8%
Math Proficiency	15.3%	12.1%	13.2%
ELA Growth	48	34	40
Math Growth	50	22	37
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		29.2%	42.4%
Chronic Absenteeism	29.0%	44.6%	41.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

NJ SCHOOL PERFORMANCE REPORT

Louise A. Spencer Elementary School
(13-3570-495)
Grades Offered: PK-08
2018-2019

Report Key:
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

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.

NJ SCHOOL PERFORMANCE REPORT

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Not Met	Met Target	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	Not Met	Met Target†	Met Standard	Met Standard	Met Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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2018-2019

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	At Louise A Spencer we transform our community by fostering a sense of pride and responsibility in our students We develop a future generation of leaders and change agents who will flourish as responsible citizens in the global community
Awards, Recognition, Accomplishments:	Louise A Spencer offers an after school program that includes homework help academic support and clubs

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Courses, Curriculum, Instruction:	National Junior Honor Society
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Boys & Girls), Soccer (Boys & Girls) Basketball Cheer Soccer
Clubs and Activities:	Animae Club BEEP Afterschool Program Debate Girls Who Code Yearbook

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by ASPIRA Inc

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Boys and Girls Club Future Rutgers Scholars Liberty Science Center My Very Own Library

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Facilities:	Built in 1976 and includes Auditorium Computer Labs Culinary Arts Classroom and Music Classrooms
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Malcolm X Shabazz High School
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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Malcolm X Shabazz High School
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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Mr. Damon Holmes
Address	80 JOHNSON AVE NEWARK, NJ 07108
Phone Number	973-733-6974
Email Address	D2Holmes@NPS.K12.NJ.US
Website	http://www.nps.k12.nj.us/MXS

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
8	0	0	0
9	81	81	88
10	111	117	100
11	121	139	112
12	105	140	146
Total	418	477	446

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	47.4%	45.7%	44.8%
Male	52.6%	54.3%	55.2%
Economically Disadvantaged Students	64.1%	57.4%	63.5%
Students with Disabilities	30.6%	26.2%	25.6%
English Learners	0.5%	0.4%	0.0%
Homeless Students	2.2%	1.3%	3.8%
Students in Foster Care	2.9%	2.5%	2.2%
Military-Connected Students	0.0%	0.6%	0.4%
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	1.0%	0.6%	0.4%
Hispanic	6.2%	8.2%	7.8%
Black or African American	92.8%	91.2%	91.5%
Asian	0.0%	0.0%	0.2%
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	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	418	477	446
Shared Time Students	0	0	0
Full Time Equivalent	418	477	446

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	97.5%
Spanish	1.3%
Other Languages	1.1%

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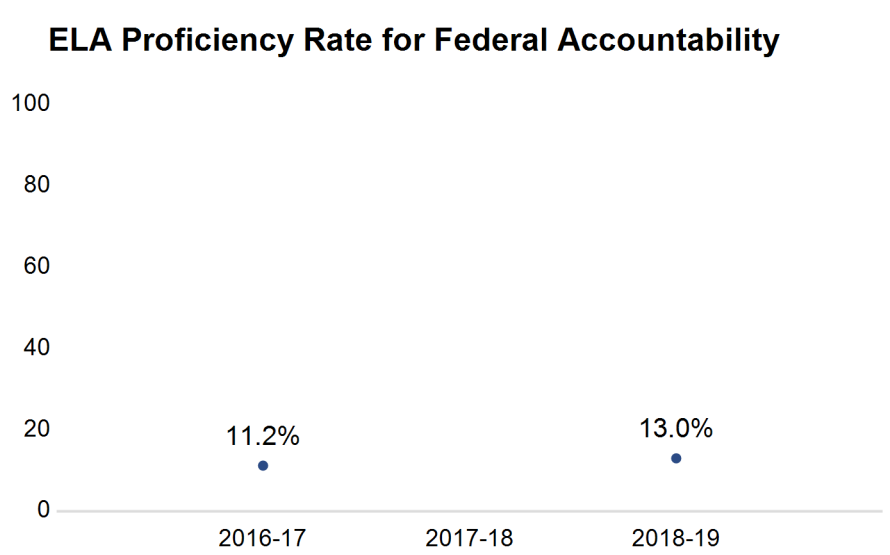
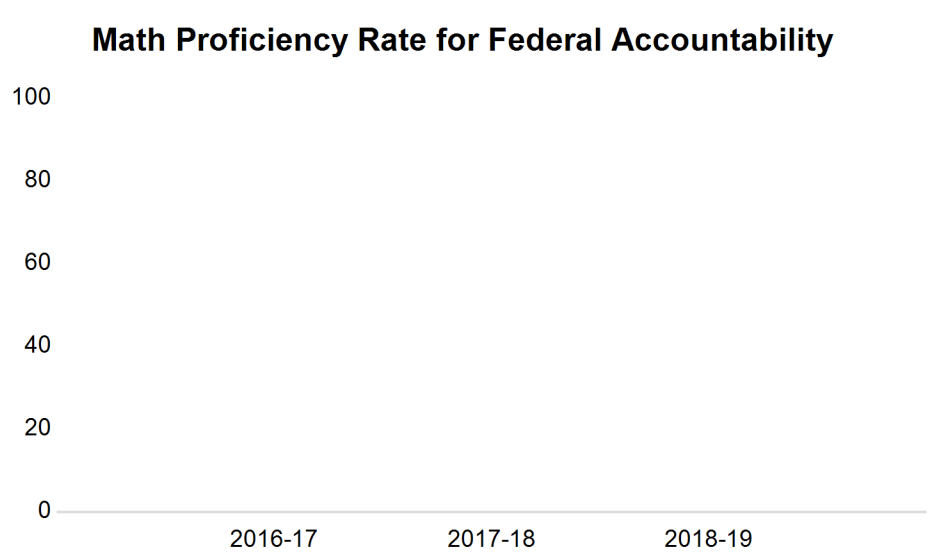
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	86.1%	80.6%	85.0%	86.0%	82.5%	86.6%
Proficiency Rate for Federal Accountability	11.2%	*	13.0%	*	*	*
Annual Target	10.8%	14.5%	18.1%	9.7%	13.4%	17.1%
Met Annual Target?	Met Target	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	153	85.0	14.4	*	57.9	13.0	18.1	Not Met
White	N	N	N	54.7	66.9	N	**	**
Hispanic	*	*	*	38.9	43.9	*	**	**
Black or African American	138	83.7	13.0	28.8	38.5	11.6	17.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	65	86.9	16.9	42.9	64.8	15.6		
Male	88	83.6	12.5	30.3	51.3	11.1		
Economically Disadvantaged Students	99	81.7	13.1	35.8	40.0	*	17.8	Not Met
Non-Economically Disadvantaged Students	54	90.5	16.7	38.6	67.9	*		
Students with Disabilities	44	74.2	*	14.1	22.7	*	16.5	Not Met
Students without Disabilities	109	90.3	*	41.7	65.1	*		
English Learners	*	*	*	29.3	29.3	*	**	**
Non-English Learners	*	*	*	38.3	60.6	*		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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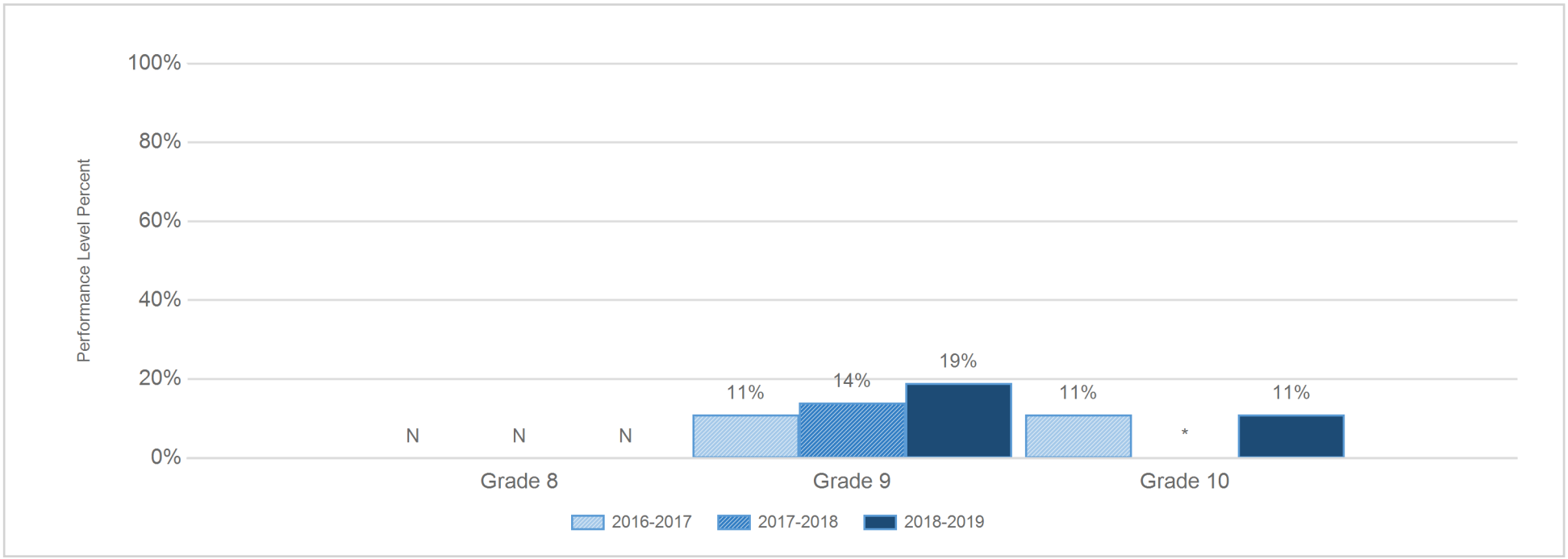
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 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	79	713	730	753	35%	24%	22%	*	*	19%	56%
White	N	N	739	762	N	N	N	N	N	N	65%
Hispanic	*	*	729	737	*	*	*	*	*	*	40%
Black or African American	*	*	729	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	783	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	N	N	*	761	N	N	N	N	N	N	63%
Female	36	720	738	760	*	*	*	*	*	19%	63%
Male	43	708	*	746	*	*	*	*	*	19%	49%
Economically Disadvantaged Students	49	711	731	734	37%	*	*	*	*	16%	36%
Non-Economically Disadvantaged Students	30	718	*	762	33%	*	*	*	*	23%	65%
Students with Disabilities	22	687	699	717	*	*	*	*	*	*	17%
Students without Disabilities	57	724	736	760	*	*	*	*	*	*	63%
English Learners	N	N	685	693	N	N	N	N	N	N	*
Non-English Learners	79	713	736	755	35%	24%	22%	*	*	19%	*
Homeless Students	*	*	703	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	*	715	N	N	N	N	N	N	23%

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	694	727	757	59%	20%	*	*	*	11%	58%
White	N	N	748	767	N	N	N	N	N	N	67%
Hispanic	*	*	726	738	*	*	*	*	*	*	43%
Black or African American	*	*	723	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	780	792	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	N	N	*	766	N	N	N	N	N	N	65%
Female	34	703	737	766	*	*	*	*	*	*	66%
Male	49	688	*	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	47	696	*	735	55%	*	*	*	*	11%	40%
Non-Economically Disadvantaged Students	36	692	725	767	64%	*	*	*	*	11%	67%
Students with Disabilities	19	667	687	711	*	*	*	*	*	*	19%
Students without Disabilities	64	702	734	765	*	*	*	*	*	*	65%
English Learners	N	N	679	687	N	N	N	N	N	N	*
Non-English Learners	83	694	734	760	59%	20%	*	*	*	11%	*
Homeless Students	*	*	713	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	694	710	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	*	710	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

Malcolm X Shabazz High School
(13-3570-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	158	86.6	*	26.3	44.5	*	17.1	Not Met
White	N	N	N	42.2	54.1	N	**	**
Hispanic	*	*	13.3	30.9	28.8	13.3	**	**
Black or African American	142	85.4	*	16.6	23.0	*	16.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	65	85.7	*	26.9	44.9	*		
Male	93	87.3	*	25.8	44.2	*		
Economically Disadvantaged Students	102	85.2	*	26.6	26.3	*	17.9	Not Met
Non-Economically Disadvantaged Students	56	89.2	*	25.4	54.9	*		
Students with Disabilities	49	81.2	*	11.6	17.4	*	9.6	Not Met
Students without Disabilities	109	89.5	*	29.8	50.0	*		
English Learners	*	*	*	25.7	25.0	*	**	**
Non-English Learners	*	*	*	26.5	46.5	*		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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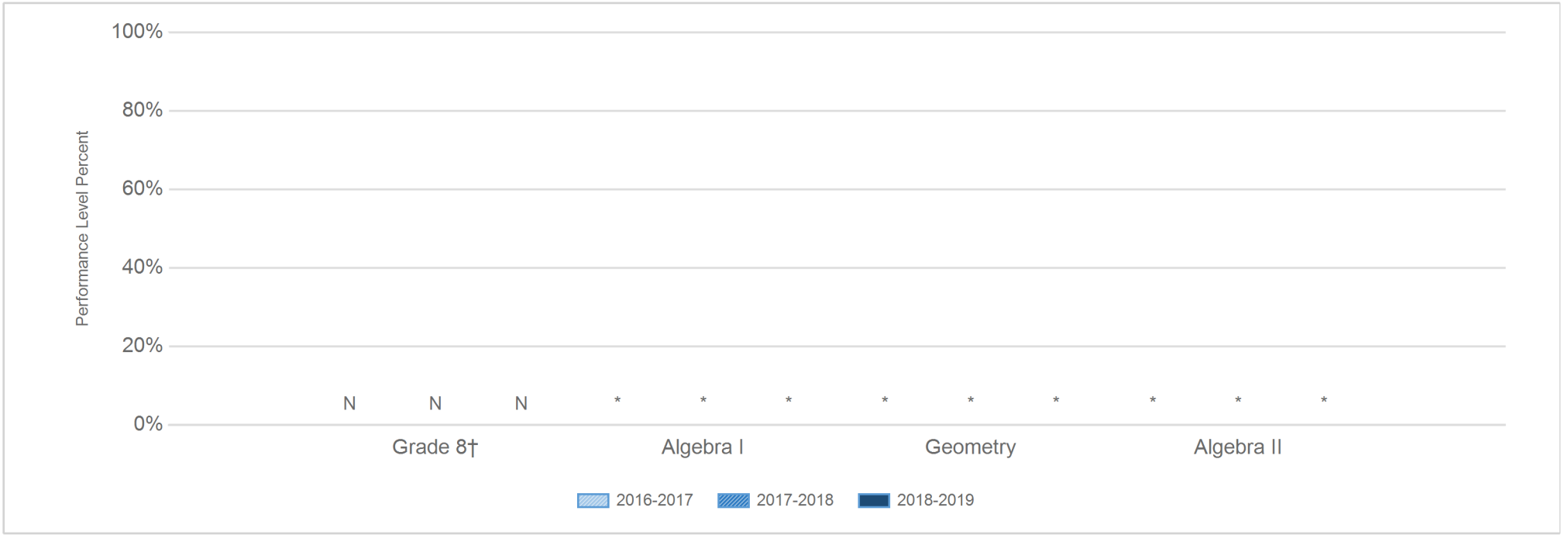
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	710	722	744	*	*	*	*	*	*	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	*	*	723	728	*	*	*	*	*	*	24%
Black or African American	*	*	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	35	709	724	745	*	*	*	*	*	*	44%
Male	48	712	721	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	55	706	723	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	28	720	720	752	*	*	*	*	*	*	52%
Students with Disabilities	27	704	705	717	*	*	*	*	*	*	12%
Students without Disabilities	56	714	726	748	*	*	*	*	*	*	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	83	710	725	745	*	*	*	*	*	*	*
Homeless Students	*	*	700	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	701	716	737	*	*	*	*	*	*	35%
White	N	N	733	743	N	N	N	N	N	N	43%
Hispanic	*	*	718	724	*	*	*	*	*	*	17%
Black or African American	*	*	709	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	33	704	*	738	*	*	*	*	*	*	36%
Male	47	698	713	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	46	699	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	34	703	714	743	*	*	*	*	*	*	43%
Students with Disabilities	18	689	696	712	*	*	*	*	*	*	*
Students without Disabilities	62	704	719	741	*	*	*	*	*	*	*
English Learners	N	N	706	708	N	N	N	N	N	N	*
Non-English Learners	80	701	717	738	*	*	*	*	*	*	*
Homeless Students	*	*	711	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	702	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	*	711	N	N	N	N	N	N	19%

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	*	*	739	755	*	*	*	*	*	*	58%
White	N	N	757	758	N	N	N	N	N	N	62%
Hispanic	*	*	739	731	*	*	*	*	*	*	34%
Black or African American	*	*	727	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	741	752	*	*	*	*	*	*	55%
Male	*	*	736	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	737	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	741	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	701	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	742	756	*	*	*	*	*	*	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	715	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	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

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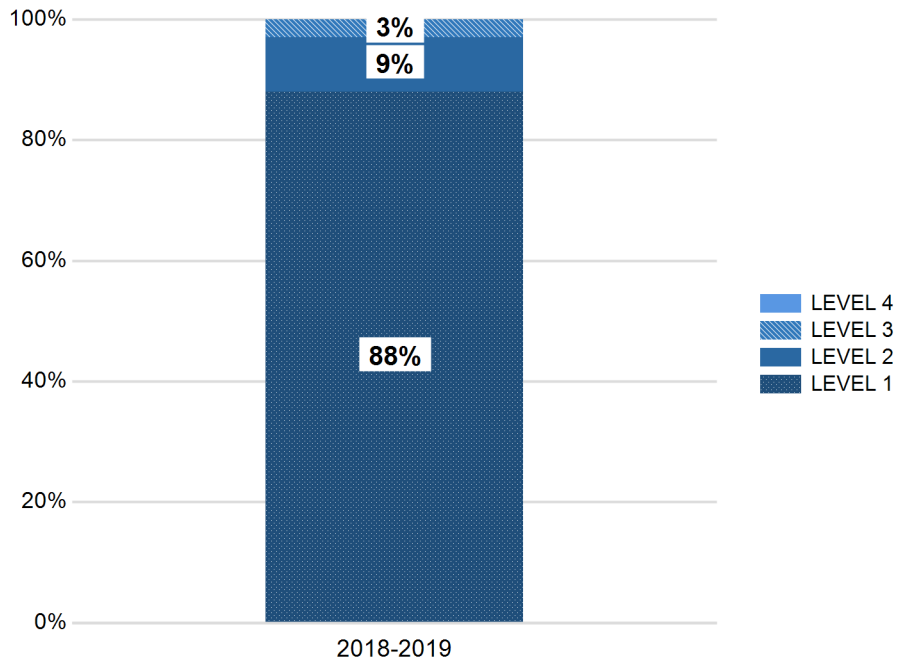
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	88	9	3	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	88	10	2	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	85	9	6	0
Male	90	10	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	88	9	3	0
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	66.5%	84.5%
12th graders taking SAT in 2018-19 or prior years	94.5%	72.1%
12th graders taking ACT in 2018-19 or prior years	14.4%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	356	476	Grade 10: 430 Grade 11: 460	15%	61%
PSAT 10/NMSQT - Math	362	477	Grade 10: 480 Grade 11: 510	*	43%
SAT - Reading and Writing	400	539	480	13%	70%
SAT - Math	389	541	530	*	53%
ACT - Reading	14	25	22	*	66%
ACT - English	12	24	18	*	81%
ACT - Math	15	24	22	*	65%
ACT - Science	14	24	23	*	57%

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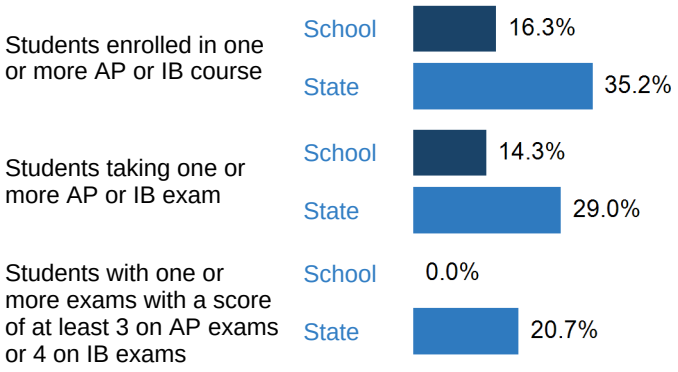
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

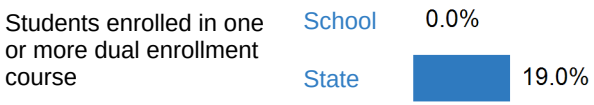
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



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 Calculus AB	10	6
AP English Language and Composition	19	19
AP English Literature and Composition	21	19
AP Physics 1	0	14
AP Physics B	15	0
Total Exams taken		58
Exams with scores of at least 3 on AP exams or 4 on IB exams		0

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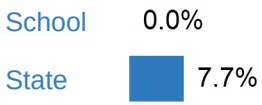
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career and Technical Education website.

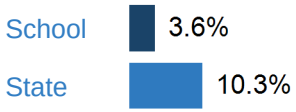
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



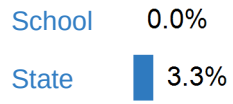
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	3.6%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	3.9%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	N	N	6.8%	12.1%
Female	0.0%	*	7.3%	10.6%
Male	0.0%	*	8.0%	10.1%
Economically Disadvantaged Students	0.0%	*	10.4%	11.8%
Students with Disabilities	0.0%	*	6.6%	9.2%
English Learners	N	N	8.7%	3.2%
Homeless Students	0.0%	*	8.1%	6.6%
Students In Foster Care	0.0%	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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2018-2019

Report Key:
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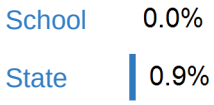
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career 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
Human Services	16		
Total (All Clusters)	16	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	85	1	0	0	0	63	0
10	0	93	1	0	0	75	0
11	3	5	102	25	0	3	4
12	7	7	12	0	10	0	127
Total	95	106	115	25	10	141	131
Enrolled in AP/IB Course					10	0	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	3	0	8	14	61	0
10	69	5	0	6	15	0
11	20	78	7	10	4	0
12	19	23	7	27	3	0
Total	111	106	22	57	83	0
Enrolled in AP/IB Course	0	0		0	15	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	84	1	0	0	0	0
10	0	99	0	0	0	0
11	3	105	0	0	51	38
12	2	19	0	0	17	33
Total	89	224	0	0	68	71
Enrolled in AP/IB Course	0	0	0	0		0
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	10	14	0	0	0	0	0
10	14	8	0	0	0	0	0
11	37	51	0	0	0	0	0
12	43	28	0	0	0	0	0
Total	104	101	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0

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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	0	0	4	0	0	0
12	0	0	7	0	0	0
Total	0	0	11	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

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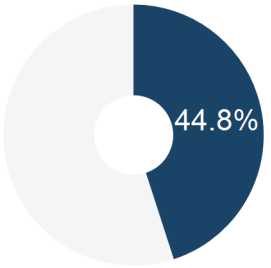
Visual and Performing Arts – Course Participation

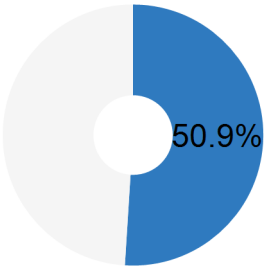
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes

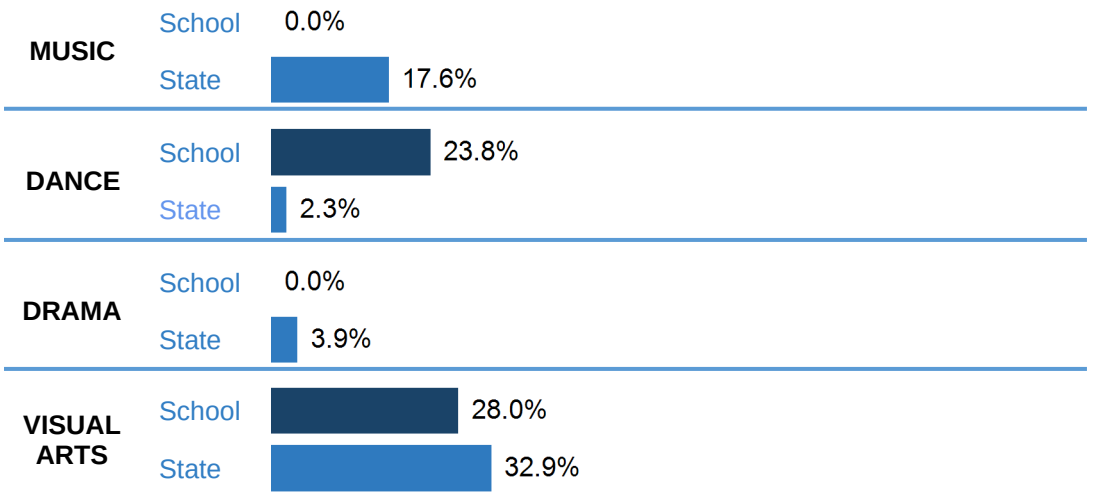


School



State

Students enrolled in one or more classes by discipline:



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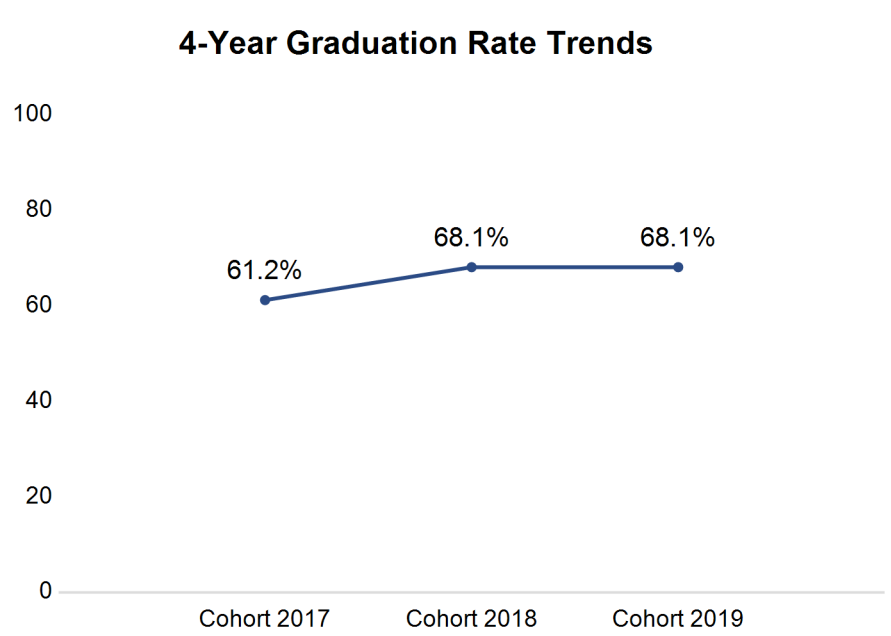
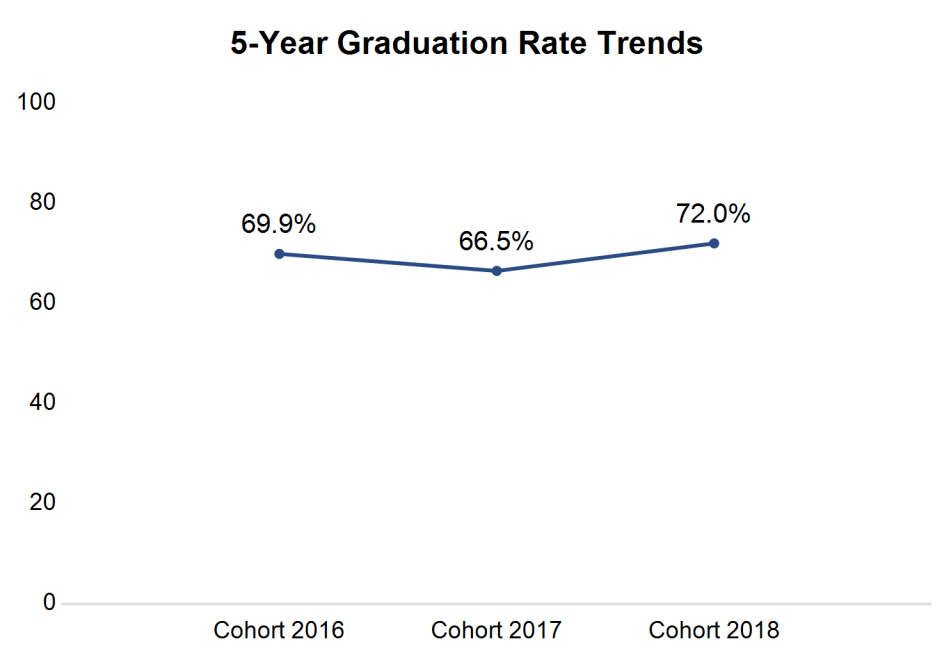
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	61.2%	68.1%	68.1%	69.9%	66.5%	72.0%
Annual Target	71.5%	72.8%		72.6%	73.9%	
Met Annual Target?	Not Met	Not Met		Not Met	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	68.1%	90.6%	72.0%	92.5%	68.1%	72.8%	Not Met	66.5%	73.9%	Not Met
White	*	94.9%	*	95.9%	*	**	**	*	**	**
Hispanic	*	84.5%	*	87.3%	*	**	**	*	**	**
Black or African American	69.0%	83.3%	73.1%	87.1%	69.1%	73.2%	Not Met	66.2%	74.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	N	96.9%	N	97.8%	N	N	N	N	N	N
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	68.9%	92.8%	70.5%	94.4%	66.3%			75.7%		
Male	67.5%	88.5%	73.5%	90.8%	69.6%			58.8%		
Economically Disadvantaged Students	66.1%	84.0%	74.4%	87.3%	69.7%	72.2%	Not Met	67.0%	76.2%	Not Met
Students with Disabilities	50.0%	79.2%	75.8%	83.8%	66.7%	62.6%	Met Target	71.4%	69.1%	Met Target
English Learners	*	75.4%	N	80.1%	N	N	N	*	**	**
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	24.8%	8.5%
Substitute Competency Test	15.6%	26.2%
Portfolio Appeals Process	31.2%	34.8%
Alternate Requirements specified in IEP	27.0%	29.1%
Unknown	1.4%	1.4%

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	6.3%	1.2%
2017-2018	14.3%	1.2%
2016-2017	10.8%	1.1%

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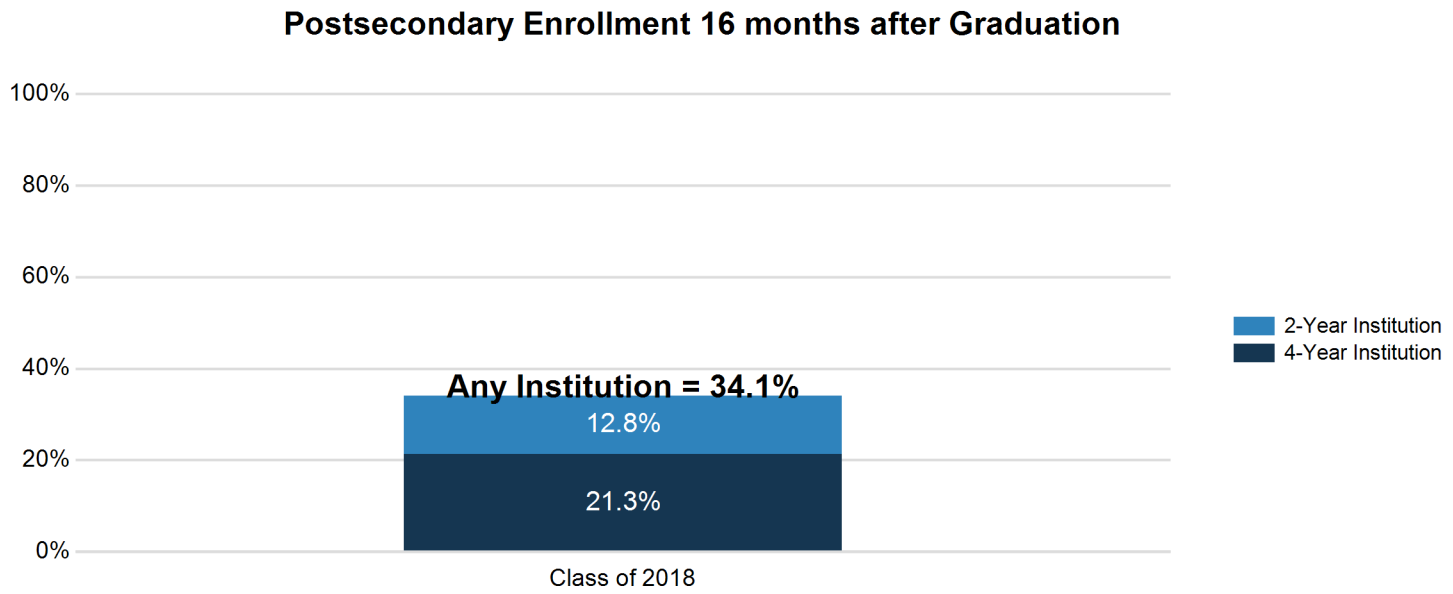
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	12.8%
% Enrolled in 4-Year Institution	21.3%
% Enrolled in Any Postsecondary Institution	34.0%

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	35.6%	26.9%	73.1%
White	*	*	*
Hispanic	*	*	*
Black or African American	34.1%	30.4%	69.6%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	37.9%	27.3%	72.7%
Students with Disabilities	20.4%	30%	70%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	34%	37.5%	62.5%	75%	25%	79.2%	20.8%
White	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*
Black or African American	33.6%	40.9%	59.1%	77.3%	22.7%	77.3%	22.7%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	32.9%	26.9%	73.1%	69.2%	30.8%	76.9%	23.1%
Students with Disabilities	10.8%	50%	50%	50%	50%	75%	25%
English Learners	N	N	N	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

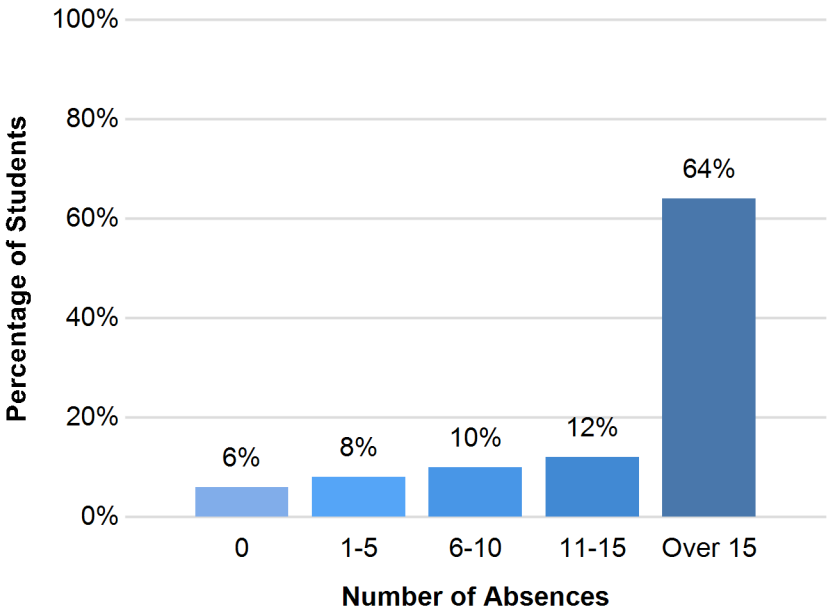
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	309	62.4	14.2	Not Met
White	*	*	**	**
Hispanic	25	65.8	14.2	Not Met
Black or African American	280	61.9	14.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	146	67.9		
Male	163	58.2		
Economically Disadvantaged Students	205	65.9	14.2	Not Met
Students with Disabilities	97	57.4	14.2	Not Met
English Learners	N	N	N	N
Homeless Students	13	86.7		
Students in Foster Care	7	53.8		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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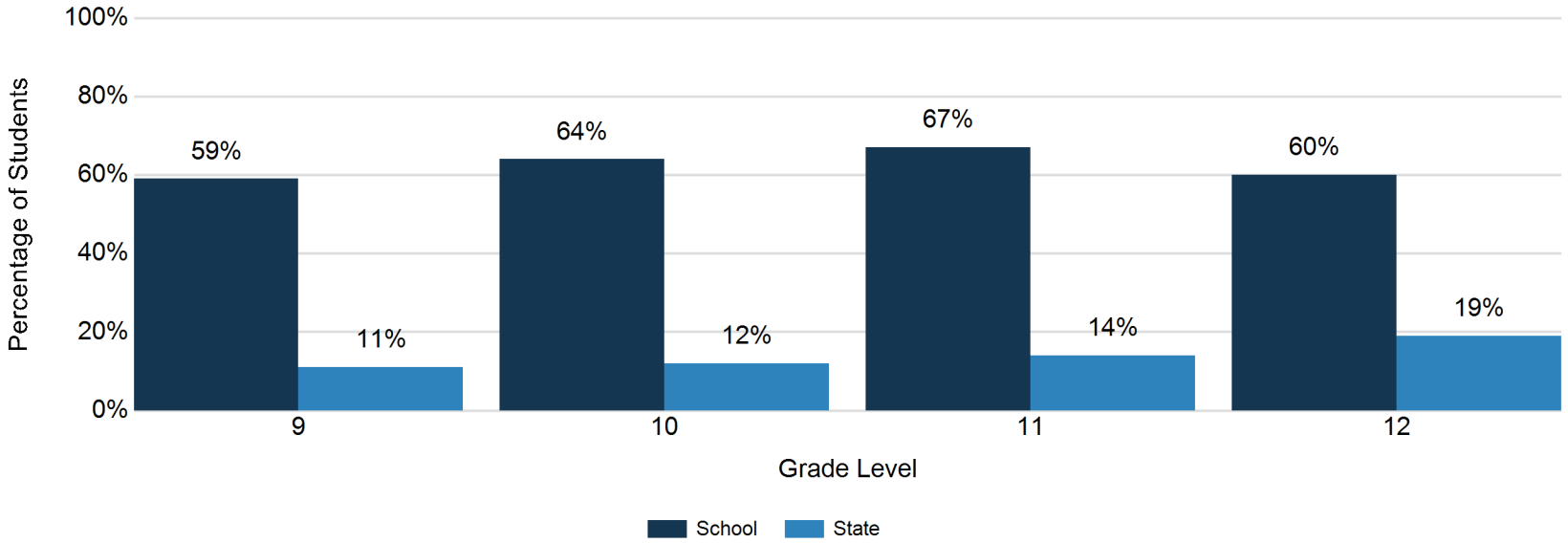
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	53
Weapons	1
Vandalism	3
Substances	1
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	62
Incidents Per 100 Students Enrolled	13.90

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	2
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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	6	6
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	106	23.8%
Any Suspension	107	24.0%
Removal to other education program	*	*
Expulsion	*	*
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
391

NJ SCHOOL PERFORMANCE REPORT

Malcolm X Shabazz High School
(13-3570-050)
Grades Offered: 09-12
2018-2019

Report Key:
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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	37	118,214
Average years experience in public schools	13.8	12.1
Average years experience in district	10.7	10.8
Percentage of Teachers with 4 or more years experience in the district	81.1%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1
Students to Administrators	50:1	106:1
Teachers to Administrators	4:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.8%	40.5%	55.6%	48.4%	77.1%	54.9%
Male	55.2%	59.5%	44.4%	51.6%	22.9%	45.1%
White	0.4%	27.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	7.8%	8.1%	11.1%	29.9%	7.3%	7.2%
Black or African American	91.5%	62.2%	88.9%	15.0%	6.6%	13.9%
Asian	0.2%	2.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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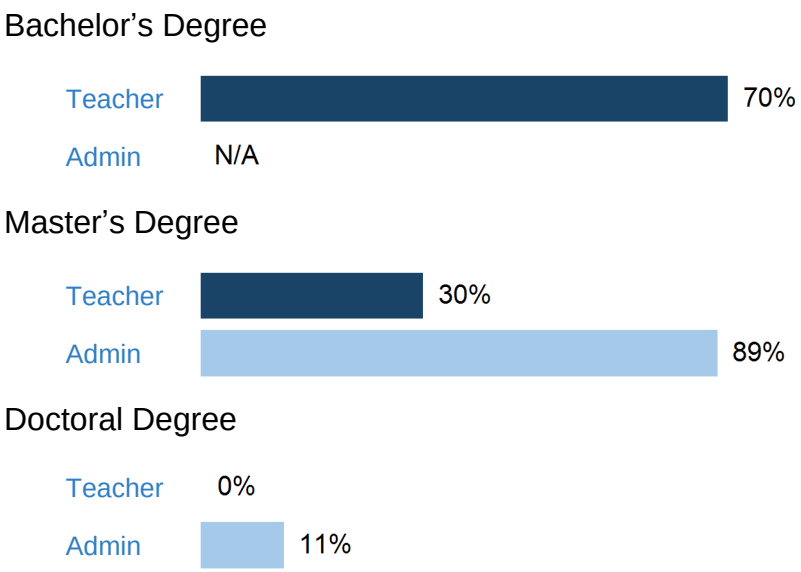
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	77.6%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	Low Performing Student Group (ATSI)
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	Low Performing Student Group (ATSI)
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	11.2%	*	13.0%
Math Proficiency	*	*	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	61.2%	68.1%	68.1%
5-Year Graduation Rate†	69.9%	66.5%	72.0%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	67.1%	66.0%	62.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Not Met	Not Met	N	Not Met	Yes
White	**	**	**	**	n/a	**	No
Hispanic	**	**	**	**	n/a	Not Met	No
Black or African American	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	Yes
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	Malcolm X Shabazz High School provides each scholar with a rigorous curriculum to ensure college and career readiness cultivates leadership upholds a commitment to community and Bulldog PRIDE Perseverance Resilience Integrity Determination Excellence
Awards, Recognition, Accomplishments:	The Engineering Academy is an interdisciplinary small learning community where scholars examine real world problems

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Courses, Curriculum, Instruction:	Advanced Placement AP Dual Enrollment Gifted and Talented / Honors
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls) Baseball Basketball Baton Twirling Bowling Cheer Chess Cross Country Football Indoor Track Marching Band Outdoor Track Soccer Softball Volleyball
Clubs and Activities:	Coding Debate Filmmaking National Honor Society Robotics

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Before and After School Programs:	Afterschool Program serving students ages 14 18 Operated by Newark Public Schools
Postsecondary Information:	Graduates attended 2 and 4 year schools including: Albright Berkley Bloomfield Bridgeport Bridgewater Delaware St Essex Felician Georgia Hudson Kean McPherson Minnesota Montclair St Nassau NJCU Rutgers St Elizabeth St Johns Union and William Paterson Additionally graduates enlisted in the United States Military attended various technical schools and joined the workforce

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Bloomfield College Future Rutgers Scholars Leaders for Life NJIT Rutgers University Newark

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Facilities:	Built in 1914 and includes Auditorium Autoshop Classroom Baseball Softball Field (On Campus) Biology Labs Chemistry Labs Computer Labs Cosmetology Classroom Football Field (On Campus) Greenhouse Physics Labs Tennis Courts (On Campus) and Track (On Campus)
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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School Narrative

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Other Information	The traditional standard schedule for students in our secondary schools is 8:20 am 2:50 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

McKinley Elementary School
(13-3570-520)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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McKinley Elementary School
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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Jessica Silva
Address	1 COLONNADE PL NEWARK, NJ 07104-1810
Phone Number	973-268-5270
Email Address	JSilva@NPS.K12.NJ.US
Website	http://www.nps.k12.nj.us/MCK
Facebook	https://www.facebook.com/McKinley-Elementary-School-1955478651439064/

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	108	108	123
KG	68	76	66
1	71	58	75
2	51	69	67
3	55	54	71
4	61	60	58
5	94	96	113
6	105	99	101
7	99	111	93
8	96	113	121
9	0	0	0
Total	808	844	888

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	42.8%	44.9%	44.7%
Male	57.2%	55.1%	55.3%
Economically Disadvantaged Students	92.5%	85.5%	88.1%
Students with Disabilities	26.6%	26.9%	26.9%
English Learners	8.8%	7.8%	11.4%
Homeless Students	4.2%	2.0%	2.0%
Students in Foster Care	1.4%	0.9%	0.7%
Military-Connected Students	0.0%	0.1%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	2.6%	2.3%	2.1%
Hispanic	58.2%	59.2%	62.0%
Black or African American	38.9%	37.7%	35.4%
Asian	0.2%	0.5%	0.5%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.4%	0.0%

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	0	0	0
PK - Full Day	108	108	123
KG - Half Day	0	0	0
KG - Full Day	68	76	66

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	808	844	888
Shared Time Students	0	0	0
Full Time Equivalent	808	844	888

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	71.1%
Spanish	27.6%
Other Languages	1.4%

NJ SCHOOL PERFORMANCE REPORT

McKinley Elementary School
(13-3570-520)
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2018-2019

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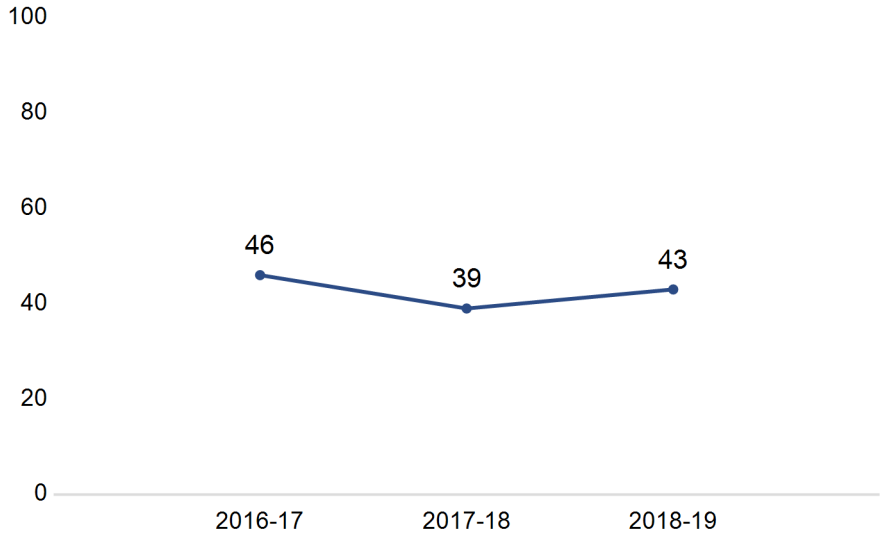
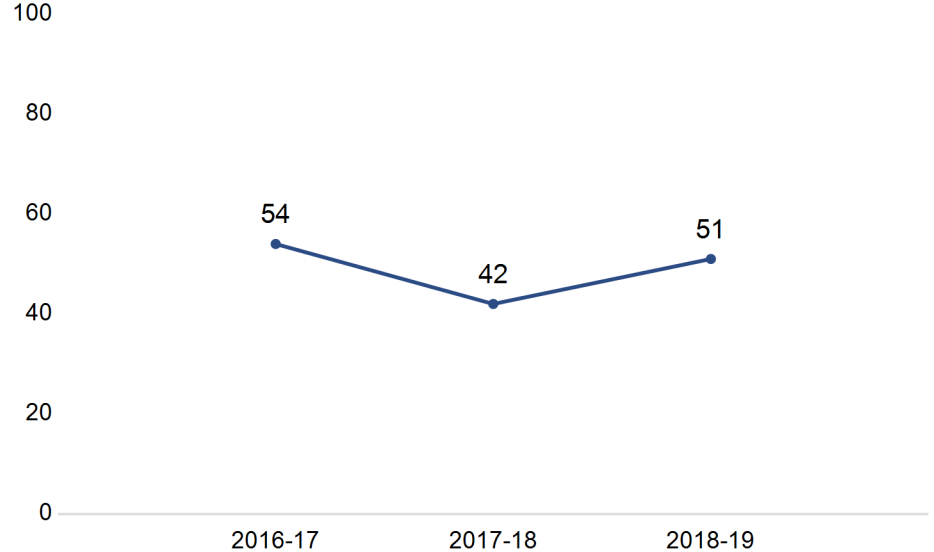
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46	39	43	54	42	51
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	43	48	50	Met Standard	51	48	50	Met Standard
White	*	56	50	**	*	56	52	**
Hispanic	43	50	49	Met Standard	52	51	47	Met Standard
Black or African American	47	43	45	Met Standard	48	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	60	59	**	N	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	47	51	53	N	53	49	50	N
Male	39	45	47	N	48	48	51	N
Economically Disadvantaged Students	43.5	47	48	Met Standard	50.5	48	46	Met Standard
Students with Disabilities	47.5	39	43	Met Standard	53	48	45	Met Standard
English Learners	54	53	52	Met Standard	49	53	50	Met Standard
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	*	49	42	N	*	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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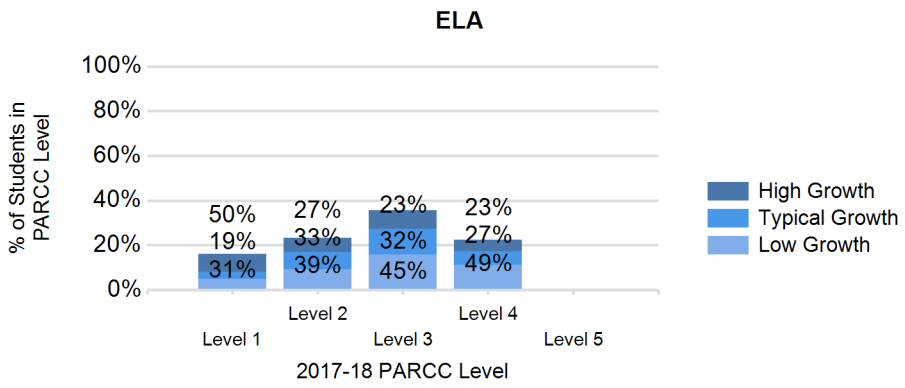
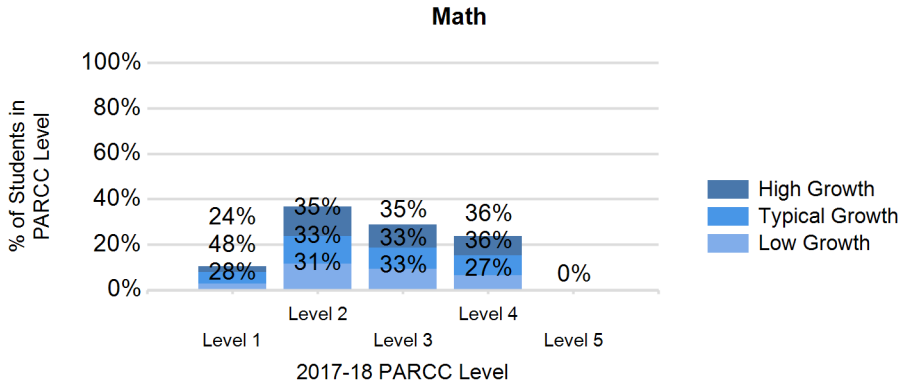
Student Growth by Performance Level

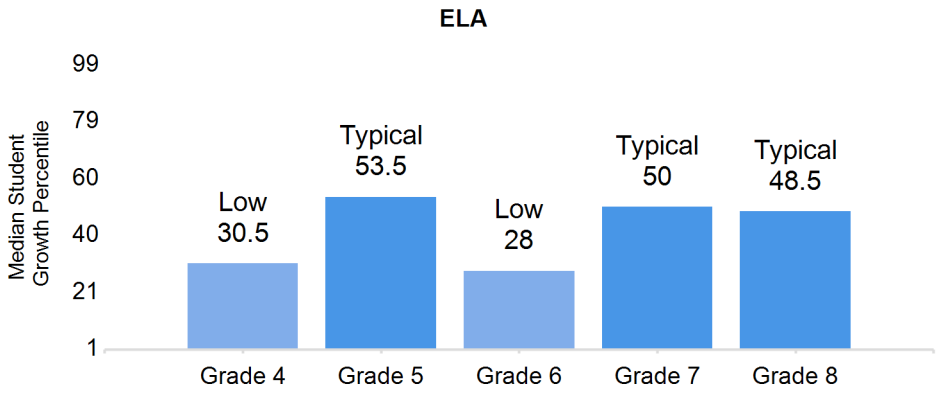
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

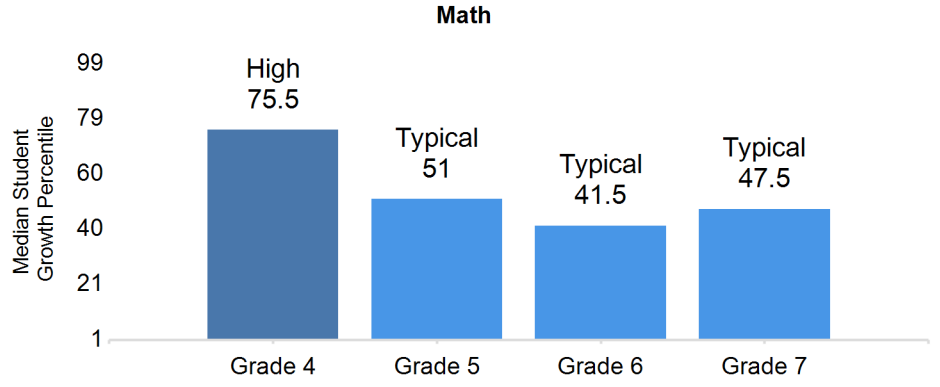




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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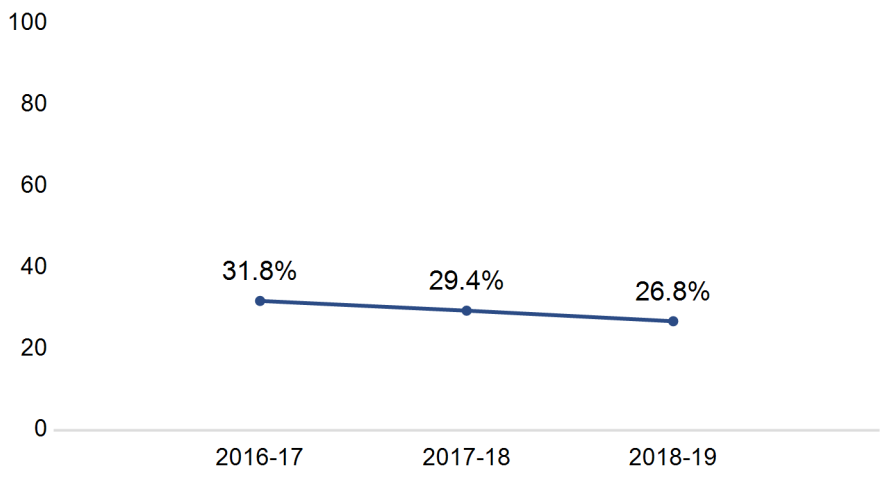
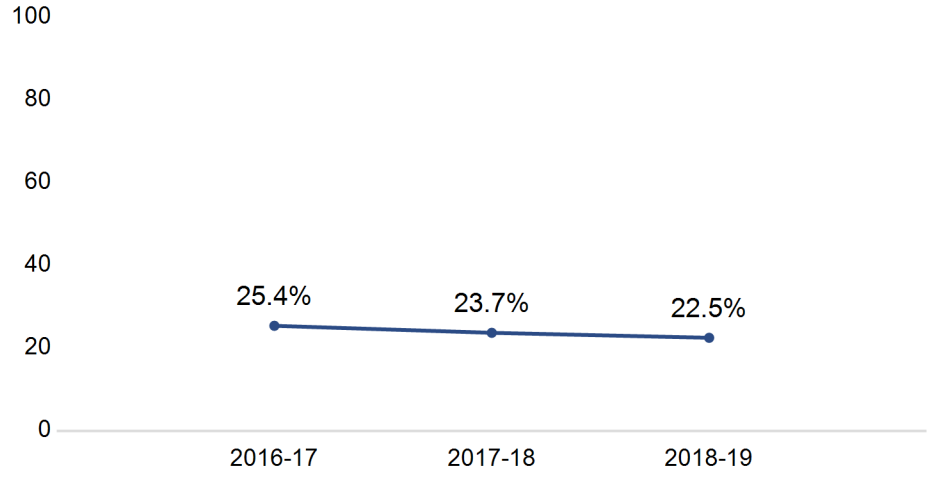
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

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	99.6%	96.7%	99.1%	100.0%	96.1%	99.0%
Proficiency Rate for Federal Accountability	31.8%	29.4%	26.8%	25.4%	23.7%	22.5%
Annual Target	30.1%	32.8%	35.4%	24.9%	27.8%	30.7%
Met Annual Target?	Met Target	Not Met	Not Met	Met Target	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	560	99.1	26.8	*	57.9	26.8	35.4	Not Met
White	*	*	*	54.7	66.9	*	**	**
Hispanic	345	99.2	27.5	38.9	43.9	27.5	33.8	Not Met
Black or African American	204	99.1	26.0	28.8	38.5	26.0	36.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	251	98.5	24.7	42.9	64.8	24.7		
Male	309	99.7	28.5	30.3	51.3	28.5		
Economically Disadvantaged Students	498	99.4	27.3	35.8	40.0	27.3	34.3	Not Met
Non-Economically Disadvantaged Students	62	97.0	22.6	38.6	67.9	22.6		
Students with Disabilities	162	98.8	27.2	14.1	22.7	27.2	37.5	Not Met
Students without Disabilities	398	99.3	26.6	41.7	65.1	26.6		
English Learners	112	100.0	22.3	29.3	29.3	22.3	20.3	Met Target
Non-English Learners	448	98.9	27.9	38.3	60.6	27.9		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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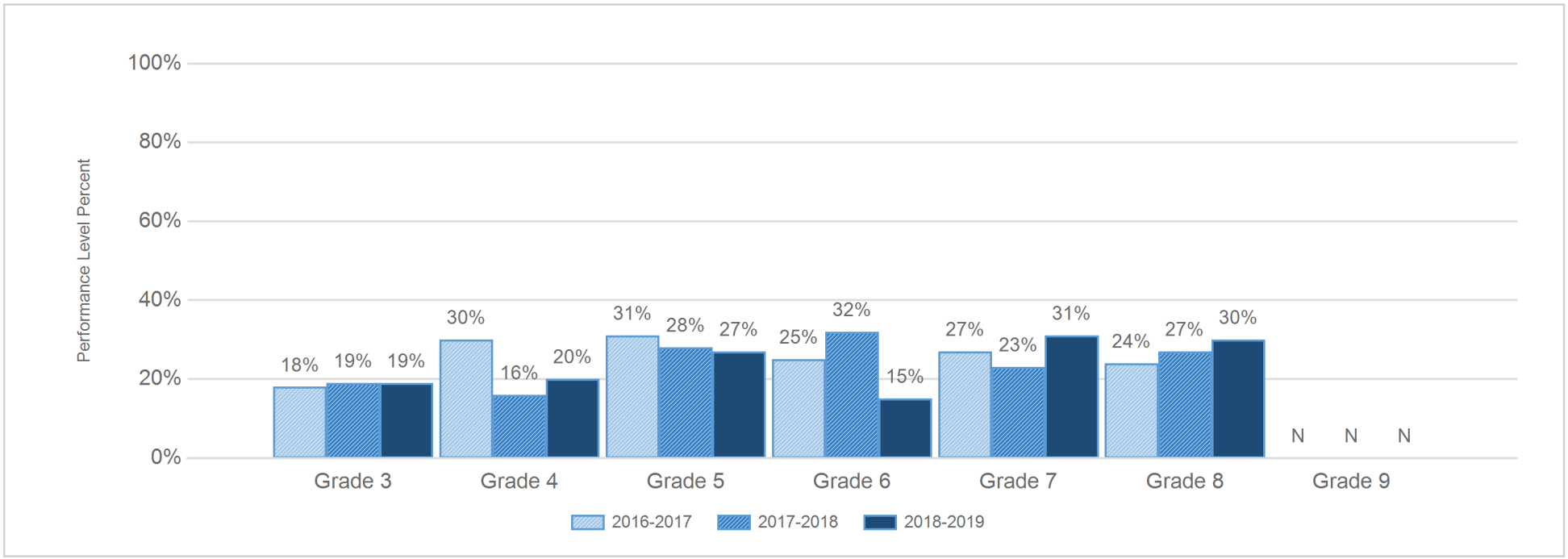
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	719	727	748	30%	21%	30%	19%	0%	19%	50%
White	*	*	746	757	*	*	*	*	*	*	60%
Hispanic	*	*	728	734	*	*	*	*	*	*	36%
Black or African American	33	717	721	731	36%	*	*	*	*	21%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	28	730	730	753	*	*	*	*	*	25%	55%
Male	35	710	723	743	*	*	*	*	*	14%	46%
Economically Disadvantaged Students	*	*	726	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	729	759	*	*	*	*	*	*	61%
Students with Disabilities	12	688	700	719	*	*	*	*	*	*	24%
Students without Disabilities	51	726	731	754	*	*	*	*	*	*	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	729	751	*	*	*	*	*	*	54%
Homeless Students	*	*	708	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	707	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	731	734	755	*	29%	40%	*	*	20%	57%
White	*	*	744	763	*	*	*	*	*	*	67%
Hispanic	28	735	739	743	*	*	43%	*	*	21%	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	26	731	739	760	*	*	*	*	*	19%	62%
Male	19	731	729	750	*	*	*	*	*	21%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	736	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	761	*	*	*	*	*	*	64%
English Learners	*	*	722	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	736	758	*	*	*	*	*	*	60%
Homeless Students	*	*	719	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	724	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	732	733	756	17%	23%	32%	*	*	27%	58%
White	*	*	743	764	*	*	*	*	*	*	68%
Hispanic	66	732	736	743	18%	20%	33%	*	*	29%	44%
Black or African American	*	*	727	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	53	737	739	761	*	25%	36%	*	*	28%	64%
Male	50	726	728	750	*	22%	28%	*	*	26%	52%
Economically Disadvantaged Students	92	732	732	740	*	*	*	*	*	27%	39%
Non-Economically Disadvantaged Students	11	726	738	766	*	*	*	*	*	27%	69%
Students with Disabilities	16	702	702	724	*	*	*	*	*	*	23%
Students without Disabilities	87	737	739	762	*	*	*	*	*	*	65%
English Learners	16	724	717	713	*	*	*	*	*	25%	11%
Non-English Learners	87	733	736	758	*	*	*	*	*	28%	60%
Homeless Students	N	N	722	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	725	737	754	14%	31%	40%	15%	0%	15%	56%
White	N	N	758	762	N	N	N	N	N	N	65%
Hispanic	50	722	740	743	*	26%	36%	*	*	16%	43%
Black or African American	36	729	728	738	*	39%	44%	*	*	14%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	44	730	744	762	*	34%	45%	*	*	16%	64%
Male	42	720	730	748	*	29%	33%	*	*	14%	48%
Economically Disadvantaged Students	*	*	737	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	737	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	708	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	742	761	*	*	*	*	*	*	64%
English Learners	*	*	720	710	*	*	*	*	*	*	*
Non-English Learners	*	*	739	756	*	*	*	*	*	*	*
Homeless Students	*	*	726	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	717	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%

NJ SCHOOL PERFORMANCE REPORT

McKinley Elementary School
(13-3570-520)
Grades Offered: PK-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	78	733	741	761	13%	28%	28%	*	*	31%	63%
White	*	*	756	769	*	*	*	*	*	*	72%
Hispanic	49	737	744	747	*	20%	35%	*	*	35%	50%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	42	732	749	769	*	*	*	*	*	31%	71%
Male	36	733	734	753	*	*	*	*	*	31%	55%
Economically Disadvantaged Students	68	732	740	743	15%	*	*	*	*	29%	45%
Non-Economically Disadvantaged Students	10	735	746	771	0%	*	*	*	*	40%	73%
Students with Disabilities	*	*	705	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	749	769	*	*	*	*	*	*	71%
English Learners	14	722	712	706	*	*	*	*	*	21%	12%
Non-English Learners	64	735	744	763	*	*	*	*	*	33%	65%
Homeless Students	*	*	724	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	735	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%

NJ SCHOOL PERFORMANCE REPORT

McKinley Elementary School
(13-3570-520)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	734	742	762	12%	24%	35%	*	*	30%	63%
White	*	*	765	770	*	*	*	*	*	*	72%
Hispanic	71	731	746	747	14%	25%	34%	*	*	27%	49%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	46	736	751	771	*	24%	43%	*	*	24%	71%
Male	58	732	735	753	*	24%	28%	*	*	34%	55%
Economically Disadvantaged Students	92	734	742	743	*	*	*	*	*	30%	45%
Non-Economically Disadvantaged Students	12	732	744	772	*	*	*	*	*	25%	72%
Students with Disabilities	14	715	707	721	*	*	*	*	*	14%	22%
Students without Disabilities	90	737	750	770	*	*	*	*	*	32%	71%
English Learners	*	*	717	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	764	*	*	*	*	*	*	65%
Homeless Students	*	*	711	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	714	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	568	99.0	22.5	26.3	44.5	22.5	30.7	Not Met
White	*	*	*	42.2	54.1	*	**	**
Hispanic	353	98.7	22.7	30.9	28.8	22.7	31.2	Not Met
Black or African American	204	99.5	21.6	16.6	23.0	21.6	28.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	256	98.9	18.4	26.9	44.9	18.4		
Male	312	99.1	26.0	25.8	44.2	26.0		
Economically Disadvantaged Students	501	98.9	22.8	26.6	26.3	22.8	28.6	Not Met
Non-Economically Disadvantaged Students	67	100.0	20.9	25.4	54.9	20.9		
Students with Disabilities	163	98.8	23.3	11.6	17.4	23.3	36.8	Not Met
Students without Disabilities	405	99.1	22.2	29.8	50.0	22.2		
English Learners	120	98.4	22.5	25.7	25.0	22.5	23	Met Target†
Non-English Learners	448	99.2	22.5	26.5	46.5	22.5		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

McKinley Elementary School
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2018-2019

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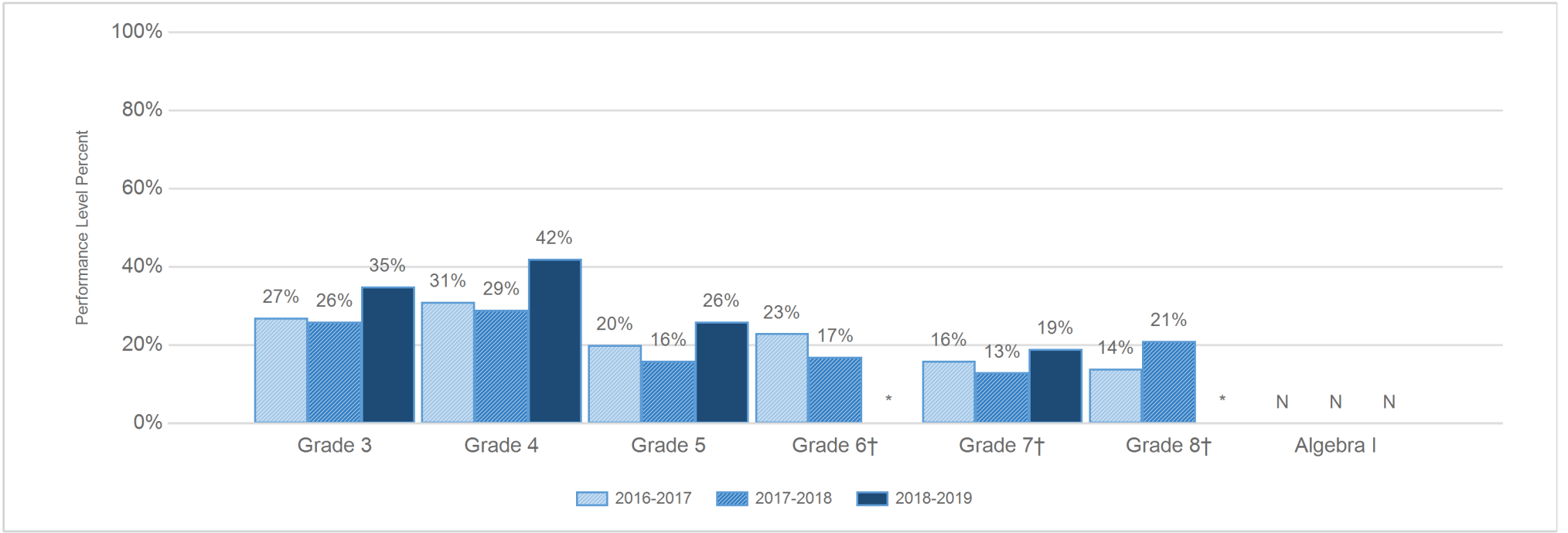
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	735	735	752	16%	22%	27%	*	*	35%	55%
White	*	*	757	760	*	*	*	*	*	*	66%
Hispanic	*	*	738	739	*	*	*	*	*	*	40%
Black or African American	33	734	726	735	*	*	*	*	*	33%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	28	738	*	751	*	*	*	*	*	39%	54%
Male	35	733	*	752	*	*	*	*	*	31%	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	733	761	*	*	*	*	*	*	67%
Students with Disabilities	12	717	718	731	*	*	*	*	*	*	31%
Students without Disabilities	51	739	738	756	*	*	*	*	*	*	60%
English Learners	*	*	732	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	736	754	*	*	*	*	*	*	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	714	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

McKinley Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	740	732	749	*	22%	24%	*	*	42%	51%
White	*	*	746	757	*	*	*	*	*	*	62%
Hispanic	28	743	738	737	*	*	*	*	*	43%	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	26	735	733	749	*	*	*	*	*	38%	50%
Male	19	746	731	749	*	*	*	*	*	47%	52%
Economically Disadvantaged Students	*	*	732	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	731	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	754	*	*	*	*	*	*	56%
English Learners	*	*	728	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	733	751	*	*	*	*	*	*	54%
Homeless Students	*	*	715	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	722	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	735	728	747	*	33%	35%	*	*	26%	47%
White	*	*	736	755	*	*	*	*	*	*	58%
Hispanic	66	737	733	735	*	32%	30%	*	*	32%	30%
Black or African American	*	*	720	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	52	736	729	747	*	37%	35%	*	*	27%	47%
Male	51	734	727	747	*	29%	35%	*	*	25%	47%
Economically Disadvantaged Students	91	736	728	732	*	*	*	*	*	26%	27%
Non-Economically Disadvantaged Students	12	733	729	757	*	*	*	*	*	25%	59%
Students with Disabilities	16	724	714	725	*	*	*	*	*	*	19%
Students without Disabilities	87	737	731	752	*	*	*	*	*	*	52%
English Learners	16	734	721	718	*	*	*	*	*	25%	12%
Non-English Learners	87	735	729	749	*	*	*	*	*	26%	49%
Homeless Students	N	N	714	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	720	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	*	716	N	N	N	N	N	N	17%

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	717	725	741	*	*	*	*	*	*	41%
White	N	N	745	749	N	N	N	N	N	N	51%
Hispanic	54	715	728	729	*	*	*	*	*	*	24%
Black or African American	36	719	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	754	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	46	714	726	742	*	*	*	*	*	*	42%
Male	44	720	723	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	722	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	708	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	746	*	*	*	*	*	*	46%
English Learners	10	692	715	709	*	*	*	*	*	*	*
Non-English Learners	80	720	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	707	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	724	731	744	15%	41%	26%	*	*	19%	42%
White	*	*	738	751	*	*	*	*	*	*	53%
Hispanic	52	726	733	733	*	38%	29%	*	*	19%	26%
Black or African American	*	*	723	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	42	724	*	744	*	40%	*	*	*	14%	42%
Male	39	724	*	743	*	41%	*	*	*	23%	42%
Economically Disadvantaged Students	70	724	731	731	17%	*	*	*	*	19%	24%
Non-Economically Disadvantaged Students	11	727	731	751	0%	*	*	*	*	18%	53%
Students with Disabilities	*	*	708	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	736	749	*	*	*	*	*	*	48%
English Learners	15	718	721	716	*	*	*	*	*	*	10%
Non-English Learners	66	725	732	745	*	*	*	*	*	*	44%
Homeless Students	*	*	719	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	718	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	*	*	*	717	*	*	*	*	*	*	12%

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	708	722	728	*	*	*	*	*	*	29%
White	*	*	731	737	*	*	*	*	*	*	38%
Hispanic	78	709	727	722	*	*	*	*	*	*	22%
Black or African American	*	*	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	53	705	724	731	*	*	*	*	*	*	31%
Male	59	711	719	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	96	708	722	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	16	707	721	735	*	*	*	*	*	*	36%
Students with Disabilities	15	705	697	707	*	*	*	*	*	*	10%
Students without Disabilities	97	708	727	734	*	*	*	*	*	*	35%
English Learners	15	687	712	706	*	*	*	*	*	*	10%
Non-English Learners	97	711	723	730	*	*	*	*	*	*	30%
Homeless Students	*	*	695	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	707	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	*	*	*	701	*	*	*	*	*	*	16%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

McKinley Elementary School
(13-3570-520)
Grades Offered: PK-08
2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	10	10
4	18	18
5	22	22
6	21	21
7	17	17
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	56.5%	40.9%	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	35	*	*
3-4	26	84.6%	15.4%
5 or more	16	75.0%	25.0%

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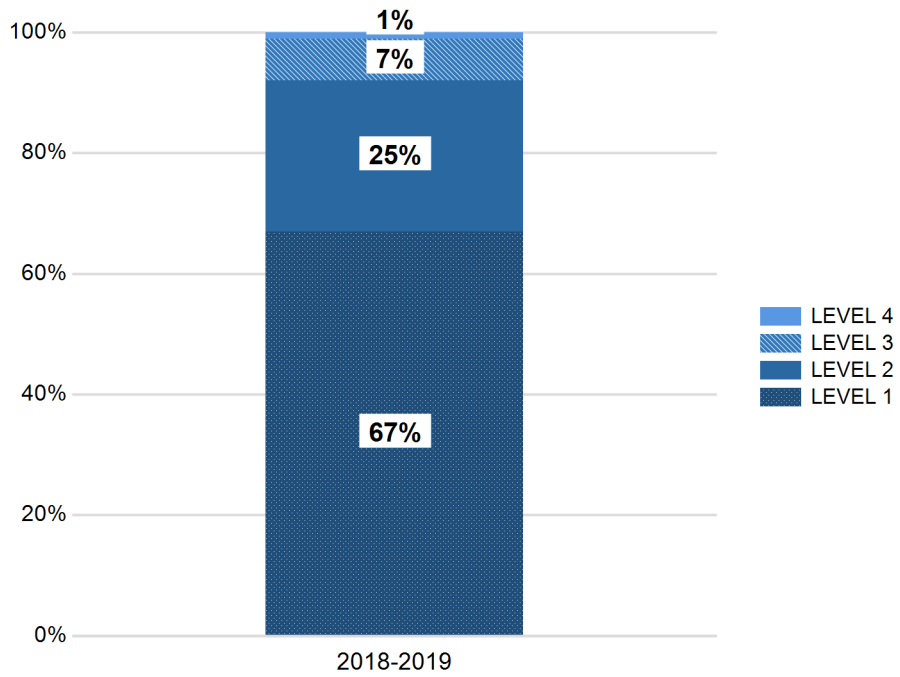
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	67	25	7	1
White	*	*	*	*
Hispanic	63	31	4	1
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	67	24	10	0
Male	67	27	4	2
Economically Disadvantaged Students	66	27	7	0
Non-Economically Disadvantaged Students	73	9	9	9
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	69	31	0	0
Non-English Learners	67	24	8	1
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*

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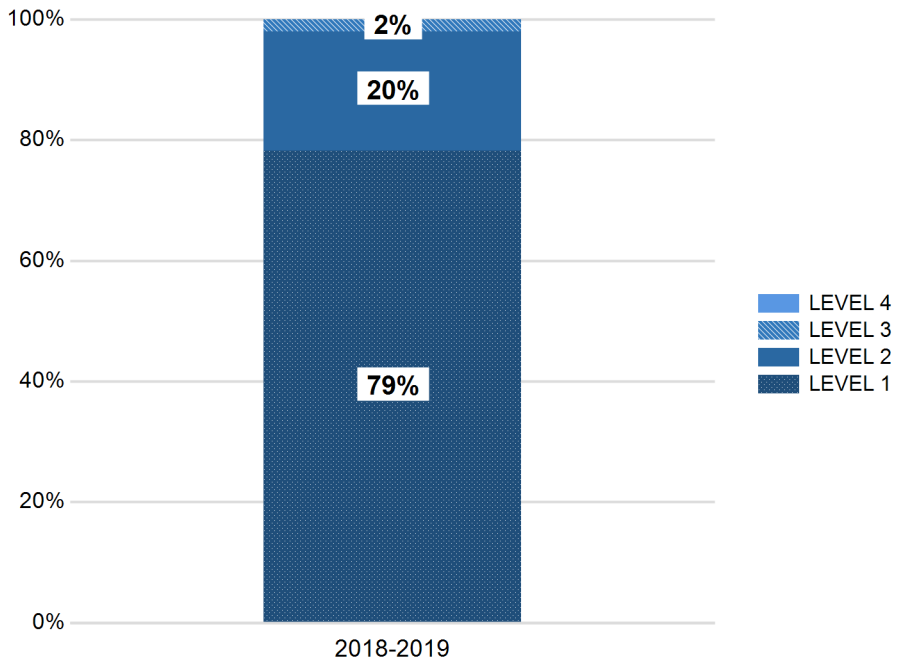
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	79	20	2	0
White	*	*	*	*
Hispanic	78	19	3	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	87	11	2	0
Male	71	27	2	0
Economically Disadvantaged Students	80	19	1	0
Non-Economically Disadvantaged Students	67	27	7	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	99
7	0	0	91
8	0	0	120
Total	0	0	310

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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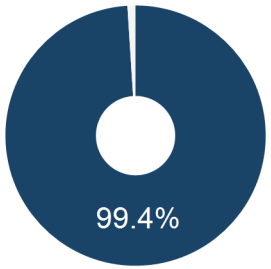
Visual and Performing Arts – Course Participation

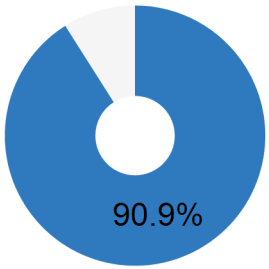
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

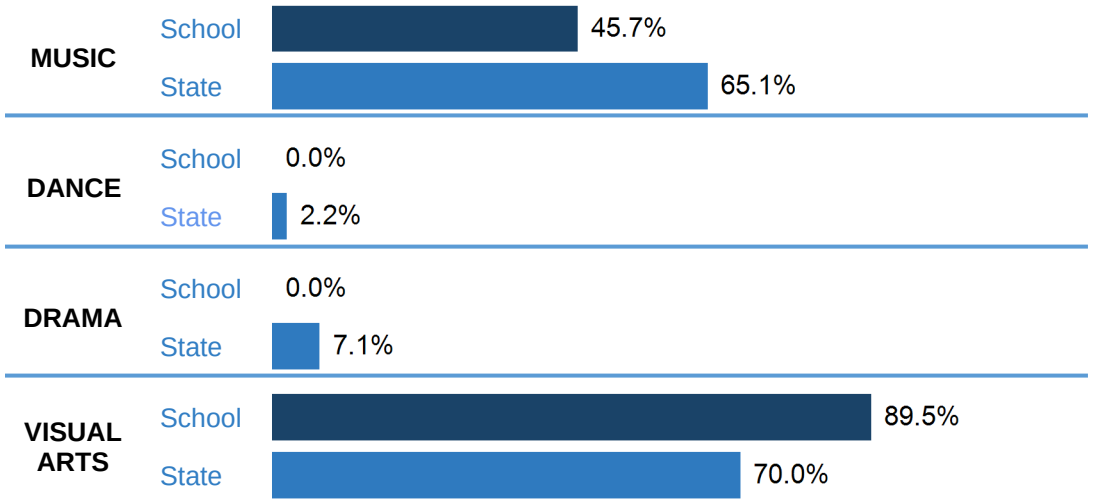


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

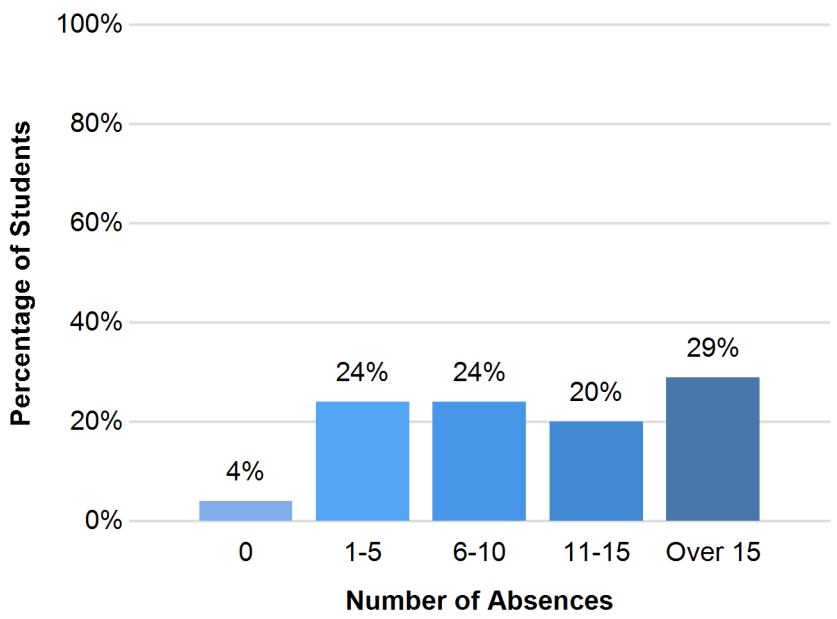
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	191	23.7	9.0	Not Met
White	4	26.7	**	**
Hispanic	111	23.1	9.0	Not Met
Black or African American	76	24.9	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	86	24.1		
Male	105	23.4		
Economically Disadvantaged Students	172	23.9	9.0	Not Met
Students with Disabilities	71	29.6	9.0	Not Met
English Learners	13	14.0	9.0	Not Met
Homeless Students	8	44.4		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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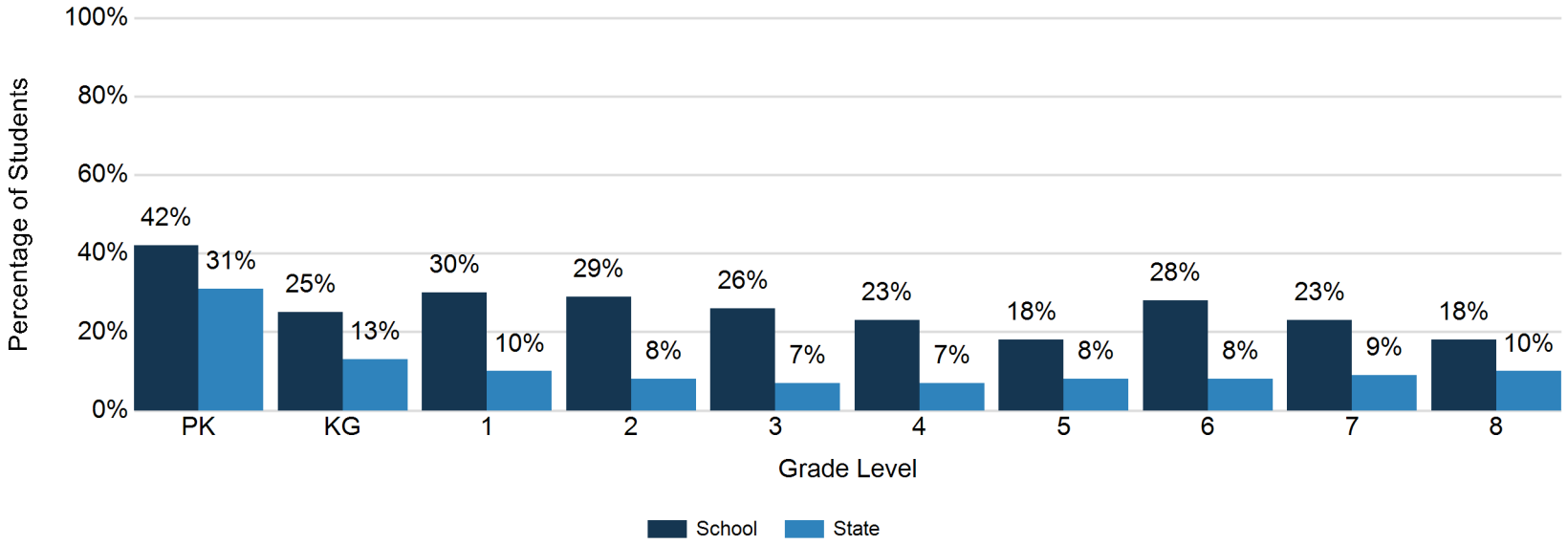
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	18
Weapons	4
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	29
Total Unique Incidents	50
Incidents Per 100 Students Enrolled	5.63

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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	3	3
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	28	28
No Identified Nature	17		17

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	11	1.2%
Out-of-School Suspensions	14	1.6%
Any Suspension	23	2.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
22

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	1.6:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	68	118,214
Average years experience in public schools	10.2	12.1
Average years experience in district	8.2	10.8
Percentage of Teachers with 4 or more years experience in the district	57.4%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	14:1
Students to Administrators	127:1	106:1
Teachers to Administrators	10:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.7%	82.4%	71.4%	48.4%	77.1%	54.9%
Male	55.3%	17.6%	28.6%	51.6%	22.9%	45.1%
White	2.1%	52.9%	14.3%	42.4%	83.6%	77.4%
Hispanic	62.0%	23.5%	28.6%	29.9%	7.3%	7.2%
Black or African American	35.4%	22.1%	57.1%	15.0%	6.6%	13.9%
Asian	0.5%	1.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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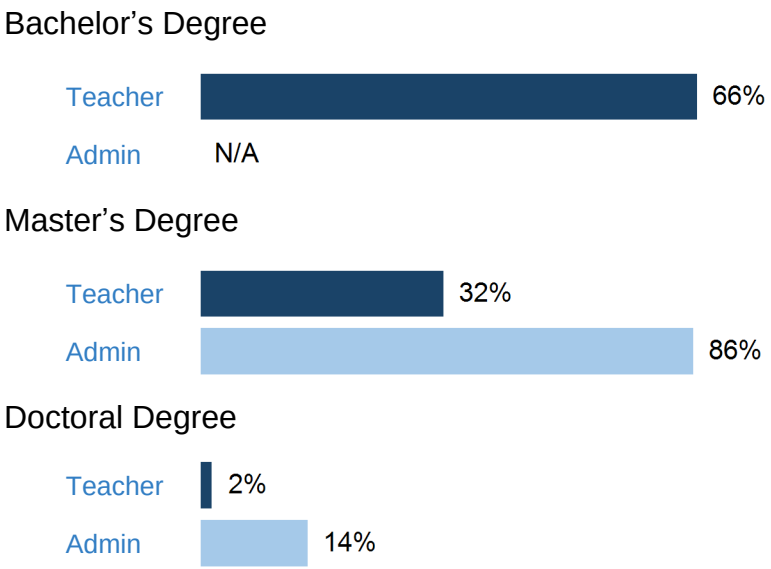
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	78.6%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

NJ SCHOOL PERFORMANCE REPORT

McKinley Elementary School
(13-3570-520)
Grades Offered: PK-08
2018-2019

Report Key:
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	31.8%	29.4%	26.8%
Math Proficiency	25.4%	23.7%	22.5%
ELA Growth	46	39	43
Math Growth	54	42	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		44.7%	56.5%
Chronic Absenteeism	24.4%	27.9%	23.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Met Standard	Met Target	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	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	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	Vision Statement Establish a culture of learning through critical thinking where students demonstrate engagement perseverance and urgency Mission Statement Develop 21st century learners and productive citizens through an engaging and rigorous standards aligned curriculum to produce globally competitive students who are socially emotionally and academically conscious
Awards, Recognition, Accomplishments:	McKinley has one of the largest autism program educating eager minds from Pre K to the 8th grade

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Sports and Athletics:	Sports Offered: Basketball (Girls), Cheerleading (Girls), Soccer (Boys & Girls) Basketball Cheer Debate Soccer
Clubs and Activities:	BEEP Afterschool Program Girls Who Code National Junior Honor Society Robotics Soccer

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Before and After School Programs:	Before Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Big Brothers Big Sisters of Essex Hudson Union Counties Essex County College (Early College Program) Future Rutgers Scholars White Foundation Youth Court

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Facilities:	Built in 1915 and includes Auditorium Computer Labs and Soccer Field (On Campus)
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Mt Vernon Place School
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Bertha Dyer
Address	142 MOUNT VERNON PL NEWARK, NJ 07106-3303
Phone Number	973-374-2090
Email Address	bdyer@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/MTV

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	28	27	11
KG	70	72	79
1	80	70	82
2	76	76	78
3	82	79	74
4	96	84	93
5	94	98	94
6	80	84	101
7	81	81	97
8	84	84	93
9	0	0	0
Total	771	755	802

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	47.1%	47.4%	46.9%
Male	52.9%	52.6%	53.1%
Economically Disadvantaged Students	74.3%	82.1%	75.4%
Students with Disabilities	6.7%	6.5%	6.9%
English Learners	19.6%	16.8%	23.4%
Homeless Students	1.4%	0.5%	0.2%
Students in Foster Care	0.8%	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	1.8%	1.6%	0.9%
Hispanic	30.1%	30.5%	35.2%
Black or African American	52.8%	51.1%	47.8%
Asian	9.7%	13.4%	16.2%
Native Hawaiian or Pacific Islander	4.8%	0.1%	0.0%
American Indian or Alaska Native	0.6%	1.1%	0.0%
Two or More Races	0.1%	2.3%	0.0%

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	0	0	0
PK - Full Day	28	27	11
KG - Half Day	0	0	0
KG - Full Day	70	72	79

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	771	755	802
Shared Time Students	0	0	0
Full Time Equivalent	771	755	802

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	49.4%
Spanish	30.8%
Bengali	4.5%
Urdu	4.1%
Haitian	3.4%
Other Languages	7.9%

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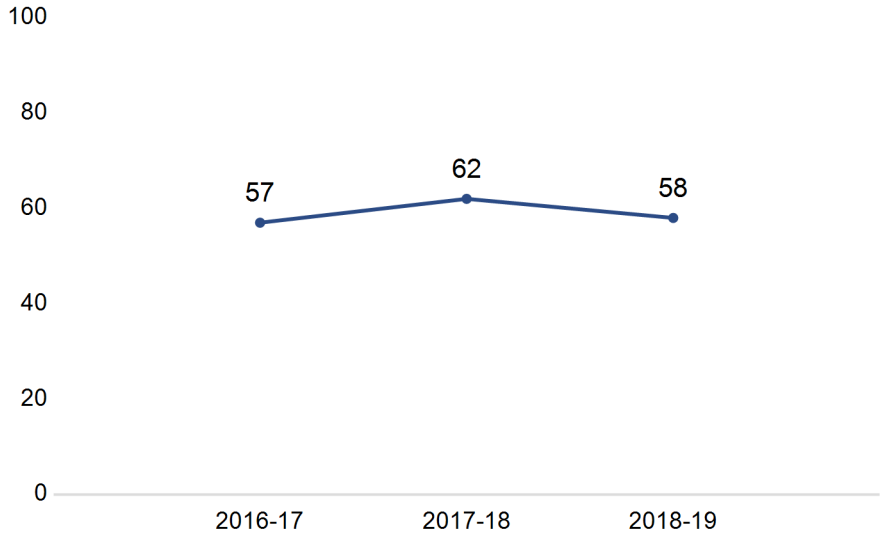
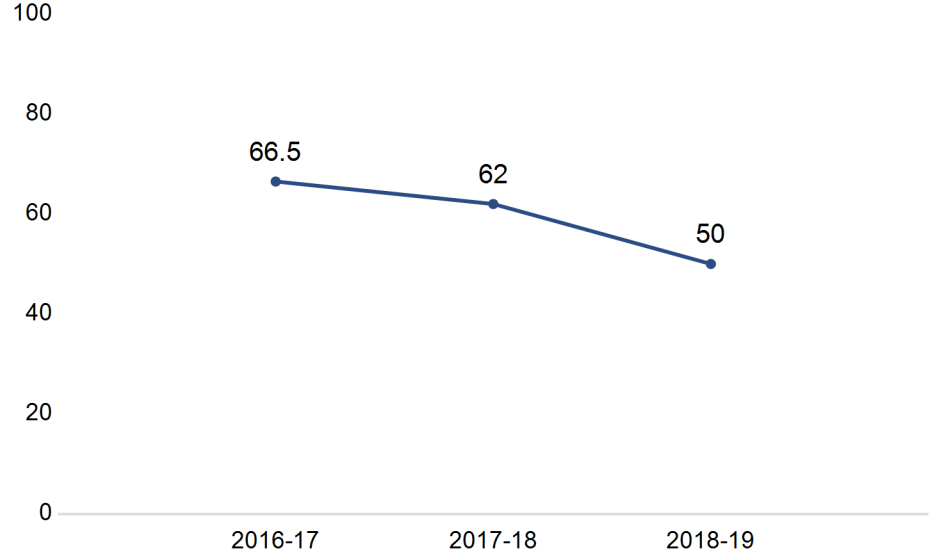
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	57	62	58	66.5	62	50
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	58	48	50	Met Standard	50	48	50	Met Standard
White	*	56	50	**	*	56	52	**
Hispanic	55	50	49	Met Standard	46	51	47	Met Standard
Black or African American	58	43	45	Met Standard	51	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	61	60	59	Exceeds Standard	58.5	60	60	Met Standard
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	62	51	53	N	51	49	50	N
Male	55	45	47	N	48.5	48	51	N
Economically Disadvantaged Students	59	47	48	Met Standard	48.5	48	46	Met Standard
Students with Disabilities	36.5	39	43	Not Met	48	48	45	Met Standard
English Learners	56	53	52	Met Standard	46	53	50	Met Standard
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	N	49	42	N	N	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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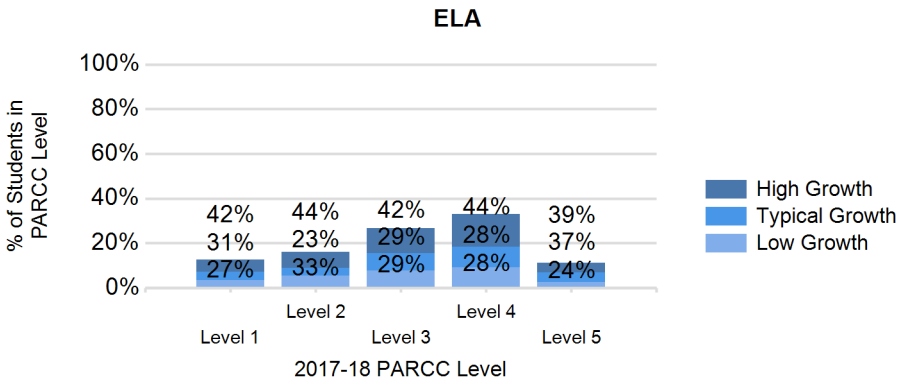
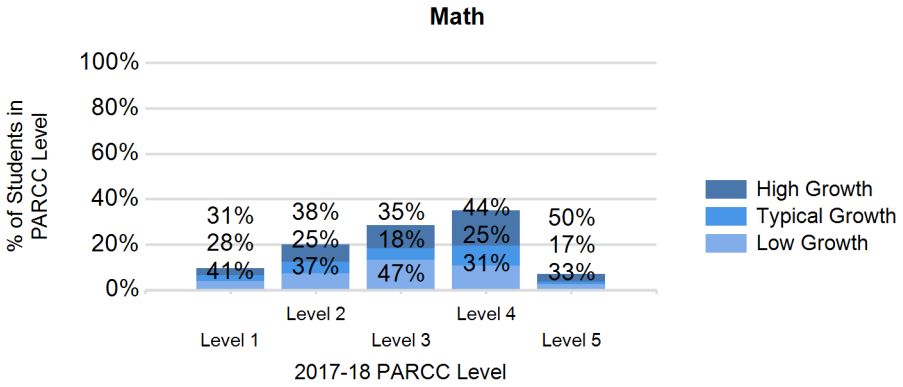
Student Growth by Performance Level

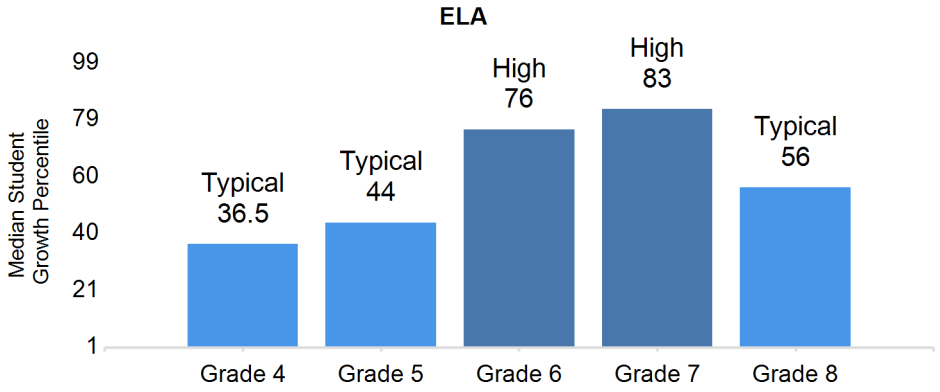
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

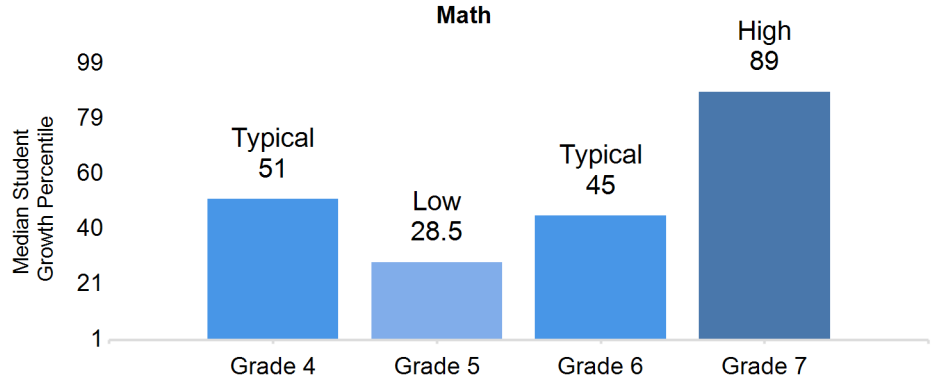




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





NJ SCHOOL PERFORMANCE REPORT

Mt Vernon Place School
(13-3570-570)
Grades Offered: PK-08
2018-2019

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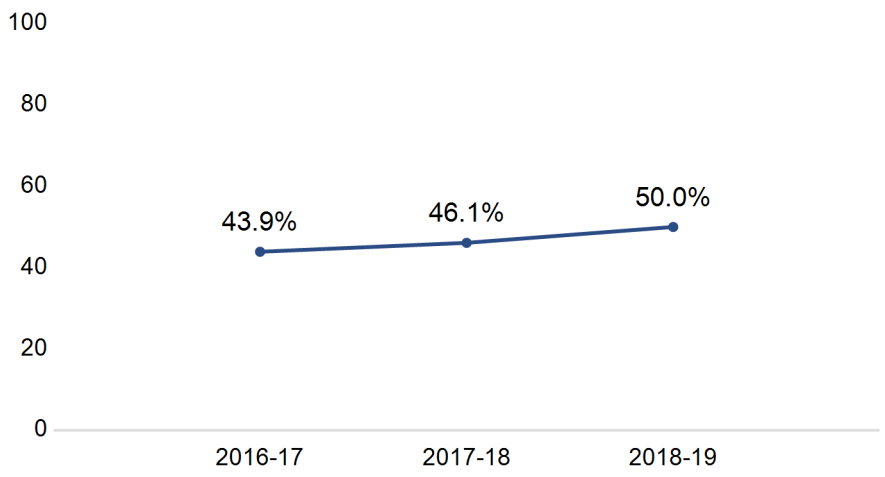
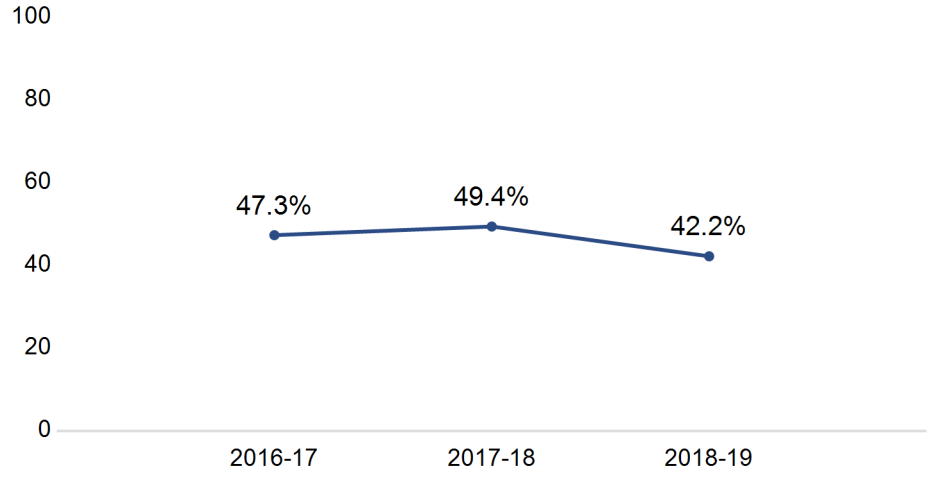
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.0%	98.5%	95.5%	97.6%	98.3%	97.8%
Proficiency Rate for Federal Accountability	43.9%	46.1%	50.0%	47.3%	49.4%	42.2%
Annual Target	50.9%	52.5%	54.0%	46.0%	47.8%	49.6%
Met Annual Target?	Not Met	Not Met	Not Met	Met Target	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	508	95.5	50.0	*	57.9	50.0	54	Not Met
White	*	*	*	54.7	66.9	*	**	**
Hispanic	146	91.9	40.4	38.9	43.9	40.4	46	Met Target†
Black or African American	282	96.4	51.1	28.8	38.5	51.1	55.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	61	Met Target
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	230	95.9	53.0	42.9	64.8	53.0		
Male	278	95.1	47.5	30.3	51.3	47.5		
Economically Disadvantaged Students	436	96.3	49.5	35.8	40.0	*	51.7	Met Target†
Non-Economically Disadvantaged Students	72	90.7	52.8	38.6	67.9	*		
Students with Disabilities	38	91.1	18.4	14.1	22.7	17.9	32.5	Not Met
Students without Disabilities	470	95.8	52.6	41.7	65.1	52.6		
English Learners	139	93.5	35.3	29.3	29.3	35.3	29.3	Met Target
Non-English Learners	369	96.2	55.6	38.3	60.6	55.6		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	N	N	N	18.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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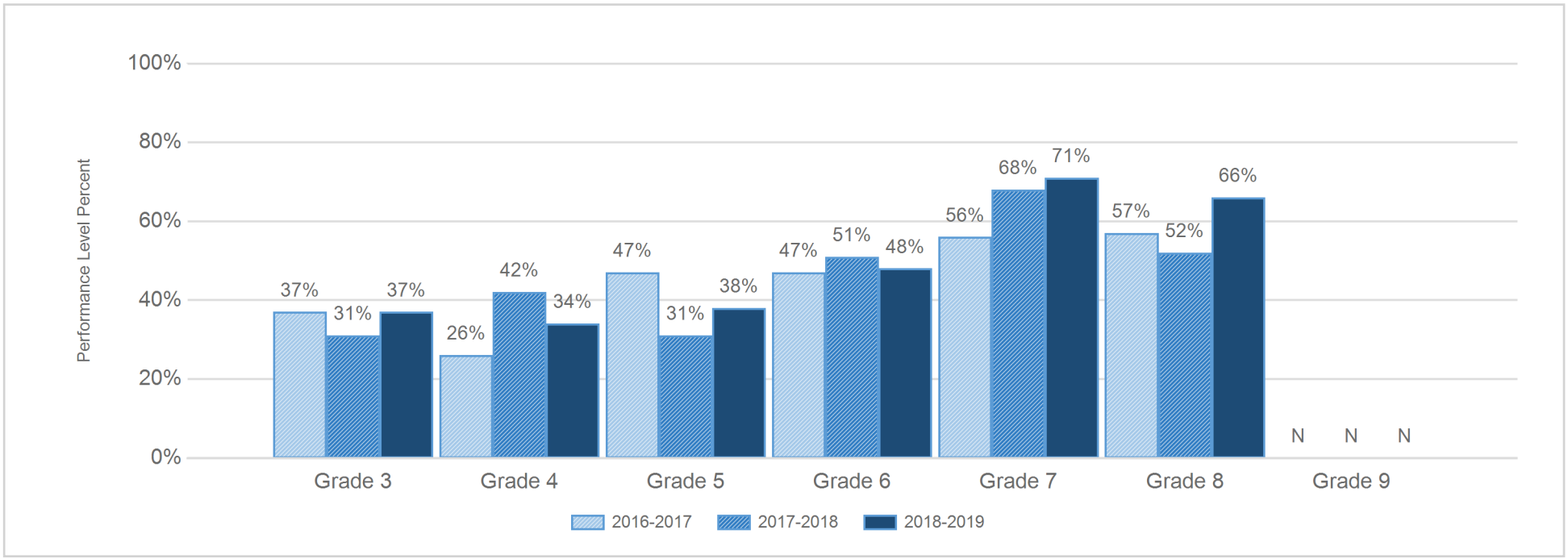
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	735	727	748	18%	22%	23%	37%	0%	37%	50%
White	*	*	746	757	*	*	*	*	*	*	60%
Hispanic	28	725	728	734	*	*	*	*	*	25%	36%
Black or African American	32	734	721	731	*	*	*	34%	0%	34%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	37	732	730	753	*	*	*	32%	0%	32%	55%
Male	36	738	723	743	*	*	*	42%	0%	42%	46%
Economically Disadvantaged Students	*	*	726	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	729	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	10	703	716	713	*	*	*	*	*	20%	17%
Non-English Learners	63	740	729	751	*	*	*	*	*	40%	54%
Homeless Students	N	N	708	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	707	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	*	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	738	734	755	*	20%	35%	*	*	34%	57%
White	*	*	744	763	*	*	*	*	*	*	67%
Hispanic	20	742	739	743	*	*	*	*	*	40%	44%
Black or African American	52	737	725	739	*	31%	29%	*	*	33%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	42	743	739	760	*	*	31%	*	*	40%	62%
Male	46	734	729	750	*	*	39%	*	*	28%	53%
Economically Disadvantaged Students	71	739	734	740	*	*	*	*	*	37%	40%
Non-Economically Disadvantaged Students	17	736	736	765	*	*	*	*	*	24%	69%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	761	*	*	*	*	*	*	64%
English Learners	10	713	722	720	*	*	*	*	*	20%	17%
Non-English Learners	78	742	736	758	*	*	*	*	*	36%	60%
Homeless Students	*	*	719	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	741	733	756	12%	20%	30%	*	*	38%	58%
White	N	N	743	764	N	N	N	N	N	N	68%
Hispanic	28	738	736	743	*	*	43%	*	*	29%	44%
Black or African American	48	739	727	739	*	23%	*	*	*	42%	38%
Asian, Native Hawaiian, or Pacific Islander	10	754	747	781	*	*	*	*	*	50%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	42	743	739	761	*	*	33%	*	*	38%	64%
Male	44	739	728	750	*	*	27%	*	*	39%	52%
Economically Disadvantaged Students	72	742	732	740	*	*	*	*	*	40%	39%
Non-Economically Disadvantaged Students	14	735	738	766	*	*	*	*	*	29%	69%
Students with Disabilities	*	*	702	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	736	758	*	*	*	*	*	*	60%
Homeless Students	N	N	722	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	747	737	754	*	11%	31%	*	*	48%	56%
White	N	N	758	762	N	N	N	N	N	N	65%
Hispanic	26	740	740	743	*	*	*	*	*	46%	43%
Black or African American	57	746	728	738	*	*	32%	*	*	47%	36%
Asian, Native Hawaiian, or Pacific Islander	14	761	766	780	0%	*	*	*	*	57%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	37	748	744	762	*	*	38%	*	*	43%	64%
Male	60	746	730	748	*	*	27%	*	*	52%	48%
Economically Disadvantaged Students	86	745	737	740	*	*	*	*	*	47%	39%
Non-Economically Disadvantaged Students	11	762	737	763	*	*	*	*	*	64%	67%
Students with Disabilities	*	*	708	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	742	761	*	*	*	*	*	*	64%
English Learners	*	*	720	710	*	*	*	*	*	*	*
Non-English Learners	*	*	739	756	*	*	*	*	*	*	*
Homeless Students	N	N	726	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	717	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	765	741	761	14%	*	*	33%	38%	71%	63%
White	N	N	756	769	N	N	N	N	N	N	72%
Hispanic	23	759	744	747	*	*	*	*	*	61%	50%
Black or African American	53	764	733	741	*	*	*	36%	34%	70%	43%
Asian, Native Hawaiian, or Pacific Islander	18	776	774	790	*	0%	0%	*	*	89%	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	46	773	749	769	*	*	*	41%	35%	76%	71%
Male	48	757	734	753	*	*	*	25%	42%	67%	55%
Economically Disadvantaged Students	78	761	740	743	*	*	*	*	*	67%	45%
Non-Economically Disadvantaged Students	16	782	746	771	*	*	*	*	*	94%	73%
Students with Disabilities	*	*	705	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	749	769	*	*	*	*	*	*	71%
English Learners	11	702	712	706	*	*	*	*	*	18%	12%
Non-English Learners	83	773	744	763	*	*	*	*	*	78%	65%
Homeless Students	N	N	724	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	735	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%

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	763	742	762	*	*	16%	35%	31%	66%	63%
White	*	*	765	770	*	*	*	*	*	*	72%
Hispanic	22	740	746	747	*	*	*	*	*	45%	49%
Black or African American	53	768	733	741	*	*	*	36%	34%	70%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	31	780	751	771	*	*	*	39%	48%	87%	71%
Male	54	753	735	753	*	*	*	33%	20%	54%	55%
Economically Disadvantaged Students	72	764	742	743	*	*	*	*	*	67%	45%
Non-Economically Disadvantaged Students	13	757	744	772	*	*	*	*	*	62%	72%
Students with Disabilities	*	*	707	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	750	770	*	*	*	*	*	*	71%
English Learners	11	713	717	708	*	*	*	*	*	27%	12%
Non-English Learners	74	770	745	764	*	*	*	*	*	72%	65%
Homeless Students	N	N	711	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	714	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	517	97.8	42.2	26.3	44.5	42.2	49.6	Not Met
White	*	*	*	42.2	54.1	*	**	**
Hispanic	151	98.8	39.7	30.9	28.8	39.7	42.9	Met Target†
Black or African American	285	96.8	36.5	16.6	23.0	36.5	48.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	61.5	Met Target
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	234	98.0	43.2	26.9	44.9	43.2		
Male	283	97.7	41.3	25.8	44.2	41.3		
Economically Disadvantaged Students	442	98.1	41.9	26.6	26.3	41.9	49.7	Not Met
Non-Economically Disadvantaged Students	75	96.6	44.0	25.4	54.9	44.0		
Students with Disabilities	38	88.9	21.1	11.6	17.4	20.5	40.1	Not Met
Students without Disabilities	479	98.6	43.8	29.8	50.0	43.8		
English Learners	142	98.7	35.9	25.7	25.0	35.9	21.4	Met Target
Non-English Learners	375	97.5	44.5	26.5	46.5	44.5		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	N	N	N	12.1	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Mt Vernon Place School
(13-3570-570)
Grades Offered: PK-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
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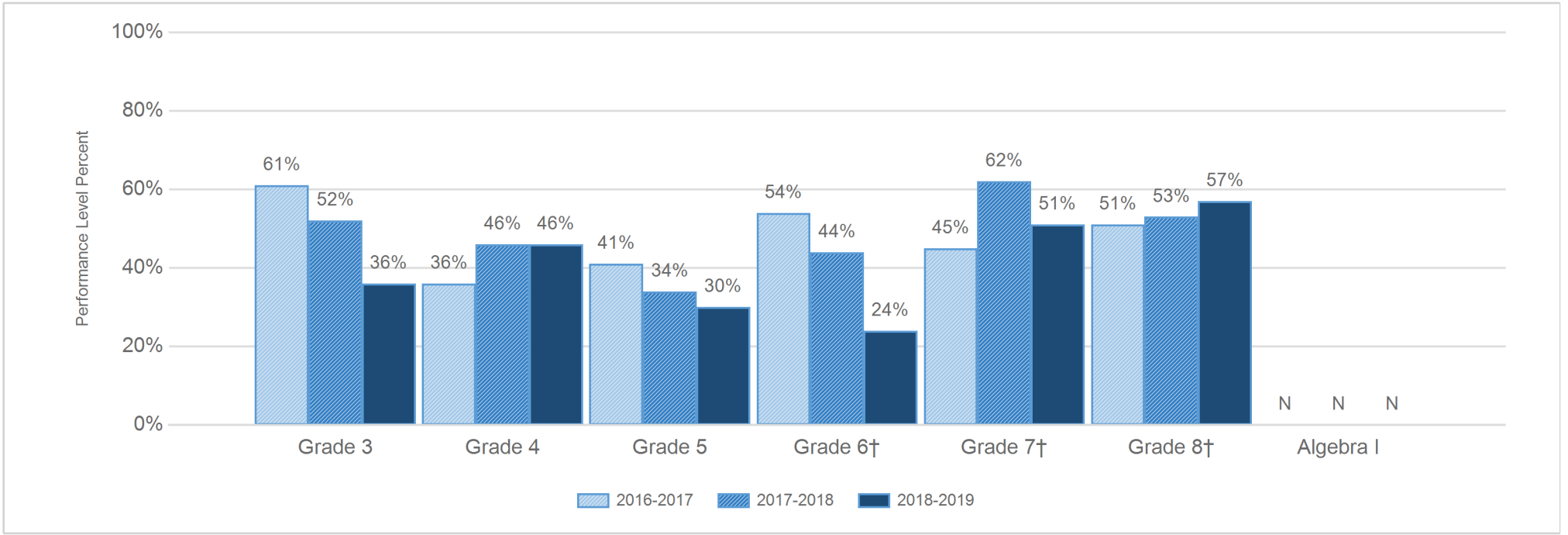
N No Data is available to display
† This indicates a table specific note,see note below table

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.

NJ SCHOOL PERFORMANCE REPORT

Mt Vernon Place School
(13-3570-570)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	739	735	752	*	20%	34%	*	*	36%	55%
White	*	*	757	760	*	*	*	*	*	*	66%
Hispanic	29	736	738	739	*	*	*	38%	0%	38%	40%
Black or African American	32	735	726	735	*	*	44%	*	*	22%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	37	738	*	751	*	*	38%	*	*	32%	54%
Male	37	741	*	752	*	*	30%	*	*	41%	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	733	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	718	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	738	756	*	*	*	*	*	*	60%
English Learners	10	737	732	728	*	*	*	*	*	30%	26%
Non-English Learners	64	740	736	754	*	*	*	*	*	38%	58%
Homeless Students	N	N	720	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	714	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	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Mt Vernon Place School
(13-3570-570)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	741	732	749	*	24%	22%	*	*	46%	51%
White	*	*	746	757	*	*	*	*	*	*	62%
Hispanic	24	737	738	737	*	*	*	*	*	46%	36%
Black or African American	52	740	719	731	*	29%	21%	*	*	44%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	45	741	733	749	*	22%	*	*	*	47%	50%
Male	47	741	731	749	*	26%	*	*	*	45%	52%
Economically Disadvantaged Students	74	744	732	734	*	*	*	*	*	46%	32%
Non-Economically Disadvantaged Students	18	731	731	759	*	*	*	*	*	44%	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	754	*	*	*	*	*	*	56%
English Learners	11	730	728	722	*	*	*	*	*	18%	18%
Non-English Learners	81	743	733	751	*	*	*	*	*	49%	54%
Homeless Students	*	*	715	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Mt Vernon Place School
(13-3570-570)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	733	728	747	15%	33%	22%	*	*	30%	47%
White	N	N	736	755	N	N	N	N	N	N	58%
Hispanic	31	733	733	735	*	*	*	*	*	39%	30%
Black or African American	48	727	720	729	*	42%	27%	*	*	17%	23%
Asian, Native Hawaiian, or Pacific Islander	10	763	752	775	*	*	*	*	*	70%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	43	728	729	747	*	30%	*	*	*	26%	47%
Male	46	738	727	747	*	35%	*	*	*	35%	47%
Economically Disadvantaged Students	76	735	728	732	*	*	*	*	*	32%	27%
Non-Economically Disadvantaged Students	13	722	729	757	*	*	*	*	*	23%	59%
Students with Disabilities	*	*	714	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	731	752	*	*	*	*	*	*	52%
English Learners	12	717	721	718	*	*	*	*	*	17%	12%
Non-English Learners	77	736	729	749	*	*	*	*	*	32%	49%
Homeless Students	N	N	714	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	720	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	*	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Mt Vernon Place School
(13-3570-570)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	728	725	741	21%	24%	31%	*	*	24%	41%
White	N	N	745	749	N	N	N	N	N	N	51%
Hispanic	28	723	728	729	*	*	36%	*	*	18%	24%
Black or African American	57	723	715	722	23%	28%	30%	*	*	19%	19%
Asian, Native Hawaiian, or Pacific Islander	15	754	754	769	*	*	*	*	*	53%	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	39	724	726	742	28%	*	31%	*	*	21%	42%
Male	61	730	723	740	16%	*	31%	*	*	26%	40%
Economically Disadvantaged Students	88	727	725	726	*	*	*	*	*	23%	21%
Non-Economically Disadvantaged Students	12	735	722	750	*	*	*	*	*	33%	53%
Students with Disabilities	*	*	708	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	746	*	*	*	*	*	*	46%
English Learners	11	713	715	709	*	*	*	*	*	*	*
Non-English Learners	89	729	726	743	*	*	*	*	*	*	*
Homeless Students	N	N	713	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	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%

NJ SCHOOL PERFORMANCE REPORT

Mt Vernon Place School
(13-3570-570)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	749	731	744	12%	12%	25%	35%	15%	51%	42%
White	N	N	738	751	N	N	N	N	N	N	53%
Hispanic	24	743	733	733	*	*	*	*	*	42%	26%
Black or African American	55	744	723	727	*	*	29%	*	*	45%	21%
Asian, Native Hawaiian, or Pacific Islander	18	770	765	768	*	*	*	*	*	78%	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	48	752	*	744	*	*	23%	*	*	56%	42%
Male	49	745	*	743	*	*	27%	*	*	45%	42%
Economically Disadvantaged Students	79	748	731	731	*	*	*	*	*	49%	24%
Non-Economically Disadvantaged Students	18	751	731	751	*	*	*	*	*	56%	53%
Students with Disabilities	*	*	708	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	736	749	*	*	*	*	*	*	48%
English Learners	13	707	721	716	*	*	*	*	*	15%	10%
Non-English Learners	84	755	732	745	*	*	*	*	*	56%	44%
Homeless Students	N	N	719	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	718	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	*	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Mt Vernon Place School
(13-3570-570)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	754	722	728	22%	*	*	35%	22%	57%	29%
White	*	*	731	737	*	*	*	*	*	*	38%
Hispanic	28	738	727	722	36%	*	*	*	*	39%	22%
Black or African American	54	757	713	714	*	*	*	39%	22%	61%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	33	767	724	731	*	*	*	*	*	70%	31%
Male	59	747	719	726	*	*	*	*	*	49%	27%
Economically Disadvantaged Students	75	759	722	719	*	*	*	*	*	60%	20%
Non-Economically Disadvantaged Students	17	735	721	735	*	*	*	*	*	41%	36%
Students with Disabilities	*	*	697	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	727	734	*	*	*	*	*	*	35%
English Learners	14	723	712	706	*	*	*	*	*	29%	10%
Non-English Learners	78	760	723	730	*	*	*	*	*	62%	30%
Homeless Students	N	N	695	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Mt Vernon Place School
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Mt Vernon Place School
(13-3570-570)
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2018-2019

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N No Data is available to display
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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	N	N
6	*	*
7	N	N
8	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	43.4%	40.9%	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	85	*	*
3-4	57	*	*
5 or more	28	*	*

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

Report Key:
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N No Data is available to display
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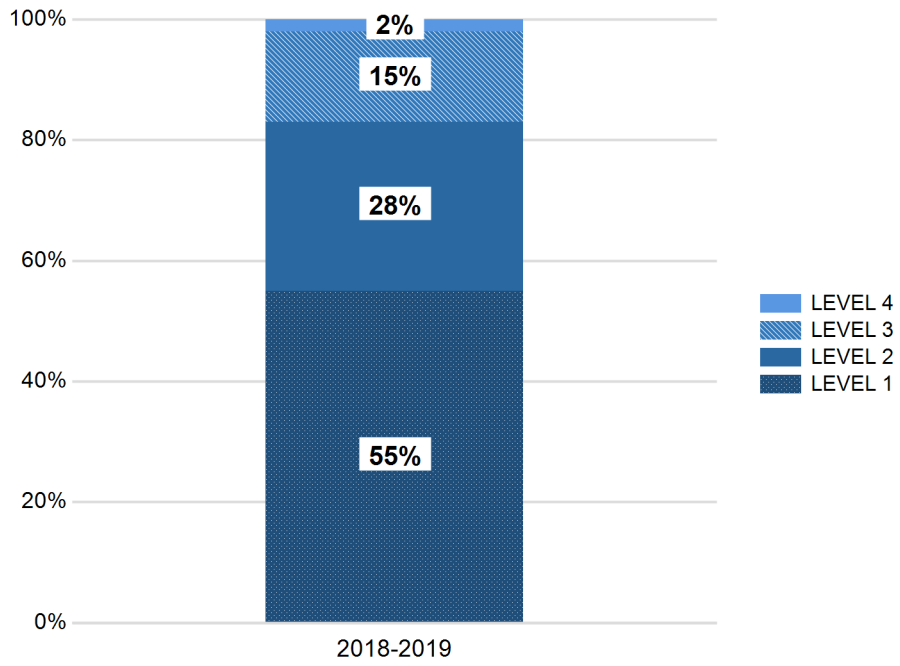
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	55	28	15	2
White	N	N	N	N
Hispanic	55	29	13	3
Black or African American	60	25	15	0
Asian, Native Hawaiian, or Pacific Islander	30	40	20	10
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	58	30	9	2
Male	52	26	20	2
Economically Disadvantaged Students	57	26	14	3
Non-Economically Disadvantaged Students	46	38	15	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	83	17	0	0
Non-English Learners	51	30	17	3
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Mt Vernon Place School
(13-3570-570)
Grades Offered: PK-08
2018-2019

Report Key:
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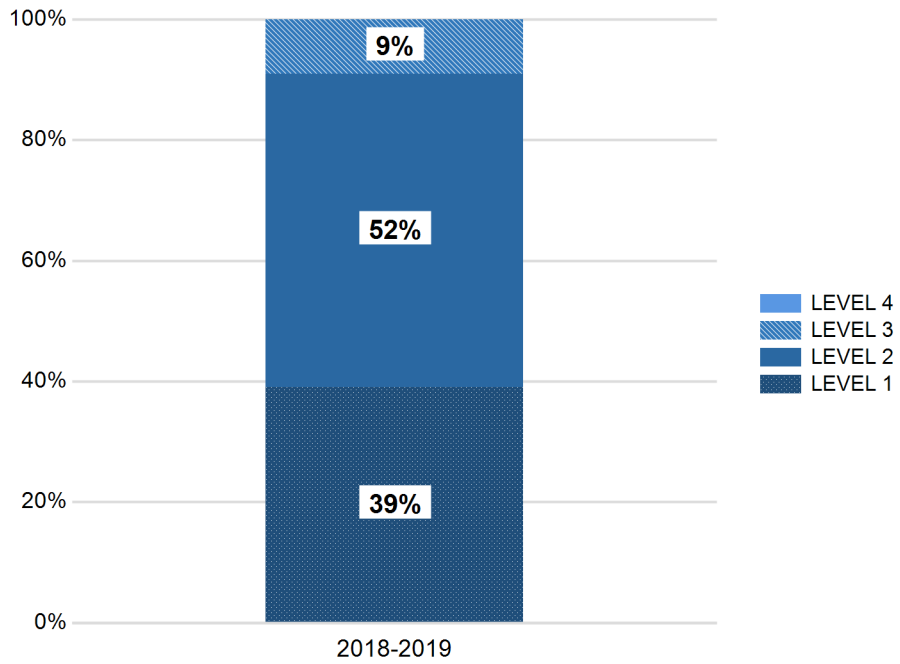
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 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	39	52	9	0
White	*	*	*	*
Hispanic	57	39	4	0
Black or African American	35	56	9	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	29	65	6	0
Male	45	45	10	0
Economically Disadvantaged Students	35	55	10	0
Non-Economically Disadvantaged Students	52	43	5	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	71	29	0	0
Non-English Learners	33	56	10	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about 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	101
7	0	0	97
8	0	0	93
Total	0	0	291

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	0	0	0	0	0	0	27
7	0	0	0	0	0	0	31
8	0	0	0	0	0	0	51
Total	0	0	0	0	0	0	109

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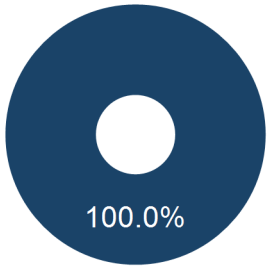
Visual and Performing Arts – Course Participation

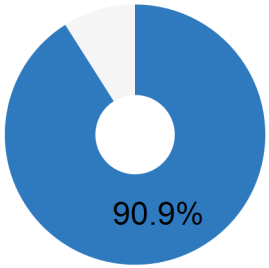
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

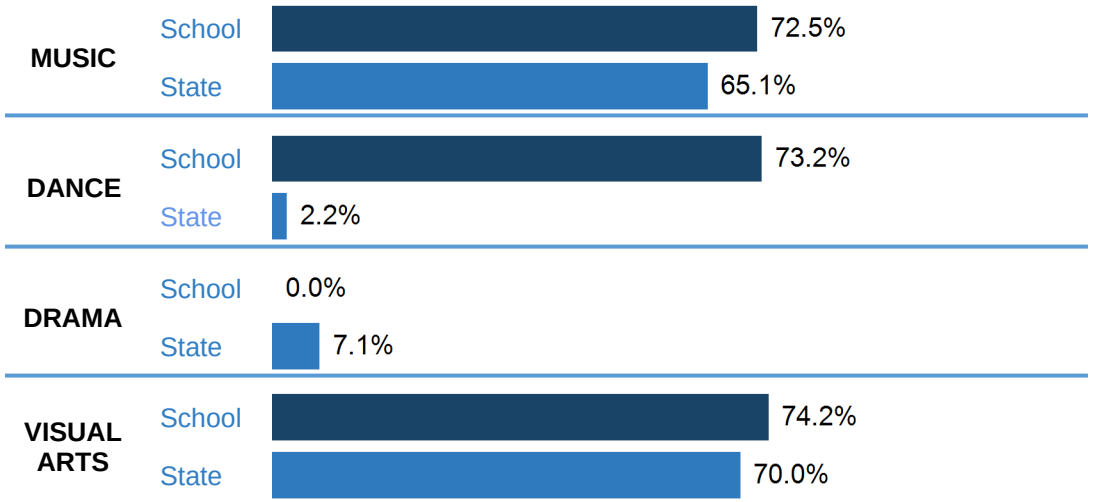


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

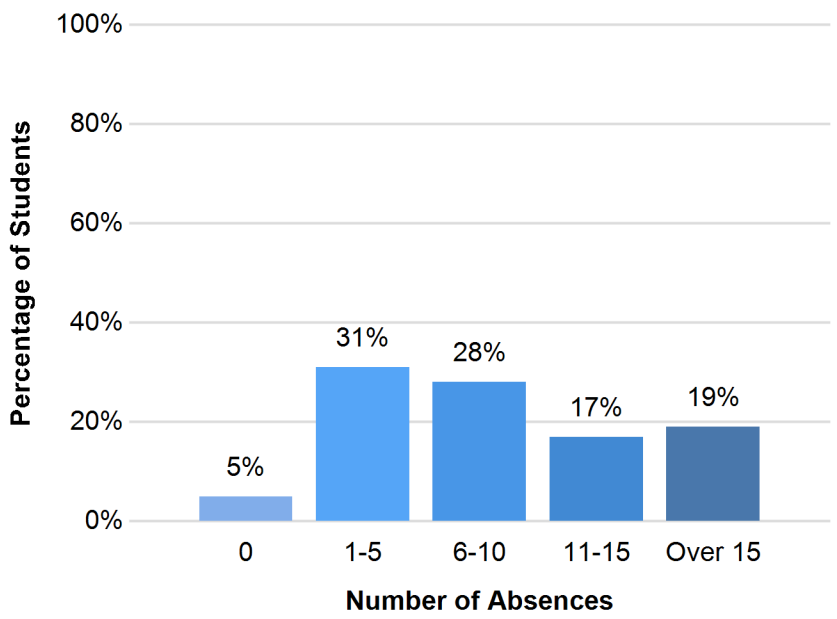
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	124	15.8	9.0	Not Met
White	*	*	**	**
Hispanic	39	14.4	9.0	Not Met
Black or African American	57	15.0	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	9.0	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	56	15.3		
Male	68	16.2		
Economically Disadvantaged Students	90	15.1	9.0	Not Met
Students with Disabilities	17	29.8	9.0	Not Met
English Learners	37	20.0	9.0	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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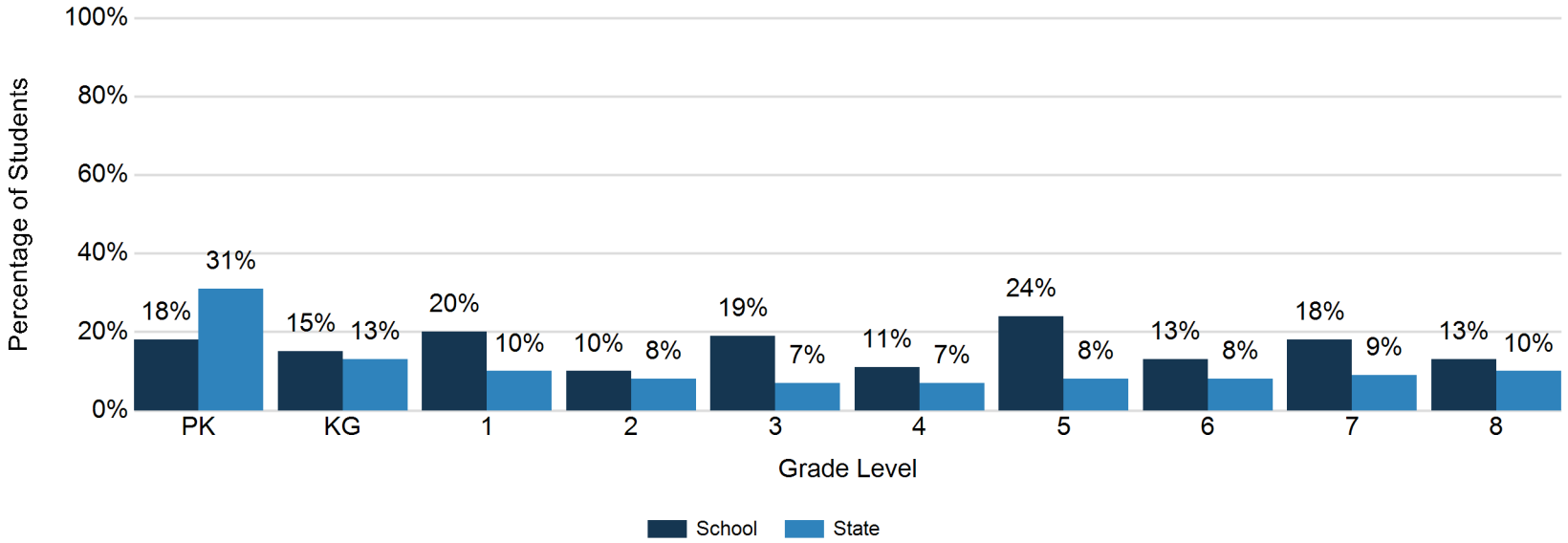
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	14
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	18
Incidents Per 100 Students Enrolled	2.24

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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	1	1
Gender	0	2	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
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	26	3.2%
Any Suspension	26	3.2%
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
73

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	3.0:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	51	118,214
Average years experience in public schools	15.4	12.1
Average years experience in district	12.1	10.8
Percentage of Teachers with 4 or more years experience in the district	72.5%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	16:1	14:1
Students to Administrators	115:1	106:1
Teachers to Administrators	7:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.9%	78.4%	57.1%	48.4%	77.1%	54.9%
Male	53.1%	21.6%	42.9%	51.6%	22.9%	45.1%
White	0.9%	29.4%	42.9%	42.4%	83.6%	77.4%
Hispanic	35.2%	13.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	47.8%	54.9%	42.9%	15.0%	6.6%	13.9%
Asian	16.2%	0.0%	14.3%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	2.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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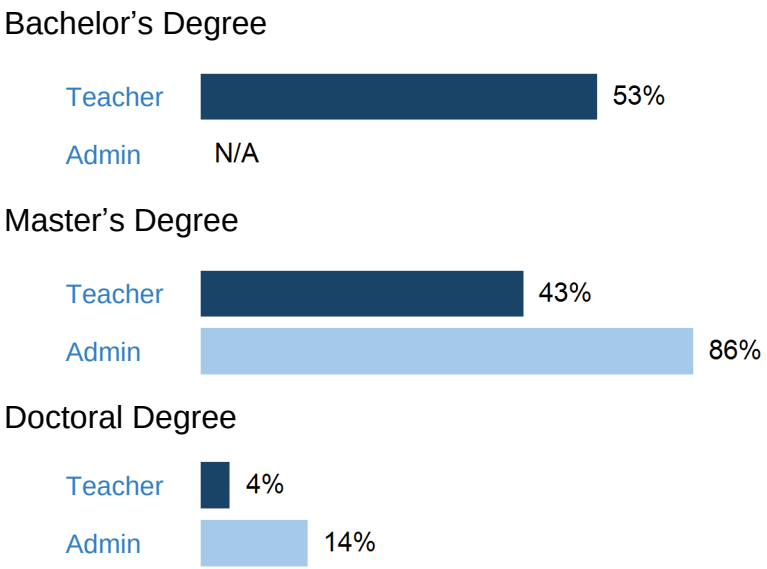
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	81.0%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	43.9%	46.1%	50.0%
Math Proficiency	47.3%	49.4%	42.2%
ELA Growth	57	62	58
Math Growth	66	62	50
4-Year Graduation Rate†	N	N	*
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		50.7%	43.4%
Chronic Absenteeism	15.9%	22.3%	15.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

NJ SCHOOL PERFORMANCE REPORT

Mt Vernon Place School
(13-3570-570)
Grades Offered: PK-08
2018-2019

Report Key:
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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Met Standard	Met Target	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	Met Target	Met Target	Met Standard	Met Standard	Met Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	Our vision at Mount Vernon School is to empower all students to become life long learners by forming active partnerships with parents staff and community Our mission is to create a child centered learning environment where every student reaches his/her academic potential and develops moral and ethical values in order to become a responsible citizen in a democratic society
Awards, Recognition, Accomplishments:	Mount Vernon is Newark's most diverse school with over 25 languages spoken by members of the student body and staff

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Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Soccer (Boys & Girls) Basketball Chess Debate Soccer
Clubs and Activities:	Art BEEP Afterschool Program Chess Club Debate Girls Who Code

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Alvin Ailey Dance Foundation Inc Jersey Cares Montclair State University My Very Own Library Philips Education Partners and EcoSpace

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Facilities:	Built in 1954 and includes Auditorium Computer Labs Media Center Music Classrooms Soccer Field (On Campus) and Dance Room
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Newark innovation Academy
(13-3570-003)
Grades Offered: 09-12
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Kuriloff
Address	190 MUHAMMAD ALI AVENUE NEWARK, NJ 07108
Phone Number	973-733-8326
Email Address	gkuriloff@nps.k12.nj.us

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	0	2	2
10	3	1	1
11	4	4	4
12	12	22	9
Total	19	29	16

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	52.6%	44.8%	50.0%
Male	47.4%	55.2%	50.0%
Economically Disadvantaged Students	15.8%	31.0%	31.3%
Students with Disabilities	0.0%	6.9%	12.5%
English Learners	0.0%	0.0%	0.0%
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	0.0%	3.4%	0.0%
Hispanic	21.1%	31.0%	31.3%
Black or African American	78.9%	65.5%	68.8%
Asian	0.0%	0.0%	0.0%
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	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	19	29	16
Shared Time Students	0	0	0
Full Time Equivalent	19	29	16

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	87.5%
Spanish	6.3%
Portuguese	6.3%

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

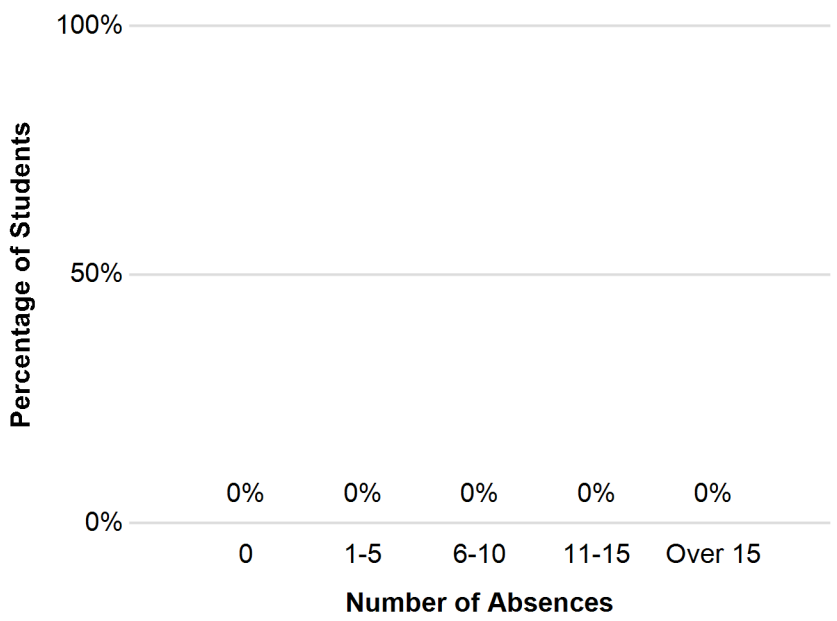
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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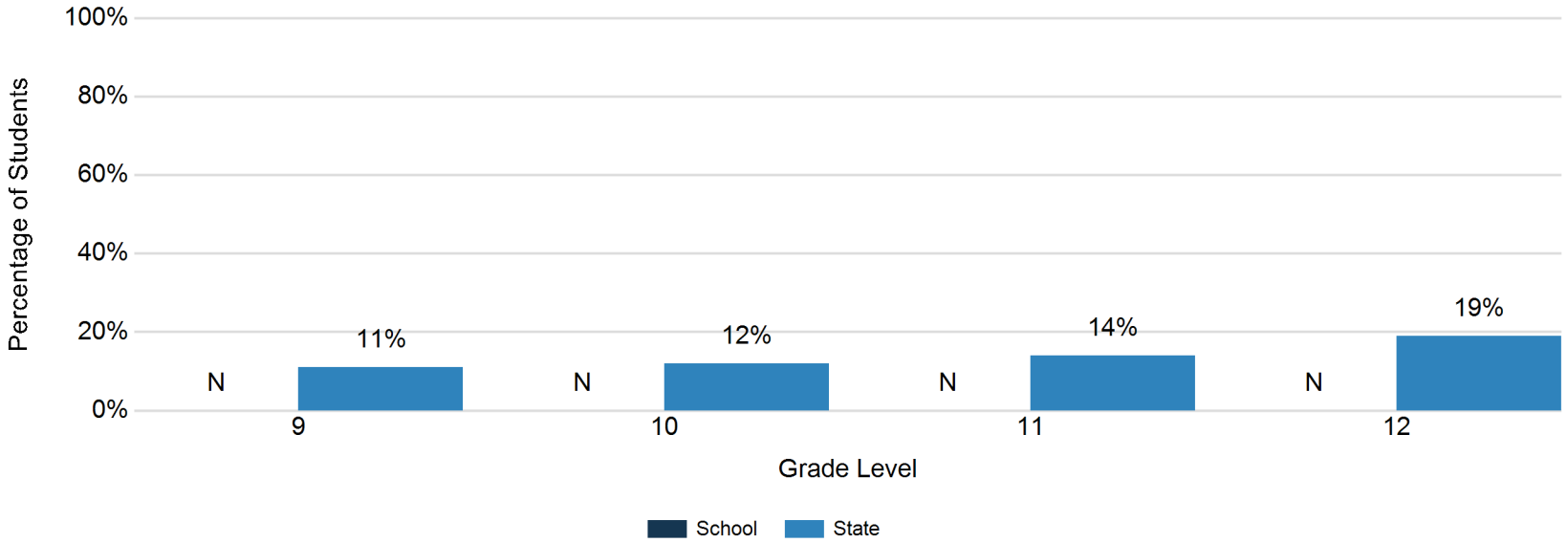
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

School Days Missed due to Out-of-School Suspensions
N

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	N

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	N	118,214
Average years experience in public schools	N	12.1
Average years experience in district	N	10.8
Percentage of Teachers with 4 or more years experience in the district	N	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	N	14:1
Students to Administrators	N	106:1
Teachers to Administrators	N	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	N	N	N	48.4%	77.1%	54.9%
Male	N	N	N	51.6%	22.9%	45.1%
White	N	N	N	42.4%	83.6%	77.4%
Hispanic	N	N	N	29.9%	7.3%	7.2%
Asian	N	N	N	10.2%	2.0%	1.1%

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher N

Admin N/A

Master's Degree

Teacher N

Admin N

Doctoral Degree

Teacher N

Admin N

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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	*

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

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Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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NJ SCHOOL PERFORMANCE REPORT

Newark innovation Academy
(13-3570-003)
Grades Offered: 09-12
2018-2019

Report Key:
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School Narrative

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No narrative was submitted.

NJ SCHOOL PERFORMANCE REPORT

NJ Regional Day School - Newark
(13-3570-004)
Grades Offered: PK-12
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

NJ Regional Day School - Newark
(13-3570-004)
Grades Offered: PK-12
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Jennifer Mitchell
Address	334 LYONS AVE NEWARK, NJ 07112-1441
Phone Number	973-705-3820
Email Address	JMitchell@NPS.K12.NJ.US
Website	http://www.nps.k12.nj.us/NJR

NJ SCHOOL PERFORMANCE REPORT

NJ Regional Day School - Newark
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2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

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	0	0
KG	0	0	1
1	5	1	0
2	8	4	2
3	6	9	7
4	7	6	10
5	9	7	8
6	8	9	6
7	7	7	10
8	10	7	7
9	14	11	11
10	4	13	9
11	9	3	12
12	50	52	41
Total	137	129	124

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	27.7%	28.7%	28.2%
Male	72.3%	71.3%	71.8%
Economically Disadvantaged Students	74.5%	80.6%	83.9%
Students with Disabilities	97.1%	100.0%	100.0%
English Learners	0.0%	0.8%	0.8%
Homeless Students	0.7%	0.8%	2.4%
Students in Foster Care	0.7%	0.8%	0.8%
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	8.8%	7.0%	4.8%
Hispanic	29.2%	31.0%	35.5%
Black or African American	62.0%	61.2%	59.7%
Asian	0.0%	0.0%	0.0%
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	0.0%	0.8%	0.0%

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	N	N	0
PK - Full Day	N	N	0
KG - Half Day	N	N	0
KG - Full Day	N	N	1

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	137	129	124
Shared Time Students	0	0	0
Full Time Equivalent	137	129	124

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	88.7%
Spanish	9.7%
Portuguese	1.6%

NJ SCHOOL PERFORMANCE REPORT

NJ Regional Day School - Newark
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2018-2019

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

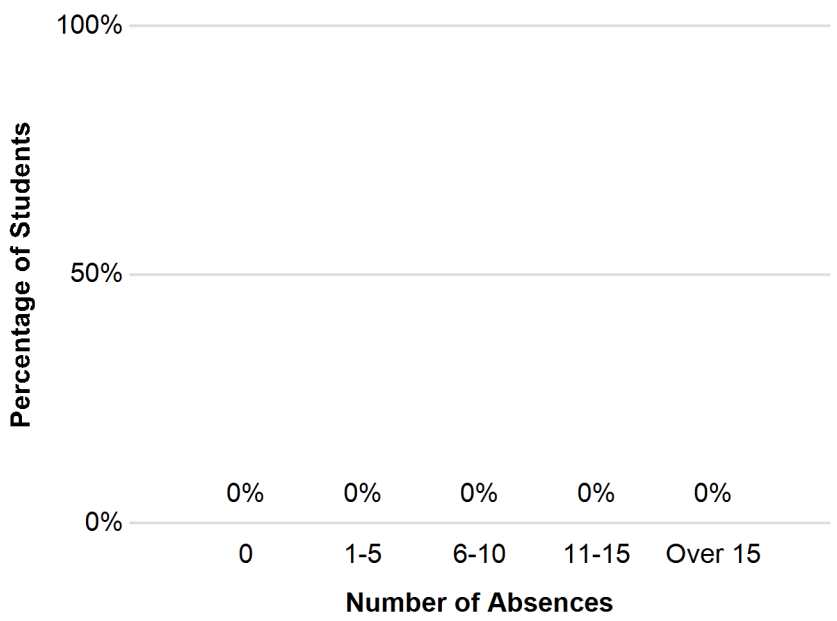
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N
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.



NJ SCHOOL PERFORMANCE REPORT

NJ Regional Day School - Newark
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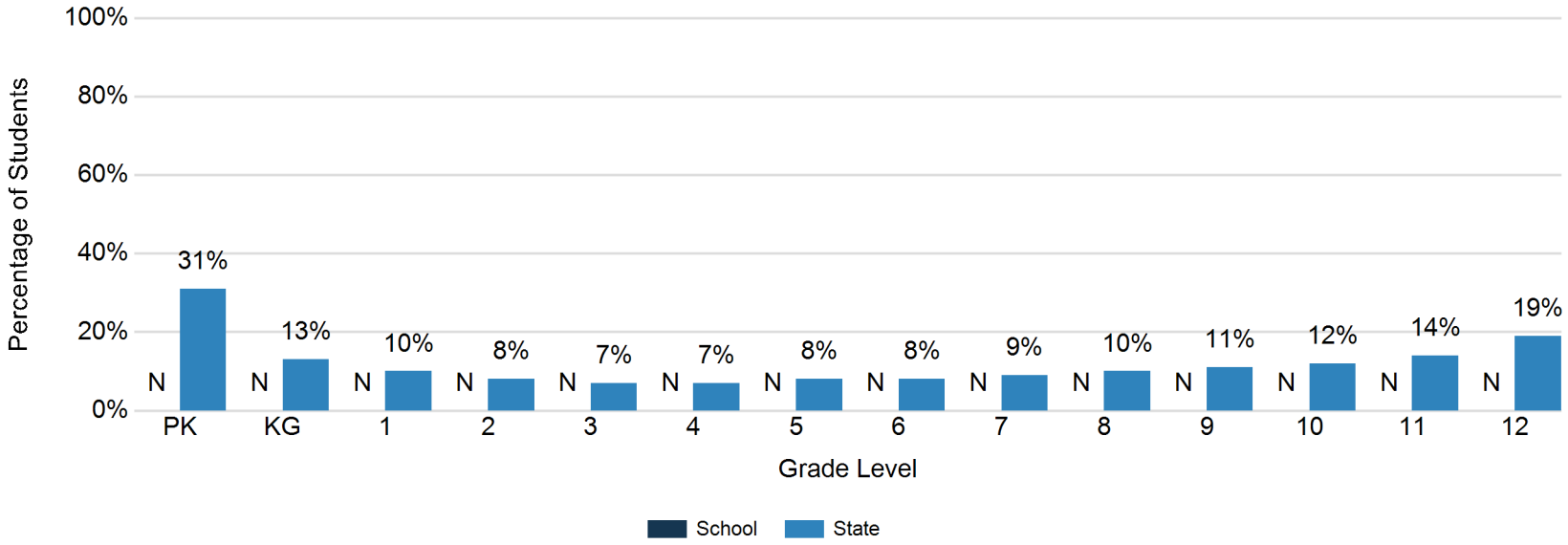
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

School Days Missed due to Out-of-School Suspensions
N

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.4:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	19	118,214
Average years experience in public schools	13.8	12.1
Average years experience in district	11.7	10.8
Percentage of Teachers with 4 or more years experience in the district	78.9%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	7:1	14:1
Students to Administrators	62:1	106:1
Teachers to Administrators	10:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	28.2%	68.4%	100.0%	48.4%	77.1%	54.9%
Male	71.8%	31.6%	0.0%	51.6%	22.9%	45.1%
White	4.8%	57.9%	50.0%	42.4%	83.6%	77.4%
Hispanic	35.5%	21.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	59.7%	15.8%	50.0%	15.0%	6.6%	13.9%
Asian	0.0%	5.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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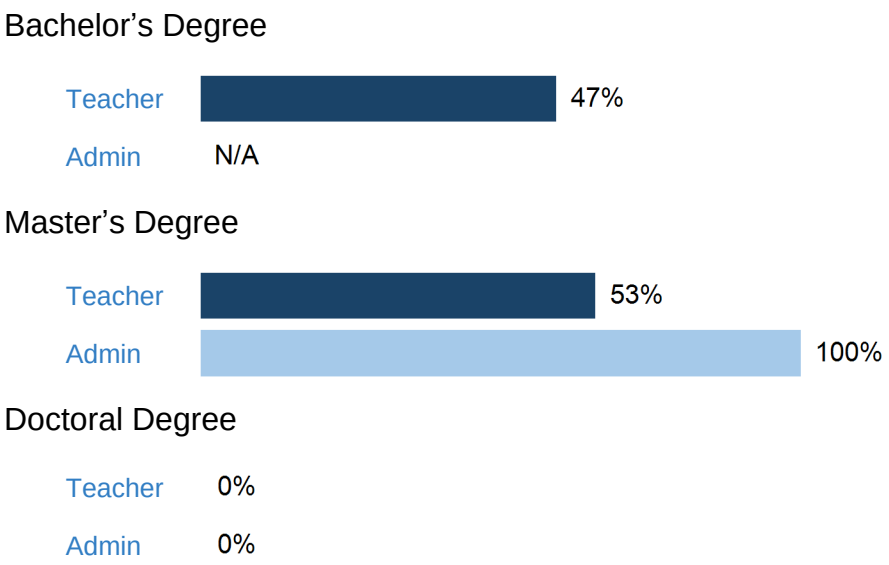
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	77.6%

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School Narrative

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Mission, Vision, Theme:	New Jersey Regional Day School is a warm welcoming community where children with learning differences discover their strengths and learn to their fullest potential Our school offers a rich blend of functional academics communication social development related therapies and services to students ages 5 21 with Autism Spectrum Disorder and other developmental challenges
Awards, Recognition, Accomplishments:	Our transition program ensures every graduate is connected to crucial community supports including a supports coordinator

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Courses, Curriculum, Instruction:	Transitions to Work and Adulthood
Clubs and Activities:	Coding Cooking Dance Student Council Yoga

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Before and After School Programs:	Afterschool Program serving students all ages attending Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Audible Center for Autism Community Food Bank of NJ La Casa de Don Pedro Newark Beth Israel Medical Center

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Facilities:	Built in 1980 and includes Activities of Daily Living Skills Room
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Oliver Street School
(13-3570-590)
Grades Offered: PK-08
2018-2019

Report Key:
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Mr. Douglas Petty
Address	86 OLIVER ST NEWARK, NJ 07105
Phone Number	973-465-4870
Email Address	dpetty@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/OLV
Facebook	https://www.facebook.com/OliverSchool/

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	86	85	74
KG	94	110	90
1	86	97	106
2	100	84	111
3	95	107	91
4	111	101	109
5	114	118	109
6	111	121	125
7	117	108	118
8	118	122	191
9	0	0	0
Total	1,032	1,053	1,124

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	49.8%	51.3%	51.6%
Male	50.2%	48.7%	48.4%
Economically Disadvantaged Students	86.5%	79.1%	76.9%
Students with Disabilities	10.2%	10.3%	12.6%
English Learners	33.6%	28.3%	37.9%
Homeless Students	0.4%	0.5%	0.2%
Students in Foster Care	0.0%	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	34.1%	33.4%	33.2%
Hispanic	60.8%	60.2%	62.0%
Black or African American	4.7%	3.5%	3.8%
Asian	0.4%	0.4%	0.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.1%	2.3%	0.6%
Two or More Races	0.0%	0.2%	0.0%

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	0	0	0
PK - Full Day	86	85	74
KG - Half Day	0	0	0
KG - Full Day	94	110	90

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,032	1,053	1,124
Shared Time Students	0	0	0
Full Time Equivalent	1,032	1,053	1,124

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
Spanish	53.5%
Portuguese	32.4%
English	13.0%
Other Languages	1.2%

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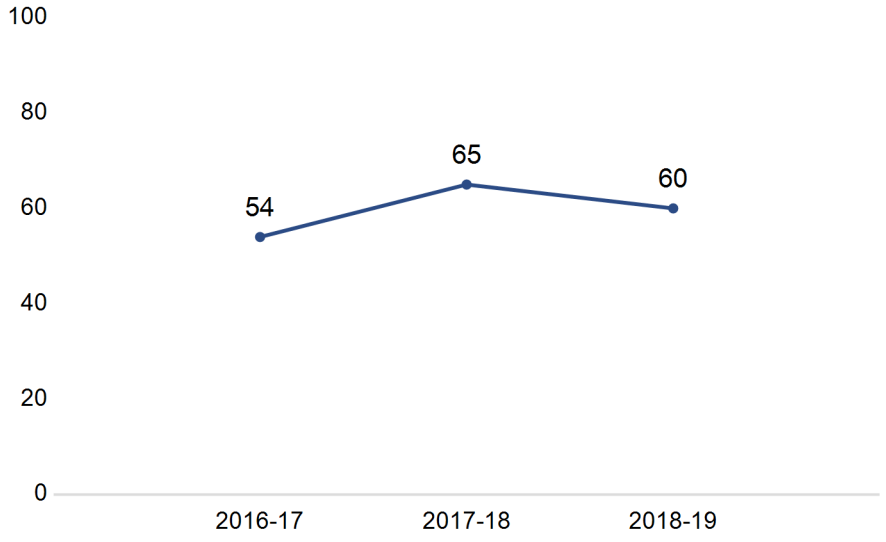
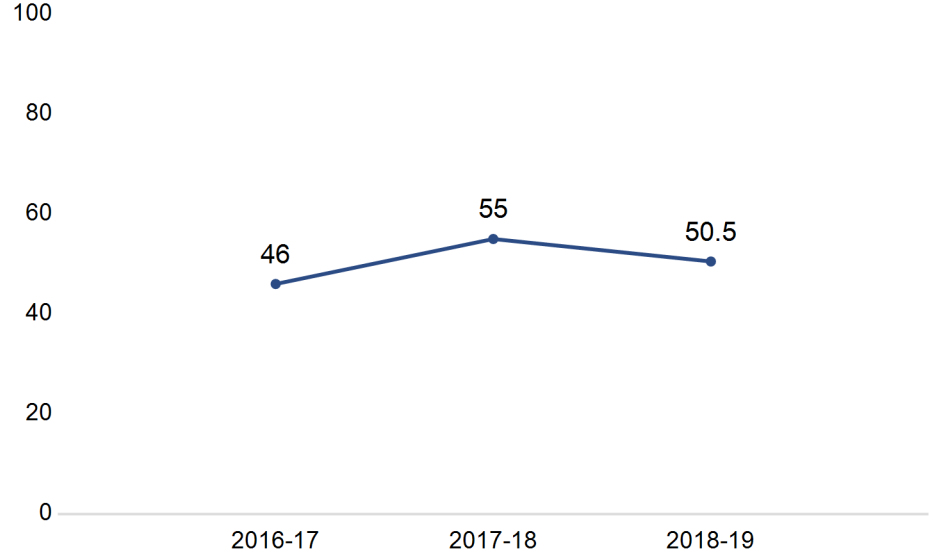
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	54	65	60	46	55	50.5
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

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	60	48	50	Exceeds Standard	50.5	48	50	Met Standard
White	63.5	56	50	Exceeds Standard	49	56	52	Met Standard
Hispanic	58	50	49	Met Standard	51	51	47	Met Standard
Black or African American	56	43	45	Met Standard	36.5	41	43	**
Asian, Native Hawaiian, or Pacific Islander	*	60	59	**	N	60	60	**
American Indian or Alaska Native	N	70	56	**	*	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	61	51	53	N	53.5	49	50	N
Male	58.5	45	47	N	43	48	51	N
Economically Disadvantaged Students	59	47	48	Met Standard	49	48	46	Met Standard
Students with Disabilities	59.5	39	43	Met Standard	49	48	45	Met Standard
English Learners	60	53	52	Exceeds Standard	52	53	50	Met Standard
Homeless Students	N	37	43	N	N	38.5	44	N
Students in Foster Care	N	49	42	N	N	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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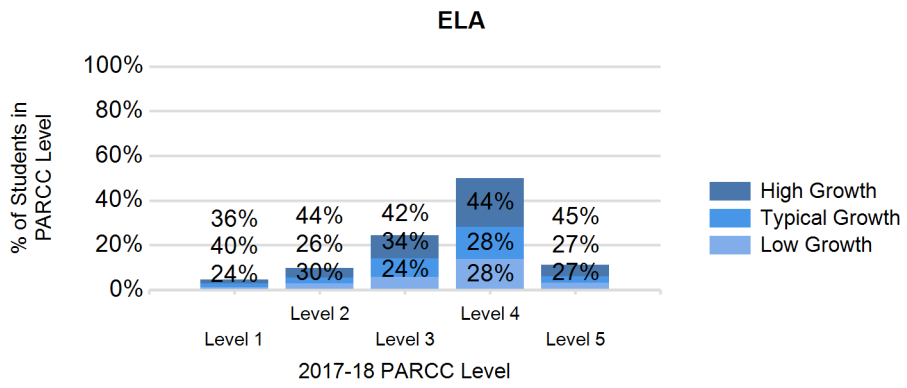
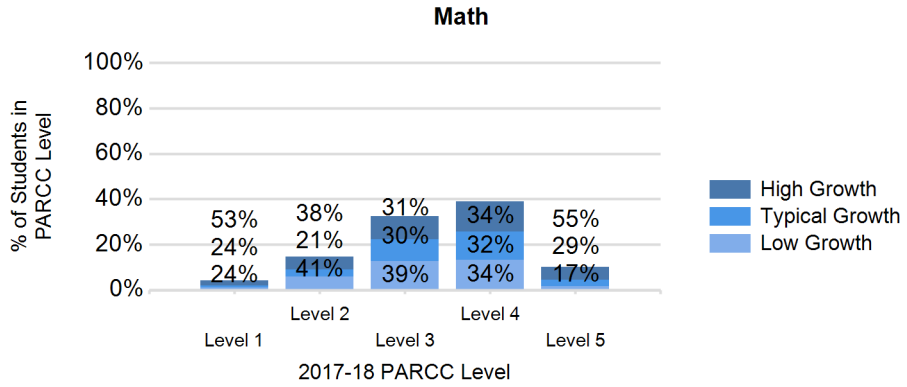
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

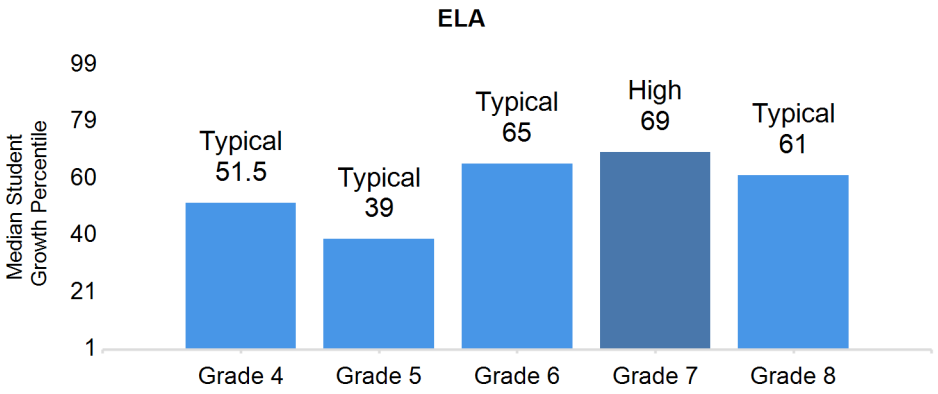
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

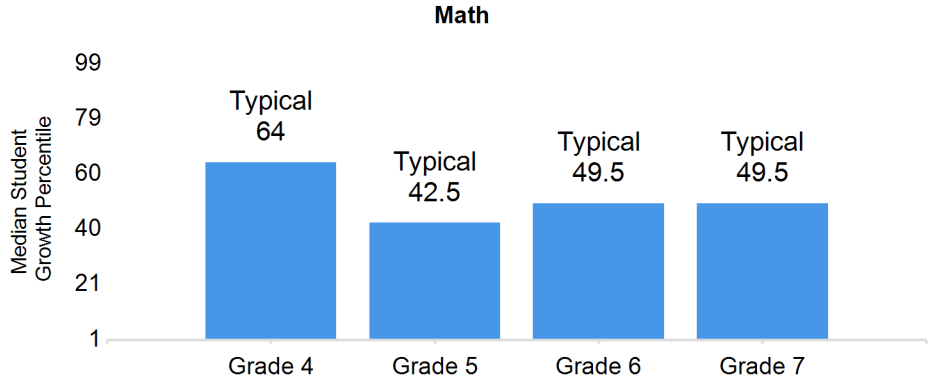




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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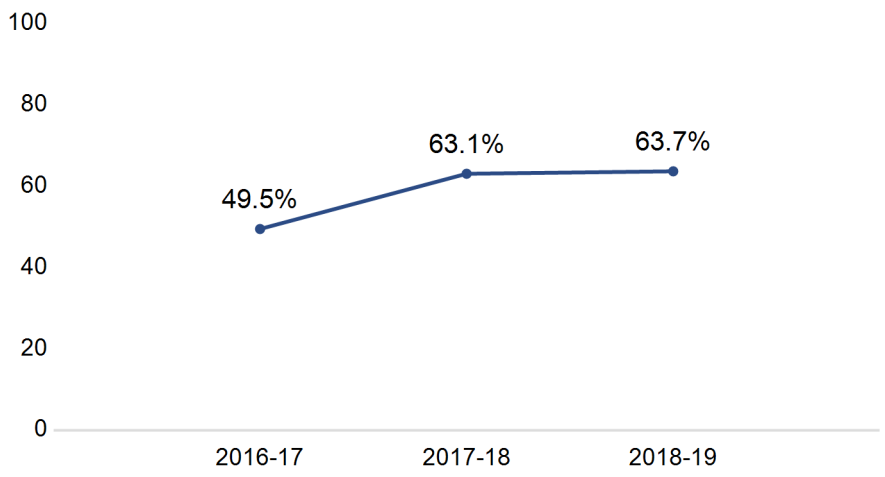
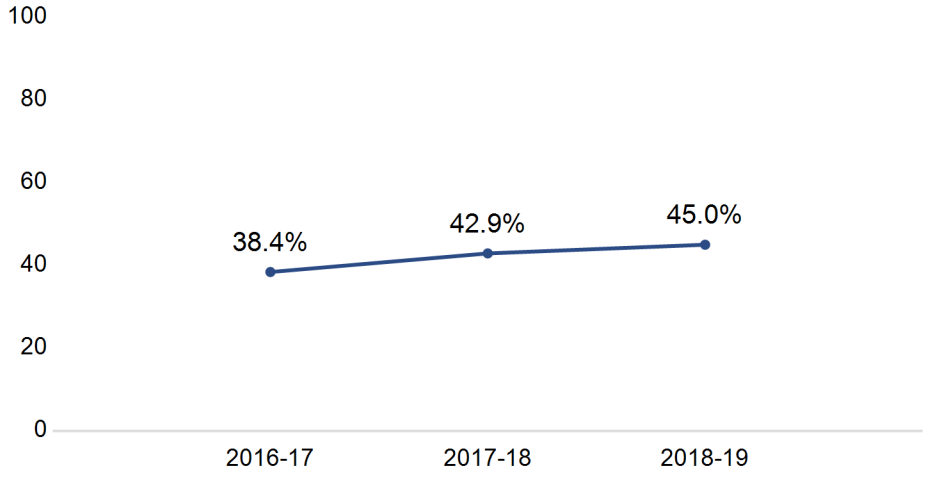
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

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%	98.4%	100.0%	98.9%	98.5%	100.0%
Proficiency Rate for Federal Accountability	49.5%	63.1%	63.7%	38.4%	42.9%	45.0%
Annual Target	47.2%	49.0%	50.7%	35.6%	38.0%	40.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	666	100.0	63.7	*	57.9	63.7	50.7	Met Target
White	220	100.0	65.5	54.7	66.9	65.5	54.2	Met Target
Hispanic	414	100.0	64.3	38.9	43.9	64.3	49.5	Met Target
Black or African American	29	100.0	41.4	28.8	38.5	41.4	44.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	*	*	*	56.4	56.0	*	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	338	100.0	67.8	42.9	64.8	67.8		
Male	328	100.0	59.5	30.3	51.3	59.5		
Economically Disadvantaged Students	544	100.0	64.3	35.8	40.0	64.3	50.6	Met Target
Non-Economically Disadvantaged Students	122	100.0	60.7	38.6	67.9	60.7		
Students with Disabilities	79	100.0	34.2	14.1	22.7	34.2	30.2	Met Target
Students without Disabilities	587	100.0	67.6	41.7	65.1	67.6		
English Learners	396	100.0	57.3	29.3	29.3	57.3	17.9	Met Target
Non-English Learners	270	100.0	73.0	38.3	60.6	73.0		
Homeless Students	N	N	N	17.0	29.1	N		
Students In Foster Care	N	N	N	18.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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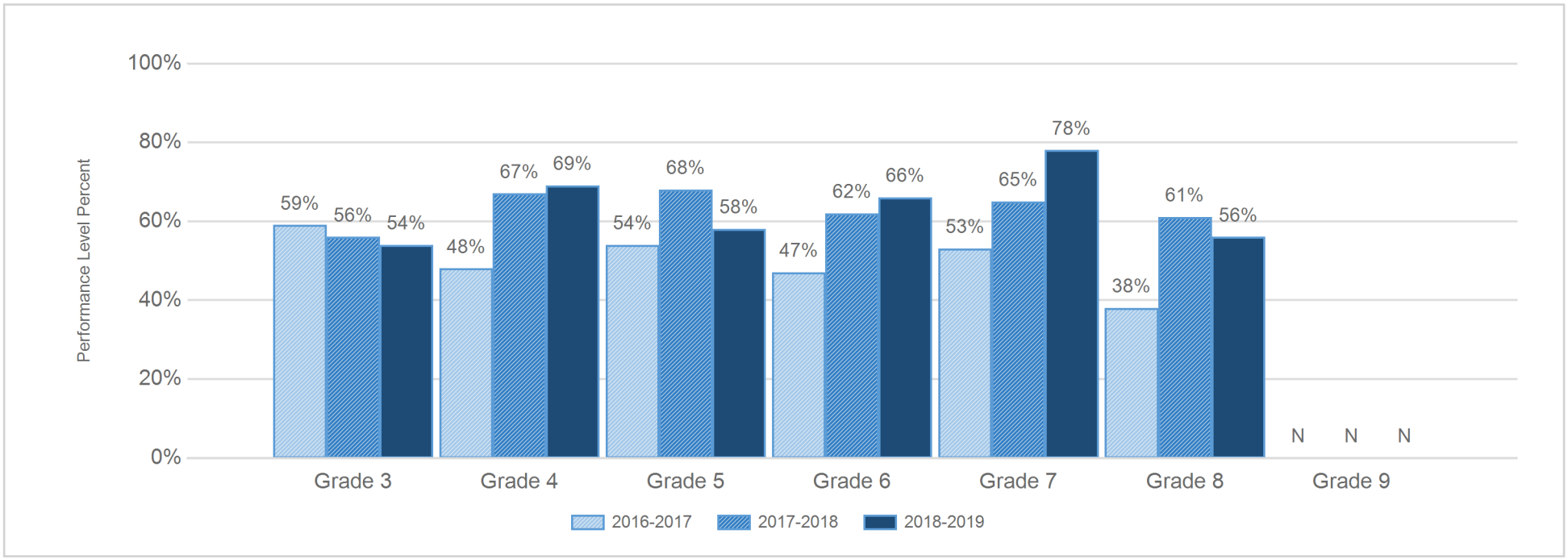
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	759	727	748	*	16%	24%	*	*	54%	50%
White	*	*	746	757	*	*	*	*	*	*	60%
Hispanic	53	753	728	734	*	19%	32%	*	*	45%	36%
Black or African American	*	*	721	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	33	767	730	753	*	*	*	*	*	58%	55%
Male	46	753	723	743	*	*	*	*	*	52%	46%
Economically Disadvantaged Students	*	*	726	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	729	759	*	*	*	*	*	*	61%
Students with Disabilities	11	755	700	719	*	*	*	*	*	45%	24%
Students without Disabilities	68	760	731	754	*	*	*	*	*	56%	56%
English Learners	45	738	716	713	*	*	*	36%	0%	36%	17%
Non-English Learners	34	787	729	751	*	*	*	47%	32%	79%	54%
Homeless Students	N	N	708	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	707	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	*	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	761	734	755	*	*	18%	55%	14%	69%	57%
White	*	*	744	763	*	*	*	*	*	*	67%
Hispanic	64	761	739	743	*	*	16%	*	*	73%	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	58	763	739	760	*	*	*	*	*	69%	62%
Male	41	758	729	750	*	*	*	*	*	68%	53%
Economically Disadvantaged Students	76	760	734	740	*	*	*	*	*	71%	40%
Non-Economically Disadvantaged Students	23	764	736	765	*	*	*	*	*	61%	69%
Students with Disabilities	16	738	707	725	*	*	*	*	*	38%	25%
Students without Disabilities	83	765	739	761	*	*	*	*	*	75%	64%
English Learners	34	741	722	720	*	*	*	*	*	41%	17%
Non-English Learners	65	771	736	758	*	*	*	*	*	83%	60%
Homeless Students	N	N	719	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	749	733	756	*	15%	19%	*	*	58%	58%
White	*	*	743	764	*	*	*	*	*	*	68%
Hispanic	58	754	736	743	*	*	*	*	*	67%	44%
Black or African American	*	*	727	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	50	746	739	761	*	*	*	*	*	62%	64%
Male	45	751	728	750	*	*	*	*	*	53%	52%
Economically Disadvantaged Students	79	748	732	740	*	*	*	*	*	56%	39%
Non-Economically Disadvantaged Students	16	752	738	766	*	*	*	*	*	69%	69%
Students with Disabilities	12	722	702	724	*	*	*	*	*	*	23%
Students without Disabilities	83	753	739	762	*	*	*	*	*	*	65%
English Learners	20	732	717	713	*	*	*	*	*	35%	11%
Non-English Learners	75	753	736	758	*	*	*	*	*	64%	60%
Homeless Students	N	N	722	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	724	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%

NJ SCHOOL PERFORMANCE REPORT

Oliver Street School
(13-3570-590)
Grades Offered: PK-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 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	117	760	737	754	*	*	21%	51%	15%	66%	56%
White	35	768	758	762	*	*	*	*	*	74%	65%
Hispanic	79	756	740	743	*	*	25%	*	*	62%	43%
Black or African American	*	*	728	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	62	763	744	762	*	*	18%	*	*	71%	64%
Male	55	756	730	748	*	*	25%	*	*	60%	48%
Economically Disadvantaged Students	98	760	737	740	*	*	*	*	*	67%	39%
Non-Economically Disadvantaged Students	19	756	737	763	*	*	*	*	*	58%	67%
Students with Disabilities	14	748	708	722	*	*	*	*	*	50%	19%
Students without Disabilities	103	761	742	761	*	*	*	*	*	68%	64%
English Learners	15	725	720	710	*	*	*	*	*	20%	*
Non-English Learners	102	765	739	756	*	*	*	*	*	73%	*
Homeless Students	N	N	726	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	717	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%

NJ SCHOOL PERFORMANCE REPORT

Oliver Street School
(13-3570-590)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	773	741	761	*	*	14%	43%	35%	78%	63%
White	*	*	756	769	*	*	*	*	*	*	72%
Hispanic	61	772	744	747	*	*	*	38%	39%	77%	50%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	55	775	749	769	*	*	*	49%	36%	85%	71%
Male	55	770	734	753	*	*	*	36%	35%	71%	55%
Economically Disadvantaged Students	86	774	740	743	*	*	*	*	*	80%	45%
Non-Economically Disadvantaged Students	24	769	746	771	*	*	*	*	*	71%	73%
Students with Disabilities	11	752	705	720	*	*	*	*	*	45%	22%
Students without Disabilities	99	775	749	769	*	*	*	*	*	82%	71%
English Learners	12	733	712	706	*	*	*	*	*	42%	12%
Non-English Learners	98	778	744	763	*	*	*	*	*	83%	65%
Homeless Students	N	N	724	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	735	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%

NJ SCHOOL PERFORMANCE REPORT

Oliver Street School
(13-3570-590)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	168	756	742	762	9%	11%	24%	38%	18%	56%	63%
White	55	763	765	770	*	*	25%	31%	27%	58%	72%
Hispanic	103	756	746	747	*	*	23%	44%	15%	58%	49%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	80	762	751	771	*	*	23%	*	*	60%	71%
Male	88	751	735	753	*	*	25%	*	*	52%	55%
Economically Disadvantaged Students	137	757	742	743	*	*	22%	*	*	57%	45%
Non-Economically Disadvantaged Students	31	754	744	772	*	*	32%	*	*	52%	72%
Students with Disabilities	13	723	707	721	*	*	*	*	*	23%	22%
Students without Disabilities	155	759	750	770	*	*	*	*	*	59%	71%
English Learners	37	728	717	708	*	*	30%	*	*	24%	12%
Non-English Learners	131	764	745	764	*	*	22%	*	*	65%	65%
Homeless Students	N	N	711	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	714	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Oliver Street School
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Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	686	100.0	45.0	26.3	44.5	45.0	40.3	Met Target
White	236	100.0	44.9	42.2	54.1	44.9	45.7	Met Target†
Hispanic	418	100.0	46.9	30.9	28.8	46.9	38.9	Met Target
Black or African American	29	100.0	24.1	16.6	23.0	24.1	23.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	*	*	*	35.9	42.7	*	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	350	100.0	42.3	26.9	44.9	42.3		
Male	336	100.0	47.9	25.8	44.2	47.9		
Economically Disadvantaged Students	550	100.0	45.8	26.6	26.3	45.8	40.3	Met Target
Non-Economically Disadvantaged Students	136	100.0	41.9	25.4	54.9	41.9		
Students with Disabilities	79	100.0	29.1	11.6	17.4	29.1	25.2	Met Target
Students without Disabilities	607	100.0	47.1	29.8	50.0	47.1		
English Learners	416	100.0	44.7	25.7	25.0	44.7	27.5	Met Target
Non-English Learners	270	100.0	45.6	26.5	46.5	45.6		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	N	N	N	12.1	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Oliver Street School
(13-3570-590)
Grades Offered: PK-08
2018-2019

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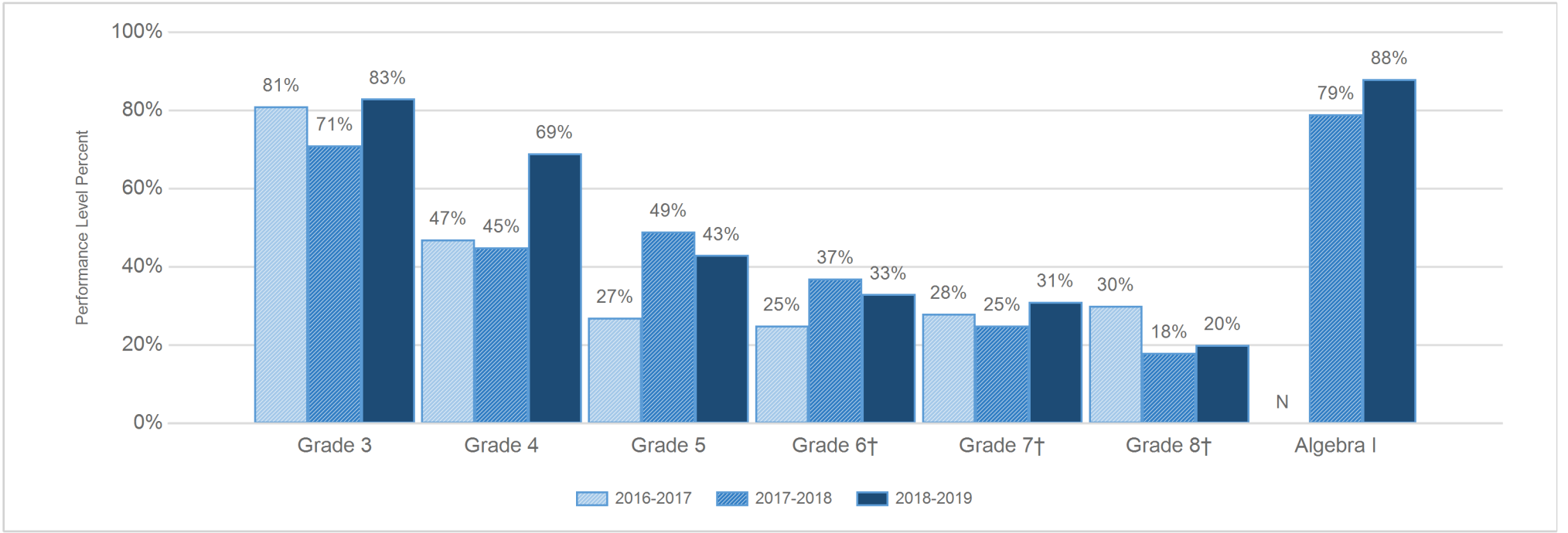
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Oliver Street School
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	779	735	752	*	*	14%	44%	38%	83%	55%
White	*	*	757	760	*	*	*	*	*	*	66%
Hispanic	56	775	738	739	*	*	*	46%	38%	84%	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	37	782	*	751	*	*	*	51%	35%	86%	54%
Male	49	777	*	752	*	*	*	39%	41%	80%	56%
Economically Disadvantaged Students	73	780	735	737	*	*	*	*	*	85%	37%
Non-Economically Disadvantaged Students	13	777	733	761	*	*	*	*	*	69%	67%
Students with Disabilities	11	768	718	731	*	*	*	*	*	82%	31%
Students without Disabilities	75	781	738	756	*	*	*	*	*	83%	60%
English Learners	51	771	732	728	*	*	*	47%	29%	76%	26%
Non-English Learners	35	792	736	754	*	*	*	40%	51%	91%	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	714	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	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Oliver Street School
(13-3570-590)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	764	732	749	*	*	23%	56%	12%	69%	51%
White	*	*	746	757	*	*	*	*	*	*	62%
Hispanic	65	766	738	737	*	*	23%	*	*	72%	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	61	766	733	749	*	*	23%	*	*	72%	50%
Male	44	762	731	749	*	*	23%	*	*	64%	52%
Economically Disadvantaged Students	80	764	732	734	*	*	*	*	*	69%	32%
Non-Economically Disadvantaged Students	25	766	731	759	*	*	*	*	*	68%	63%
Students with Disabilities	16	744	713	726	*	*	*	*	*	31%	25%
Students without Disabilities	89	768	736	754	*	*	*	*	*	75%	56%
English Learners	38	749	728	722	*	*	32%	53%	0%	53%	18%
Non-English Learners	67	773	733	751	*	*	18%	58%	19%	78%	54%
Homeless Students	N	N	715	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Oliver Street School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	744	728	747	10%	18%	29%	*	*	43%	47%
White	*	*	736	755	*	*	*	*	*	*	58%
Hispanic	58	752	733	735	*	*	31%	*	*	53%	30%
Black or African American	*	*	720	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	55	740	729	747	*	*	36%	*	*	35%	47%
Male	47	748	727	747	*	*	21%	*	*	53%	47%
Economically Disadvantaged Students	80	747	728	732	*	*	*	*	*	46%	27%
Non-Economically Disadvantaged Students	22	733	729	757	*	*	*	*	*	32%	59%
Students with Disabilities	12	728	714	725	*	*	*	*	*	17%	19%
Students without Disabilities	90	746	731	752	*	*	*	*	*	47%	52%
English Learners	26	728	721	718	*	*	*	*	*	27%	12%
Non-English Learners	76	749	729	749	*	*	*	*	*	49%	49%
Homeless Students	N	N	714	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	720	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	*	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	739	725	741	8%	21%	37%	*	*	33%	41%
White	37	746	745	749	*	*	38%	*	*	41%	51%
Hispanic	83	737	728	729	*	25%	36%	*	*	31%	24%
Black or African American	*	*	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	754	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	68	738	726	742	*	22%	38%	*	*	31%	42%
Male	55	741	723	740	*	20%	36%	*	*	36%	40%
Economically Disadvantaged Students	101	739	725	726	*	*	*	*	*	33%	21%
Non-Economically Disadvantaged Students	22	739	722	750	*	*	*	*	*	36%	53%
Students with Disabilities	14	732	708	716	*	*	*	*	*	21%	12%
Students without Disabilities	109	740	728	746	*	*	*	*	*	35%	46%
English Learners	21	716	715	709	*	*	*	*	*	*	*
Non-English Learners	102	744	726	743	*	*	*	*	*	*	*
Homeless Students	N	N	713	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	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%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	115	740	731	744	*	23%	38%	*	*	31%	42%
White	*	*	738	751	*	*	*	*	*	*	53%
Hispanic	61	741	733	733	*	21%	43%	*	*	31%	26%
Black or African American	*	*	723	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	58	736	*	744	*	28%	41%	*	*	22%	42%
Male	57	743	*	743	*	18%	35%	*	*	40%	42%
Economically Disadvantaged Students	87	741	731	731	*	*	37%	*	*	33%	24%
Non-Economically Disadvantaged Students	28	736	731	751	*	*	43%	*	*	25%	53%
Students with Disabilities	11	725	708	718	*	*	*	*	*	18%	13%
Students without Disabilities	104	741	736	749	*	*	*	*	*	33%	48%
English Learners	16	720	721	716	*	*	*	*	*	13%	10%
Non-English Learners	99	743	732	745	*	*	*	*	*	34%	44%
Homeless Students	N	N	719	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	718	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	*	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Oliver Street School
(13-3570-590)
Grades Offered: PK-08
2018-2019

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	169	720	722	728	30%	30%	21%	*	*	20%	29%
White	60	718	731	737	33%	28%	*	*	*	23%	38%
Hispanic	99	722	727	722	26%	31%	23%	*	*	19%	22%
Black or African American	*	*	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	81	720	724	731	30%	32%	22%	*	*	16%	31%
Male	88	721	719	726	31%	27%	19%	*	*	23%	27%
Economically Disadvantaged Students	133	721	722	719	*	26%	*	*	*	20%	20%
Non-Economically Disadvantaged Students	36	717	721	735	*	44%	*	*	*	19%	36%
Students with Disabilities	13	708	697	707	*	*	0%	*	*	15%	10%
Students without Disabilities	156	721	727	734	*	*	22%	*	*	20%	35%
English Learners	51	700	712	706	*	*	*	*	*	*	10%
Non-English Learners	118	729	723	730	*	*	*	*	*	*	30%
Homeless Students	N	N	695	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	17	768	722	744	0%	0%	*	*	*	88%	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	*	*	723	728	*	*	*	*	*	*	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	*	*	724	745	*	*	*	*	*	*	44%
Male	*	*	721	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	723	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	720	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	17	768	726	748	0%	0%	*	*	*	88%	47%
English Learners	*	*	702	710	*	*	*	*	*	*	*
Non-English Learners	*	*	725	745	*	*	*	*	*	*	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	N	N
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	45.5%	40.9%	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	139	*	*
3-4	144	89.6%	10.4%
5 or more	86	81.4%	18.6%

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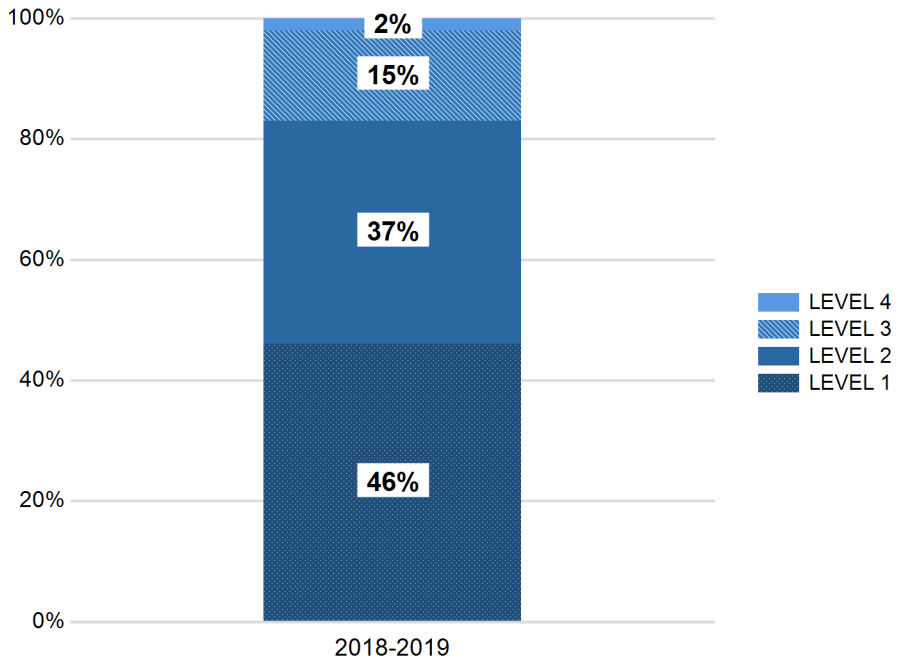
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	46	37	15	2
White	*	*	*	*
Hispanic	34	48	16	2
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	53	38	5	4
Male	38	36	26	0
Economically Disadvantaged Students	43	40	15	3
Non-Economically Disadvantaged Students	59	27	14	0
Students with Disabilities	83	8	8	0
Students without Disabilities	41	41	16	2
English Learners	69	23	4	4
Non-English Learners	38	42	18	1
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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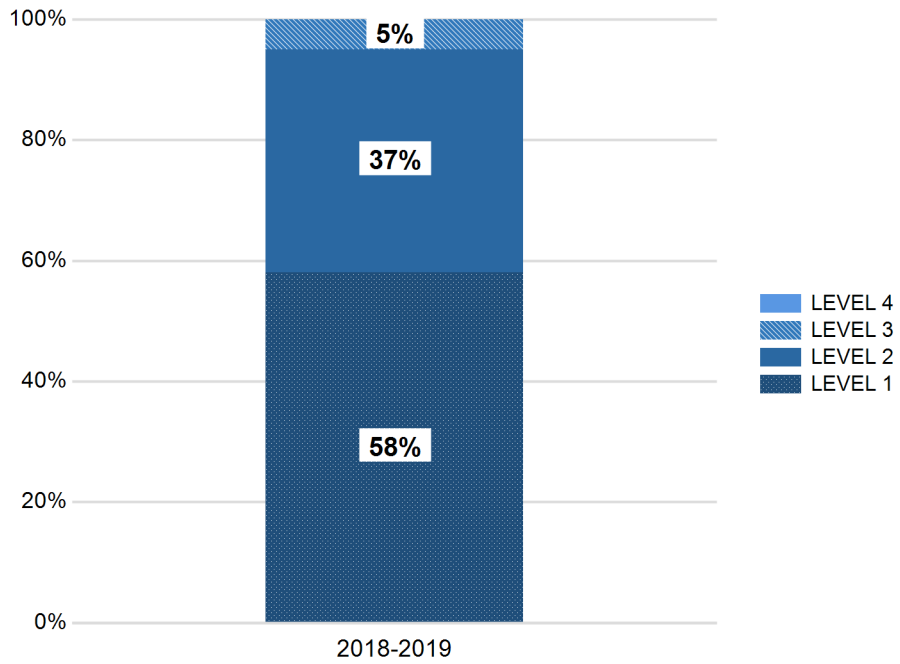
NJSLA Science Assessment: Grade 8 Summary

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	58	37	5	0
White	57	35	9	0
Hispanic	56	40	4	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	57	38	6	0
Male	59	35	5	0
Economically Disadvantaged Students	56	38	6	0
Non-Economically Disadvantaged Students	64	32	5	0
Students with Disabilities	82	18	0	0
Students without Disabilities	57	38	6	0
English Learners	78	22	0	0
Non-English Learners	52	41	7	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about 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	122
7	0	0	118
8	17	0	93
Total	17	0	333

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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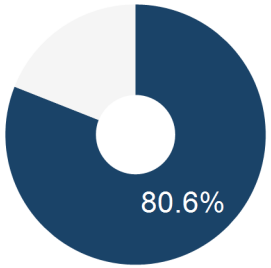
Visual and Performing Arts – Course Participation

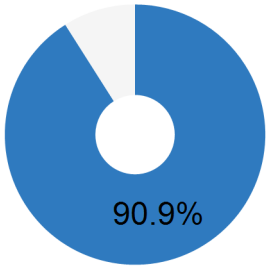
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

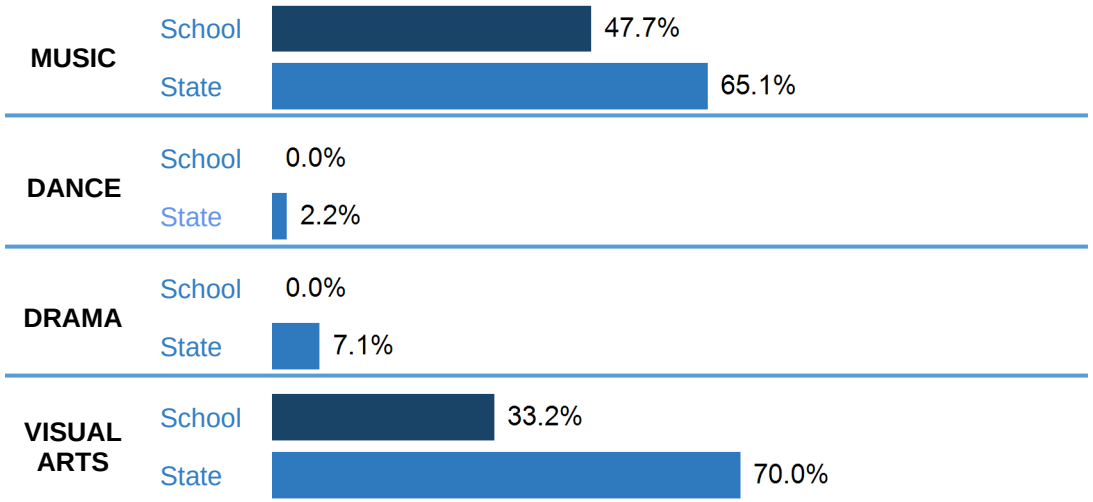


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

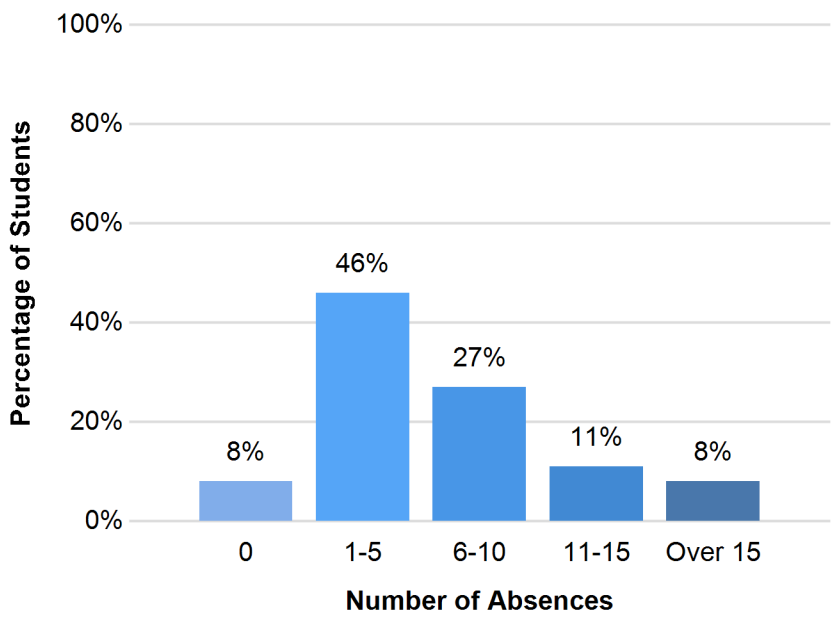
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	54	5.2	9.0	Met
White	19	5.6	9.0	Met
Hispanic	29	4.5	9.0	Met
Black or African American	5	12.2	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	28	5.2		
Male	26	5.2		
Economically Disadvantaged Students	34	4.3	9.0	Met
Students with Disabilities	9	6.8	9.0	Met
English Learners	21	5.1	9.0	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.



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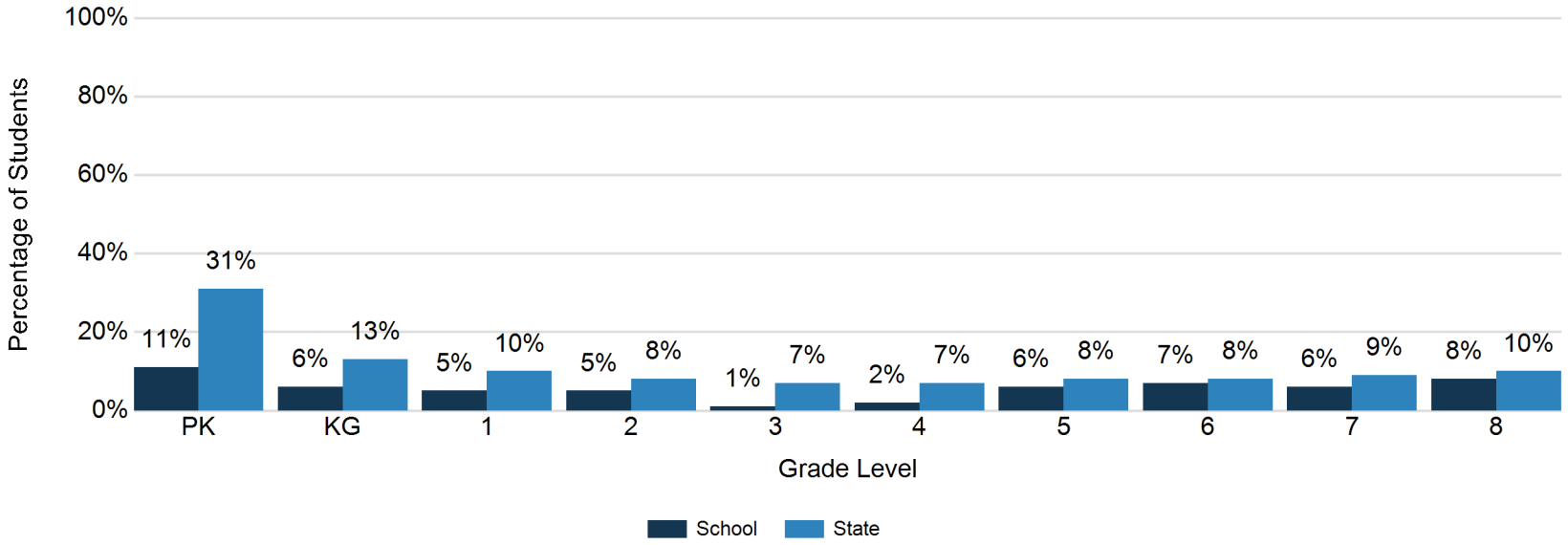
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	4
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.44

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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	2	2
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	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	1.5:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	72	118,214
Average years experience in public schools	14.2	12.1
Average years experience in district	11.0	10.8
Percentage of Teachers with 4 or more years experience in the district	73.6%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	16:1	14:1
Students to Administrators	187:1	106:1
Teachers to Administrators	12:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

NJ SCHOOL PERFORMANCE REPORT

Oliver Street School
(13-3570-590)
Grades Offered: PK-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.6%	86.1%	83.3%	48.4%	77.1%	54.9%
Male	48.4%	13.9%	16.7%	51.6%	22.9%	45.1%
White	33.2%	56.9%	66.7%	42.4%	83.6%	77.4%
Hispanic	62.0%	27.8%	16.7%	29.9%	7.3%	7.2%
Black or African American	3.8%	15.3%	16.7%	15.0%	6.6%	13.9%
Asian	0.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Oliver Street School
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2018-2019

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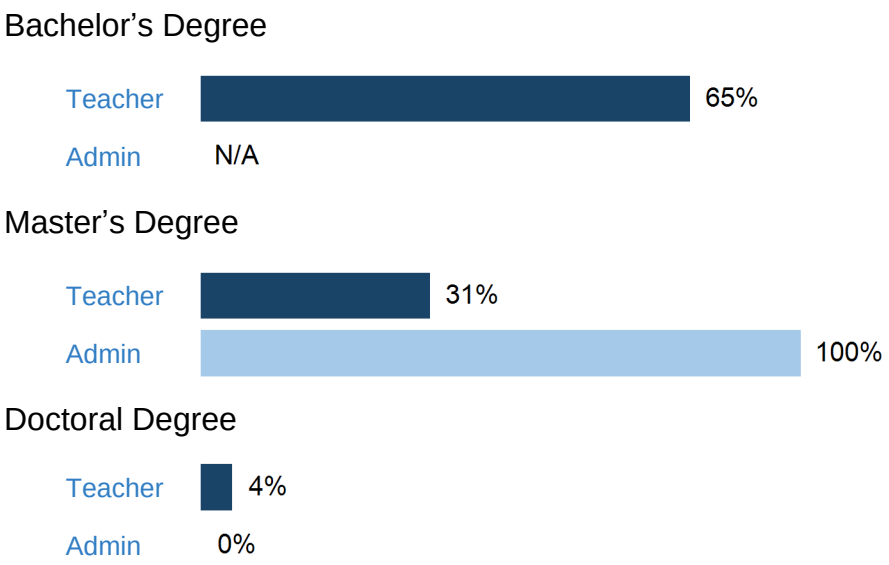
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	79.3%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	49.5%	63.1%	63.7%
Math Proficiency	38.4%	42.9%	45.0%
ELA Growth	54	65	60
Math Growth	46	55	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		62.6%	45.5%
Chronic Absenteeism	7.7%	8.8%	5.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Exceeds Standard	Met Standard	Met Target	Met	No
White	Met Target	Met Target†	Exceeds 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†	Met Target	Met Standard	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Met Target	Met Target	Met Standard	Met Standard	n/a	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).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	Oliver Street School envisions a community of learners inspired by the universal principle of scholarship At Oliver students will be grounded by a rich past and charged by the challenges that face the human condition in order to distinguish themselves as problem solvers for the global community
Awards, Recognition, Accomplishments:	We emphasize engagement in critical dialogue achieving cultural competence and achieving technological innovation

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Sports and Athletics:	Sports Offered: Basketball (Girls), Cheerleading (Coed), Soccer (Coed), Volleyball (Girls) Basketball Cheer Soccer Step Team Volleyball
Clubs and Activities:	Archery Debate Drama Jazz House Kids Program Robotics

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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School Narrative

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Boys and Girls Club Future Rutgers Scholars Jazz House Kids Program My Very Own Library Playworks

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School Narrative

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Facilities:	Built in 2016 Features an Auditorium Chemistry Labs Computer Labs Makerspace Robotics Lab a Media Center Music Classrooms and a Soccer Field (On Campus)
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Park Elementary School
(13-3570-581)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Park Elementary School
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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Sylvia Esteves
Address	120 MANCHESTER PLACE Newark, NJ 07104
Phone Number	973-268-5210
Email Address	sesteves@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/PRK
Twitter	https://twitter.com/NPSPark?s=01

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	37	26	20
KG	95	91	91
1	103	92	91
2	96	93	96
3	85	90	85
4	90	85	90
5	100	94	88
6	84	93	91
7	98	77	91
8	68	92	83
9	0	0	0
Total	856	833	826

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	51.3%	50.4%	50.6%
Male	48.7%	49.6%	49.4%
Economically Disadvantaged Students	85.0%	86.8%	85.7%
Students with Disabilities	10.6%	11.6%	14.0%
English Learners	12.1%	11.6%	12.1%
Homeless Students	0.5%	0.7%	0.2%
Students in Foster Care	0.2%	0.2%	0.2%
Military-Connected Students	0.0%	0.0%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	2.9%	1.8%	1.2%
Hispanic	80.3%	81.8%	82.9%
Black or African American	16.0%	15.5%	15.3%
Asian	0.7%	0.7%	0.2%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.1%	0.0%

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	0	0	0
PK - Full Day	37	26	20
KG - Half Day	0	0	0
KG - Full Day	95	91	91

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	856	833	826
Shared Time Students	0	0	0
Full Time Equivalent	856	833	826

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	71.3%
Spanish	28.3%
Other Languages	0.4%

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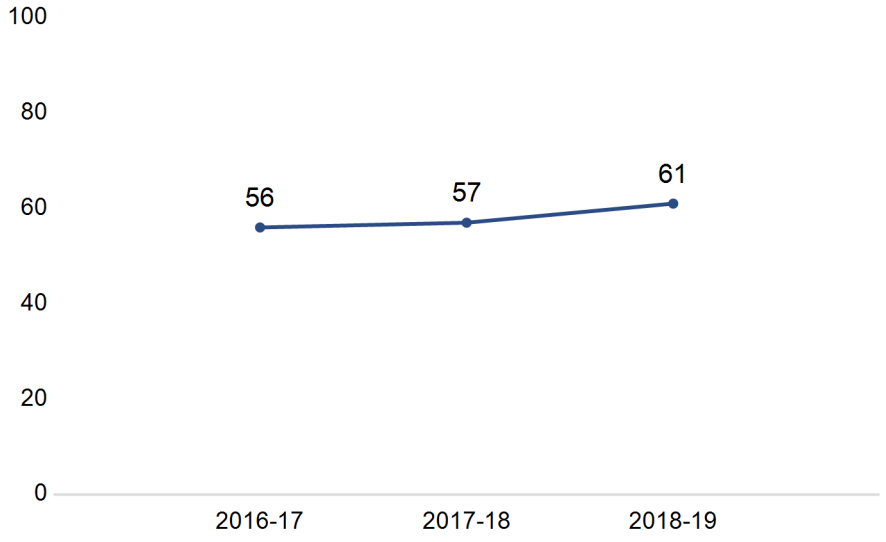
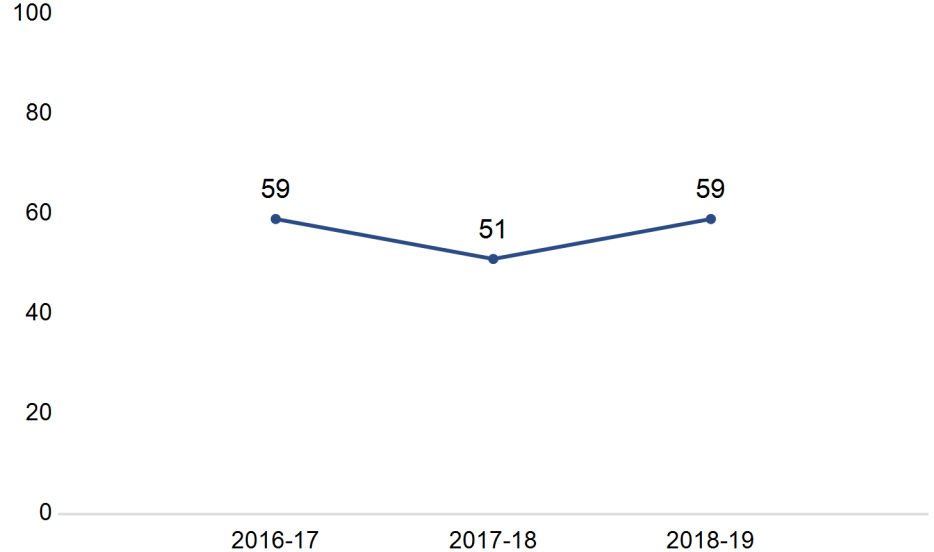
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





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	57	61	59	51	59
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Park Elementary School
(13-3570-581)
Grades Offered: PK-08
2018-2019

Report Key:
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N No Data is available to display
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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	61	48	50	Exceeds Standard	59	48	50	Met Standard
White	*	56	50	**	*	56	52	**
Hispanic	60	50	49	Exceeds Standard	61	51	47	Exceeds Standard
Black or African American	64	43	45	Exceeds Standard	49	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	60	59	**	*	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	61.5	51	53	N	59	49	50	N
Male	60	45	47	N	59.5	48	51	N
Economically Disadvantaged Students	60	47	48	Exceeds Standard	56.5	48	46	Met Standard
Students with Disabilities	67	39	43	Exceeds Standard	66	48	45	Exceeds Standard
English Learners	61	53	52	Exceeds Standard	64.5	53	50	Exceeds Standard
Homeless Students	N	37	43	N	N	38.5	44	N
Students in Foster Care	N	49	42	N	N	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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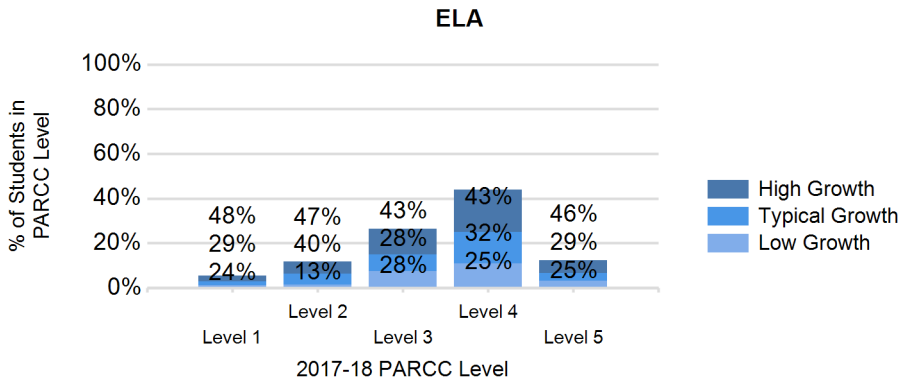
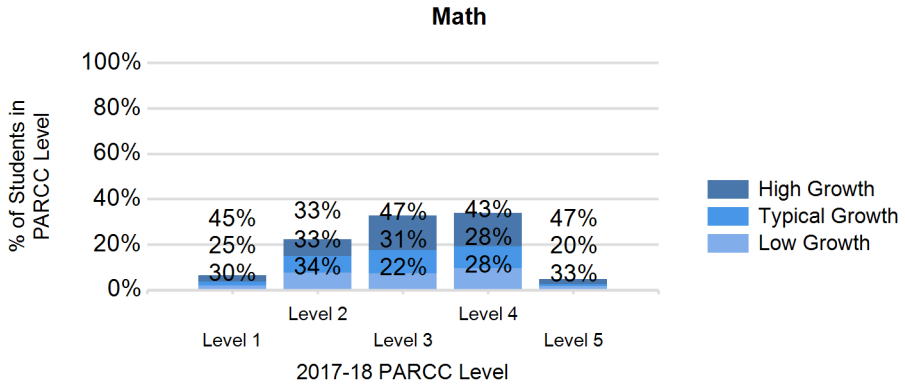
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

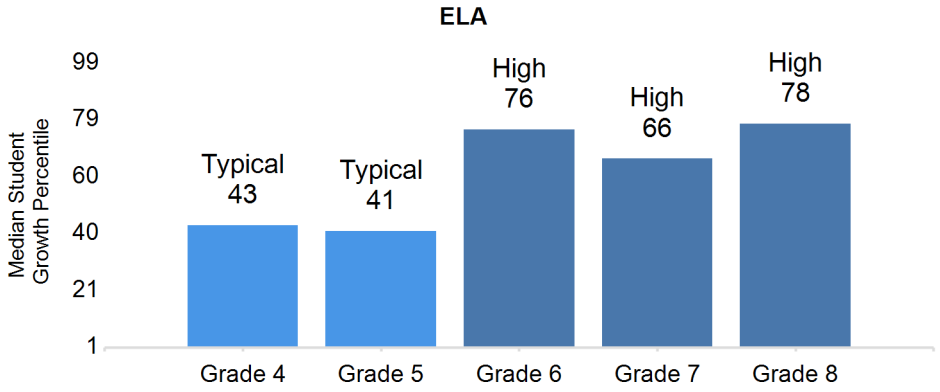
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

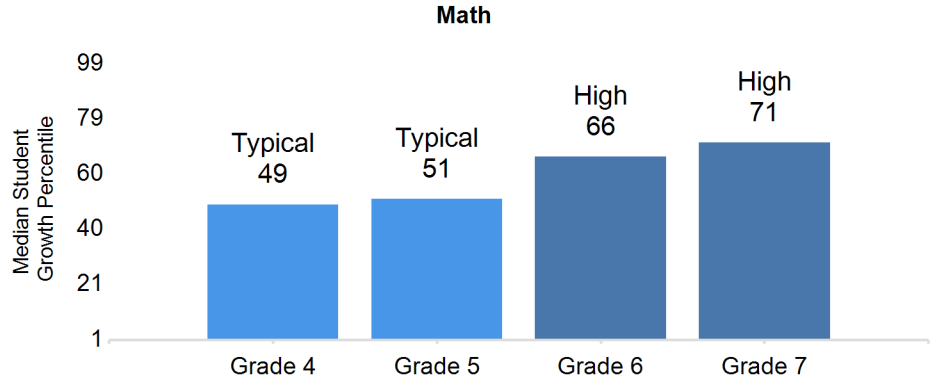




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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Park Elementary School
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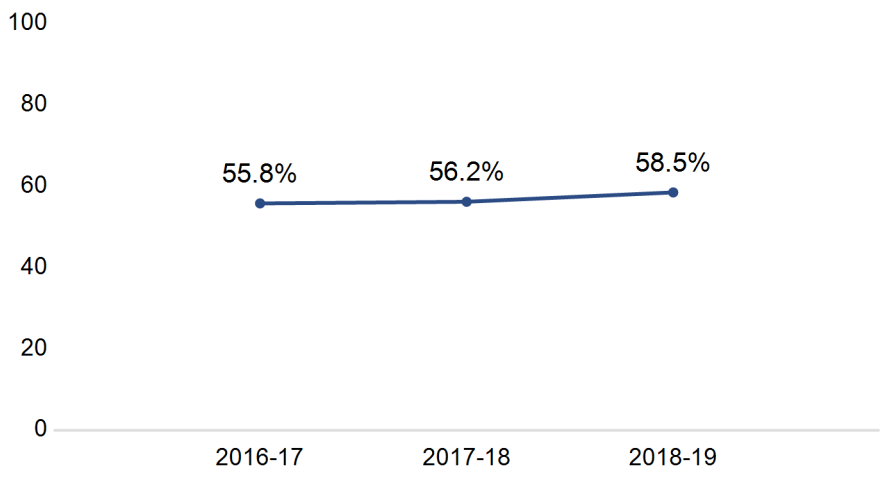
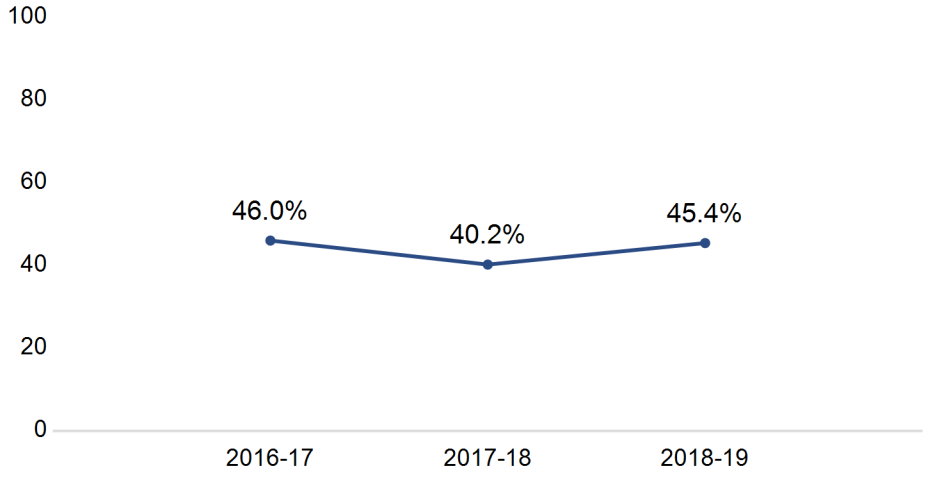
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

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	94.1%	99.8%	98.8%	93.8%	99.8%	98.6%
Proficiency Rate for Federal Accountability	55.8%	56.2%	58.5%	46.0%	40.2%	45.4%
Annual Target	53.4%	54.8%	56.2%	37.4%	39.7%	41.9%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	477	98.8	58.5	*	57.9	58.5	56.2	Met Target
White	*	*	*	54.7	66.9	*	**	**
Hispanic	395	98.5	58.2	38.9	43.9	58.2	57.1	Met Target
Black or African American	73	100.0	54.8	28.8	38.5	54.8	50.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	244	99.2	69.7	42.9	64.8	69.7		
Male	233	98.3	46.8	30.3	51.3	46.8		
Economically Disadvantaged Students	412	99.0	56.1	35.8	40.0	56.1	54.7	Met Target
Non-Economically Disadvantaged Students	65	97.2	73.8	38.6	67.9	73.8		
Students with Disabilities	63	97.1	22.2	14.1	22.7	22.2	29.9	Met Target†
Students without Disabilities	414	99.1	64.0	41.7	65.1	64.0		
English Learners	72	96.0	54.2	29.3	29.3	54.2	32.4	Met Target
Non-English Learners	405	99.3	59.3	38.3	60.6	59.3		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Park Elementary School
(13-3570-581)
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2018-2019

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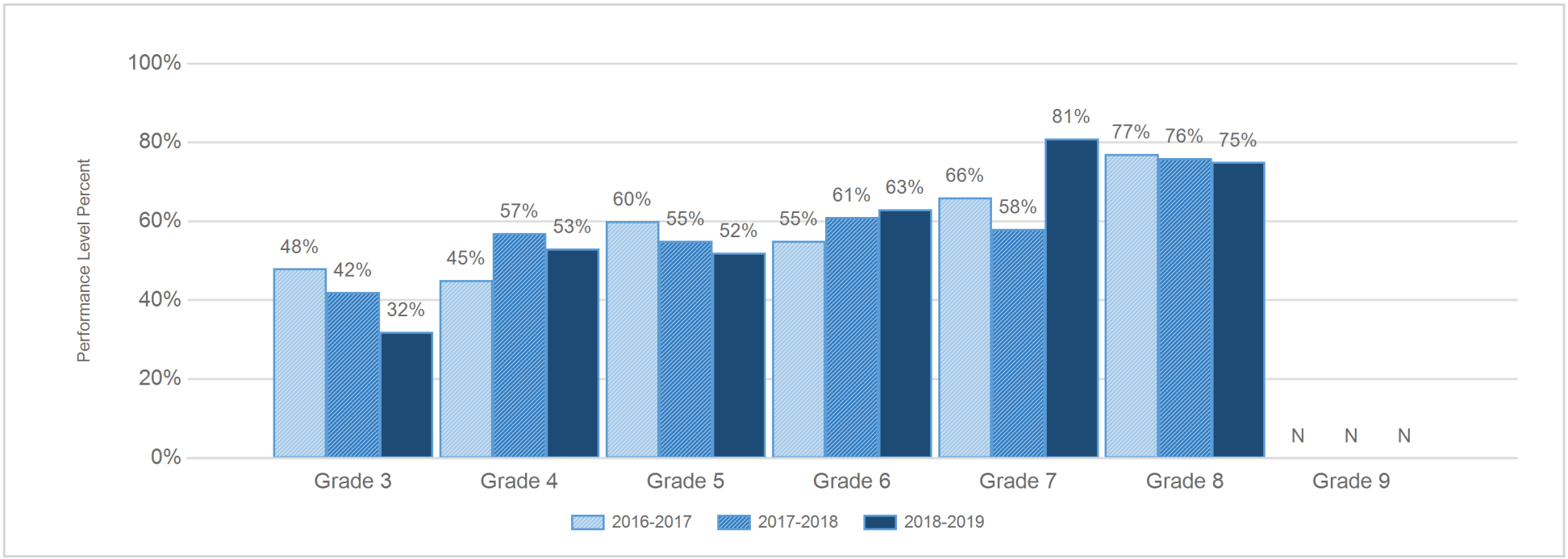
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	729	727	748	26%	22%	20%	*	*	32%	50%
White	N	N	746	757	N	N	N	N	N	N	60%
Hispanic	63	733	728	734	*	*	*	*	*	*	36%
Black or African American	11	703	721	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	39	737	730	753	*	*	*	*	*	46%	55%
Male	35	720	723	743	*	*	*	*	*	17%	46%
Economically Disadvantaged Students	63	729	726	731	*	*	*	*	*	35%	33%
Non-Economically Disadvantaged Students	11	727	729	759	*	*	*	*	*	18%	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	729	751	*	*	*	*	*	*	54%
Homeless Students	*	*	708	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	707	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	*	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

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(13-3570-581)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	750	734	755	*	14%	29%	*	*	53%	57%
White	*	*	744	763	*	*	*	*	*	*	67%
Hispanic	67	750	739	743	*	*	27%	*	*	55%	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	49	753	739	760	*	*	27%	*	*	61%	62%
Male	30	745	729	750	*	*	33%	*	*	40%	53%
Economically Disadvantaged Students	67	748	734	740	*	*	*	*	*	49%	40%
Non-Economically Disadvantaged Students	12	762	736	765	*	*	*	*	*	75%	69%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	761	*	*	*	*	*	*	64%
English Learners	*	*	722	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	736	758	*	*	*	*	*	*	60%
Homeless Students	N	N	719	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	755	733	756	*	*	27%	34%	18%	52%	58%
White	*	*	743	764	*	*	*	*	*	*	68%
Hispanic	67	756	736	743	*	*	31%	36%	15%	51%	44%
Black or African American	*	*	727	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	34	766	739	761	*	*	*	*	*	68%	64%
Male	45	746	728	750	*	*	*	*	*	40%	52%
Economically Disadvantaged Students	64	751	732	740	*	*	*	*	*	45%	39%
Non-Economically Disadvantaged Students	15	770	738	766	*	*	*	*	*	80%	69%
Students with Disabilities	*	*	702	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	736	758	*	*	*	*	*	*	60%
Homeless Students	N	N	722	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	764	737	754	*	*	28%	44%	19%	63%	56%
White	*	*	758	762	*	*	*	*	*	*	65%
Hispanic	62	764	740	743	0%	*	31%	*	*	63%	43%
Black or African American	17	760	728	738	*	*	*	*	*	59%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	37	771	744	762	*	*	*	*	*	78%	64%
Male	44	758	730	748	*	*	*	*	*	50%	48%
Economically Disadvantaged Students	*	*	737	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	737	763	*	*	*	*	*	*	67%
Students with Disabilities	11	748	708	722	*	*	*	*	*	36%	19%
Students without Disabilities	70	766	742	761	*	*	*	*	*	67%	64%
English Learners	*	*	720	710	*	*	*	*	*	*	*
Non-English Learners	*	*	739	756	*	*	*	*	*	*	*
Homeless Students	N	N	726	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	717	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	773	741	761	*	*	13%	51%	30%	81%	63%
White	*	*	756	769	*	*	*	*	*	*	72%
Hispanic	71	770	744	747	*	*	15%	48%	30%	77%	50%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	42	778	749	769	*	*	*	55%	31%	86%	71%
Male	42	768	734	753	*	*	*	48%	29%	76%	55%
Economically Disadvantaged Students	69	770	740	743	*	*	*	*	*	78%	45%
Non-Economically Disadvantaged Students	15	785	746	771	*	*	*	*	*	93%	73%
Students with Disabilities	12	738	705	720	*	*	*	*	*	33%	22%
Students without Disabilities	72	778	749	769	*	*	*	*	*	89%	71%
English Learners	12	744	712	706	*	*	*	*	*	42%	12%
Non-English Learners	72	777	744	763	*	*	*	*	*	88%	65%
Homeless Students	N	N	724	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	735	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%

NJ SCHOOL PERFORMANCE REPORT

Park Elementary School
(13-3570-581)
Grades Offered: PK-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	73	775	742	762	0%	*	*	45%	30%	75%	63%
White	N	N	765	770	N	N	N	N	N	N	72%
Hispanic	61	772	746	747	0%	*	*	*	*	72%	49%
Black or African American	12	787	733	741	0%	*	*	*	*	92%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	40	783	751	771	0%	*	*	*	*	88%	71%
Male	33	765	735	753	0%	*	*	*	*	61%	55%
Economically Disadvantaged Students	*	*	742	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	744	772	*	*	*	*	*	*	72%
Students with Disabilities	*	*	707	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	750	770	*	*	*	*	*	*	71%
English Learners	*	*	717	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	764	*	*	*	*	*	*	65%
Homeless Students	N	N	711	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	714	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Park Elementary School
(13-3570-581)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	474	98.6	45.4	26.3	44.5	45.4	41.9	Met Target
White	*	*	*	42.2	54.1	*	**	**
Hispanic	392	98.3	47.4	30.9	28.8	47.4	43.1	Met Target
Black or African American	73	100.0	32.9	16.6	23.0	32.9	33.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	244	99.6	47.5	26.9	44.9	47.5		
Male	230	97.5	43.0	25.8	44.2	43.0		
Economically Disadvantaged Students	410	98.8	43.9	26.6	26.3	43.9	41.8	Met Target
Non-Economically Disadvantaged Students	64	97.1	54.7	25.4	54.9	54.7		
Students with Disabilities	62	94.2	*	11.6	17.4	*	15	Met Target†
Students without Disabilities	412	99.3	*	29.8	50.0	*		
English Learners	72	96.0	66.7	25.7	25.0	66.7	32.4	Met Target
Non-English Learners	402	99.0	41.5	26.5	46.5	41.5		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Park Elementary School
(13-3570-581)
Grades Offered: PK-08
2018-2019

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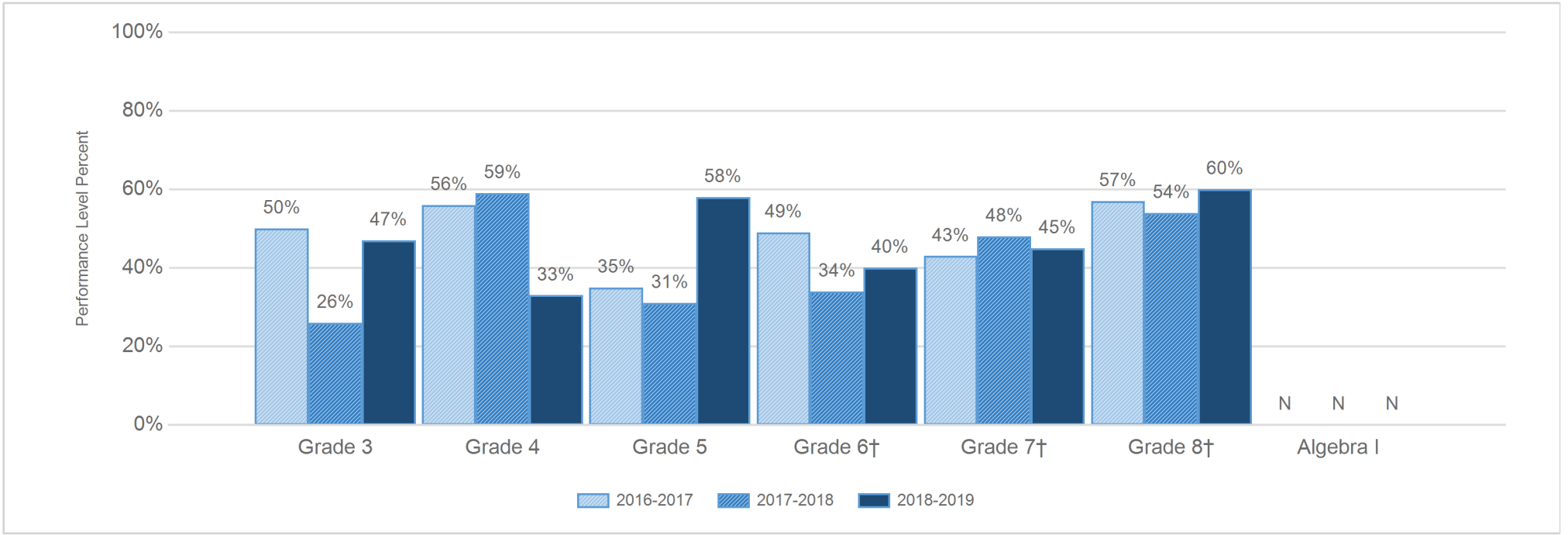
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Park Elementary School
(13-3570-581)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	744	735	752	*	20%	27%	*	*	47%	55%
White	N	N	757	760	N	N	N	N	N	N	66%
Hispanic	63	748	738	739	*	*	29%	*	*	52%	40%
Black or African American	11	723	726	735	*	*	*	*	*	18%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	39	744	*	751	*	*	*	*	*	51%	54%
Male	35	744	*	752	*	*	*	*	*	43%	56%
Economically Disadvantaged Students	63	744	735	737	*	*	*	*	*	48%	37%
Non-Economically Disadvantaged Students	11	745	733	761	*	*	*	*	*	45%	67%
Students with Disabilities	*	*	718	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	738	756	*	*	*	*	*	*	60%
English Learners	*	*	732	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	736	754	*	*	*	*	*	*	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	714	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	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Park Elementary School
(13-3570-581)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	735	732	749	17%	15%	35%	*	*	33%	51%
White	*	*	746	757	*	*	*	*	*	*	62%
Hispanic	66	734	738	737	18%	17%	30%	*	*	35%	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	49	737	733	749	*	*	*	*	*	35%	50%
Male	29	730	731	749	*	*	*	*	*	31%	52%
Economically Disadvantaged Students	67	734	732	734	*	*	*	*	*	33%	32%
Non-Economically Disadvantaged Students	11	742	731	759	*	*	*	*	*	36%	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	754	*	*	*	*	*	*	56%
English Learners	*	*	728	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	733	751	*	*	*	*	*	*	54%
Homeless Students	N	N	715	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Park Elementary School
(13-3570-581)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	754	728	747	*	15%	24%	*	*	58%	47%
White	*	*	736	755	*	*	*	*	*	*	58%
Hispanic	66	754	733	735	*	15%	24%	*	*	58%	30%
Black or African American	*	*	720	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	34	760	729	747	*	*	*	*	*	62%	47%
Male	44	750	727	747	*	*	*	*	*	55%	47%
Economically Disadvantaged Students	63	753	728	732	*	19%	*	*	*	56%	27%
Non-Economically Disadvantaged Students	15	760	729	757	*	0%	*	*	*	67%	59%
Students with Disabilities	*	*	714	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	731	752	*	*	*	*	*	*	52%
English Learners	*	*	721	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	729	749	*	*	*	*	*	*	49%
Homeless Students	N	N	714	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	720	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	*	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Park Elementary School
(13-3570-581)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	743	725	741	*	19%	36%	*	*	40%	41%
White	*	*	745	749	*	*	*	*	*	*	51%
Hispanic	61	744	728	729	*	18%	33%	*	*	44%	24%
Black or African American	17	740	715	722	*	*	*	*	*	29%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	37	743	726	742	*	*	41%	*	*	43%	42%
Male	43	742	723	740	*	*	33%	*	*	37%	40%
Economically Disadvantaged Students	*	*	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	722	750	*	*	*	*	*	*	53%
Students with Disabilities	11	730	708	716	*	*	*	*	*	18%	12%
Students without Disabilities	69	745	728	746	*	*	*	*	*	43%	46%
English Learners	*	*	715	709	*	*	*	*	*	*	*
Non-English Learners	*	*	726	743	*	*	*	*	*	*	*
Homeless Students	N	N	713	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	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%

NJ SCHOOL PERFORMANCE REPORT

Park Elementary School
(13-3570-581)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	747	731	744	*	17%	37%	*	*	45%	42%
White	*	*	738	751	*	*	*	*	*	*	53%
Hispanic	71	745	733	733	*	17%	38%	*	*	44%	26%
Black or African American	*	*	723	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	42	747	*	744	*	*	48%	*	*	40%	42%
Male	42	746	*	743	*	*	26%	*	*	50%	42%
Economically Disadvantaged Students	69	744	731	731	*	*	*	*	*	42%	24%
Non-Economically Disadvantaged Students	15	758	731	751	*	*	*	*	*	60%	53%
Students with Disabilities	12	728	708	718	*	*	*	*	*	*	13%
Students without Disabilities	72	750	736	749	*	*	*	*	*	*	48%
English Learners	12	764	721	716	*	0%	*	*	*	75%	10%
Non-English Learners	72	744	732	745	*	19%	*	*	*	40%	44%
Homeless Students	N	N	719	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	718	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	*	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Park Elementary School
(13-3570-581)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	759	722	728	*	*	19%	*	*	60%	29%
White	N	N	731	737	N	N	N	N	N	N	38%
Hispanic	61	760	727	722	*	*	20%	44%	16%	61%	22%
Black or African American	12	758	713	714	*	*	*	*	*	58%	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	40	764	724	731	*	*	*	*	*	68%	31%
Male	33	753	719	726	*	*	*	*	*	52%	27%
Economically Disadvantaged Students	*	*	722	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	721	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	697	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	727	734	*	*	*	*	*	*	35%
English Learners	*	*	712	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	723	730	*	*	*	*	*	*	30%
Homeless Students	N	N	695	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Park Elementary School
(13-3570-581)
Grades Offered: PK-08
2018-2019

Report Key:
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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	53.8%	40.9%	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	23	*	*
3-4	27	88.9%	11.1%
5 or more	52	76.9%	23.1%

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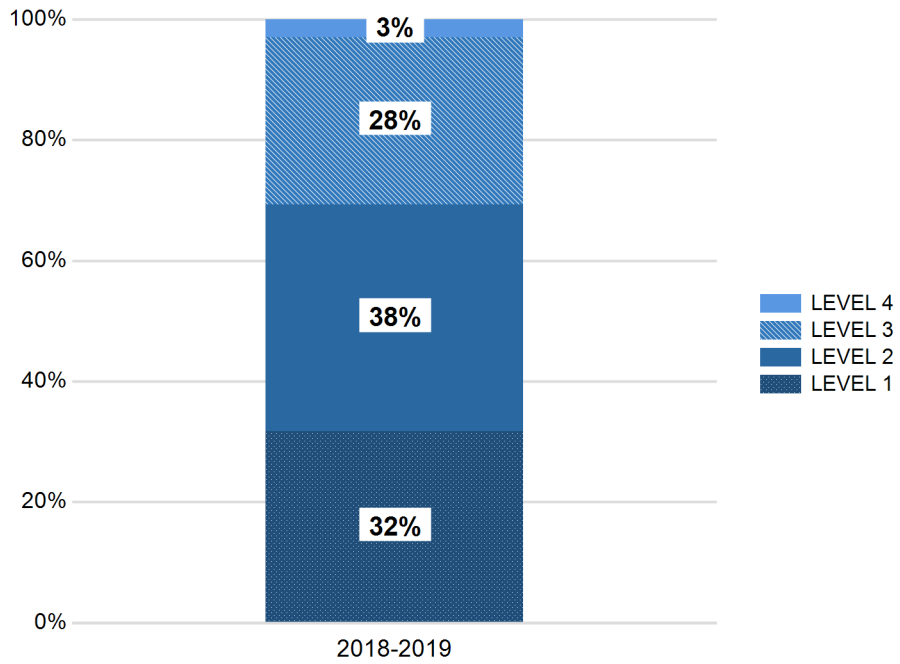
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	32	38	28	3
White	*	*	*	*
Hispanic	31	40	26	3
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	24	38	32	6
Male	38	38	24	0
Economically Disadvantaged Students	35	36	27	2
Non-Economically Disadvantaged Students	10	50	30	10
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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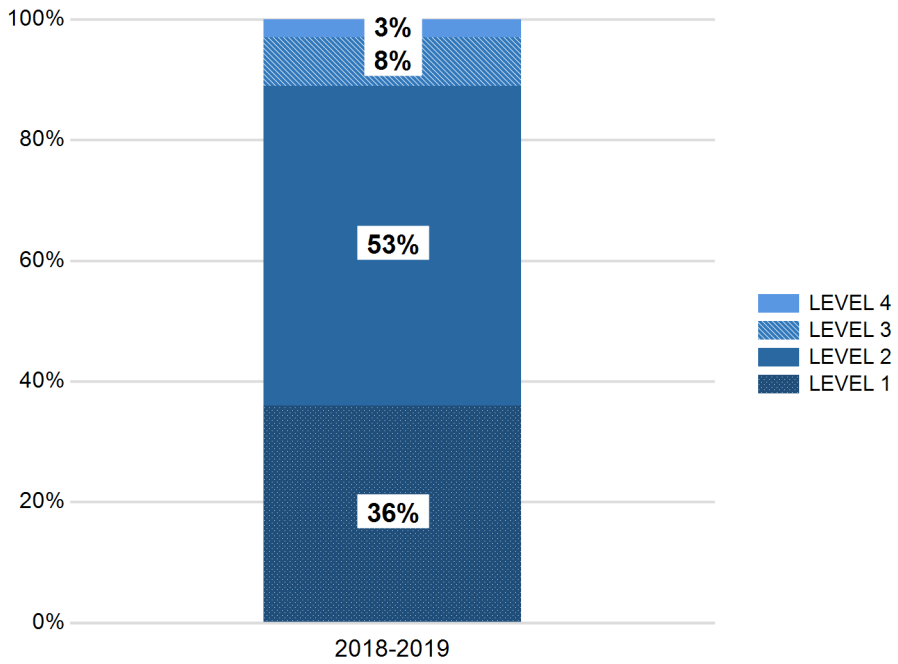
NJSLA Science Assessment: Grade 8 Summary

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	36	53	8	3
White	N	N	N	N
Hispanic	38	52	7	3
Black or African American	25	58	17	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	25	68	8	0
Male	48	36	9	6
Economically Disadvantaged Students	34	56	7	3
Non-Economically Disadvantaged Students	42	42	17	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about 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	89
7	0	0	91
8	0	0	83
Total	0	0	263

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	0	0	0	0	0	0	52
7	0	0	0	0	0	0	2
8	0	0	0	0	0	0	2
Total	0	0	0	0	0	0	56

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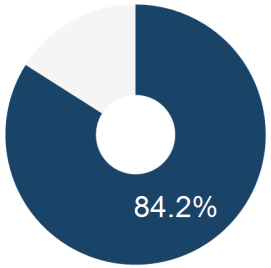
Visual and Performing Arts – Course Participation

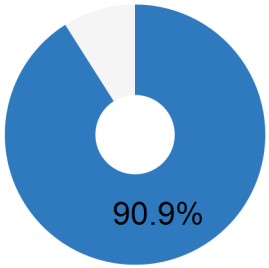
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

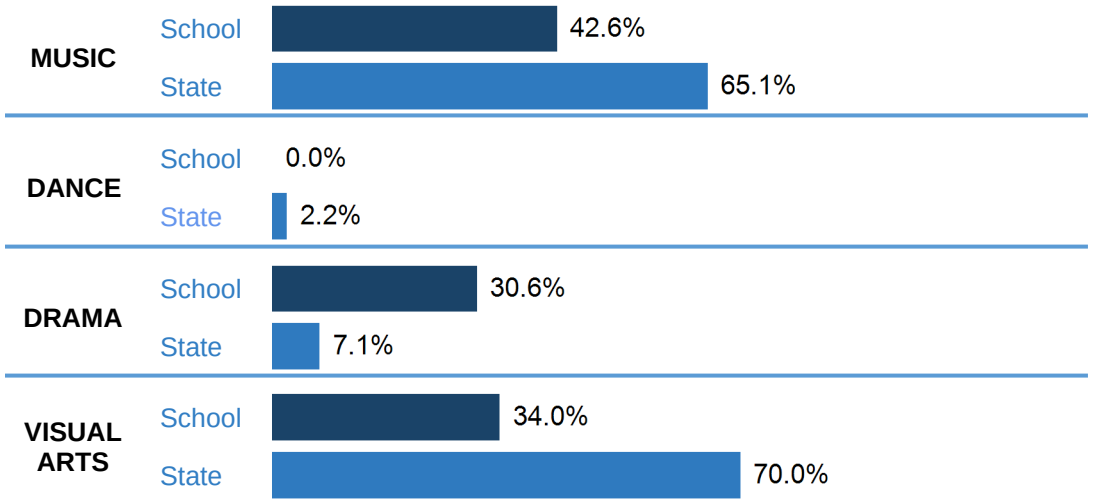


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

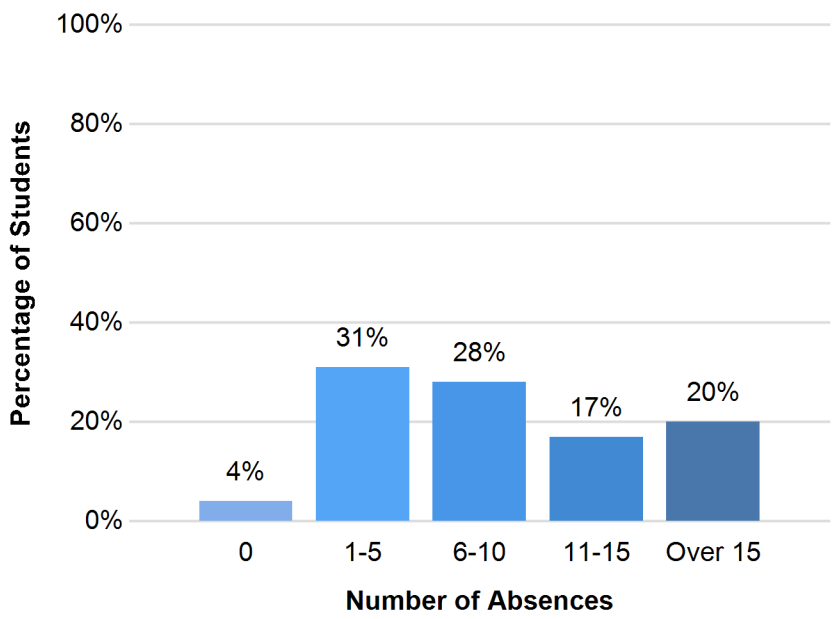
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	127	15.8	9.0	Not Met
White	*	*	**	**
Hispanic	97	14.4	9.0	Not Met
Black or African American	27	23.3	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	63	15.4		
Male	64	16.2		
Economically Disadvantaged Students	116	16.8	9.0	Not Met
Students with Disabilities	34	30.1	9.0	Not Met
English Learners	5	5.0	9.0	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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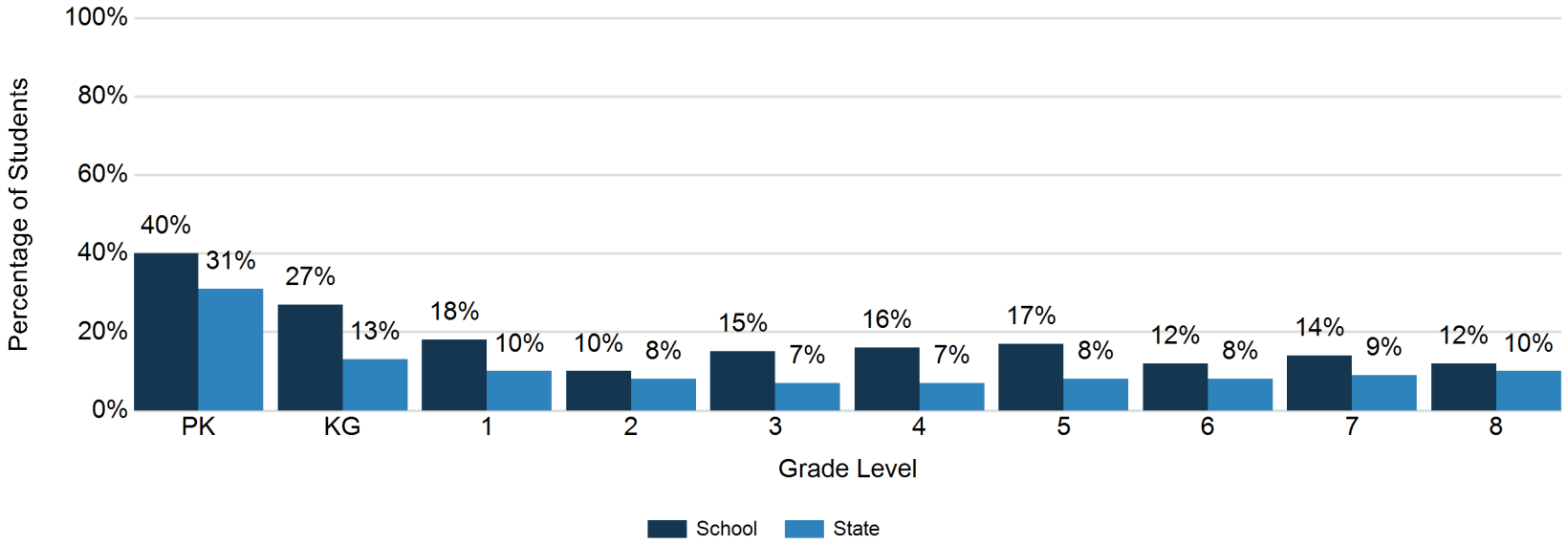
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	10
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	15
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	3.03

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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	4	4
Sexual Orientation	0	0	0
Disability	0	2	2
Other	0	12	12
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	13	1.6%
Out-of-School Suspensions	*	*
Any Suspension	19	2.3%
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
30

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	1.9:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	58	118,214
Average years experience in public schools	9.8	12.1
Average years experience in district	7.8	10.8
Percentage of Teachers with 4 or more years experience in the district	51.7%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1	14:1
Students to Administrators	138:1	106:1
Teachers to Administrators	10:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.6%	87.9%	83.3%	48.4%	77.1%	54.9%
Male	49.4%	12.1%	16.7%	51.6%	22.9%	45.1%
White	1.2%	56.9%	0.0%	42.4%	83.6%	77.4%
Hispanic	82.9%	31.0%	83.3%	29.9%	7.3%	7.2%
Black or African American	15.3%	10.3%	0.0%	15.0%	6.6%	13.9%
Asian	0.2%	1.7%	16.7%	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	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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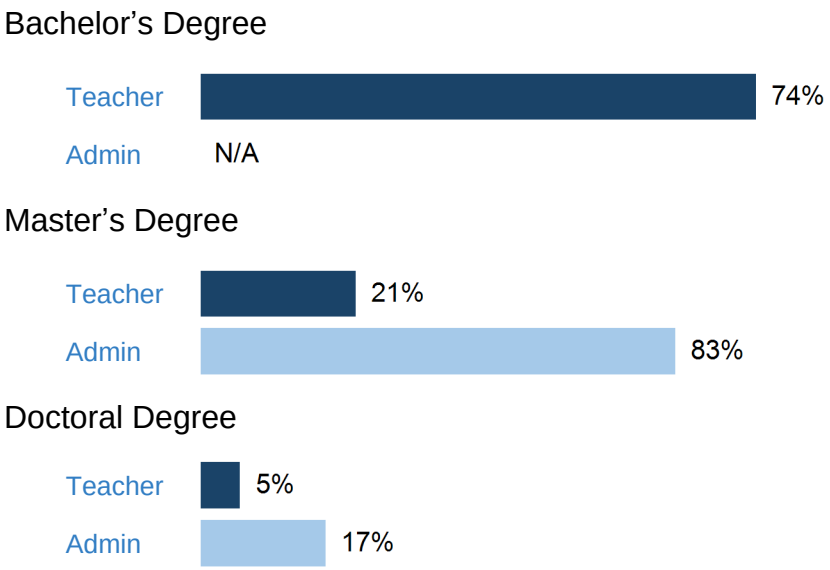
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	79.5%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

NJ SCHOOL PERFORMANCE REPORT

Park Elementary School
(13-3570-581)
Grades Offered: PK-08
2018-2019

Report Key:
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	55.8%	56.2%	58.5%
Math Proficiency	46.0%	40.2%	45.4%
ELA Growth	56	57	61
Math Growth	59	51	59
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		42.3%	53.8%
Chronic Absenteeism	15.8%	18.5%	15.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Exceeds Standard	Met Standard	Met Target	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
English Learners	Met Target	Met Target	Exceeds 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).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	We are 100 committed to developing the whole child in a safe nurturing and engaging academic environment whereby all students teachers and staff are focused on striving for excellence We work cooperatively to assess strengths and growth areas to develop strategic plans for the future as we are committed in making our school a Blue Ribbon educational environment Together we make a community of excellence whereby success begets success
Awards, Recognition, Accomplishments:	Park Elementary is focused on developing students as leaders who are able to compete and succeed in a global society

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Courses, Curriculum, Instruction:	Gifted and Talented / Honors Dual Language K 2 Bilingual K 8 Resourse
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Girls), Soccer (Boys & Girls), Volleyball (Boys & Girls) Basketball Cheer Soccer Volleyball
Clubs and Activities:	Animae Club Debate Drama Journalism National Junior Honor Society

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Jewish Renaissance La Casa de Don Pedro Seton Hall (mentorship program) University Behavioral Health Care at Rutgers University White Foundation

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Facilities:	Built in 2009 and includes Auditorium Biology Labs Computer Labs Media Center Music Classrooms Playground and Art Studio
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Peshine Avenue School
(13-3570-370)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Chaleeta Barnes
Address	433 Peshine Avenue NEWARK, NJ 07112
Phone Number	973-733-7004
Email Address	cbarnes@NPS.K12.NJ.US
Website	http://www.nps.k12.nj.us/PES
Facebook	https://www.facebook.com/Peshine-Avenue-School-492145541150885/
Twitter	https://twitter.com/BRICKpeshine

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	101	97	93
KG	67	55	68
1	73	72	68
2	67	73	70
3	91	77	79
4	83	96	80
5	79	77	95
6	64	80	74
7	52	53	84
8	58	51	53
9	0	0	0
Total	735	731	764

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	47.6%	48.6%	49.6%
Male	52.4%	51.4%	50.4%
Economically Disadvantaged Students	89.7%	82.8%	79.5%
Students with Disabilities	21.0%	23.5%	25.0%
English Learners	3.0%	1.6%	1.3%
Homeless Students	1.5%	1.4%	3.8%
Students in Foster Care	1.0%	1.2%	1.8%
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	0.8%	0.0%	0.0%
Hispanic	9.5%	9.8%	11.8%
Black or African American	88.8%	89.5%	88.2%
Asian	0.4%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.4%	0.0%
Two or More Races	0.0%	0.1%	0.0%

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	0	0	0
PK - Full Day	101	97	93
KG - Half Day	0	0	0
KG - Full Day	67	55	68

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	735	731	764
Shared Time Students	0	0	0
Full Time Equivalent	735	731	764

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	93.2%
Spanish	3.7%
French	1.6%
Other Languages	1.6%

NJ SCHOOL PERFORMANCE REPORT

Peshine Avenue School
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2018-2019

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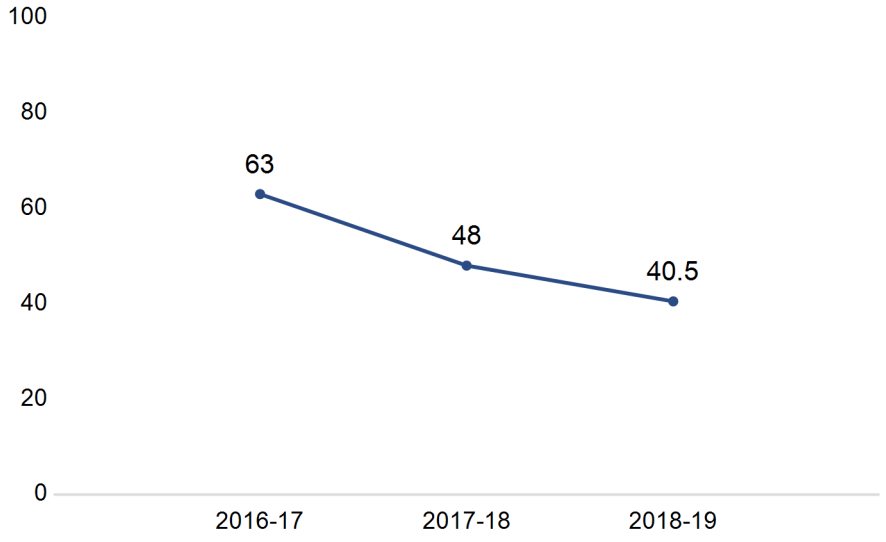
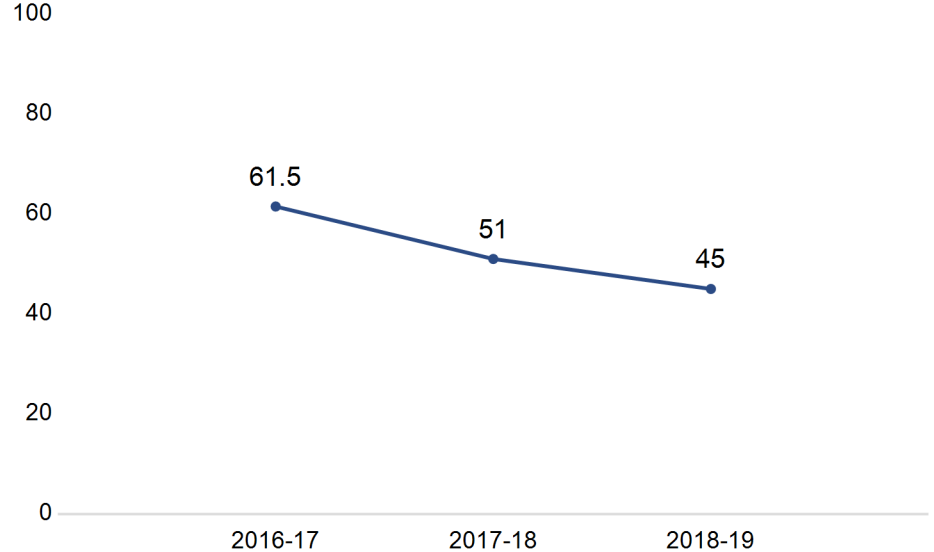
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	63	48	40.5	61.5	51	45
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	40.5	48	50	Met Standard	45	48	50	Met Standard
White	*	56	50	**	*	56	52	**
Hispanic	46.5	50	49	Met Standard	54	51	47	Met Standard
Black or African American	40	43	45	Met Standard	43	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	60	59	**	N	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	44	51	53	N	48	49	50	N
Male	33.5	45	47	N	41	48	51	N
Economically Disadvantaged Students	42	47	48	Met Standard	45	48	46	Met Standard
Students with Disabilities	31	39	43	Not Met	43	48	45	Met Standard
English Learners	61	53	52	**	60	53	50	**
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	*	49	42	N	*	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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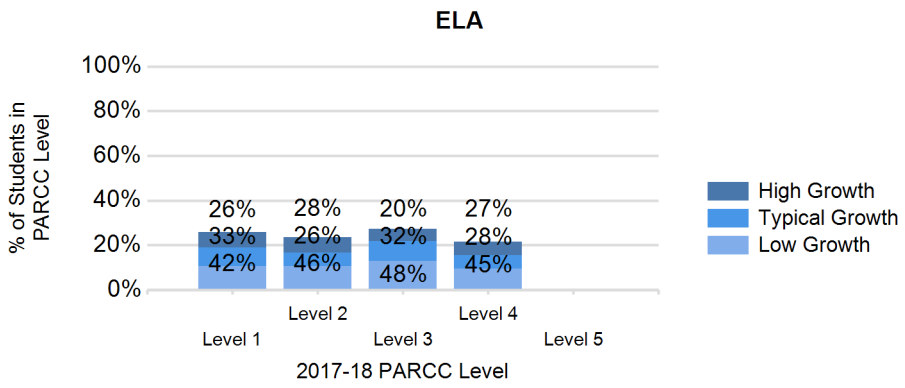
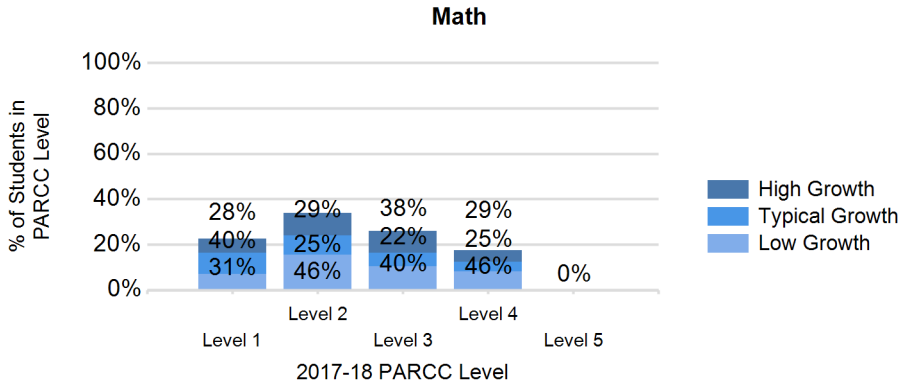
Student Growth by Performance Level

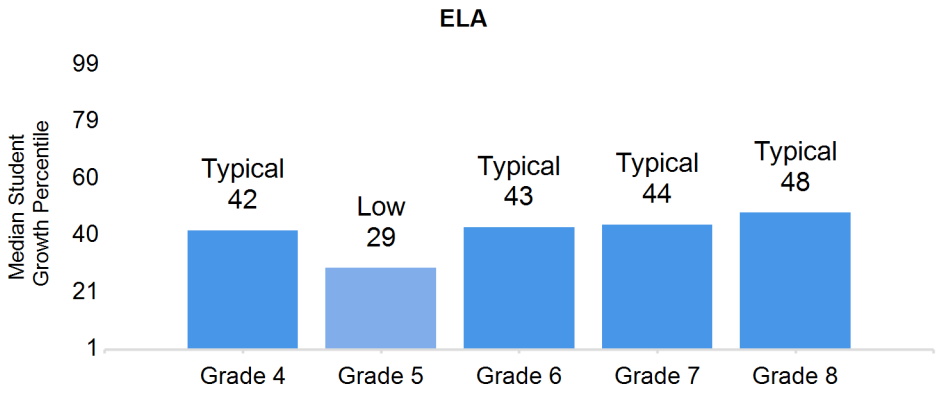
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

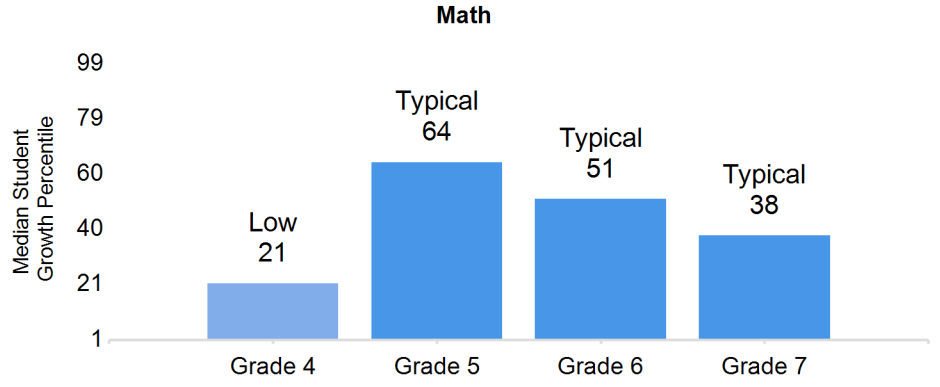




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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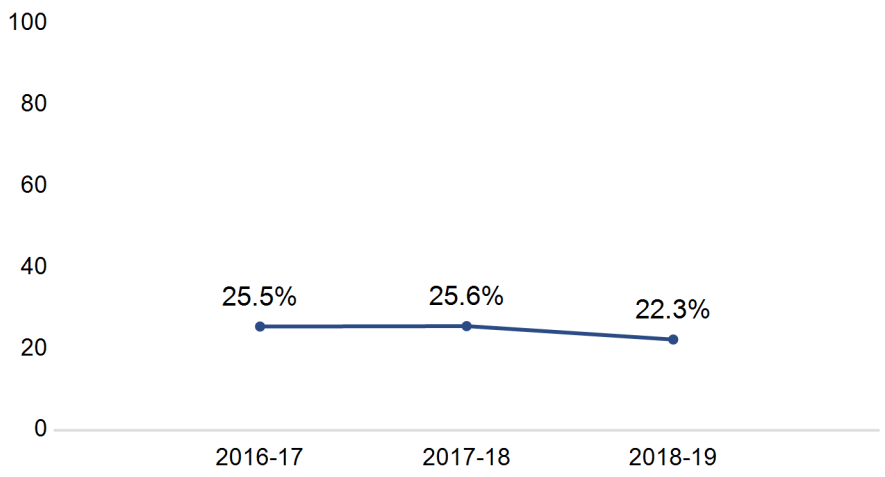
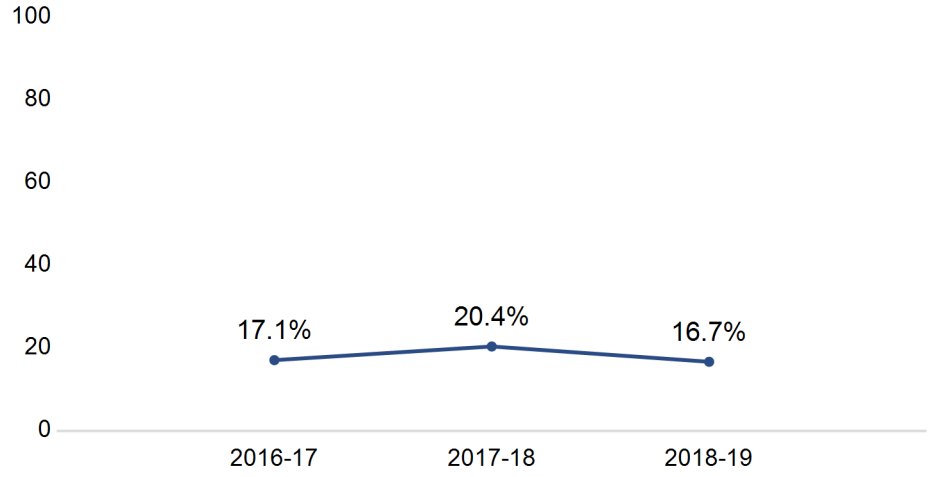
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

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	92.5%	97.7%	98.9%	94.4%	97.7%	98.7%
Proficiency Rate for Federal Accountability	25.5%	25.6%	22.3%	17.1%	20.4%	16.7%
Annual Target	22.6%	25.6%	28.7%	15.1%	18.5%	21.9%
Met Annual Target?	Met Target	Met Target	Not Met	Met Target	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Peshine Avenue School
(13-3570-370)
Grades Offered: PK-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	449	98.9	22.3	*	57.9	22.3	28.7	Not Met
White	*	*	*	54.7	66.9	*	**	**
Hispanic	57	100.0	28.1	38.9	43.9	28.1	31.8	Met Target†
Black or African American	389	98.8	21.6	28.8	38.5	21.6	28.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	65.3	82.9	N	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	*	*	*	33.3	64.4	*	**	**
Female	211	98.6	28.4	42.9	64.8	28.4		
Male	238	99.2	16.8	30.3	51.3	16.8		
Economically Disadvantaged Students	384	99.0	20.8	35.8	40.0	20.8	28.1	Not Met
Non-Economically Disadvantaged Students	65	98.6	30.8	38.6	67.9	30.8		
Students with Disabilities	137	97.9	*	14.1	22.7	*	15.1	Not Met
Students without Disabilities	312	99.4	*	41.7	65.1	*		
English Learners	22	100.0	18.2	29.3	29.3	18.2	36.4	Not Met
Non-English Learners	427	98.9	22.5	38.3	60.6	22.5		
Homeless Students	11	100.0	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Peshine Avenue School
(13-3570-370)
Grades Offered: PK-08
2018-2019

Report Key:
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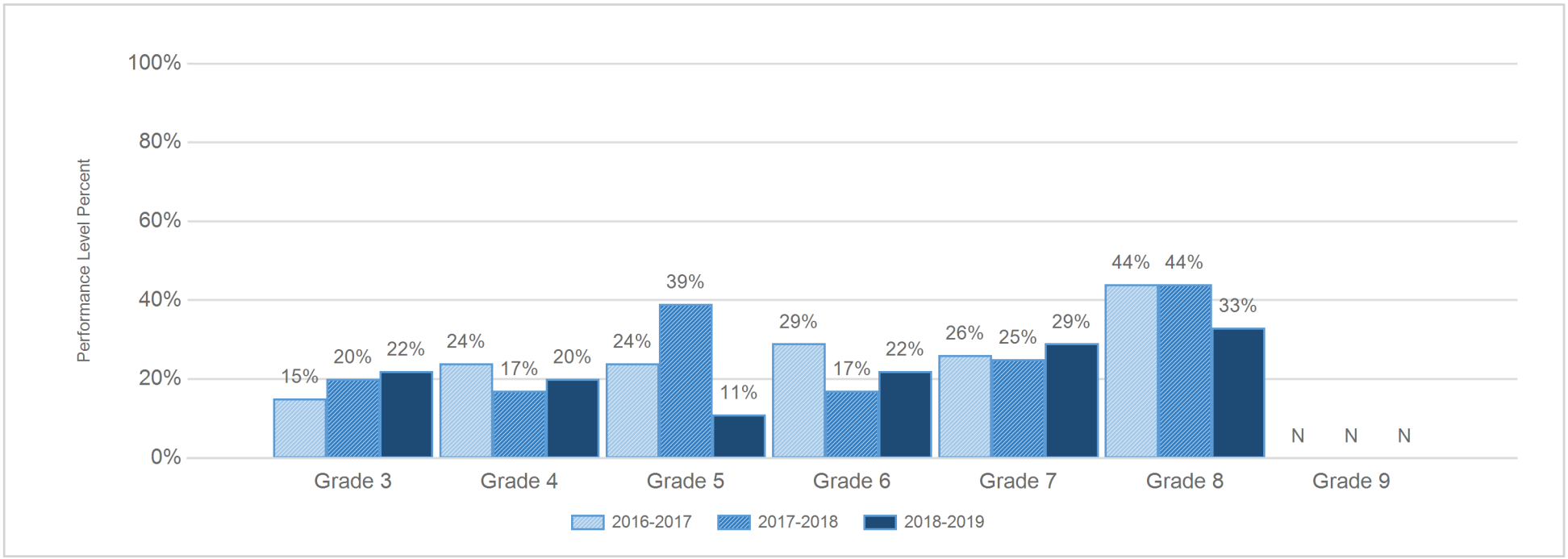
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



NJ SCHOOL PERFORMANCE REPORT

Peshine Avenue School
(13-3570-370)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	722	727	748	30%	26%	22%	*	*	22%	50%
White	N	N	746	757	N	N	N	N	N	N	60%
Hispanic	*	*	728	734	*	*	*	*	*	*	36%
Black or African American	*	*	721	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	38	729	730	753	*	*	*	*	*	29%	55%
Male	39	714	723	743	*	*	*	*	*	15%	46%
Economically Disadvantaged Students	*	*	726	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	729	759	*	*	*	*	*	*	61%
Students with Disabilities	18	694	700	719	*	*	*	*	*	*	24%
Students without Disabilities	59	730	731	754	*	*	*	*	*	*	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	729	751	*	*	*	*	*	*	54%
Homeless Students	*	*	708	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	707	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Peshine Avenue School
(13-3570-370)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	723	734	755	24%	31%	25%	*	*	20%	57%
White	N	N	744	763	N	N	N	N	N	N	67%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	35	727	739	760	*	31%	*	*	*	20%	62%
Male	45	720	729	750	*	31%	*	*	*	20%	53%
Economically Disadvantaged Students	67	722	734	740	*	*	*	*	*	18%	40%
Non-Economically Disadvantaged Students	13	727	736	765	*	*	*	*	*	31%	69%
Students with Disabilities	22	694	707	725	*	*	*	*	*	*	25%
Students without Disabilities	58	734	739	761	*	*	*	*	*	*	64%
English Learners	N	N	722	720	N	N	N	N	N	N	17%
Non-English Learners	80	723	736	758	24%	31%	25%	*	*	20%	60%
Homeless Students	*	*	719	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Peshine Avenue School
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Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	715	733	756	34%	23%	31%	11%	0%	11%	58%
White	*	*	743	764	*	*	*	*	*	*	68%
Hispanic	13	709	736	743	*	*	*	*	*	*	44%
Black or African American	81	716	727	739	35%	22%	31%	12%	0%	12%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	39	723	739	761	*	*	*	*	*	*	64%
Male	57	710	728	750	*	*	*	*	*	*	52%
Economically Disadvantaged Students	86	715	732	740	*	*	*	*	*	10%	39%
Non-Economically Disadvantaged Students	10	719	738	766	*	*	*	*	*	20%	69%
Students with Disabilities	38	692	702	724	*	*	*	*	*	*	23%
Students without Disabilities	58	731	739	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	736	758	*	*	*	*	*	*	60%
Homeless Students	*	*	722	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	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%

NJ SCHOOL PERFORMANCE REPORT

Peshine Avenue School
(13-3570-370)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	730	737	754	13%	29%	36%	*	*	22%	56%
White	N	N	758	762	N	N	N	N	N	N	65%
Hispanic	12	728	740	743	*	*	*	*	*	33%	43%
Black or African American	64	731	728	738	*	*	*	*	*	20%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	36	735	744	762	*	28%	39%	*	*	25%	64%
Male	40	726	730	748	*	30%	33%	*	*	20%	48%
Economically Disadvantaged Students	*	*	737	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	737	763	*	*	*	*	*	*	67%
Students with Disabilities	23	703	708	722	*	*	*	*	*	*	19%
Students without Disabilities	53	742	742	761	*	*	*	*	*	*	64%
English Learners	*	*	720	710	*	*	*	*	*	*	*
Non-English Learners	*	*	739	756	*	*	*	*	*	*	*
Homeless Students	*	*	726	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	717	726	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Peshine Avenue School
(13-3570-370)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	728	741	761	27%	16%	27%	*	*	29%	63%
White	N	N	756	769	N	N	N	N	N	N	72%
Hispanic	*	*	744	747	*	*	*	*	*	*	50%
Black or African American	72	728	733	741	26%	17%	29%	*	*	28%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	40	741	749	769	*	*	30%	*	*	40%	71%
Male	45	716	734	753	*	*	24%	*	*	20%	55%
Economically Disadvantaged Students	61	726	740	743	*	*	*	*	*	26%	45%
Non-Economically Disadvantaged Students	24	733	746	771	*	*	*	*	*	38%	73%
Students with Disabilities	23	697	705	720	*	*	*	*	*	*	22%
Students without Disabilities	62	739	749	769	*	*	*	*	*	*	71%
English Learners	*	*	712	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	744	763	*	*	*	*	*	*	65%
Homeless Students	*	*	724	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	735	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Peshine Avenue School
(13-3570-370)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	734	742	762	25%	*	33%	*	*	33%	63%
White	N	N	765	770	N	N	N	N	N	N	72%
Hispanic	*	*	746	747	*	*	*	*	*	*	49%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	27	746	751	771	*	*	*	*	*	44%	71%
Male	25	721	735	753	*	*	*	*	*	20%	55%
Economically Disadvantaged Students	41	732	742	743	*	*	*	*	*	29%	45%
Non-Economically Disadvantaged Students	11	743	744	772	*	*	*	*	*	45%	72%
Students with Disabilities	17	705	707	721	*	*	*	*	*	12%	22%
Students without Disabilities	35	748	750	770	*	*	*	*	*	43%	71%
English Learners	*	*	717	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	764	*	*	*	*	*	*	65%
Homeless Students	*	*	711	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	714	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Peshine Avenue School
(13-3570-370)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	449	98.7	16.7	26.3	44.5	16.7	21.9	Not Met
White	*	*	*	42.2	54.1	*	**	**
Hispanic	57	100.0	12.3	30.9	28.8	12.3	16	Met Target†
Black or African American	389	98.6	17.2	16.6	23.0	17.2	22.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	59.0	76.5	N	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	*	*	*	18.8	53.3	*	**	**
Female	211	98.2	21.3	26.9	44.9	21.3		
Male	238	99.2	12.6	25.8	44.2	12.6		
Economically Disadvantaged Students	384	98.8	17.4	26.6	26.3	17.4	21.7	Not Met
Non-Economically Disadvantaged Students	65	98.6	12.3	25.4	54.9	12.3		
Students with Disabilities	136	97.3	*	11.6	17.4	*	10.4	Not Met
Students without Disabilities	313	99.4	*	29.8	50.0	*		
English Learners	22	100.0	31.8	25.7	25.0	31.8	33.3	Met Target†
Non-English Learners	427	98.7	15.9	26.5	46.5	15.9		
Homeless Students	11	100.0	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Peshine Avenue School
(13-3570-370)
Grades Offered: PK-08
2018-2019

Report Key:
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N No Data is available to display
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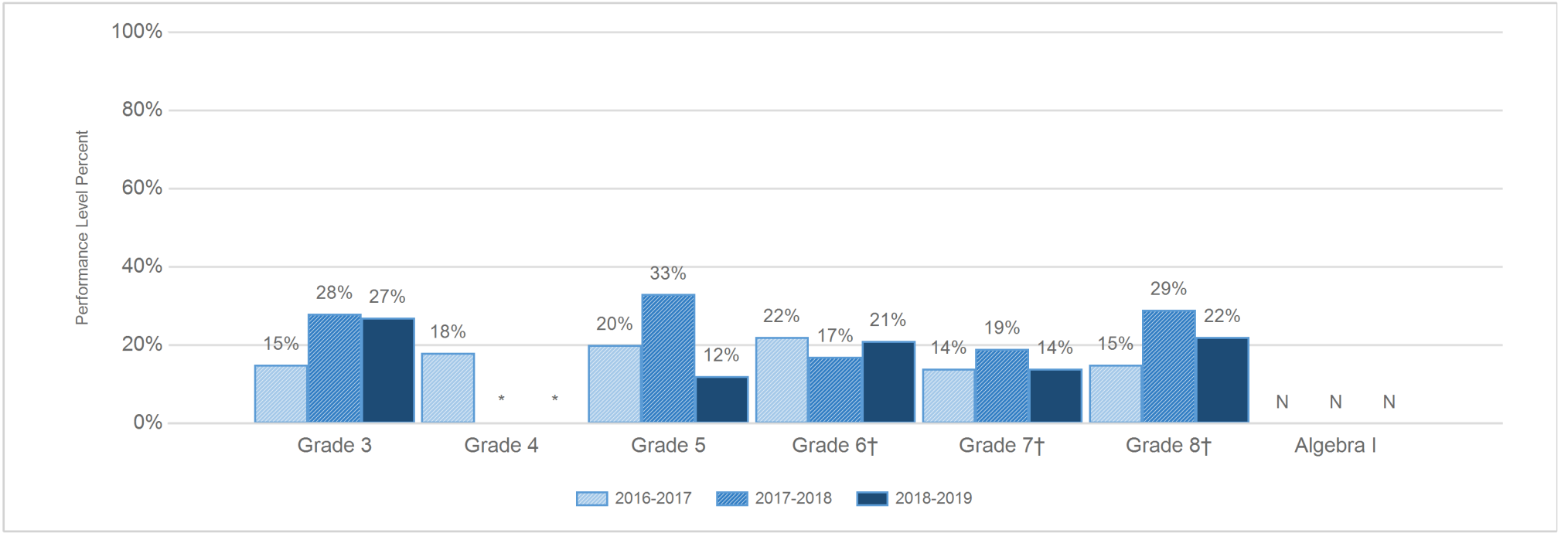
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Peshine Avenue School
(13-3570-370)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	731	735	752	17%	22%	34%	*	*	27%	55%
White	N	N	757	760	N	N	N	N	N	N	66%
Hispanic	*	*	738	739	*	*	*	*	*	*	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	38	732	*	751	*	*	26%	*	*	29%	54%
Male	39	731	*	752	*	*	41%	*	*	26%	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	733	761	*	*	*	*	*	*	67%
Students with Disabilities	18	709	718	731	*	*	*	*	*	*	31%
Students without Disabilities	59	738	738	756	*	*	*	*	*	*	60%
English Learners	*	*	732	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	736	754	*	*	*	*	*	*	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	714	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	712	732	749	*	*	*	*	*	*	51%
White	N	N	746	757	N	N	N	N	N	N	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	36	712	733	749	*	*	*	*	*	*	50%
Male	45	713	731	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	68	712	732	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	13	712	731	759	*	*	*	*	*	*	63%
Students with Disabilities	22	697	713	726	*	*	*	*	*	*	25%
Students without Disabilities	59	718	736	754	*	*	*	*	*	*	56%
English Learners	N	N	728	722	N	N	N	N	N	N	18%
Non-English Learners	81	712	733	751	*	*	*	*	*	*	54%
Homeless Students	*	*	715	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	720	728	747	13%	48%	26%	*	*	12%	47%
White	*	*	736	755	*	*	*	*	*	*	58%
Hispanic	13	721	733	735	*	*	*	*	*	*	30%
Black or African American	82	719	720	729	15%	48%	24%	*	*	13%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	40	724	729	747	*	*	*	*	*	*	47%
Male	57	717	727	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	87	721	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	10	709	729	757	*	*	*	*	*	*	59%
Students with Disabilities	38	708	714	725	*	*	*	*	*	*	19%
Students without Disabilities	59	728	731	752	*	*	*	*	*	*	52%
English Learners	*	*	721	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	729	749	*	*	*	*	*	*	49%
Homeless Students	*	*	714	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	720	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	*	716	N	N	N	N	N	N	17%

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	725	725	741	21%	24%	34%	21%	0%	21%	41%
White	N	N	745	749	N	N	N	N	N	N	51%
Hispanic	12	718	728	729	*	*	*	*	*	25%	24%
Black or African American	64	727	715	722	*	*	38%	*	*	20%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	754	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	36	732	726	742	*	*	*	*	*	33%	42%
Male	40	720	723	740	*	*	*	*	*	10%	40%
Economically Disadvantaged Students	*	*	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	722	750	*	*	*	*	*	*	53%
Students with Disabilities	23	698	708	716	*	*	*	*	*	*	12%
Students without Disabilities	53	737	728	746	*	*	*	*	*	*	46%
English Learners	*	*	715	709	*	*	*	*	*	*	*
Non-English Learners	*	*	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	707	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	724	731	744	19%	38%	29%	*	*	14%	42%
White	N	N	738	751	N	N	N	N	N	N	53%
Hispanic	*	*	733	733	*	*	*	*	*	*	26%
Black or African American	72	725	723	727	15%	39%	31%	*	*	15%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	40	731	*	744	*	*	*	*	*	*	42%
Male	45	717	*	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	61	723	731	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	24	725	731	751	*	*	*	*	*	*	53%
Students with Disabilities	23	703	708	718	*	*	*	*	*	*	13%
Students without Disabilities	62	732	736	749	*	*	*	*	*	*	48%
English Learners	*	*	721	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	732	745	*	*	*	*	*	*	44%
Homeless Students	*	*	719	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	718	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	*	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	715	722	728	35%	22%	22%	22%	0%	22%	29%
White	N	N	731	737	N	N	N	N	N	N	38%
Hispanic	*	*	727	722	*	*	*	*	*	*	22%
Black or African American	*	*	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	26	722	724	731	*	*	*	*	*	27%	31%
Male	25	708	719	726	*	*	*	*	*	16%	27%
Economically Disadvantaged Students	40	713	722	719	*	*	*	*	*	20%	20%
Non-Economically Disadvantaged Students	11	723	721	735	*	*	*	*	*	27%	36%
Students with Disabilities	16	690	697	707	*	*	*	*	*	*	10%
Students without Disabilities	35	727	727	734	*	*	*	*	*	*	35%
English Learners	*	*	712	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	723	730	*	*	*	*	*	*	30%
Homeless Students	*	*	695	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	707	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	N	N
6	*	*
7	N	N
8	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	27.3%	**	**

† 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	10	90.0%	10.0%

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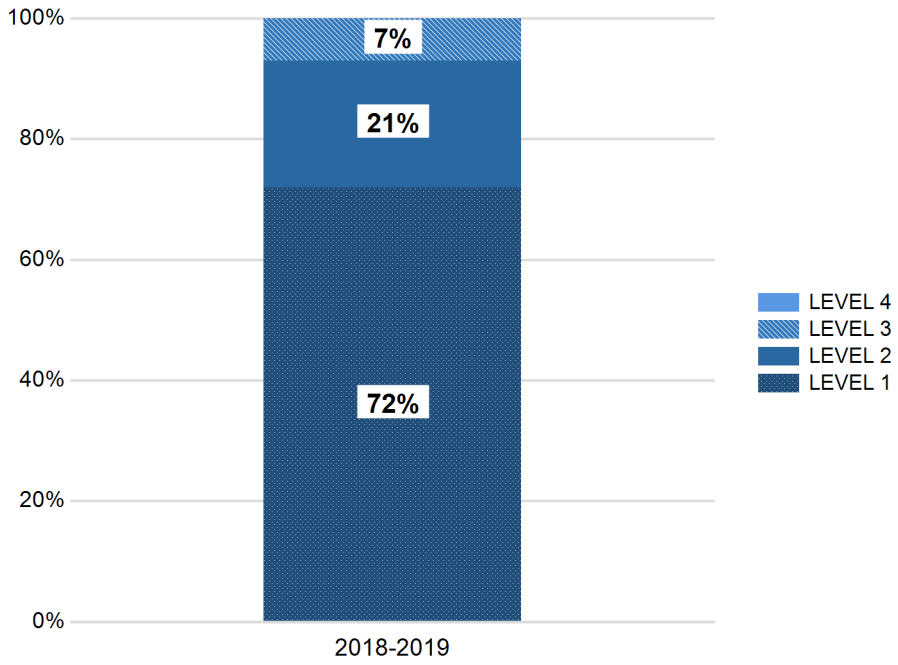
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	72	21	7	0
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	72	21	7	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	68	24	8	0
Male	74	19	7	0
Economically Disadvantaged Students	73	20	7	0
Non-Economically Disadvantaged Students	60	30	10	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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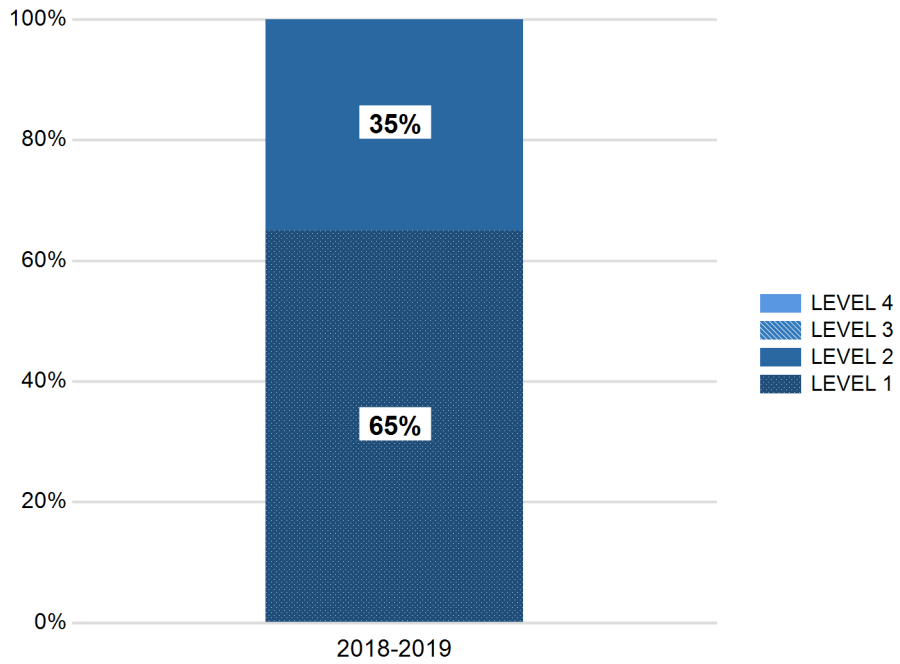
NJSLA Science Assessment: Grade 8 Summary

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	65	35	0	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	58	42	0	0
Male	73	27	0	0
Economically Disadvantaged Students	63	37	0	0
Non-Economically Disadvantaged Students	67	33	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Grades Offered: PK-08
2018-2019

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	76
7	0	0	84
8	0	0	53
Total	0	0	213

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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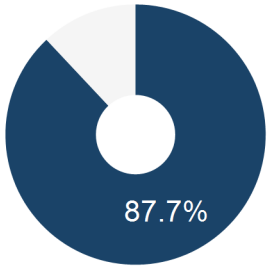
Visual and Performing Arts – Course Participation

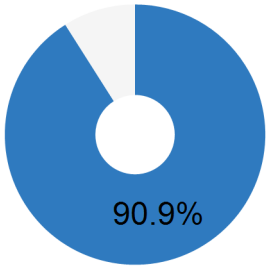
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

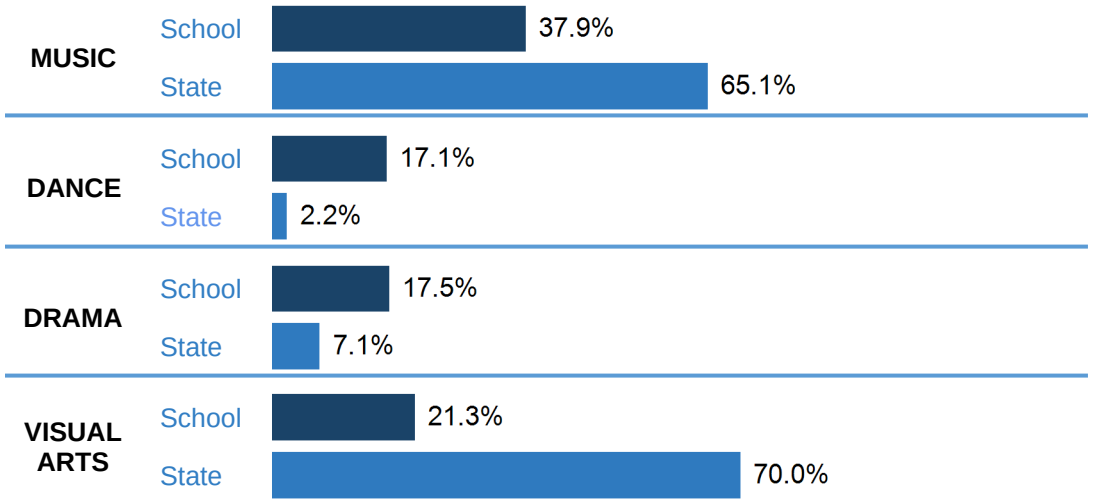


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

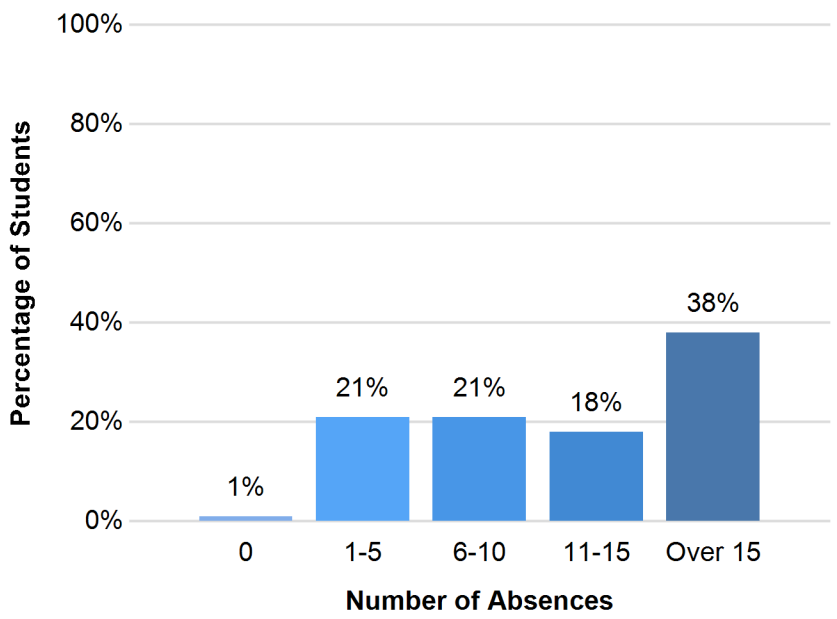
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	217	32.4	9.0	Not Met
White	N	N	N	N
Hispanic	30	37.5	9.0	Not Met
Black or African American	187	31.7	9.0	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	94	29.0		
Male	123	35.5		
Economically Disadvantaged Students	166	31.5	9.0	Not Met
Students with Disabilities	79	44.4	9.0	Not Met
English Learners	1	10.0	**	**
Homeless Students	13	59.1		
Students in Foster Care	3	25.0		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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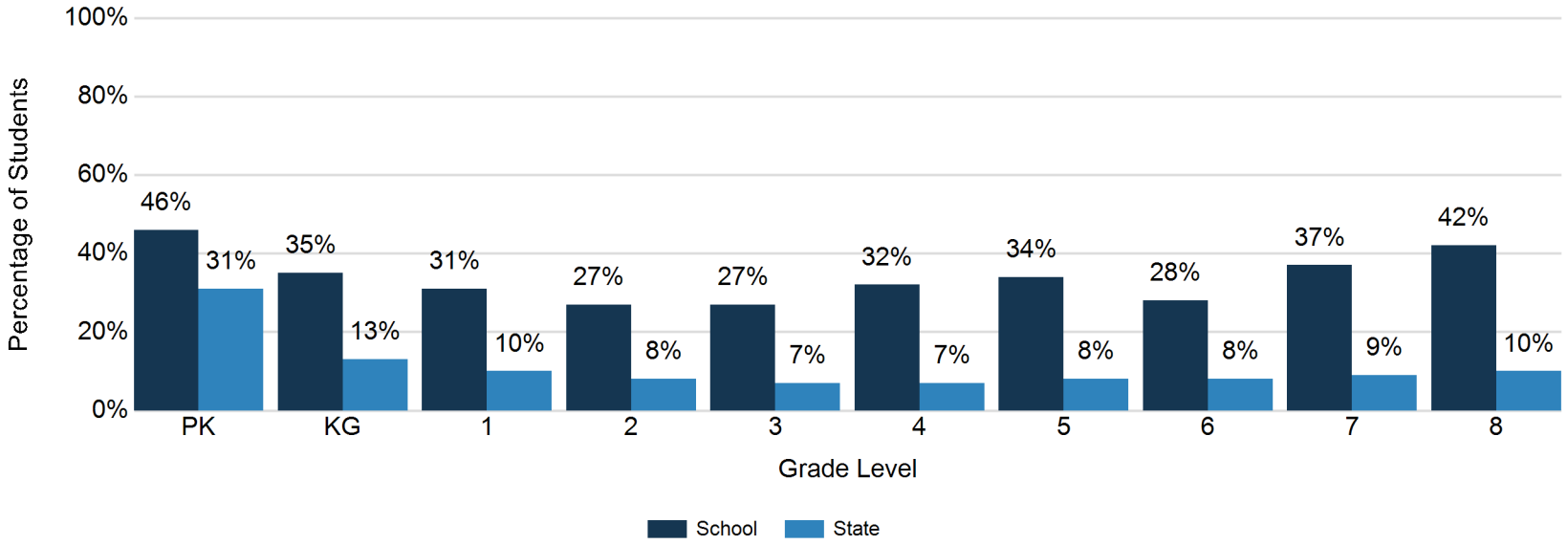
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	38
Weapons	1
Vandalism	9
Substances	5
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	59
Incidents Per 100 Students Enrolled	7.72

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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	10	10
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	*	*
Out-of-School Suspensions	24	3.1%
Any Suspension	25	3.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
88

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	N

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	60	118,214
Average years experience in public schools	11.9	12.1
Average years experience in district	9.0	10.8
Percentage of Teachers with 4 or more years experience in the district	51.7%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	14:1
Students to Administrators	76:1	106:1
Teachers to Administrators	6:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.6%	86.7%	60.0%	48.4%	77.1%	54.9%
Male	50.4%	13.3%	40.0%	51.6%	22.9%	45.1%
White	0.0%	33.3%	30.0%	42.4%	83.6%	77.4%
Hispanic	11.8%	13.3%	20.0%	29.9%	7.3%	7.2%
Black or African American	88.2%	50.0%	40.0%	15.0%	6.6%	13.9%
Asian	0.0%	1.7%	10.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	1.7%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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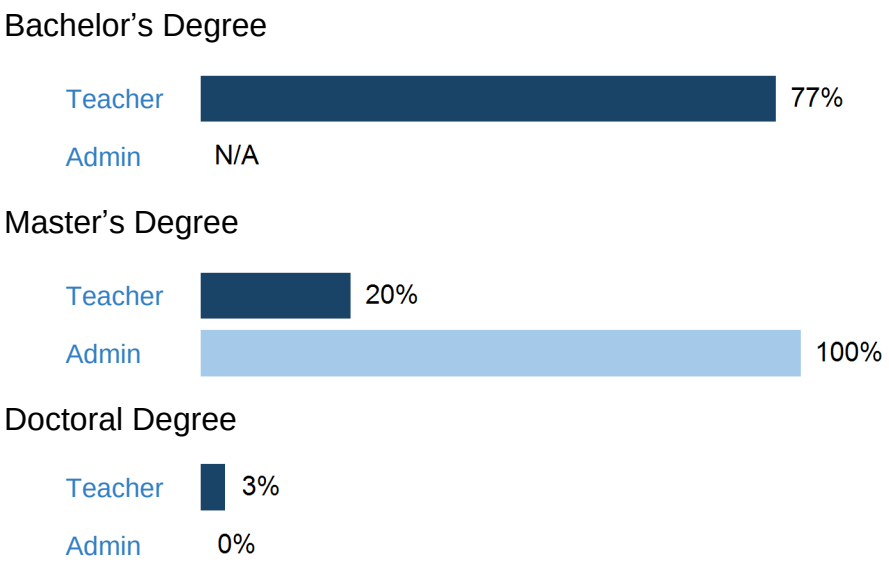
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	78.0%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
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	Low Performing Student Group (ATSI)
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	25.5%	25.6%	22.3%
Math Proficiency	17.1%	20.4%	16.7%
ELA Growth	63	48	40
Math Growth	62	51	45
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	27.3%
Chronic Absenteeism	29.9%	28.4%	32.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Met Standard	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	Not Met	Met Target†	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	A D R E A M s culture is one in which everyone is accountable for adhering to high expectations and scholars are consistently acknowledged and rewarded for Appropriate behavior The D R E A Ms core values promote a sense of community and fosters positive adult to scholar and peer to peer relationships

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Coed), Soccer (Boys & Girls) Basketball
Clubs and Activities:	Chess Club Dance Debate Girls Who Code

NJ SCHOOL PERFORMANCE REPORT

Peshine Avenue School
(13-3570-370)
Grades Offered: PK-08
2018-2019

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School Narrative

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

NJ SCHOOL PERFORMANCE REPORT

Peshine Avenue School
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2018-2019

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Fan4kids Playworks

NJ SCHOOL PERFORMANCE REPORT

Peshine Avenue School
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2018-2019

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Facilities:	Built in 1911 and includes Auditorium and Computer Labs
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

NJ SCHOOL PERFORMANCE REPORT

Peshine Avenue School
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2018-2019

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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School Narrative

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Quitman Street School
(13-3570-605)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Quitman Street School
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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Evelyn Vargas
Address	21 QUITMAN ST NEWARK, NJ 07103-4105
Phone Number	973-733-6947
Email Address	e2vargas@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/QTM
Twitter	https://twitter.com/quitmanpeacocks

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	76	79	70
KG	67	45	62
1	76	61	56
2	76	63	58
3	89	67	69
4	61	65	64
5	47	50	53
6	51	59	45
7	49	51	56
8	38	51	49
9	0	0	0
Total	630	591	582

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	42.9%	43.0%	44.8%
Male	57.1%	57.0%	55.2%
Economically Disadvantaged Students	87.5%	79.9%	77.3%
Students with Disabilities	29.5%	25.9%	26.6%
English Learners	1.7%	0.3%	0.9%
Homeless Students	4.0%	2.5%	2.9%
Students in Foster Care	2.1%	0.8%	0.3%
Military-Connected Students	0.0%	0.2%	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	0.8%	1.0%	1.4%
Hispanic	22.9%	23.2%	20.1%
Black or African American	76.0%	75.5%	78.4%
Asian	0.2%	0.2%	0.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.0%
Two or More Races	0.0%	0.0%	0.0%

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	0	0	0
PK - Full Day	76	79	70
KG - Half Day	0	0	0
KG - Full Day	67	45	62

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	630	591	582
Shared Time Students	0	0	0
Full Time Equivalent	630	591	582

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	93.5%
Spanish	5.2%
Other Languages	1.4%

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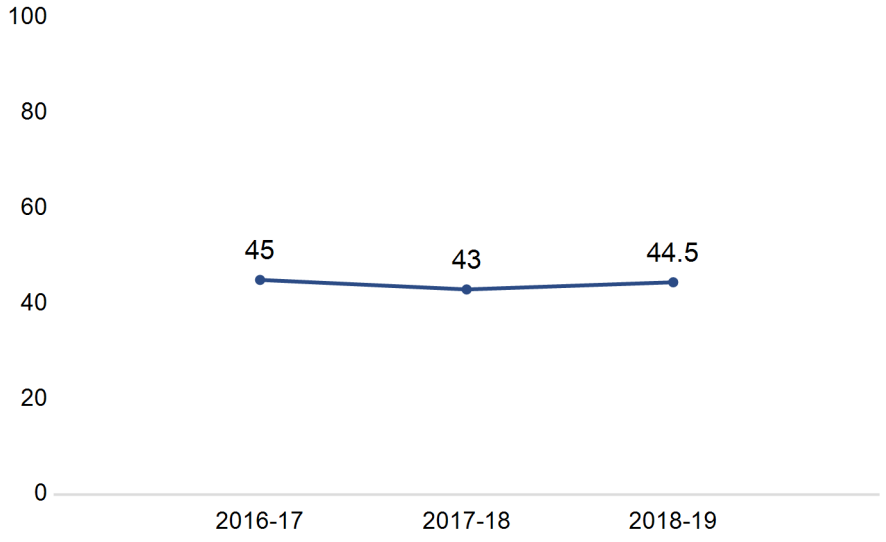
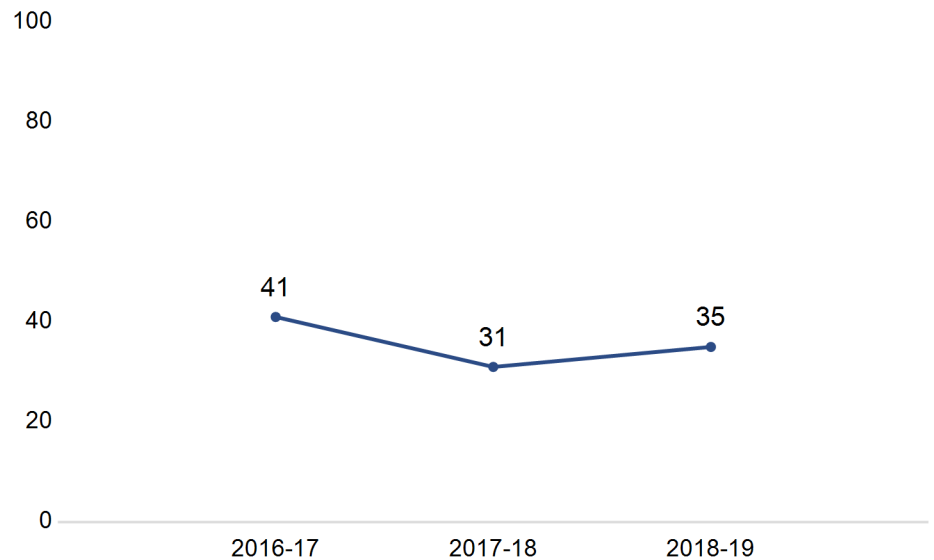
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	45	43	44.5	41	31	35
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	44.5	48	50	Met Standard	35	48	50	Not Met
White	*	56	50	**	*	56	52	**
Hispanic	49	50	49	Met Standard	37	51	47	Not Met
Black or African American	43	43	45	Met Standard	31	41	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	60	59	**	N	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	43	51	53	N	31	49	50	N
Male	45.5	45	47	N	35	48	51	N
Economically Disadvantaged Students	45	47	48	Met Standard	35	48	46	Not Met
Students with Disabilities	36	39	43	Not Met	35	48	45	Not Met
English Learners	*	53	52	**	*	53	50	**
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	N	49	42	N	N	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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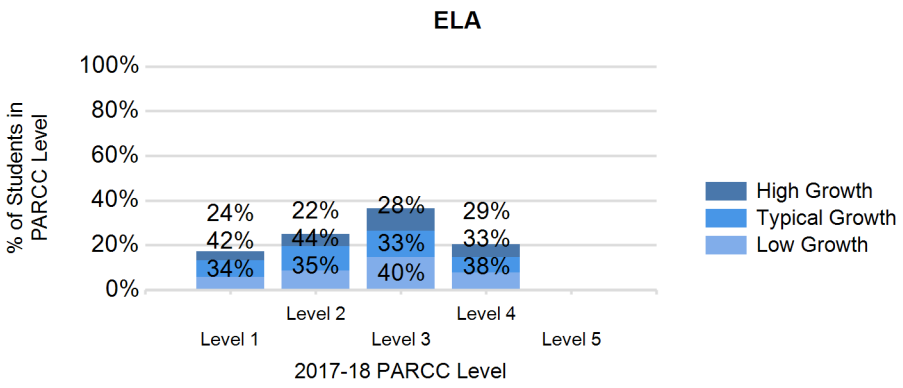
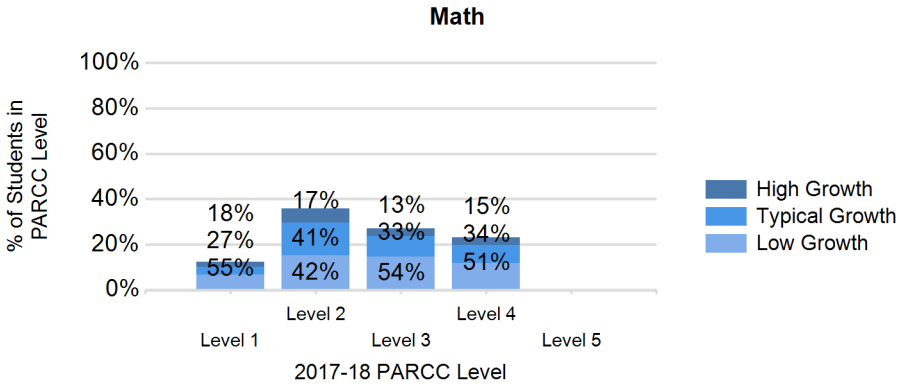
Student Growth by Performance Level

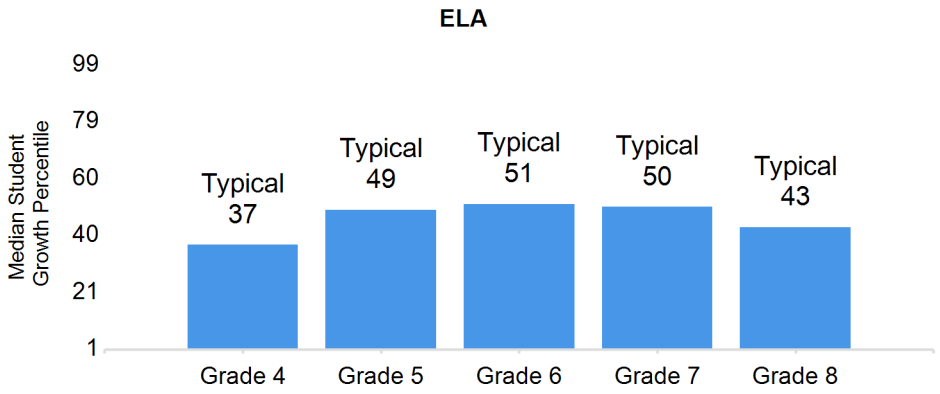
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

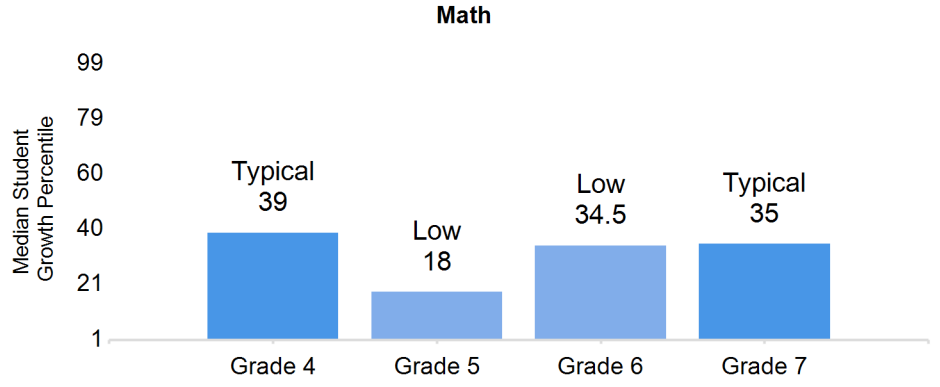




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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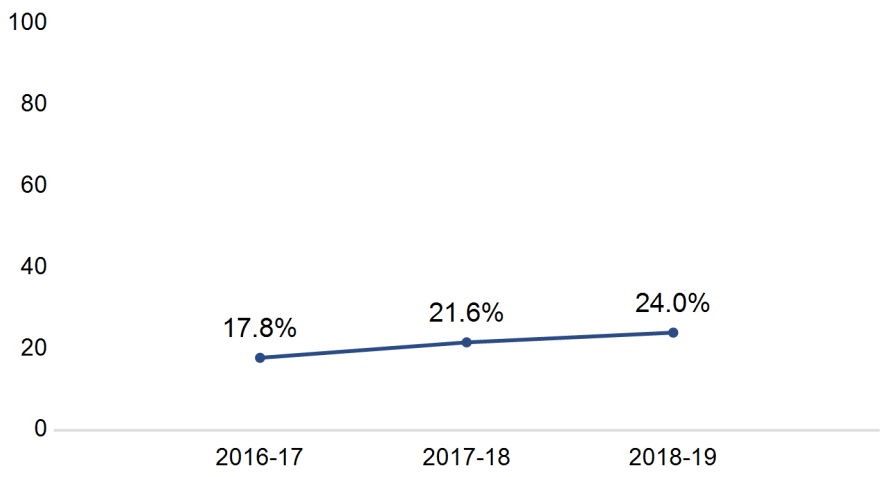
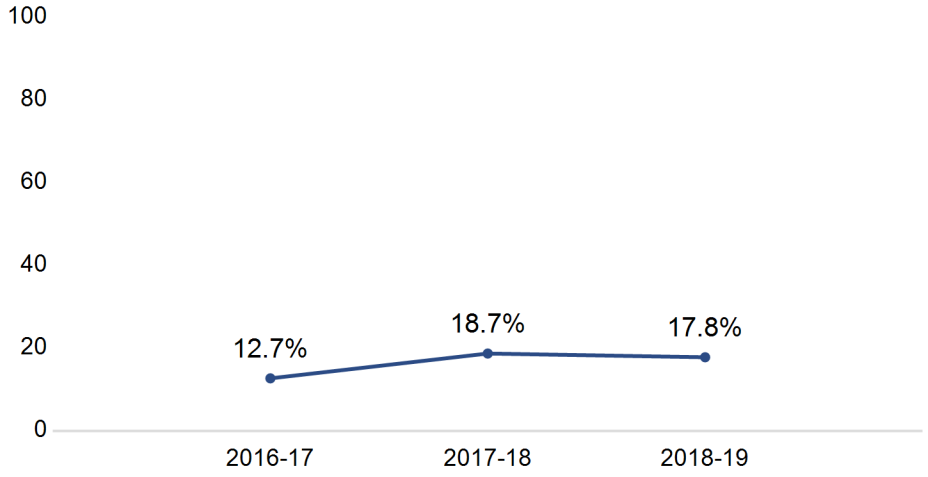
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

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%	98.8%	98.5%	97.6%	97.9%	98.8%
Proficiency Rate for Federal Accountability	17.8%	21.6%	24.0%	12.7%	18.7%	17.8%
Annual Target	20.0%	23.1%	26.3%	19.8%	22.9%	26.1%
Met Annual Target?	Met Target†	Met Target†	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	321	98.5	24.0	*	57.9	24.0	26.3	Met Target†
White	*	*	*	54.7	66.9	*	**	**
Hispanic	*	*	*	38.9	43.9	*	33.2	Met Target†
Black or African American	252	98.9	21.8	28.8	38.5	21.8	23.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	65.3	82.9	N	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	151	98.1	27.2	42.9	64.8	27.2		
Male	170	98.9	21.2	30.3	51.3	21.2		
Economically Disadvantaged Students	262	98.9	24.8	35.8	40.0	24.8	25.8	Met Target†
Non-Economically Disadvantaged Students	59	96.9	20.3	38.6	67.9	20.3		
Students with Disabilities	81	98.8	12.3	14.1	22.7	12.3	22.2	Not Met
Students without Disabilities	240	98.4	27.9	41.7	65.1	27.9		
English Learners	10	100.0	*	29.3	29.3	*	**	**
Non-English Learners	311	98.5	*	38.3	60.6	*		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	N	N	N	18.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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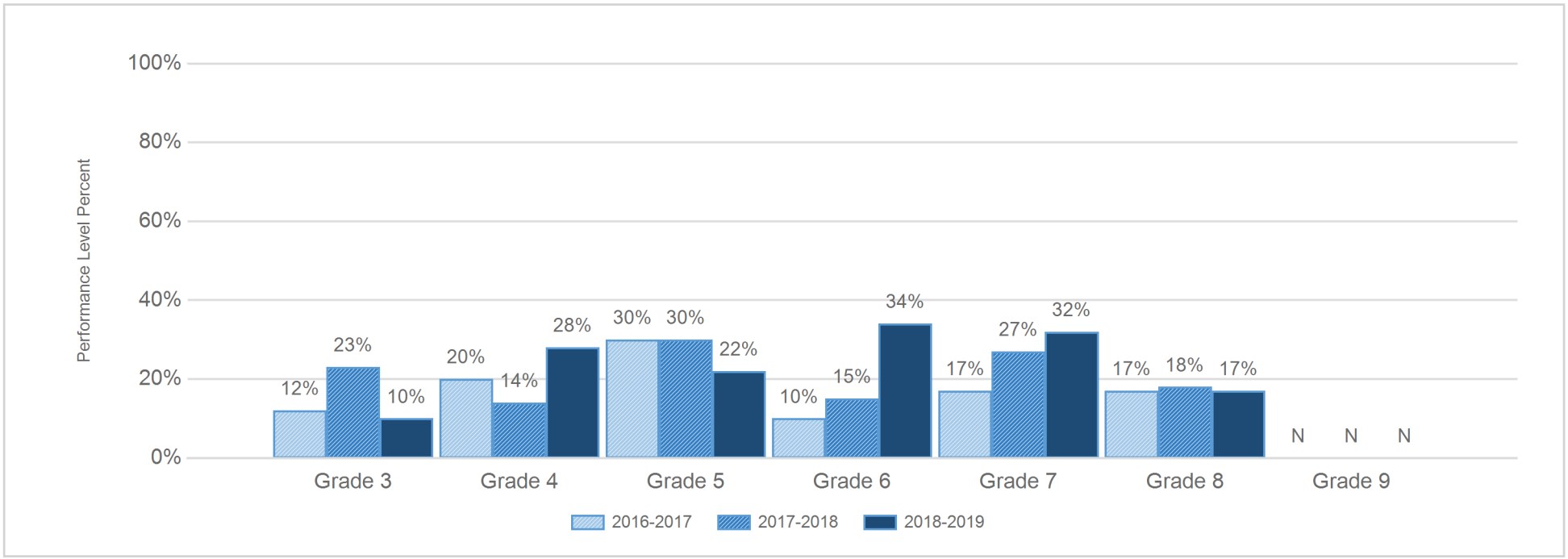
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	712	727	748	37%	27%	27%	*	*	10%	50%
White	N	N	746	757	N	N	N	N	N	N	60%
Hispanic	*	*	728	734	*	*	*	*	*	*	36%
Black or African American	*	*	721	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	32	717	730	753	*	*	*	*	*	*	55%
Male	31	706	723	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	726	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	729	759	*	*	*	*	*	*	61%
Students with Disabilities	12	692	700	719	*	*	*	*	*	*	24%
Students without Disabilities	51	716	731	754	*	*	*	*	*	*	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	729	751	*	*	*	*	*	*	54%
Homeless Students	*	*	708	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	707	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	*	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Quitman Street School
(13-3570-605)
Grades Offered: PK-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 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	57	730	734	755	*	30%	26%	*	*	28%	57%
White	*	*	744	763	*	*	*	*	*	*	67%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	43	727	725	739	*	35%	26%	*	*	23%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	28	731	739	760	*	*	*	*	*	25%	62%
Male	29	730	729	750	*	*	*	*	*	31%	53%
Economically Disadvantaged Students	46	733	734	740	*	*	*	*	*	30%	40%
Non-Economically Disadvantaged Students	11	720	736	765	*	*	*	*	*	18%	69%
Students with Disabilities	15	707	707	725	*	*	*	*	*	*	25%
Students without Disabilities	42	739	739	761	*	*	*	*	*	*	64%
English Learners	N	N	722	720	N	N	N	N	N	N	17%
Non-English Learners	57	730	736	758	*	30%	26%	*	*	28%	60%
Homeless Students	*	*	719	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Quitman Street School
(13-3570-605)
Grades Offered: PK-08
2018-2019

Report Key:
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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	49	727	733	756	*	31%	33%	*	*	22%	58%
White	*	*	743	764	*	*	*	*	*	*	68%
Hispanic	*	*	736	743	*	*	*	*	*	*	44%
Black or African American	36	729	727	739	*	36%	31%	*	*	22%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	22	726	739	761	*	*	*	*	*	23%	64%
Male	27	728	728	750	*	*	*	*	*	22%	52%
Economically Disadvantaged Students	*	*	732	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	738	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	702	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	736	758	*	*	*	*	*	*	60%
Homeless Students	N	N	722	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	724	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%

NJ SCHOOL PERFORMANCE REPORT

Quitman Street School
(13-3570-605)
Grades Offered: PK-08
2018-2019

Report Key:
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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	41	740	737	754	*	27%	34%	*	*	34%	56%
White	N	N	758	762	N	N	N	N	N	N	65%
Hispanic	11	748	740	743	*	*	*	*	*	55%	43%
Black or African American	30	738	728	738	*	*	*	*	*	27%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	19	744	744	762	*	*	*	*	*	37%	64%
Male	22	737	730	748	*	*	*	*	*	32%	48%
Economically Disadvantaged Students	*	*	737	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	737	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	708	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	742	761	*	*	*	*	*	*	64%
English Learners	*	*	720	710	*	*	*	*	*	*	*
Non-English Learners	*	*	739	756	*	*	*	*	*	*	*
Homeless Students	N	N	726	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	717	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%

NJ SCHOOL PERFORMANCE REPORT

Quitman Street School
(13-3570-605)
Grades Offered: PK-08
2018-2019

Report Key:
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N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 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	53	728	741	761	*	32%	21%	*	*	32%	63%
White	N	N	756	769	N	N	N	N	N	N	72%
Hispanic	*	*	744	747	*	*	*	*	*	*	50%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	27	739	749	769	*	*	*	*	*	44%	71%
Male	26	716	734	753	*	*	*	*	*	19%	55%
Economically Disadvantaged Students	42	729	740	743	*	*	*	*	*	36%	45%
Non-Economically Disadvantaged Students	11	725	746	771	*	*	*	*	*	18%	73%
Students with Disabilities	12	700	705	720	*	*	*	*	*	*	22%
Students without Disabilities	41	736	749	769	*	*	*	*	*	*	71%
English Learners	N	N	712	706	N	N	N	N	N	N	12%
Non-English Learners	53	728	744	763	*	32%	21%	*	*	32%	65%
Homeless Students	*	*	724	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	735	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%

NJ SCHOOL PERFORMANCE REPORT

Quitman Street School
(13-3570-605)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	723	742	762	21%	23%	38%	*	*	17%	63%
White	*	*	765	770	*	*	*	*	*	*	72%
Hispanic	*	*	746	747	*	*	*	*	*	*	49%
Black or African American	39	723	733	741	*	*	38%	*	*	18%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	24	734	751	771	*	*	*	*	*	*	71%
Male	23	712	735	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	*	*	742	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	744	772	*	*	*	*	*	*	72%
Students with Disabilities	10	699	707	721	*	*	*	*	*	*	22%
Students without Disabilities	37	730	750	770	*	*	*	*	*	*	71%
English Learners	N	N	717	708	N	N	N	N	N	N	12%
Non-English Learners	47	723	745	764	21%	23%	38%	*	*	17%	65%
Homeless Students	N	N	711	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	714	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Quitman Street School
(13-3570-605)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	321	98.8	17.8	26.3	44.5	17.8	26.1	Not Met
White	*	*	*	42.2	54.1	*	**	**
Hispanic	*	*	*	30.9	28.8	*	28.7	Met Target†
Black or African American	252	98.9	16.7	16.6	23.0	16.7	25.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	59.0	76.5	N	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	151	98.1	15.2	26.9	44.9	15.2		
Male	170	99.4	20.0	25.8	44.2	20.0		
Economically Disadvantaged Students	262	99.3	17.2	26.6	26.3	17.2	25.6	Not Met
Non-Economically Disadvantaged Students	59	96.9	20.3	25.4	54.9	20.3		
Students with Disabilities	81	98.8	*	11.6	17.4	*	21.2	Not Met
Students without Disabilities	240	98.8	*	29.8	50.0	*		
English Learners	10	100.0	10.0	25.7	25.0	10.0	**	**
Non-English Learners	311	98.8	18.0	26.5	46.5	18.0		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	N	N	N	12.1	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Quitman Street School
(13-3570-605)
Grades Offered: PK-08
2018-2019

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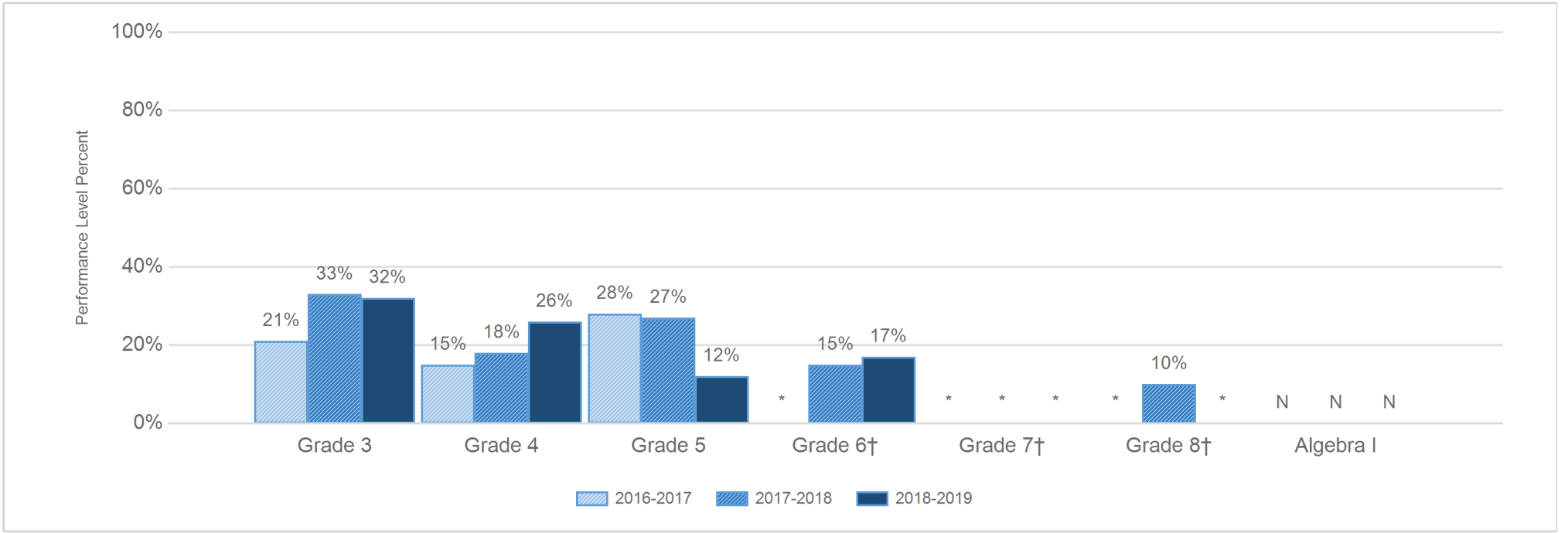
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Quitman Street School
(13-3570-605)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	732	735	752	*	27%	27%	*	*	32%	55%
White	N	N	757	760	N	N	N	N	N	N	66%
Hispanic	*	*	738	739	*	*	*	*	*	*	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	32	739	*	751	*	*	*	*	*	34%	54%
Male	31	724	*	752	*	*	*	*	*	29%	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	733	761	*	*	*	*	*	*	67%
Students with Disabilities	12	697	718	731	*	*	*	*	*	*	31%
Students without Disabilities	51	740	738	756	*	*	*	*	*	*	60%
English Learners	*	*	732	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	736	754	*	*	*	*	*	*	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	714	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	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Quitman Street School
(13-3570-605)
Grades Offered: PK-08
2018-2019

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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	57	732	732	749	21%	*	39%	*	*	26%	51%
White	*	*	746	757	*	*	*	*	*	*	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	43	728	719	731	26%	*	35%	*	*	23%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	28	733	733	749	*	*	39%	*	*	29%	50%
Male	29	730	731	749	*	*	38%	*	*	24%	52%
Economically Disadvantaged Students	46	734	732	734	*	*	*	*	*	26%	32%
Non-Economically Disadvantaged Students	11	724	731	759	*	*	*	*	*	27%	63%
Students with Disabilities	15	714	713	726	*	*	*	*	*	*	25%
Students without Disabilities	42	738	736	754	*	*	*	*	*	*	56%
English Learners	N	N	728	722	N	N	N	N	N	N	18%
Non-English Learners	57	732	733	751	21%	*	39%	*	*	26%	54%
Homeless Students	*	*	715	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Quitman Street School
(13-3570-605)
Grades Offered: PK-08
2018-2019

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† 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	49	715	728	747	27%	41%	20%	*	*	12%	47%
White	*	*	736	755	*	*	*	*	*	*	58%
Hispanic	*	*	733	735	*	*	*	*	*	*	30%
Black or African American	36	712	720	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	22	708	729	747	*	*	*	*	*	*	47%
Male	27	721	727	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	*	*	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	729	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	714	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	731	752	*	*	*	*	*	*	52%
English Learners	*	*	721	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	729	749	*	*	*	*	*	*	49%
Homeless Students	N	N	714	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	720	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	*	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Quitman Street School
(13-3570-605)
Grades Offered: PK-08
2018-2019

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	721	725	741	*	38%	26%	*	*	17%	41%
White	N	N	745	749	N	N	N	N	N	N	51%
Hispanic	12	733	728	729	*	*	*	*	*	25%	24%
Black or African American	30	716	715	722	*	*	*	*	*	13%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	754	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	19	721	726	742	*	*	*	*	*	11%	42%
Male	23	721	723	740	*	*	*	*	*	22%	40%
Economically Disadvantaged Students	*	*	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	722	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	708	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	746	*	*	*	*	*	*	46%
English Learners	*	*	715	709	*	*	*	*	*	*	*
Non-English Learners	*	*	726	743	*	*	*	*	*	*	*
Homeless Students	N	N	713	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	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%

NJ SCHOOL PERFORMANCE REPORT

Quitman Street School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	719	731	744	*	*	*	*	*	*	42%
White	N	N	738	751	N	N	N	N	N	N	53%
Hispanic	*	*	733	733	*	*	*	*	*	*	26%
Black or African American	*	*	723	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	27	718	*	744	*	*	*	*	*	*	42%
Male	26	720	*	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	42	720	731	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	11	714	731	751	*	*	*	*	*	*	53%
Students with Disabilities	12	702	708	718	*	*	*	*	*	*	13%
Students without Disabilities	41	724	736	749	*	*	*	*	*	*	48%
English Learners	N	N	721	716	N	N	N	N	N	N	10%
Non-English Learners	53	719	732	745	*	*	*	*	*	*	44%
Homeless Students	*	*	719	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	718	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	*	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	690	722	728	*	*	*	*	*	*	29%
White	*	*	731	737	*	*	*	*	*	*	38%
Hispanic	*	*	727	722	*	*	*	*	*	*	22%
Black or African American	39	690	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	24	693	724	731	*	*	*	*	*	*	31%
Male	23	686	719	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	722	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	721	735	*	*	*	*	*	*	36%
Students with Disabilities	10	675	697	707	*	*	*	*	*	*	10%
Students without Disabilities	37	693	727	734	*	*	*	*	*	*	35%
English Learners	N	N	712	706	N	N	N	N	N	N	10%
Non-English Learners	47	690	723	730	*	*	*	*	*	*	30%
Homeless Students	N	N	695	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	*	*	*

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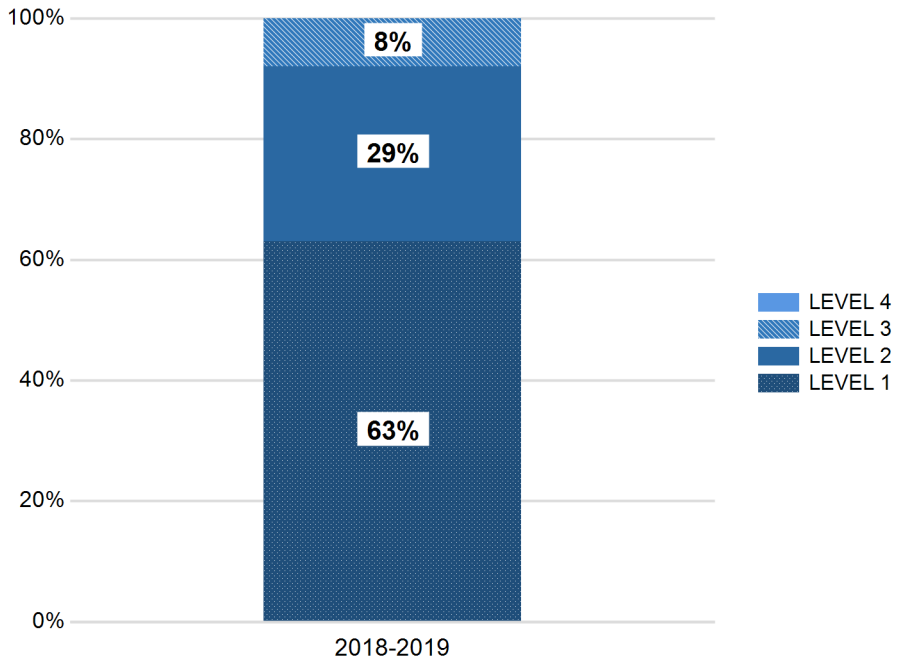
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	63	29	8	0
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	69	25	6	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	68	23	9	0
Male	59	33	7	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Quitman Street School
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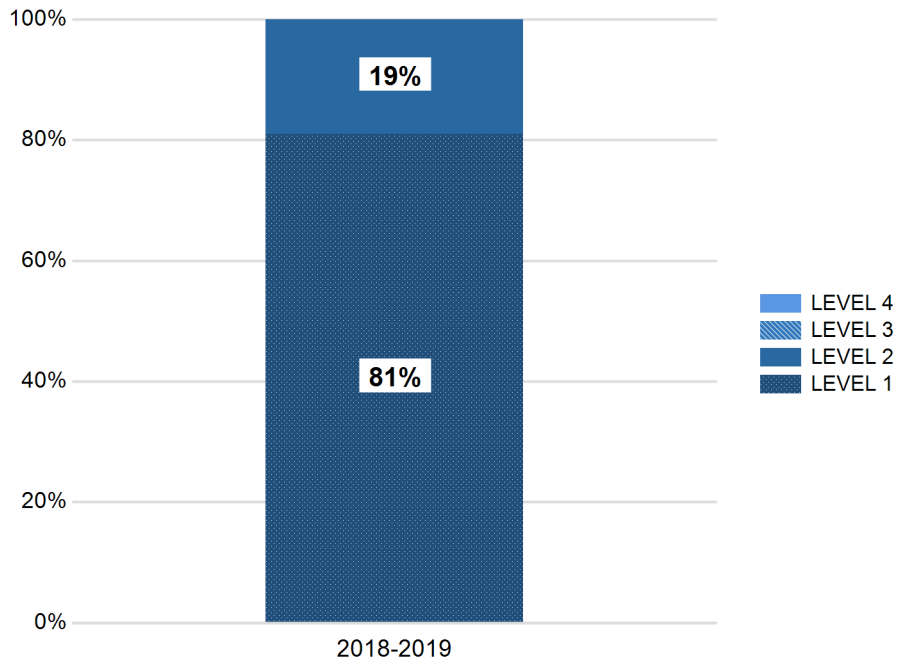
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	81	19	0	0
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	78	23	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	80	20	0	0
Male	83	17	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	81	19	0	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about 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	45
7	0	0	56
8	0	0	49
Total	0	0	150

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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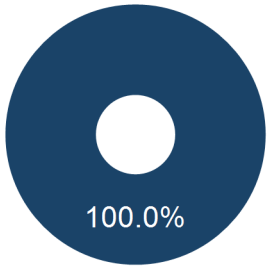
Visual and Performing Arts – Course Participation

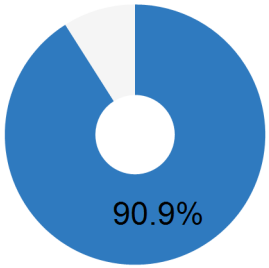
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

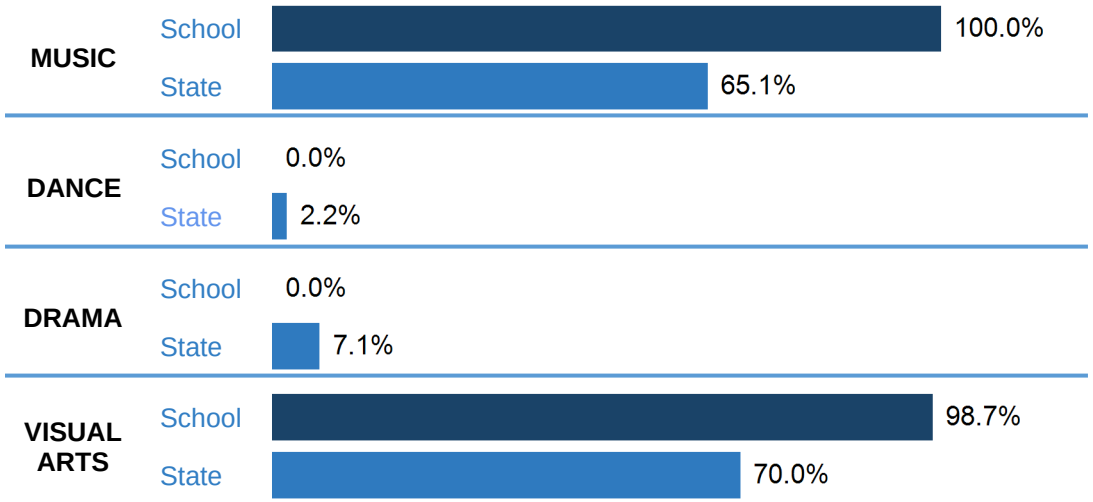


School



State

Students enrolled in one or more classes by discipline:



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Quitman Street School
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

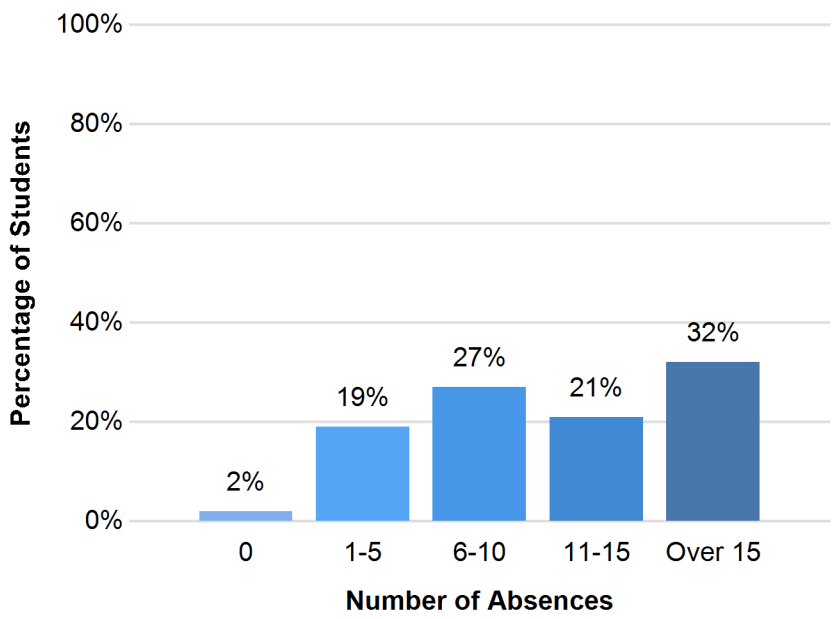
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	148	29.1	9.0	Not Met
White	*	*	**	**
Hispanic	39	39.4	9.0	Not Met
Black or African American	108	26.8	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	68	29.4		
Male	80	28.8		
Economically Disadvantaged Students	101	26.2	9.0	Not Met
Students with Disabilities	42	32.8	9.0	Not Met
English Learners	*	*	**	**
Homeless Students	4	33.3		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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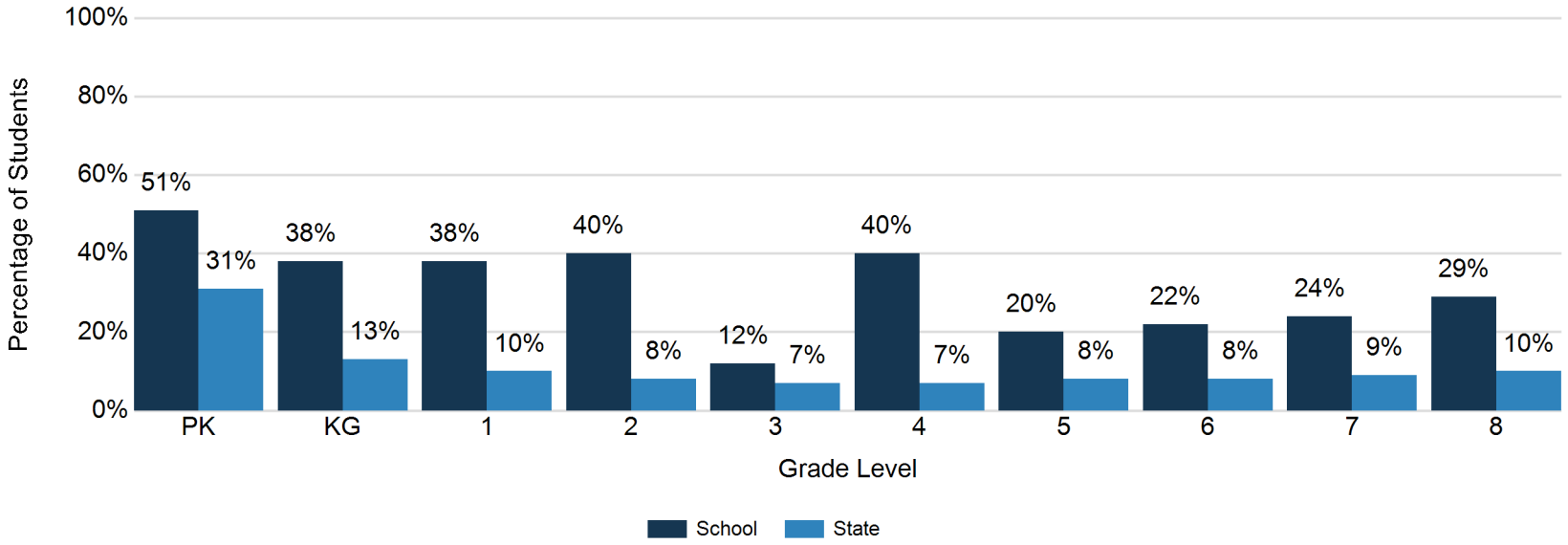
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	13
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	2.41

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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	2	2
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	*	*
Out-of-School Suspensions	15	2.6%
Any Suspension	20	3.4%
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
41

NJ SCHOOL PERFORMANCE REPORT

Quitman Street School
(13-3570-605)
Grades Offered: PK-08
2018-2019

Report Key:
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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	1.2:1

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	48	118,214
Average years experience in public schools	10.8	12.1
Average years experience in district	7.9	10.8
Percentage of Teachers with 4 or more years experience in the district	47.9%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1
Students to Administrators	73:1	106:1
Teachers to Administrators	6:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

NJ SCHOOL PERFORMANCE REPORT

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.8%	87.5%	87.5%	48.4%	77.1%	54.9%
Male	55.2%	12.5%	12.5%	51.6%	22.9%	45.1%
White	1.4%	18.8%	12.5%	42.4%	83.6%	77.4%
Hispanic	20.1%	6.3%	12.5%	29.9%	7.3%	7.2%
Black or African American	78.4%	75.0%	75.0%	15.0%	6.6%	13.9%
Asian	0.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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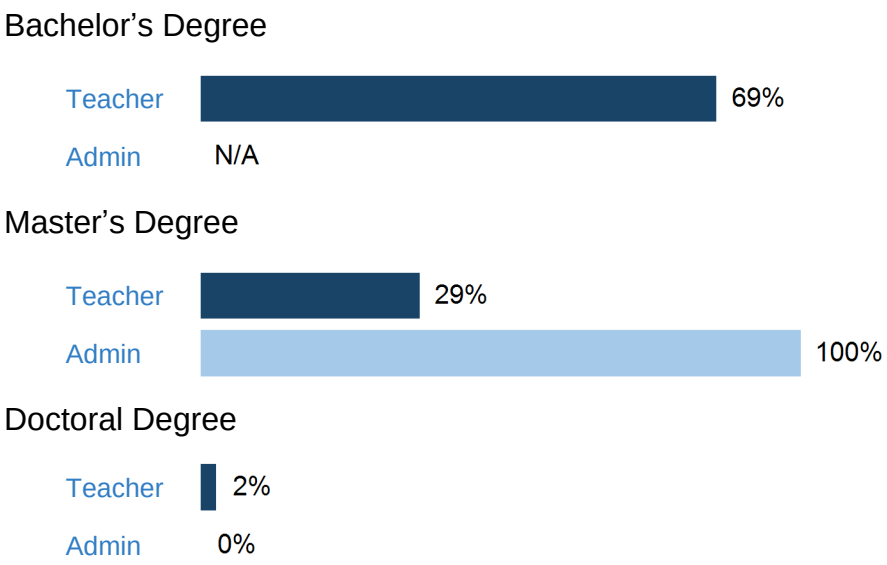
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	77.7%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	17.8%	21.6%	24.0%
Math Proficiency	12.7%	18.7%	17.8%
ELA Growth	45	43	44
Math Growth	41	31	35
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	30.6%	23.9%	29.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:
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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Not Met	Met Standard	Not Met	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Black or African American	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	At Quitman Street School we aim to provide students with an exceptional education that will inspire them to succeed as independent citizens life long learners and enterprising contributors to both the city of Newark and the greater global society On a daily basis we model and expect our students to be ready respectful responsible and to always be Peacocks on Point
Awards, Recognition, Accomplishments:	We strive to meet the needs of the whole child Daily you will observe students engaged in the performing arts

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Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Coed), Track and Field - Spring (Boys & Girls), Volleyball (Coed) Basketball Cheer Dance Volleyball
Clubs and Activities:	Art Band Boys Mentoring Chorus Dance

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Boys and Girls Club Community Food Bank of NJ Head Start Jazz House Kids Program Jewish Renaissance

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Facilities:	Built in 1963 and includes Auditorium Computer Labs Media Center Music Classrooms Yoga Studio Sensory Room (Autism) and Game Room
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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School Narrative

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Rafael Hernandez School
(13-3570-575)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Rafael Hernandez School
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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Patricia Gois
Address	345 BROADWAY NEWARK, NJ 07104
Phone Number	973-481-5004
Email Address	pgois@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/HER
Twitter	https://twitter.com/npshernandez?lang=en

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	41	40	39
KG	48	39	44
1	44	46	44
2	49	43	48
3	63	51	48
4	60	74	58
5	117	159	131
6	101	118	153
7	113	92	127
8	113	126	100
9	0	0	0
Total	749	788	792

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.1%	48.7%	46.0%
Male	49.9%	51.3%	54.0%
Economically Disadvantaged Students	93.9%	86.9%	89.1%
Students with Disabilities	21.1%	21.8%	24.5%
English Learners	9.2%	7.1%	10.6%
Homeless Students	2.9%	3.0%	3.2%
Students in Foster Care	0.7%	0.6%	0.3%
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	1.9%	1.3%	1.5%
Hispanic	75.3%	72.7%	73.5%
Black or African American	22.7%	25.4%	24.7%
Asian	0.1%	0.4%	0.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.3%	0.0%

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	0	0	0
PK - Full Day	41	40	39
KG - Half Day	0	0	0
KG - Full Day	48	39	44

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	749	788	792
Shared Time Students	0	0	0
Full Time Equivalent	749	788	792

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	74.5%
Spanish	25.1%
Other Languages	0.4%

NJ SCHOOL PERFORMANCE REPORT

Rafael Hernandez School
(13-3570-575)
Grades Offered: PK-08
2018-2019

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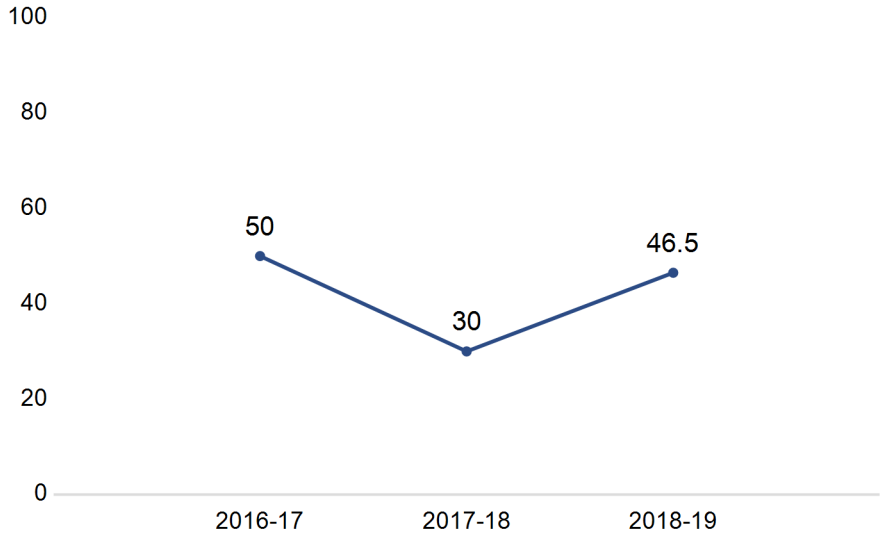
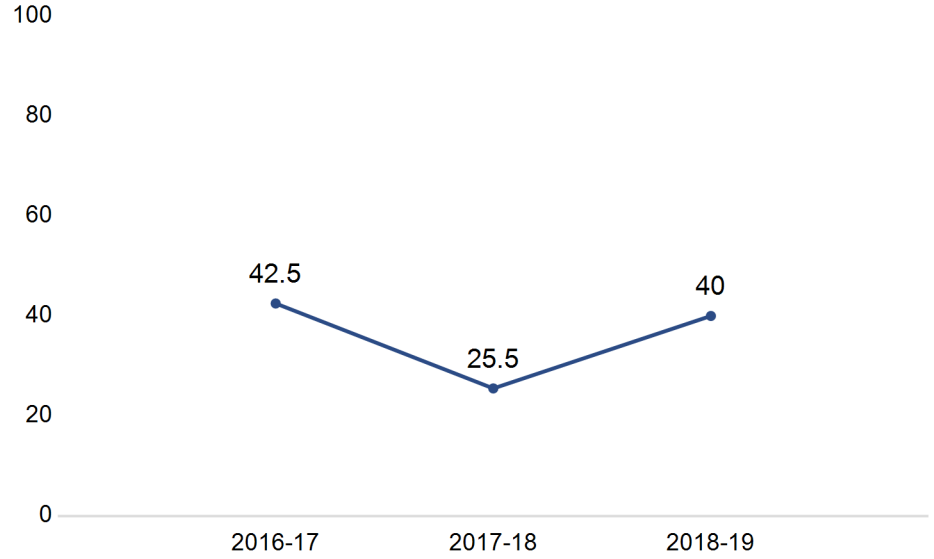
N No Data is available to display
† This indicates a table specific note,see note below table

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	50	30	46.5	42.5	25.5	40
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	46.5	48	50	Met Standard	40	48	50	Met Standard
White	*	56	50	**	*	56	52	**
Hispanic	47	50	49	Met Standard	41	51	47	Met Standard
Black or African American	45	43	45	Met Standard	36	41	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	60	59	**	*	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	48	51	53	N	41.5	49	50	N
Male	45.5	45	47	N	40	48	51	N
Economically Disadvantaged Students	48	47	48	Met Standard	39	48	46	Not Met
Students with Disabilities	37	39	43	Not Met	47	48	45	Met Standard
English Learners	52	53	52	Met Standard	43.5	53	50	Met Standard
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	N	49	42	N	N	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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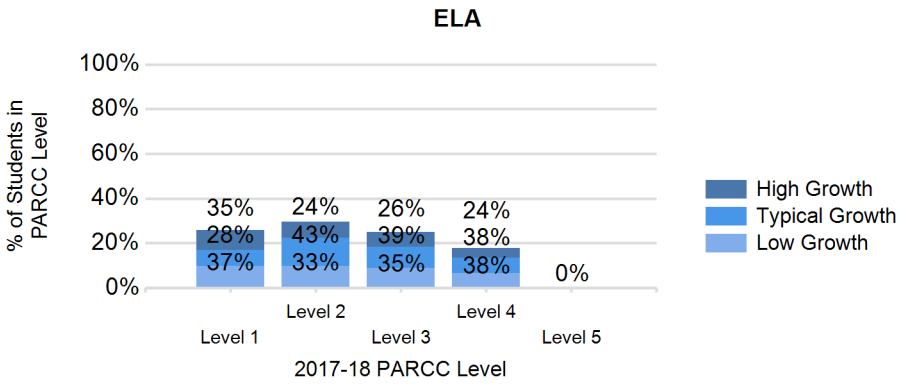
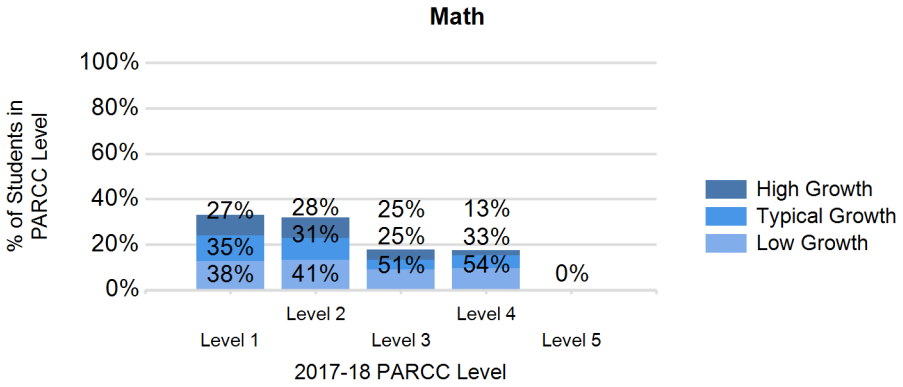
Student Growth by Performance Level

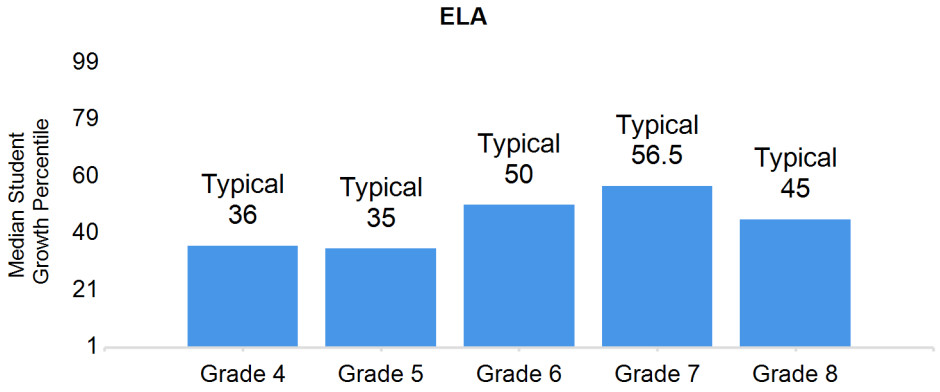
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

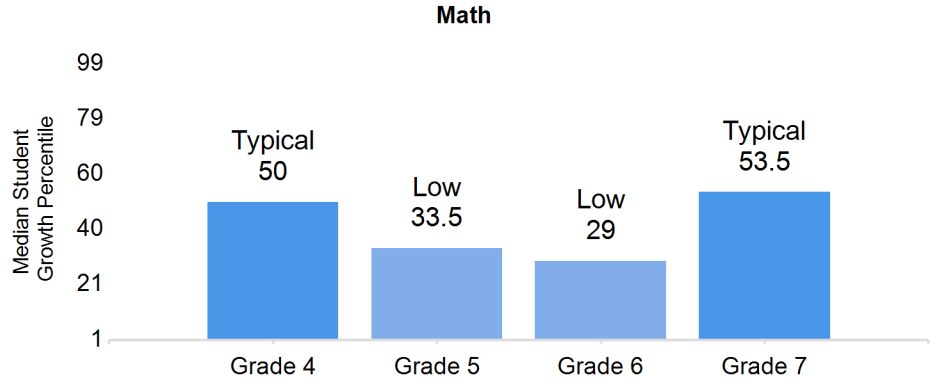




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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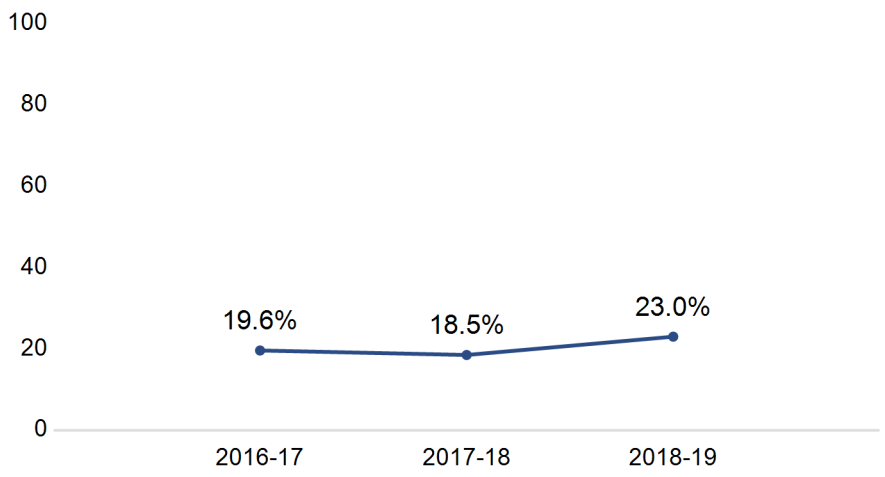
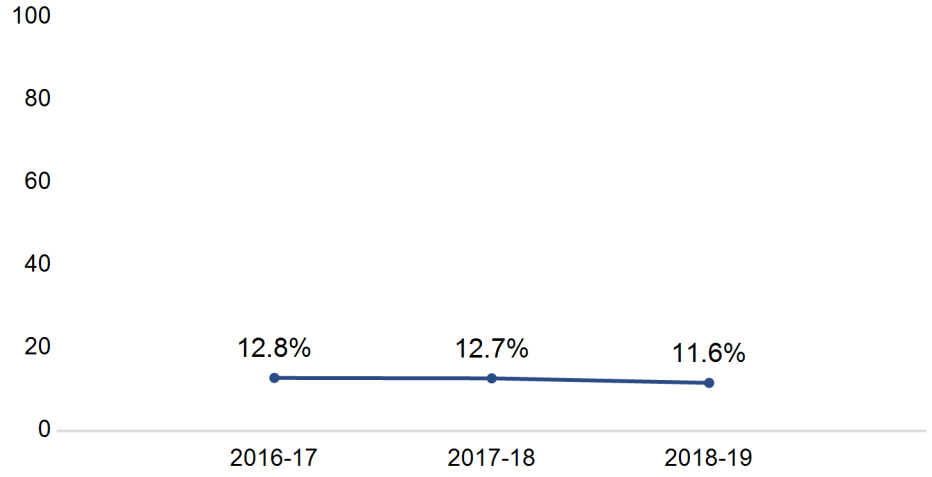
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

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%	99.5%	98.8%	98.6%	99.7%
Proficiency Rate for Federal Accountability	19.6%	18.5%	23.0%	12.8%	12.7%	11.6%
Annual Target	20.1%	23.2%	26.4%	11.0%	14.7%	18.3%
Met Annual Target?	Met Target†	Not Met	Not Met	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	570	99.5	23.0	*	57.9	23.0	26.4	Not Met
White	*	*	*	54.7	66.9	*	**	**
Hispanic	423	99.3	25.5	38.9	43.9	25.5	27.3	Met Target†
Black or African American	140	100.0	13.6	28.8	38.5	13.6	22.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	276	99.3	27.9	42.9	64.8	27.9		
Male	294	99.7	18.4	30.3	51.3	18.4		
Economically Disadvantaged Students	503	99.4	24.3	35.8	40.0	24.3	26.2	Met Target†
Non-Economically Disadvantaged Students	67	100.0	13.4	38.6	67.9	13.4		
Students with Disabilities	150	99.4	*	14.1	22.7	*	16.1	Not Met
Students without Disabilities	420	99.5	*	41.7	65.1	*		
English Learners	119	99.2	25.2	29.3	29.3	25.2	19.6	Met Target
Non-English Learners	451	99.6	22.4	38.3	60.6	22.4		
Homeless Students	19	100.0	21.1	17.0	29.1	21.1		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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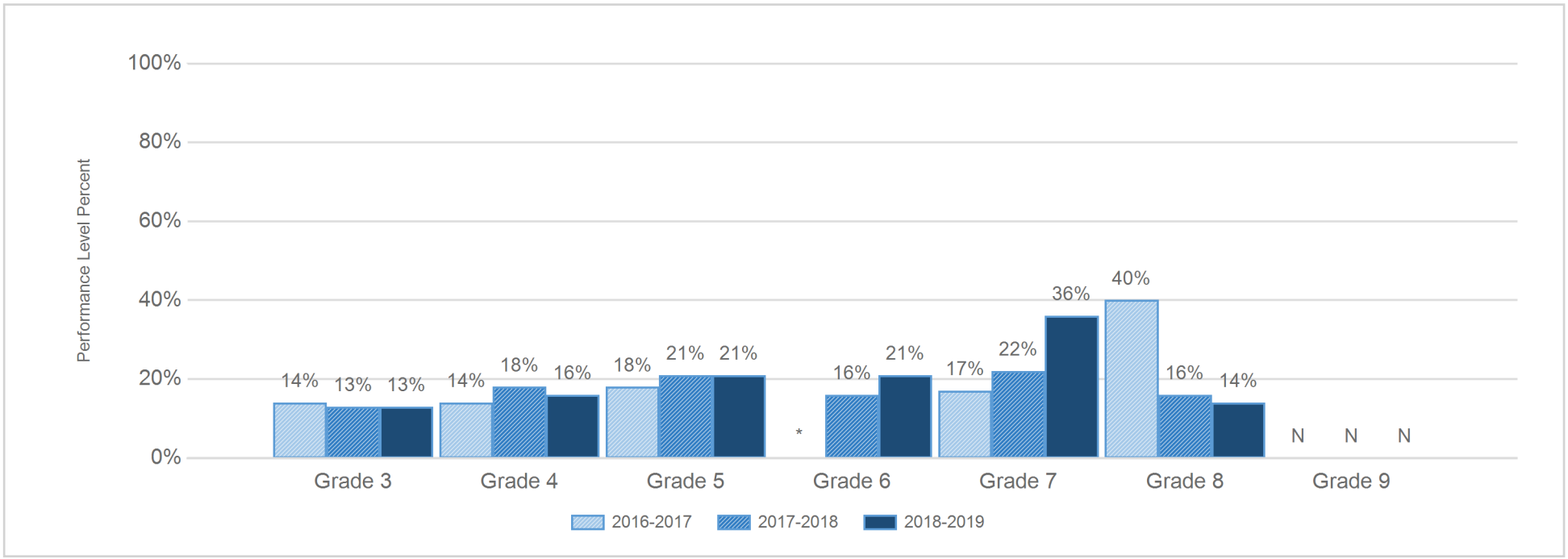
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	710	727	748	40%	30%	*	*	*	13%	50%
White	N	N	746	757	N	N	N	N	N	N	60%
Hispanic	34	714	728	734	*	*	*	*	*	*	36%
Black or African American	13	699	721	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	22	716	730	753	*	*	*	*	*	*	55%
Male	25	705	723	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	726	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	729	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	729	751	*	*	*	*	*	*	54%
Homeless Students	*	*	708	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	707	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	*	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	718	734	755	30%	30%	23%	*	*	16%	57%
White	N	N	744	763	N	N	N	N	N	N	67%
Hispanic	39	721	739	743	31%	26%	26%	*	*	18%	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	28	720	739	760	*	*	*	*	*	18%	62%
Male	28	717	729	750	*	*	*	*	*	14%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	736	765	*	*	*	*	*	*	69%
Students with Disabilities	13	694	707	725	*	*	*	*	*	*	25%
Students without Disabilities	43	725	739	761	*	*	*	*	*	*	64%
English Learners	*	*	722	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	736	758	*	*	*	*	*	*	60%
Homeless Students	*	*	719	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	720	733	756	24%	36%	20%	21%	0%	21%	58%
White	*	*	743	764	*	*	*	*	*	*	68%
Hispanic	90	722	736	743	23%	33%	19%	24%	0%	24%	44%
Black or African American	*	*	727	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	62	730	739	761	19%	26%	23%	*	*	32%	64%
Male	61	711	728	750	28%	46%	16%	*	*	10%	52%
Economically Disadvantaged Students	111	721	732	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	12	717	738	766	*	*	*	*	*	*	69%
Students with Disabilities	30	691	702	724	*	*	*	*	*	*	23%
Students without Disabilities	93	730	739	762	*	*	*	*	*	*	65%
English Learners	19	728	717	713	*	*	*	*	*	32%	11%
Non-English Learners	104	719	736	758	*	*	*	*	*	19%	60%
Homeless Students	*	*	722	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	132	725	737	754	24%	20%	34%	*	*	21%	56%
White	*	*	758	762	*	*	*	*	*	*	65%
Hispanic	100	727	740	743	23%	19%	34%	*	*	24%	43%
Black or African American	30	715	728	738	*	*	*	*	*	13%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	63	731	744	762	17%	19%	37%	*	*	27%	64%
Male	69	719	730	748	30%	22%	32%	*	*	16%	48%
Economically Disadvantaged Students	120	726	737	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	12	715	737	763	*	*	*	*	*	*	67%
Students with Disabilities	32	696	708	722	*	*	*	*	*	*	19%
Students without Disabilities	100	734	742	761	*	*	*	*	*	*	64%
English Learners	*	*	720	710	*	*	*	*	*	*	*
Non-English Learners	*	*	739	756	*	*	*	*	*	*	*
Homeless Students	*	*	726	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	717	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%

NJ SCHOOL PERFORMANCE REPORT

Rafael Hernandez School
(13-3570-575)
Grades Offered: PK-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - 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	118	735	741	761	15%	25%	23%	*	*	36%	63%
White	*	*	756	769	*	*	*	*	*	*	72%
Hispanic	92	733	744	747	18%	26%	20%	*	*	36%	50%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	58	746	749	769	*	*	29%	*	*	47%	71%
Male	60	724	734	753	*	*	17%	*	*	27%	55%
Economically Disadvantaged Students	105	735	740	743	17%	*	*	*	*	37%	45%
Non-Economically Disadvantaged Students	13	737	746	771	0%	*	*	*	*	31%	73%
Students with Disabilities	29	717	705	720	*	34%	*	*	*	14%	22%
Students without Disabilities	89	741	749	769	*	22%	*	*	*	44%	71%
English Learners	14	719	712	706	*	*	*	*	*	21%	12%
Non-English Learners	104	737	744	763	*	*	*	*	*	38%	65%
Homeless Students	*	*	724	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	735	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%

NJ SCHOOL PERFORMANCE REPORT

Rafael Hernandez School
(13-3570-575)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	719	742	762	31%	24%	30%	*	*	14%	63%
White	*	*	765	770	*	*	*	*	*	*	72%
Hispanic	67	720	746	747	28%	27%	28%	16%	0%	16%	49%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	45	719	751	771	*	*	*	*	*	*	71%
Male	45	719	735	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	72	718	742	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	18	722	744	772	*	*	*	*	*	*	72%
Students with Disabilities	24	701	707	721	*	*	*	*	*	*	22%
Students without Disabilities	66	726	750	770	*	*	*	*	*	*	71%
English Learners	*	*	717	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	764	*	*	*	*	*	*	65%
Homeless Students	*	*	711	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	714	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	597	99.7	11.6	26.3	44.5	11.6	18.3	Not Met
White	*	*	*	42.2	54.1	*	**	**
Hispanic	450	99.6	13.1	30.9	28.8	13.1	19.1	Not Met
Black or African American	140	100.0	*	16.6	23.0	*	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	289	99.7	*	26.9	44.9	*		
Male	308	99.7	*	25.8	44.2	*		
Economically Disadvantaged Students	522	99.6	*	26.6	26.3	*	18.5	Not Met
Non-Economically Disadvantaged Students	75	100.0	*	25.4	54.9	*		
Students with Disabilities	150	99.4	*	11.6	17.4	*	15.2	Not Met
Students without Disabilities	447	99.8	*	29.8	50.0	*		
English Learners	143	99.3	*	25.7	25.0	*	18.9	Not Met
Non-English Learners	454	99.8	*	26.5	46.5	*		
Homeless Students	19	100.0	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Rafael Hernandez School
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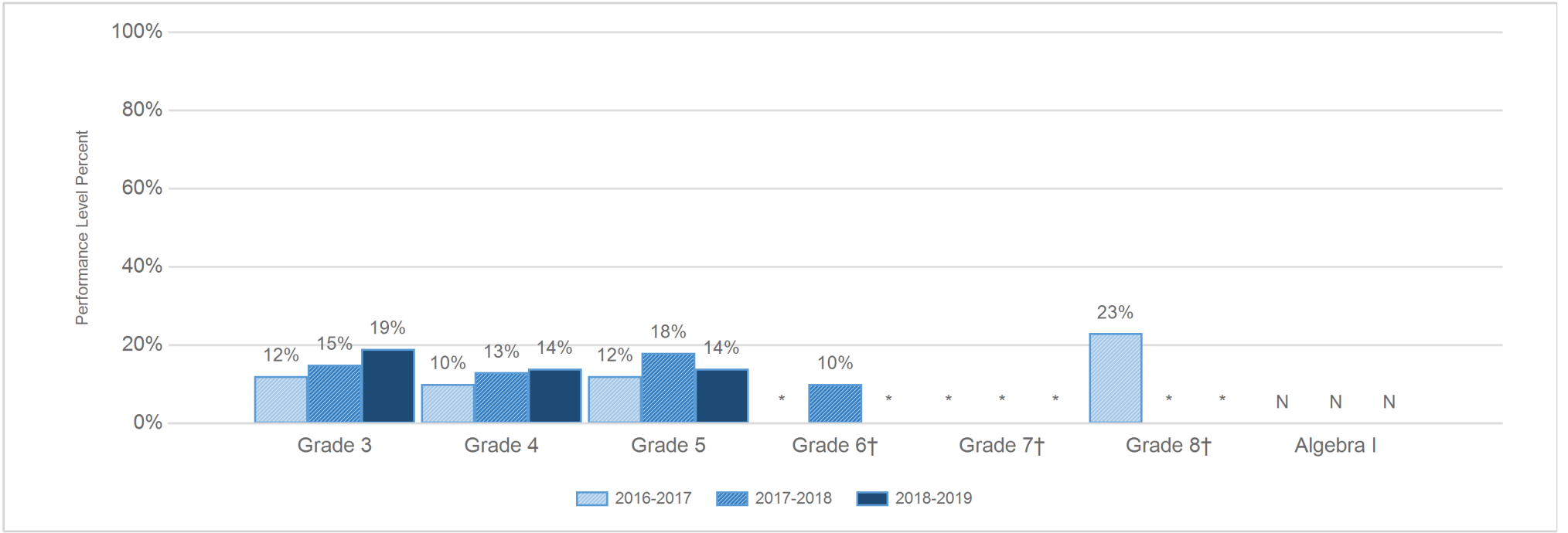
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	719	735	752	32%	23%	26%	*	*	19%	55%
White	N	N	757	760	N	N	N	N	N	N	66%
Hispanic	34	720	738	739	*	*	29%	*	*	18%	40%
Black or African American	13	718	726	735	*	*	*	*	*	23%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	22	712	*	751	*	*	*	*	*	*	54%
Male	25	726	*	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	733	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	718	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	738	756	*	*	*	*	*	*	60%
English Learners	*	*	732	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	736	754	*	*	*	*	*	*	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	714	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	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	713	732	749	38%	30%	18%	*	*	14%	51%
White	N	N	746	757	N	N	N	N	N	N	62%
Hispanic	39	717	738	737	31%	33%	*	*	*	15%	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	28	709	733	749	*	*	*	*	*	*	50%
Male	28	716	731	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	732	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	731	759	*	*	*	*	*	*	63%
Students with Disabilities	13	695	713	726	*	*	*	*	*	*	25%
Students without Disabilities	43	718	736	754	*	*	*	*	*	*	56%
English Learners	*	*	728	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	733	751	*	*	*	*	*	*	54%
Homeless Students	*	*	715	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Rafael Hernandez School
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Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	127	719	728	747	18%	46%	22%	14%	0%	14%	47%
White	*	*	736	755	*	*	*	*	*	*	58%
Hispanic	94	722	733	735	16%	41%	26%	17%	0%	17%	30%
Black or African American	*	*	720	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	62	722	729	747	18%	39%	27%	*	*	16%	47%
Male	65	717	727	747	18%	52%	17%	*	*	12%	47%
Economically Disadvantaged Students	112	720	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	15	716	729	757	*	*	*	*	*	*	59%
Students with Disabilities	30	706	714	725	*	*	*	*	*	*	19%
Students without Disabilities	97	723	731	752	*	*	*	*	*	*	52%
English Learners	21	730	721	718	*	*	*	*	*	24%	12%
Non-English Learners	106	717	729	749	*	*	*	*	*	12%	49%
Homeless Students	*	*	714	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	720	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	*	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Rafael Hernandez School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	149	707	725	741	*	*	*	*	*	*	41%
White	*	*	745	749	*	*	*	*	*	*	51%
Hispanic	117	709	728	729	38%	31%	19%	12%	0%	12%	24%
Black or African American	30	700	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	72	707	726	742	*	*	*	*	*	*	42%
Male	77	708	723	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	132	707	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	17	706	722	750	*	*	*	*	*	*	53%
Students with Disabilities	32	689	708	716	*	*	*	*	*	*	12%
Students without Disabilities	117	712	728	746	*	*	*	*	*	*	46%
English Learners	23	702	715	709	*	*	*	*	*	*	*
Non-English Learners	126	708	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	707	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	720	731	744	*	*	*	*	*	*	42%
White	*	*	738	751	*	*	*	*	*	*	53%
Hispanic	97	720	733	733	*	*	*	*	*	*	26%
Black or African American	*	*	723	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	60	723	*	744	*	*	*	*	*	*	42%
Male	63	718	*	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	109	720	731	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	14	719	731	751	*	*	*	*	*	*	53%
Students with Disabilities	29	703	708	718	*	*	*	*	*	*	13%
Students without Disabilities	94	725	736	749	*	*	*	*	*	*	48%
English Learners	17	714	721	716	*	*	*	*	*	*	10%
Non-English Learners	106	721	732	745	*	*	*	*	*	*	44%
Homeless Students	*	*	719	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	718	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	*	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	704	722	728	*	*	*	*	*	*	29%
White	*	*	731	737	*	*	*	*	*	*	38%
Hispanic	72	704	727	722	*	*	*	*	*	*	22%
Black or African American	*	*	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	47	701	724	731	*	*	*	*	*	*	31%
Male	48	706	719	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	76	706	722	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	19	696	721	735	*	*	*	*	*	*	36%
Students with Disabilities	24	689	697	707	*	*	*	*	*	*	10%
Students without Disabilities	71	708	727	734	*	*	*	*	*	*	35%
English Learners	10	688	712	706	*	*	*	*	*	*	10%
Non-English Learners	85	705	723	730	*	*	*	*	*	*	30%
Homeless Students	*	*	695	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	707	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Rafael Hernandez School
(13-3570-575)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
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. 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	35.7%	40.9%	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	39	*	*
3-4	18	88.9%	11.1%
5 or more	23	60.9%	39.1%

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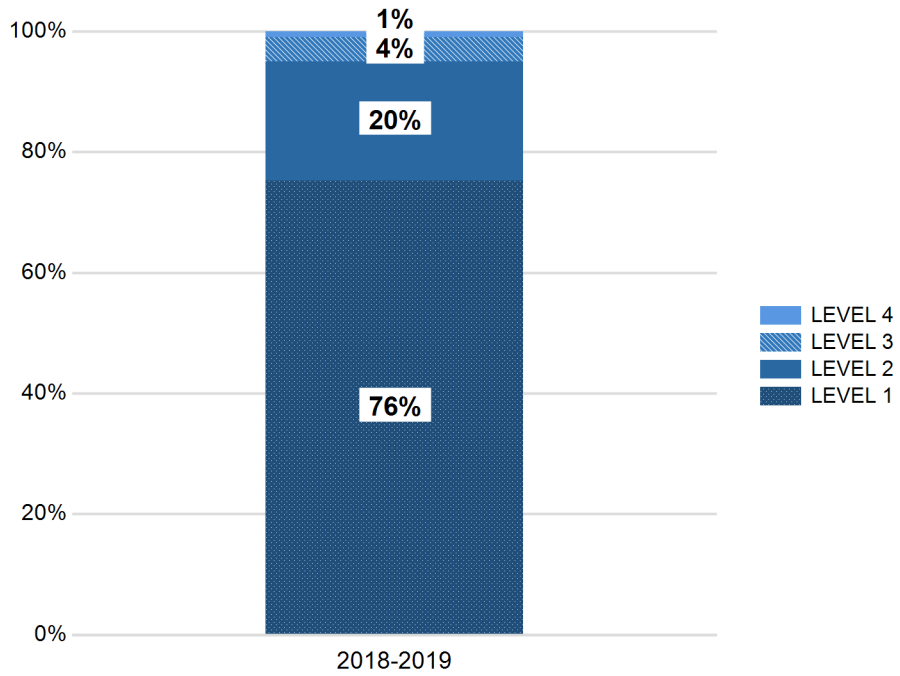
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	76	20	4	1
White	*	*	*	*
Hispanic	72	23	3	1
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	67	25	7	2
Male	83	15	2	0
Economically Disadvantaged Students	73	21	5	1
Non-Economically Disadvantaged Students	89	11	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	68	23	5	5
Non-English Learners	77	19	4	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

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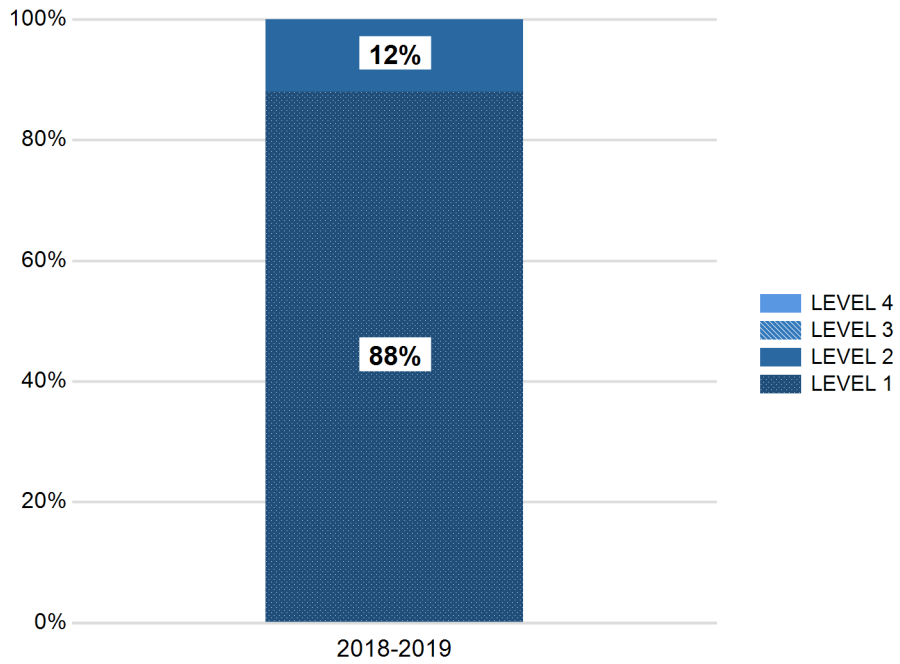
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	88	12	0	0
White	*	*	*	*
Hispanic	86	14	0	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	152
7	0	0	127
8	0	0	100
Total	0	0	379

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	0	0	0	0	0	0	27
7	0	0	0	0	0	0	26
8	0	0	0	0	0	0	63
Total	0	0	0	0	0	0	116

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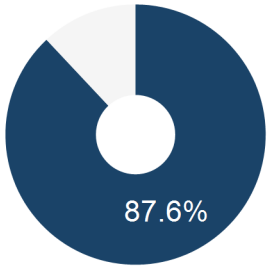
Visual and Performing Arts – Course Participation

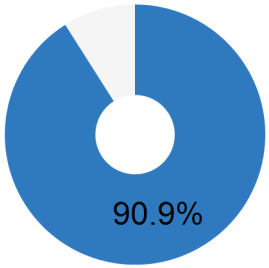
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

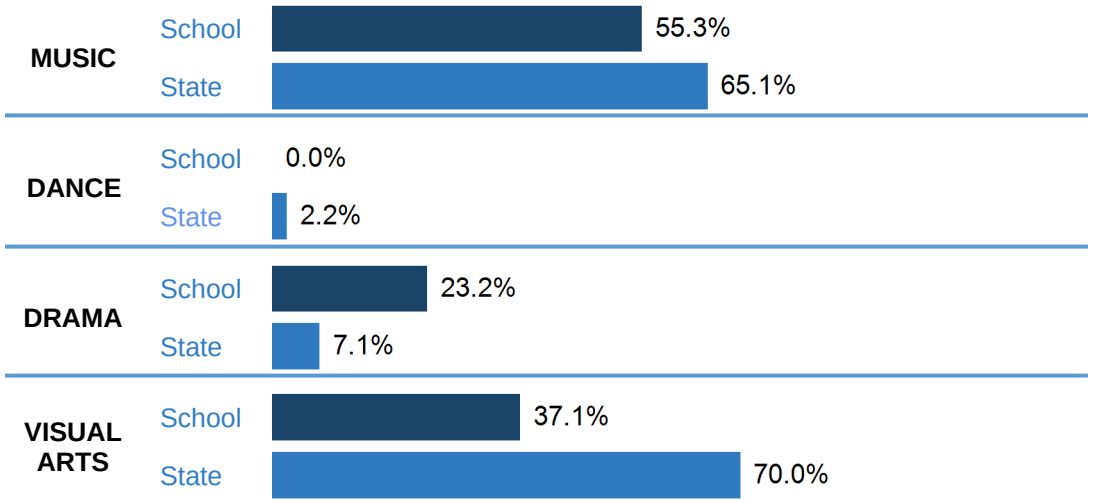


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

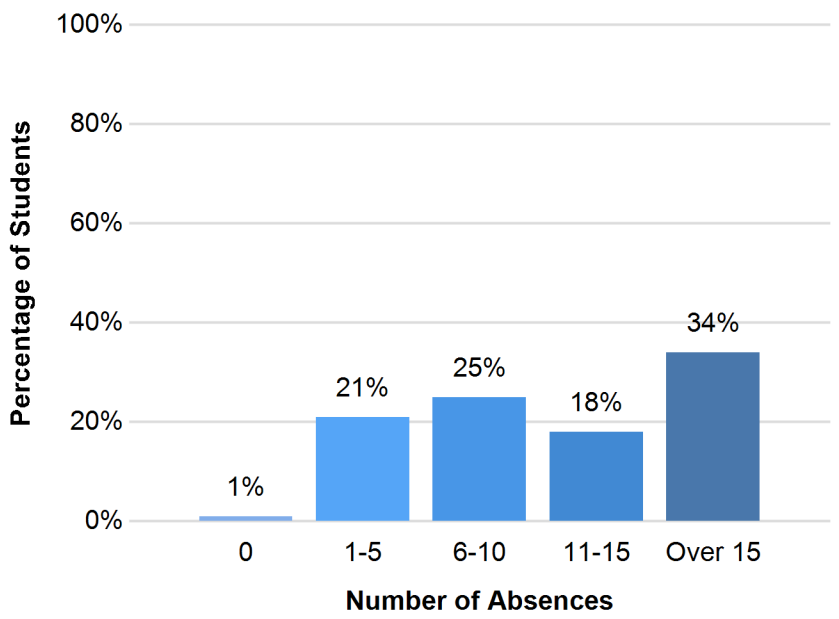
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	222	29.5	9.0	Not Met
White	*	*	**	**
Hispanic	141	25.3	9.0	Not Met
Black or African American	75	41.4	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	103	29.2		
Male	119	29.8		
Economically Disadvantaged Students	191	28.3	9.0	Not Met
Students with Disabilities	64	35.2	9.0	Not Met
English Learners	12	14.0	9.0	Not Met
Homeless Students	13	56.5		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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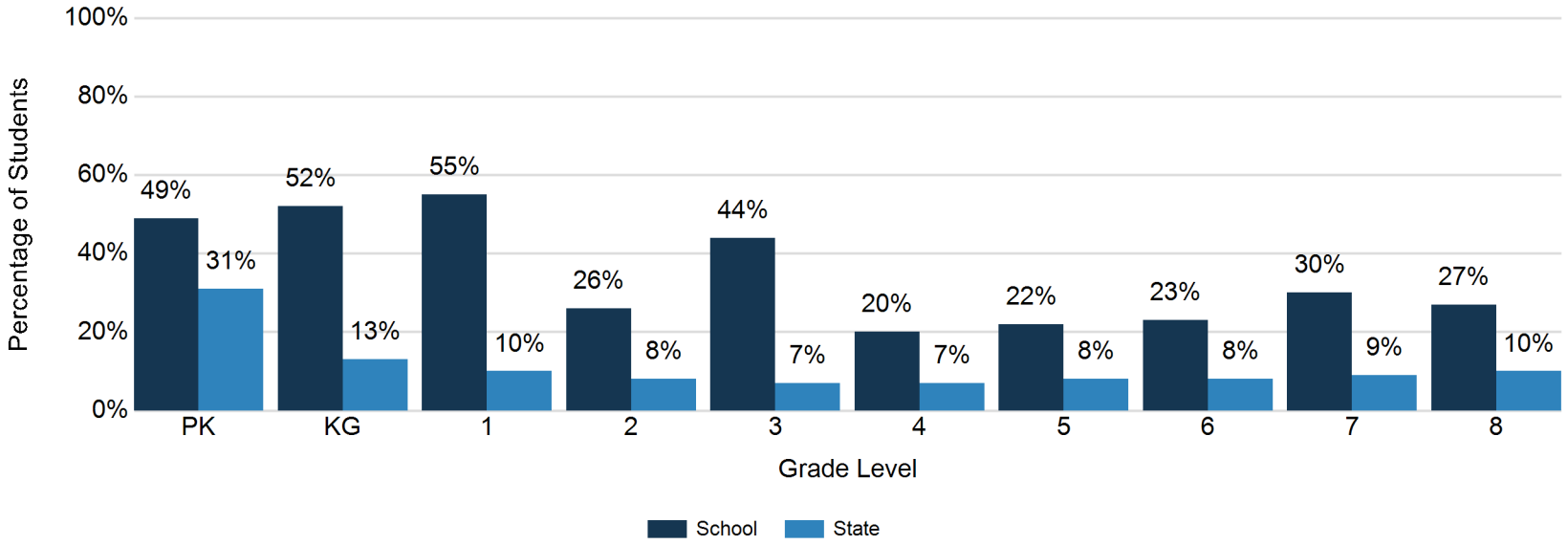
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	18
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	23
Total Unique Incidents	36
Incidents Per 100 Students Enrolled	4.55

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)	1
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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	4	4
Sexual Orientation	0	0	0
Disability	0	3	3
Other	1	22	23
No Identified Nature	25		25

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	14	1.8%
Any Suspension	17	2.1%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
35

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	1.5:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	52	118,214
Average years experience in public schools	8.0	12.1
Average years experience in district	5.9	10.8
Percentage of Teachers with 4 or more years experience in the district	42.3%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	15:1	14:1
Students to Administrators	113:1	106:1
Teachers to Administrators	7:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.0%	78.8%	71.4%	48.4%	77.1%	54.9%
Male	54.0%	21.2%	28.6%	51.6%	22.9%	45.1%
White	1.5%	42.3%	28.6%	42.4%	83.6%	77.4%
Hispanic	73.5%	32.7%	28.6%	29.9%	7.3%	7.2%
Black or African American	24.7%	19.2%	42.9%	15.0%	6.6%	13.9%
Asian	0.3%	1.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	1.9%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	1.9%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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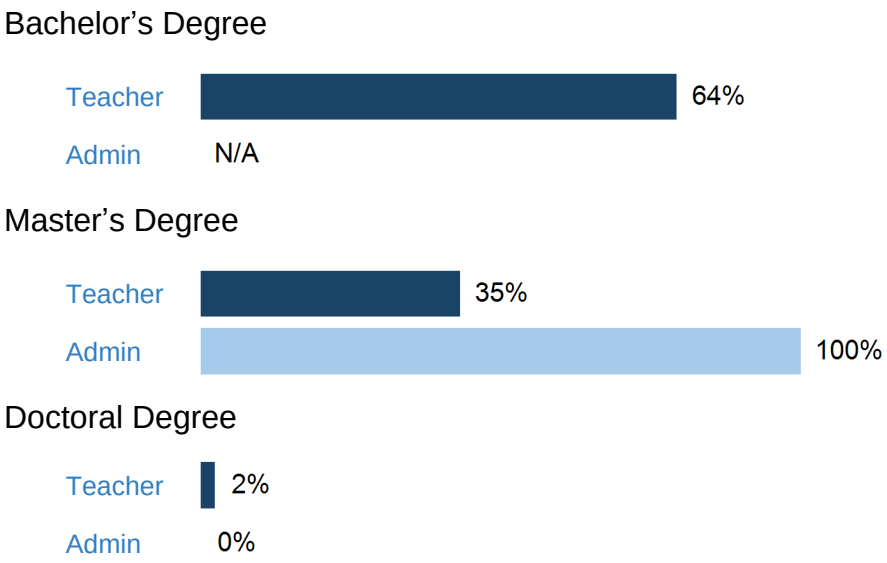
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	78.4%

NJ SCHOOL PERFORMANCE REPORT

Rafael Hernandez School
(13-3570-575)
Grades Offered: PK-08
2018-2019

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
Student Group Status: Black or African American	Low Performing Student Group (ATSI)
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	Low Performing Student Group (ATSI)
Student Group Status: Students with Disabilities	Low Performing Student Group (ATSI)
Student Group Status: English Learners	Low Performing Student Group (ATSI)

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	19.6%	18.5%	23.0%
Math Proficiency	12.8%	12.7%	11.6%
ELA Growth	50	30	46
Math Growth	42	26	40
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		21.1%	35.7%
Chronic Absenteeism	27.1%	36.6%	29.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Met Standard	Met Target†	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	Met Target	Not Met	Met Standard	Met Standard	Met Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	At Rafael Hernandez School we strive to promote the academic social and emotional health of every student We encourage our students to be respectful responsible reflective and resilient leaders that inspire the renaissance of our community
Awards, Recognition, Accomplishments:	Our middle school students choose their daily electives

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Courses, Curriculum, Instruction:	Gifted and Talented / Honors
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Coed), Soccer (Boys), Tennis (Girls), Volleyball (Girls) Basketball Cheer Dance Soccer Volleyball
Clubs and Activities:	Dance Girls Who Code Intermural Program Jr Honor Society Robotics

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	ASPIRA Jazz House Kids Program Main Street Counseling Playworks

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Facilities:	Built in 1995 and includes Auditorium Media Center and Soccer Field (On Campus)
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Mr. David DeOliviera
Address	735 RIDGE ST NEWARK, NJ 07104-2323
Phone Number	973-268-5210
Email Address	ddeoliviera@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/RDG
Facebook	http://www.facebook.com/ridge.street.school.735
Twitter	http://www.twitter.com/ridgestreet

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	63	57	57
1	68	69	63
2	74	71	66
3	71	74	67
4	74	74	75
5	87	91	84
6	82	82	87
7	99	83	178
8	87	97	82
9	0	0	0
Total	705	698	759

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	48.1%	48.0%	51.0%
Male	51.9%	52.0%	49.0%
Economically Disadvantaged Students	85.2%	74.1%	83.4%
Students with Disabilities	13.5%	11.9%	12.5%
English Learners	21.8%	19.9%	23.5%
Homeless Students	0.4%	1.6%	0.5%
Students in Foster Care	0.1%	0.1%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.3%	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	1.1%	1.1%	0.5%
Hispanic	88.4%	88.8%	89.2%
Black or African American	9.4%	8.5%	9.2%
Asian	0.7%	0.7%	0.5%
Native Hawaiian or Pacific Islander	0.1%	0.3%	0.3%
American Indian or Alaska Native	0.3%	0.3%	0.3%
Two or More Races	0.0%	0.3%	0.0%

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	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	63	57	57

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	705	698	759
Shared Time Students	0	0	0
Full Time Equivalent	705	698	759

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	56.0%
Spanish	43.7%
Other Languages	0.3%

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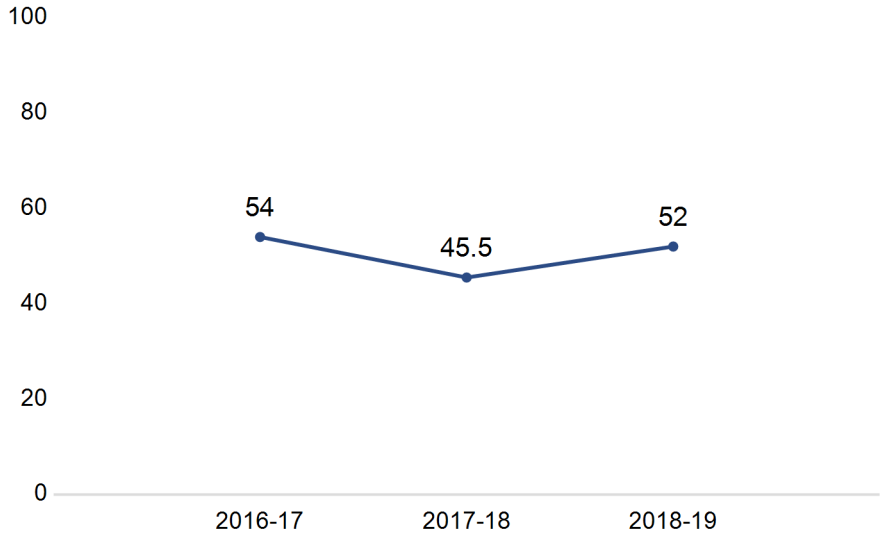
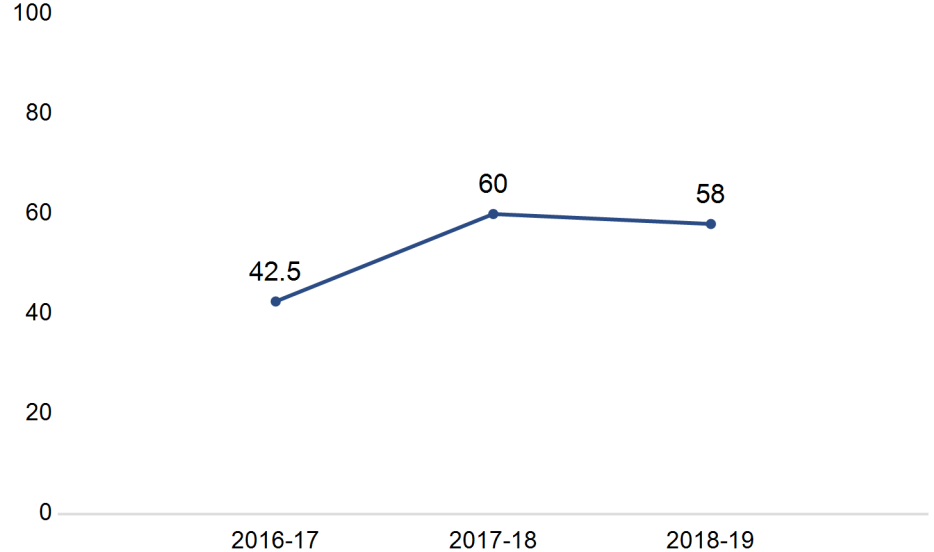
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	54	45.5	52	42.5	60	58
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	52	48	50	Met Standard	58	48	50	Met Standard
White	*	56	50	**	*	56	52	**
Hispanic	52	50	49	Met Standard	58	51	47	Met Standard
Black or African American	48	43	45	Met Standard	56	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	60	59	**	*	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	54	51	53	N	59	49	50	N
Male	50	45	47	N	57	48	51	N
Economically Disadvantaged Students	52	47	48	Met Standard	59	48	46	Met Standard
Students with Disabilities	46	39	43	Met Standard	56	48	45	Met Standard
English Learners	56	53	52	Met Standard	58	53	50	Met Standard
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	*	49	42	N	*	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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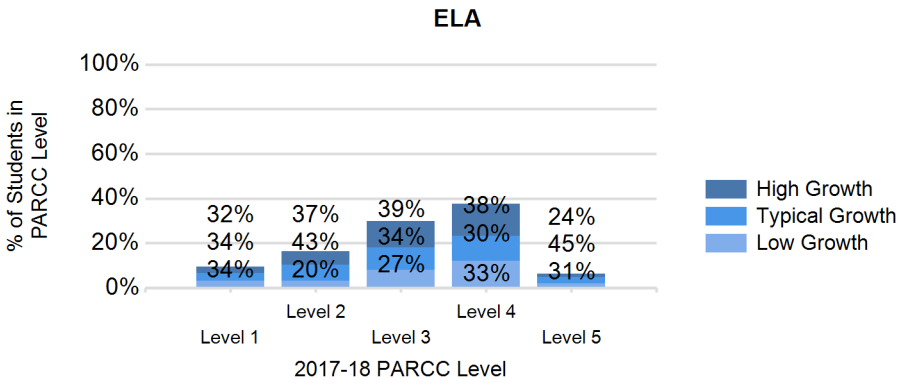
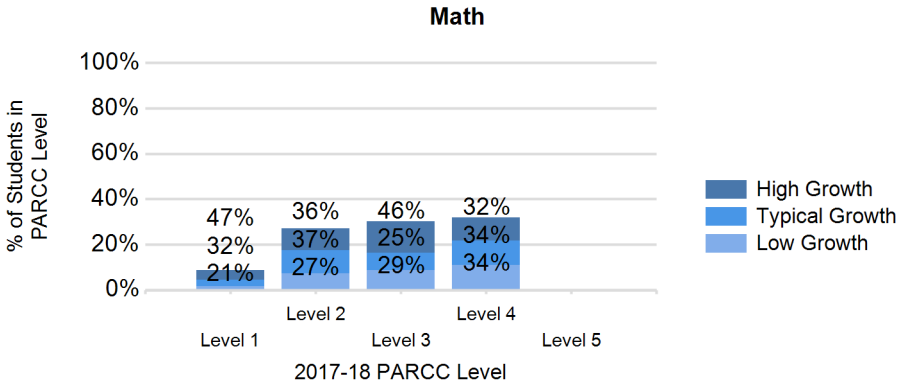
If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

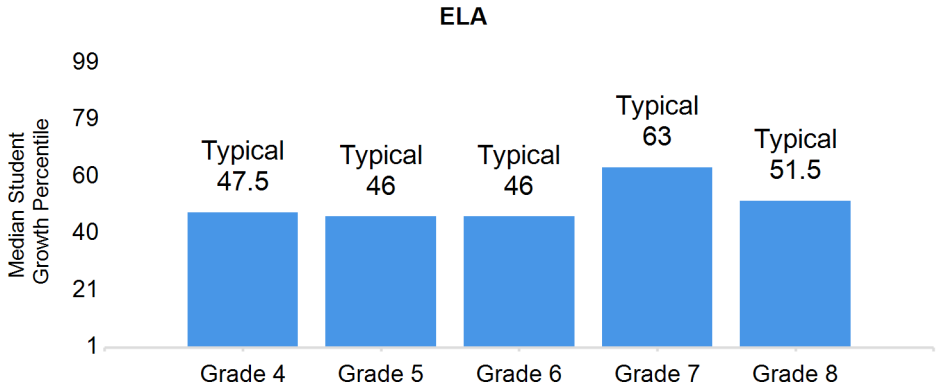
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

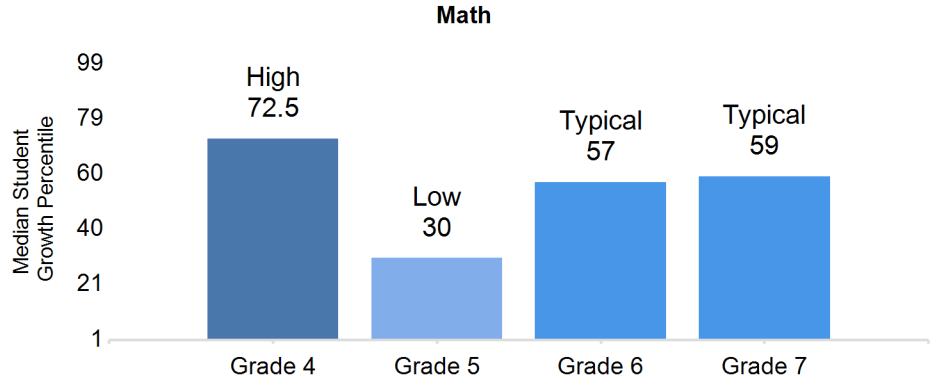




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





NJ SCHOOL PERFORMANCE REPORT

Ridge Street School
(13-3570-610)
Grades Offered: PK-08
2018-2019

Report Key:
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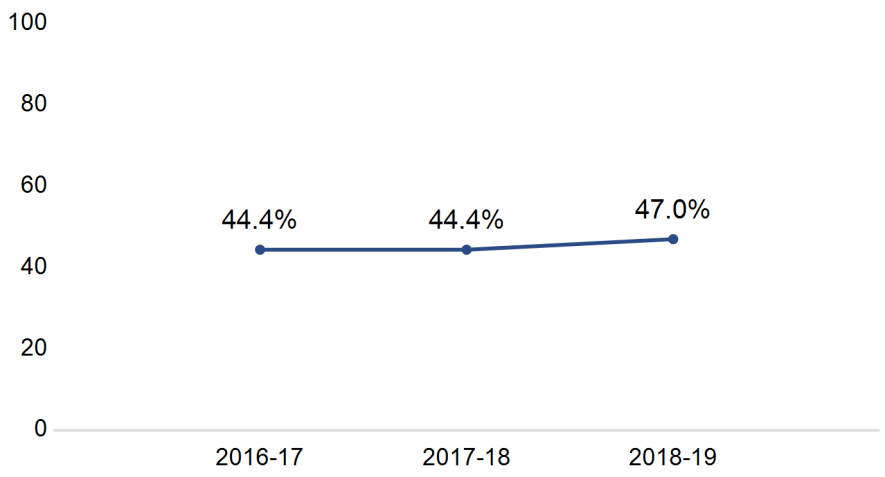
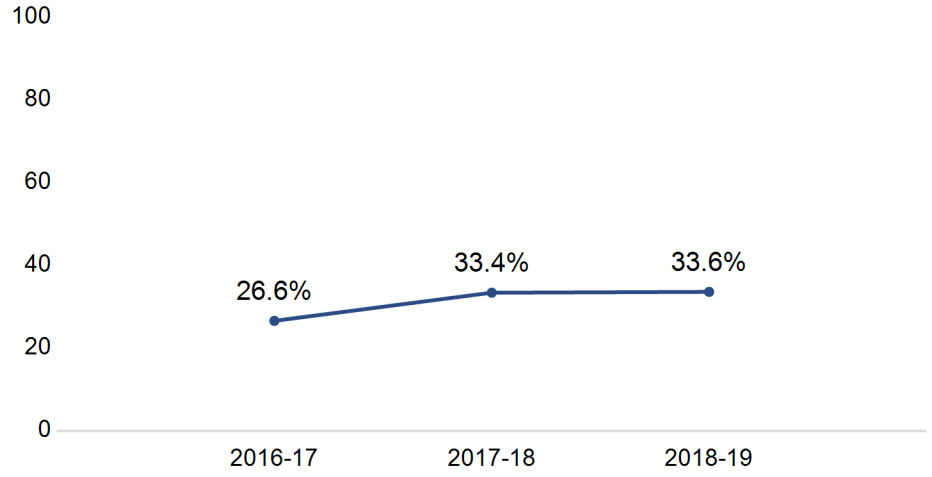
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.4%	99.4%	100.0%	99.4%	99.4%	100.0%
Proficiency Rate for Federal Accountability	44.4%	44.4%	47.0%	26.6%	33.4%	33.6%
Annual Target	46.7%	48.4%	50.2%	31.2%	33.7%	36.3%
Met Annual Target?	Met Target†	Not Met	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.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	547	100.0	47.0	*	57.9	47.0	50.2	Met Target†
White	*	*	*	54.7	66.9	*	**	**
Hispanic	480	100.0	45.4	38.9	43.9	45.4	49.7	Not Met
Black or African American	60	100.0	55.0	28.8	38.5	55.0	57	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	273	100.0	56.0	42.9	64.8	56.0		
Male	274	100.0	38.0	30.3	51.3	38.0		
Economically Disadvantaged Students	441	100.0	45.6	35.8	40.0	45.6	49.5	Met Target†
Non-Economically Disadvantaged Students	106	100.0	52.8	38.6	67.9	52.8		
Students with Disabilities	81	100.0	14.8	14.1	22.7	14.8	22.1	Not Met
Students without Disabilities	466	100.0	52.6	41.7	65.1	52.6		
English Learners	176	100.0	33.0	29.3	29.3	33.0	16.3	Met Target
Non-English Learners	371	100.0	53.6	38.3	60.6	53.6		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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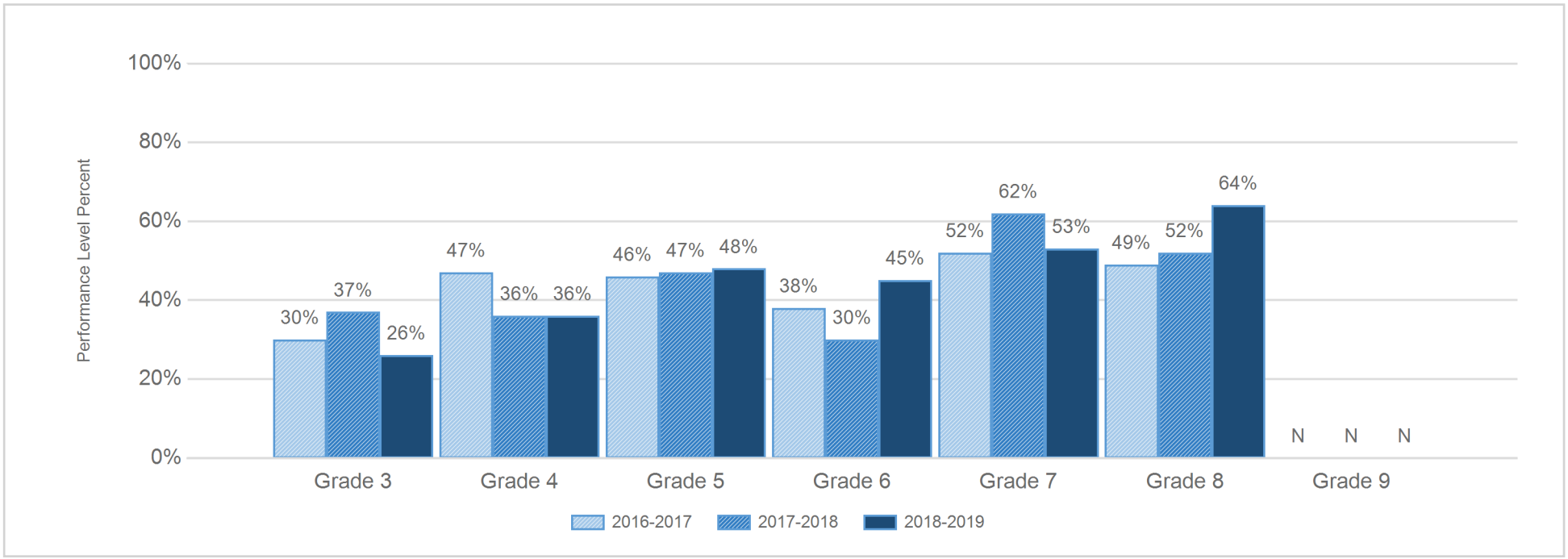
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	727	727	748	18%	28%	28%	26%	0%	26%	50%
White	N	N	746	757	N	N	N	N	N	N	60%
Hispanic	63	727	728	734	19%	27%	29%	25%	0%	25%	36%
Black or African American	*	*	721	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	30	732	730	753	*	*	*	*	*	37%	55%
Male	35	723	723	743	*	*	*	*	*	17%	46%
Economically Disadvantaged Students	*	*	726	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	729	759	*	*	*	*	*	*	61%
Students with Disabilities	13	719	700	719	*	*	*	*	*	23%	24%
Students without Disabilities	52	729	731	754	*	*	*	*	*	27%	56%
English Learners	23	714	716	713	*	*	*	*	*	*	17%
Non-English Learners	42	735	729	751	*	*	*	*	*	*	54%
Homeless Students	N	N	708	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	707	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	*	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	739	734	755	*	22%	33%	*	*	36%	57%
White	*	*	744	763	*	*	*	*	*	*	67%
Hispanic	64	738	739	743	*	20%	36%	*	*	34%	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	37	741	739	760	*	*	32%	*	*	38%	62%
Male	35	737	729	750	*	*	34%	*	*	34%	53%
Economically Disadvantaged Students	61	738	734	740	*	*	*	*	*	34%	40%
Non-Economically Disadvantaged Students	11	745	736	765	*	*	*	*	*	45%	69%
Students with Disabilities	13	716	707	725	*	*	*	*	*	15%	25%
Students without Disabilities	59	744	739	761	*	*	*	*	*	41%	64%
English Learners	21	726	722	720	*	*	48%	*	*	14%	17%
Non-English Learners	51	744	736	758	*	*	27%	*	*	45%	60%
Homeless Students	N	N	719	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	747	733	756	*	15%	29%	*	*	48%	58%
White	N	N	743	764	N	N	N	N	N	N	68%
Hispanic	71	746	736	743	*	17%	31%	*	*	44%	44%
Black or African American	*	*	727	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	43	752	739	761	*	*	*	*	*	58%	64%
Male	41	742	728	750	*	*	*	*	*	37%	52%
Economically Disadvantaged Students	59	746	732	740	*	*	*	*	*	46%	39%
Non-Economically Disadvantaged Students	25	750	738	766	*	*	*	*	*	52%	69%
Students with Disabilities	*	*	702	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	11	717	717	713	*	*	*	*	*	18%	11%
Non-English Learners	73	752	736	758	*	*	*	*	*	52%	60%
Homeless Students	N	N	722	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	724	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%

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	746	737	754	*	16%	33%	*	*	45%	56%
White	N	N	758	762	N	N	N	N	N	N	65%
Hispanic	68	744	740	743	*	18%	34%	*	*	43%	43%
Black or African American	*	*	728	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	38	756	744	762	*	*	32%	*	*	58%	64%
Male	44	737	730	748	*	*	34%	*	*	34%	48%
Economically Disadvantaged Students	66	745	737	740	*	*	*	*	*	44%	39%
Non-Economically Disadvantaged Students	16	748	737	763	*	*	*	*	*	50%	67%
Students with Disabilities	*	*	708	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	742	761	*	*	*	*	*	*	64%
English Learners	11	718	720	710	*	*	*	*	*	18%	*
Non-English Learners	71	750	739	756	*	*	*	*	*	49%	*
Homeless Students	*	*	726	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	717	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	174	751	741	761	11%	16%	19%	33%	21%	53%	63%
White	*	*	756	769	*	*	*	*	*	*	72%
Hispanic	150	751	744	747	12%	16%	19%	31%	22%	53%	50%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	84	756	749	769	*	*	18%	32%	26%	58%	71%
Male	90	747	734	753	*	*	20%	33%	16%	49%	55%
Economically Disadvantaged Students	146	751	740	743	*	*	*	*	*	53%	45%
Non-Economically Disadvantaged Students	28	756	746	771	*	*	*	*	*	54%	73%
Students with Disabilities	26	724	705	720	*	*	*	*	*	15%	22%
Students without Disabilities	148	756	749	769	*	*	*	*	*	60%	71%
English Learners	26	719	712	706	*	*	*	*	*	15%	12%
Non-English Learners	148	757	744	763	*	*	*	*	*	60%	65%
Homeless Students	*	*	724	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	735	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%

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	755	742	762	*	*	19%	51%	13%	64%	63%
White	N	N	765	770	N	N	N	N	N	N	72%
Hispanic	*	*	746	747	*	*	*	*	*	*	49%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	50	764	751	771	*	*	*	*	*	74%	71%
Male	30	740	735	753	*	*	*	*	*	47%	55%
Economically Disadvantaged Students	60	757	742	743	*	*	*	*	*	65%	45%
Non-Economically Disadvantaged Students	20	749	744	772	*	*	*	*	*	60%	72%
Students with Disabilities	*	*	707	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	750	770	*	*	*	*	*	*	71%
English Learners	*	*	717	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	764	*	*	*	*	*	*	65%
Homeless Students	N	N	711	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	714	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	559	100.0	33.6	26.3	44.5	33.6	36.3	Met Target†
White	*	*	*	42.2	54.1	*	**	**
Hispanic	492	100.0	34.6	30.9	28.8	34.6	36.3	Met Target†
Black or African American	60	100.0	23.3	16.6	23.0	23.3	37	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	279	100.0	32.6	26.9	44.9	32.6		
Male	280	100.0	34.6	25.8	44.2	34.6		
Economically Disadvantaged Students	446	100.0	33.0	26.6	26.3	33.0	37.3	Not Met
Non-Economically Disadvantaged Students	113	100.0	36.3	25.4	54.9	36.3		
Students with Disabilities	82	100.0	17.1	11.6	17.4	17.1	17.9	Met Target†
Students without Disabilities	477	100.0	36.5	29.8	50.0	36.5		
English Learners	187	100.0	25.7	25.7	25.0	25.7	22.9	Met Target
Non-English Learners	372	100.0	37.6	26.5	46.5	37.6		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

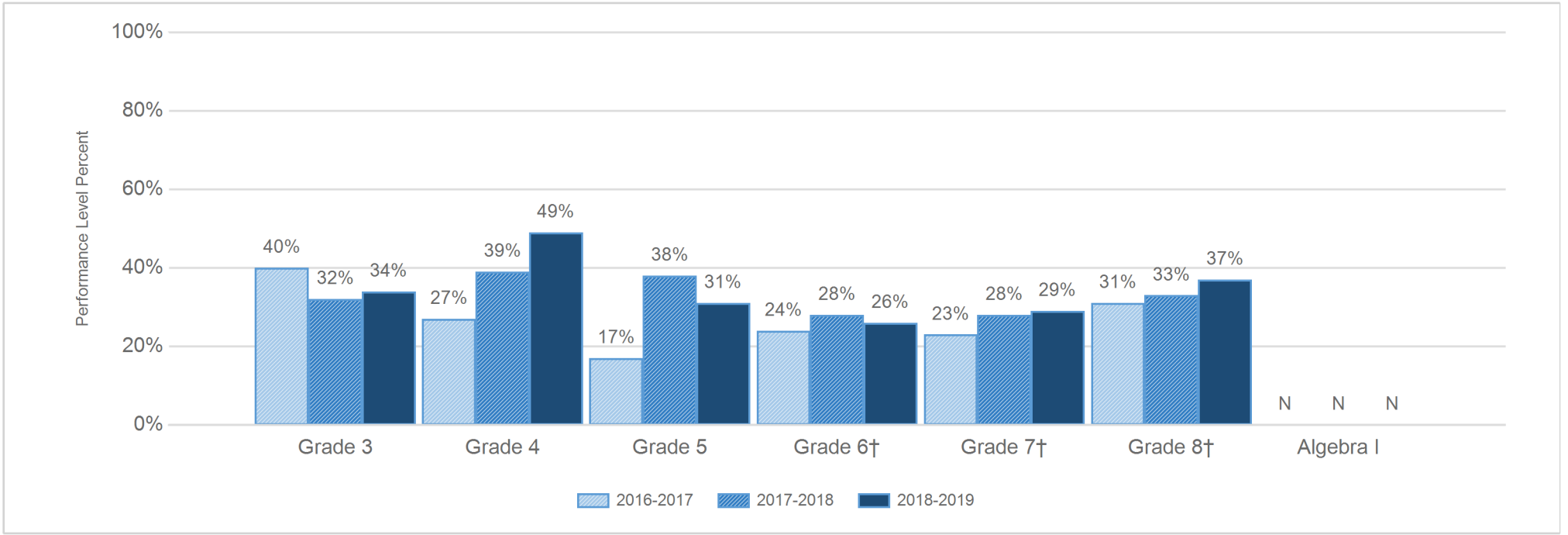
NJ SCHOOL PERFORMANCE REPORT

Ridge Street School
(13-3570-610)
Grades Offered: PK-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.

NJ SCHOOL PERFORMANCE REPORT

Ridge Street School
(13-3570-610)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	737	735	752	*	34%	21%	*	*	34%	55%
White	N	N	757	760	N	N	N	N	N	N	66%
Hispanic	65	737	738	739	*	35%	22%	*	*	34%	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	31	741	*	751	*	39%	*	*	*	32%	54%
Male	36	734	*	752	*	31%	*	*	*	36%	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	733	761	*	*	*	*	*	*	67%
Students with Disabilities	13	746	718	731	*	*	*	*	*	46%	31%
Students without Disabilities	54	735	738	756	*	*	*	*	*	31%	60%
English Learners	25	735	732	728	*	44%	*	*	*	20%	26%
Non-English Learners	42	738	736	754	*	29%	*	*	*	43%	58%
Homeless Students	N	N	720	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	714	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	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Ridge Street School
(13-3570-610)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	750	732	749	*	15%	34%	*	*	49%	51%
White	*	*	746	757	*	*	*	*	*	*	62%
Hispanic	65	750	738	737	*	15%	34%	*	*	49%	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	37	748	733	749	*	*	*	*	*	43%	50%
Male	36	753	731	749	*	*	*	*	*	56%	52%
Economically Disadvantaged Students	61	750	732	734	*	*	*	*	*	48%	32%
Non-Economically Disadvantaged Students	12	752	731	759	*	*	*	*	*	58%	63%
Students with Disabilities	13	734	713	726	*	*	*	*	*	23%	25%
Students without Disabilities	60	754	736	754	*	*	*	*	*	55%	56%
English Learners	22	742	728	722	*	*	50%	*	*	32%	18%
Non-English Learners	51	754	733	751	*	*	27%	*	*	57%	54%
Homeless Students	N	N	715	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Ridge Street School
(13-3570-610)
Grades Offered: PK-08
2018-2019

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† 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	84	738	728	747	*	20%	44%	*	*	31%	47%
White	N	N	736	755	N	N	N	N	N	N	58%
Hispanic	71	740	733	735	*	23%	41%	*	*	32%	30%
Black or African American	*	*	720	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	43	737	729	747	*	*	49%	*	*	26%	47%
Male	41	740	727	747	*	*	39%	*	*	37%	47%
Economically Disadvantaged Students	59	738	728	732	*	*	46%	*	*	27%	27%
Non-Economically Disadvantaged Students	25	739	729	757	*	*	40%	*	*	40%	59%
Students with Disabilities	*	*	714	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	731	752	*	*	*	*	*	*	52%
English Learners	11	721	721	718	*	*	*	*	*	18%	12%
Non-English Learners	73	741	729	749	*	*	*	*	*	33%	49%
Homeless Students	N	N	714	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	720	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Ridge Street School
(13-3570-610)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	735	725	741	*	31%	38%	*	*	26%	41%
White	N	N	745	749	N	N	N	N	N	N	51%
Hispanic	71	735	728	729	*	34%	35%	*	*	25%	24%
Black or African American	*	*	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	40	736	726	742	*	33%	38%	*	*	25%	42%
Male	45	734	723	740	*	29%	38%	*	*	27%	40%
Economically Disadvantaged Students	68	737	725	726	*	*	*	*	*	26%	21%
Non-Economically Disadvantaged Students	17	727	722	750	*	*	*	*	*	24%	53%
Students with Disabilities	*	*	708	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	746	*	*	*	*	*	*	46%
English Learners	12	727	715	709	*	*	*	*	*	*	*
Non-English Learners	73	736	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	707	717	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Ridge Street School
(13-3570-610)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	178	733	731	744	10%	34%	27%	23%	6%	29%	42%
White	*	*	738	751	*	*	*	*	*	*	53%
Hispanic	154	734	733	733	10%	34%	26%	23%	6%	30%	26%
Black or African American	*	*	723	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	85	733	*	744	*	33%	28%	*	*	28%	42%
Male	93	733	*	743	*	35%	26%	*	*	29%	42%
Economically Disadvantaged Students	147	733	731	731	*	35%	25%	*	*	29%	24%
Non-Economically Disadvantaged Students	31	736	731	751	*	32%	35%	*	*	29%	53%
Students with Disabilities	26	721	708	718	*	50%	*	*	*	15%	13%
Students without Disabilities	152	735	736	749	*	32%	*	*	*	31%	48%
English Learners	30	716	721	716	*	60%	*	*	*	10%	10%
Non-English Learners	148	737	732	745	*	29%	*	*	*	32%	44%
Homeless Students	*	*	719	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	718	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	*	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Ridge Street School
(13-3570-610)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	736	722	728	22%	14%	27%	*	*	37%	29%
White	N	N	731	737	N	N	N	N	N	N	38%
Hispanic	*	*	727	722	*	*	*	*	*	*	22%
Black or African American	*	*	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	53	735	724	731	*	*	*	*	*	38%	31%
Male	30	737	719	726	*	*	*	*	*	37%	27%
Economically Disadvantaged Students	62	738	722	719	*	*	*	*	*	39%	20%
Non-Economically Disadvantaged Students	21	731	721	735	*	*	*	*	*	33%	36%
Students with Disabilities	*	*	697	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	727	734	*	*	*	*	*	*	35%
English Learners	11	723	712	706	*	*	*	*	*	18%	10%
Non-English Learners	72	738	723	730	*	*	*	*	*	40%	30%
Homeless Students	N	N	695	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Ridge Street School
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Ridge Street School
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Grades Offered: PK-08
2018-2019

Report Key:
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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	*	*
5	*	*
6	*	*
7	*	*
8	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	50.5%	40.9%	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	58	*	*
3-4	60	*	*
5 or more	41	73.2%	26.8%

NJ SCHOOL PERFORMANCE REPORT

Ridge Street School
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2018-2019

Report Key:
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N No Data is available to display
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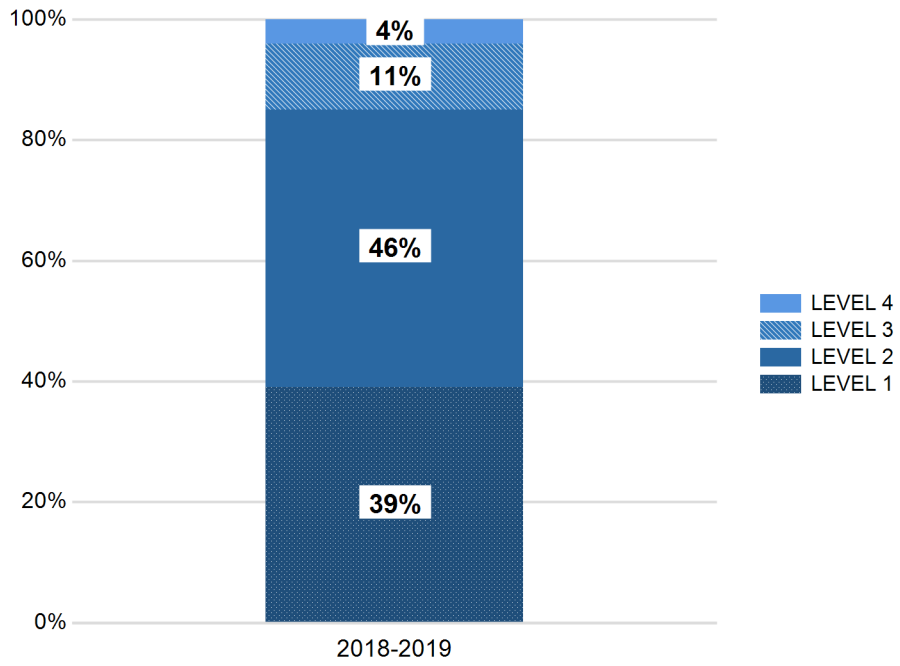
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	39	46	11	4
White	N	N	N	N
Hispanic	37	48	11	4
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	35	49	14	2
Male	44	44	7	5
Economically Disadvantaged Students	42	44	10	3
Non-Economically Disadvantaged Students	32	52	12	4
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	45	36	18	0
Non-English Learners	38	48	10	4
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Ridge Street School
(13-3570-610)
Grades Offered: PK-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
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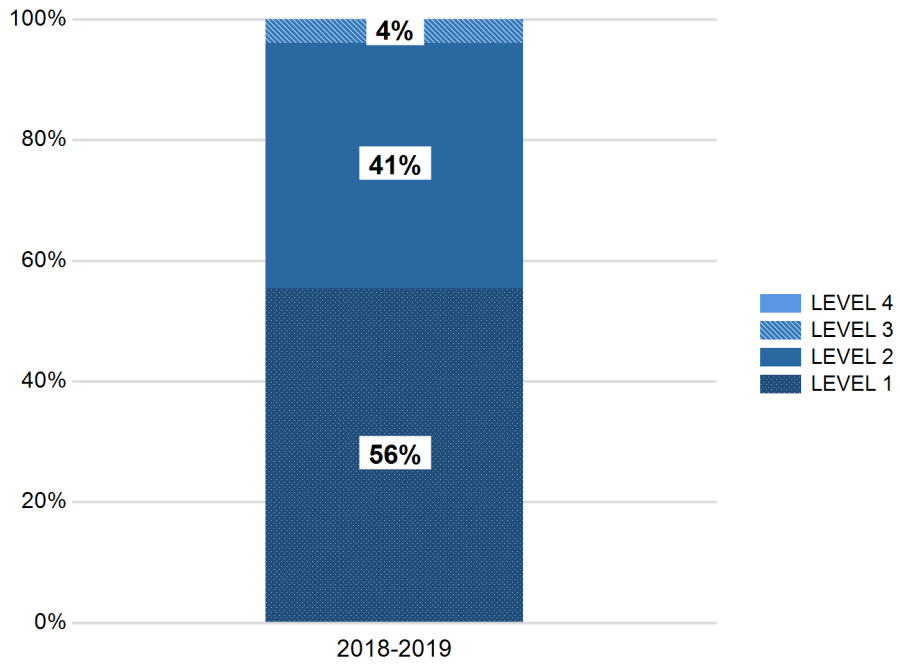
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	56	41	4	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	55	43	2	0
Male	57	37	7	0
Economically Disadvantaged Students	58	37	5	0
Non-Economically Disadvantaged Students	48	52	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	73	18	9	0
Non-English Learners	53	44	3	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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2018-2019

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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	87
7	0	0	91
8	0	0	82
Total	0	0	260

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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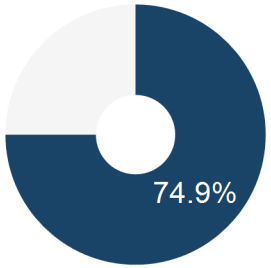
Visual and Performing Arts – Course Participation

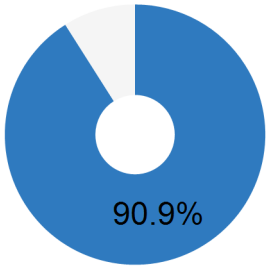
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

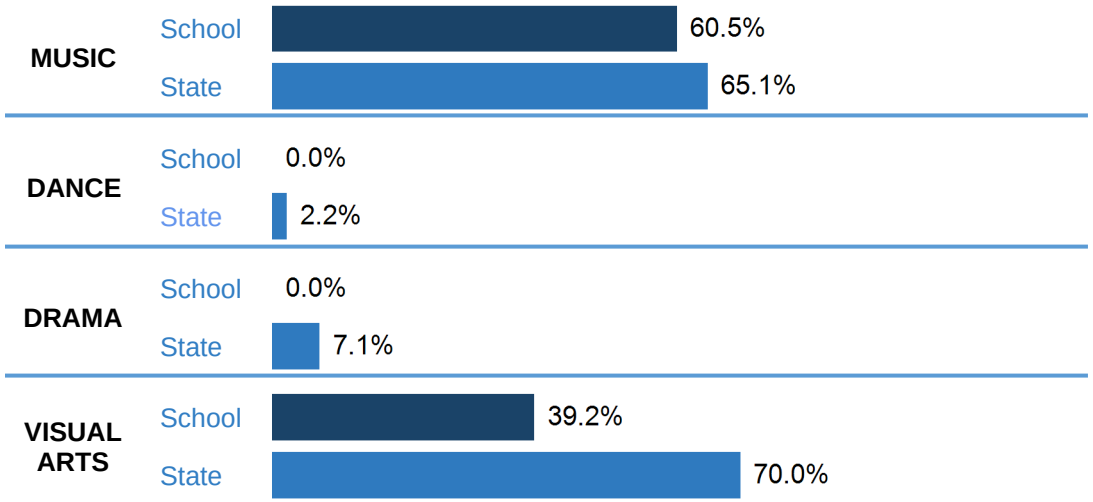


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

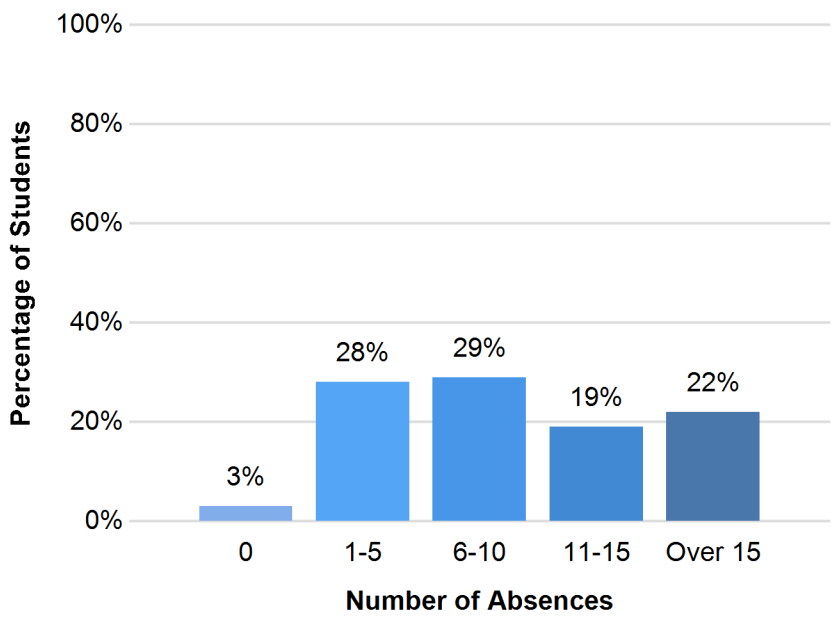
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	128	16.8	9.0	Not Met
White	*	*	**	**
Hispanic	110	16.4	9.0	Not Met
Black or African American	16	20.3	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	65	16.8		
Male	63	16.7		
Economically Disadvantaged Students	105	16.4	9.0	Not Met
Students with Disabilities	22	20.6	9.0	Not Met
English Learners	12	6.9	9.0	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.



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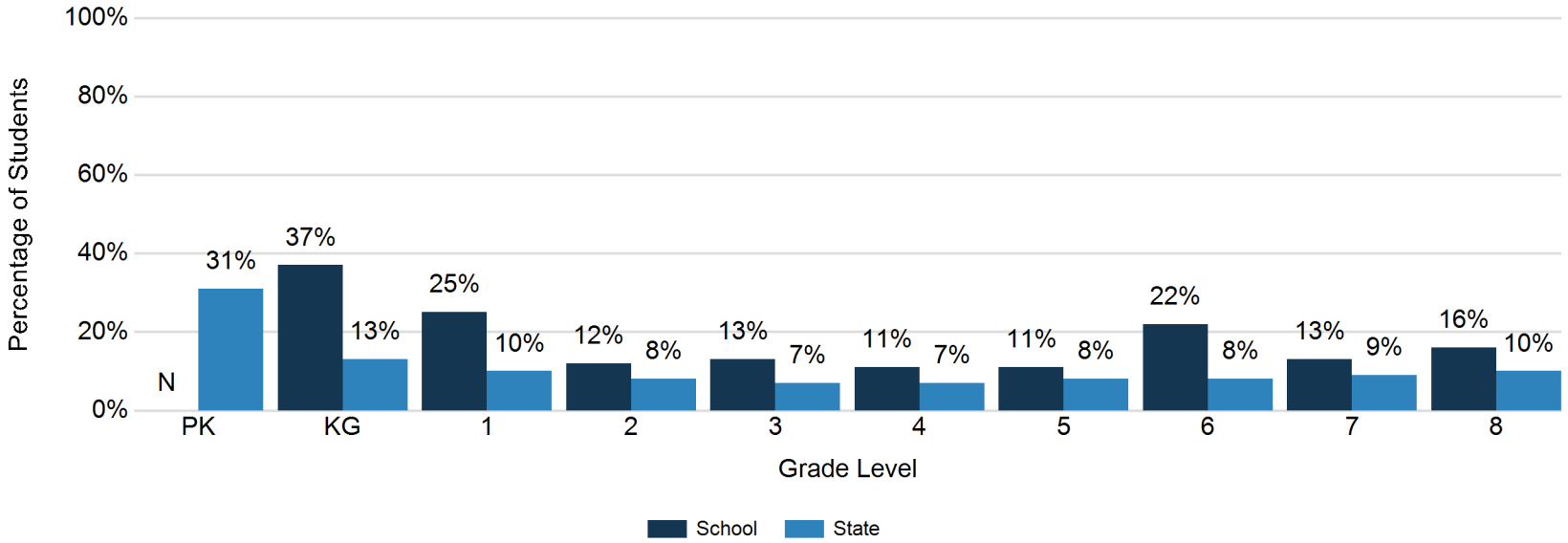
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	13
Weapons	2
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	2.11

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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	17	2.2%
Out-of-School Suspensions	15	2.0%
Any Suspension	31	4.1%
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
38

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	3.4:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	44	118,214
Average years experience in public schools	19.0	12.1
Average years experience in district	18.0	10.8
Percentage of Teachers with 4 or more years experience in the district	93.2%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	17:1	14:1
Students to Administrators	108:1	106:1
Teachers to Administrators	6:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Key terms for staff data:
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Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.0%	77.3%	57.1%	48.4%	77.1%	54.9%
Male	49.0%	22.7%	42.9%	51.6%	22.9%	45.1%
White	0.5%	61.4%	85.7%	42.4%	83.6%	77.4%
Hispanic	89.2%	34.1%	14.3%	29.9%	7.3%	7.2%
Black or African American	9.2%	4.5%	0.0%	15.0%	6.6%	13.9%
Asian	0.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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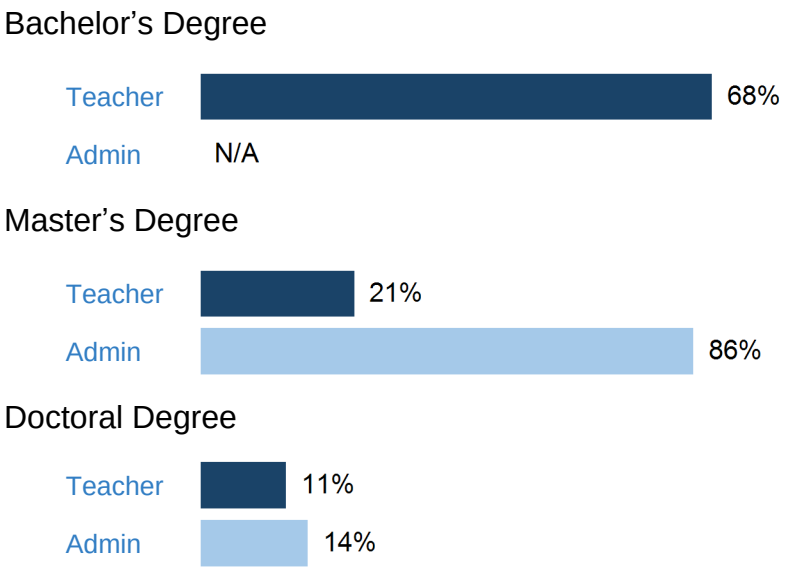
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	78.9%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	44.4%	44.4%	47.0%
Math Proficiency	26.6%	33.4%	33.6%
ELA Growth	54	46	52
Math Growth	42	60	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		46.3%	50.5%
Chronic Absenteeism	14.2%	20.4%	16.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

NJ SCHOOL PERFORMANCE REPORT

Ridge Street School
(13-3570-610)
Grades Offered: PK-08
2018-2019

Report Key:
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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Met Target†	Met Standard	Met Standard	Met Target	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target	Met Target	Met 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).

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	Ridge Street is a K 8 school which educates nearly 700 students It is our mission to develop our students academically emotionally physically and socially Our goal is for students to be life long learners who will think critically and creatively making intelligent choices in everyday life situations
Awards, Recognition, Accomplishments:	Students engage in a wide variety of extra curricular activities which support the development of the whole child

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Courses, Curriculum, Instruction:	National Junior Honor Society Dual Language Bilingual Education
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Coed), Soccer (Coed), Volleyball (Boys & Girls) Basketball Cheer Chess Soccer Volleyball
Clubs and Activities:	Chess Club Debate Future Teachers Jr Honor Society Robotics

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Before and After School Programs:	Before Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Audible NJIT GEAR UP Renew the Arts The Newark Museum Conserve Wildlife Foundation of New Jersey

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Facilities:	Built in 1911 and includes Auditorium Computer Labs Music Classrooms Art Classroom and Science Lab
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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School Narrative

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Roberto Clemente Elementary School
(13-3570-615)
Grades Offered: PK-04
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows 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:

NJ SCHOOL PERFORMANCE REPORT

Roberto Clemente Elementary School
(13-3570-615)
Grades Offered: PK-04
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Mr. Claudio Barbaran
Address	257 SUMMER AVE NEWARK, NJ 07104-2717
Phone Number	973-268-5290
Email Address	CBarbaran@NPS.K12.NJ.US
Website	http://www.nps.k12.nj.us/ROC
Twitter	https://twitter.com/RCES257

NJ SCHOOL PERFORMANCE REPORT

Roberto Clemente Elementary School
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	60	59	73
KG	92	104	96
1	92	103	109
2	85	94	99
3	89	97	98
4	81	91	89
5	0	0	0
Total	499	548	564

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	53.3%	51.1%	50.5%
Male	46.7%	48.9%	49.5%
Economically Disadvantaged Students	91.4%	80.7%	87.4%
Students with Disabilities	14.6%	14.2%	18.4%
English Learners	28.7%	30.1%	30.5%
Homeless Students	1.4%	2.7%	2.0%
Students in Foster Care	0.6%	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	0.4%	0.5%	0.2%
Hispanic	81.4%	79.7%	81.6%
Black or African American	17.0%	17.5%	16.8%
Asian	0.2%	1.3%	0.9%
Native Hawaiian or Pacific Islander	0.8%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.4%	0.4%
Two or More Races	0.0%	0.4%	0.0%

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	0	0	0
PK - Full Day	60	59	73
KG - Half Day	0	0	0
KG - Full Day	92	104	96

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	53.2%
Spanish	45.2%
Other Languages	1.6%

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2018-2019

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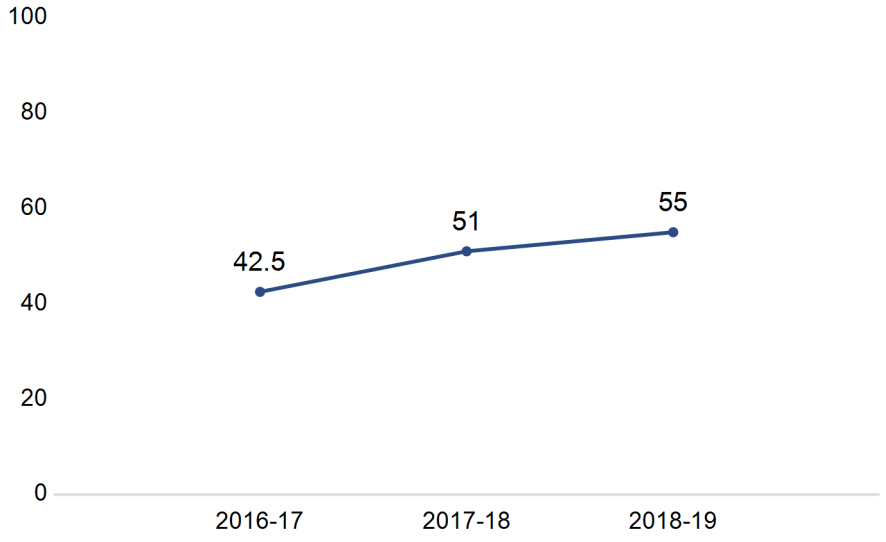
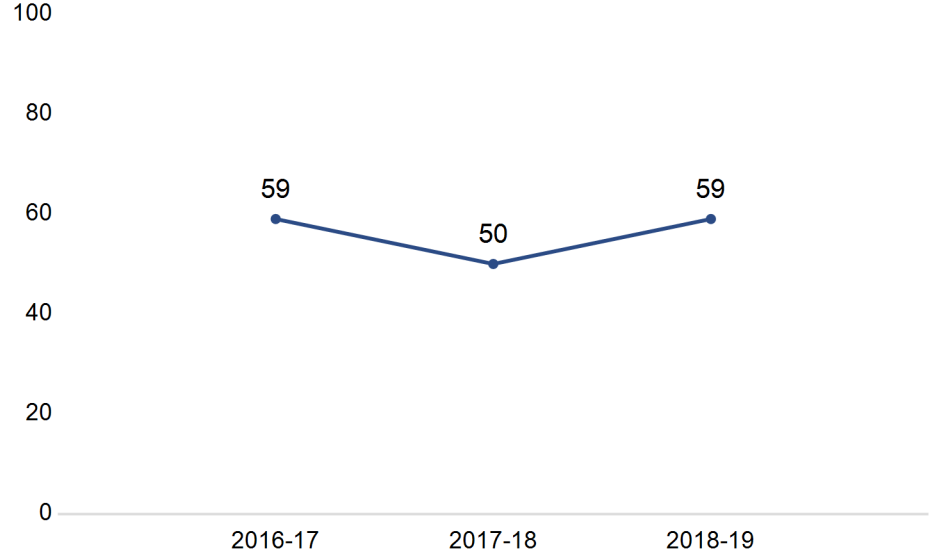
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	42.5	51	55	59	50	59
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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2018-2019

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	55	48	50	Met Standard	59	48	50	Met Standard
White	N	56	50	**	N	56	52	**
Hispanic	55	50	49	Met Standard	57	51	47	Met Standard
Black or African American	86	43	45	**	69.5	41	43	**
Asian, Native Hawaiian, or Pacific Islander	*	60	59	**	*	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	62	51	53	N	60	49	50	N
Male	52.5	45	47	N	53.5	48	51	N
Economically Disadvantaged Students	59.5	47	48	Met Standard	60	48	46	Exceeds Standard
Students with Disabilities	40	39	43	Met Standard	34	48	45	Not Met
English Learners	54	53	52	Met Standard	62	53	50	Exceeds Standard
Homeless Students	N	37	43	N	N	38.5	44	N
Students in Foster Care	*	49	42	N	*	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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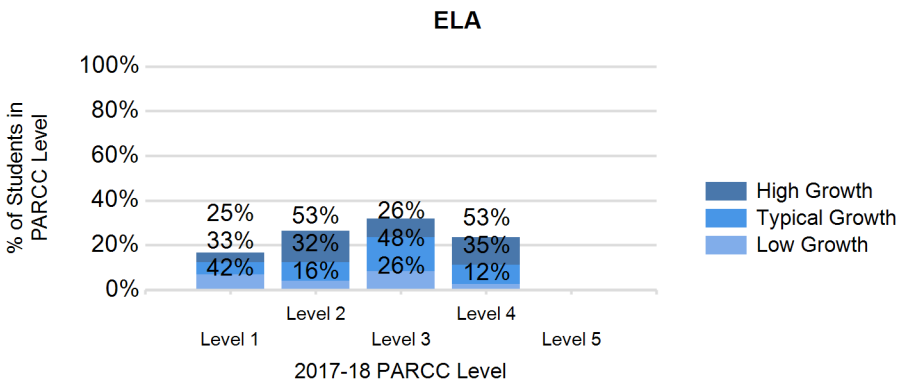
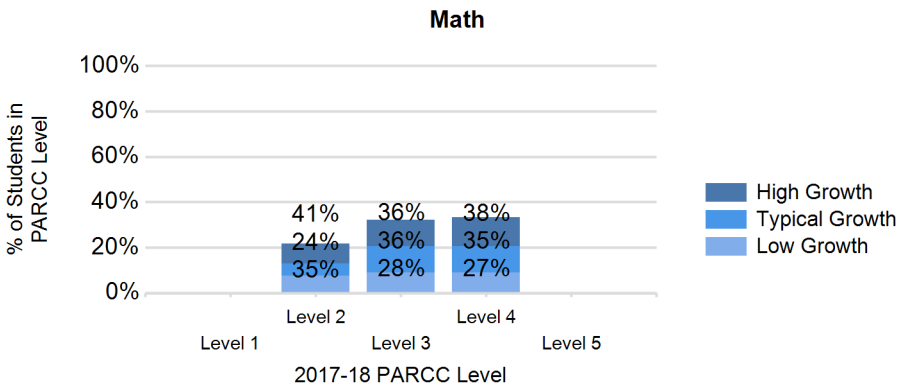
Student Growth by Performance Level

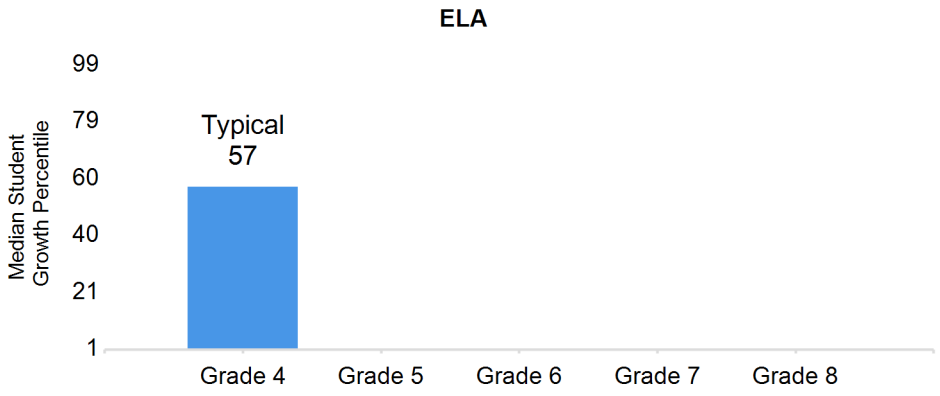
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

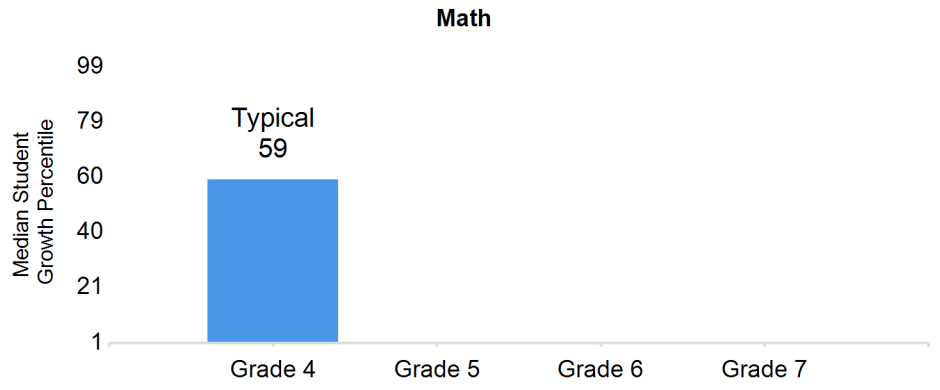




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





NJ SCHOOL PERFORMANCE REPORT

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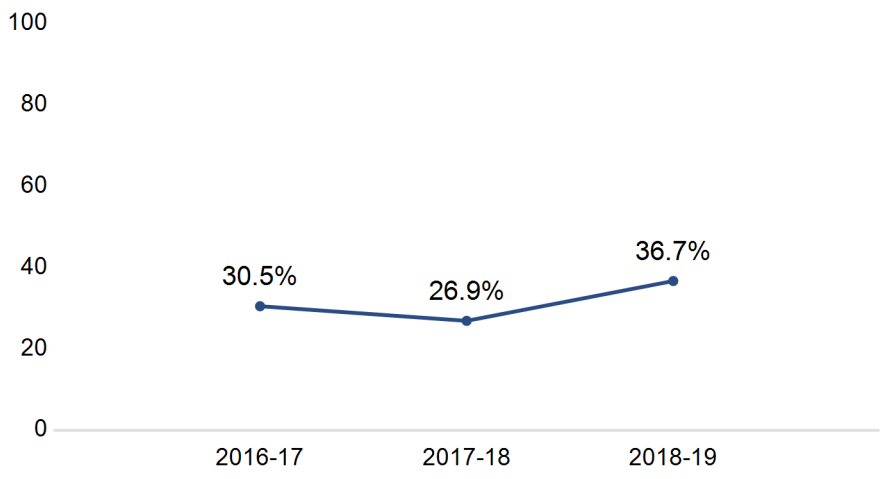
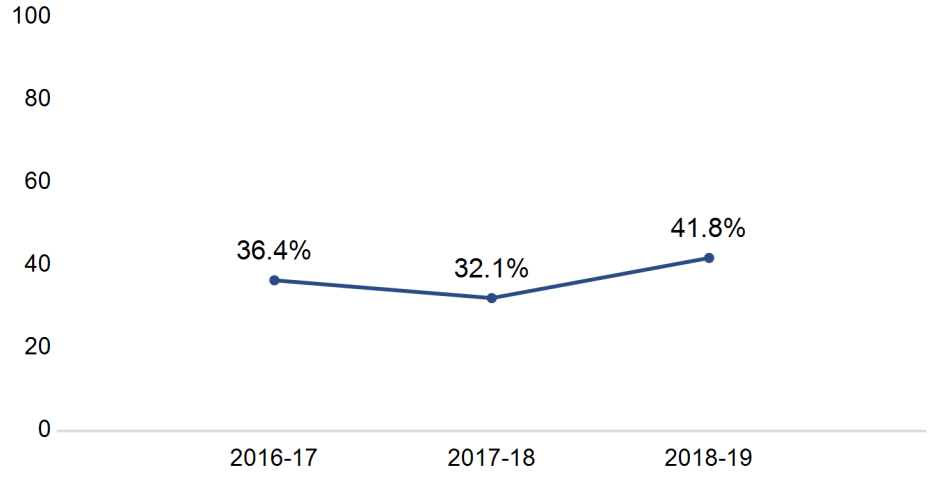
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.2%	100.0%	100.0%	98.3%	100.0%	100.0%
Proficiency Rate for Federal Accountability	30.5%	26.9%	36.7%	36.4%	32.1%	41.8%
Annual Target	31.6%	34.2%	36.7%	34.2%	36.6%	39.0%
Met Annual Target?	Met Target†	Not Met	Met Target	Met Target	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	177	100.0	36.7	*	57.9	36.7	36.7	Met Target
White	N	N	N	54.7	66.9	N	**	**
Hispanic	147	100.0	36.7	38.9	43.9	36.7	38.2	Met Target†
Black or African American	*	*	*	28.8	38.5	*	30.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	96	100.0	37.5	42.9	64.8	37.5		
Male	81	100.0	35.8	30.3	51.3	35.8		
Economically Disadvantaged Students	153	100.0	37.3	35.8	40.0	37.3	35	Met Target
Non-Economically Disadvantaged Students	24	100.0	33.3	38.6	67.9	33.3		
Students with Disabilities	44	100.0	13.6	14.1	22.7	13.6	14	Met Target†
Students without Disabilities	133	100.0	44.4	41.7	65.1	44.4		
English Learners	69	100.0	37.7	29.3	29.3	37.7	15.2	Met Target
Non-English Learners	108	100.0	36.1	38.3	60.6	36.1		
Homeless Students	N	N	N	17.0	29.1	N		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Roberto Clemente Elementary School
(13-3570-615)
Grades Offered: PK-04
2018-2019

Report Key:
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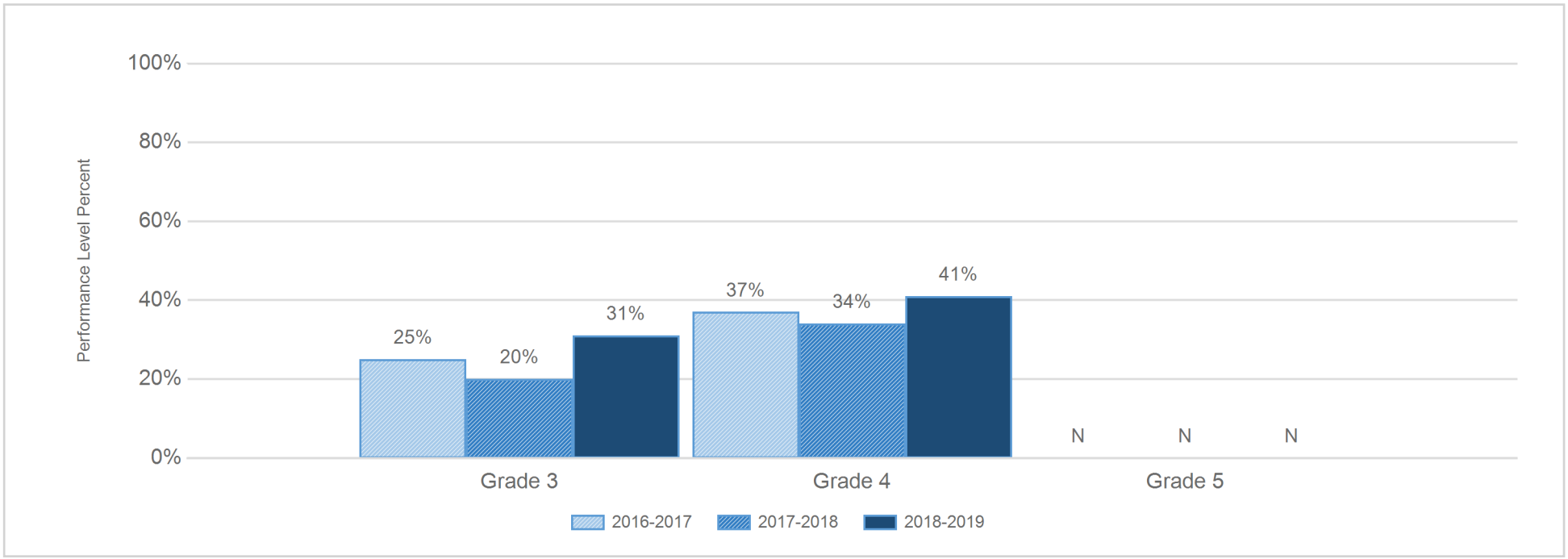
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	731	727	748	20%	25%	24%	*	*	31%	50%
White	N	N	746	757	N	N	N	N	N	N	60%
Hispanic	80	731	728	734	20%	25%	24%	*	*	31%	36%
Black or African American	*	*	721	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	55	732	730	753	*	25%	*	*	*	27%	55%
Male	40	730	723	743	*	25%	*	*	*	35%	46%
Economically Disadvantaged Students	79	731	726	731	*	*	*	*	*	30%	33%
Non-Economically Disadvantaged Students	16	731	729	759	*	*	*	*	*	31%	61%
Students with Disabilities	21	698	700	719	*	*	*	*	*	*	24%
Students without Disabilities	74	740	731	754	*	*	*	*	*	*	56%
English Learners	34	727	716	713	*	*	*	*	*	26%	17%
Non-English Learners	61	733	729	751	*	*	*	*	*	33%	54%
Homeless Students	N	N	708	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	707	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	*	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	738	734	755	18%	13%	28%	*	*	41%	57%
White	N	N	744	763	N	N	N	N	N	N	67%
Hispanic	71	736	739	743	20%	*	28%	*	*	41%	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	43	743	739	760	*	*	*	*	*	49%	62%
Male	44	734	729	750	*	*	*	*	*	34%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	736	765	*	*	*	*	*	*	69%
Students with Disabilities	24	718	707	725	*	*	*	*	*	25%	25%
Students without Disabilities	63	746	739	761	*	*	*	*	*	48%	64%
English Learners	31	734	722	720	*	*	*	*	*	48%	17%
Non-English Learners	56	741	736	758	*	*	*	*	*	38%	60%
Homeless Students	*	*	719	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	724	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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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	184	100.0	41.8	26.3	44.5	41.8	39	Met Target
White	N	N	N	42.2	54.1	N	**	**
Hispanic	154	100.0	42.2	30.9	28.8	42.2	40.5	Met Target
Black or African American	*	*	*	16.6	23.0	*	32.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	100	100.0	38.0	26.9	44.9	38.0		
Male	84	100.0	46.4	25.8	44.2	46.4		
Economically Disadvantaged Students	155	100.0	41.9	26.6	26.3	41.9	37.8	Met Target
Non-Economically Disadvantaged Students	29	100.0	41.4	25.4	54.9	41.4		
Students with Disabilities	44	100.0	18.2	11.6	17.4	18.2	8	Met Target
Students without Disabilities	140	100.0	49.3	29.8	50.0	49.3		
English Learners	76	100.0	39.5	25.7	25.0	39.5	31.6	Met Target
Non-English Learners	108	100.0	43.5	26.5	46.5	43.5		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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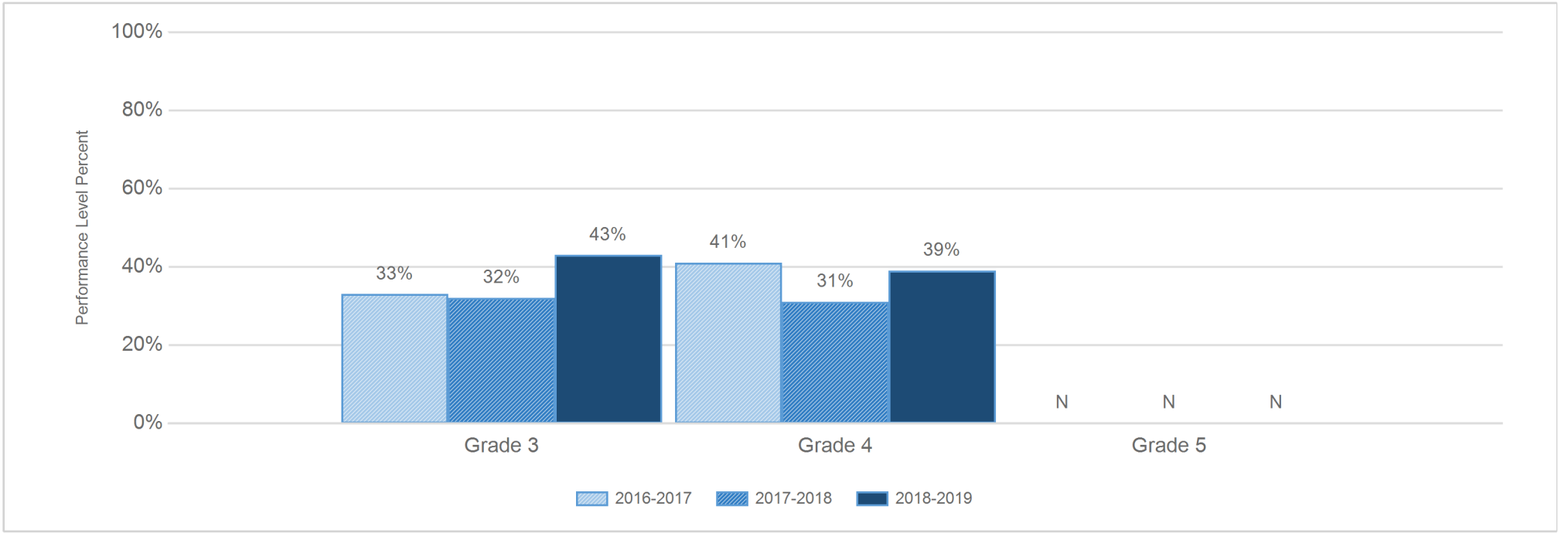
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	742	735	752	*	23%	27%	*	*	43%	55%
White	N	N	757	760	N	N	N	N	N	N	66%
Hispanic	85	741	738	739	*	24%	25%	*	*	44%	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	58	738	*	751	*	*	26%	*	*	40%	54%
Male	42	747	*	752	*	*	29%	*	*	48%	56%
Economically Disadvantaged Students	80	742	735	737	*	*	*	*	*	41%	37%
Non-Economically Disadvantaged Students	20	742	733	761	*	*	*	*	*	50%	67%
Students with Disabilities	21	717	718	731	*	*	*	*	*	14%	31%
Students without Disabilities	79	748	738	756	*	*	*	*	*	51%	60%
English Learners	39	736	732	728	*	*	*	*	*	33%	26%
Non-English Learners	61	745	736	754	*	*	*	*	*	49%	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	714	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	*	728	N	N	N	N	N	N	28%

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	742	732	749	*	19%	33%	*	*	39%	51%
White	N	N	746	757	N	N	N	N	N	N	62%
Hispanic	74	743	738	737	*	18%	35%	*	*	39%	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	45	741	733	749	*	*	36%	*	*	36%	50%
Male	45	743	731	749	*	*	31%	*	*	42%	52%
Economically Disadvantaged Students	79	743	732	734	*	*	*	*	*	41%	32%
Non-Economically Disadvantaged Students	11	732	731	759	*	*	*	*	*	27%	63%
Students with Disabilities	24	727	713	726	*	*	*	*	*	21%	25%
Students without Disabilities	66	748	736	754	*	*	*	*	*	45%	56%
English Learners	34	748	728	722	*	*	*	*	*	50%	18%
Non-English Learners	56	738	733	751	*	*	*	*	*	32%	54%
Homeless Students	*	*	715	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	722	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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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	42.2%	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	54	*	*
3-4	57	*	*
5 or more	45	84.4%	15.6%

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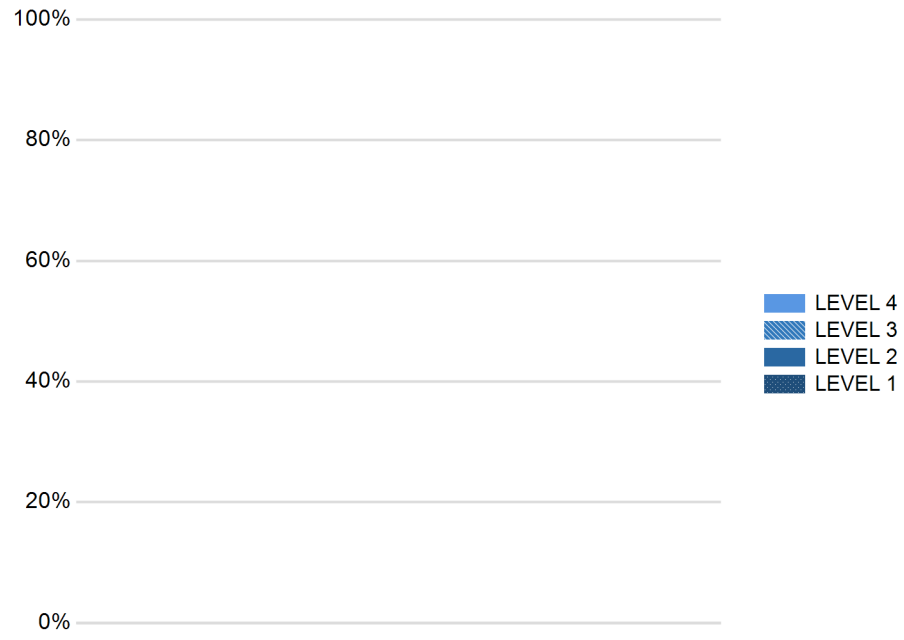
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

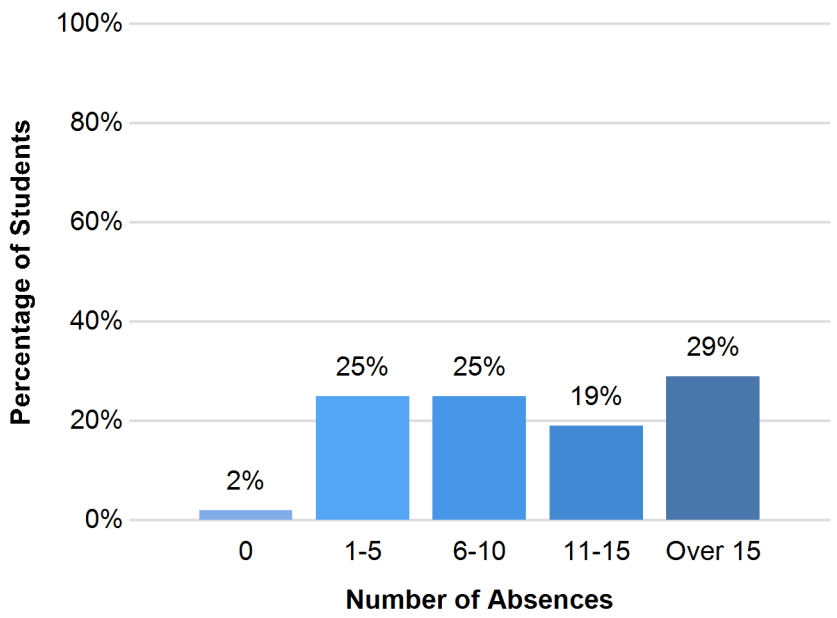
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	117	23.9	9.2	Not Met
White	*	*	**	**
Hispanic	86	21.2	9.2	Not Met
Black or African American	30	40.0	9.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	58	23.4		
Male	59	24.5		
Economically Disadvantaged Students	101	23.5	9.2	Not Met
Students with Disabilities	24	25.3	9.2	Not Met
English Learners	24	14.2	9.2	Not Met
Homeless Students	4	40.0		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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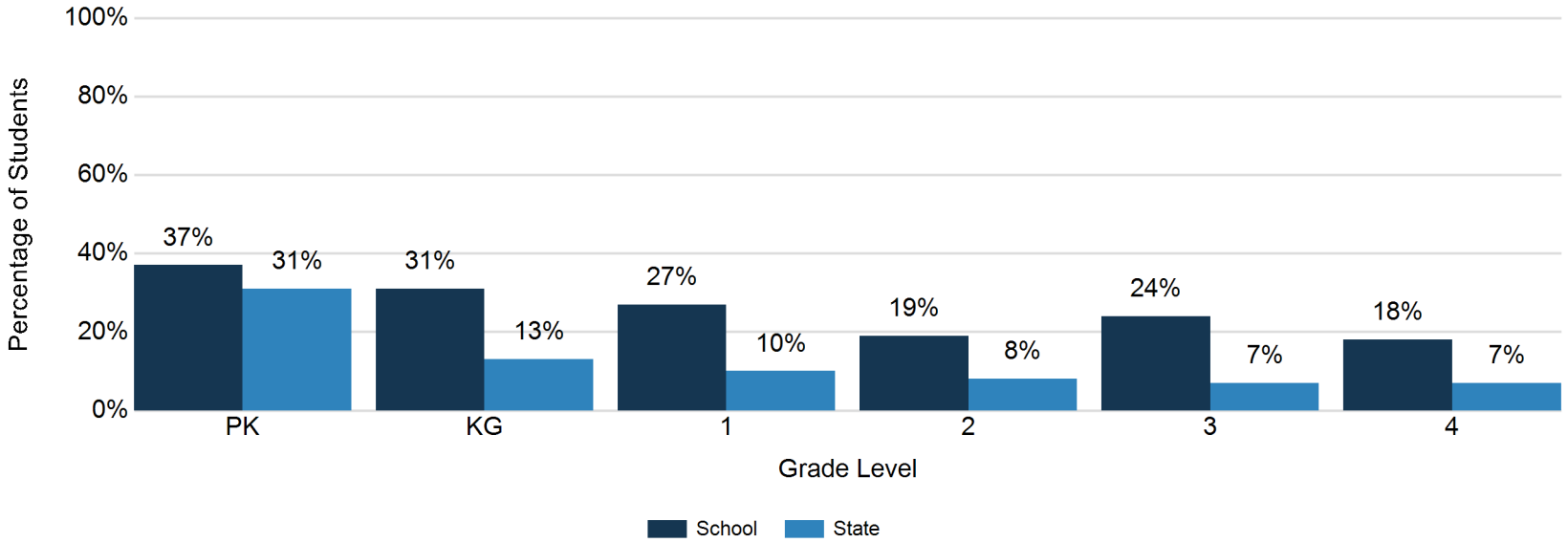
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.71

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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	2		2

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	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
*

NJ SCHOOL PERFORMANCE REPORT

Roberto Clemente Elementary School
(13-3570-615)
Grades Offered: PK-04
2018-2019

Report Key:
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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	48	118,214
Average years experience in public schools	11.2	12.1
Average years experience in district	9.3	10.8
Percentage of Teachers with 4 or more years experience in the district	75.0%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1
Students to Administrators	188:1	106:1
Teachers to Administrators	16:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

NJ SCHOOL PERFORMANCE REPORT

Roberto Clemente Elementary School
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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.5%	95.8%	66.7%	48.4%	77.1%	54.9%
Male	49.5%	4.2%	33.3%	51.6%	22.9%	45.1%
White	0.2%	39.6%	0.0%	42.4%	83.6%	77.4%
Hispanic	81.6%	50.0%	100.0%	29.9%	7.3%	7.2%
Black or African American	16.8%	6.3%	0.0%	15.0%	6.6%	13.9%
Asian	0.9%	4.2%	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	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

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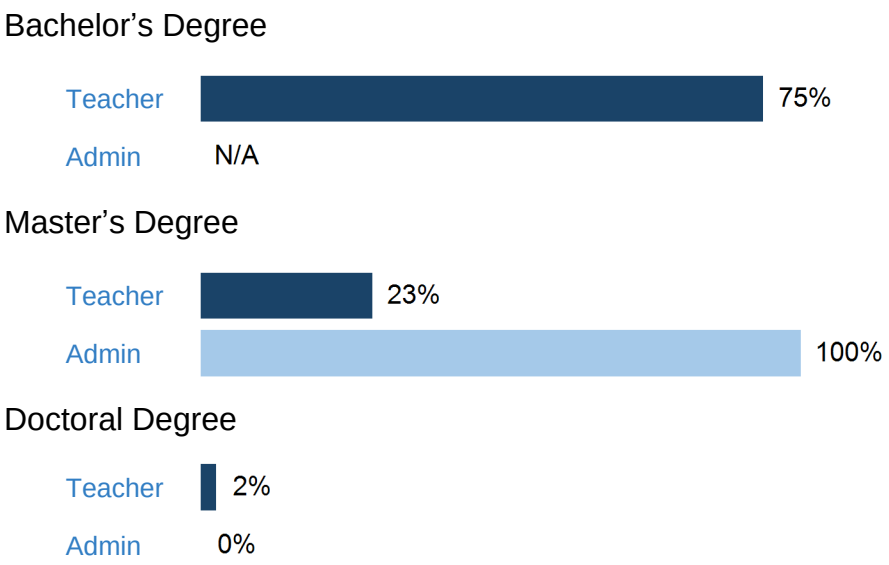
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	79.4%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	30.5%	26.9%	36.7%
Math Proficiency	36.4%	32.1%	41.8%
ELA Growth	42	51	55
Math Growth	59	50	59
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		62.5%	42.2%
Chronic Absenteeism	28.9%	33.0%	23.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Met Standard	Met Target†	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target	Met Target	Met Standard	Exceeds Standard	Exceeds Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

NJ SCHOOL PERFORMANCE REPORT

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	The schools vision is to build a S T R O N G foundation for tomorrow's leaders workers and productive citizens In order to accomplish our vision Roberto Clemente Elementary School has established systems to ensure that the collaboration of all stakeholders equals success for all The schools yearly goals is to increase student attendance increase parental engagement and ensure students are meeting and exceeding academic standards
Awards, Recognition, Accomplishments:	We are growing our school to 8th grade We will graduate our first 8th grade class on 2023

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Courses, Curriculum, Instruction:	Dual Enrollment
Sports and Athletics:	Sports Offered: Soccer (Coed) Baseball Basketball Soccer
Clubs and Activities:	Band BEEP Afterschool Program Dance Drama NewspAdvanced Placementer

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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School Narrative

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Alvin Ailey Dance Foundation Inc La Casa De Don Pedro After school Program and Tutoring Montclair State University My Very Own Library New Jersey Symphony Orchestra

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Facilities:	Built in 1883 and includes Auditorium Computer Labs Music Classrooms and Gymnasium
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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School Narrative

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Salome Ureña Elementary School
(13-3570-317)
Grades Offered: PK-04
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows 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:

NJ SCHOOL PERFORMANCE REPORT

Salome Ureña Elementary School
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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Sandra Marques
Address	284 First Avenue Newark, NJ 07104
Phone Number	973-733-8280
Email Address	SMarques@NPS.K12.NJ.US
Website	http://www.nps.k12.nj.us/N10
Facebook	https://www.facebook.com/Salome-Ureña-Elementary-School-344570985892063/

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	51	91	107
KG	47	42	71
1	27	46	48
2	21	24	38
3	0	18	28
4	0	0	18
Total	146	221	310

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	47.9%	45.7%	44.5%
Male	52.1%	54.3%	55.5%
Economically Disadvantaged Students	86.3%	82.4%	89.4%
Students with Disabilities	24.0%	23.5%	25.2%
English Learners	21.9%	14.9%	17.7%
Homeless Students	2.7%	0.9%	2.3%
Students in Foster Care	3.4%	1.4%	0.6%
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	2.1%	3.6%	4.5%
Hispanic	69.9%	73.3%	77.1%
Black or African American	22.6%	17.6%	13.9%
Asian	3.4%	2.7%	1.6%
Native Hawaiian or Pacific Islander	2.1%	1.8%	1.6%
American Indian or Alaska Native	0.0%	0.5%	1.3%
Two or More Races	0.0%	0.5%	0.0%

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	0	0	0
PK - Full Day	51	91	107
KG - Half Day	0	0	0
KG - Full Day	47	42	71

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	62.6%
Spanish	34.2%
Portuguese	1.6%
Other Languages	1.6%

NJ SCHOOL PERFORMANCE REPORT

Salome Ureña Elementary School
(13-3570-317)
Grades Offered: PK-04
2018-2019

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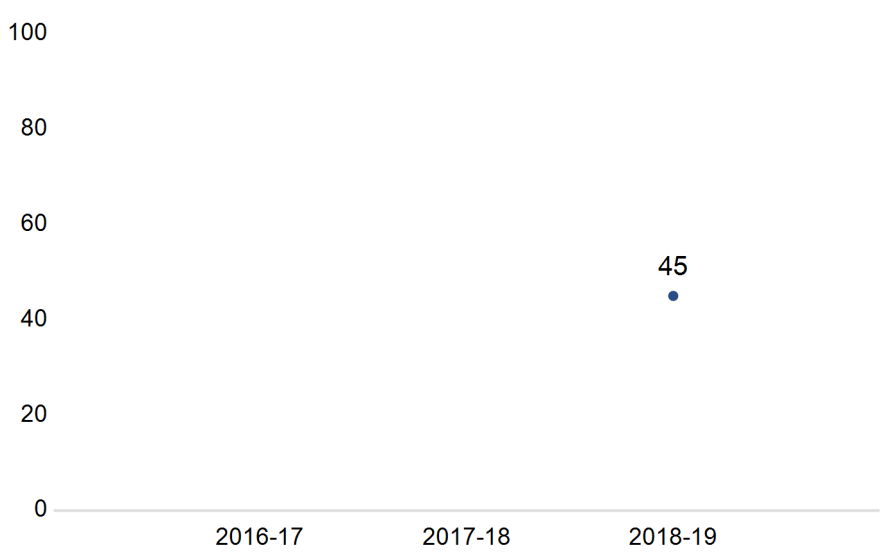
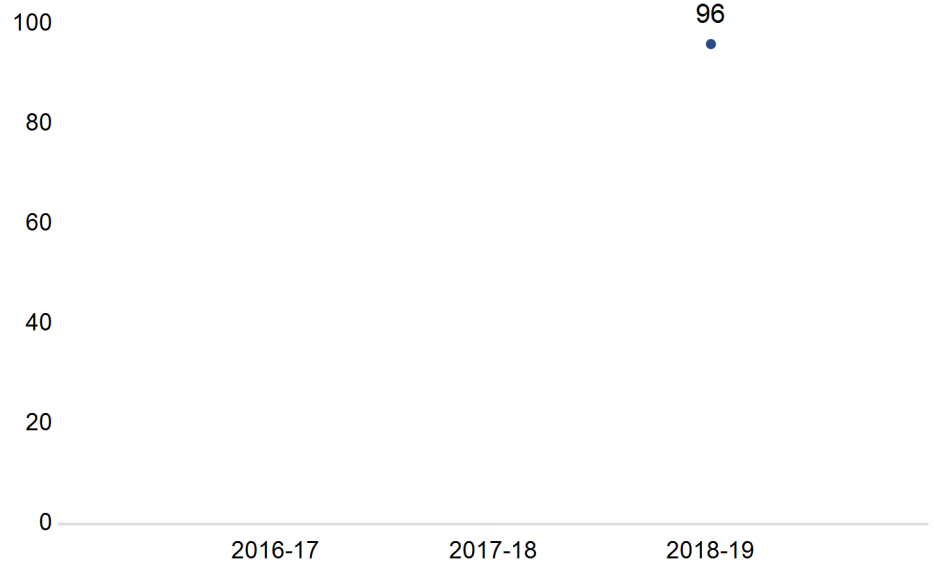
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	N	N	45	N	N	96
Met Standard (40-59.5)?	N	N	Met Standard	N	N	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	45	48	50	**	96	48	50	**
White	N	56	50	**	N	56	52	**
Hispanic	53	50	49	**	96.5	51	47	**
Black or African American	*	43	45	**	*	41	43	**
Asian, Native Hawaiian, or Pacific Islander	*	60	59	**	*	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	*	51	53	N	*	49	50	N
Male	*	45	47	N	*	48	51	N
Economically Disadvantaged Students	49	47	48	**	96	48	46	**
Students with Disabilities	*	39	43	**	*	48	45	**
English Learners	*	53	52	**	*	53	50	**
Homeless Students	N	37	43	N	N	38.5	44	N
Students in Foster Care	N	49	42	N	N	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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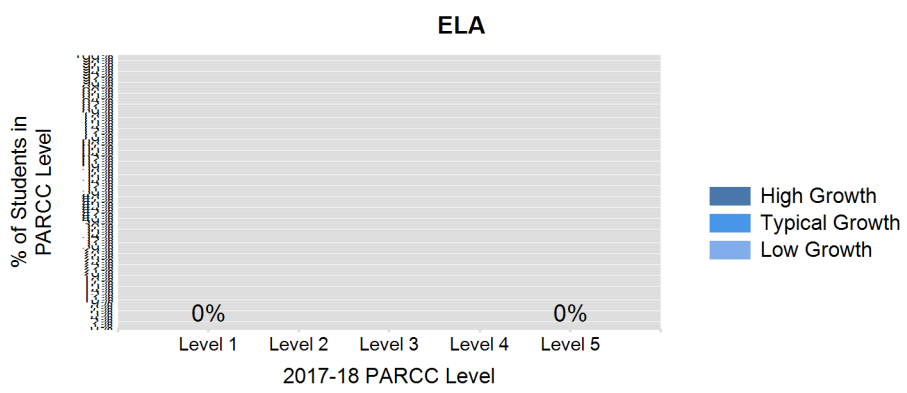
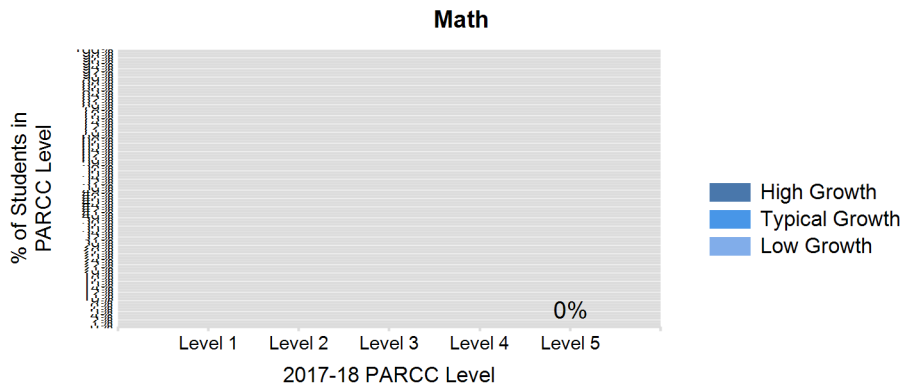
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

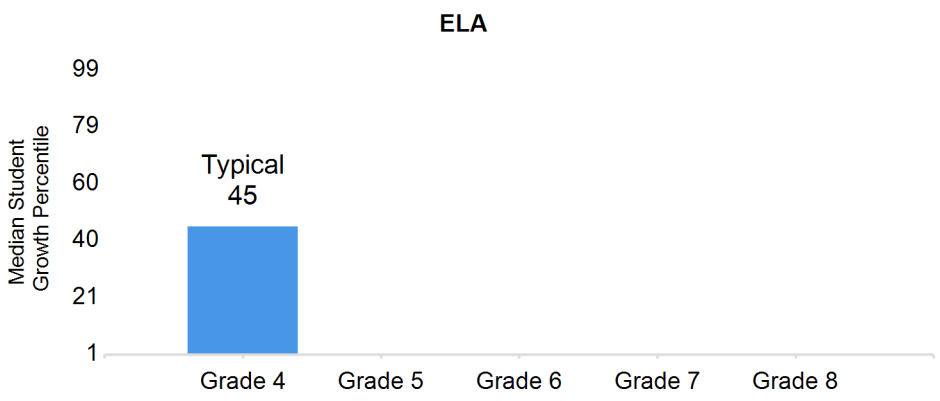
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

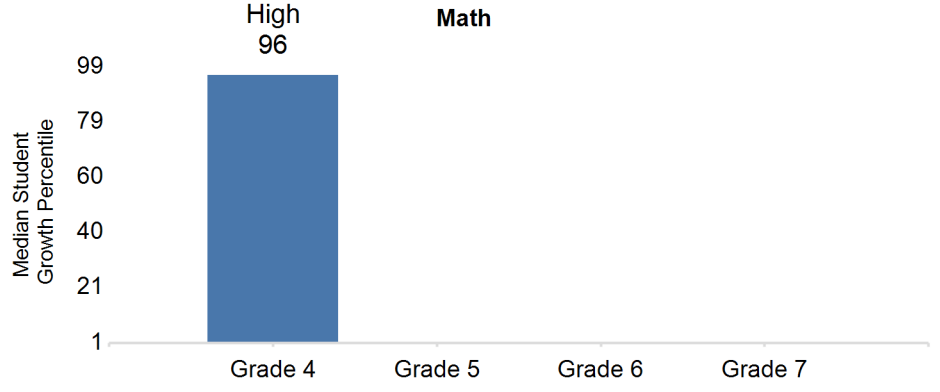




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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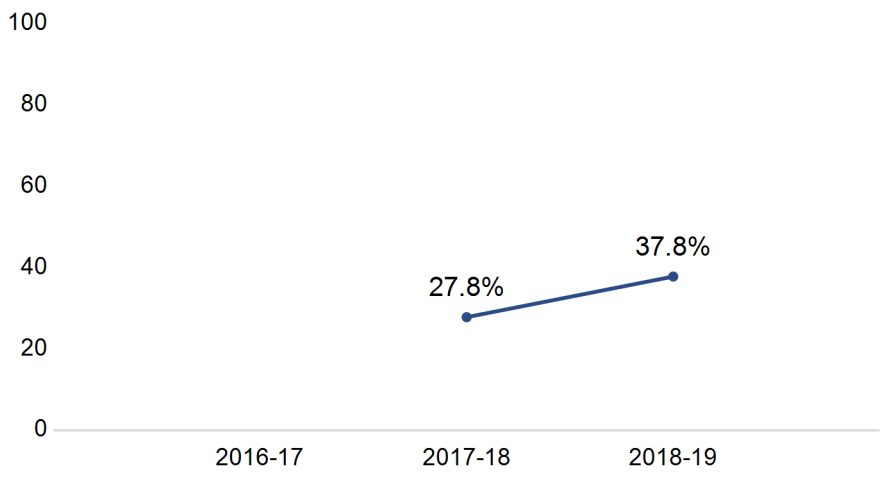
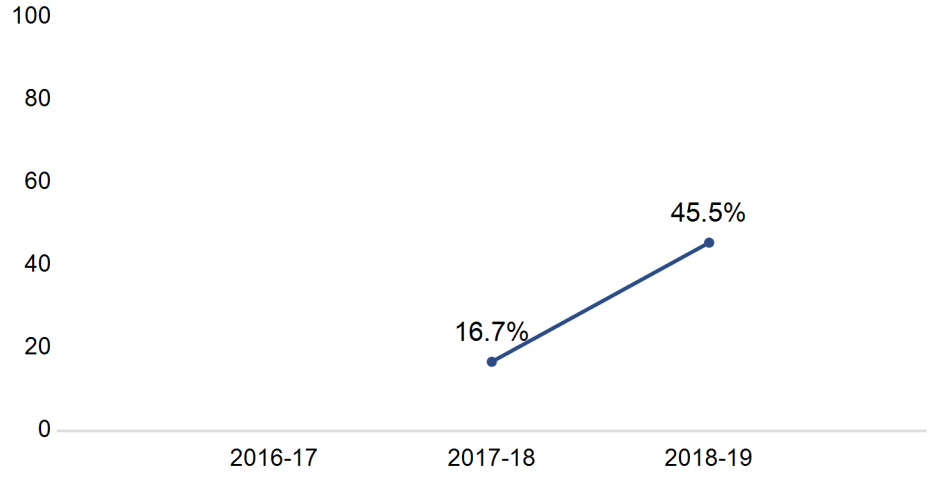
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

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	N	100.0%	100.0%	N	100.0%	100.0%
Proficiency Rate for Federal Accountability	N	27.8%	37.8%	N	16.7%	45.5%
Annual Target	N	**	N	N	**	N
Met Annual Target?		**	N		**	N
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	37	100.0	37.8	*	57.9	37.8	N	N
White	N	N	N	54.7	66.9	N	**	**
Hispanic	31	100.0	38.7	38.9	43.9	38.7	N	N
Black or African American	*	*	*	28.8	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	16	100.0	43.8	42.9	64.8	43.8		
Male	21	100.0	33.3	30.3	51.3	33.3		
Economically Disadvantaged Students	*	*	*	35.8	40.0	*	N	N
Non-Economically Disadvantaged Students	*	*	*	38.6	67.9	*		
Students with Disabilities	*	*	*	14.1	22.7	*	**	**
Students without Disabilities	*	*	*	41.7	65.1	*		
English Learners	*	*	*	29.3	29.3	*	**	**
Non-English Learners	*	*	*	38.3	60.6	*		
Homeless Students	N	N	N	17.0	29.1	N		
Students In Foster Care	N	N	N	18.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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2018-2019

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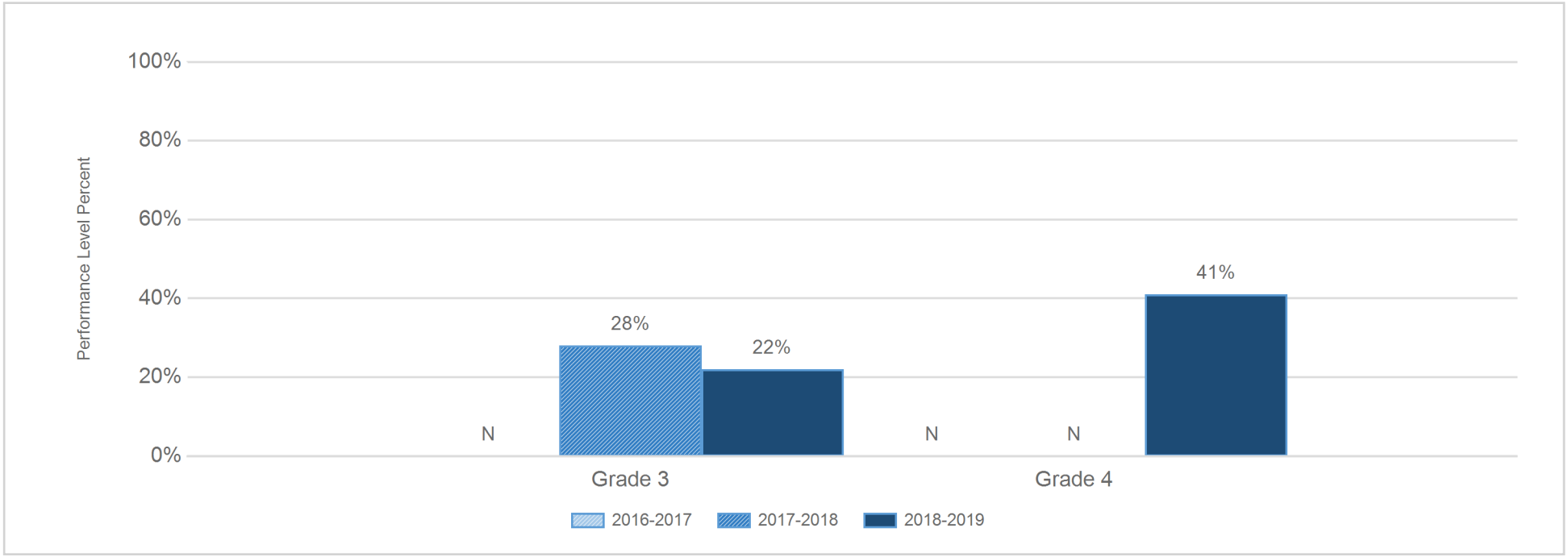
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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Salome Ureña Elementary School
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	18	719	727	748	*	*	*	*	*	22%	50%
White	N	N	746	757	N	N	N	N	N	N	60%
Hispanic	*	*	728	734	*	*	*	*	*	*	36%
Black or African American	*	*	721	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	*	*	730	753	*	*	*	*	*	*	55%
Male	*	*	723	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	726	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	729	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	729	751	*	*	*	*	*	*	54%
Homeless Students	N	N	708	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	707	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	*	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	17	737	734	755	*	*	*	*	*	41%	57%
White	N	N	744	763	N	N	N	N	N	N	67%
Hispanic	15	742	739	743	*	*	*	*	*	47%	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	*	*	739	760	*	*	*	*	*	*	62%
Male	*	*	729	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	736	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	761	*	*	*	*	*	*	64%
English Learners	*	*	722	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	736	758	*	*	*	*	*	*	60%
Homeless Students	N	N	719	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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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	44	100.0	45.5	26.3	44.5	45.5	N	N
White	*	*	*	42.2	54.1	*	**	**
Hispanic	37	100.0	48.6	30.9	28.8	48.6	N	N
Black or African American	*	*	*	16.6	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	19	100.0	42.1	26.9	44.9	42.1		
Male	25	100.0	48.0	25.8	44.2	48.0		
Economically Disadvantaged Students	32	100.0	46.9	26.6	26.3	46.9	N	N
Non-Economically Disadvantaged Students	12	100.0	41.7	25.4	54.9	41.7		
Students with Disabilities	*	*	*	11.6	17.4	*	**	**
Students without Disabilities	*	*	*	29.8	50.0	*		
English Learners	16	100.0	31.3	25.7	25.0	31.3	**	**
Non-English Learners	28	100.0	53.6	26.5	46.5	53.6		
Homeless Students	N	N	N	10.7	17.1	N		
Students In Foster Care	N	N	N	12.1	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

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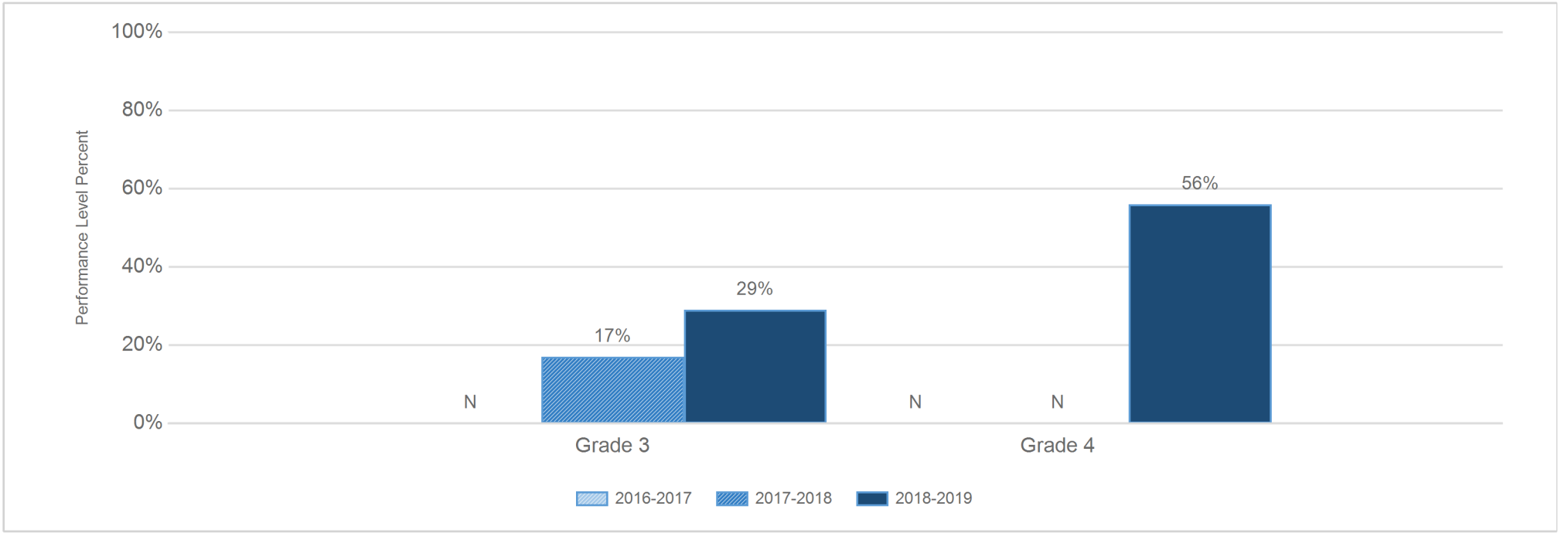
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	24	722	735	752	*	*	*	*	*	29%	55%
White	N	N	757	760	N	N	N	N	N	N	66%
Hispanic	*	*	738	739	*	*	*	*	*	*	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	10	717	*	751	*	*	*	*	*	30%	54%
Male	14	725	*	752	*	*	*	*	*	29%	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	733	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	718	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	738	756	*	*	*	*	*	*	60%
English Learners	*	*	732	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	736	754	*	*	*	*	*	*	58%
Homeless Students	N	N	720	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	714	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	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Salome Ureña Elementary School
(13-3570-317)
Grades Offered: PK-04
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	18	743	732	749	*	*	*	*	*	56%	51%
White	*	*	746	757	*	*	*	*	*	*	62%
Hispanic	15	751	738	737	*	*	*	*	*	67%	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	*	*	733	749	*	*	*	*	*	*	50%
Male	*	*	731	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	732	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	731	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	754	*	*	*	*	*	*	56%
English Learners	*	*	728	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	733	751	*	*	*	*	*	*	54%
Homeless Students	N	N	715	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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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	*	*	*

† 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	*	*
3-4	19	*	*
5 or more	*	*	*

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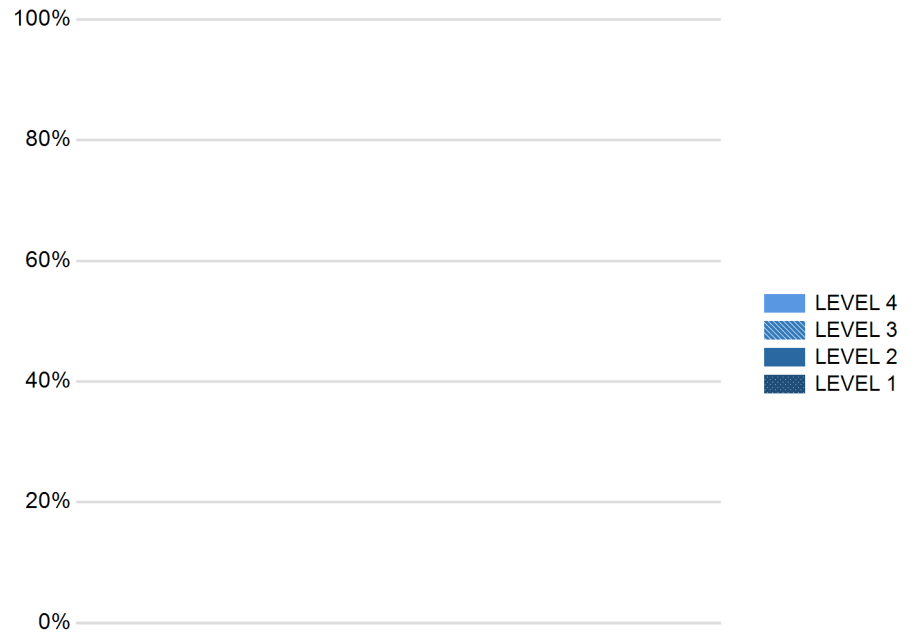
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

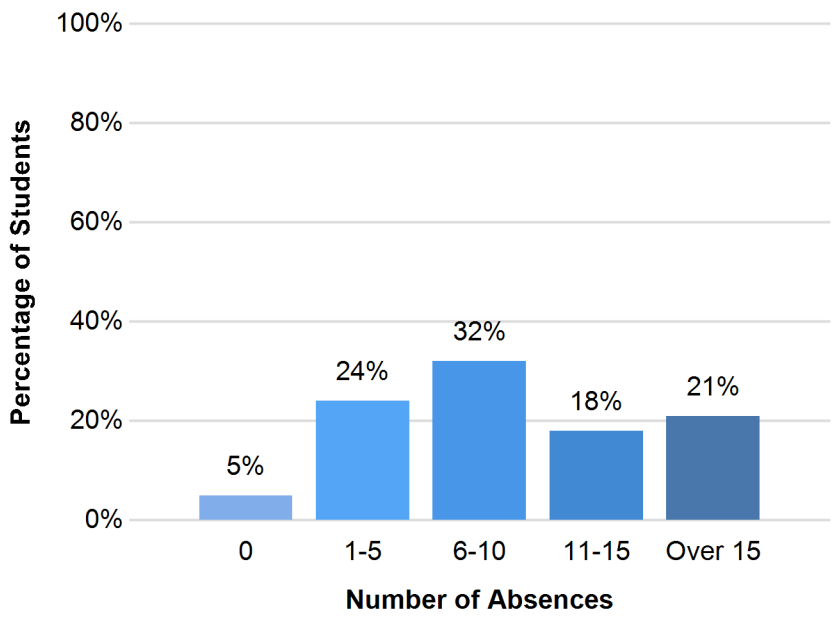
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	36	17.9	9.2	Not Met
White	*	*	**	**
Hispanic	25	15.1	9.2	Not Met
Black or African American	8	32.0	9.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	14	14.7		
Male	22	20.8		
Economically Disadvantaged Students	35	19.2	9.2	Not Met
Students with Disabilities	11	29.7	9.2	Not Met
English Learners	2	3.7	9.2	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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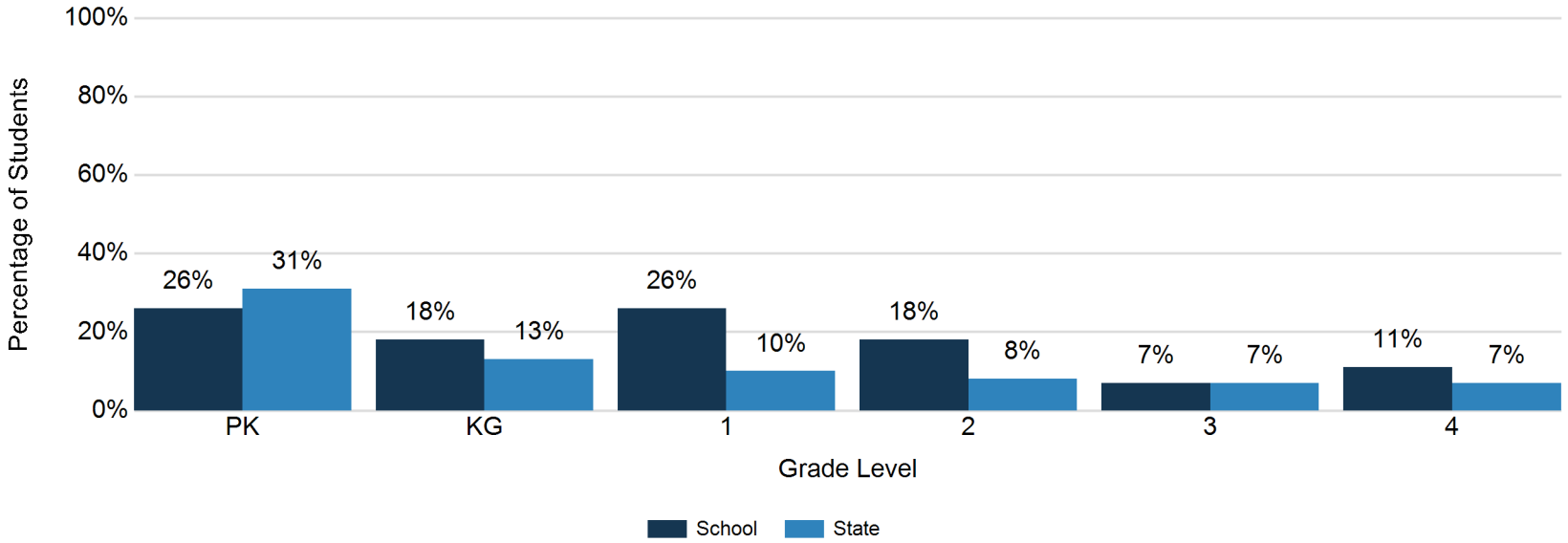
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.65

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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	N

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	28	118,214
Average years experience in public schools	9.6	12.1
Average years experience in district	7.5	10.8
Percentage of Teachers with 4 or more years experience in the district	42.9%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1
Students to Administrators	310:1	106:1
Teachers to Administrators	28:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.5%	92.9%	100.0%	48.4%	77.1%	54.9%
Male	55.5%	7.1%	0.0%	51.6%	22.9%	45.1%
White	4.5%	57.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	77.1%	35.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	13.9%	7.1%	0.0%	15.0%	6.6%	13.9%
Asian	1.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	1.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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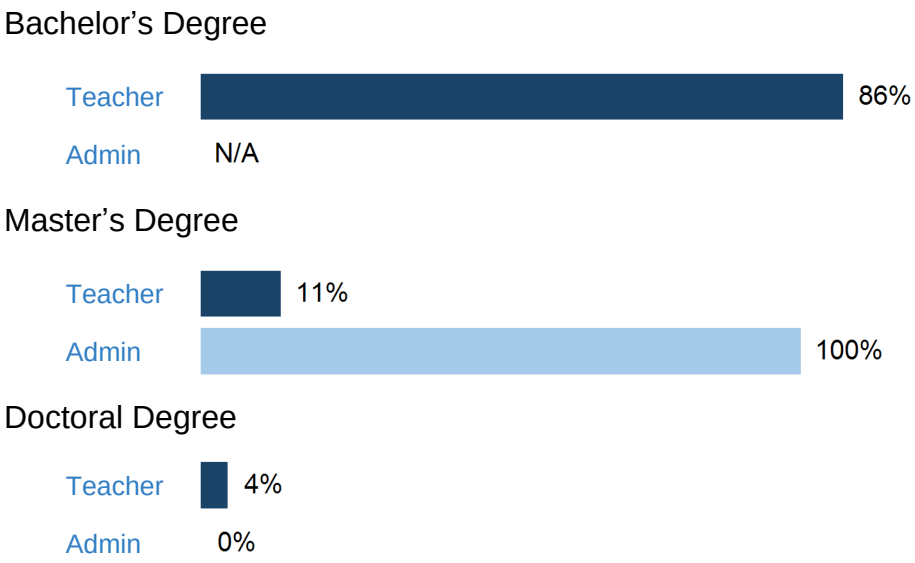
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	81.7%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	N	27.8%	37.8%
Math Proficiency	N	16.7%	45.5%
ELA Growth	N	N	45
Math Growth	N	N	96
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	29.7%	21.7%	17.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

NJ SCHOOL PERFORMANCE REPORT

Salome Ureña Elementary School
(13-3570-317)
Grades Offered: PK-04
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	N	N	**	**	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	N	N	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	N	N	**	**	n/a	Not Met	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).

NJ SCHOOL PERFORMANCE REPORT

Salome Ureña Elementary School
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Grades Offered: PK-04
2018-2019

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	Salome Ureña Elementary School staff embraces change for the whole child in a culturally diverse environment by preparing EVERY student to succeed in higher education career life and participation in a global environment Students at our school will be healthy safe supported engaged and challenged We demonstrate that we are STARS by showing kindness taking responsibility acting safely respecting everyone and staying positive
Awards, Recognition, Accomplishments:	Our sensory and indoor play area provides extra support for the students with Autism in grades Pre K 4th We are growing our school to 8th grade

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Courses, Curriculum, Instruction:	Classes with Students with Autism and Pre School Disabled
Sports and Athletics:	Sports Offered: Cheerleading (Girls) Cheer Soccer
Clubs and Activities:	Art Chorus Gifted and Talented Program Robotics Soccer

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School Narrative

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Fan4kids NJPAC The Newark Museum VH1 Montclair University NJIT Seaton Hall Rutgers

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Facilities:	Built in 1928 and includes Auditorium Computer Labs and Sensory Room
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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School Narrative

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

South Seventeenth Street School
(13-3570-670)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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South Seventeenth Street School
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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Mr. Clarence Allen
Address	619 S SEVENTEENTH ST NEWARK, NJ 07103-1159
Phone Number	973-374-2570
Email Address	callen@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/S17

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	25	39	46
1	43	47	44
2	40	48	45
3	47	57	49
4	41	64	55
5	56	49	63
6	66	70	55
7	53	75	74
8	60	63	67
9	0	0	0
Total	431	512	498

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	43.6%	43.9%	43.8%
Male	56.4%	56.1%	56.2%
Economically Disadvantaged Students	93.3%	87.1%	92.2%
Students with Disabilities	31.6%	31.4%	29.9%
English Learners	2.1%	0.4%	0.0%
Homeless Students	3.0%	1.6%	4.0%
Students in Foster Care	0.9%	2.1%	1.8%
Military-Connected Students	0.0%	0.0%	0.2%
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	0.5%	0.6%	0.4%
Hispanic	16.7%	13.9%	13.9%
Black or African American	82.1%	85.0%	85.3%
Asian	0.5%	0.2%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.4%
Two or More Races	0.0%	0.2%	0.0%

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	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	25	39	46

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	431	512	498
Shared Time Students	0	0	0
Full Time Equivalent	431	512	498

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	96.8%
Spanish	3.0%
Other Languages	0.2%

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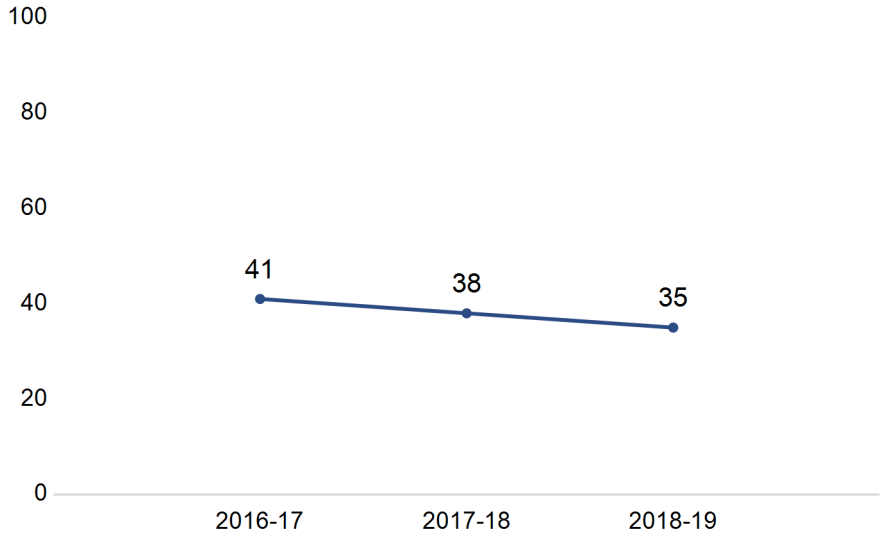
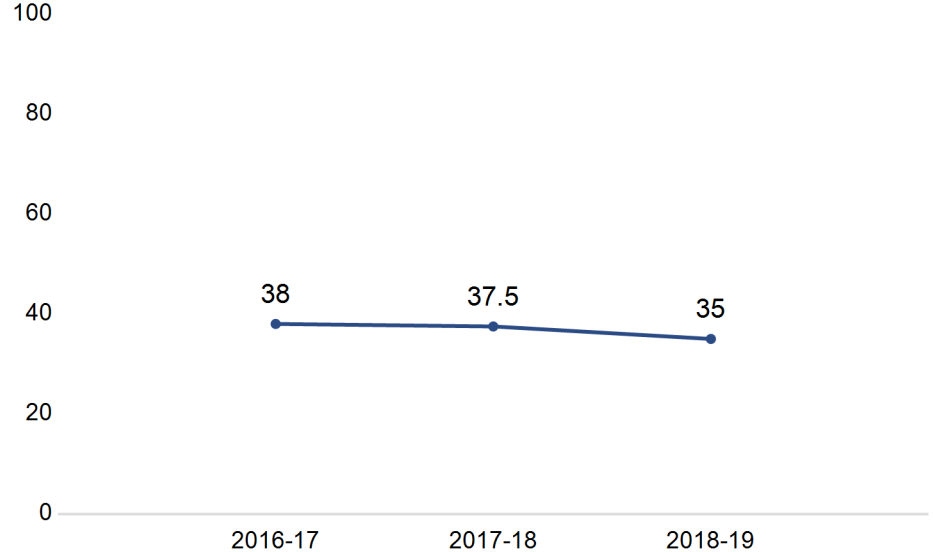
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	41	38	35	38	37.5	35
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	35	48	50	Not Met	35	48	50	Not Met
White	N	56	50	**	N	56	52	**
Hispanic	39	50	49	Not Met	31	51	47	Not Met
Black or African American	35	43	45	Not Met	37	41	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	60	59	**	N	60	60	**
American Indian or Alaska Native	*	70	56	**	*	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	39	51	53	N	35.5	49	50	N
Male	32	45	47	N	34	48	51	N
Economically Disadvantaged Students	35	47	48	Not Met	35	48	46	Not Met
Students with Disabilities	29	39	43	Not Met	34	48	45	Not Met
English Learners	*	53	52	**	*	53	50	**
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	*	49	42	N	*	39	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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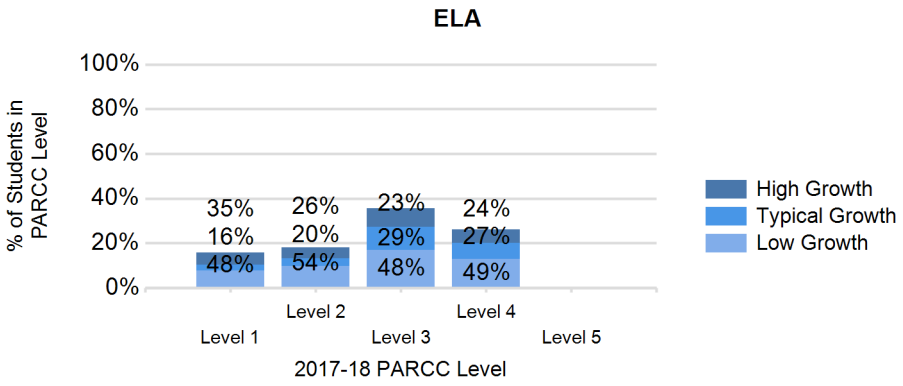
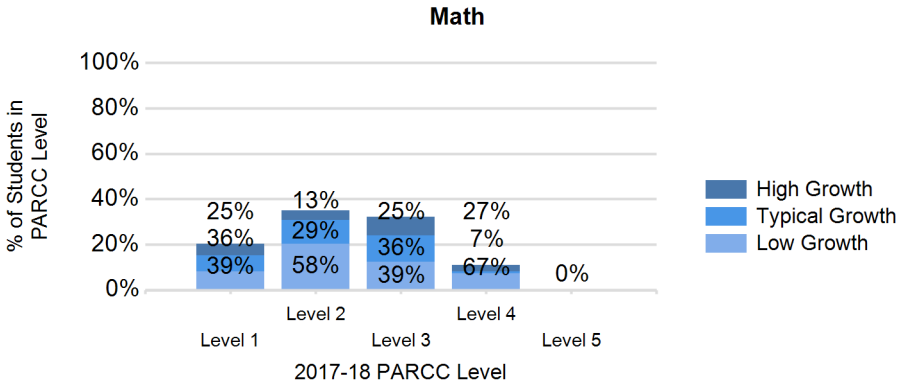
If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

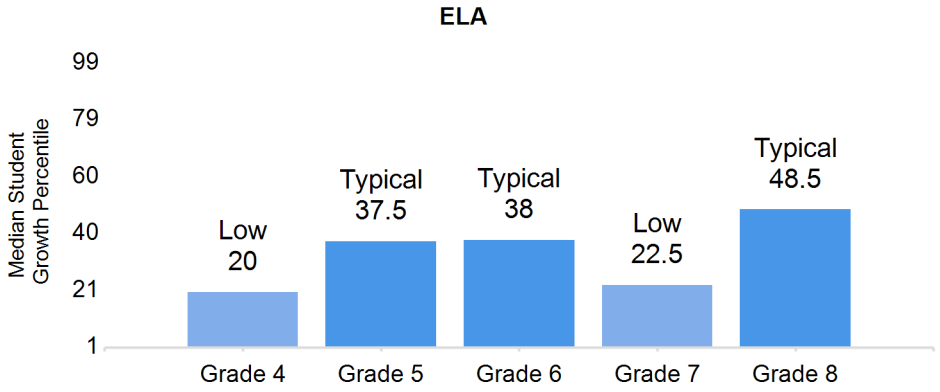
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

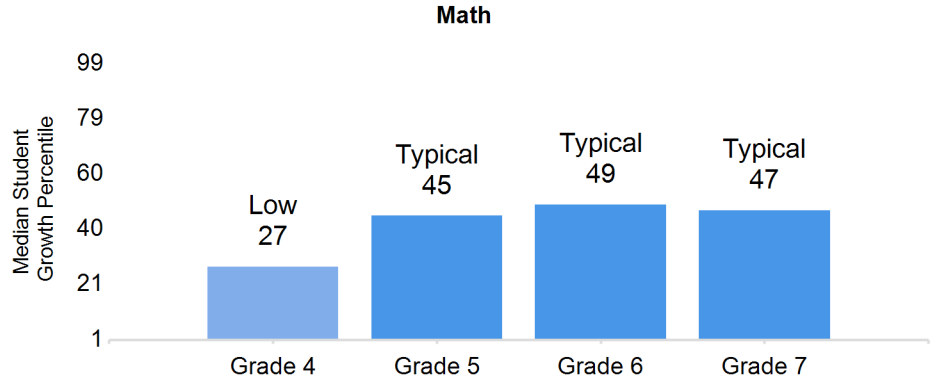




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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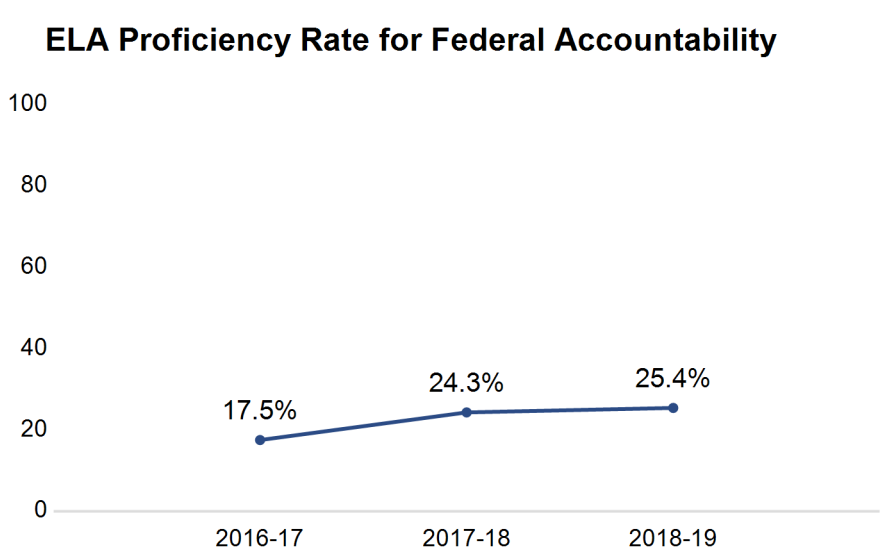
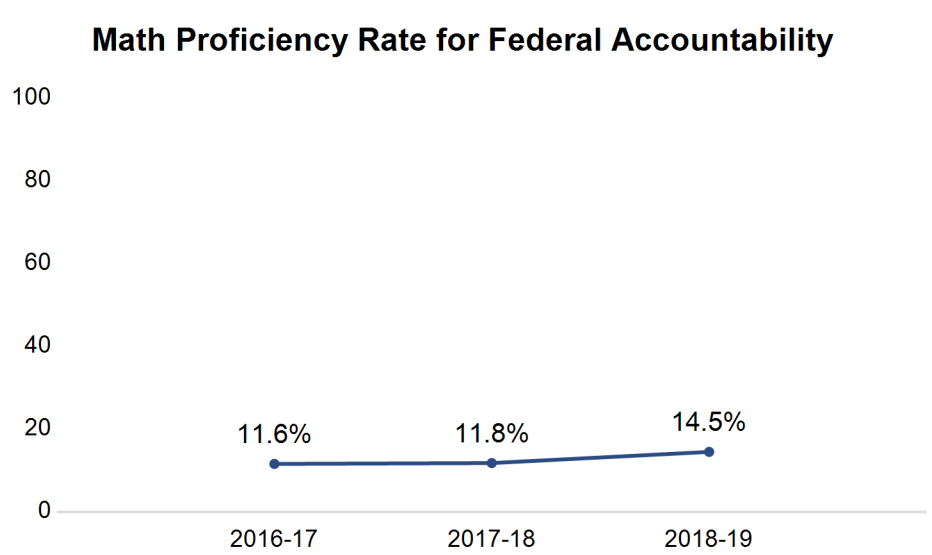
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.3%	97.7%	80.2%	95.1%	97.4%	79.9%
Proficiency Rate for Federal Accountability	17.5%	24.3%	25.4%	11.6%	11.8%	14.5%
Annual Target	19.1%	22.3%	25.5%	12.4%	15.9%	19.5%
Met Annual Target?	Met Target†	Met Target	Met Target†	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	274	80.2	29.9	*	57.9	25.4	25.5	Met Target†
White	*	*	*	54.7	66.9	*	**	**
Hispanic	40	81.1	37.5	38.9	43.9	32.2	38.2	Met Target†
Black or African American	231	79.9	28.6	28.8	38.5	24.1	23.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	65.3	82.9	N	**	**
American Indian or Alaska Native	*	*	*	56.4	56.0	*	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	132	84.4	38.6	42.9	64.8	34.2		
Male	142	76.8	21.8	30.3	51.3	17.8		
Economically Disadvantaged Students	245	78.9	31.0	35.8	40.0	*	24.9	Met Target
Non-Economically Disadvantaged Students	29	93.7	20.7	38.6	67.9	*		
Students with Disabilities	69	53.8	*	14.1	22.7	*	14.2	Not Met
Students without Disabilities	205	95.9	*	41.7	65.1	*		
English Learners	*	*	*	29.3	29.3	*	**	**
Non-English Learners	*	*	*	38.3	60.6	*		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

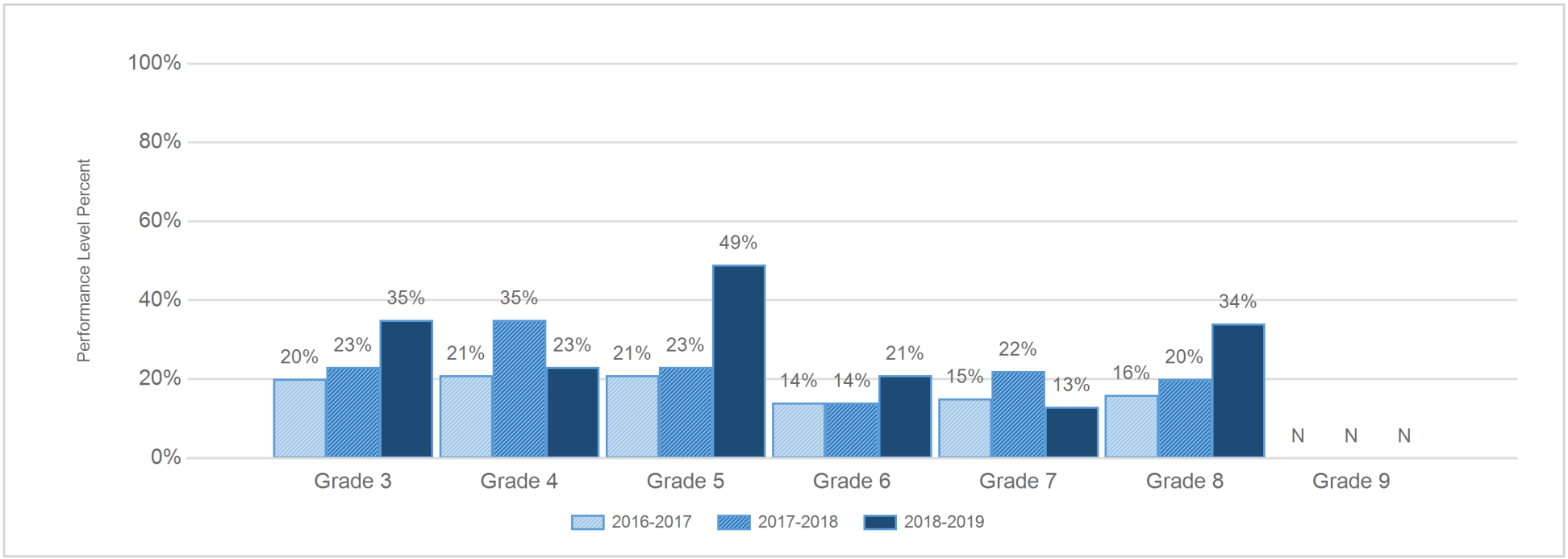
NJ SCHOOL PERFORMANCE REPORT

South Seventeenth Street School
(13-3570-670)
Grades Offered: PK-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.



NJ SCHOOL PERFORMANCE REPORT

South Seventeenth Street School
(13-3570-670)
Grades Offered: PK-08
2018-2019

Report Key:
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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	43	733	727	748	*	33%	*	35%	0%	35%	50%
White	N	N	746	757	N	N	N	N	N	N	60%
Hispanic	*	*	728	734	*	*	*	*	*	*	36%
Black or African American	*	*	721	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	20	731	730	753	*	*	*	*	*	35%	55%
Male	23	734	723	743	*	*	*	*	*	35%	46%
Economically Disadvantaged Students	*	*	726	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	729	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	N	N	716	713	N	N	N	N	N	N	17%
Non-English Learners	43	733	729	751	*	33%	*	35%	0%	35%	54%
Homeless Students	*	*	708	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	707	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

South Seventeenth Street School
(13-3570-670)
Grades Offered: PK-08
2018-2019

Report Key:
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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	40	730	734	755	*	*	38%	*	*	23%	57%
White	N	N	744	763	N	N	N	N	N	N	67%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	19	740	739	760	*	*	*	*	*	32%	62%
Male	21	721	729	750	*	*	*	*	*	14%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	736	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	761	*	*	*	*	*	*	64%
English Learners	N	N	722	720	N	N	N	N	N	N	17%
Non-English Learners	40	730	736	758	*	*	38%	*	*	23%	60%
Homeless Students	*	*	719	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

South Seventeenth Street School
(13-3570-670)
Grades Offered: PK-08
2018-2019

Report Key:
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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	35	742	733	756	*	*	*	*	*	49%	58%
White	N	N	743	764	N	N	N	N	N	N	68%
Hispanic	*	*	736	743	*	*	*	*	*	*	44%
Black or African American	27	740	727	739	*	*	*	48%	0%	48%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	21	753	739	761	*	*	*	*	*	62%	64%
Male	14	725	728	750	*	*	*	*	*	29%	52%
Economically Disadvantaged Students	*	*	732	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	738	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	702	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	N	N	717	713	N	N	N	N	N	N	11%
Non-English Learners	35	742	736	758	*	*	*	*	*	49%	60%
Homeless Students	N	N	722	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	724	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%

NJ SCHOOL PERFORMANCE REPORT

South Seventeenth Street School
(13-3570-670)
Grades Offered: PK-08
2018-2019

Report Key:
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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	33	735	737	754	*	*	42%	*	*	21%	56%
White	N	N	758	762	N	N	N	N	N	N	65%
Hispanic	*	*	740	743	*	*	*	*	*	*	43%
Black or African American	*	*	728	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	14	744	744	762	*	*	*	*	*	29%	64%
Male	19	729	730	748	*	*	*	*	*	16%	48%
Economically Disadvantaged Students	*	*	737	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	737	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	708	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	742	761	*	*	*	*	*	*	64%
English Learners	N	N	720	710	N	N	N	N	N	N	*
Non-English Learners	33	735	739	756	*	*	42%	*	*	21%	*
Homeless Students	*	*	726	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	717	726	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

South Seventeenth Street School
(13-3570-670)
Grades Offered: PK-08
2018-2019

Report Key:
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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	61	709	741	761	41%	23%	23%	*	*	13%	63%
White	*	*	756	769	*	*	*	*	*	*	72%
Hispanic	*	*	744	747	*	*	*	*	*	*	50%
Black or African American	49	710	733	741	43%	20%	22%	*	*	14%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	30	722	749	769	*	*	*	*	*	*	71%
Male	31	697	734	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	51	708	740	743	*	*	*	*	*	10%	45%
Non-Economically Disadvantaged Students	10	717	746	771	*	*	*	*	*	30%	73%
Students with Disabilities	26	684	705	720	*	*	*	*	*	*	22%
Students without Disabilities	35	728	749	769	*	*	*	*	*	*	71%
English Learners	N	N	712	706	N	N	N	N	N	N	12%
Non-English Learners	61	709	744	763	41%	23%	23%	*	*	13%	65%
Homeless Students	*	*	724	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	735	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%

NJ SCHOOL PERFORMANCE REPORT

South Seventeenth Street School
(13-3570-670)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	732	742	762	25%	20%	21%	*	*	34%	63%
White	N	N	765	770	N	N	N	N	N	N	72%
Hispanic	*	*	746	747	*	*	*	*	*	*	49%
Black or African American	52	725	733	741	27%	23%	23%	*	*	27%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	28	742	751	771	*	*	*	*	*	46%	71%
Male	33	722	735	753	*	*	*	*	*	24%	55%
Economically Disadvantaged Students	*	*	742	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	744	772	*	*	*	*	*	*	72%
Students with Disabilities	21	693	707	721	*	*	*	*	*	*	22%
Students without Disabilities	40	752	750	770	*	*	*	*	*	*	71%
English Learners	N	N	717	708	N	N	N	N	N	N	12%
Non-English Learners	61	732	745	764	25%	20%	21%	*	*	34%	65%
Homeless Students	N	N	711	727	N	N	N	N	N	N	31%
Students in Foster Care	*	*	714	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

South Seventeenth Street School
(13-3570-670)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	273	79.9	17.2	26.3	44.5	14.5	19.5	Not Met
White	*	*	*	42.2	54.1	*	**	**
Hispanic	40	81.1	22.5	30.9	28.8	19.3	22.9	Met Target†
Black or African American	230	79.5	16.1	16.6	23.0	13.6	19.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	59.0	76.5	N	**	**
American Indian or Alaska Native	*	*	*	35.9	42.7	*	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	132	84.4	19.7	26.9	44.9	17.5		
Male	141	76.3	14.9	25.8	44.2	12.1		
Economically Disadvantaged Students	244	78.6	17.6	26.6	26.3	*	18.8	Not Met
Non-Economically Disadvantaged Students	29	93.7	13.8	25.4	54.9	*		
Students with Disabilities	68	53.0	*	11.6	17.4	*	14.3	Not Met
Students without Disabilities	205	95.9	*	29.8	50.0	*		
English Learners	*	*	*	25.7	25.0	*	**	**
Non-English Learners	*	*	*	26.5	46.5	*		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

South Seventeenth Street School
(13-3570-670)
Grades Offered: PK-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
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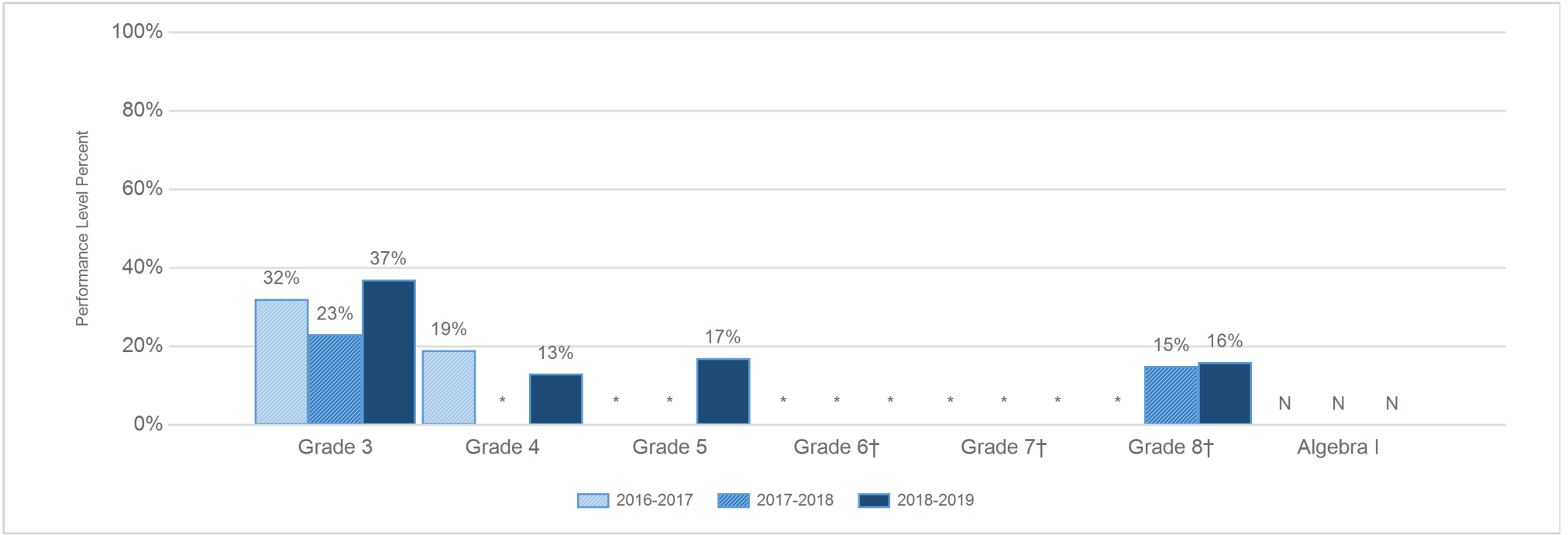
N No Data is available to display
† This indicates a table specific note,see note below table

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.

NJ SCHOOL PERFORMANCE REPORT

South Seventeenth Street School
(13-3570-670)
Grades Offered: PK-08
2018-2019

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† 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	43	737	735	752	*	*	30%	*	*	37%	55%
White	N	N	757	760	N	N	N	N	N	N	66%
Hispanic	*	*	738	739	*	*	*	*	*	*	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	20	732	*	751	*	*	*	*	*	35%	54%
Male	23	742	*	752	*	*	*	*	*	39%	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	733	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	718	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	738	756	*	*	*	*	*	*	60%
English Learners	N	N	732	728	N	N	N	N	N	N	26%
Non-English Learners	43	737	736	754	*	*	30%	*	*	37%	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	714	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

South Seventeenth Street School
(13-3570-670)
Grades Offered: PK-08
2018-2019

Report Key:
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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	38	721	732	749	*	39%	32%	*	*	13%	51%
White	N	N	746	757	N	N	N	N	N	N	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	19	728	733	749	*	*	*	*	*	*	50%
Male	19	714	731	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	732	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	731	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	754	*	*	*	*	*	*	56%
English Learners	N	N	728	722	N	N	N	N	N	N	18%
Non-English Learners	38	721	733	751	*	39%	32%	*	*	13%	54%
Homeless Students	N	N	715	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

South Seventeenth Street School
(13-3570-670)
Grades Offered: PK-08
2018-2019

Report Key:
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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	35	725	728	747	*	31%	29%	*	*	17%	47%
White	N	N	736	755	N	N	N	N	N	N	58%
Hispanic	*	*	733	735	*	*	*	*	*	*	30%
Black or African American	27	724	720	729	*	*	37%	*	*	11%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	21	733	729	747	*	*	*	*	*	19%	47%
Male	14	714	727	747	*	*	*	*	*	14%	47%
Economically Disadvantaged Students	*	*	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	729	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	714	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	731	752	*	*	*	*	*	*	52%
English Learners	N	N	721	718	N	N	N	N	N	N	12%
Non-English Learners	35	725	729	749	*	31%	29%	*	*	17%	49%
Homeless Students	N	N	714	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	720	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	*	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

South Seventeenth Street School
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Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	33	716	725	741	*	*	*	*	*	*	41%
White	N	N	745	749	N	N	N	N	N	N	51%
Hispanic	*	*	728	729	*	*	*	*	*	*	24%
Black or African American	*	*	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	754	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	14	716	726	742	*	*	*	*	*	*	42%
Male	19	717	723	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	722	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	708	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	746	*	*	*	*	*	*	46%
English Learners	N	N	715	709	N	N	N	N	N	N	*
Non-English Learners	33	716	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	707	717	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

South Seventeenth Street School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	709	731	744	*	*	*	*	*	*	42%
White	*	*	738	751	*	*	*	*	*	*	53%
Hispanic	*	*	733	733	*	*	*	*	*	*	26%
Black or African American	49	711	723	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	30	711	*	744	*	*	*	*	*	*	42%
Male	31	708	*	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	51	707	731	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	10	720	731	751	*	*	*	*	*	*	53%
Students with Disabilities	26	697	708	718	*	*	*	*	*	*	13%
Students without Disabilities	35	718	736	749	*	*	*	*	*	*	48%
English Learners	N	N	721	716	N	N	N	N	N	N	10%
Non-English Learners	61	709	732	745	*	*	*	*	*	*	44%
Homeless Students	*	*	719	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	718	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	*	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

South Seventeenth Street School
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	709	722	728	48%	16%	19%	*	*	16%	29%
White	N	N	731	737	N	N	N	N	N	N	38%
Hispanic	*	*	727	722	*	*	*	*	*	*	22%
Black or African American	53	704	713	714	55%	*	*	*	*	11%	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	28	714	724	731	39%	*	*	*	*	18%	31%
Male	34	706	719	726	56%	*	*	*	*	15%	27%
Economically Disadvantaged Students	*	*	722	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	721	735	*	*	*	*	*	*	36%
Students with Disabilities	22	676	697	707	*	*	*	*	*	*	10%
Students without Disabilities	40	728	727	734	*	*	*	*	*	*	35%
English Learners	N	N	712	706	N	N	N	N	N	N	10%
Non-English Learners	62	709	723	730	48%	16%	19%	*	*	16%	30%
Homeless Students	N	N	695	709	N	N	N	N	N	N	12%
Students in Foster Care	*	*	707	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	*	*
6	*	*
7	*	*
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N

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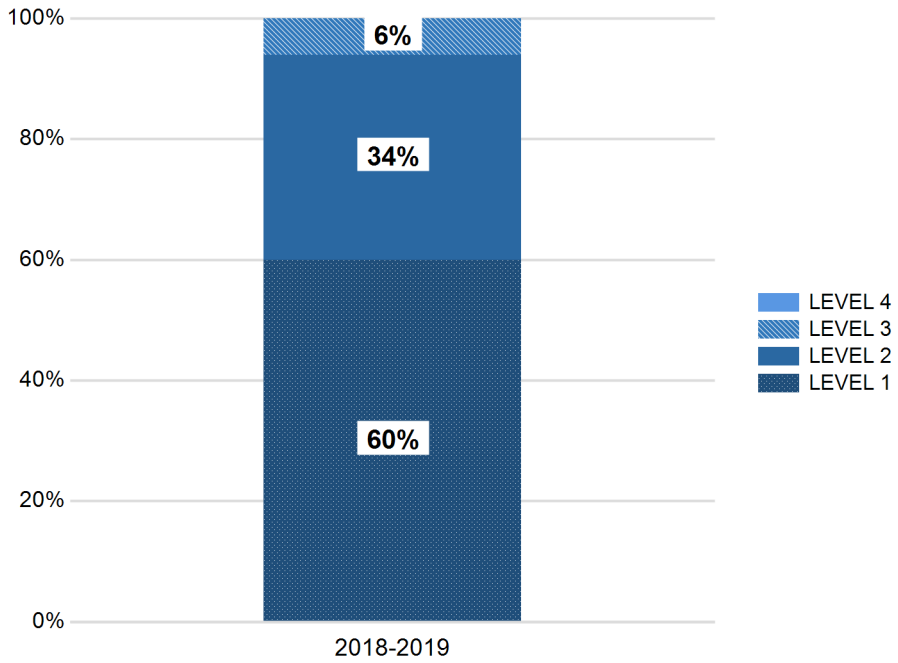
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	60	34	6	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	63	30	7	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	55	41	5	0
Male	69	23	8	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	60	34	6	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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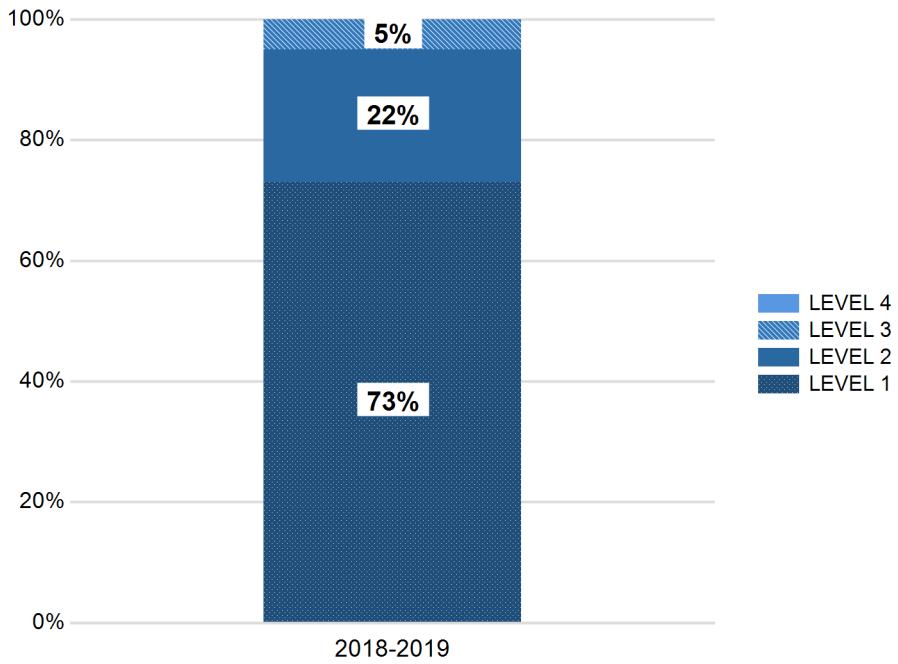
NJSLA Science Assessment: Grade 8 Summary

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	73	22	5	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	80	16	4	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	68	29	4	0
Male	78	16	6	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	73	22	5	0
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	55
7	0	0	73
8	0	0	67
Total	0	0	195

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	0	0	0	0	0	0	55
7	0	0	0	0	0	0	71
8	0	0	0	0	0	0	67
Total	0	0	0	0	0	0	193

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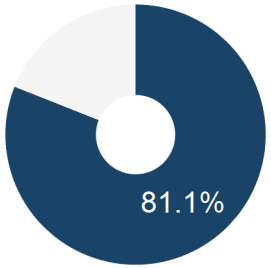
Visual and Performing Arts – Course Participation

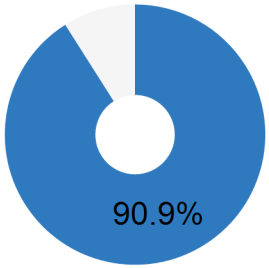
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

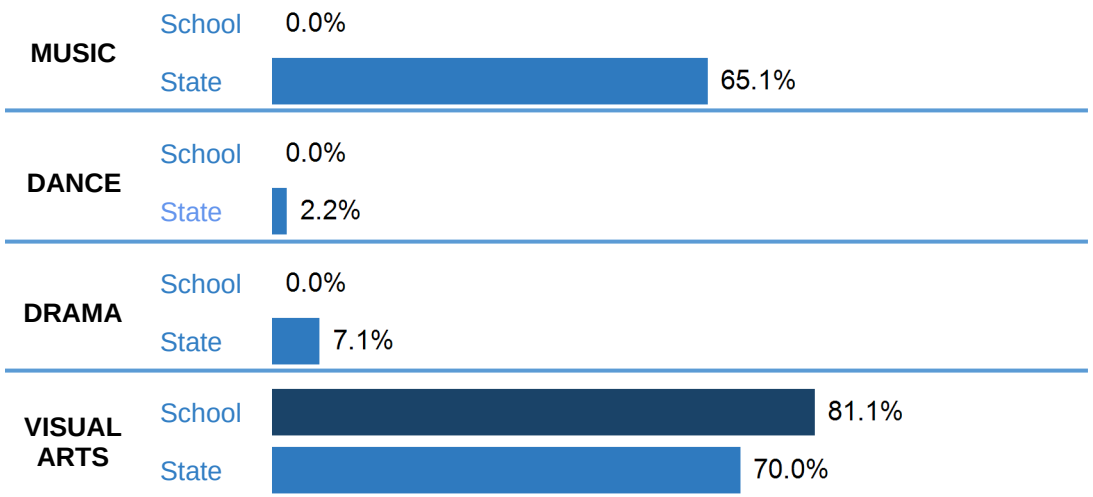


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

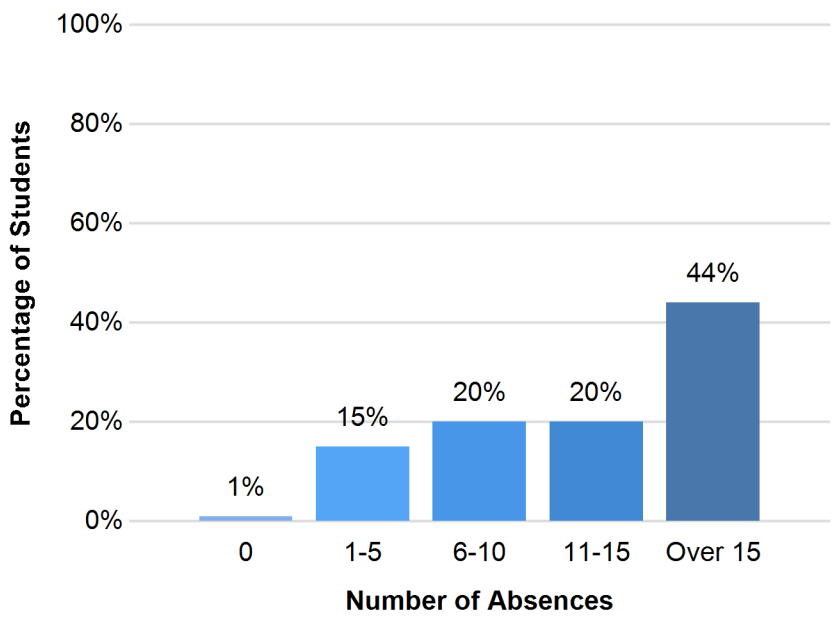
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	204	41.2	9.0	Not Met
White	*	*	**	**
Hispanic	21	30.4	9.0	Not Met
Black or African American	182	43.1	9.0	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	90	41.5		
Male	114	41.0		
Economically Disadvantaged Students	189	41.2	9.0	Not Met
Students with Disabilities	80	51.6	9.0	Not Met
English Learners	N	N	N	N
Homeless Students	13	76.5		
Students in Foster Care	1	10.0		
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.



NJ SCHOOL PERFORMANCE REPORT

South Seventeenth Street School
(13-3570-670)
Grades Offered: PK-08
2018-2019

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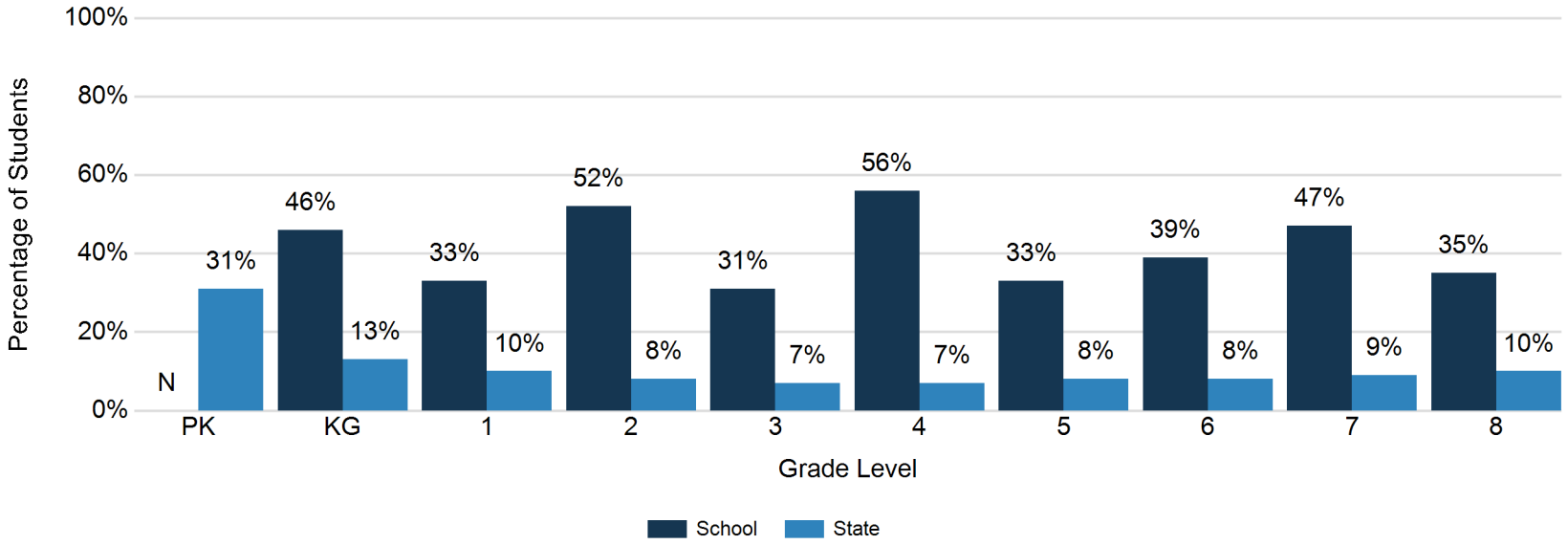
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.60

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

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	13	2.6%
Any Suspension	13	2.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
25

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	2.3:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	36	118,214
Average years experience in public schools	17.6	12.1
Average years experience in district	14.8	10.8
Percentage of Teachers with 4 or more years experience in the district	94.4%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1	14:1
Students to Administrators	100:1	106:1
Teachers to Administrators	7:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	43.8%	75.0%	80.0%	48.4%	77.1%	54.9%
Male	56.2%	25.0%	20.0%	51.6%	22.9%	45.1%
White	0.4%	22.2%	0.0%	42.4%	83.6%	77.4%
Hispanic	13.9%	5.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	85.3%	72.2%	100.0%	15.0%	6.6%	13.9%
Asian	0.0%	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	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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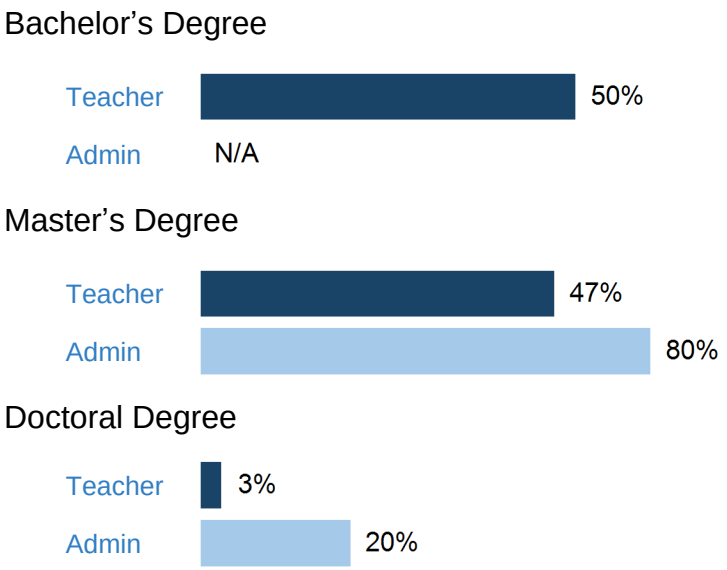
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	75.7%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	Low Performing Student Group (ATSI)
Student Group Status: Students with Disabilities	Low Performing Student Group (ATSI)
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	17.5%	24.3%	25.4%
Math Proficiency	11.6%	11.8%	14.5%
ELA Growth	41	38	35
Math Growth	38	38	35
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	N
Chronic Absenteeism	38.1%	40.7%	41.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Not Met	Not Met	Not Met	N	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Met Target†	Not Met	Not Met	n/a	Not Met	No
Black or African American	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	We at South Seventeenth Street School are raising the bar to increase student achievement through the effective implementation of the Standard Based curriculum We will elevate the level of rigor in our daily instructional practices Student achievement growth is measured socially emotionally and academically “South Seventeenth Street School is a community where children are learning every day ”

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Courses, Curriculum, Instruction:	Gifted and Talented / Honors
Sports and Athletics:	Sports Offered: Basketball (Girls), Cheerleading (Girls) Basketball Debate
Clubs and Activities:	Chromebook Club Coding Dance Robotics Student Council

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Black Girls Code Community Food Bank of NJ Junior Achievement My Very Own Library National Honors society

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Facilities:	Built in 1911 and includes Computer Labs and Media Center
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

South Street Elementary School
(13-3570-640)
Grades Offered: PK-07
2018-2019

Report Key:
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Mr. Havier Nazario
Address	44-48 Hermon Street NEWARK, NJ 07105
Phone Number	973-465-4880
Email Address	HNazario@NPS.K12.NJ.US
Website	http://www.nps.k12.nj.us/SOU
Facebook	https://www.facebook.com/South-Street-School-NPS-858353414199301/
Twitter	https://twitter.com/SouthStreetNPS

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	37	38	34
KG	110	96	72
1	75	109	87
2	77	85	93
3	92	81	77
4	91	79	84
5	59	99	75
6	57	54	92
7	0	62	72
Total	598	703	686

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	52.0%	49.5%	50.3%
Male	48.0%	50.5%	49.7%
Economically Disadvantaged Students	87.6%	87.8%	82.9%
Students with Disabilities	22.9%	21.6%	17.6%
English Learners	34.4%	29.6%	38.8%
Homeless Students	2.2%	0.7%	0.4%
Students in Foster Care	1.2%	0.4%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	17.7%	21.5%	25.2%
Hispanic	67.9%	66.4%	67.1%
Black or African American	14.0%	11.4%	7.1%
Asian	0.0%	0.0%	0.3%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.1%
American Indian or Alaska Native	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.4%	0.0%

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	0	0	0
PK - Full Day	37	38	34
KG - Half Day	0	0	0
KG - Full Day	110	96	72

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
Spanish	52.8%
Portuguese	24.8%
English	21.6%
Other Languages	0.9%

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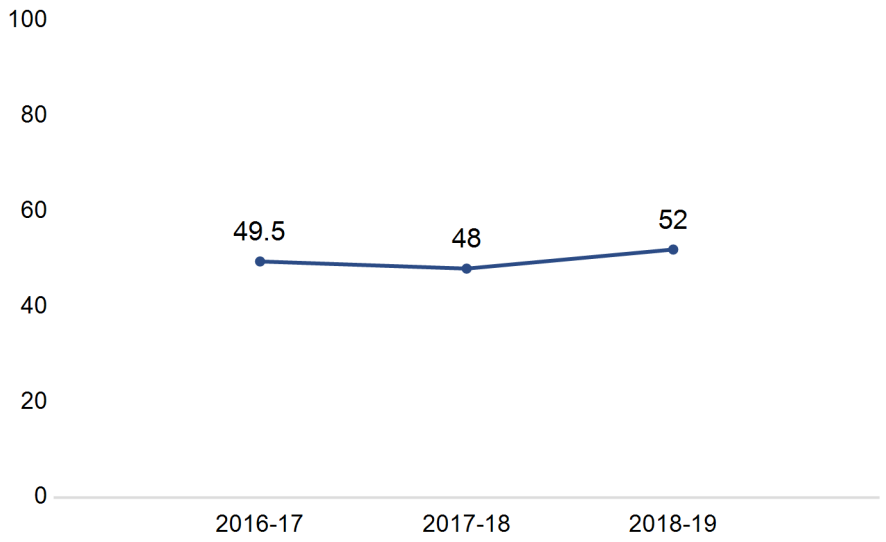
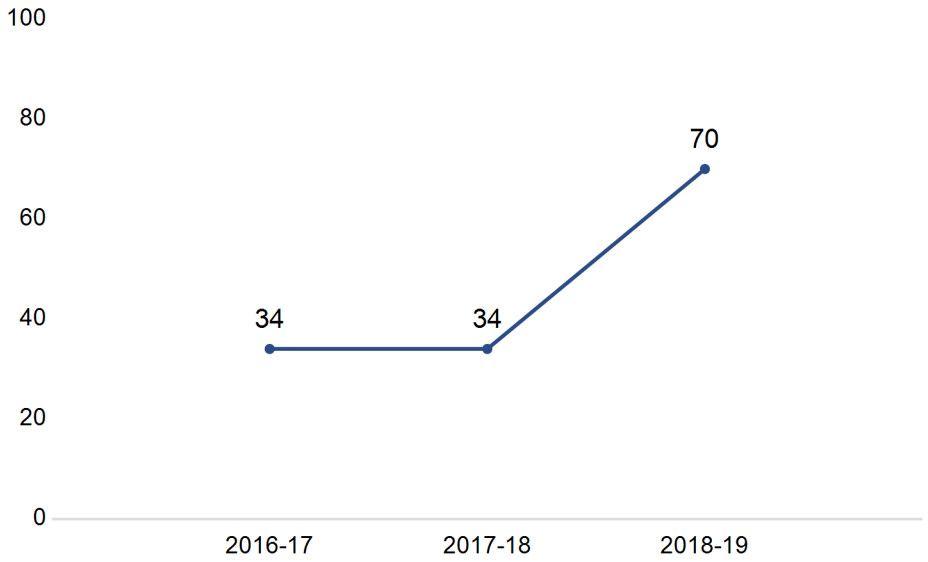
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	49.5	48	52	34	34	70
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Not Met	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	52	48	50	Met Standard	70	48	50	Exceeds Standard
White	56	56	50	Met Standard	83	56	52	Exceeds Standard
Hispanic	52	50	49	Met Standard	66	51	47	Exceeds Standard
Black or African American	41	43	45	Met Standard	69.5	41	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	N	60	59	**	N	60	60	**
American Indian or Alaska Native	*	70	56	**	*	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	55.5	51	53	N	68	49	50	N
Male	47	45	47	N	70.5	48	51	N
Economically Disadvantaged Students	52	47	48	Met Standard	70	48	46	Exceeds Standard
Students with Disabilities	59.5	39	43	Met Standard	65.5	48	45	Exceeds Standard
English Learners	54	53	52	Met Standard	69.5	53	50	Exceeds Standard
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	*	49	42	N	*	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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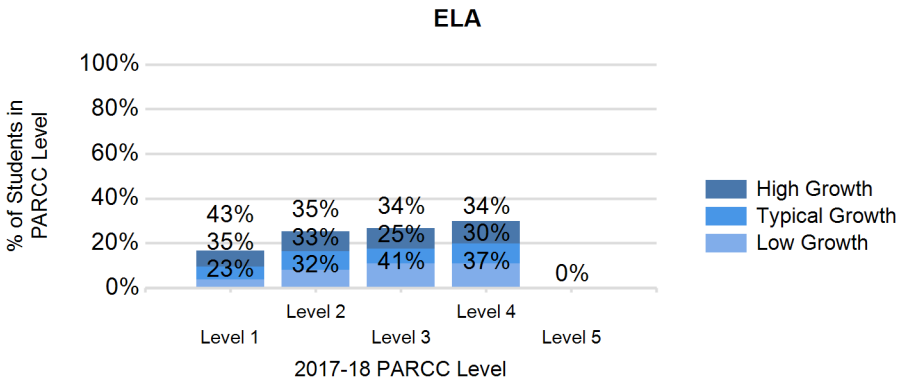
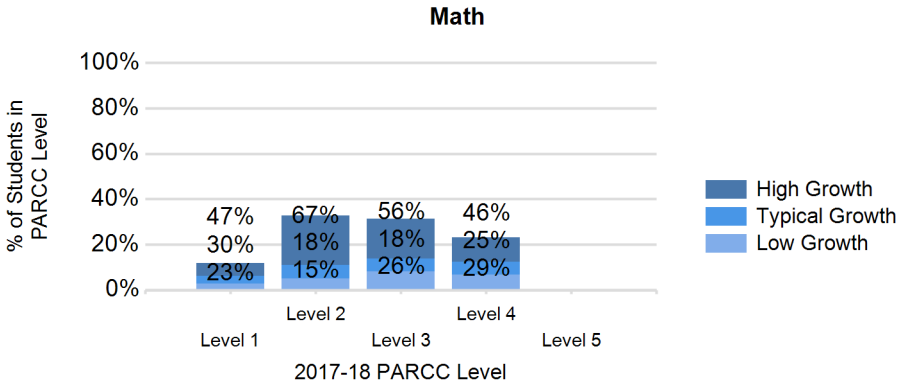
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

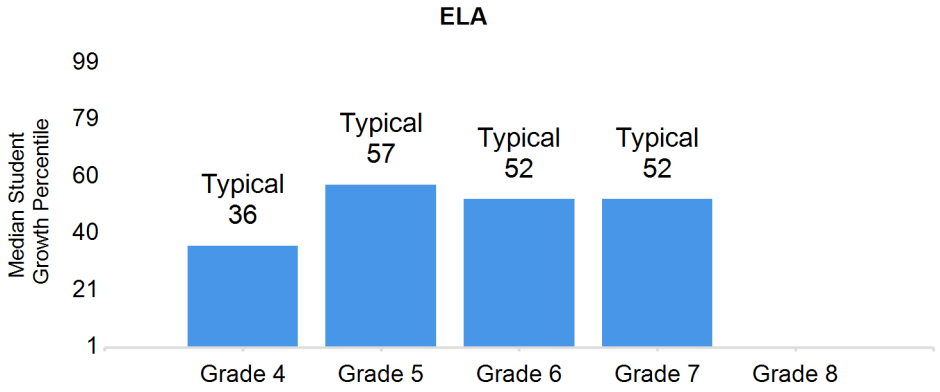
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

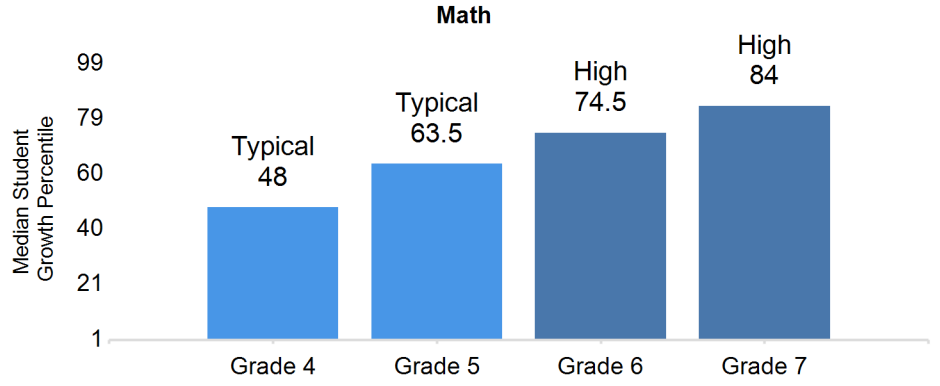




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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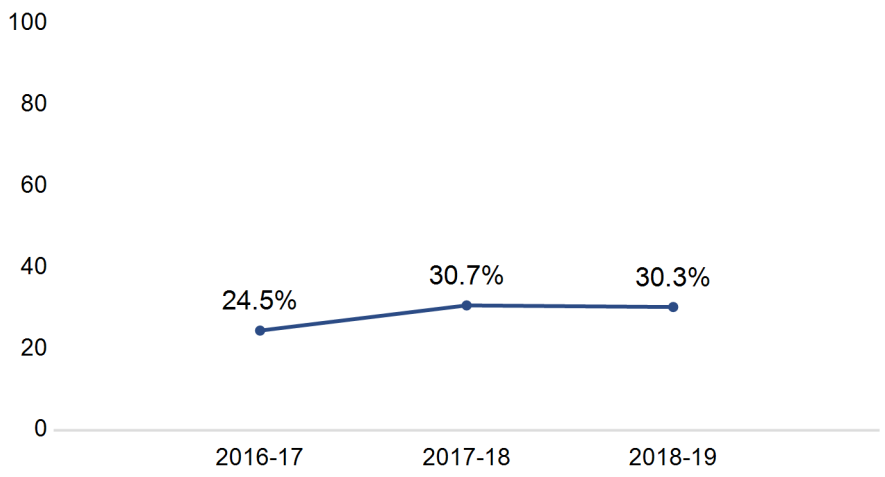
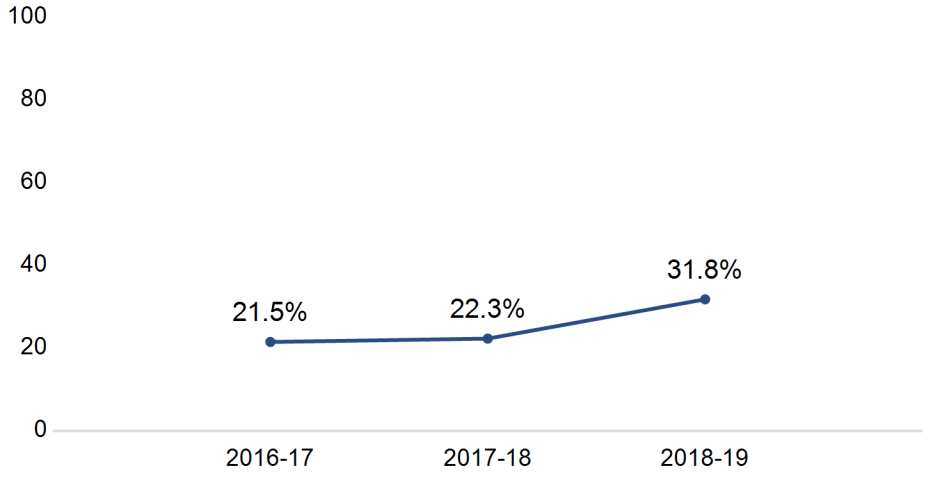
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

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%	100.0%	99.7%	100.0%	100.0%	99.5%
Proficiency Rate for Federal Accountability	24.5%	30.7%	30.3%	21.5%	22.3%	31.8%
Annual Target	23.4%	26.4%	29.3%	19.3%	22.5%	25.7%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	346	99.7	30.3	*	57.9	30.3	29.3	Met Target
White	71	100.0	40.8	54.7	66.9	40.8	35.2	Met Target
Hispanic	234	99.6	26.5	38.9	43.9	26.5	30.6	Met Target†
Black or African American	*	*	*	28.8	38.5	*	20.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	65.3	82.9	N	**	**
American Indian or Alaska Native	*	*	*	56.4	56.0	*	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	173	100.0	31.8	42.9	64.8	31.8		
Male	173	99.4	28.9	30.3	51.3	28.9		
Economically Disadvantaged Students	314	99.7	29.3	35.8	40.0	29.3	29.8	Met Target†
Non-Economically Disadvantaged Students	32	100.0	40.6	38.6	67.9	40.6		
Students with Disabilities	48	98.0	29.2	14.1	22.7	29.2	19.1	Met Target
Students without Disabilities	298	100.0	30.5	41.7	65.1	30.5		
English Learners	169	100.0	17.8	29.3	29.3	17.8	18.6	Met Target†
Non-English Learners	177	99.4	42.4	38.3	60.6	42.4		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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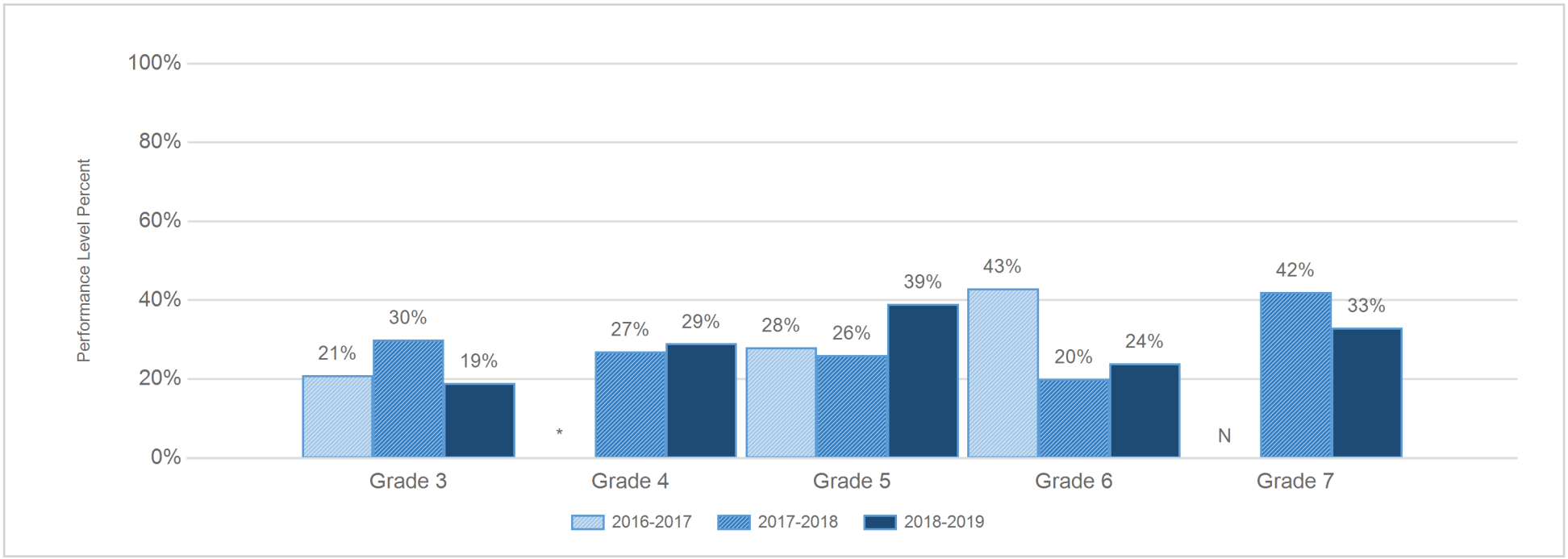
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	718	727	748	31%	27%	23%	19%	0%	19%	50%
White	*	*	746	757	*	*	*	*	*	*	60%
Hispanic	49	712	728	734	37%	31%	22%	*	*	10%	36%
Black or African American	*	*	721	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	30	716	730	753	33%	*	*	*	*	17%	55%
Male	34	720	723	743	29%	*	*	*	*	21%	46%
Economically Disadvantaged Students	*	*	726	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	729	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	37	704	716	713	*	*	*	*	*	14%	17%
Non-English Learners	27	738	729	751	*	*	*	*	*	26%	54%
Homeless Students	N	N	708	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	707	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	*	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	734	734	755	14%	26%	31%	*	*	29%	57%
White	*	*	744	763	*	*	*	*	*	*	67%
Hispanic	62	733	739	743	16%	26%	31%	*	*	27%	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	42	740	739	760	*	*	*	*	*	31%	62%
Male	35	727	729	750	*	*	*	*	*	26%	53%
Economically Disadvantaged Students	67	735	734	740	*	*	36%	*	*	27%	40%
Non-Economically Disadvantaged Students	10	728	736	765	*	*	0%	*	*	40%	69%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	761	*	*	*	*	*	*	64%
English Learners	26	722	722	720	*	*	*	*	*	15%	17%
Non-English Learners	51	740	736	758	*	*	*	*	*	35%	60%
Homeless Students	N	N	719	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	741	733	756	*	22%	31%	*	*	39%	58%
White	15	742	743	764	*	*	*	*	*	47%	68%
Hispanic	37	741	736	743	*	*	35%	*	*	35%	44%
Black or African American	*	*	727	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	33	744	739	761	*	*	*	*	*	42%	64%
Male	26	738	728	750	*	*	*	*	*	35%	52%
Economically Disadvantaged Students	*	*	732	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	738	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	702	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	16	723	717	713	*	*	*	*	*	13%	11%
Non-English Learners	43	748	736	758	*	*	*	*	*	49%	60%
Homeless Students	N	N	722	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	724	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%

NJ SCHOOL PERFORMANCE REPORT

South Street Elementary School
(13-3570-640)
Grades Offered: PK-07
2018-2019

Report Key:
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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	80	727	737	754	18%	26%	33%	*	*	24%	56%
White	*	*	758	762	*	*	*	*	*	*	65%
Hispanic	49	724	740	743	20%	27%	35%	*	*	18%	43%
Black or African American	*	*	728	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	42	735	744	762	*	*	*	*	*	29%	64%
Male	38	718	730	748	*	*	*	*	*	18%	48%
Economically Disadvantaged Students	*	*	737	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	737	763	*	*	*	*	*	*	67%
Students with Disabilities	10	722	708	722	*	*	*	*	*	20%	19%
Students without Disabilities	70	727	742	761	*	*	*	*	*	24%	64%
English Learners	32	710	720	710	*	*	*	*	*	*	*
Non-English Learners	48	738	739	756	*	*	*	*	*	*	*
Homeless Students	N	N	726	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	717	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%

NJ SCHOOL PERFORMANCE REPORT

South Street Elementary School
(13-3570-640)
Grades Offered: PK-07
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	731	741	761	20%	24%	22%	*	*	33%	63%
White	14	707	756	769	*	*	*	*	*	21%	72%
Hispanic	29	740	744	747	*	*	34%	*	*	34%	50%
Black or African American	11	739	733	741	*	*	*	*	*	45%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	27	738	749	769	*	*	*	*	*	37%	71%
Male	27	724	734	753	*	*	*	*	*	30%	55%
Economically Disadvantaged Students	*	*	740	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	746	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	705	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	749	769	*	*	*	*	*	*	71%
English Learners	17	694	712	706	*	*	*	*	*	*	12%
Non-English Learners	37	748	744	763	*	*	*	*	*	*	65%
Homeless Students	*	*	724	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	735	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%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	374	99.5	31.8	26.3	44.5	31.8	25.7	Met Target
White	89	100.0	34.8	42.2	54.1	34.8	31.3	Met Target
Hispanic	242	99.2	31.0	30.9	28.8	31.0	25.3	Met Target
Black or African American	36	100.0	27.8	16.6	23.0	27.8	23	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	59.0	76.5	N	**	**
American Indian or Alaska Native	*	*	*	35.9	42.7	*	**	**
Two or More Races	*	*	*	18.8	53.3	*	**	**
Female	181	100.0	30.4	26.9	44.9	30.4		
Male	193	99.0	33.2	25.8	44.2	33.2		
Economically Disadvantaged Students	328	99.7	31.1	26.6	26.3	31.1	27	Met Target
Non-Economically Disadvantaged Students	46	98.3	37.0	25.4	54.9	37.0		
Students with Disabilities	48	98.0	27.1	11.6	17.4	27.1	15.4	Met Target
Students without Disabilities	326	99.7	32.5	29.8	50.0	32.5		
English Learners	195	99.5	22.6	25.7	25.0	22.6	15.2	Met Target
Non-English Learners	179	99.5	41.9	26.5	46.5	41.9		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

South Street Elementary School
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2018-2019

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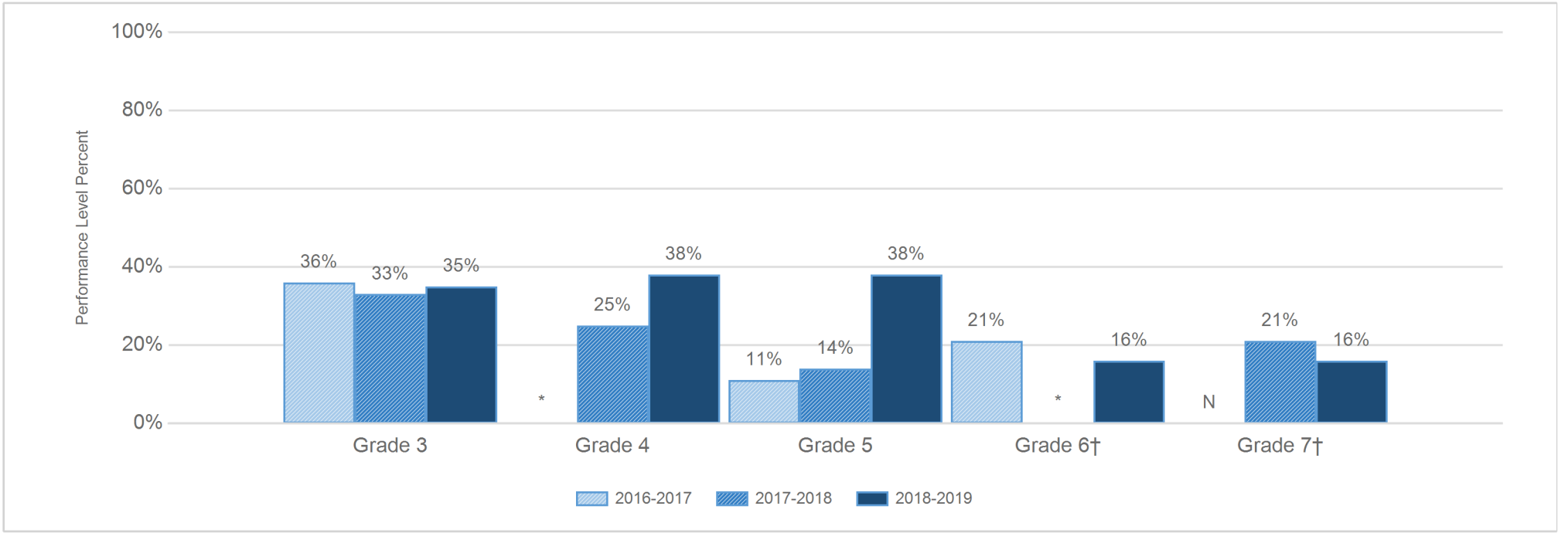
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

South Street Elementary School
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	739	735	752	*	23%	30%	*	*	35%	55%
White	*	*	757	760	*	*	*	*	*	*	66%
Hispanic	51	734	738	739	*	27%	31%	*	*	27%	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	32	733	*	751	*	*	31%	*	*	31%	54%
Male	37	744	*	752	*	*	30%	*	*	38%	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	733	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	718	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	738	756	*	*	*	*	*	*	60%
English Learners	42	731	732	728	*	*	*	*	*	21%	26%
Non-English Learners	27	752	736	754	*	*	*	*	*	56%	58%
Homeless Students	N	N	720	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	714	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	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

South Street Elementary School
(13-3570-640)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	735	732	749	17%	21%	24%	*	*	38%	51%
White	15	730	746	757	*	*	*	*	*	27%	62%
Hispanic	64	737	738	737	*	22%	23%	*	*	41%	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	45	735	733	749	*	*	*	*	*	38%	50%
Male	39	734	731	749	*	*	*	*	*	38%	52%
Economically Disadvantaged Students	70	737	732	734	*	*	29%	*	*	39%	32%
Non-Economically Disadvantaged Students	14	724	731	759	*	*	0%	*	*	36%	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	754	*	*	*	*	*	*	56%
English Learners	32	716	728	722	*	*	*	*	*	16%	18%
Non-English Learners	52	746	733	751	*	*	*	*	*	52%	54%
Homeless Students	*	*	715	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	737	728	747	*	21%	29%	*	*	38%	47%
White	27	736	736	755	*	*	*	*	*	44%	58%
Hispanic	41	738	733	735	*	*	39%	*	*	34%	30%
Black or African American	*	*	720	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	41	736	729	747	*	*	29%	*	*	39%	47%
Male	35	739	727	747	*	*	29%	*	*	37%	47%
Economically Disadvantaged Students	60	740	728	732	*	*	*	*	*	42%	27%
Non-Economically Disadvantaged Students	16	728	729	757	*	*	*	*	*	25%	59%
Students with Disabilities	*	*	714	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	731	752	*	*	*	*	*	*	52%
English Learners	29	728	721	718	*	*	*	*	*	24%	12%
Non-English Learners	47	743	729	749	*	*	*	*	*	47%	49%
Homeless Students	*	*	714	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	720	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%

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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	88	726	725	741	15%	34%	35%	16%	0%	16%	41%
White	26	736	745	749	*	*	46%	*	*	23%	51%
Hispanic	52	723	728	729	*	46%	27%	*	*	15%	24%
Black or African American	*	*	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	43	727	726	742	*	28%	47%	*	*	14%	42%
Male	45	724	723	740	*	40%	24%	*	*	18%	40%
Economically Disadvantaged Students	78	726	725	726	*	*	*	*	*	15%	21%
Non-Economically Disadvantaged Students	10	723	722	750	*	*	*	*	*	20%	53%
Students with Disabilities	10	724	708	716	*	*	*	*	*	10%	12%
Students without Disabilities	78	726	728	746	*	*	*	*	*	17%	46%
English Learners	39	722	715	709	*	41%	28%	*	*	13%	*
Non-English Learners	49	728	726	743	*	29%	41%	*	*	18%	*
Homeless Students	N	N	713	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	732	731	744	*	35%	43%	*	*	16%	42%
White	24	731	738	751	*	*	46%	*	*	13%	53%
Hispanic	33	732	733	733	*	30%	45%	*	*	18%	26%
Black or African American	11	730	723	727	0%	*	*	*	*	18%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	38	729	*	744	*	32%	50%	*	*	13%	42%
Male	30	735	*	743	*	40%	33%	*	*	20%	42%
Economically Disadvantaged Students	*	*	731	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	731	751	*	*	*	*	*	*	53%
Students with Disabilities	*	*	708	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	736	749	*	*	*	*	*	*	48%
English Learners	30	724	721	716	*	*	*	*	*	*	10%
Non-English Learners	38	738	732	745	*	*	*	*	*	*	44%
Homeless Students	*	*	719	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	718	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	*	717	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*
7	*	*

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	54.8%	40.9%	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	113	*	*
3-4	97	88.7%	11.3%
5 or more	27	*	*

NJ SCHOOL PERFORMANCE REPORT

South Street Elementary School
(13-3570-640)
Grades Offered: PK-07
2018-2019

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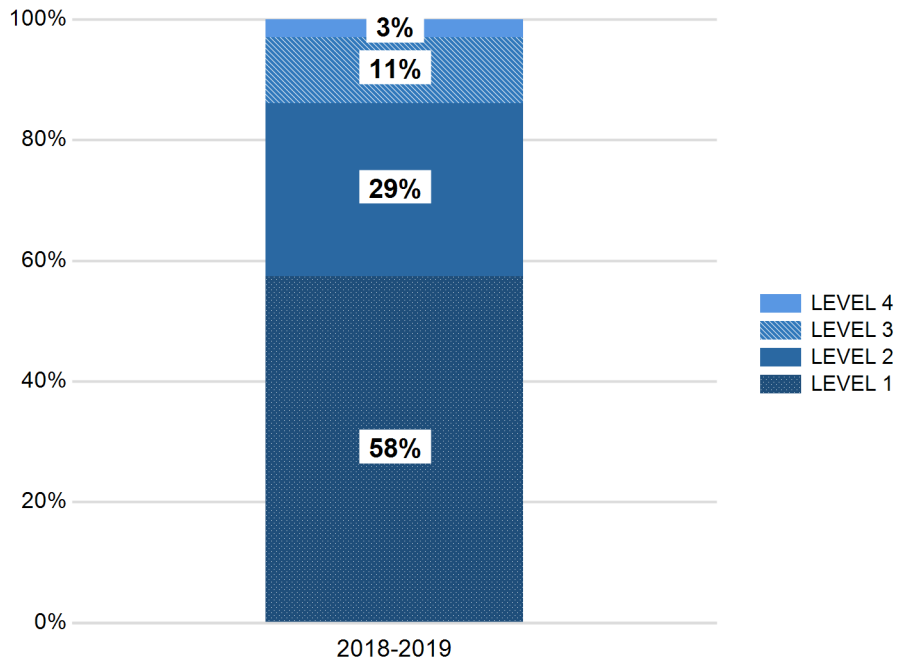
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	58	29	11	3
White	67	19	11	4
Hispanic	52	36	10	2
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	56	37	7	0
Male	60	20	14	6
Economically Disadvantaged Students	53	30	13	3
Non-Economically Disadvantaged Students	75	25	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	77	23	0	0
Non-English Learners	46	33	17	4
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	94
7	0	0	72
Total	0	0	166

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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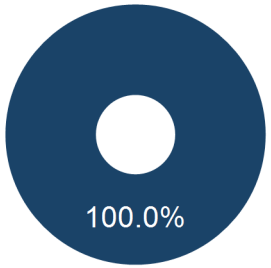
Visual and Performing Arts – Course Participation

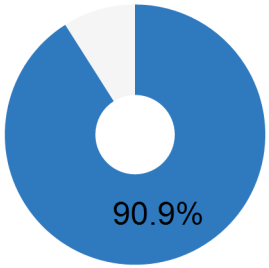
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

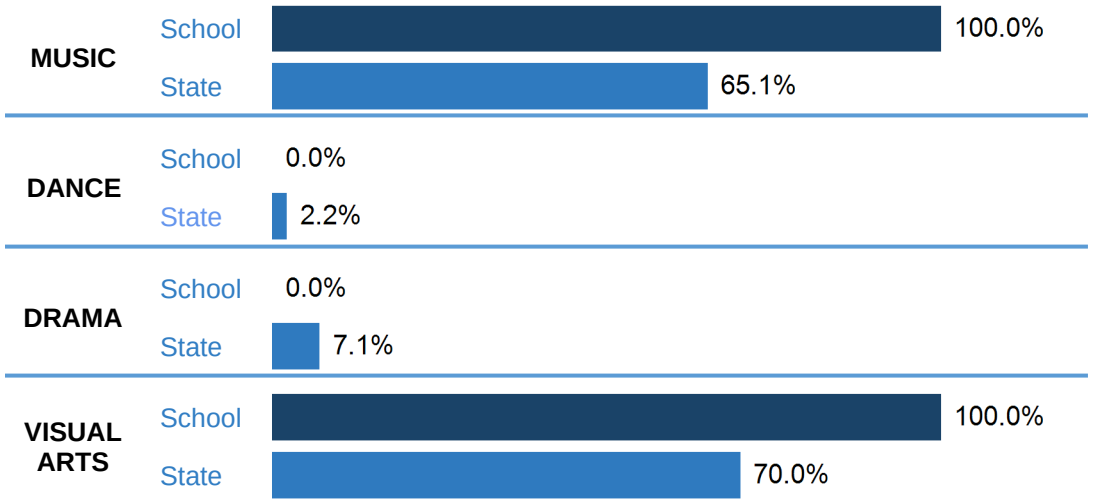


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

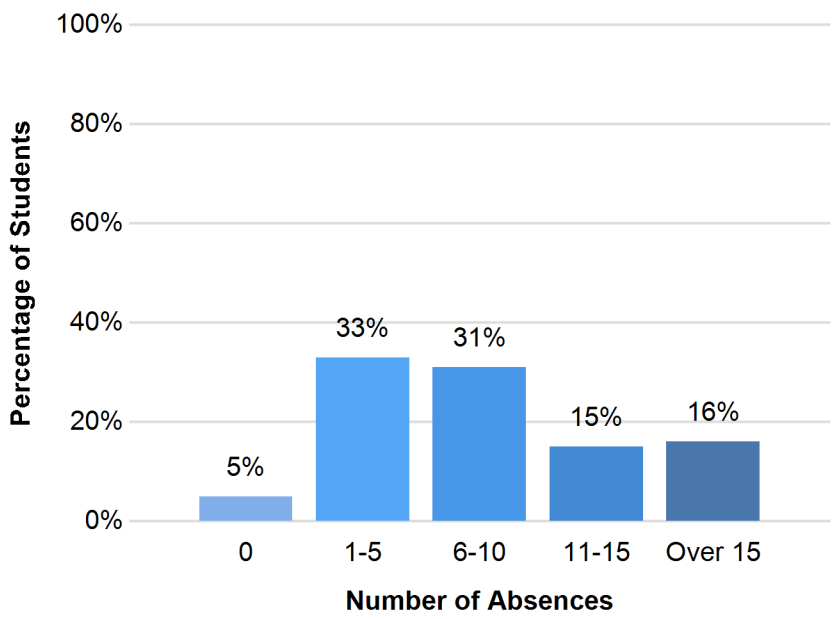
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	75	11.7	8.9	Not Met
White	15	9.3	8.9	Not Met
Hispanic	53	12.4	8.9	Not Met
Black or African American	7	15.6	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	27	8.3		
Male	48	15.2		
Economically Disadvantaged Students	68	12.7	8.9	Not Met
Students with Disabilities	20	17.9	8.9	Not Met
English Learners	24	9.6	8.9	Not 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.



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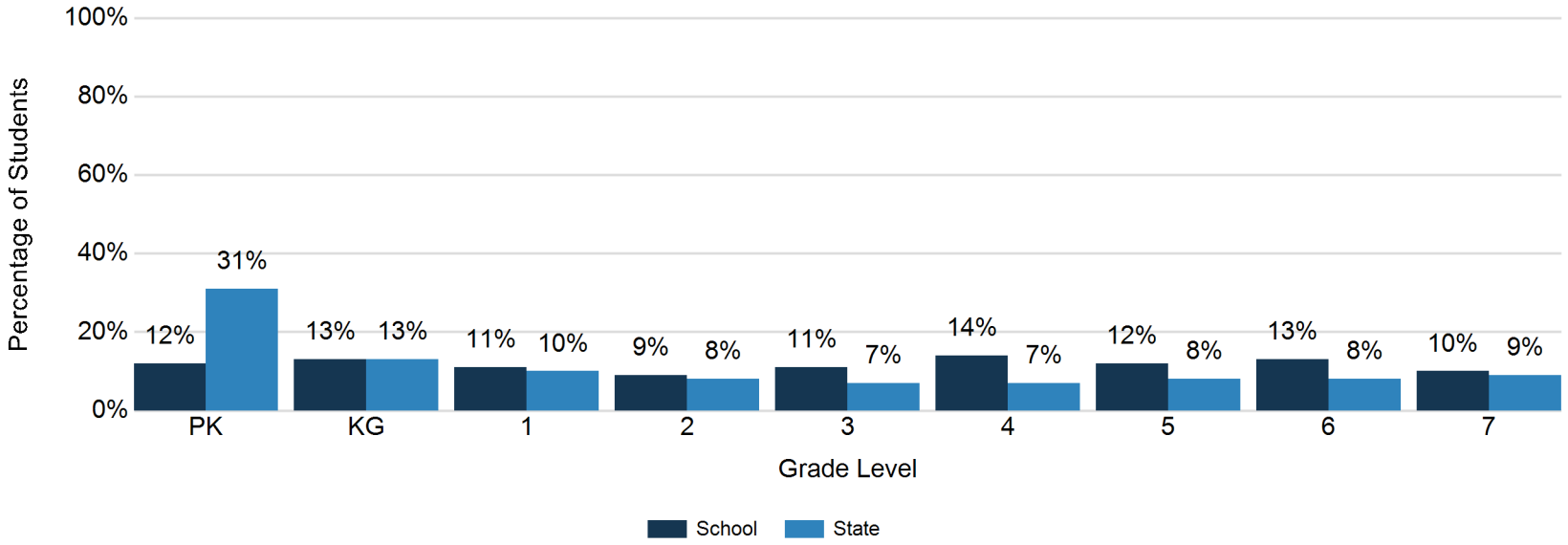
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	9
Weapons	2
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	2.48

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)	1
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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	5	5
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	13	1.9%
Out-of-School Suspensions	17	2.5%
Any Suspension	28	4.1%
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
47

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	8.3:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	58	118,214
Average years experience in public schools	15.4	12.1
Average years experience in district	13.2	10.8
Percentage of Teachers with 4 or more years experience in the district	77.6%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1
Students to Administrators	172:1	106:1
Teachers to Administrators	15:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers 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	50.3%	89.7%	100.0%	48.4%	77.1%	54.9%
Male	49.7%	10.3%	0.0%	51.6%	22.9%	45.1%
White	25.2%	43.1%	25.0%	42.4%	83.6%	77.4%
Hispanic	67.1%	32.8%	50.0%	29.9%	7.3%	7.2%
Black or African American	7.1%	19.0%	25.0%	15.0%	6.6%	13.9%
Asian	0.3%	3.4%	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	0.1%	1.7%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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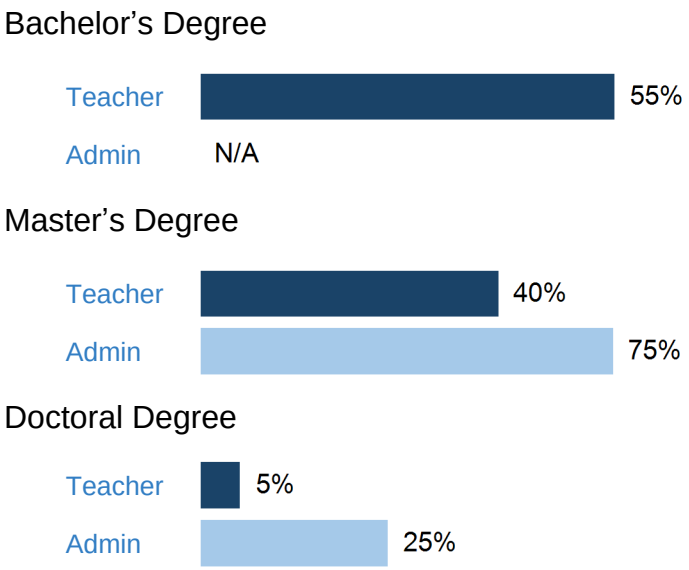
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	79.5%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	Low Performing Student Group (ATSI)
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	24.5%	30.7%	30.3%
Math Proficiency	21.5%	22.3%	31.8%
ELA Growth	50	48	52
Math Growth	34	34	70
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		52.4%	54.8%
Chronic Absenteeism	22.7%	19.0%	11.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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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.

NJ SCHOOL PERFORMANCE REPORT

South Street Elementary School
(13-3570-640)
Grades Offered: PK-07
2018-2019

Report Key:
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N No Data is available to display
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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Exceeds Standard	Met Target	Not Met	No
White	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	Met Target†	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target	Met Standard	Exceeds Standard	n/a	Not 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	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

NJ SCHOOL PERFORMANCE REPORT

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(13-3570-640)
Grades Offered: PK-07
2018-2019

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	South Street School believes that education is a means to fulfill dreams Our goal is to provide the foundation that our young students need to build upon so that they can be successful in high school and beyond Our mission is to inspire a love for learning a quest for excellence and a compassion for humanity
Awards, Recognition, Accomplishments:	We offer a Spanish and Portuguese language bilingual program We also offer a preschool through 8th grade Autism program

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Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Girls) Basketball Cheer
Clubs and Activities:	Band Debate Girls Who Code National Junior Honor Society STEAM (Science Technology Arts and Mathematics)

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Junior Achievement My Very Own Library NJPAC School time Performance Series Program Playworks Riverbank Park

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School Narrative

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Facilities:	Built in 2018 and Features an Auditorium Makerspace Robotics Lab Media Center and Music Classrooms
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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School Narrative

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Speedway Avenue School
(13-3570-690)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Speedway Avenue School
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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Atiba Buckman
Address	701 SOUTH ORANGE AVENUE NEWARK, NJ 07106-2209
Phone Number	973-374-2740
Email Address	abuckman@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/SPD
Facebook	https://www.facebook.com/SpeedwayAcademies
Twitter	https://twitter.com/speedway_acad

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	69	72	67
1	87	63	66
2	88	79	65
3	75	95	86
4	82	88	95
5	77	84	91
6	62	79	85
7	50	60	74
8	39	53	65
9	0	0	0
Total	629	673	694

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.7%	51.0%	48.7%
Male	49.3%	49.0%	51.3%
Economically Disadvantaged Students	83.8%	85.7%	85.0%
Students with Disabilities	13.2%	16.8%	20.6%
English Learners	0.6%	0.6%	0.4%
Homeless Students	2.2%	1.9%	3.6%
Students in Foster Care	1.1%	1.2%	1.4%
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	0.3%	0.6%	0.4%
Hispanic	9.5%	8.8%	9.9%
Black or African American	89.8%	90.2%	89.2%
Asian	0.2%	0.3%	0.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.0%	0.1%
Two or More Races	0.0%	0.1%	0.0%

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	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	69	72	67

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	629	673	694
Shared Time Students	0	0	0
Full Time Equivalent	629	673	694

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	97.0%
Spanish	2.4%
Other Languages	0.6%

NJ SCHOOL PERFORMANCE REPORT

Speedway Avenue School
(13-3570-690)
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2018-2019

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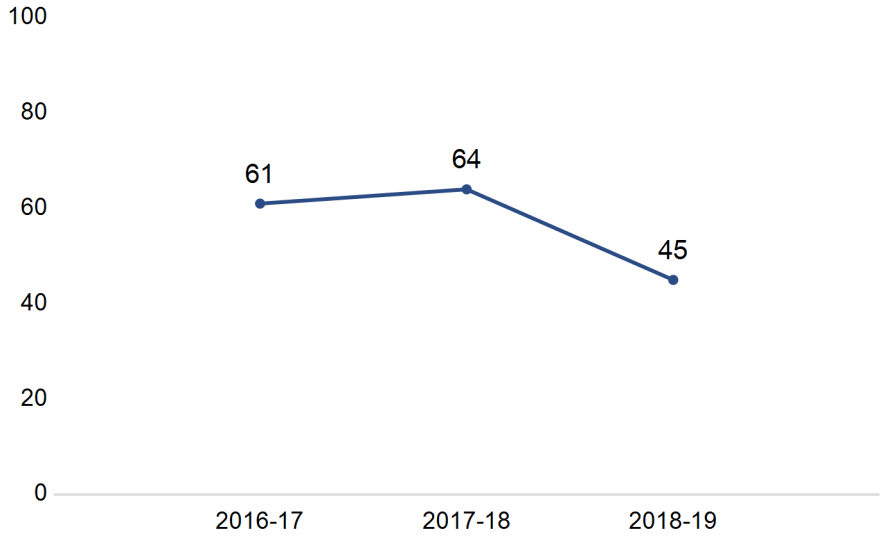
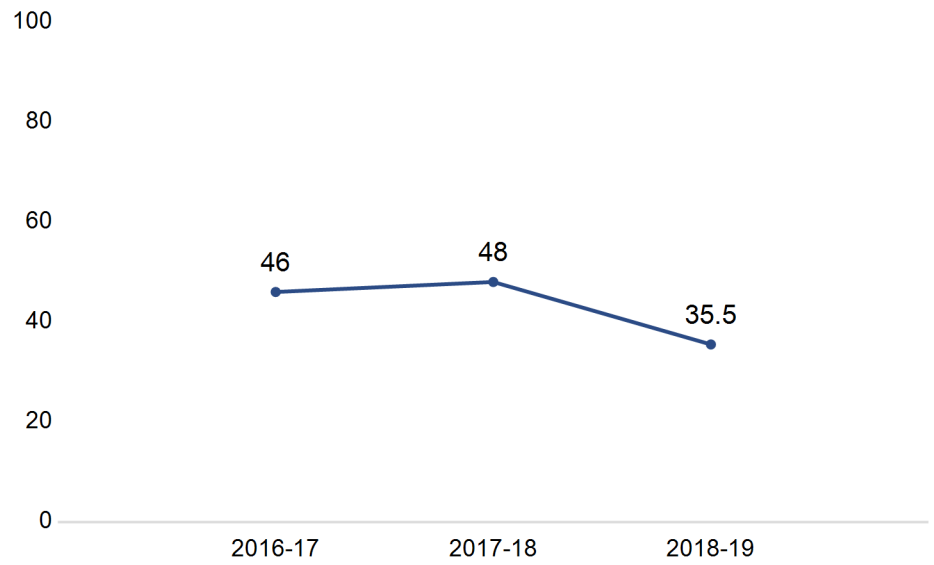
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	61	64	45	46	48	35.5
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	45	48	50	Met Standard	35.5	48	50	Not Met
White	*	56	50	**	*	56	52	**
Hispanic	47	50	49	Met Standard	31	51	47	**
Black or African American	45	43	45	Met Standard	37	41	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	60	59	**	*	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	45	51	53	N	35	49	50	N
Male	44	45	47	N	37	48	51	N
Economically Disadvantaged Students	44	47	48	Met Standard	36.5	48	46	Not Met
Students with Disabilities	42	39	43	Met Standard	28	48	45	Not Met
English Learners	*	53	52	**	*	53	50	**
Homeless Students	31	37	43	N	21	38.5	44	N
Students in Foster Care	*	49	42	N	*	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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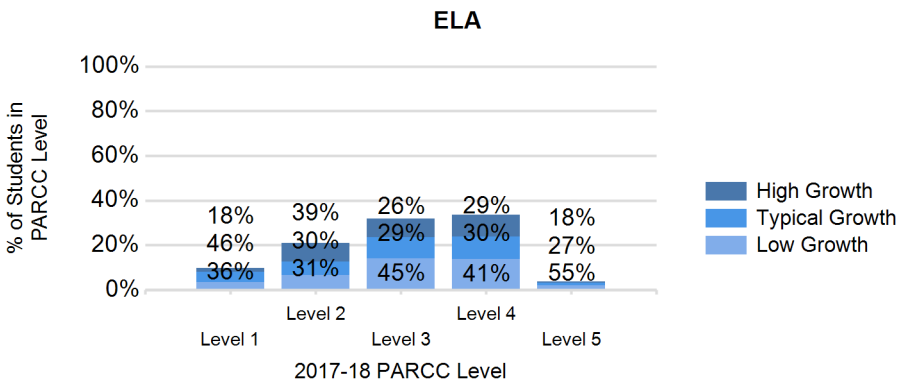
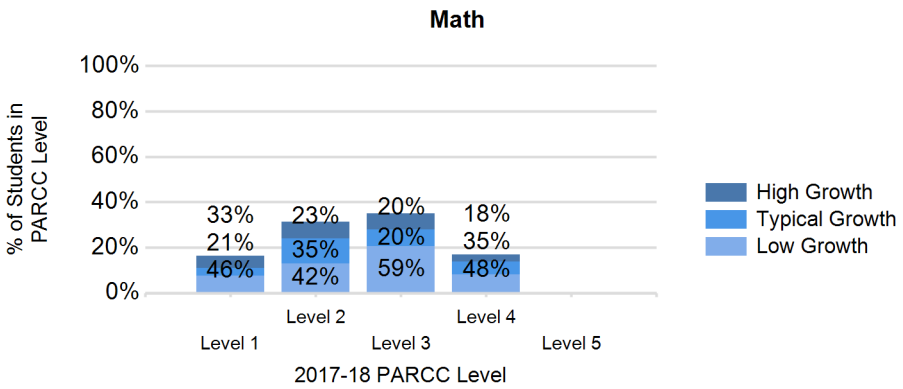
Student Growth by Performance Level

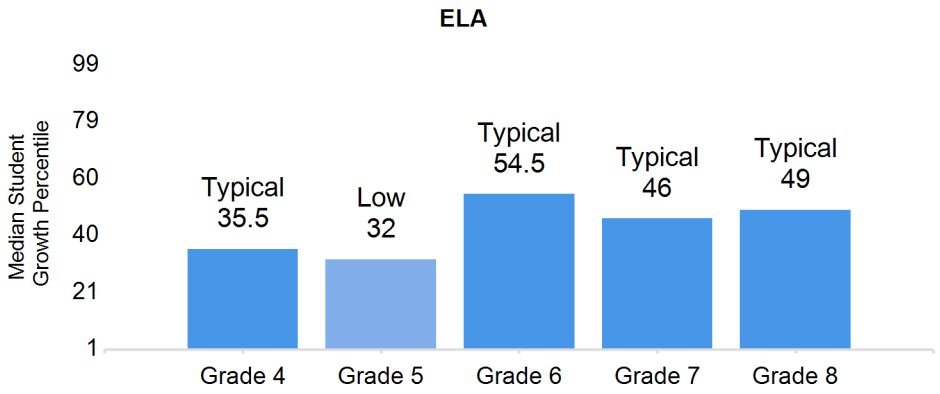
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

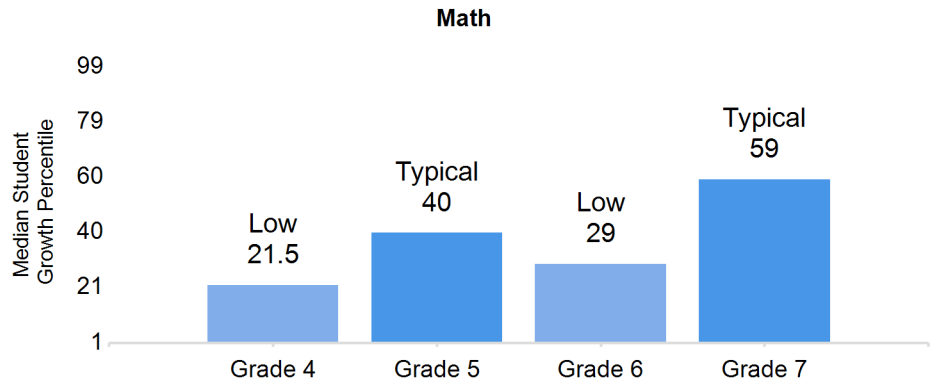




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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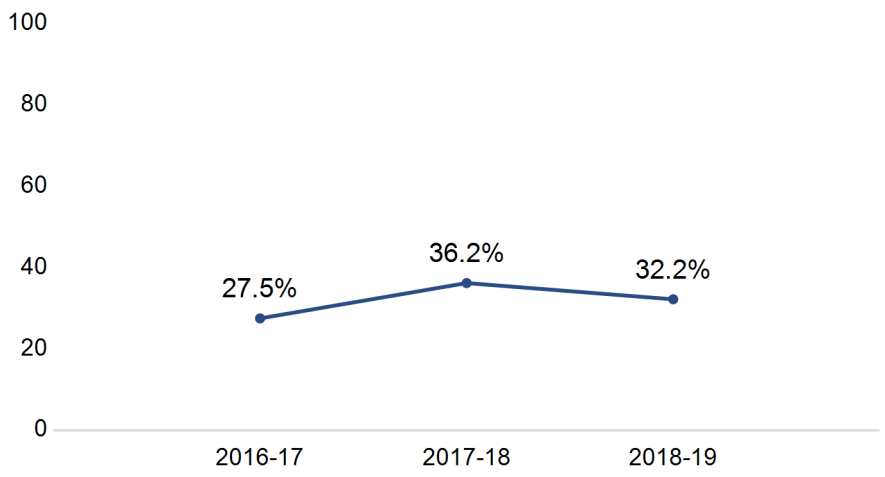
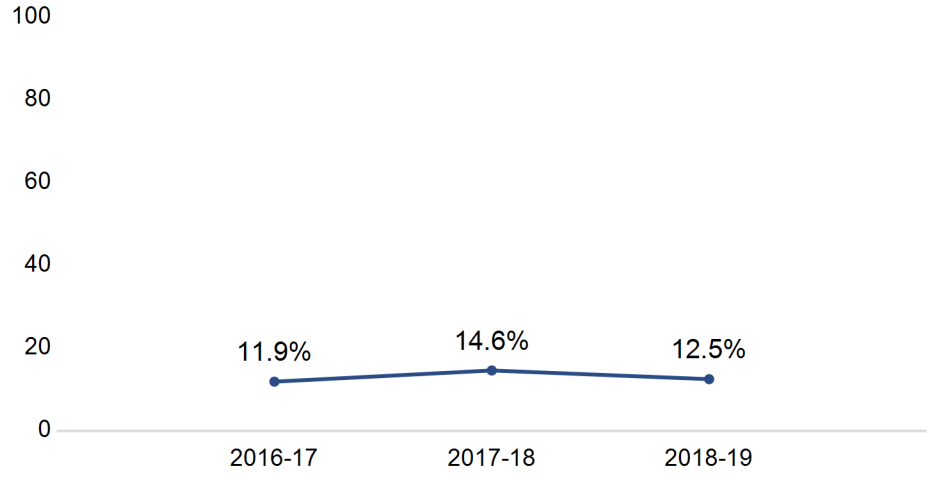
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

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	90.1%	89.1%	90.4%	90.1%	88.4%	89.1%
Proficiency Rate for Federal Accountability	27.5%	36.2%	32.2%	11.9%	14.6%	12.5%
Annual Target	23.6%	26.5%	29.5%	13.8%	17.3%	20.8%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	432	90.4	33.6	*	57.9	32.2	29.5	Met Target
White	*	*	*	54.7	66.9	*	**	**
Hispanic	39	76.5	33.3	38.9	43.9	26.8	26.9	Met Target†
Black or African American	387	91.9	33.9	28.8	38.5	33.1	29.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	211	89.3	40.8	42.9	64.8	39.0		
Male	221	91.4	26.7	30.3	51.3	25.7		
Economically Disadvantaged Students	350	89.4	33.7	35.8	40.0	31.9	31.3	Met Target
Non-Economically Disadvantaged Students	82	94.7	32.9	38.6	67.9	32.9		
Students with Disabilities	80	69.5	13.8	14.1	22.7	10.2	11.6	Met Target†
Students without Disabilities	352	96.9	38.1	41.7	65.1	38.1		
English Learners	*	*	*	29.3	29.3	*	**	**
Non-English Learners	*	*	*	38.3	60.6	*		
Homeless Students	18	90.0	33.3	17.0	29.1	33.1		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.

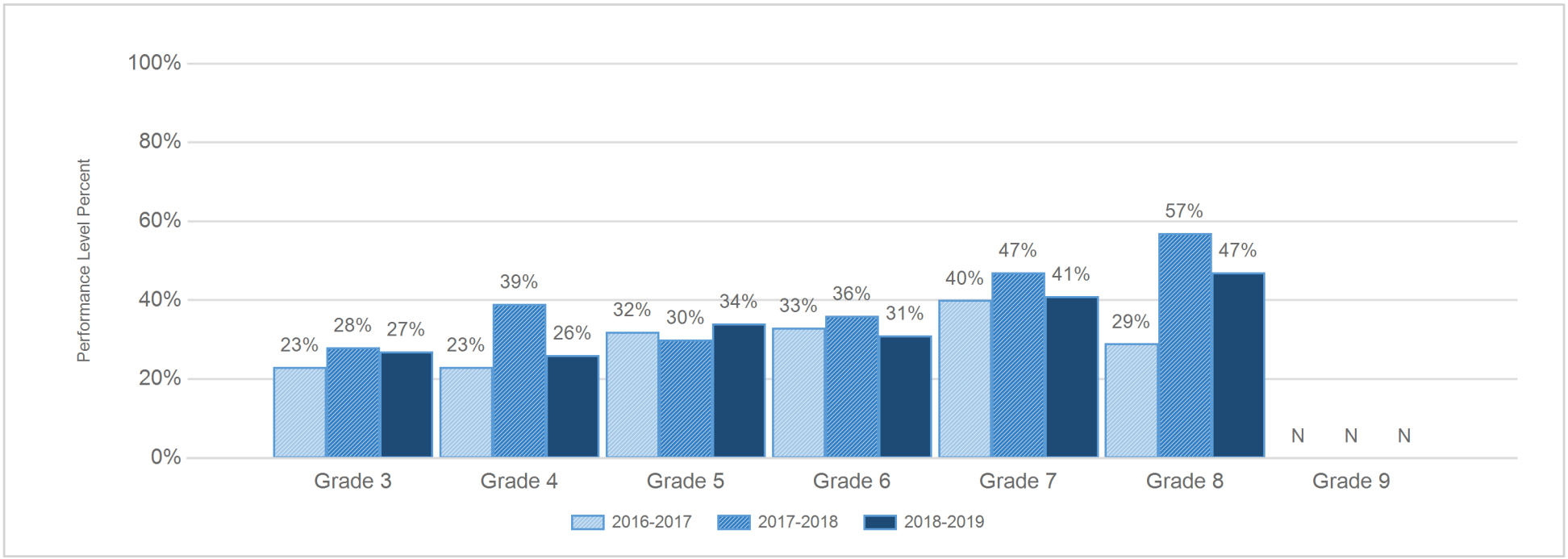
NJ SCHOOL PERFORMANCE REPORT

Speedway Avenue School
(13-3570-690)
Grades Offered: PK-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.



NJ SCHOOL PERFORMANCE REPORT

Speedway Avenue School
(13-3570-690)
Grades Offered: PK-08
2018-2019

Report Key:
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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	79	724	727	748	30%	24%	19%	*	*	27%	50%
White	N	N	746	757	N	N	N	N	N	N	60%
Hispanic	*	*	728	734	*	*	*	*	*	*	36%
Black or African American	*	*	721	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	40	738	730	753	*	*	*	*	*	35%	55%
Male	39	710	723	743	*	*	*	*	*	18%	46%
Economically Disadvantaged Students	64	724	726	731	*	*	*	*	*	27%	33%
Non-Economically Disadvantaged Students	15	725	729	759	*	*	*	*	*	27%	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	N	N	716	713	N	N	N	N	N	N	17%
Non-English Learners	79	724	729	751	30%	24%	19%	*	*	27%	54%
Homeless Students	*	*	708	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	707	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	*	*	*	727	*	*	*	*	*	*	24%

NJ SCHOOL PERFORMANCE REPORT

Speedway Avenue School
(13-3570-690)
Grades Offered: PK-08
2018-2019

Report Key:
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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	84	732	734	755	14%	24%	36%	*	*	26%	57%
White	N	N	744	763	N	N	N	N	N	N	67%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	78	731	725	739	15%	23%	35%	*	*	27%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	36	732	739	760	*	*	36%	*	*	22%	62%
Male	48	731	729	750	*	*	35%	*	*	29%	53%
Economically Disadvantaged Students	73	732	734	740	*	*	*	*	*	25%	40%
Non-Economically Disadvantaged Students	11	730	736	765	*	*	*	*	*	36%	69%
Students with Disabilities	12	711	707	725	*	*	*	*	*	*	25%
Students without Disabilities	72	735	739	761	*	*	*	*	*	*	64%
English Learners	N	N	722	720	N	N	N	N	N	N	17%
Non-English Learners	84	732	736	758	14%	24%	36%	*	*	26%	60%
Homeless Students	*	*	719	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	724	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Speedway Avenue School
(13-3570-690)
Grades Offered: PK-08
2018-2019

Report Key:
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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	79	731	733	756	16%	29%	20%	34%	0%	34%	58%
White	*	*	743	764	*	*	*	*	*	*	68%
Hispanic	*	*	736	743	*	*	*	*	*	*	44%
Black or African American	70	731	727	739	16%	31%	19%	34%	0%	34%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	41	739	739	761	*	*	*	39%	0%	39%	64%
Male	38	722	728	750	*	*	*	29%	0%	29%	52%
Economically Disadvantaged Students	68	732	732	740	*	*	*	*	*	35%	39%
Non-Economically Disadvantaged Students	11	724	738	766	*	*	*	*	*	27%	69%
Students with Disabilities	10	702	702	724	*	*	*	*	*	10%	23%
Students without Disabilities	69	735	739	762	*	*	*	*	*	38%	65%
English Learners	N	N	717	713	N	N	N	N	N	N	11%
Non-English Learners	79	731	736	758	16%	29%	20%	34%	0%	34%	60%
Homeless Students	*	*	722	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	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%

NJ SCHOOL PERFORMANCE REPORT

Speedway Avenue School
(13-3570-690)
Grades Offered: PK-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
† This indicates a table specific note,see note below table

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	71	735	737	754	17%	20%	32%	*	*	31%	56%
White	N	N	758	762	N	N	N	N	N	N	65%
Hispanic	*	*	740	743	*	*	*	*	*	*	43%
Black or African American	*	*	728	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	35	744	744	762	*	*	34%	*	*	43%	64%
Male	36	726	730	748	*	*	31%	*	*	19%	48%
Economically Disadvantaged Students	54	735	737	740	*	*	*	*	*	28%	39%
Non-Economically Disadvantaged Students	17	734	737	763	*	*	*	*	*	41%	67%
Students with Disabilities	17	711	708	722	*	*	*	*	*	18%	19%
Students without Disabilities	54	742	742	761	*	*	*	*	*	35%	64%
English Learners	*	*	720	710	*	*	*	*	*	*	*
Non-English Learners	*	*	739	756	*	*	*	*	*	*	*
Homeless Students	*	*	726	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	717	726	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Speedway Avenue School
(13-3570-690)
Grades Offered: PK-08
2018-2019

Report Key:
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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	71	742	741	761	*	18%	28%	*	*	41%	63%
White	*	*	756	769	*	*	*	*	*	*	72%
Hispanic	*	*	744	747	*	*	*	*	*	*	50%
Black or African American	61	746	733	741	*	20%	30%	*	*	43%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	34	750	749	769	*	*	*	*	*	53%	71%
Male	37	734	734	753	*	*	*	*	*	30%	55%
Economically Disadvantaged Students	53	742	740	743	*	*	*	*	*	42%	45%
Non-Economically Disadvantaged Students	18	740	746	771	*	*	*	*	*	39%	73%
Students with Disabilities	13	703	705	720	*	*	*	*	*	*	22%
Students without Disabilities	58	750	749	769	*	*	*	*	*	*	71%
English Learners	N	N	712	706	N	N	N	N	N	N	12%
Non-English Learners	71	742	744	763	*	18%	28%	*	*	41%	65%
Homeless Students	*	*	724	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	735	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Speedway Avenue School
(13-3570-690)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	741	742	762	*	19%	19%	*	*	47%	63%
White	N	N	765	770	N	N	N	N	N	N	72%
Hispanic	*	*	746	747	*	*	*	*	*	*	49%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	26	755	751	771	*	*	*	*	*	54%	71%
Male	32	730	735	753	*	*	*	*	*	41%	55%
Economically Disadvantaged Students	47	743	742	743	*	*	*	*	*	49%	45%
Non-Economically Disadvantaged Students	11	734	744	772	*	*	*	*	*	36%	72%
Students with Disabilities	13	708	707	721	*	0%	*	*	*	31%	22%
Students without Disabilities	45	751	750	770	*	24%	*	*	*	51%	71%
English Learners	N	N	717	708	N	N	N	N	N	N	12%
Non-English Learners	58	741	745	764	*	19%	19%	*	*	47%	65%
Homeless Students	*	*	711	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	714	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	*	*	*	718	*	*	*	*	*	*	27%

NJ SCHOOL PERFORMANCE REPORT

Speedway Avenue School
(13-3570-690)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	424	89.1	13.2	26.3	44.5	12.5	20.8	Not Met
White	*	*	*	42.2	54.1	*	**	**
Hispanic	38	74.5	13.2	30.9	28.8	10.3	19.5	Not Met
Black or African American	380	90.7	13.2	16.6	23.0	12.7	21	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	206	88.0	16.5	26.9	44.9	*		
Male	218	90.2	10.1	25.8	44.2	*		
Economically Disadvantaged Students	344	88.3	13.7	26.6	26.3	*	21.7	Not Met
Non-Economically Disadvantaged Students	80	92.6	11.3	25.4	54.9	*		
Students with Disabilities	76	66.1	*	11.6	17.4	*	9.8	Not Met
Students without Disabilities	348	96.3	*	29.8	50.0	*		
English Learners	*	*	*	25.7	25.0	*	**	**
Non-English Learners	*	*	*	26.5	46.5	*		
Homeless Students	17	85.0	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Speedway Avenue School
(13-3570-690)
Grades Offered: PK-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
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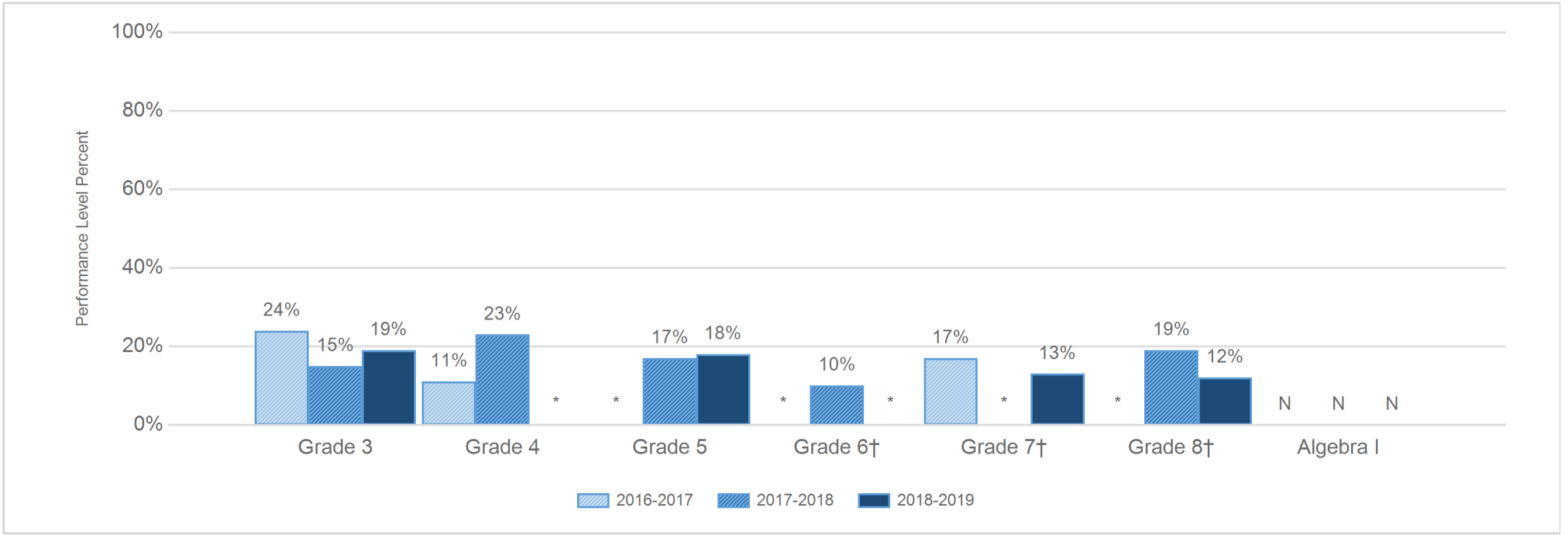
N No Data is available to display
† This indicates a table specific note,see note below table

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.

NJ SCHOOL PERFORMANCE REPORT

Speedway Avenue School
(13-3570-690)
Grades Offered: PK-08
2018-2019

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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	721	735	752	24%	29%	28%	*	*	19%	55%
White	N	N	757	760	N	N	N	N	N	N	66%
Hispanic	*	*	738	739	*	*	*	*	*	*	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	40	724	*	751	*	*	25%	*	*	23%	54%
Male	39	717	*	752	*	*	31%	*	*	15%	56%
Economically Disadvantaged Students	64	720	735	737	*	*	*	*	*	20%	37%
Non-Economically Disadvantaged Students	15	721	733	761	*	*	*	*	*	13%	67%
Students with Disabilities	*	*	718	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	738	756	*	*	*	*	*	*	60%
English Learners	N	N	732	728	N	N	N	N	N	N	26%
Non-English Learners	79	721	736	754	24%	29%	28%	*	*	19%	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	714	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	*	*	*	728	*	*	*	*	*	*	28%

NJ SCHOOL PERFORMANCE REPORT

Speedway Avenue School
(13-3570-690)
Grades Offered: PK-08
2018-2019

Report Key:
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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	83	716	732	749	*	*	*	*	*	*	51%
White	N	N	746	757	N	N	N	N	N	N	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	77	716	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	35	712	733	749	*	*	*	*	*	*	50%
Male	48	719	731	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	73	716	732	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	10	715	731	759	*	*	*	*	*	*	63%
Students with Disabilities	12	696	713	726	*	*	*	*	*	*	25%
Students without Disabilities	71	719	736	754	*	*	*	*	*	*	56%
English Learners	N	N	728	722	N	N	N	N	N	N	18%
Non-English Learners	83	716	733	751	*	*	*	*	*	*	54%
Homeless Students	*	*	715	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	722	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Speedway Avenue School
(13-3570-690)
Grades Offered: PK-08
2018-2019

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	725	728	747	16%	41%	25%	18%	0%	18%	47%
White	*	*	736	755	*	*	*	*	*	*	58%
Hispanic	*	*	733	735	*	*	*	*	*	*	30%
Black or African American	67	723	720	729	15%	43%	27%	15%	0%	15%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	40	729	729	747	*	45%	*	*	*	23%	47%
Male	36	720	727	747	*	36%	*	*	*	14%	47%
Economically Disadvantaged Students	65	725	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	11	725	729	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	714	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	731	752	*	*	*	*	*	*	52%
English Learners	N	N	721	718	N	N	N	N	N	N	12%
Non-English Learners	76	725	729	749	16%	41%	25%	18%	0%	18%	49%
Homeless Students	*	*	714	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	720	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	*	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Speedway Avenue School
(13-3570-690)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	712	725	741	*	*	*	*	*	*	41%
White	N	N	745	749	N	N	N	N	N	N	51%
Hispanic	*	*	728	729	*	*	*	*	*	*	24%
Black or African American	*	*	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	754	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	33	716	726	742	*	*	*	*	*	*	42%
Male	35	708	723	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	52	711	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	16	713	722	750	*	*	*	*	*	*	53%
Students with Disabilities	15	700	708	716	*	*	*	*	*	*	12%
Students without Disabilities	53	715	728	746	*	*	*	*	*	*	46%
English Learners	*	*	715	709	*	*	*	*	*	*	*
Non-English Learners	*	*	726	743	*	*	*	*	*	*	*
Homeless Students	*	*	713	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	707	717	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Speedway Avenue School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	722	731	744	21%	38%	28%	*	*	13%	42%
White	*	*	738	751	*	*	*	*	*	*	53%
Hispanic	*	*	733	733	*	*	*	*	*	*	26%
Black or African American	61	725	723	727	16%	39%	30%	*	*	15%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	34	726	*	744	*	*	*	*	*	*	42%
Male	37	719	*	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	53	721	731	731	*	*	*	*	*	13%	24%
Non-Economically Disadvantaged Students	18	724	731	751	*	*	*	*	*	11%	53%
Students with Disabilities	13	691	708	718	*	*	*	*	*	*	13%
Students without Disabilities	58	729	736	749	*	*	*	*	*	*	48%
English Learners	N	N	721	716	N	N	N	N	N	N	10%
Non-English Learners	71	722	732	745	21%	38%	28%	*	*	13%	44%
Homeless Students	*	*	719	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	718	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	*	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Speedway Avenue School
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	708	722	728	51%	30%	*	*	*	12%	29%
White	N	N	731	737	N	N	N	N	N	N	38%
Hispanic	*	*	727	722	*	*	*	*	*	*	22%
Black or African American	*	*	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	25	717	724	731	*	*	*	*	*	*	31%
Male	32	702	719	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	46	708	722	719	*	*	*	*	*	11%	20%
Non-Economically Disadvantaged Students	11	708	721	735	*	*	*	*	*	18%	36%
Students with Disabilities	13	683	697	707	*	*	*	*	*	*	10%
Students without Disabilities	44	716	727	734	*	*	*	*	*	*	35%
English Learners	N	N	712	706	N	N	N	N	N	N	10%
Non-English Learners	57	708	723	730	51%	30%	*	*	*	12%	30%
Homeless Students	*	*	695	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	707	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	*	*	*	701	*	*	*	*	*	*	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	*	*	*
5 or more	*	*	*

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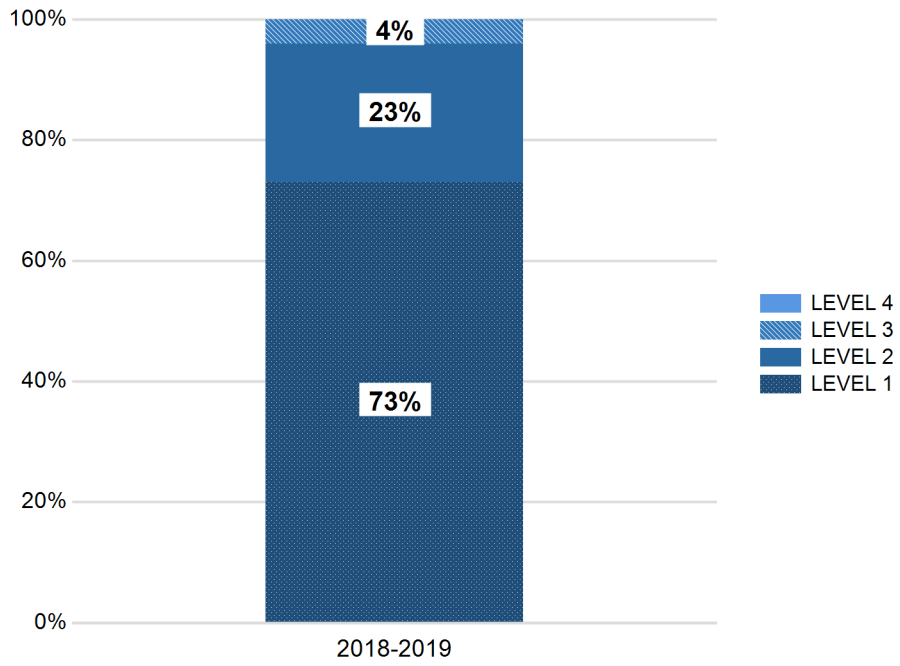
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	73	23	4	0
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	76	21	3	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	71	27	2	0
Male	75	19	6	0
Economically Disadvantaged Students	74	23	3	0
Non-Economically Disadvantaged Students	64	27	9	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	73	23	4	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Speedway Avenue School
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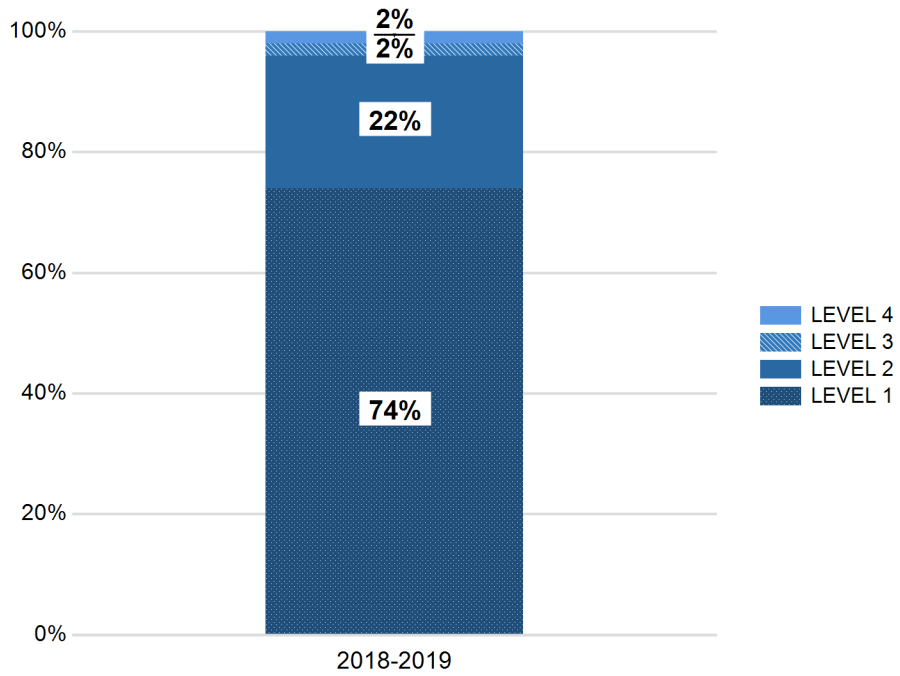
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	74	22	2	2
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	78	19	0	4
Male	71	26	3	0
Economically Disadvantaged Students	74	24	0	2
Non-Economically Disadvantaged Students	75	17	8	0
Students with Disabilities	86	14	0	0
Students without Disabilities	70	25	2	2
English Learners	N	N	N	N
Non-English Learners	74	22	2	2
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	84
7	0	0	74
8	0	0	64
Total	0	0	222

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	0	0	0	0	0	0	84
7	0	0	0	0	0	0	54
8	0	0	0	0	0	0	60
Total	0	0	0	0	0	0	198

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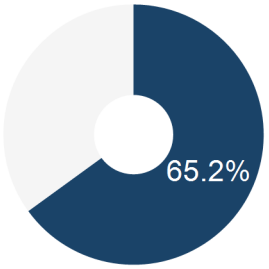
Visual and Performing Arts – Course Participation

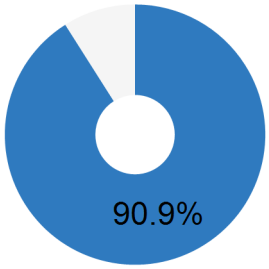
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

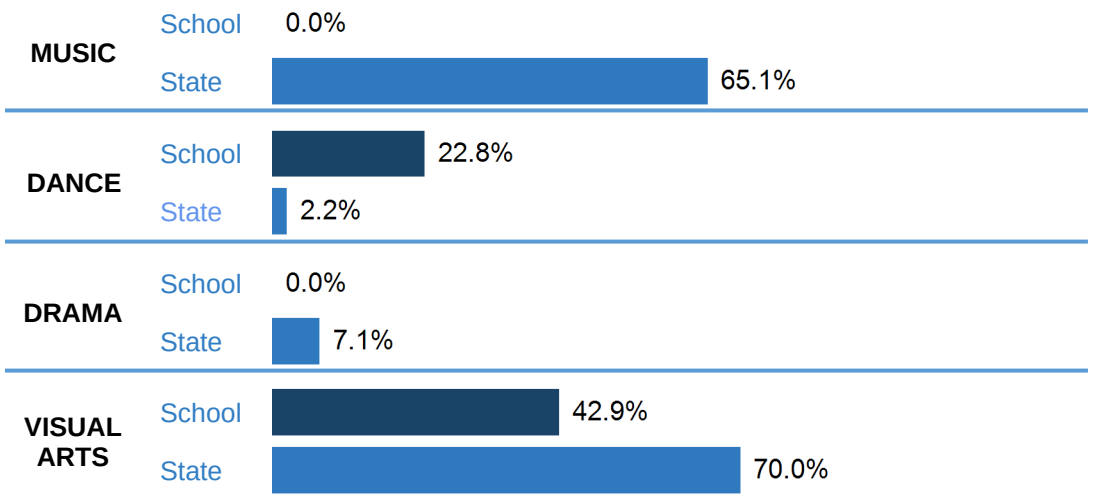


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

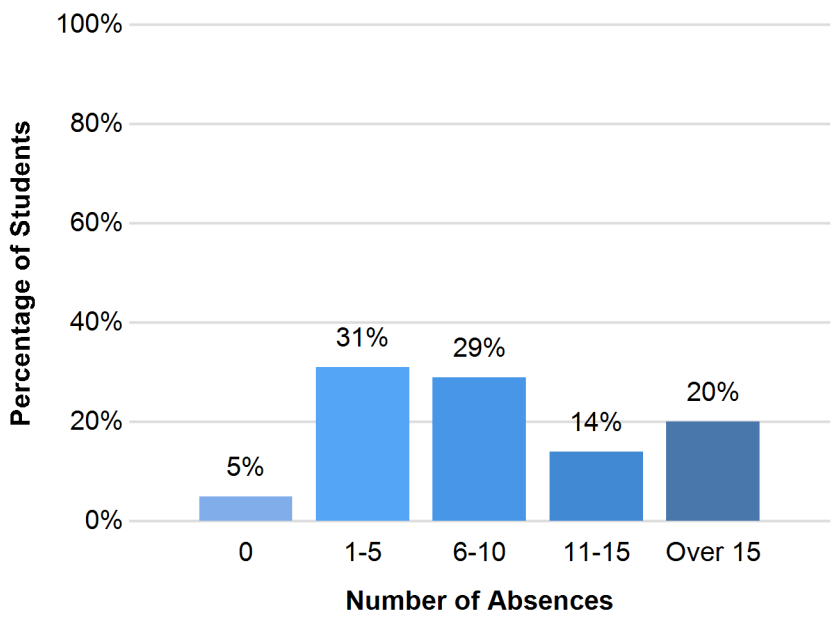
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	121	17.3	9.0	Not Met
White	*	*	**	**
Hispanic	11	15.9	9.0	Not Met
Black or African American	108	17.4	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	66	19.5		
Male	55	15.3		
Economically Disadvantaged Students	99	16.7	9.0	Not Met
Students with Disabilities	40	26.1	9.0	Not Met
English Learners	*	*	**	**
Homeless Students	10	38.5		
Students in Foster Care	3	30.0		
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.



NJ SCHOOL PERFORMANCE REPORT

Speedway Avenue School
(13-3570-690)
Grades Offered: PK-08
2018-2019

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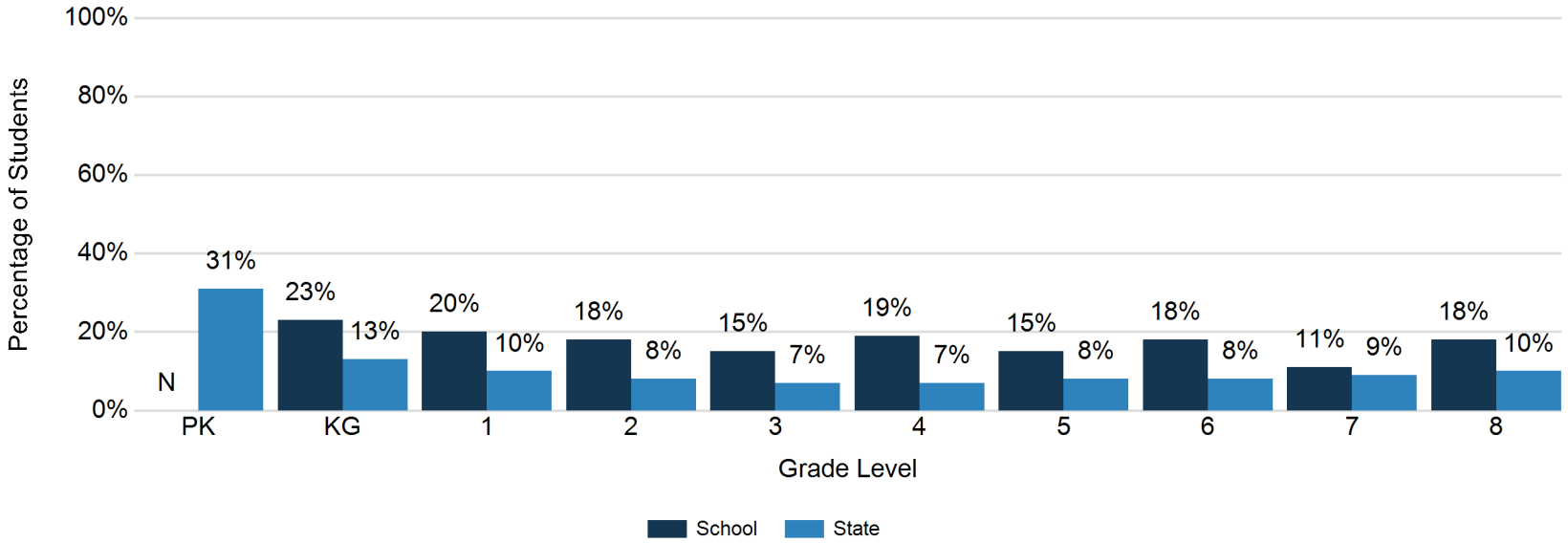
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	6
Weapons	0
Vandalism	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	1.59

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

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	10	1.4%
Any Suspension	10	1.4%
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
25

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	1.5:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	44	118,214
Average years experience in public schools	10.9	12.1
Average years experience in district	8.0	10.8
Percentage of Teachers with 4 or more years experience in the district	63.6%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	16:1	14:1
Students to Administrators	116:1	106:1
Teachers to Administrators	7:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.7%	81.8%	66.7%	48.4%	77.1%	54.9%
Male	51.3%	18.2%	33.3%	51.6%	22.9%	45.1%
White	0.4%	40.9%	50.0%	42.4%	83.6%	77.4%
Hispanic	9.9%	6.8%	16.7%	29.9%	7.3%	7.2%
Black or African American	89.2%	50.0%	33.3%	15.0%	6.6%	13.9%
Asian	0.3%	2.3%	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	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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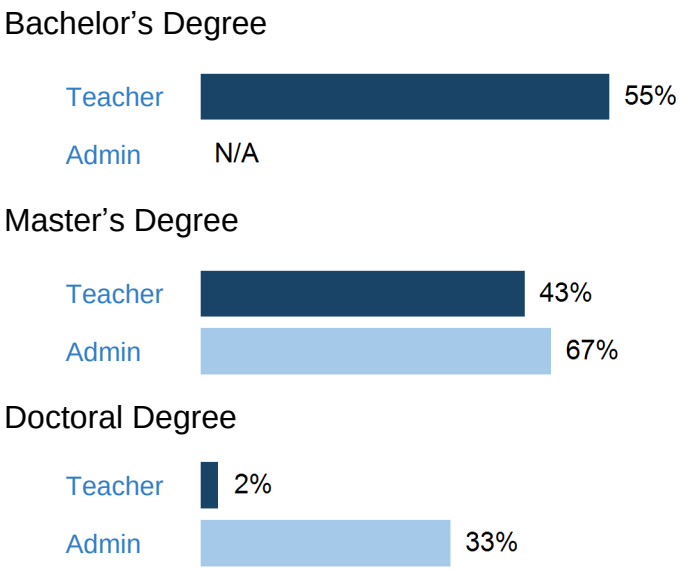
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	81.7%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	27.5%	36.2%	32.2%
Math Proficiency	11.9%	14.6%	12.5%
ELA Growth	61	64	45
Math Growth	46	48	36
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	39.0%	30.5%	17.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Standard	Not Met	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Not Met	Met Standard	**	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	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	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	Speedway collaborates with our parents community members staff and students to create a supportive and diverse learning environment that promotes high expectations and standards through professional development workshops and rigorous tasks ensuring that all students meet their true potential
Awards, Recognition, Accomplishments:	Speedway is a modern building with modern robust Science Labs as well as Dance Art and Music Studios

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Courses, Curriculum, Instruction:	Gifted and Talented / Honors
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Coed), Track and Field - Spring (Coed) Basketball Debate
Clubs and Activities:	Art Chorus Dance Debate Jr Honor Society

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Main Street Counseling My Very Own Library Playworks Renew the Arts Unified Vailsburg Service

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Facilities:	Built in 2010 and includes Auditorium Computer Labs Makerspace Robotics Lab Media Center Music Classrooms Physics Labs Middle School Lounge and Positive Incentive School Store
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Sussex Avenue School
(13-3570-710)
Grades Offered: PK-08
2018-2019

Report Key:
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Darleen Gearhart
Address	307 SUSSEX AVE NEWARK, NJ 07107-3133
Phone Number	973-268-5200
Email Address	dgearhart@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/SUS

NJ SCHOOL PERFORMANCE REPORT

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	44	40	39
KG	46	41	38
1	38	57	48
2	49	51	59
3	57	46	54
4	63	49	42
5	55	65	54
6	40	53	67
7	43	31	48
8	41	47	25
9	0	0	0
Total	476	480	474

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	46.8%	48.5%	48.1%
Male	53.2%	51.5%	51.9%
Economically Disadvantaged Students	88.2%	91.5%	87.3%
Students with Disabilities	8.0%	10.0%	9.3%
English Learners	16.6%	13.3%	18.4%
Homeless Students	2.1%	0.6%	2.1%
Students in Foster Care	1.9%	1.9%	0.8%
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	1.5%	1.0%	0.4%
Hispanic	50.6%	50.8%	51.1%
Black or African American	47.1%	47.3%	47.5%
Asian	0.4%	0.6%	0.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.4%	0.2%	0.4%
Two or More Races	0.0%	0.0%	0.0%

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	0	0	0
PK - Full Day	44	40	39
KG - Half Day	0	0	0
KG - Full Day	46	41	38

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	476	480	474
Shared Time Students	0	0	0
Full Time Equivalent	476	480	474

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	64.3%
Spanish	31.2%
Yoruba	1.5%
Twi	1.3%
Other Languages	1.7%

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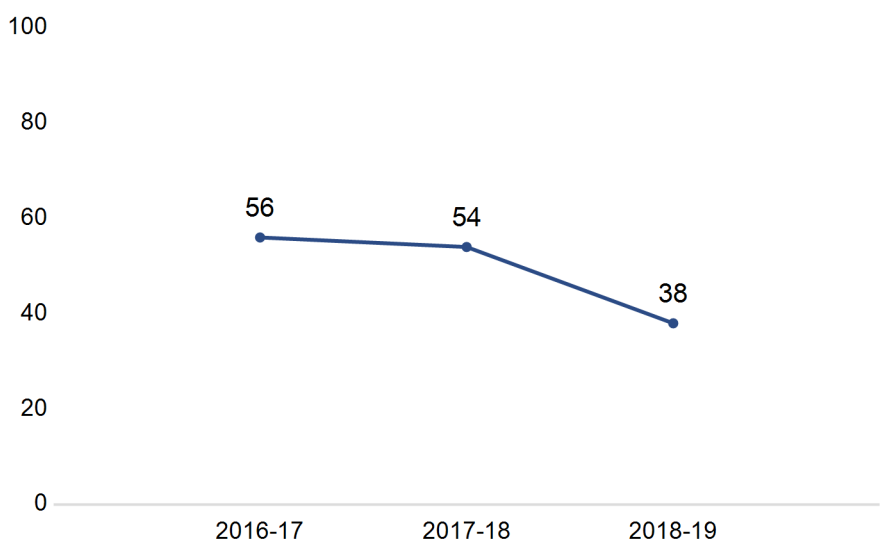
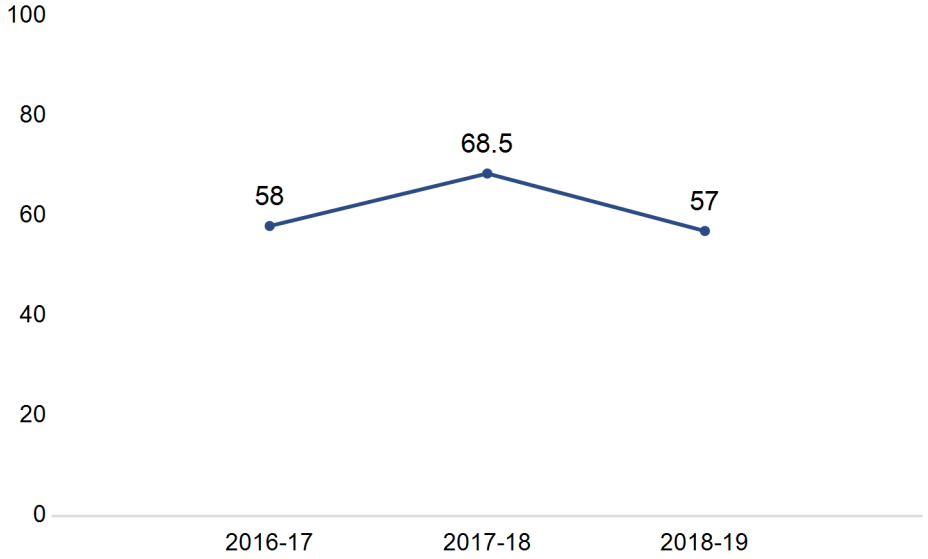
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	56	54	38	58	68.5	57
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	38	48	50	Not Met	57	48	50	Met Standard
White	N	56	50	**	N	56	52	**
Hispanic	43	50	49	Met Standard	68	51	47	Exceeds Standard
Black or African American	33	43	45	Not Met	47	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	60	59	**	*	60	60	**
American Indian or Alaska Native	*	70	56	**	*	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	40	51	53	N	61	49	50	N
Male	37.5	45	47	N	51.5	48	51	N
Economically Disadvantaged Students	38	47	48	Not Met	54.5	48	46	Met Standard
Students with Disabilities	33	39	43	Not Met	48	48	45	Met Standard
English Learners	45	53	52	Met Standard	74	53	50	Exceeds Standard
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	*	49	42	N	*	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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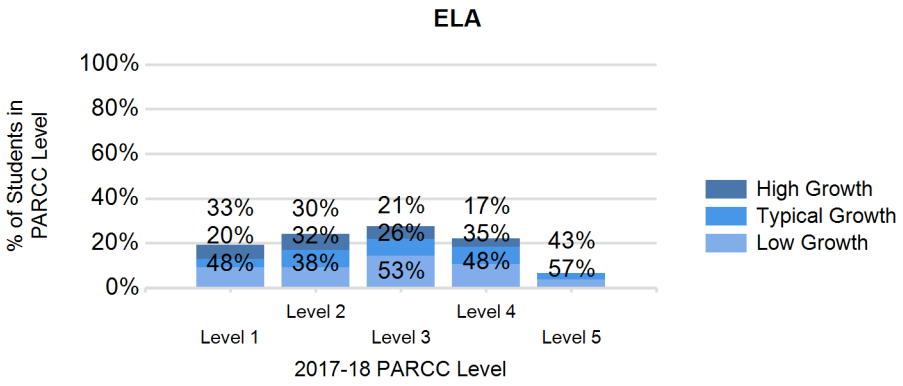
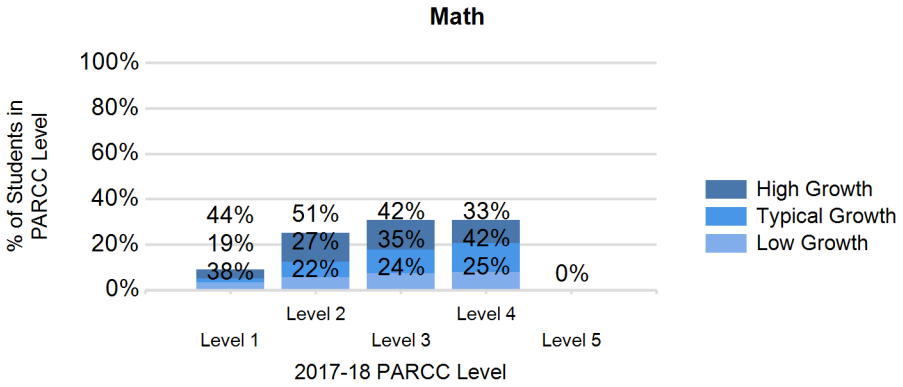
If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

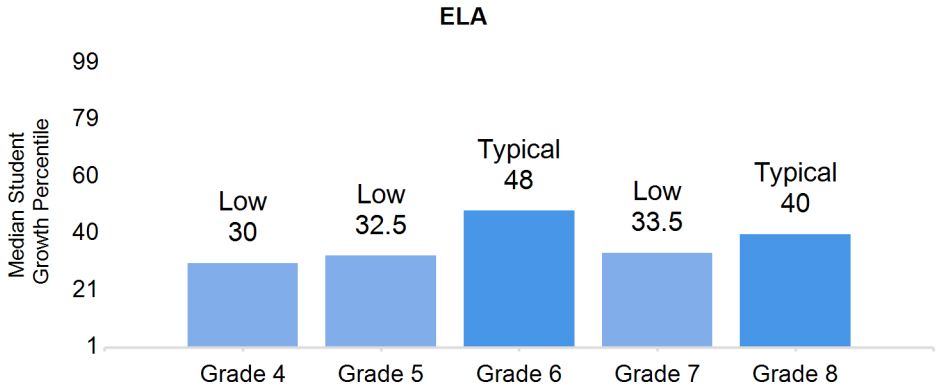
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

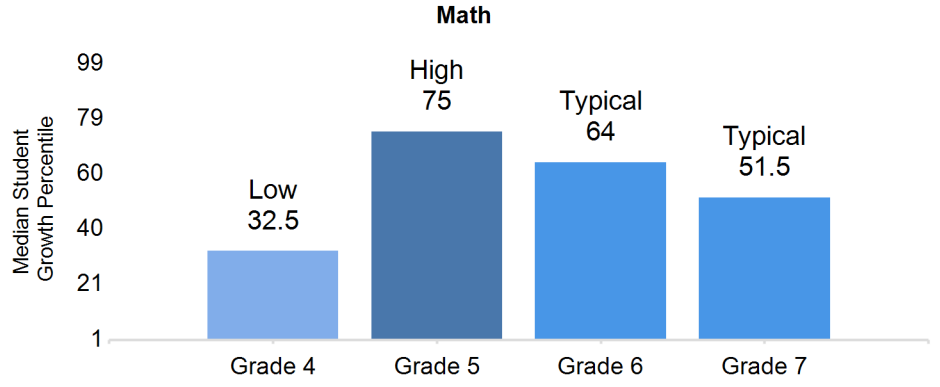




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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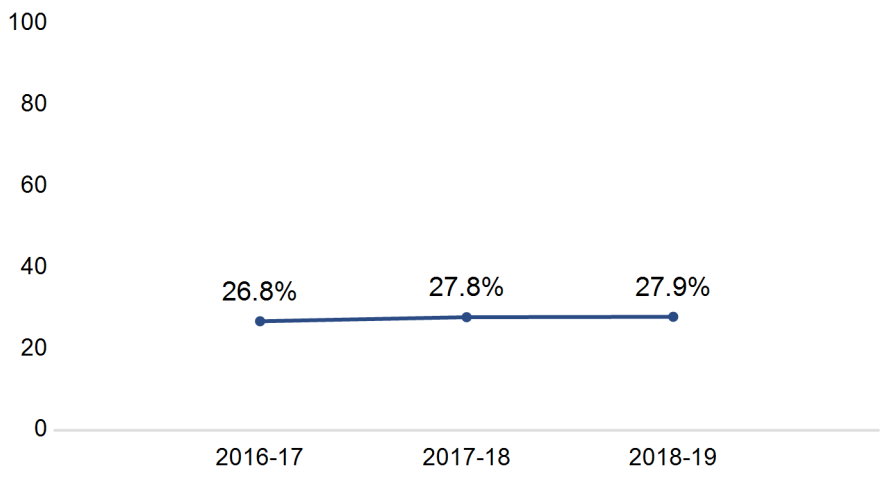
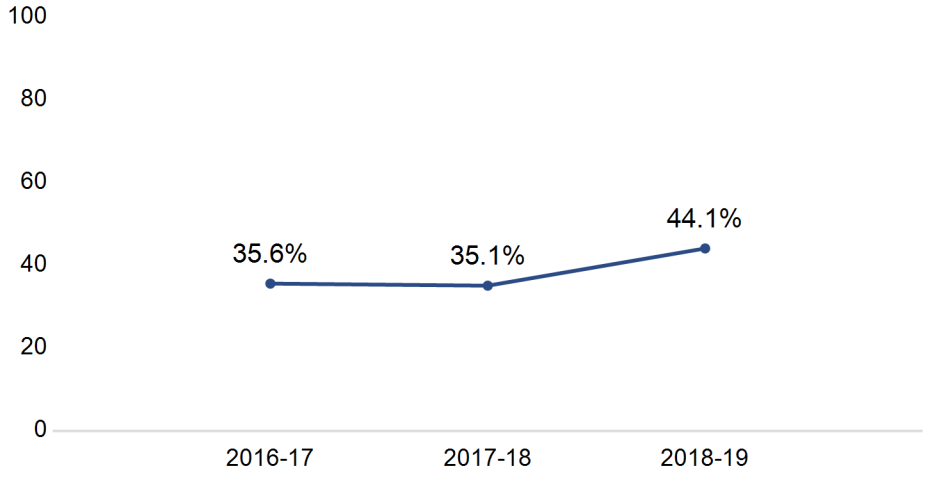
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

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%	97.9%	98.2%	95.1%	96.2%	98.3%
Proficiency Rate for Federal Accountability	26.8%	27.8%	27.9%	35.6%	35.1%	44.1%
Annual Target	22.5%	25.5%	28.6%	29.0%	31.7%	34.4%
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.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	269	98.2	27.9	*	57.9	27.9	28.6	Met Target†
White	N	N	N	54.7	66.9	N	**	**
Hispanic	134	97.1	26.9	38.9	43.9	26.9	30.4	Met Target†
Black or African American	131	99.3	28.2	28.8	38.5	28.2	25.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	*	*	*	56.4	56.0	*	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	121	99.2	31.4	42.9	64.8	31.4		
Male	148	97.5	25.0	30.3	51.3	25.0		
Economically Disadvantaged Students	224	98.3	27.2	35.8	40.0	27.2	27	Met Target
Non-Economically Disadvantaged Students	45	98.0	31.1	38.6	67.9	31.1		
Students with Disabilities	27	93.1	*	14.1	22.7	*	11.9	Met Target†
Students without Disabilities	242	98.8	*	41.7	65.1	*		
English Learners	59	95.2	23.7	29.3	29.3	23.7	24.5	Met Target†
Non-English Learners	210	99.1	29.0	38.3	60.6	29.0		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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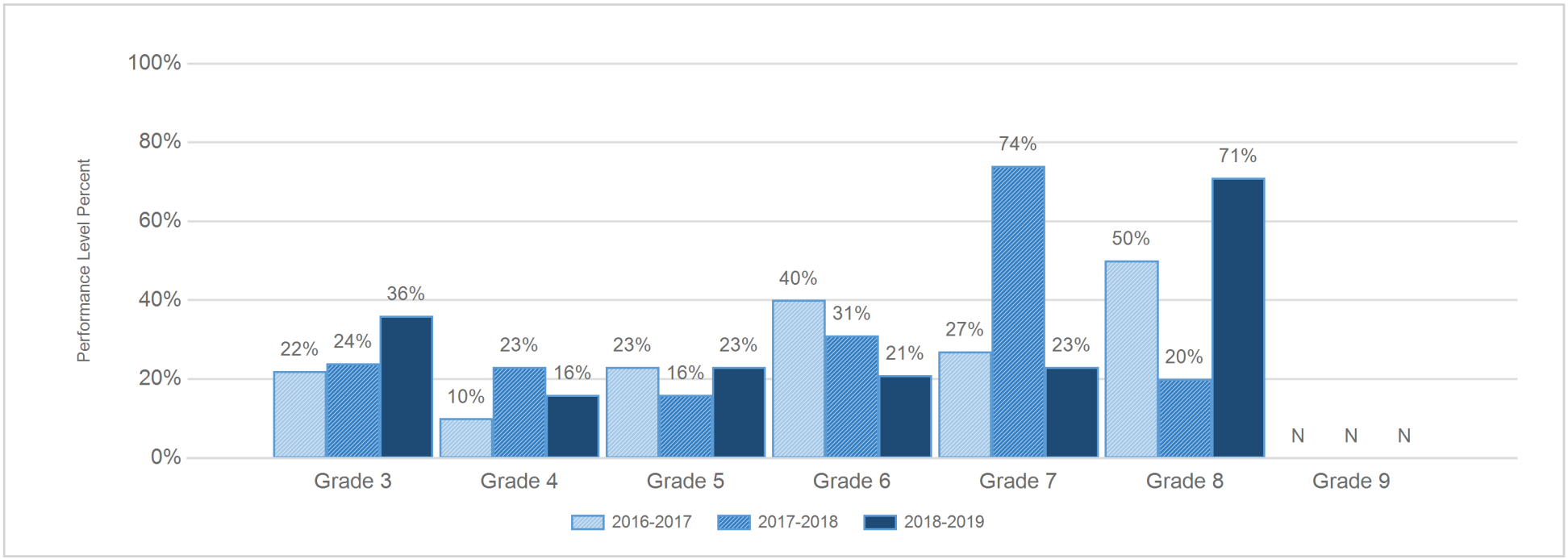
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	735	727	748	20%	22%	22%	*	*	36%	50%
White	N	N	746	757	N	N	N	N	N	N	60%
Hispanic	24	734	728	734	*	*	*	*	*	33%	36%
Black or African American	26	737	721	731	*	*	*	*	*	38%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	19	749	730	753	*	*	*	*	*	47%	55%
Male	31	727	723	743	*	*	*	*	*	29%	46%
Economically Disadvantaged Students	*	*	726	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	729	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	729	751	*	*	*	*	*	*	54%
Homeless Students	*	*	708	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	707	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	*	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	726	734	755	*	37%	35%	*	*	16%	57%
White	N	N	744	763	N	N	N	N	N	N	67%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	28	731	725	739	*	39%	36%	*	*	18%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	19	729	739	760	*	*	*	*	*	11%	62%
Male	24	725	729	750	*	*	*	*	*	21%	53%
Economically Disadvantaged Students	32	731	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	11	714	736	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	761	*	*	*	*	*	*	64%
English Learners	*	*	722	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	736	758	*	*	*	*	*	*	60%
Homeless Students	N	N	719	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	724	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	725	733	756	30%	21%	26%	23%	0%	23%	58%
White	N	N	743	764	N	N	N	N	N	N	68%
Hispanic	29	725	736	743	*	*	*	*	*	24%	44%
Black or African American	24	724	727	739	*	*	*	*	*	21%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	31	731	739	761	*	*	*	*	*	26%	64%
Male	22	716	728	750	*	*	*	*	*	18%	52%
Economically Disadvantaged Students	40	723	732	740	*	*	*	*	*	25%	39%
Non-Economically Disadvantaged Students	13	730	738	766	*	*	*	*	*	15%	69%
Students with Disabilities	*	*	702	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	13	712	717	713	*	*	*	*	*	15%	11%
Non-English Learners	40	729	736	758	*	*	*	*	*	25%	60%
Homeless Students	*	*	722	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	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%

NJ SCHOOL PERFORMANCE REPORT

Sussex Avenue School
(13-3570-710)
Grades Offered: PK-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - 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	67	725	737	754	19%	27%	33%	21%	0%	21%	56%
White	N	N	758	762	N	N	N	N	N	N	65%
Hispanic	*	*	740	743	*	*	*	*	*	*	43%
Black or African American	*	*	728	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	29	729	744	762	*	*	41%	*	*	24%	64%
Male	38	721	730	748	*	*	26%	*	*	18%	48%
Economically Disadvantaged Students	*	*	737	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	737	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	708	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	742	761	*	*	*	*	*	*	64%
English Learners	*	*	720	710	*	*	*	*	*	*	*
Non-English Learners	*	*	739	756	*	*	*	*	*	*	*
Homeless Students	N	N	726	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	717	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%

NJ SCHOOL PERFORMANCE REPORT

Sussex Avenue School
(13-3570-710)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	726	741	761	*	*	35%	*	*	23%	63%
White	N	N	756	769	N	N	N	N	N	N	72%
Hispanic	24	726	744	747	*	*	42%	*	*	21%	50%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	19	739	749	769	*	*	*	*	*	26%	71%
Male	24	716	734	753	*	*	*	*	*	21%	55%
Economically Disadvantaged Students	*	*	740	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	746	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	705	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	749	769	*	*	*	*	*	*	71%
English Learners	*	*	712	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	744	763	*	*	*	*	*	*	65%
Homeless Students	N	N	724	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	735	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%

NJ SCHOOL PERFORMANCE REPORT

Sussex Avenue School
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Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	24	764	742	762	*	*	*	*	*	71%	63%
White	N	N	765	770	N	N	N	N	N	N	72%
Hispanic	12	770	746	747	*	*	*	*	*	75%	49%
Black or African American	12	758	733	741	*	*	*	*	*	67%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	10	776	751	771	*	*	*	*	*	90%	71%
Male	14	755	735	753	*	*	*	*	*	57%	55%
Economically Disadvantaged Students	*	*	742	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	744	772	*	*	*	*	*	*	72%
Students with Disabilities	*	*	707	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	750	770	*	*	*	*	*	*	71%
English Learners	*	*	717	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	764	*	*	*	*	*	*	65%
Homeless Students	N	N	711	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	714	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Sussex Avenue School
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	270	98.3	44.1	26.3	44.5	44.1	34.4	Met Target
White	N	N	N	42.2	54.1	N	**	**
Hispanic	136	97.9	43.4	30.9	28.8	43.4	40.8	Met Target
Black or African American	130	98.6	44.6	16.6	23.0	44.6	25.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	*	*	*	35.9	42.7	*	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	121	98.4	42.1	26.9	44.9	42.1		
Male	149	98.1	45.6	25.8	44.2	45.6		
Economically Disadvantaged Students	224	98.3	44.2	26.6	26.3	44.2	32.6	Met Target
Non-Economically Disadvantaged Students	46	98.0	43.5	25.4	54.9	43.5		
Students with Disabilities	27	93.1	29.6	11.6	17.4	29.6	18.8	Met Target
Students without Disabilities	243	98.8	45.7	29.8	50.0	45.7		
English Learners	62	98.4	37.1	25.7	25.0	37.1	23.6	Met Target
Non-English Learners	208	98.2	46.2	26.5	46.5	46.2		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Sussex Avenue School
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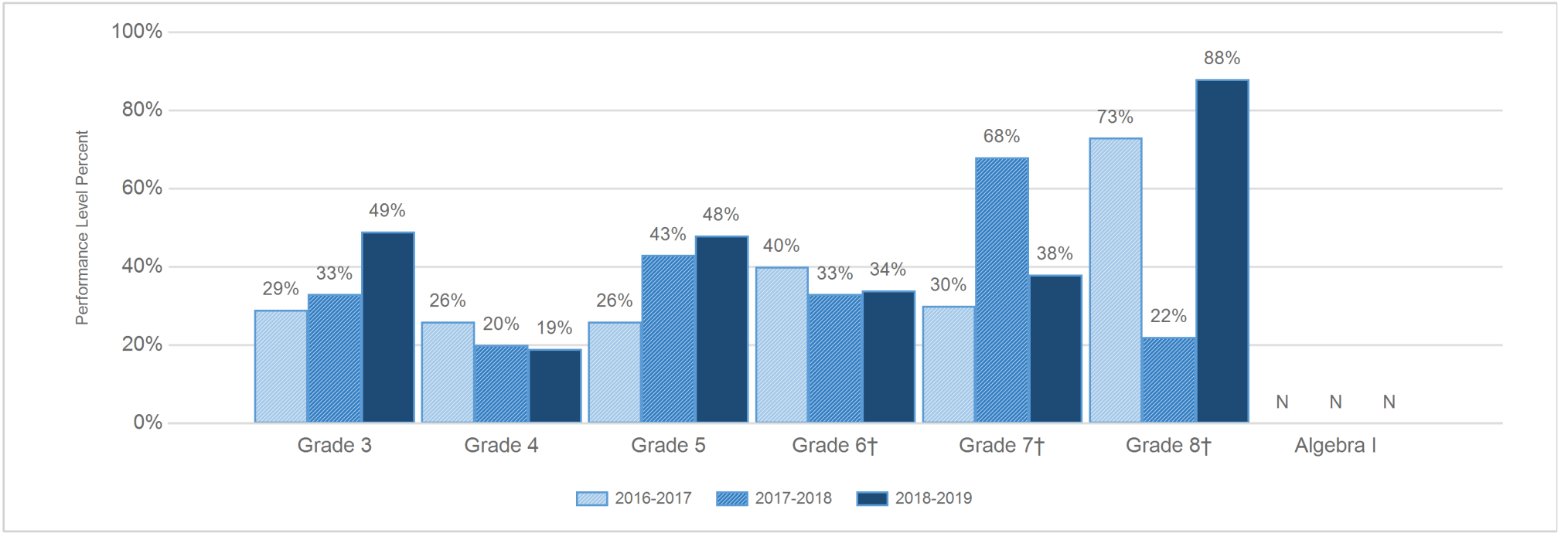
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	745	735	752	*	*	27%	*	*	49%	55%
White	N	N	757	760	N	N	N	N	N	N	66%
Hispanic	25	738	738	739	*	*	*	*	*	40%	40%
Black or African American	26	752	726	735	*	*	*	*	*	58%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	19	746	*	751	*	*	*	*	*	47%	54%
Male	32	744	*	752	*	*	*	*	*	50%	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	733	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	718	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	738	756	*	*	*	*	*	*	60%
English Learners	*	*	732	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	736	754	*	*	*	*	*	*	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	714	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	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Sussex Avenue School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	724	732	749	*	38%	26%	*	*	19%	51%
White	N	N	746	757	N	N	N	N	N	N	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	28	725	719	731	*	43%	*	*	*	18%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	18	720	733	749	*	*	*	*	*	17%	50%
Male	24	727	731	749	*	*	*	*	*	21%	52%
Economically Disadvantaged Students	31	730	732	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	11	708	731	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	754	*	*	*	*	*	*	56%
English Learners	*	*	728	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	733	751	*	*	*	*	*	*	54%
Homeless Students	N	N	715	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	722	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	746	728	747	*	*	33%	*	*	48%	47%
White	N	N	736	755	N	N	N	N	N	N	58%
Hispanic	29	745	733	735	*	*	*	*	*	45%	30%
Black or African American	23	748	720	729	*	*	*	*	*	52%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	30	745	729	747	*	*	*	*	*	47%	47%
Male	22	748	727	747	*	*	*	*	*	50%	47%
Economically Disadvantaged Students	39	745	728	732	*	*	*	*	*	49%	27%
Non-Economically Disadvantaged Students	13	751	729	757	*	*	*	*	*	46%	59%
Students with Disabilities	*	*	714	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	731	752	*	*	*	*	*	*	52%
English Learners	13	731	721	718	*	*	*	*	*	23%	12%
Non-English Learners	39	751	729	749	*	*	*	*	*	56%	49%
Homeless Students	*	*	714	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	720	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	*	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	740	725	741	*	19%	40%	*	*	34%	41%
White	N	N	745	749	N	N	N	N	N	N	51%
Hispanic	*	*	728	729	*	*	*	*	*	*	24%
Black or African American	*	*	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	29	737	726	742	*	*	45%	*	*	28%	42%
Male	38	742	723	740	*	*	37%	*	*	39%	40%
Economically Disadvantaged Students	*	*	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	722	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	708	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	746	*	*	*	*	*	*	46%
English Learners	*	*	715	709	*	*	*	*	*	*	*
Non-English Learners	*	*	726	743	*	*	*	*	*	*	*
Homeless Students	N	N	713	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	737	731	744	*	27%	27%	*	*	38%	42%
White	N	N	738	751	N	N	N	N	N	N	53%
Hispanic	26	738	733	733	*	*	*	*	*	38%	26%
Black or African American	*	*	723	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	20	745	*	744	*	*	*	*	*	40%	42%
Male	25	732	*	743	*	*	*	*	*	36%	42%
Economically Disadvantaged Students	*	*	731	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	731	751	*	*	*	*	*	*	53%
Students with Disabilities	*	*	708	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	736	749	*	*	*	*	*	*	48%
English Learners	*	*	721	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	732	745	*	*	*	*	*	*	44%
Homeless Students	N	N	719	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	718	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	*	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Sussex Avenue School
(13-3570-710)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	25	795	722	728	0%	0%	*	*	*	88%	29%
White	N	N	731	737	N	N	N	N	N	N	38%
Hispanic	13	801	727	722	0%	0%	*	*	*	85%	22%
Black or African American	12	789	713	714	0%	0%	*	*	*	92%	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	11	801	724	731	0%	0%	*	*	*	91%	31%
Male	14	791	719	726	0%	0%	*	*	*	86%	27%
Economically Disadvantaged Students	*	*	722	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	721	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	697	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	727	734	*	*	*	*	*	*	35%
English Learners	*	*	712	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	723	730	*	*	*	*	*	*	30%
Homeless Students	N	N	695	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	N	N
7	N	N
8	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	26.5%	40.9%	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	19	*	*
3-4	25	*	*
5 or more	22	*	*

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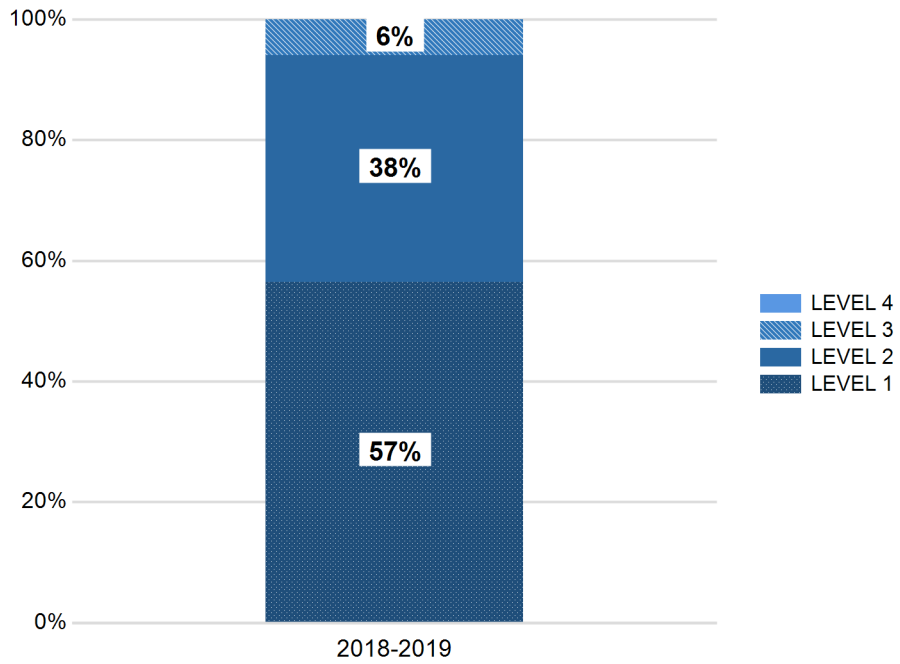
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	57	38	6	0
White	N	N	N	N
Hispanic	62	31	7	0
Black or African American	50	46	4	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	58	39	3	0
Male	55	36	9	0
Economically Disadvantaged Students	58	38	5	0
Non-Economically Disadvantaged Students	54	38	8	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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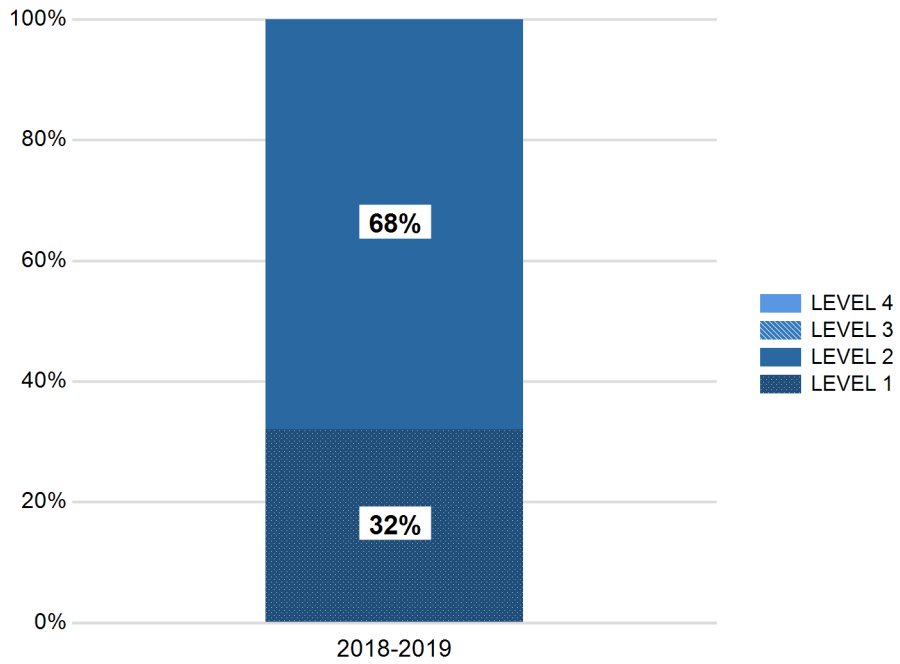
NJSLA Science Assessment: Grade 8 Summary

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	32	68	0	0
White	N	N	N	N
Hispanic	31	69	0	0
Black or African American	33	67	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	27	73	0	0
Male	36	64	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about 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	67
7	0	0	48
8	25	0	25
Total	25	0	140

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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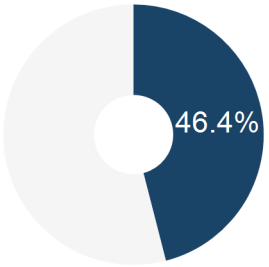
Visual and Performing Arts – Course Participation

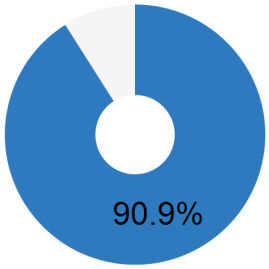
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

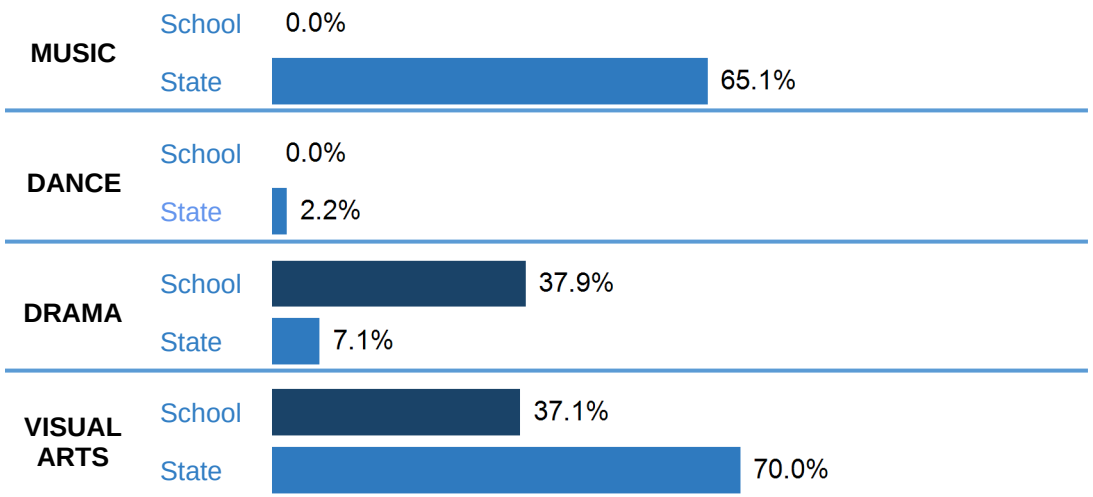


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

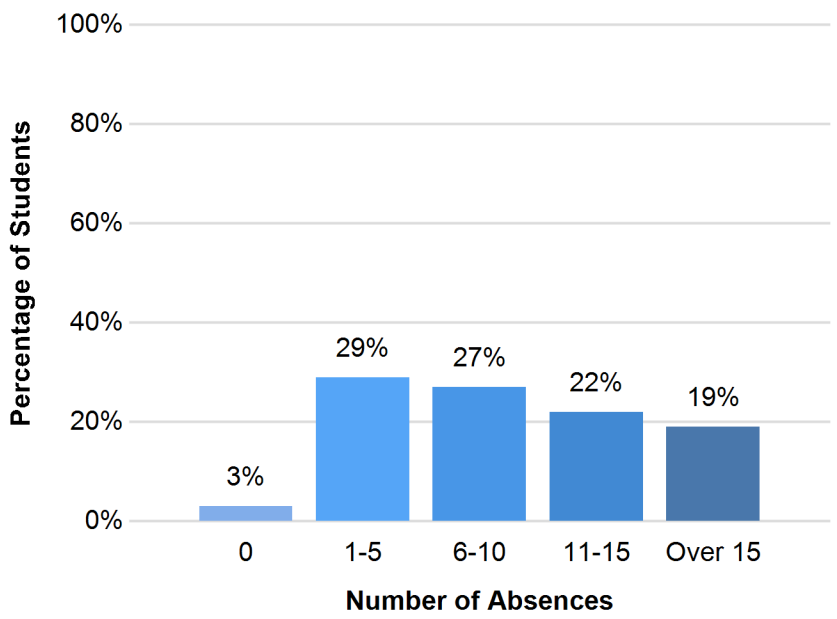
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	71	16.9	9.0	Not Met
White	*	*	**	**
Hispanic	33	15.4	9.0	Not Met
Black or African American	38	19.2	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	36	18.3		
Male	35	15.8		
Economically Disadvantaged Students	65	17.7	9.0	Not Met
Students with Disabilities	7	15.6	9.0	Not Met
English Learners	8	10.7	9.0	Not Met
Homeless Students	2	20.0		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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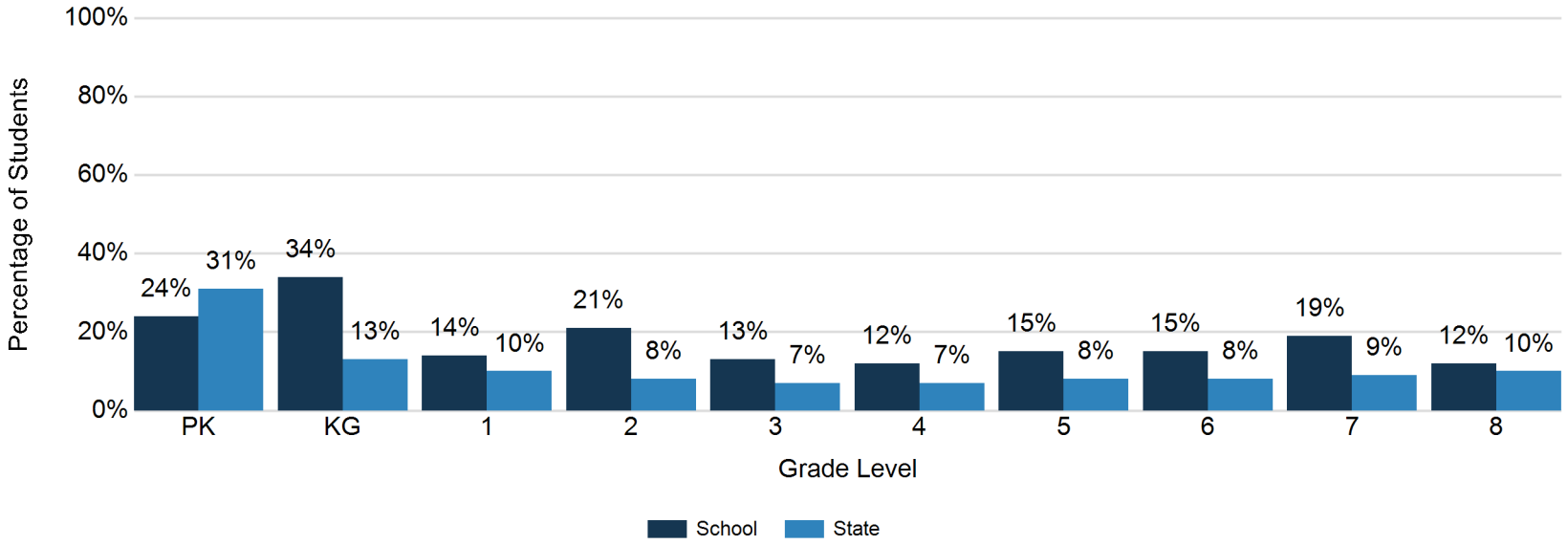
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.48

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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	3	3
No Identified Nature	2		2

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	2.0:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	35	118,214
Average years experience in public schools	12.0	12.1
Average years experience in district	9.2	10.8
Percentage of Teachers with 4 or more years experience in the district	71.4%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1	14:1
Students to Administrators	237:1	106:1
Teachers to Administrators	18:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

NJ SCHOOL PERFORMANCE REPORT

Sussex Avenue School
(13-3570-710)
Grades Offered: PK-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	48.1%	77.1%	50.0%	48.4%	77.1%	54.9%
Male	51.9%	22.9%	50.0%	51.6%	22.9%	45.1%
White	0.4%	34.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	51.1%	25.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	47.5%	40.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.6%	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	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Sussex Avenue School
(13-3570-710)
Grades Offered: PK-08
2018-2019

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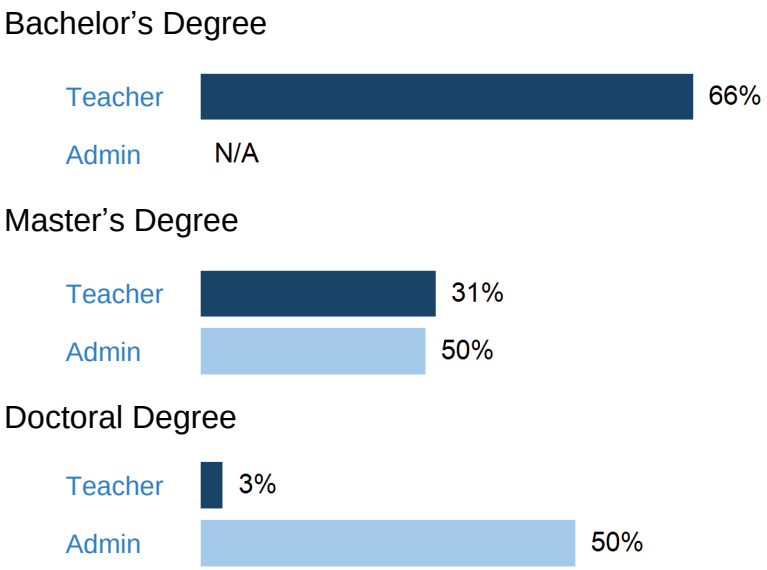
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	81.4%

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Sussex Avenue School
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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

NJ SCHOOL PERFORMANCE REPORT

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	26.8%	27.8%	27.9%
Math Proficiency	35.6%	35.1%	44.1%
ELA Growth	56	54	38
Math Growth	58	68	57
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		45.5%	26.5%
Chronic Absenteeism	28.4%	28.5%	16.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:
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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	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	Not Met	Met Standard	Met Target†	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target	Not Met	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target	Not Met	Met Standard	n/a	Not Met	No
English Learners	Met Target†	Met Target	Met Standard	Exceeds Standard	Exceeds Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	Sussex Avenue School is comprised of highly effective teachers that ensure that every student in the school is prepared for lifelong education and social involvement With this in mind our focus is mathematics Through mathematics children develop logical and critical thinking skills recognize and make use of relationships and creatively solve problems Our rigorous curriculum offers students courses in Geometric Modeling Robotics and Bicycling
Awards, Recognition, Accomplishments:	Students receive a handshake from the Principal each morning so that they feel welcome and part of greatness

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Courses, Curriculum, Instruction:	Robotics Geometric Modeling Dual Language Algebra/Geometry and Drama
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Fencing (Coed), Soccer (Coed) Basketball Bicycling Debate Fencing Soccer Yoga
Clubs and Activities:	Girls Who Code Jr Honor Society Robotics Student Council Yoga

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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School Narrative

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Focus Hispanic Organization Inc My Block My Family Our Village My Very Own Library Newark Kids Coding Program Soccer for All

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Facilities:	Built in 1900 and includes Auditorium Computer Labs Media Center and Music Classrooms
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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School Narrative

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Technology High School
(13-3570-056)
Grades Offered: 09-12
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Technology High School
(13-3570-056)
Grades Offered: 09-12
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Edwin Reyes
Address	223 BROADWAY NEWARK, NJ 07102
Phone Number	973-481-5962
Email Address	edreyes@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/TEC
Facebook	https://www.facebook.com/Technology-High-School-140003036704362/
Twitter	https://twitter.com/TechnologyHS

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
8	0	0	0
9	141	140	164
10	157	156	151
11	151	150	148
12	162	147	149
Total	611	593	612

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%	51.3%	51.8%
Male	50.4%	48.7%	48.2%
Economically Disadvantaged Students	84.6%	87.2%	85.8%
Students with Disabilities	14.1%	13.0%	10.3%
English Learners	1.6%	0.3%	0.5%
Homeless Students	0.2%	0.2%	0.2%
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	12.3%	13.0%	13.9%
Hispanic	63.7%	67.6%	68.0%
Black or African American	21.6%	14.3%	13.9%
Asian	2.1%	3.0%	3.9%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	0.0%	1.7%	0.0%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	611	593	612
Shared Time Students	0	0	0
Full Time Equivalent	611	593	612

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	46.6%
Spanish	41.2%
Portuguese	8.5%
Tamil	1.0%
Chinese	1.0%
Other Languages	1.8%

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2018-2019

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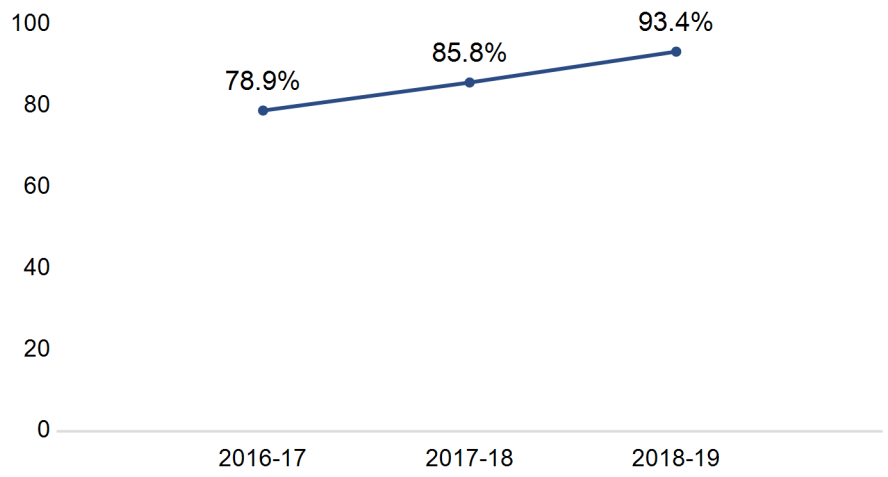
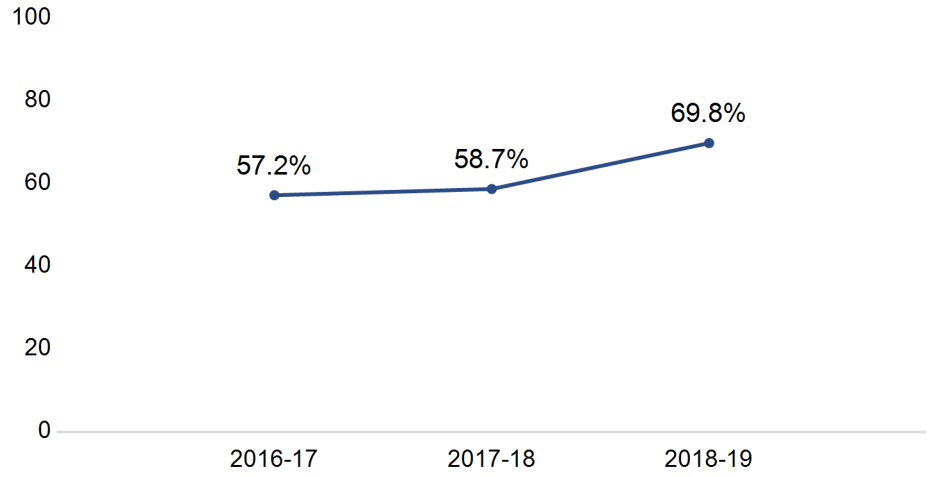
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.7%	99.7%	99.7%	98.3%	99.3%	100.0%
Proficiency Rate for Federal Accountability	78.9%	85.8%	93.4%	57.2%	58.7%	69.8%
Annual Target	73.0%	73.3%	73.7%	54.7%	56.1%	57.4%
Met Annual Target?	Met Target	Met Goal	Met Goal	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Technology High School
(13-3570-056)
Grades Offered: 09-12
2018-2019

Report Key:
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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	304	99.7	93.4	*	57.9	93.4	73.7	Met Goal
White	48	100.0	95.8	54.7	66.9	95.8	80	Met Goal
Hispanic	194	99.5	94.3	38.9	43.9	94.3	72.4	Met Goal
Black or African American	46	100.0	89.1	28.8	38.5	89.1	67.3	Met Goal
Asian, Native Hawaiian, or Pacific Islander	14	100.0	92.9	65.3	82.9	92.9	**	**
American Indian or Alaska Native	*	*	*	56.4	56.0	*	**	**
Two or More Races	*	*	*	33.3	64.4	*	**	**
Female	169	99.4	94.7	42.9	64.8	94.7		
Male	135	100.0	91.9	30.3	51.3	91.9		
Economically Disadvantaged Students	260	99.6	93.1	35.8	40.0	93.1	71.8	Met Goal
Non-Economically Disadvantaged Students	44	100.0	95.5	38.6	67.9	95.5		
Students with Disabilities	17	100.0	64.7	14.1	22.7	64.7	**	**
Students without Disabilities	287	99.7	95.1	41.7	65.1	95.1		
English Learners	27	100.0	92.6	29.3	29.3	92.6	N	N
Non-English Learners	277	99.6	93.5	38.3	60.6	93.5		
Homeless Students	N	N	N	17.0	29.1	N		
Students In Foster Care	N	N	N	18.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Technology High School
(13-3570-056)
Grades Offered: 09-12
2018-2019

Report Key:
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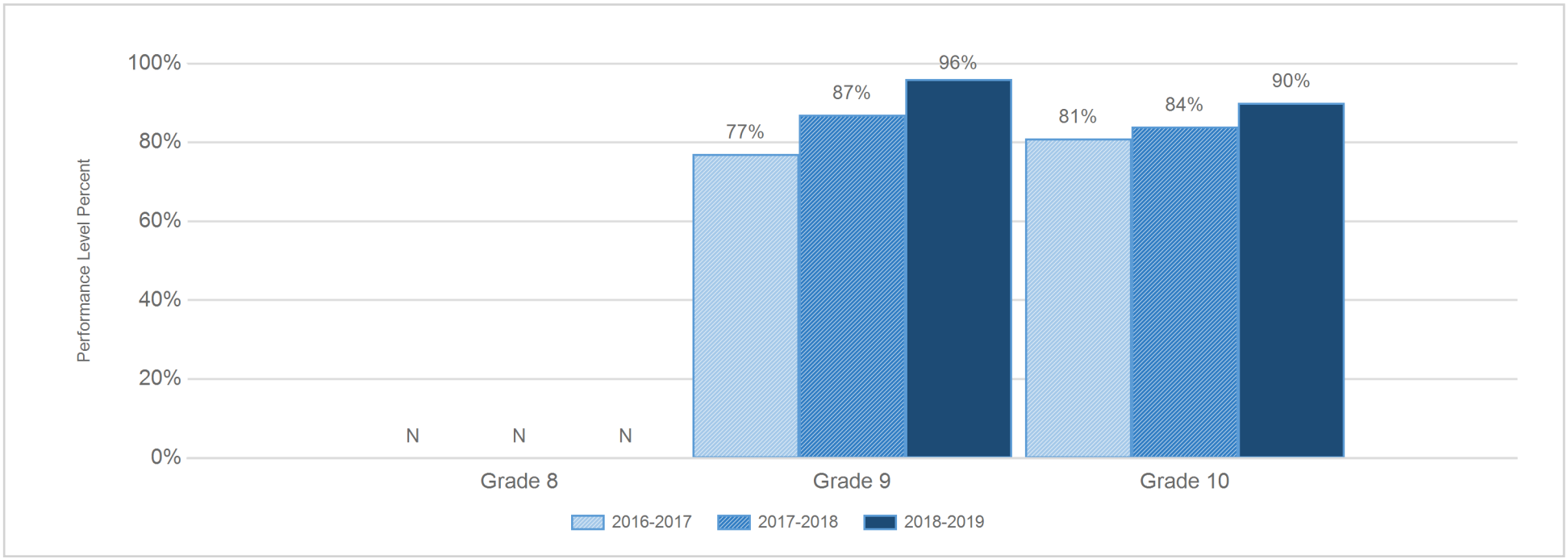
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



NJ SCHOOL PERFORMANCE REPORT

Technology High School
(13-3570-056)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	164	785	730	753	*	*	*	59%	38%	96%	56%
White	25	799	739	762	0%	0%	0%	*	*	100%	65%
Hispanic	106	783	729	737	0%	*	*	65%	31%	96%	40%
Black or African American	28	778	729	732	*	0%	0%	*	*	96%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	87	789	738	760	*	*	*	52%	46%	98%	63%
Male	77	779	*	746	*	*	*	66%	29%	95%	49%
Economically Disadvantaged Students	145	784	731	734	*	*	*	*	*	96%	36%
Non-Economically Disadvantaged Students	19	788	*	762	*	*	*	*	*	100%	65%
Students with Disabilities	*	*	699	717	*	*	*	*	*	*	17%
Students without Disabilities	*	*	736	760	*	*	*	*	*	*	63%
English Learners	*	*	685	693	*	*	*	*	*	*	*
Non-English Learners	*	*	736	755	*	*	*	*	*	*	*
Homeless Students	N	N	703	720	N	N	N	N	N	N	21%
Students in Foster Care	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	*	715	N	N	N	N	N	N	23%

NJ SCHOOL PERFORMANCE REPORT

Technology High School
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Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	140	790	727	757	*	*	8%	43%	47%	90%	58%
White	23	788	748	767	0%	*	*	43%	48%	91%	67%
Hispanic	88	791	726	738	0%	0%	*	*	*	92%	43%
Black or African American	18	782	723	733	*	*	*	*	*	78%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	N	N	*	766	N	N	N	N	N	N	65%
Female	82	796	737	766	*	*	*	35%	56%	91%	66%
Male	58	782	*	749	*	*	*	53%	34%	88%	51%
Economically Disadvantaged Students	115	788	*	735	*	*	*	*	*	90%	40%
Non-Economically Disadvantaged Students	25	798	725	767	*	*	*	*	*	92%	67%
Students with Disabilities	*	*	687	711	*	*	*	*	*	*	19%
Students without Disabilities	*	*	734	765	*	*	*	*	*	*	65%
English Learners	*	*	679	687	*	*	*	*	*	*	*
Non-English Learners	*	*	734	760	*	*	*	*	*	*	*
Homeless Students	N	N	713	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	694	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	710	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

Technology High School
(13-3570-056)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	305	100.0	69.8	26.3	44.5	69.8	57.4	Met Target
White	48	100.0	70.8	42.2	54.1	70.8	66.7	Met Target
Hispanic	195	100.0	69.7	30.9	28.8	69.7	54.9	Met Target
Black or African American	46	100.0	71.7	16.6	23.0	71.7	56.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	14	100.0	64.3	59.0	76.5	64.3	**	**
American Indian or Alaska Native	*	*	*	35.9	42.7	*	**	**
Two or More Races	*	*	*	18.8	53.3	*	**	**
Female	170	100.0	66.5	26.9	44.9	66.5		
Male	135	100.0	74.1	25.8	44.2	74.1		
Economically Disadvantaged Students	260	100.0	72.3	26.6	26.3	72.3	56.6	Met Target
Non-Economically Disadvantaged Students	45	100.0	55.6	25.4	54.9	55.6		
Students with Disabilities	17	100.0	41.2	11.6	17.4	41.2	**	**
Students without Disabilities	288	100.0	71.5	29.8	50.0	71.5		
English Learners	27	100.0	70.4	25.7	25.0	70.4	N	N
Non-English Learners	278	100.0	69.8	26.5	46.5	69.8		
Homeless Students	N	N	N	10.7	17.1	N		
Students In Foster Care	N	N	N	12.1	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Technology High School
(13-3570-056)
Grades Offered: 09-12
2018-2019

Report Key:
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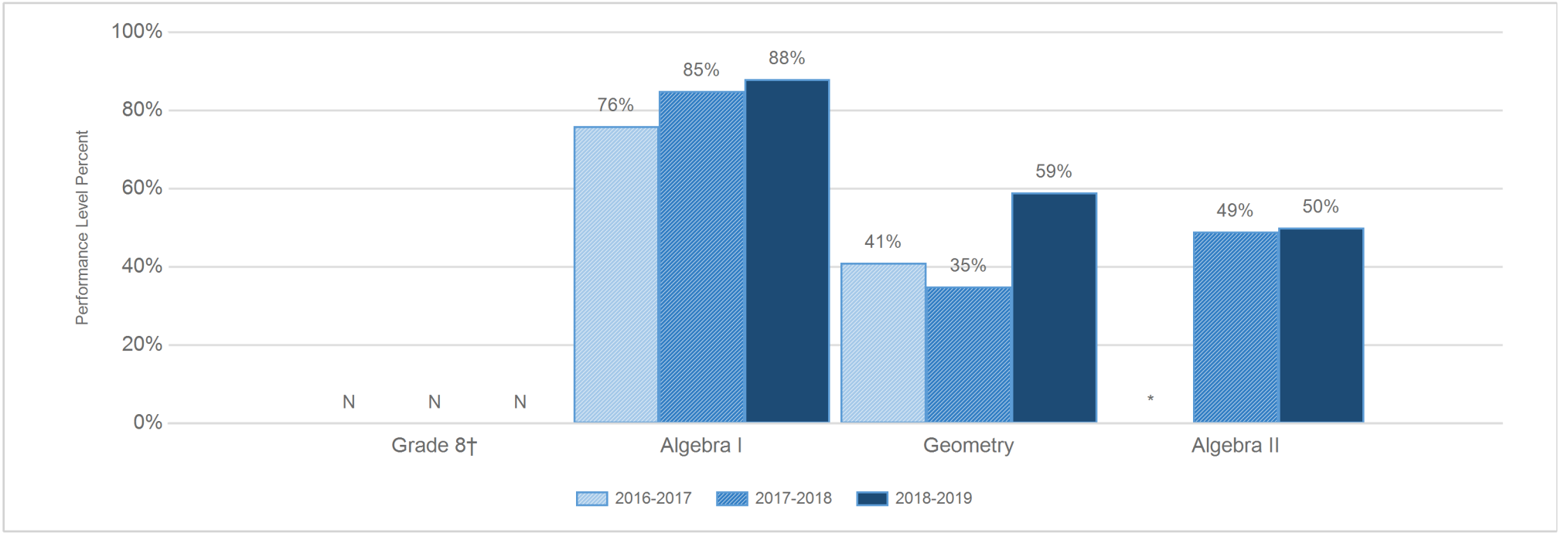
N No Data is available to display
† This indicates a table specific note,see note below table

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.

NJ SCHOOL PERFORMANCE REPORT

Technology High School
(13-3570-056)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	772	722	744	*	*	*	*	*	88%	42%
White	10	771	737	752	0%	0%	*	*	*	90%	53%
Hispanic	75	776	723	728	*	*	*	*	*	89%	24%
Black or African American	27	761	718	725	0%	*	*	*	*	85%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	743	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	55	772	724	745	*	*	*	*	*	87%	44%
Male	61	773	721	743	*	*	*	*	*	89%	41%
Economically Disadvantaged Students	*	*	723	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	720	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	705	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	726	748	*	*	*	*	*	*	47%
English Learners	*	*	702	710	*	*	*	*	*	*	*
Non-English Learners	*	*	725	745	*	*	*	*	*	*	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	177	754	716	737	*	*	35%	52%	7%	59%	35%
White	34	756	733	743	0%	0%	29%	*	*	71%	43%
Hispanic	112	753	718	724	0%	*	37%	*	*	57%	17%
Black or African American	19	746	709	720	*	*	*	*	*	53%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	107	752	*	738	*	*	36%	*	*	58%	36%
Male	70	757	713	736	*	*	34%	*	*	61%	34%
Economically Disadvantaged Students	143	754	*	722	*	*	31%	*	*	62%	16%
Non-Economically Disadvantaged Students	34	754	714	743	*	*	50%	*	*	47%	43%
Students with Disabilities	*	*	696	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	719	741	*	*	*	*	*	*	*
English Learners	*	*	706	708	*	*	*	*	*	*	*
Non-English Learners	*	*	717	738	*	*	*	*	*	*	*
Homeless Students	N	N	711	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	702	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	*	711	N	N	N	N	N	N	19%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	12	741	739	755	*	*	*	*	*	50%	58%
White	*	*	757	758	*	*	*	*	*	*	62%
Hispanic	*	*	739	731	*	*	*	*	*	*	34%
Black or African American	N	N	727	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	741	752	*	*	*	*	*	*	55%
Male	*	*	736	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	737	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	741	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	701	715	N	N	N	N	N	N	25%
Students without Disabilities	12	741	742	756	*	*	*	*	*	50%	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	12	741	*	755	*	*	*	*	*	50%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	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	*

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	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	N	N	N
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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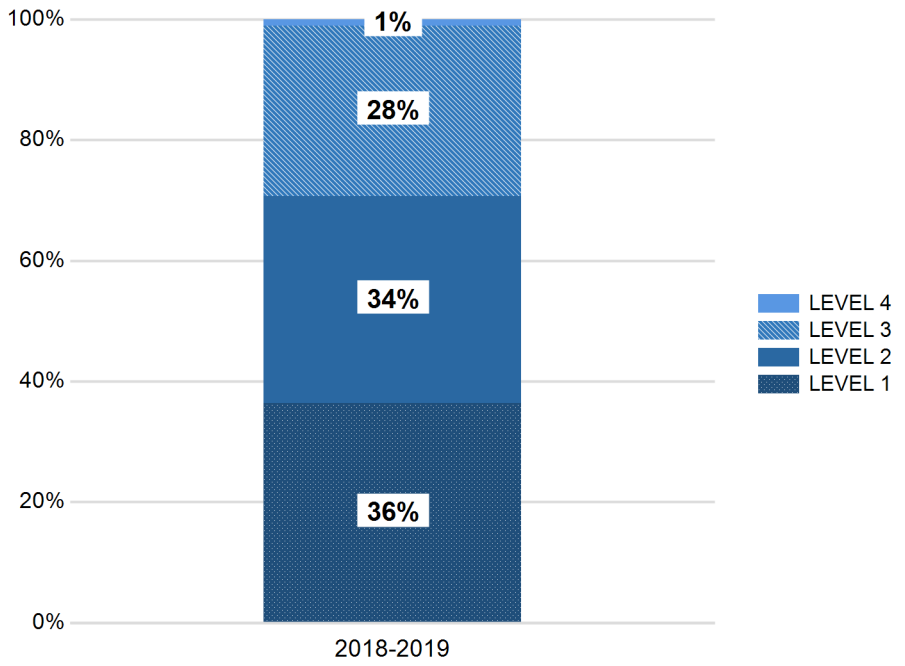
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	36	34	28	1
White	33	38	29	0
Hispanic	33	37	28	2
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	34	43	23	0
Male	38	29	31	2
Economically Disadvantaged Students	37	34	28	1
Non-Economically Disadvantaged Students	29	43	29	0
Students with Disabilities	83	13	4	0
Students without Disabilities	27	39	32	2
English Learners	N	N	N	N
Non-English Learners	36	34	28	1
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

NJ SCHOOL PERFORMANCE REPORT

Technology High School
(13-3570-056)
Grades Offered: 09-12
2018-2019

Report Key:
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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	98.7%	84.5%
12th graders taking SAT in 2018-19 or prior years	100.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	14.1%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	467	476	Grade 10: 430 Grade 11: 460	64%	61%
PSAT 10/NMSQT - Math	489	477	Grade 10: 480 Grade 11: 510	52%	43%
SAT - Reading and Writing	506	539	480	68%	70%
SAT - Math	526	541	530	53%	53%
ACT - Reading	21	25	22	48%	66%
ACT - English	21	24	18	71%	81%
ACT - Math	21	24	22	52%	65%
ACT - Science	21	24	23	24%	57%

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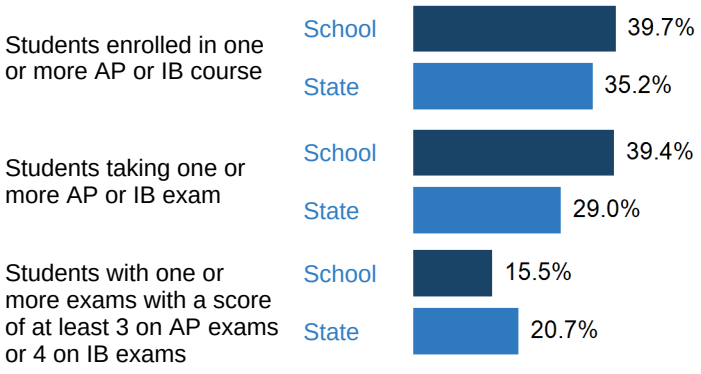
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

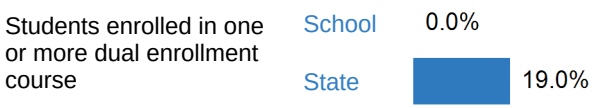
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



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 Calculus AB	26	26
AP English Language and Composition	47	46
AP English Literature and Composition	39	39
AP Spanish Language	20	20
AP Statistics	23	23
AP U.S. Government and Politics	20	20
Total Exams taken		174
Exams with scores of at least 3 on AP exams or 4 on IB exams		51

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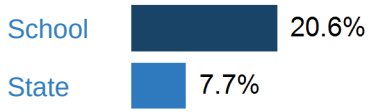
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career and Technical Education website.

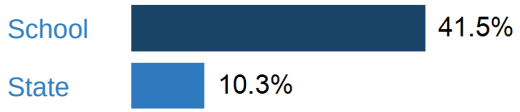
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



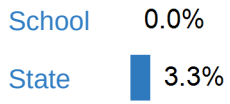
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	20.6%	41.5%	7.7%	10.3%
White	22.4%	44.7%	6.1%	9.6%
Hispanic	21.2%	43.3%	10.3%	11.3%
Black or African American	11.8%	30.6%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	N	N	6.8%	12.1%
Female	25.6%	41.0%	7.3%	10.6%
Male	15.3%	42.0%	8.0%	10.1%
Economically Disadvantaged Students	19.8%	41.7%	10.4%	11.8%
Students with Disabilities	20.6%	33.3%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Arts, AV Technology & Communications	134		
Information Technology	59		
Science, Technology, Engineering & Mathematics	187		
Total (All Clusters)	380	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	115	49	0	0	0	0	0
10	12	138	0	0	0	0	0
11	107	0	25	0	16	0	0
12	1	0	0	0	93	23	0
Total	235	187	25	0	109	23	0
Enrolled in AP/IB Course					26	23	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	164	0	0	0	0	0
10	0	150	0	0	0	0
11	139	0	0	7	0	37
12	40	2	0	81	0	0
Total	343	152	0	88	0	37
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	164	0	0	0	0	0
10	2	148	0	0	1	0
11	2	117	0	0	9	20
12	0	3	0	33	112	10
Total	168	268	0	33	122	30
Enrolled in AP/IB Course	0	0	0	0		20
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	87	76	0	0	0	0	0
10	117	33	0	0	0	0	0
11	3	0	0	0	0	0	0
12	25	0	0	0	0	0	0
Total	232	109	0	0	0	0	0
Enrolled in AP/IB Course	20	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	0	0	26	0	0	15
11	0	0	18	23	0	23
12	0	0	18	21	0	21
Total	0	0	62	44	0	59
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

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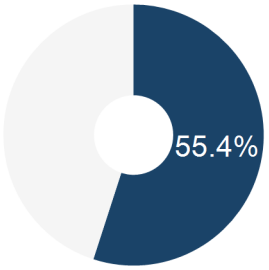
Visual and Performing Arts – Course Participation

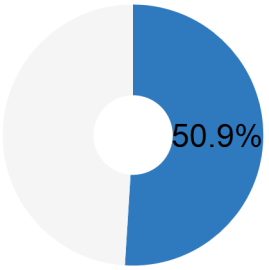
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes

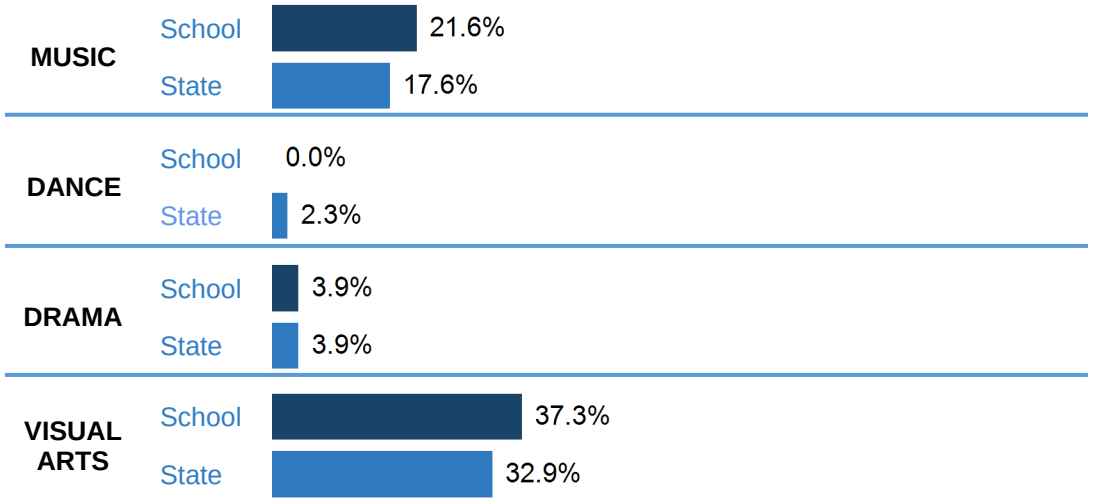


School



State

Students enrolled in one or more classes by discipline:



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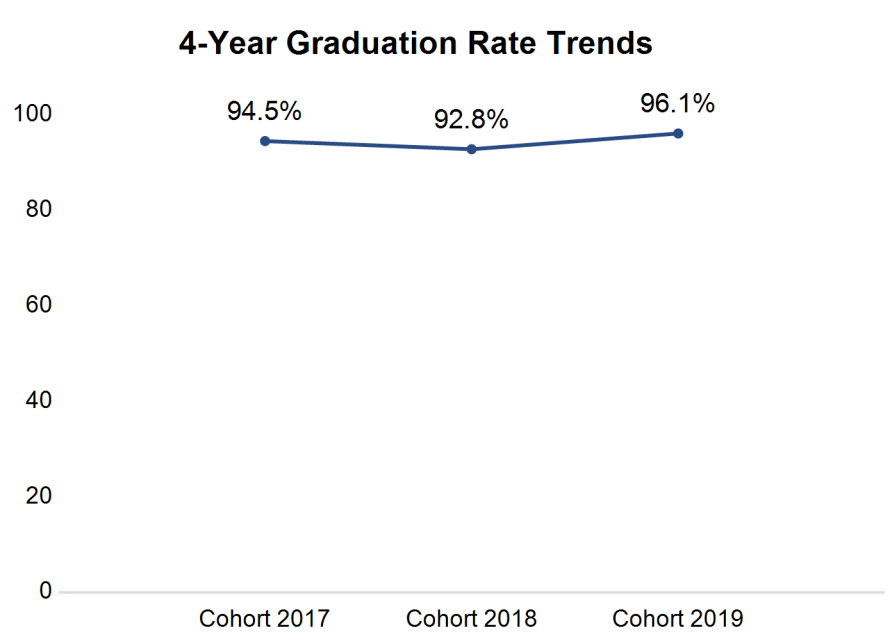
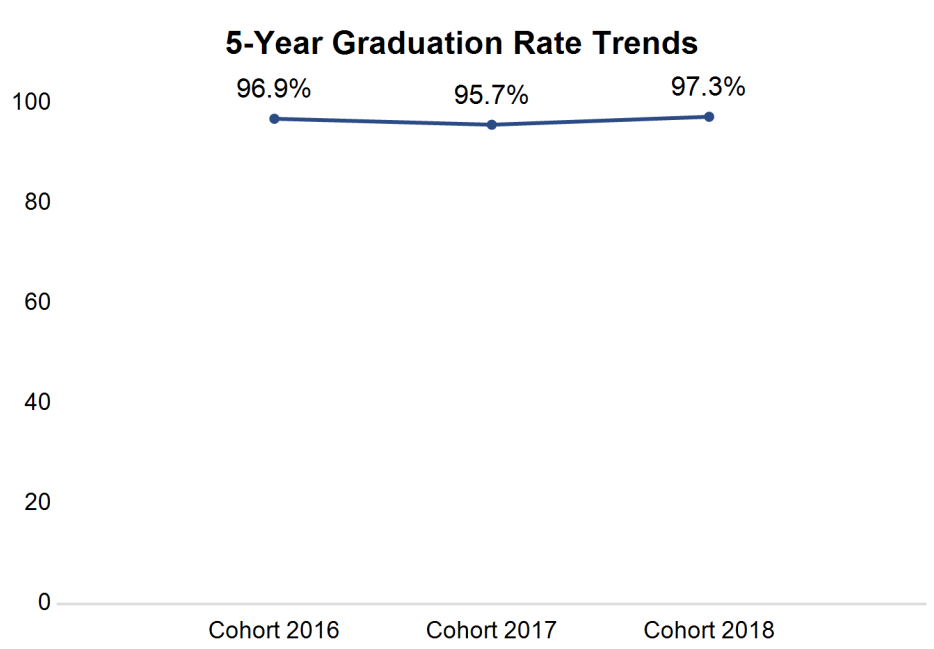
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	94.5%	92.8%	96.1%	96.9%	95.7%	97.3%
Annual Target	91.8%	91.9%		N	N	
Met Annual Target?	Met Target	Met Target		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	96.1%	90.6%	97.3%	92.5%	92.8%	91.9%	Met Target	95.7%	N	Met Goal
White	100.0%	94.9%	*	95.9%	*	**	**	*	N	Met Goal
Hispanic	98.0%	84.5%	98.0%	87.3%	96.0%	N	Met Goal	98.9%	N	Met Goal
Black or African American	88.5%	83.3%	100.0%	87.1%	84.8%	84.7%	Met Target	89.1%	95.8%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	97.5%	92.8%	97.4%	94.4%	93.7%			95.4%		
Male	94.4%	88.5%	97.2%	90.8%	91.9%			96.1%		
Economically Disadvantaged Students	95.6%	84.0%	97.4%	87.3%	94.1%	92.9%	Met Target	95.8%	N	Met Goal
Students with Disabilities	77.3%	79.2%	100.0%	83.8%	88.9%	**	**	83.3%	**	**
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	9.6%	2.1%
Substitute Competency Test	89.0%	95.2%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	1.4%	2.7%
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	0.7%	1.2%
2017-2018	0.2%	1.2%
2016-2017	0.5%	1.1%

NJ SCHOOL PERFORMANCE REPORT

Technology High School
(13-3570-056)
Grades Offered: 09-12
2018-2019

Report Key:
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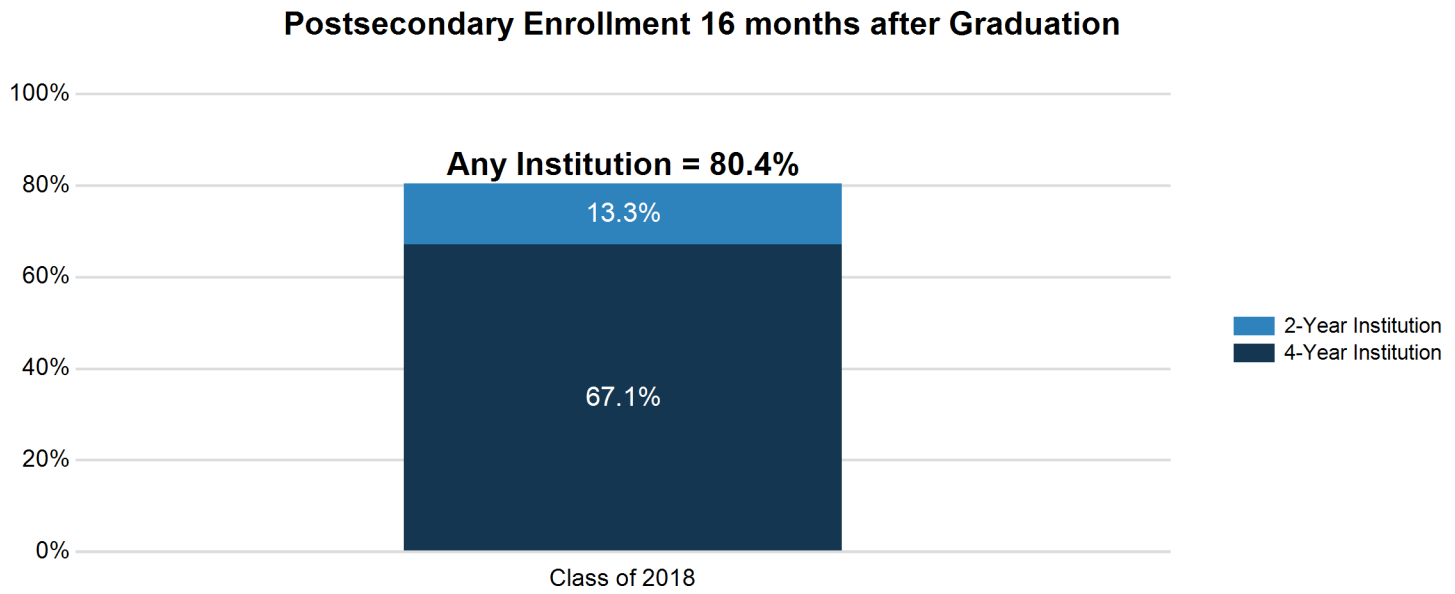
N No Data is available to display
† This indicates a table specific note,see note below table

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.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	13.3%
% Enrolled in 4-Year Institution	67.1%
% Enrolled in Any Postsecondary Institution	80.4%

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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	77.7%	11.3%	88.7%
White	85.7%	5.6%	94.4%
Hispanic	79.4%	11.1%	88.9%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	76.2%	12.5%	87.5%
Students with Disabilities	61.1%	36.4%	63.6%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	80.4%	16.5%	83.5%	80%	20%	93%	7%
White	76.9%	10%	90%	90%	10%	90%	10%
Hispanic	82.3%	19%	81%	79.7%	20.3%	96.2%	3.8%
Black or African American	69.2%	11.1%	88.9%	77.8%	22.2%	88.9%	11.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	80%	15.6%	84.4%	82.3%	17.7%	91.7%	8.3%
Students with Disabilities	73.3%	54.5%	45.5%	90.9%	9.1%	100%	0%
English Learners	N	N	N	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

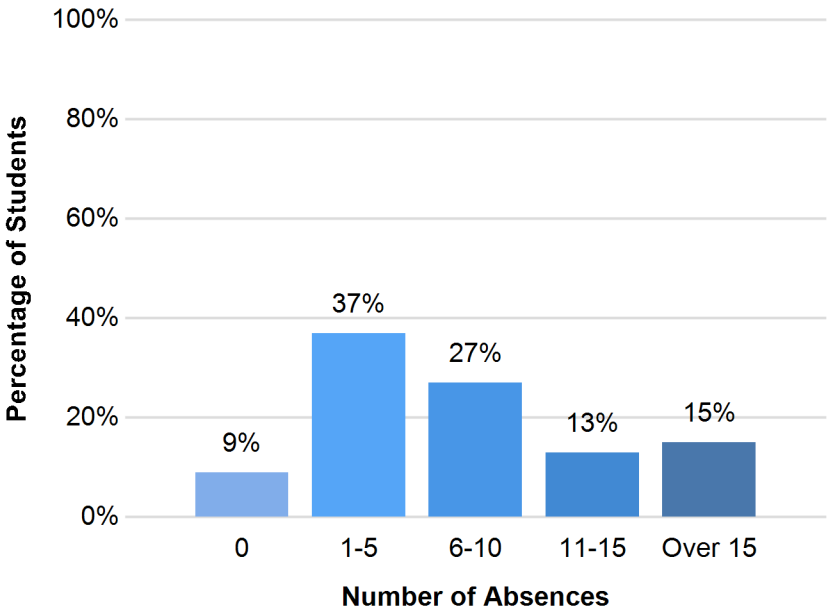
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	70	11.4	14.2	Met
White	11	12.9	14.2	Met
Hispanic	47	11.2	14.2	Met
Black or African American	10	11.5	14.2	Met
Asian, Native Hawaiian, or Pacific	*	*	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	35	11.0		
Male	35	11.7		
Economically Disadvantaged Students	66	12.5	14.2	Met
Students with Disabilities	9	13.4	14.2	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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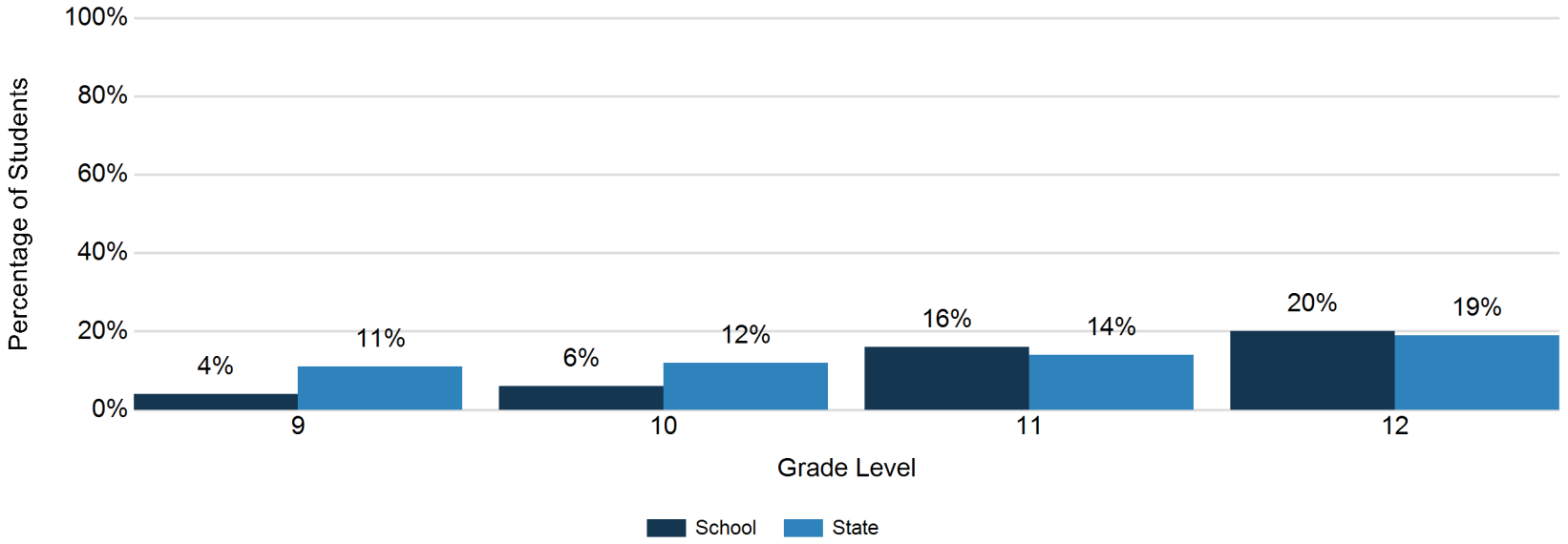
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

School Days Missed due to Out-of-School Suspensions
N

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	53	118,214
Average years experience in public schools	9.7	12.1
Average years experience in district	8.8	10.8
Percentage of Teachers with 4 or more years experience in the district	64.2%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1
Students to Administrators	102:1	106:1
Teachers to Administrators	9:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.8%	64.2%	66.7%	48.4%	77.1%	54.9%
Male	48.2%	35.8%	33.3%	51.6%	22.9%	45.1%
White	13.9%	56.6%	33.3%	42.4%	83.6%	77.4%
Hispanic	68.0%	20.8%	50.0%	29.9%	7.3%	7.2%
Black or African American	13.9%	20.8%	16.7%	15.0%	6.6%	13.9%
Asian	3.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	1.9%	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	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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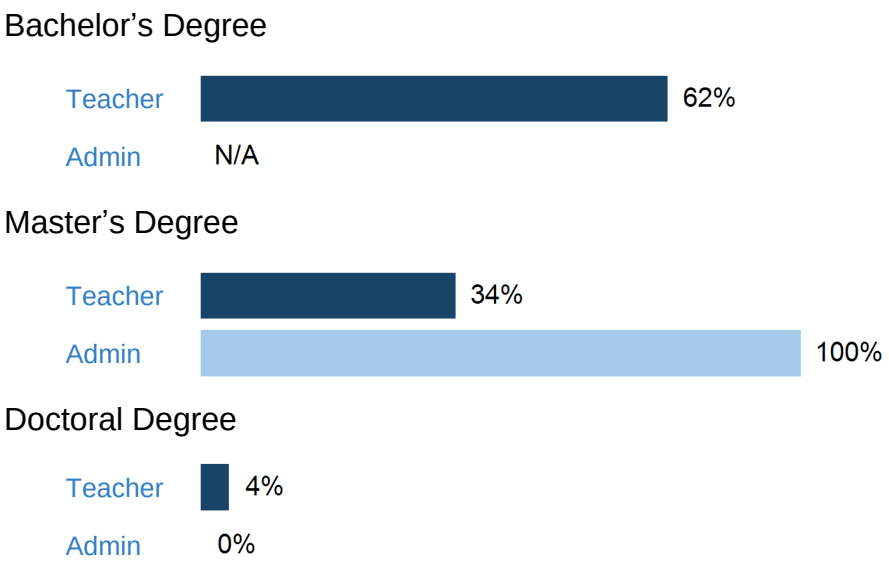
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	81.1%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	78.9%	85.8%	93.4%
Math Proficiency	57.2%	58.7%	69.8%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	94.5%	92.8%	96.1%
5-Year Graduation Rate†	96.9%	95.7%	97.3%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	18.2%	18.0%	11.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Goal	Met Target	Met Target	Met Goal	**	Met	No
White	Met Goal	Met Target	**	Met Goal	n/a	Met	No
Hispanic	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
Black or African American	Met Goal	Met Target	Met Target	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Goal	Met Target	Met Target	Met Goal	n/a	Met	No
Students with Disabilities	**	**	**	**	n/a	Met	No
English Learners	N	N	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

NJ SCHOOL PERFORMANCE REPORT

Technology High School
(13-3570-056)
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
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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	Our MISSION is “To empower unique thinkers by providing a rigorous and quality education that promotes social emotional and academic growth for LIFE ” With an eye on the future our VISION is “We will develop global leaders by providing them with the tools to succeed in a world driven by technology ” We provide our students with the equity they need to ensure a bright future
Awards, Recognition, Accomplishments:	Technology High School was the highest performing high school in the NBOE in both Math and ELA last school year

NJ SCHOOL PERFORMANCE REPORT

Technology High School
(13-3570-056)
Grades Offered: 09-12
2018-2019

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School Narrative

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Courses, Curriculum, Instruction:	Advanced Placement AP Dual Enrollment
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Girls) Baseball Basketball Bowling Cheer Debate Soccer Softball Swimming Volleyball
Clubs and Activities:	Animae Club Art Band Coding NewspAdvanced Placementer

NJ SCHOOL PERFORMANCE REPORT

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School Narrative

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Postsecondary Information:	Graduates attended 2 and 4 year schools including: Amherst Arizona St Bergen Berkley Bloomfield Caldwell Drew Essex Felician Gallaudet Harrisburg Holy Cross Hudson Kean Montclair St NJCU NJIT TCNJ Rutgers St Peters Stevens Swathmore Union and Wellesley Additionally graduates enlisted in the United States Military attended various technical schools and joined the workforce

NJ SCHOOL PERFORMANCE REPORT

Technology High School
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School Narrative

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Audible Black Girls Code Bloomfield College Community Food Bank of NJ Cooperman Scholars

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Facilities:	Built in 1920 and includes Auditorium Chemistry Labs Computer Labs Makerspace Robotics Lab Media Center Music Classrooms and Print Shop
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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School Narrative

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Other Information	The traditional standard schedule for students in our secondary schools is 8:20 am 2:50 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Thirteenth Avenue School
(13-3570-715)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Thirteenth Avenue School
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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Simone Rose
Address	359 THIRTEENTH AVE NEWARK, NJ 07103-2125
Phone Number	973-733-7045
Email Address	srose@NPS.K12.NJ.US
Website	http://www.nps.k12.nj.us/13A
Facebook	https://www.facebook.com/Thirteenth-AvenueDr-Martin-L-King-Jr-Renew-School-1655413451403672/

NJ SCHOOL PERFORMANCE REPORT

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	77	80	83
KG	61	68	62
1	66	67	77
2	78	63	67
3	70	67	69
4	72	84	61
5	66	64	79
6	71	56	56
7	80	64	51
8	87	75	67
9	0	0	0
Total	728	688	672

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%	47.4%	47.2%
Male	54.8%	52.6%	52.8%
Economically Disadvantaged Students	90.4%	91.6%	88.4%
Students with Disabilities	24.9%	20.8%	21.6%
English Learners	1.1%	0.3%	0.7%
Homeless Students	4.3%	5.2%	4.5%
Students in Foster Care	1.4%	0.9%	0.6%
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	0.8%	0.4%	0.1%
Hispanic	16.1%	17.9%	18.5%
Black or African American	82.8%	81.3%	81.4%
Asian	0.0%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	0.0%	0.1%	0.0%

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	0	0	0
PK - Full Day	77	80	83
KG - Half Day	0	0	0
KG - Full Day	61	68	62

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	728	688	672
Shared Time Students	0	0	0
Full Time Equivalent	728	688	672

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	96.1%
Spanish	3.4%
Other Languages	0.4%

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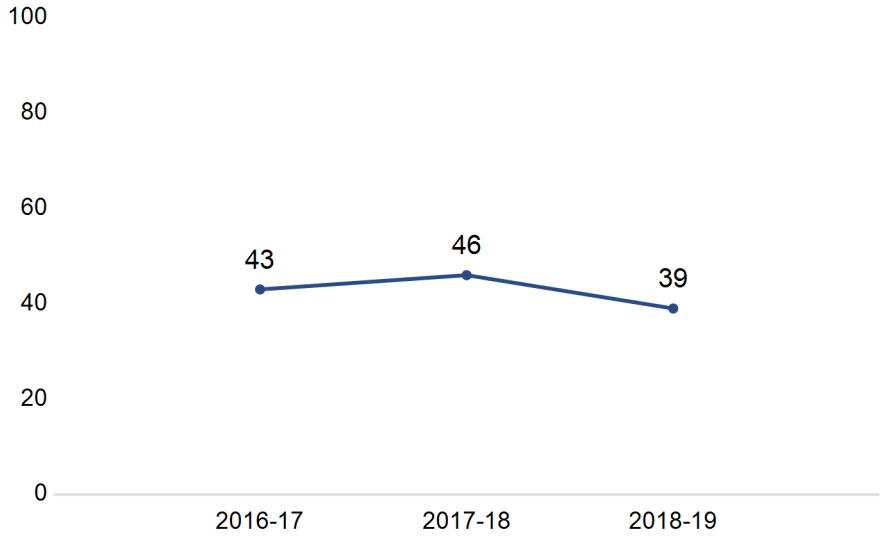
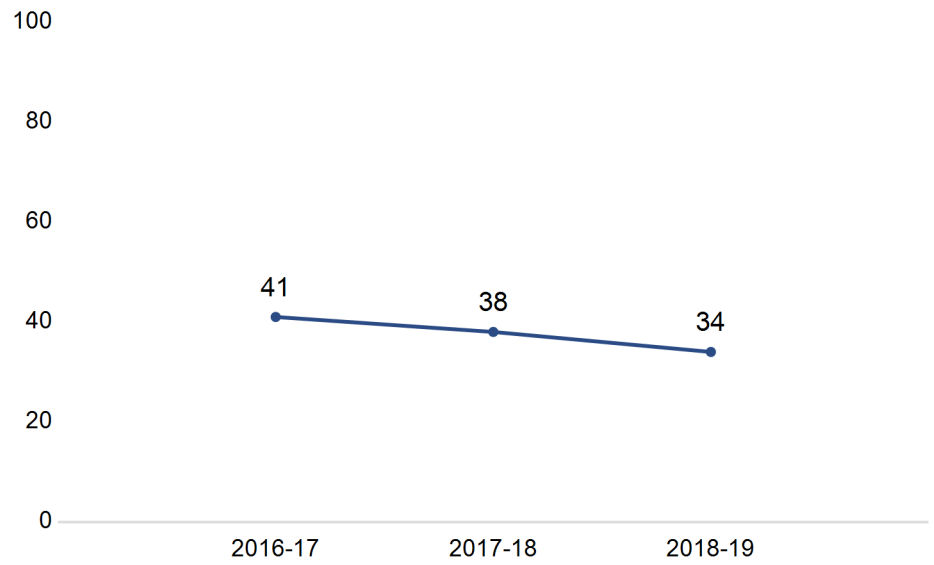
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	43	46	39	41	38	34
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	39	48	50	Not Met	34	48	50	Not Met
White	N	56	50	**	N	56	52	**
Hispanic	45	50	49	Met Standard	49.5	51	47	Met Standard
Black or African American	37.5	43	45	Not Met	31.5	41	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	60	59	**	N	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	41	51	53	N	31	49	50	N
Male	37.5	45	47	N	38	48	51	N
Economically Disadvantaged Students	39	47	48	Not Met	34.5	48	46	Not Met
Students with Disabilities	28	39	43	Not Met	48	48	45	**
English Learners	*	53	52	**	*	53	50	**
Homeless Students	*	37	43	N	*	38.5	44	N
Students in Foster Care	*	49	42	N	N	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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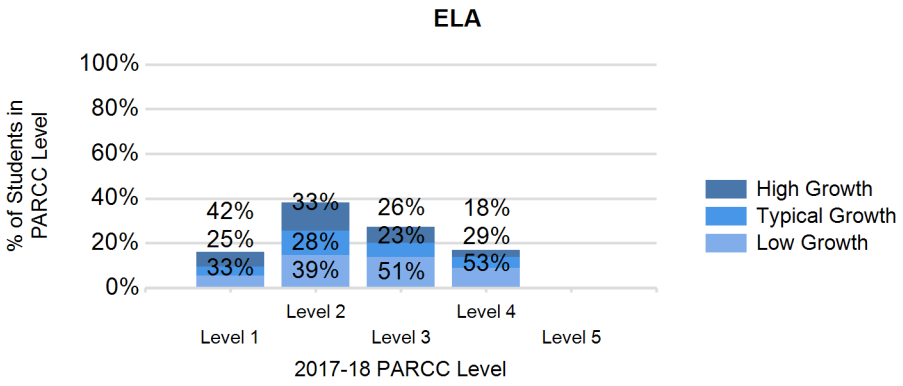
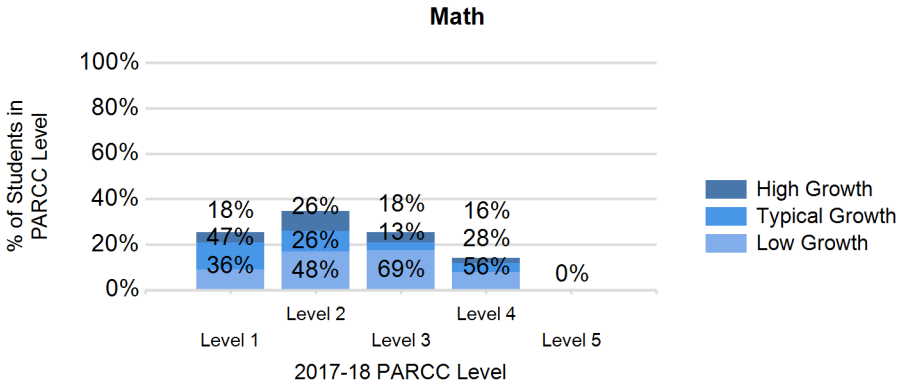
Student Growth by Performance Level

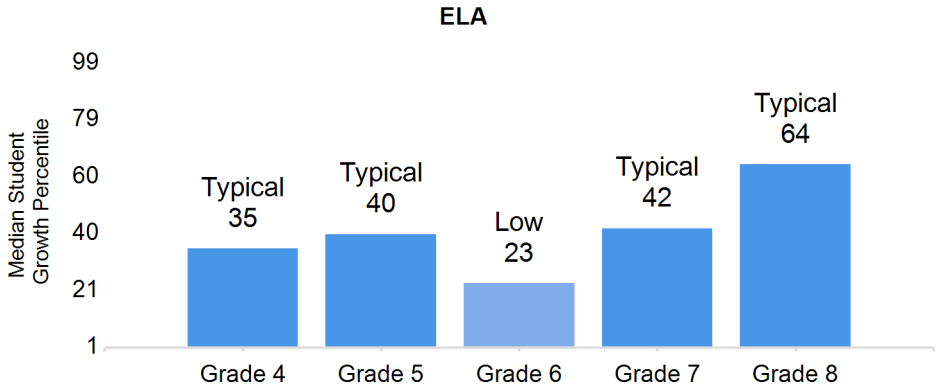
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

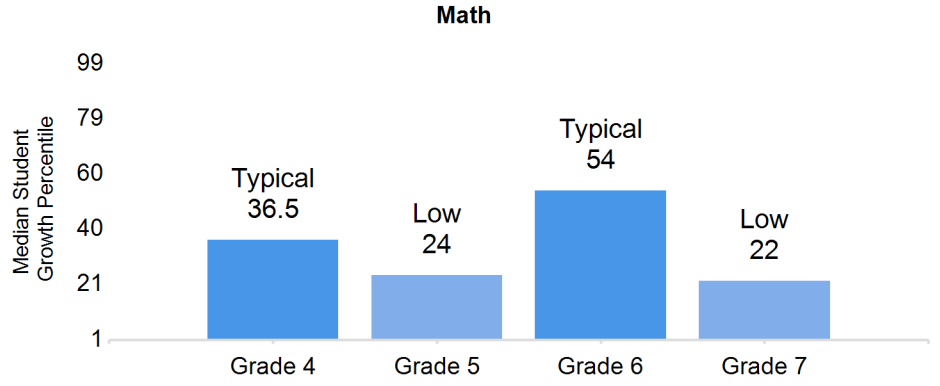




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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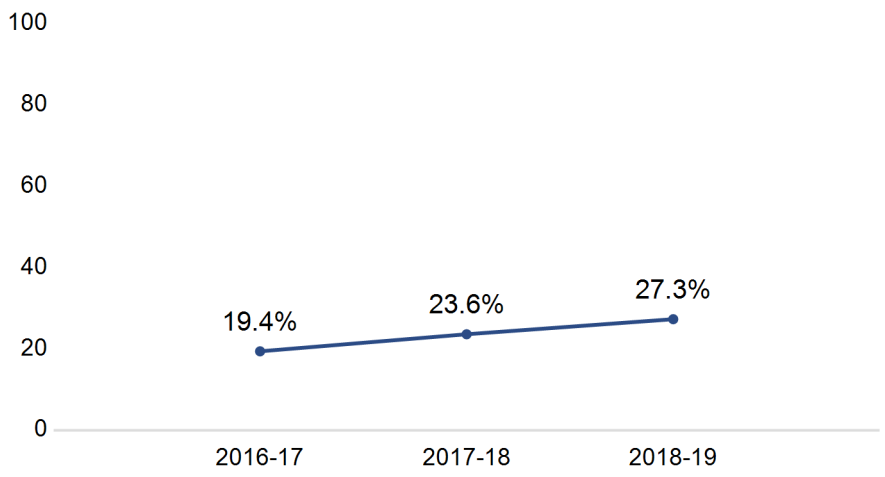
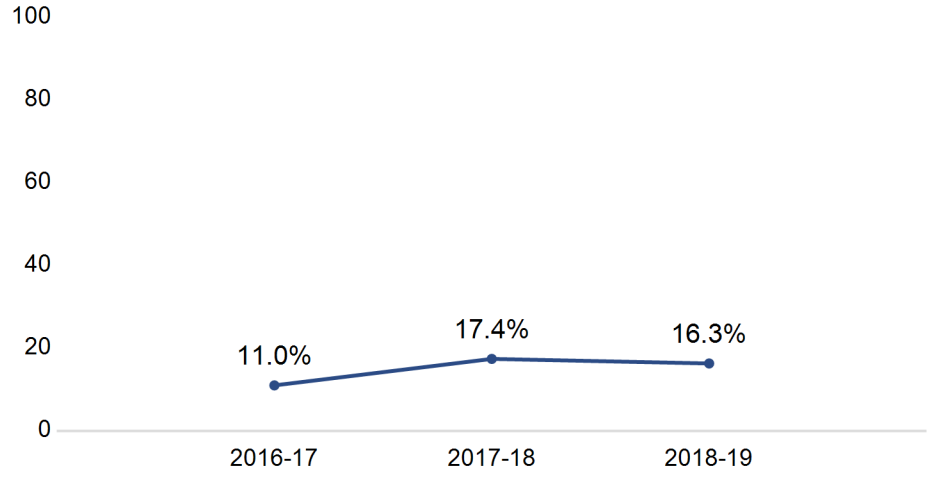
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

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	95.5%	95.7%	96.0%	93.9%	94.7%	94.7%
Proficiency Rate for Federal Accountability	19.4%	23.6%	27.3%	11.0%	17.4%	16.3%
Annual Target	15.9%	19.2%	22.6%	11.4%	15.0%	18.6%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	359	96.0	27.3	*	57.9	27.3	22.6	Met Target
White	N	N	N	54.7	66.9	N	**	**
Hispanic	57	96.7	31.6	38.9	43.9	31.6	26.2	Met Target
Black or African American	302	95.9	26.5	28.8	38.5	26.5	21.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	65.3	82.9	N	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	172	97.9	32.6	42.9	64.8	32.6		
Male	187	94.3	22.5	30.3	51.3	22.3		
Economically Disadvantaged Students	315	96.5	27.3	35.8	40.0	*	22.6	Met Target
Non-Economically Disadvantaged Students	44	92.5	27.3	38.6	67.9	*		
Students with Disabilities	93	95.2	36.6	14.1	22.7	36.6	25	Met Target
Students without Disabilities	266	96.3	24.1	41.7	65.1	24.1		
English Learners	*	*	*	29.3	29.3	*	**	**
Non-English Learners	*	*	*	38.3	60.6	*		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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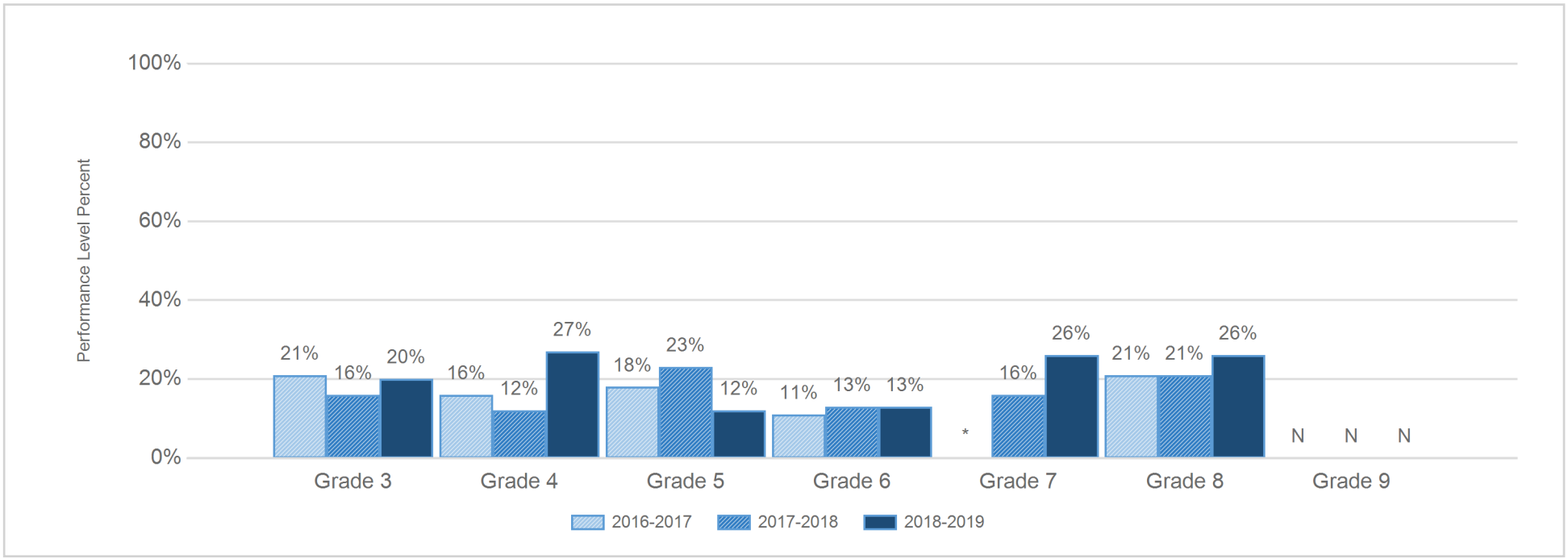
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	717	727	748	30%	25%	25%	20%	0%	20%	50%
White	*	*	746	757	*	*	*	*	*	*	60%
Hispanic	*	*	728	734	*	*	*	*	*	*	36%
Black or African American	43	715	721	731	33%	28%	23%	*	*	16%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	27	715	730	753	*	*	*	*	*	22%	55%
Male	29	719	723	743	*	*	*	*	*	17%	46%
Economically Disadvantaged Students	*	*	726	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	729	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	N	N	716	713	N	N	N	N	N	N	17%
Non-English Learners	56	717	729	751	30%	25%	25%	20%	0%	20%	54%
Homeless Students	*	*	708	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	707	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	*	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Thirteenth Avenue School
(13-3570-715)
Grades Offered: PK-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - 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	48	727	734	755	21%	29%	23%	27%	0%	27%	57%
White	N	N	744	763	N	N	N	N	N	N	67%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	*	*	725	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	24	729	739	760	*	*	*	*	*	33%	62%
Male	24	726	729	750	*	*	*	*	*	21%	53%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	736	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	761	*	*	*	*	*	*	64%
English Learners	N	N	722	720	N	N	N	N	N	N	17%
Non-English Learners	48	727	736	758	21%	29%	23%	27%	0%	27%	60%
Homeless Students	*	*	719	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Thirteenth Avenue School
(13-3570-715)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	721	733	756	18%	41%	29%	*	*	12%	58%
White	N	N	743	764	N	N	N	N	N	N	68%
Hispanic	*	*	736	743	*	*	*	*	*	*	44%
Black or African American	*	*	727	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	40	721	739	761	*	*	*	*	*	*	64%
Male	26	720	728	750	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	732	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	738	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	702	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	N	N	717	713	N	N	N	N	N	N	11%
Non-English Learners	66	721	736	758	18%	41%	29%	*	*	12%	60%
Homeless Students	*	*	722	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	724	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%

NJ SCHOOL PERFORMANCE REPORT

Thirteenth Avenue School
(13-3570-715)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	721	737	754	*	41%	28%	*	*	13%	56%
White	N	N	758	762	N	N	N	N	N	N	65%
Hispanic	12	728	740	743	*	*	*	*	*	17%	43%
Black or African American	34	718	728	738	*	*	*	*	*	12%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	22	723	744	762	*	*	*	*	*	14%	64%
Male	24	719	730	748	*	*	*	*	*	13%	48%
Economically Disadvantaged Students	*	*	737	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	737	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	708	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	742	761	*	*	*	*	*	*	64%
English Learners	N	N	720	710	N	N	N	N	N	N	*
Non-English Learners	46	721	739	756	*	41%	28%	*	*	13%	*
Homeless Students	N	N	726	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	717	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%

NJ SCHOOL PERFORMANCE REPORT

Thirteenth Avenue School
(13-3570-715)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	730	741	761	*	21%	34%	*	*	26%	63%
White	N	N	756	769	N	N	N	N	N	N	72%
Hispanic	*	*	744	747	*	*	*	*	*	*	50%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	27	734	749	769	*	*	*	*	*	30%	71%
Male	20	724	734	753	*	*	*	*	*	20%	55%
Economically Disadvantaged Students	*	*	740	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	746	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	705	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	749	769	*	*	*	*	*	*	71%
English Learners	N	N	712	706	N	N	N	N	N	N	12%
Non-English Learners	47	730	744	763	*	21%	34%	*	*	26%	65%
Homeless Students	*	*	724	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	735	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%

NJ SCHOOL PERFORMANCE REPORT

Thirteenth Avenue School
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Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	731	742	762	*	24%	34%	*	*	26%	63%
White	N	N	765	770	N	N	N	N	N	N	72%
Hispanic	11	738	746	747	*	*	0%	*	*	45%	49%
Black or African American	47	730	733	741	*	*	43%	*	*	21%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	21	754	751	771	*	*	*	*	*	52%	71%
Male	37	718	735	753	*	*	*	*	*	11%	55%
Economically Disadvantaged Students	45	735	742	743	*	*	*	*	*	29%	45%
Non-Economically Disadvantaged Students	13	719	744	772	*	*	*	*	*	15%	72%
Students with Disabilities	16	700	707	721	*	*	*	*	*	*	22%
Students without Disabilities	42	743	750	770	*	*	*	*	*	*	71%
English Learners	N	N	717	708	N	N	N	N	N	N	12%
Non-English Learners	58	731	745	764	*	24%	34%	*	*	26%	65%
Homeless Students	*	*	711	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	714	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	353	94.7	16.4	26.3	44.5	16.3	18.6	Met Target†
White	N	N	N	42.2	54.1	N	**	**
Hispanic	56	95.0	23.2	30.9	28.8	23.2	20.5	Met Target
Black or African American	297	94.7	15.2	16.6	23.0	15.1	18.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	59.0	76.5	N	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	172	98.4	14.0	26.9	44.9	14.0		
Male	181	91.5	18.8	25.8	44.2	18.1		
Economically Disadvantaged Students	312	96.0	16.3	26.6	26.3	*	18.5	Met Target†
Non-Economically Disadvantaged Students	41	86.8	17.1	25.4	54.9	*		
Students with Disabilities	87	89.4	35.6	11.6	17.4	33.3	21.8	Met Target
Students without Disabilities	266	96.6	10.2	29.8	50.0	10.2		
English Learners	*	*	*	25.7	25.0	*	**	**
Non-English Learners	*	*	*	26.5	46.5	*		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Thirteenth Avenue School
(13-3570-715)
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2018-2019

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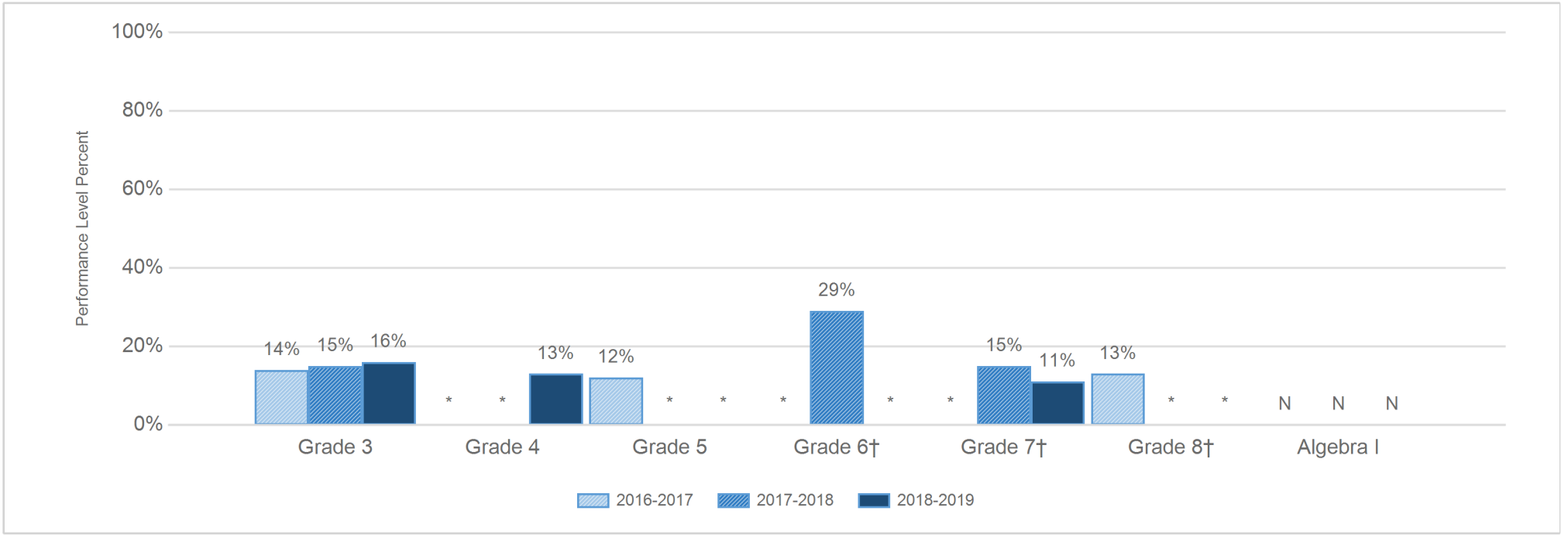
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Thirteenth Avenue School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	714	735	752	32%	34%	18%	*	*	16%	55%
White	*	*	757	760	*	*	*	*	*	*	66%
Hispanic	*	*	738	739	*	*	*	*	*	*	40%
Black or African American	43	713	726	735	35%	33%	*	*	*	14%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	27	711	*	751	*	*	*	*	*	11%	54%
Male	29	717	*	752	*	*	*	*	*	21%	56%
Economically Disadvantaged Students	*	*	735	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	733	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	718	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	738	756	*	*	*	*	*	*	60%
English Learners	N	N	732	728	N	N	N	N	N	N	26%
Non-English Learners	56	714	736	754	32%	34%	18%	*	*	16%	58%
Homeless Students	*	*	720	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	714	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	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	716	732	749	35%	29%	23%	*	*	13%	51%
White	N	N	746	757	N	N	N	N	N	N	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	*	*	719	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	24	714	733	749	*	*	*	*	*	*	50%
Male	24	719	731	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	732	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	731	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	754	*	*	*	*	*	*	56%
English Learners	N	N	728	722	N	N	N	N	N	N	18%
Non-English Learners	48	716	733	751	35%	29%	23%	*	*	13%	54%
Homeless Students	*	*	715	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	707	728	747	*	*	*	*	*	*	47%
White	N	N	736	755	N	N	N	N	N	N	58%
Hispanic	*	*	733	735	*	*	*	*	*	*	30%
Black or African American	*	*	720	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	40	706	729	747	*	*	*	*	*	*	47%
Male	25	707	727	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	*	*	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	729	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	714	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	731	752	*	*	*	*	*	*	52%
English Learners	N	N	721	718	N	N	N	N	N	N	12%
Non-English Learners	65	707	729	749	*	*	*	*	*	*	49%
Homeless Students	*	*	714	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	720	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	*	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Thirteenth Avenue School
(13-3570-715)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	713	725	741	*	*	*	*	*	*	41%
White	N	N	745	749	N	N	N	N	N	N	51%
Hispanic	12	723	728	729	*	*	*	*	*	*	24%
Black or African American	35	710	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	754	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	23	711	726	742	*	*	*	*	*	*	42%
Male	24	715	723	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	722	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	708	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	746	*	*	*	*	*	*	46%
English Learners	N	N	715	709	N	N	N	N	N	N	*
Non-English Learners	47	713	726	743	*	*	*	*	*	*	*
Homeless Students	N	N	713	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	723	731	744	*	38%	36%	*	*	11%	42%
White	N	N	738	751	N	N	N	N	N	N	53%
Hispanic	*	*	733	733	*	*	*	*	*	*	26%
Black or African American	*	*	723	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	27	726	*	744	*	*	*	*	*	*	42%
Male	20	719	*	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	731	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	731	751	*	*	*	*	*	*	53%
Students with Disabilities	*	*	708	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	736	749	*	*	*	*	*	*	48%
English Learners	N	N	721	716	N	N	N	N	N	N	10%
Non-English Learners	47	723	732	745	*	38%	36%	*	*	11%	44%
Homeless Students	*	*	719	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	718	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	*	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	708	722	728	*	*	*	*	*	*	29%
White	N	N	731	737	N	N	N	N	N	N	38%
Hispanic	10	725	727	722	*	*	*	*	*	*	22%
Black or African American	43	704	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	21	716	724	731	*	*	*	*	*	*	31%
Male	32	703	719	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	42	711	722	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	11	698	721	735	*	*	*	*	*	*	36%
Students with Disabilities	11	698	697	707	*	*	*	*	*	*	10%
Students without Disabilities	42	711	727	734	*	*	*	*	*	*	35%
English Learners	N	N	712	706	N	N	N	N	N	N	10%
Non-English Learners	53	708	723	730	*	*	*	*	*	*	30%
Homeless Students	*	*	695	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	707	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	11	11
4	14	14
5	12	12
6	*	*
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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	N	N	N

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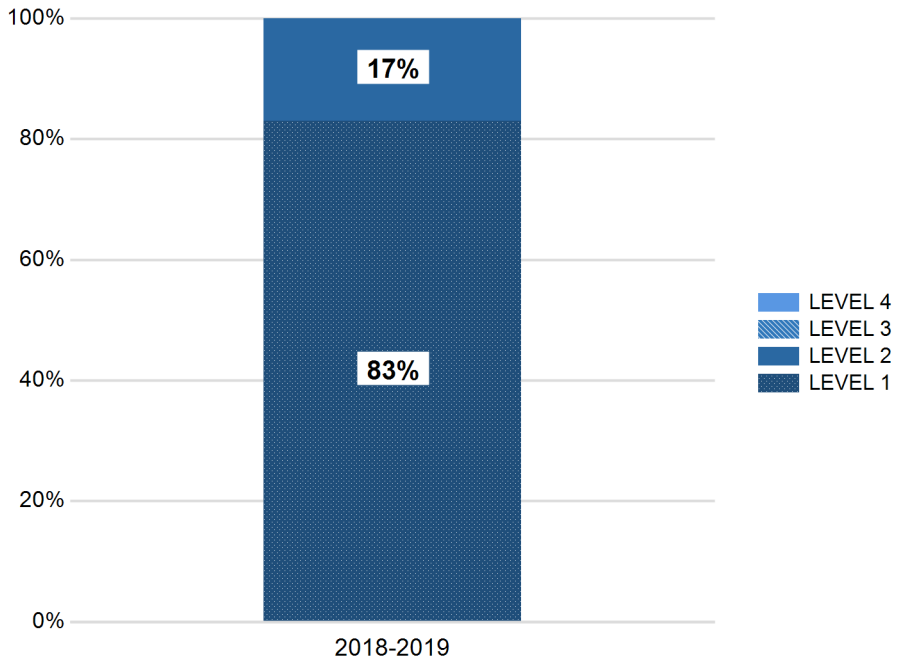
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 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	83	17	0	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	83	18	0	0
Male	84	16	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	83	17	0	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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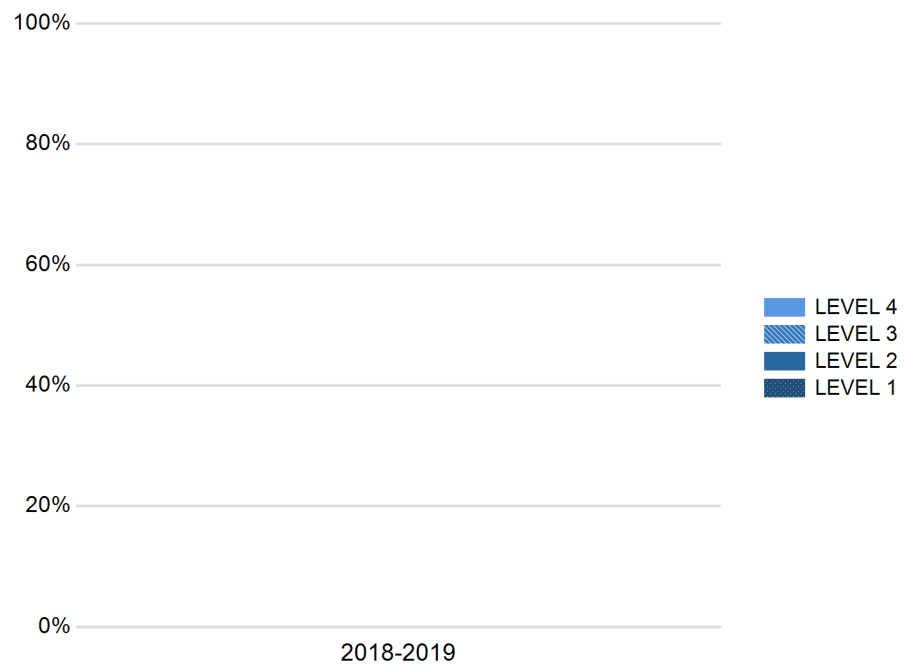
NJSLA Science Assessment: Grade 8 Summary

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	*	*	*	*
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	56
7	0	0	51
8	0	0	67
Total	0	0	174

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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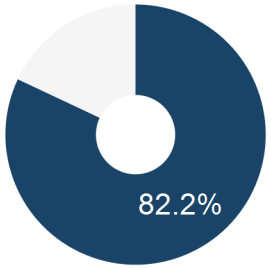
Visual and Performing Arts – Course Participation

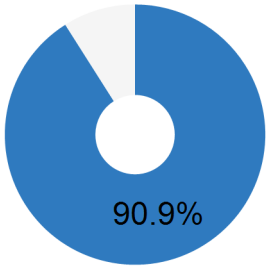
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

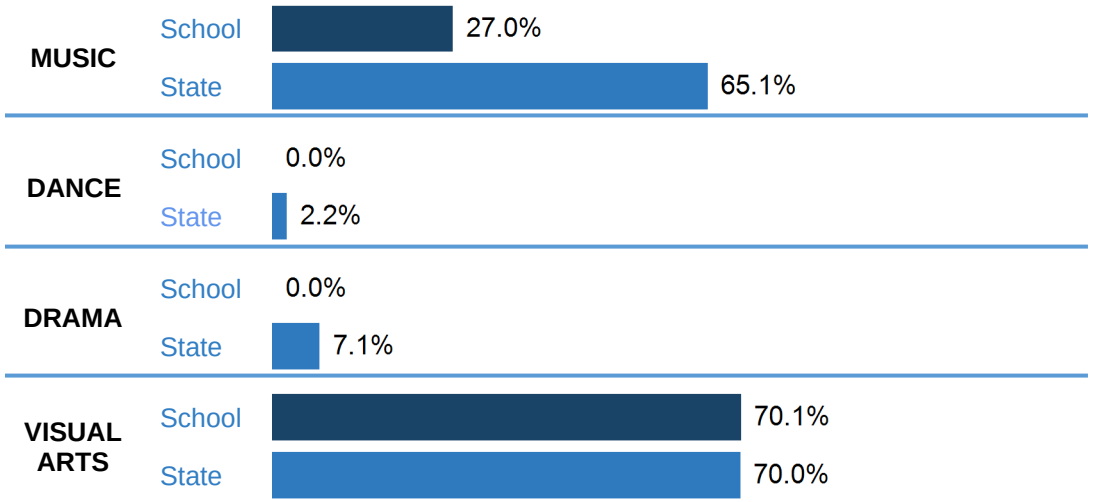


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

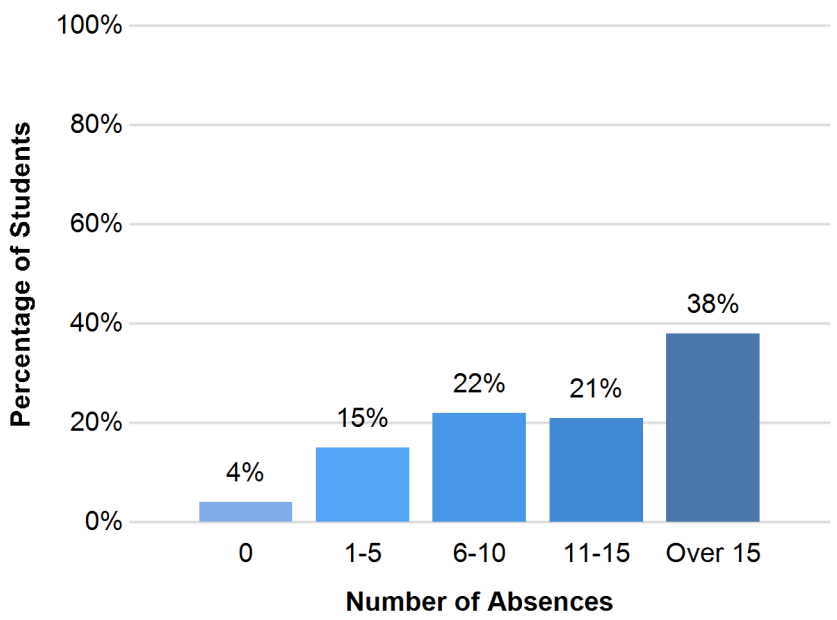
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	215	35.7	9.0	Not Met
White	*	*	**	**
Hispanic	*	*	9.0	Not Met
Black or African American	175	35.4	9.0	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	106	36.3		
Male	109	35.0		
Economically Disadvantaged Students	184	34.7	9.0	Not Met
Students with Disabilities	62	42.8	9.0	Not Met
English Learners	*	*	**	**
Homeless Students	9	47.4		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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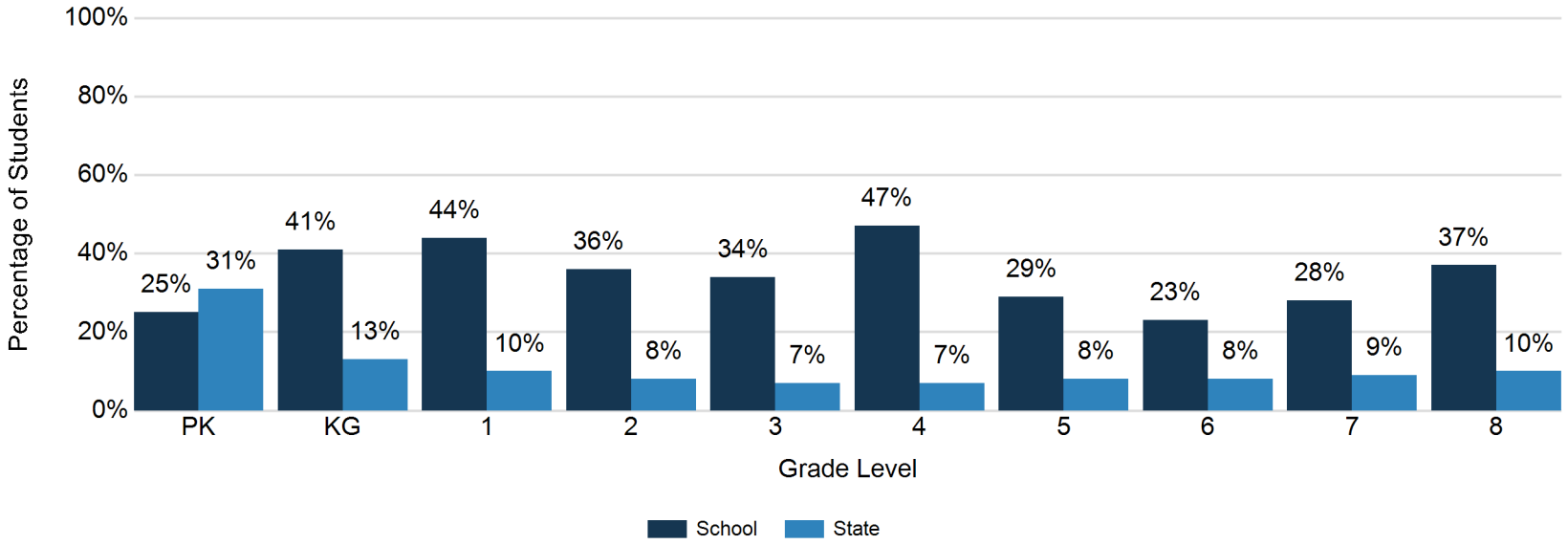
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



NJ SCHOOL PERFORMANCE REPORT

Thirteenth Avenue School
(13-3570-715)
Grades Offered: PK-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
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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	1.79

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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	2	2
Disability	0	0	0
Other	0	10	10
No Identified Nature	5		5

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	12	1.8%
Out-of-School Suspensions	12	1.8%
Any Suspension	23	3.4%
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
21

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	56	118,214
Average years experience in public schools	7.4	12.1
Average years experience in district	5.5	10.8
Percentage of Teachers with 4 or more years experience in the district	32.1%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1
Students to Administrators	134:1	106:1
Teachers to Administrators	11:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.2%	80.4%	60.0%	48.4%	77.1%	54.9%
Male	52.8%	19.6%	40.0%	51.6%	22.9%	45.1%
White	0.1%	37.5%	20.0%	42.4%	83.6%	77.4%
Hispanic	18.5%	10.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	81.4%	46.4%	80.0%	15.0%	6.6%	13.9%
Asian	0.0%	3.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	1.8%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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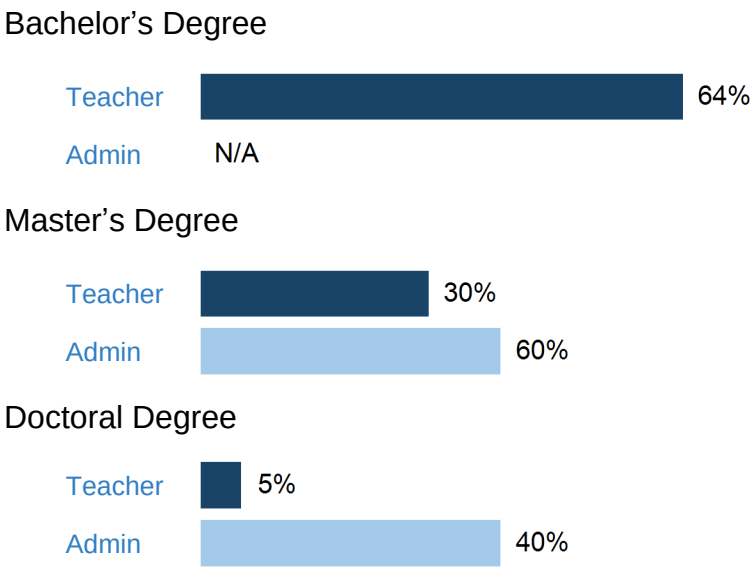
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	80.4%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	19.4%	23.6%	27.3%
Math Proficiency	11.0%	17.4%	16.3%
ELA Growth	43	46	39
Math Growth	41	38	34
4-Year Graduation Rate†	N	N	*
5-Year Graduation Rate†	N	N	*
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	36.0%	39.0%	35.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:
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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Not Met	Not Met	**	Not Met	No
White	**	**	**	**	n/a	**	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	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	Not Met	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	Thirteenth Avenue School is a place where students are eager to attend and receive a quality education Teachers are supported and provided effective professional development about our high standard of education and strong home and school connection
Awards, Recognition, Accomplishments:	Core Values: I am Responsible I am Respectful I am Productive I am Courageous DREAM BIG

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Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Coed), Soccer (Boys & Girls) Basketball Soccer Cheerleading
Clubs and Activities:	Debate Jr Honor Society Robotics Soccer Student Council

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools Afterschool AllStars New Community Corporarion and Rutgers Newark

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Jewish Renaissance My Very Own Library NCC Rutgers Scholars

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Facilities:	Built in 1971 and includes Auditorium Computer Labs Makerspace Robotics Lab and Media Center
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Edwin Mendez
Address	55 CLINTON PL NEWARK, NJ 07108-1221
Phone Number	973-374-3190
Email Address	EMendez@NPS.K12.NJ.US
Website	http://www.nps.k12.nj.us/UNI

NJ SCHOOL PERFORMANCE REPORT

University High School
(13-3570-057)
Grades Offered: 07-12
2018-2019

Report Key:
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† 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
6	0	0	0
7	28	12	18
8	30	42	17
9	145	137	117
10	110	125	127
11	126	106	110
12	99	117	100
Total	538	539	489

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	54.8%	55.3%	55.2%
Male	45.2%	44.7%	44.8%
Economically Disadvantaged Students	73.0%	54.7%	75.7%
Students with Disabilities	10.8%	13.4%	17.2%
English Learners	0.6%	0.0%	1.4%
Homeless Students	0.6%	0.9%	1.6%
Students in Foster Care	0.4%	0.0%	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	1.1%	0.7%	0.2%
Hispanic	17.5%	16.1%	17.8%
Black or African American	80.3%	81.8%	80.8%
Asian	1.1%	1.3%	1.2%
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	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	538	539	489
Shared Time Students	0	0	0
Full Time Equivalent	538	539	489

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	87.9%
Spanish	8.8%
Other Languages	3.3%

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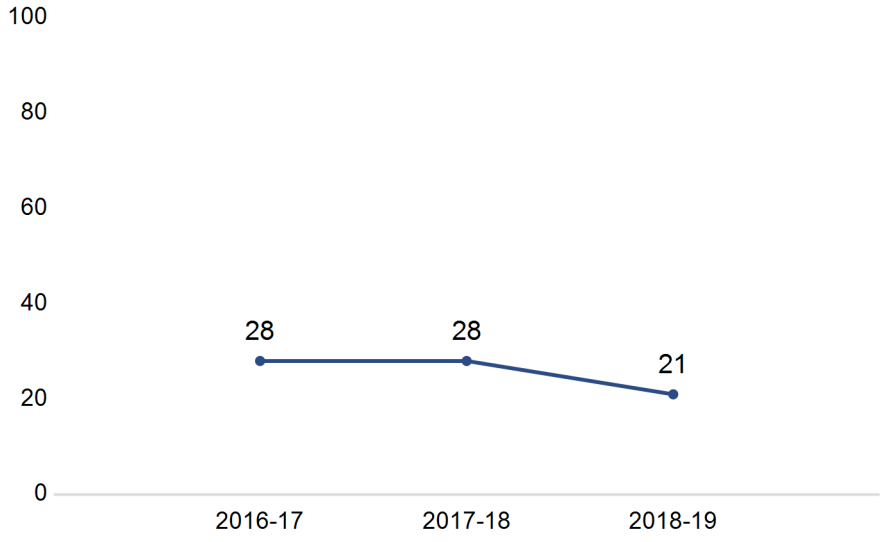
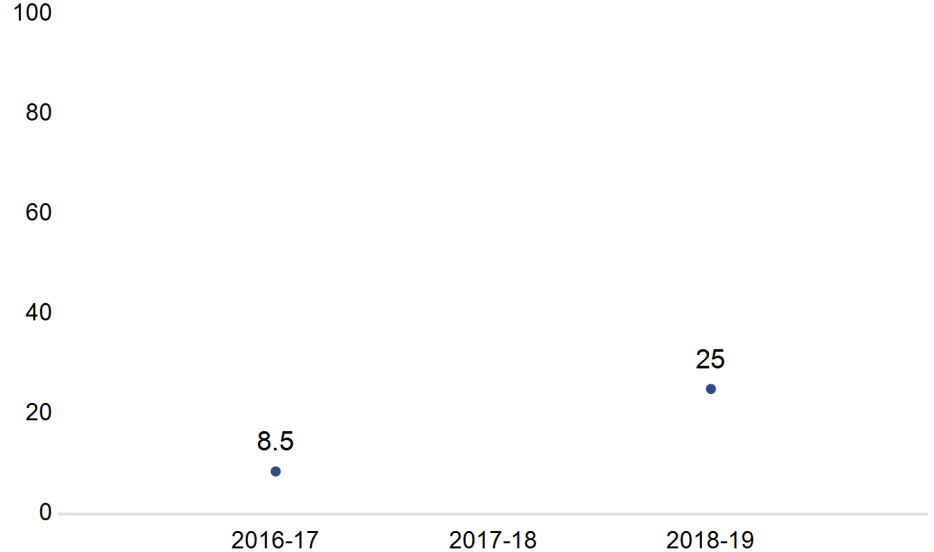
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	28	28	21	8.5	*	25
Met Standard (40-59.5)?	Not Met	Not Met	Not Met	Not Met	*	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	21	48	50	Not Met	25	48	50	**
White	N	56	50	**	N	56	52	**
Hispanic	*	50	49	**	*	51	47	**
Black or African American	19	43	45	Not Met	23	41	43	**
Asian, Native Hawaiian, or Pacific Islander	N	60	59	**	N	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	21	51	53	N	*	49	50	N
Male	22	45	47	N	*	48	51	N
Economically Disadvantaged Students	19	47	48	**	23	48	46	**
Students with Disabilities	N	39	43	**	N	48	45	**
English Learners	*	53	52	**	*	53	50	**
Homeless Students	*	37	43	N	N	38.5	44	N
Students in Foster Care	N	49	42	N	N	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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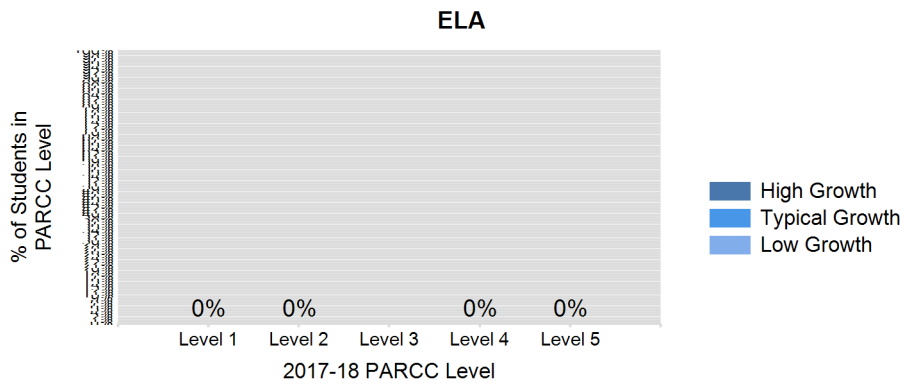
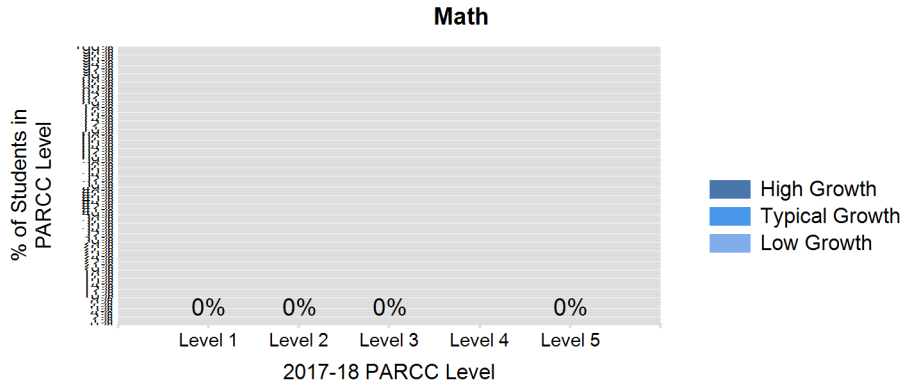
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

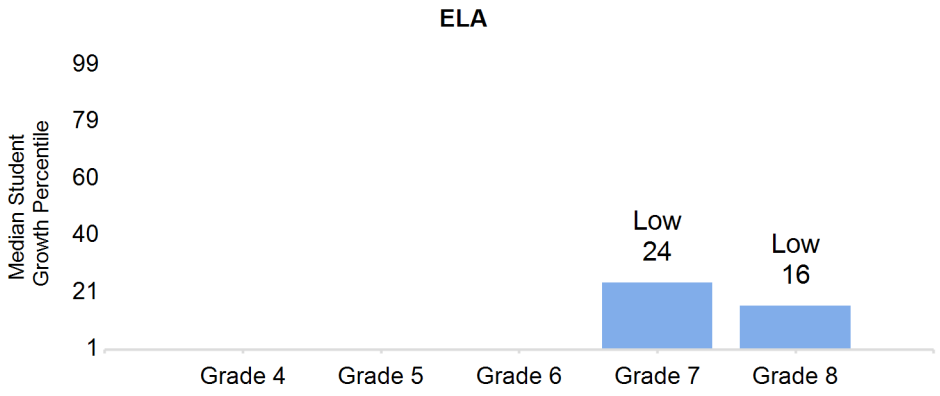
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

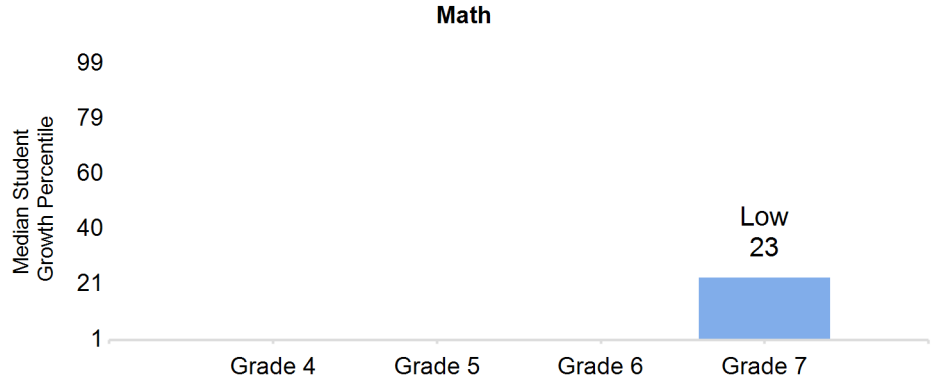




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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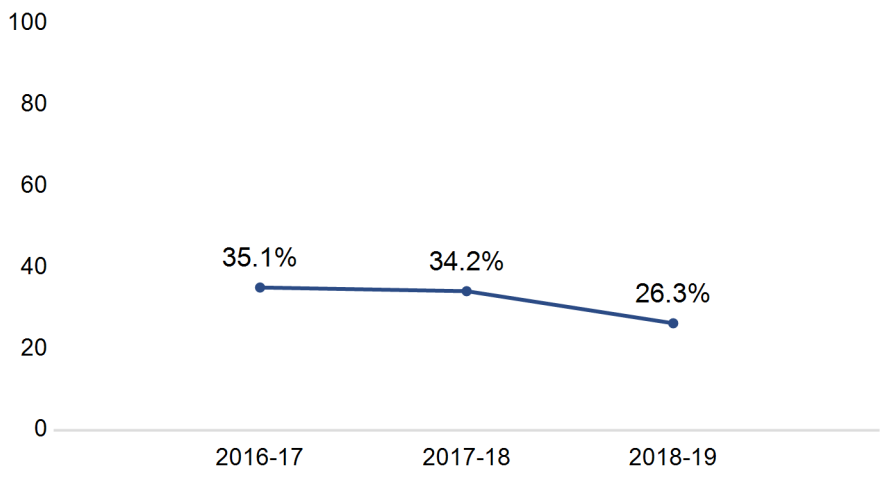
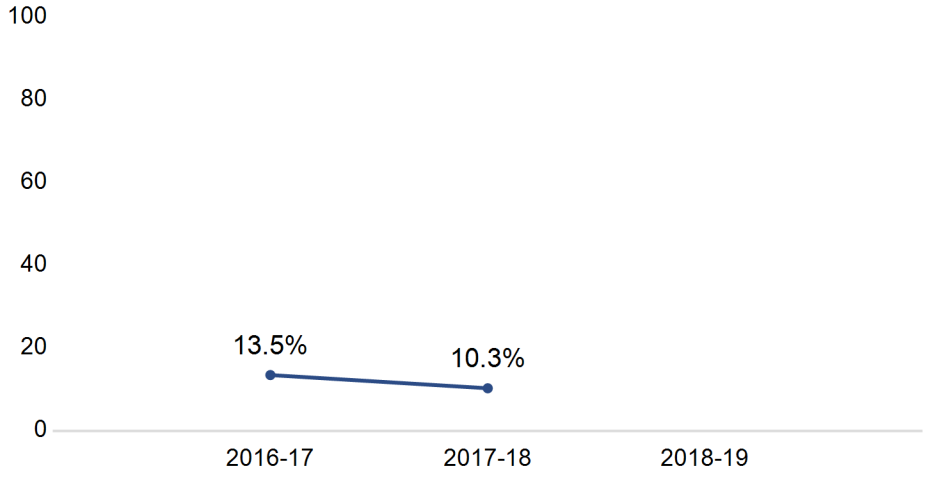
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

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	95.3%	95.6%	89.2%	96.6%	93.7%	86.8%
Proficiency Rate for Federal Accountability	35.1%	34.2%	26.3%	13.5%	10.3%	*
Annual Target	34.0%	36.4%	38.9%	19.7%	22.9%	26.0%
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.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	254	89.2	28.0	*	57.9	26.3	38.9	Not Met
White	*	*	*	54.7	66.9	*	**	**
Hispanic	39	92.9	33.3	38.9	43.9	32.6	35	Met Target†
Black or African American	211	88.8	27.0	28.8	38.5	25.3	39.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	130	87.4	33.8	42.9	64.8	31.1		
Male	124	91.2	21.8	30.3	51.3	21.0		
Economically Disadvantaged Students	180	90.1	25.6	35.8	40.0	*	38.4	Not Met
Non-Economically Disadvantaged Students	74	87.2	33.8	38.6	67.9	*		
Students with Disabilities	44	80.0	*	14.1	22.7	*	14.9	Not Met
Students without Disabilities	210	91.4	*	41.7	65.1	*		
English Learners	16	94.1	25.0	29.3	29.3	24.7	**	**
Non-English Learners	238	88.9	28.2	38.3	60.6	26.4		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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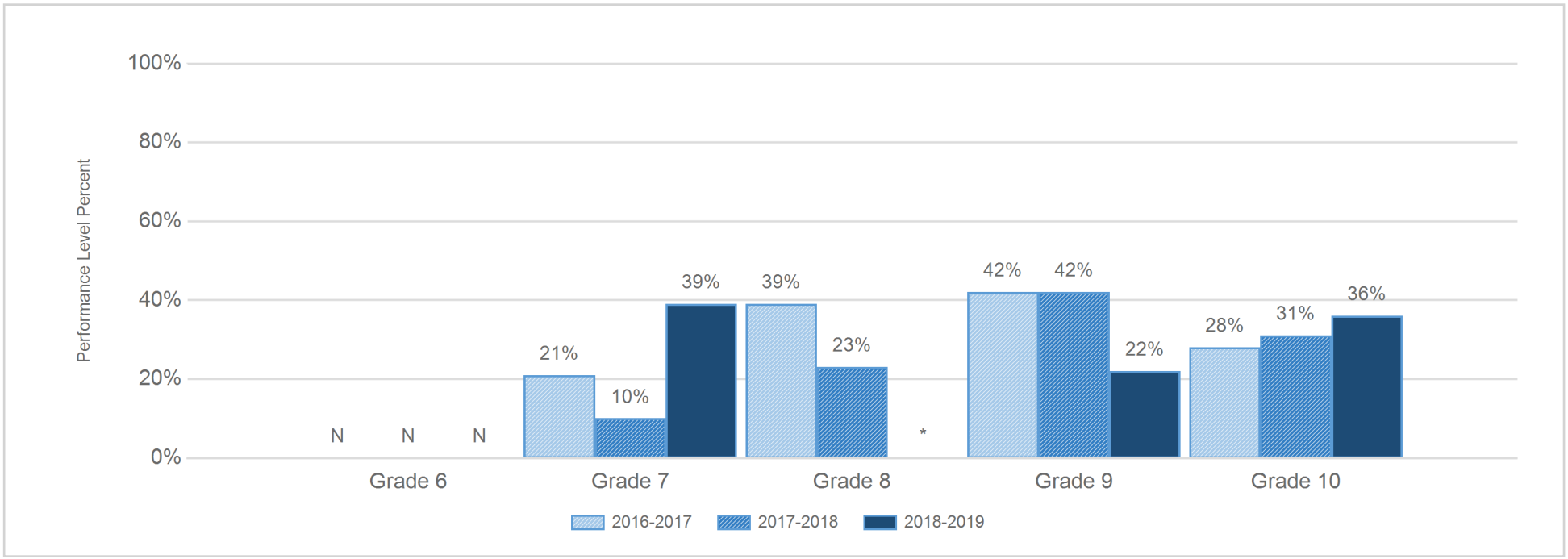
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 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	18	741	741	761	*	*	*	*	*	39%	63%
White	N	N	756	769	N	N	N	N	N	N	72%
Hispanic	*	*	744	747	*	*	*	*	*	*	50%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	*	*	749	769	*	*	*	*	*	*	71%
Male	*	*	734	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	*	*	740	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	746	771	*	*	*	*	*	*	73%
Students with Disabilities	N	N	705	720	N	N	N	N	N	N	22%
Students without Disabilities	18	741	749	769	*	*	*	*	*	39%	71%
English Learners	*	*	712	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	744	763	*	*	*	*	*	*	65%
Homeless Students	N	N	724	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	735	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%

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	14	706	742	762	*	*	*	*	*	*	63%
White	N	N	765	770	N	N	N	N	N	N	72%
Hispanic	*	*	746	747	*	*	*	*	*	*	49%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	*	*	751	771	*	*	*	*	*	*	71%
Male	*	*	735	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	*	*	742	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	744	772	*	*	*	*	*	*	72%
Students with Disabilities	*	*	707	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	750	770	*	*	*	*	*	*	71%
English Learners	N	N	717	708	N	N	N	N	N	N	12%
Non-English Learners	14	706	745	764	*	*	*	*	*	*	65%
Homeless Students	*	*	711	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	714	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	728	730	753	24%	20%	34%	22%	0%	22%	56%
White	N	N	739	762	N	N	N	N	N	N	65%
Hispanic	*	*	729	737	*	*	*	*	*	*	40%
Black or African American	83	728	729	732	25%	19%	34%	22%	0%	22%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	N	N	*	761	N	N	N	N	N	N	63%
Female	56	732	738	760	*	*	39%	27%	0%	27%	63%
Male	56	724	*	746	*	*	29%	18%	0%	18%	49%
Economically Disadvantaged Students	85	728	731	734	*	*	*	*	*	24%	36%
Non-Economically Disadvantaged Students	27	726	*	762	*	*	*	*	*	19%	65%
Students with Disabilities	22	697	699	717	*	*	*	*	*	*	17%
Students without Disabilities	90	735	736	760	*	*	*	*	*	*	63%
English Learners	*	*	685	693	*	*	*	*	*	*	*
Non-English Learners	*	*	736	755	*	*	*	*	*	*	*
Homeless Students	*	*	703	720	*	*	*	*	*	*	21%
Students in Foster Care	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	*	715	N	N	N	N	N	N	23%

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	729	727	757	20%	19%	24%	*	*	36%	58%
White	*	*	748	767	*	*	*	*	*	*	67%
Hispanic	*	*	726	738	*	*	*	*	*	*	43%
Black or African American	96	728	723	733	22%	19%	25%	*	*	34%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	780	792	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	N	N	*	766	N	N	N	N	N	N	65%
Female	56	736	737	766	*	*	23%	*	*	46%	66%
Male	52	722	*	749	*	*	25%	*	*	25%	51%
Economically Disadvantaged Students	69	723	*	735	*	*	23%	*	*	30%	40%
Non-Economically Disadvantaged Students	39	741	725	767	*	*	26%	*	*	46%	67%
Students with Disabilities	16	672	687	711	*	*	*	*	*	*	19%
Students without Disabilities	92	739	734	765	*	*	*	*	*	*	65%
English Learners	N	N	679	687	N	N	N	N	N	N	*
Non-English Learners	108	729	734	760	20%	19%	24%	*	*	36%	*
Homeless Students	*	*	713	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	694	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	710	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

University High School
(13-3570-057)
Grades Offered: 07-12
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	247	86.8	*	26.3	44.5	*	26	Not Met
White	*	*	*	42.2	54.1	*	**	**
Hispanic	37	88.1	13.5	30.9	28.8	12.5	35.5	Not Met
Black or African American	206	86.7	*	16.6	23.0	*	23.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	125	84.1	*	26.9	44.9	*		
Male	122	89.8	*	25.8	44.2	*		
Economically Disadvantaged Students	177	88.6	*	26.6	26.3	*	26.9	Not Met
Non-Economically Disadvantaged Students	70	82.6	*	25.4	54.9	*		
Students with Disabilities	41	74.5	*	11.6	17.4	*	15	Not Met
Students without Disabilities	206	89.7	*	29.8	50.0	*		
English Learners	14	82.4	*	25.7	25.0	*	**	**
Non-English Learners	233	87.1	*	26.5	46.5	*		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

University High School
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2018-2019

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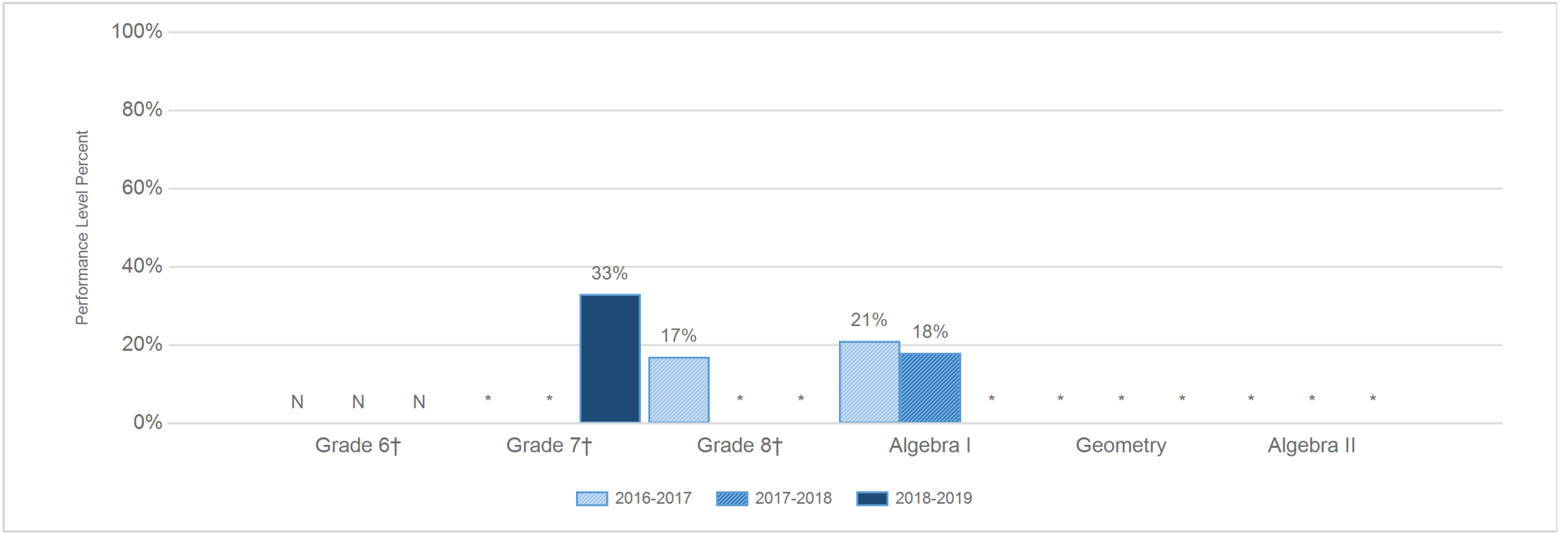
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

University High School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	18	733	731	744	*	*	*	*	*	33%	42%
White	N	N	738	751	N	N	N	N	N	N	53%
Hispanic	*	*	733	733	*	*	*	*	*	*	26%
Black or African American	*	*	723	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	*	*	*	744	*	*	*	*	*	*	42%
Male	*	*	*	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	731	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	731	751	*	*	*	*	*	*	53%
Students with Disabilities	N	N	708	718	N	N	N	N	N	N	13%
Students without Disabilities	18	733	736	749	*	*	*	*	*	33%	48%
English Learners	*	*	721	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	732	745	*	*	*	*	*	*	44%
Homeless Students	N	N	719	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	718	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	*	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	14	704	722	728	*	*	*	*	*	*	29%
White	N	N	731	737	N	N	N	N	N	N	38%
Hispanic	*	*	727	722	*	*	*	*	*	*	22%
Black or African American	*	*	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	*	*	724	731	*	*	*	*	*	*	31%
Male	*	*	719	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	722	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	721	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	697	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	727	734	*	*	*	*	*	*	35%
English Learners	N	N	712	706	N	N	N	N	N	N	10%
Non-English Learners	14	704	723	730	*	*	*	*	*	*	30%
Homeless Students	*	*	695	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	707	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

University High School
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	715	722	744	*	*	*	*	*	*	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	*	*	723	728	*	*	*	*	*	*	24%
Black or African American	80	713	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	743	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	51	717	724	745	*	*	*	*	*	*	44%
Male	56	713	721	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	81	714	723	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	26	717	720	752	*	*	*	*	*	*	52%
Students with Disabilities	21	707	705	717	*	*	*	*	*	*	12%
Students without Disabilities	86	717	726	748	*	*	*	*	*	*	47%
English Learners	*	*	702	710	*	*	*	*	*	*	*
Non-English Learners	*	*	725	745	*	*	*	*	*	*	*
Homeless Students	*	*	700	718	*	*	*	*	*	*	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	711	716	737	*	*	*	*	*	*	35%
White	*	*	733	743	*	*	*	*	*	*	43%
Hispanic	*	*	718	724	*	*	*	*	*	*	17%
Black or African American	93	711	709	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	55	713	*	738	*	*	*	*	*	*	36%
Male	50	709	713	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	69	711	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	36	711	714	743	*	*	*	*	*	*	43%
Students with Disabilities	14	700	696	712	*	*	*	*	*	*	*
Students without Disabilities	91	713	719	741	*	*	*	*	*	*	*
English Learners	N	N	706	708	N	N	N	N	N	N	*
Non-English Learners	105	711	717	738	*	*	*	*	*	*	*
Homeless Students	*	*	711	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	702	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	*	711	N	N	N	N	N	N	19%

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	*	*	739	755	*	*	*	*	*	*	58%
White	N	N	757	758	N	N	N	N	N	N	62%
Hispanic	N	N	739	731	N	N	N	N	N	N	34%
Black or African American	*	*	727	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	741	752	*	*	*	*	*	*	55%
Male	N	N	736	758	N	N	N	N	N	N	62%
Economically Disadvantaged Students	N	N	737	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	*	*	741	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	701	715	N	N	N	N	N	N	25%
Students without Disabilities	*	*	742	756	*	*	*	*	*	*	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
7	N	N
8	N	N
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	*	*	*
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

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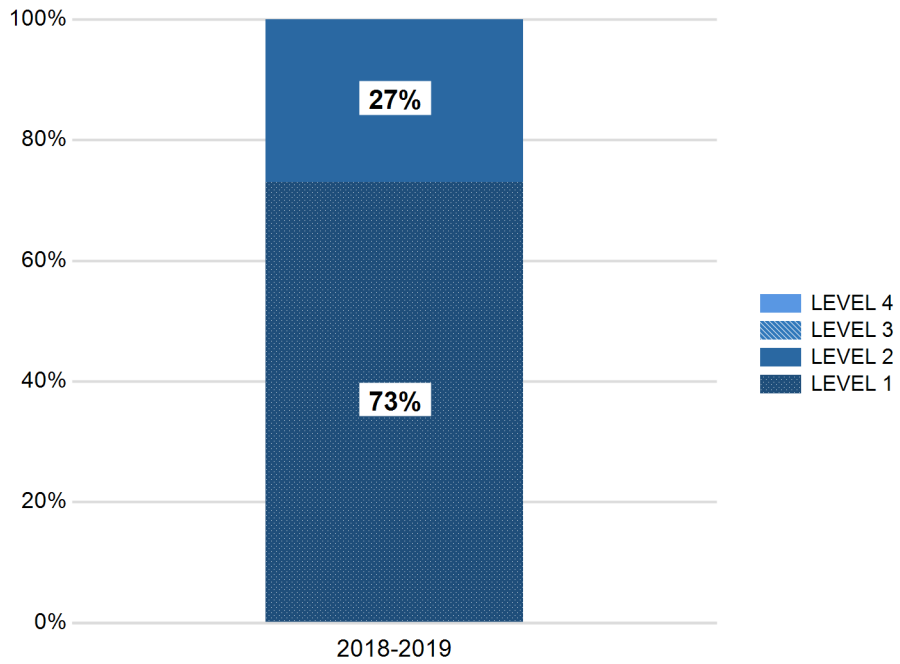
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	73	27	0	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	N	N	N	N
Students without Disabilities	73	27	0	0
English Learners	N	N	N	N
Non-English Learners	73	27	0	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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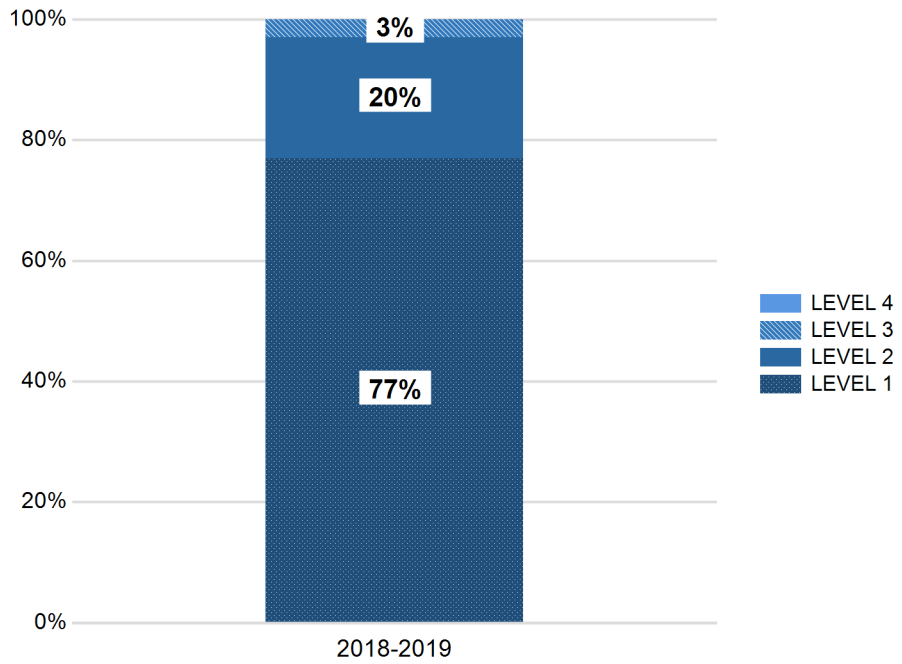
NJSLA Science Assessment: Grade 11 Summary

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	77	20	3	0
White	*	*	*	*
Hispanic	74	16	11	0
Black or African American	78	21	1	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	83	17	0	0
Male	68	24	7	0
Economically Disadvantaged Students	79	19	2	0
Non-Economically Disadvantaged Students	72	22	6	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	77	20	3	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	93.2%	84.5%
12th graders taking SAT in 2018-19 or prior years	100.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	13.0%	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	404	476	Grade 10: 430 Grade 11: 460	31%	61%
PSAT 10/NMSQT - Math	396	477	Grade 10: 480 Grade 11: 510	*	43%
SAT - Reading and Writing	448	539	480	31%	70%
SAT - Math	446	541	530	17%	53%
ACT - Reading	17	25	22	15%	66%
ACT - English	16	24	18	23%	81%
ACT - Math	16	24	22	*	65%
ACT - Science	18	24	23	*	57%

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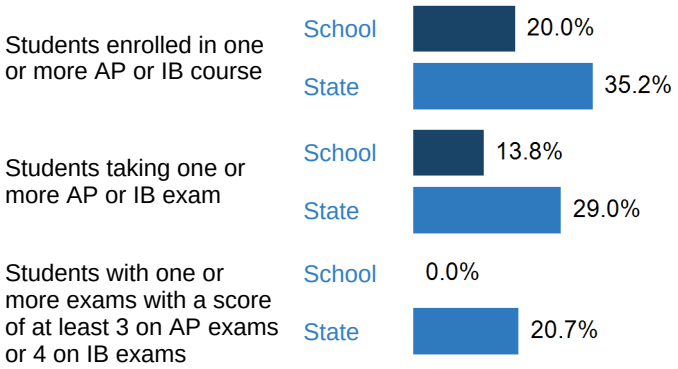
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

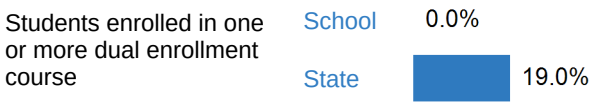
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



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 Calculus AB	6	2
AP English Language and Composition	19	14
AP English Literature and Composition	18	9
AP U.S. History	13	9
Total Exams taken		34
Exams with scores of at least 3 on AP exams or 4 on IB exams		0

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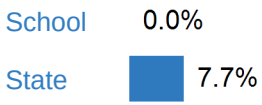
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career and Technical Education website.

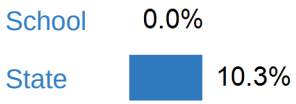
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



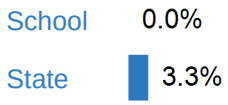
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	N	N	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

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
7	0	0	0	0	0	0	17
8	0	0	0	0	0	0	17
9	117	0	0	0	0	0	0
10	2	124	1	0	0	0	0
11	0	3	106	22	0	0	0
12	1	2	3	18	6	0	0
Total	120	129	110	40	6	0	34
Enrolled in AP/IB Course					6	0	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	117	0	0	0	0	0
10	0	127	0	0	0	0
11	0	6	0	0	82	24
12	4	1	0	94	2	2
Total	121	134	0	94	84	26
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	117	0	0	0	0	0
10	4	123	0	0	0	15
11	0	110	0	1	0	76
12	1	96	0	13	0	65
Total	122	329	0	14	0	156
Enrolled in AP/IB Course	0	13	0	0		0
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
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	6	0	0	106	0	0	0
10	78	49	0	0	0	0	0
11	6	3	0	0	0	0	0
12	14	1	0	0	0	0	0
Total	104	53	0	106	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
7	N	N	N	N	N	N
8	N	N	N	N	N	N
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	0	0	0	0	0	4
12	0	0	0	0	0	1
Total	0	0	0	0	0	5
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

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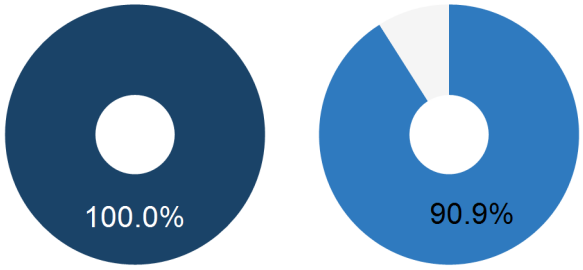
Visual and Performing Arts – Course Participation

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.

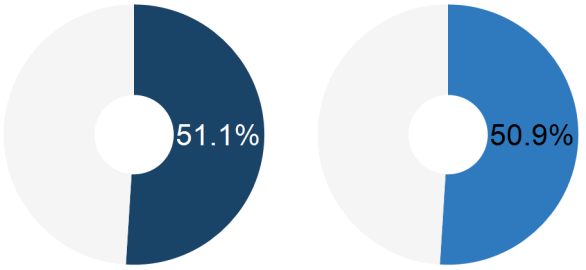
Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

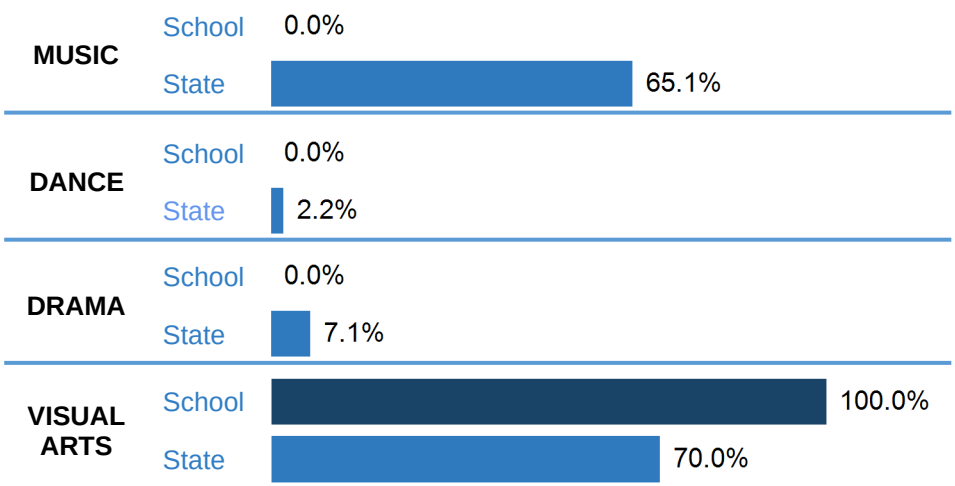


Grades 9-12:

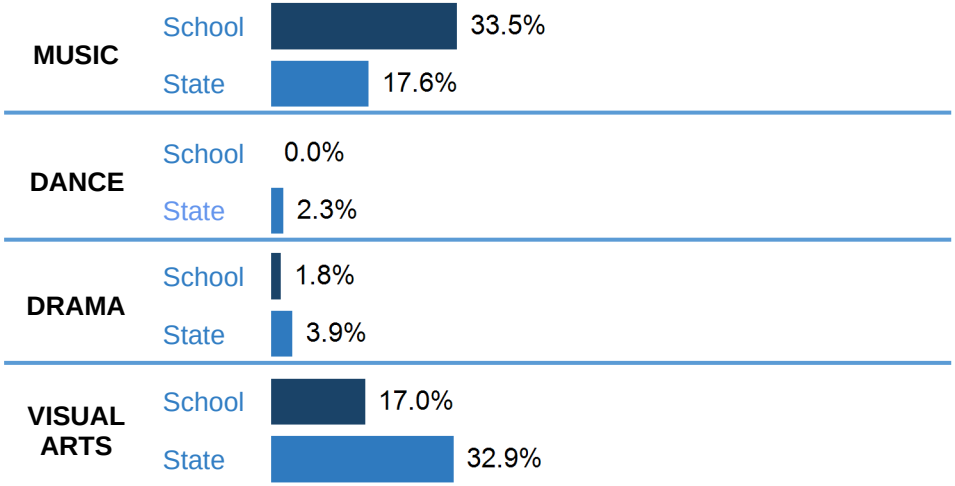
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:



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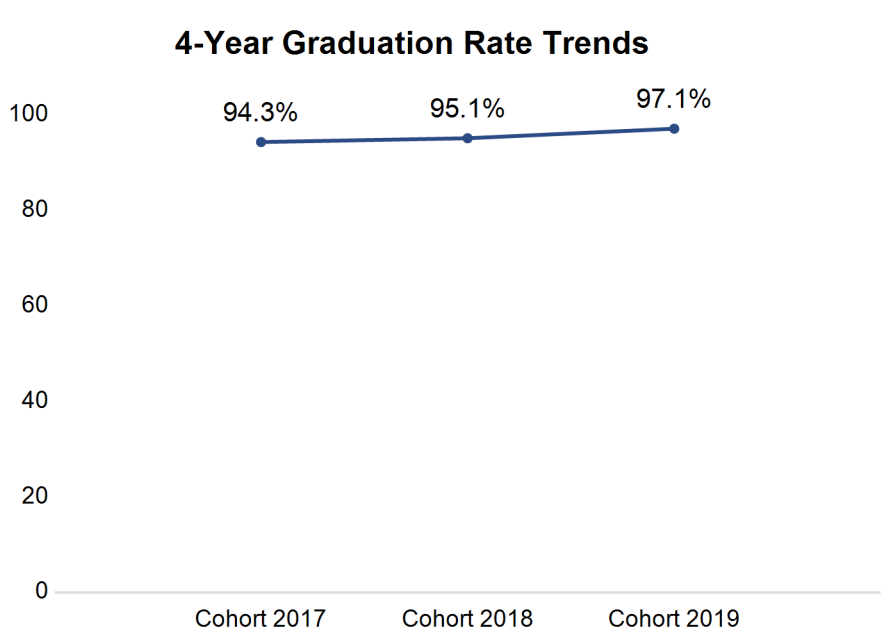
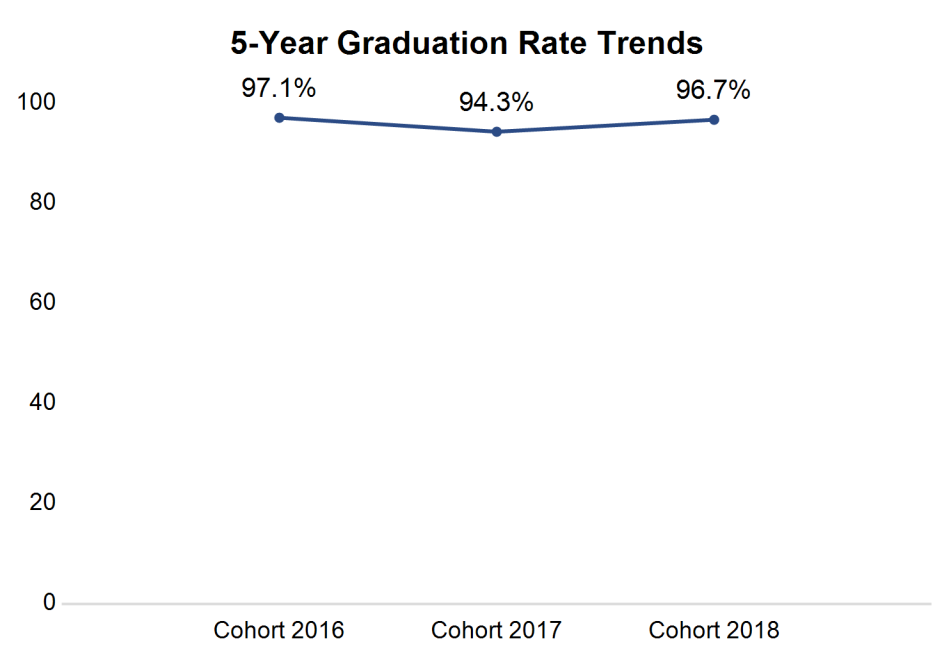
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	94.3%	95.1%	97.1%	97.1%	94.3%	96.7%
Annual Target	95.0%	N		N	92.5%	
Met Annual Target?	Not Met	Met Goal		Met Goal	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	97.1%	90.6%	96.7%	92.5%	95.1%	N	Met Goal	94.3%	92.5%	Met Target
White	N	94.9%	*	95.9%	*	**	**	*	**	**
Hispanic	95.7%	84.5%	*	87.3%	*	**	**	100.0%	**	**
Black or African American	97.5%	83.3%	96.1%	87.1%	94.2%	95.0%	Not Met	93.3%	92.2%	Met Target
Asian, Native Hawaiian or Pacific Islander	N	96.9%	N	97.8%	N	N	N	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	98.4%	92.8%	97.1%	94.4%	95.8%			95.0%		
Male	95.2%	88.5%	96.1%	90.8%	94.2%			93.3%		
Economically Disadvantaged Students	97.1%	84.0%	95.5%	87.3%	93.4%	95.0%	Not Met	93.1%	91.8%	Met Target
Students with Disabilities	100.0%	79.2%	*	83.8%	80.0%	**	**	*	**	**
English Learners	N	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	N	74.6%	N	78.3%	N			*		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	62.0%	31.0%
Substitute Competency Test	19.0%	48.0%
Portfolio Appeals Process	5.0%	10.0%
Alternate Requirements specified in IEP	14.0%	11.0%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	1.5%	1.2%
2017-2018	2.3%	1.2%
2016-2017	0.4%	1.1%

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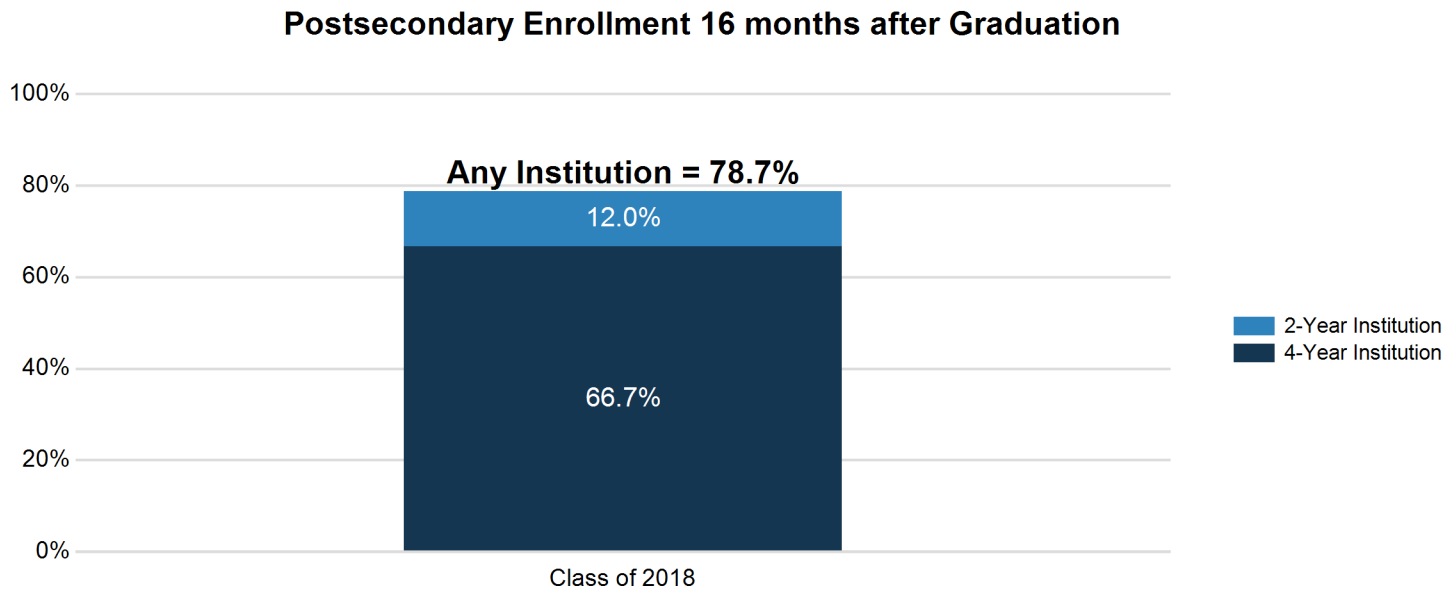
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	12.0%
% Enrolled in 4-Year Institution	66.7%
% Enrolled in Any Postsecondary Institution	78.6%

NJ SCHOOL PERFORMANCE REPORT

University High School
(13-3570-057)
Grades Offered: 07-12
2018-2019

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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	69%	23.2%	76.8%
White	N	N	N
Hispanic	78.3%	27.8%	72.2%
Black or African American	66.2%	21.6%	78.4%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	68.1%	24.5%	75.5%
Students with Disabilities	43.8%	57.1%	42.9%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	78.6%	15.2%	84.8%	71.7%	28.3%	89.1%	10.9%
White	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*
Black or African American	81.8%	12.3%	87.7%	70.4%	29.6%	87.7%	12.3%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	76%	10.5%	89.5%	71.1%	28.9%	89.5%	10.5%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

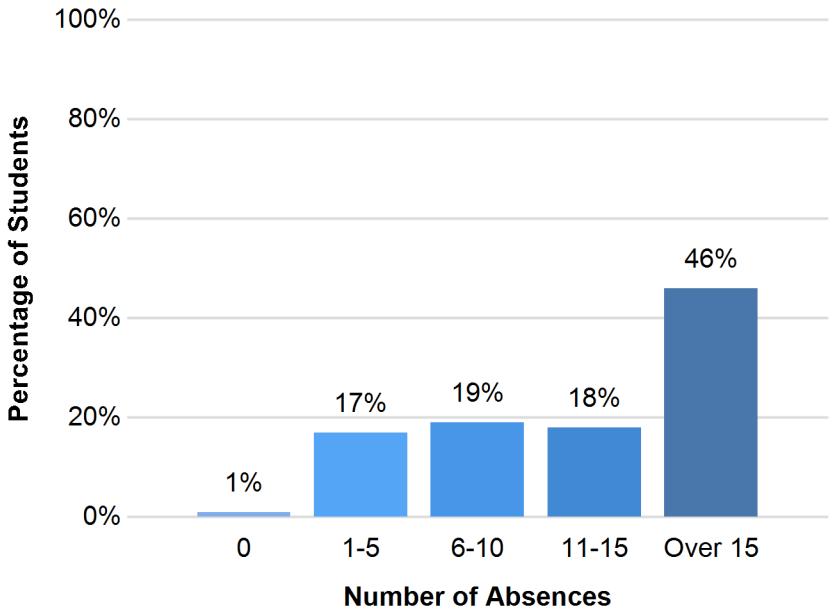
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	199	40.1	12.6	Not Met
White	*	*	**	**
Hispanic	41	47.1	12.6	Not Met
Black or African American	154	38.3	12.6	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	110	40.0		
Male	89	40.3		
Economically Disadvantaged Students	156	41.3	12.6	Not Met
Students with Disabilities	57	62.0	12.6	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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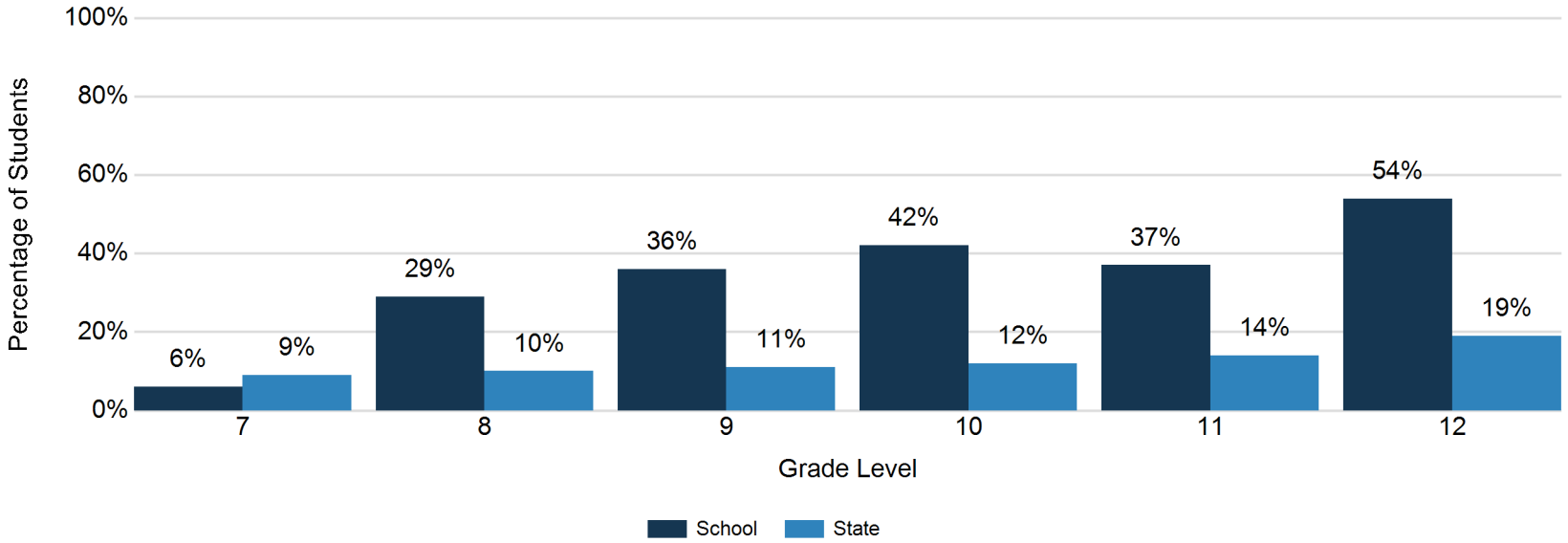
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	5
Weapons	1
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	2.45

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

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	2	2
Gender	0	2	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	7	7
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
18

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	43	118,214
Average years experience in public schools	12.6	12.1
Average years experience in district	9.6	10.8
Percentage of Teachers with 4 or more years experience in the district	65.1%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1
Students to Administrators	82:1	106:1
Teachers to Administrators	7:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	55.2%	62.8%	50.0%	48.4%	77.1%	54.9%
Male	44.8%	37.2%	50.0%	51.6%	22.9%	45.1%
White	0.2%	48.8%	16.7%	42.4%	83.6%	77.4%
Hispanic	17.8%	18.6%	16.7%	29.9%	7.3%	7.2%
Black or African American	80.8%	25.6%	66.7%	15.0%	6.6%	13.9%
Asian	1.2%	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	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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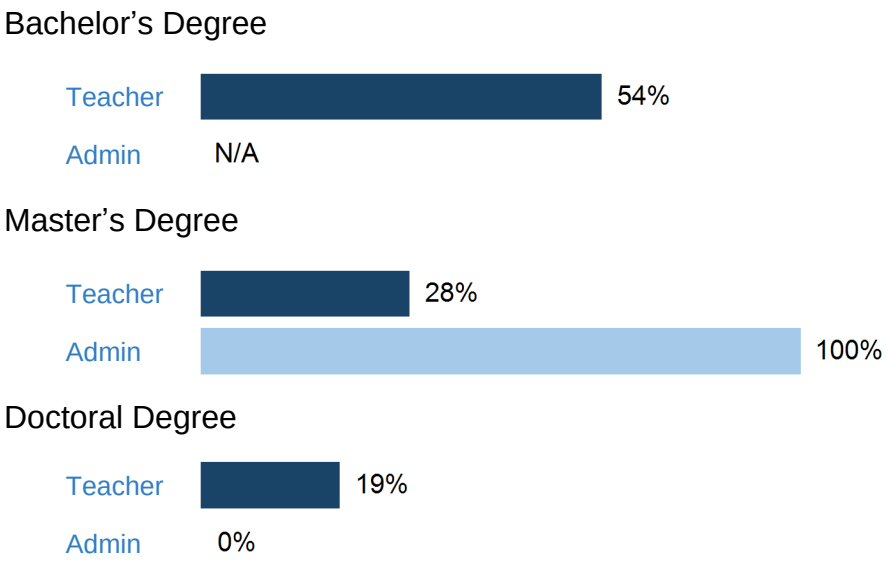
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	79.7%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	35.1%	34.2%	26.3%
Math Proficiency	13.5%	10.3%	*
ELA Growth	28	28	21
Math Growth	8	*	25
4-Year Graduation Rate†	94.3%	95.1%	97.1%
5-Year Graduation Rate†	97.1%	94.3%	96.7%
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	39.6%	42.0%	40.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	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 Goal	Met Target	Not Met	**	**	Not Met	No
White	**	**	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Not Met	**	**	**	**	n/a	Not Met	No
Black or African American	Not Met	Not Met	Not Met	Met Target	Not Met	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Met Target	**	**	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	**	**	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	University High School is a magnet school serving roughly 500 students in grades 7 through 12 Our modest student population allows meaningful relationships with all students and small class sizes With a focus on preparing students for success and leadership in the fields of Liberal Arts and Humanities we offer a rigorous curriculum with opportunities for Advanced Placement and college level courses
Awards, Recognition, Accomplishments:	Thurgood Marshall Law Academy students attend classes in a fully functional courtroom housed at University High School

NJ SCHOOL PERFORMANCE REPORT

University High School
(13-3570-057)
Grades Offered: 07-12
2018-2019

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Courses, Curriculum, Instruction:	Advanced Placement AP Dual Enrollment Gifted and Talented / Honors
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Ice Hockey (Boys), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls) Baseball Basketball Bowling Cheer Dance Debate Indoor Track Outdoor Track Softball Tennis Volleyball
Clubs and Activities:	Band Band Dancers Debate National Junior Honor Society Robotics

NJ SCHOOL PERFORMANCE REPORT

University High School
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Before and After School Programs:	Afterschool Program serving students ages 12 17 Operated by Newark Public Schools
Postsecondary Information:	Graduates attended 2 and 4 year schools including: Berkley Bloomfield Caldwell Centenary Clark Atlanta Delaware St Denison Dominican Essex FDU Felician Florida National Full Sail Howard Husson Kean Lincoln Montclair St Monmouth Montclair St Morgan St NC A T NJCU NJIT NYIT Rowan Rutgers Seton Hall Shaw St Elizabeth St Peters Texas TCNJ Southern and William Paterson Additionally graduates enlisted in the United States Military attended various technical schools and joined the workforce

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Essex County College Montclair State University Rutgers University Newark Street Law 21st Century Learning

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Facilities:	Built in 1957 and Features an Auditorium Biology Labs Chemistry Labs Computer Labs Media Center Music Classrooms
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Other Information	The traditional standard schedule for students in our secondary schools is 8:20 am 2:50 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

UPLIFT Academy
(13-3570-002)
Grades Offered: 08-12
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Mr. Mark Comesanas
Address	150 Newton St NEWARK, NJ 07103
Phone Number	973-424-4391
Email Address	mcomesanas@NPS.K12.NJ.US
Website	http://www.nps.k12.nj.us/FTA
Facebook	https://www.facebook.com/upliftnewark

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
6	0	0	0
7	0	0	0
8	0	0	0
9	11	10	3
10	14	25	11
11	13	39	20
12	32	32	51
Total	70	106	85

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	52.9%	38.7%	41.2%
Male	47.1%	61.3%	58.8%
Economically Disadvantaged Students	51.4%	41.5%	60.0%
Students with Disabilities	24.3%	12.3%	27.1%
English Learners	0.0%	0.0%	0.0%
Homeless Students	4.3%	0.0%	1.2%
Students in Foster Care	4.3%	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	2.9%	0.9%	2.4%
Hispanic	15.7%	18.9%	23.5%
Black or African American	81.4%	80.2%	74.1%
Asian	0.0%	0.0%	0.0%
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	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	70	106	85
Shared Time Students	0	0	0
Full Time Equivalent	70	106	85

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	91.8%
Spanish	7.1%
Portuguese	1.2%

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

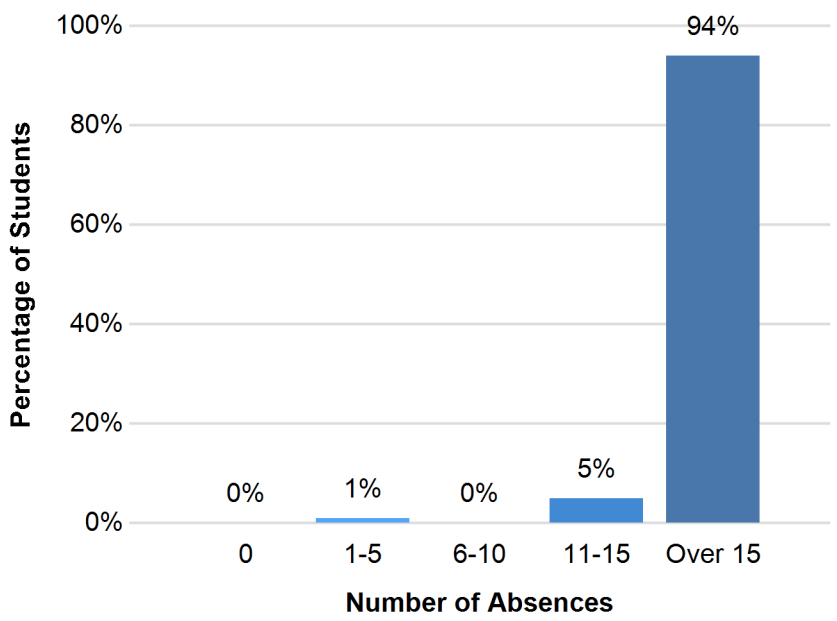
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	*	*	14.2	Not Met
White	*	*	**	**
Hispanic	*	*	14.2	Not Met
Black or African American	*	*	14.2	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*		
Male	*	*		
Economically Disadvantaged Students	*	*	14.2	Not Met
Students with Disabilities	*	*	14.2	Not Met
English Learners	N	N	N	N
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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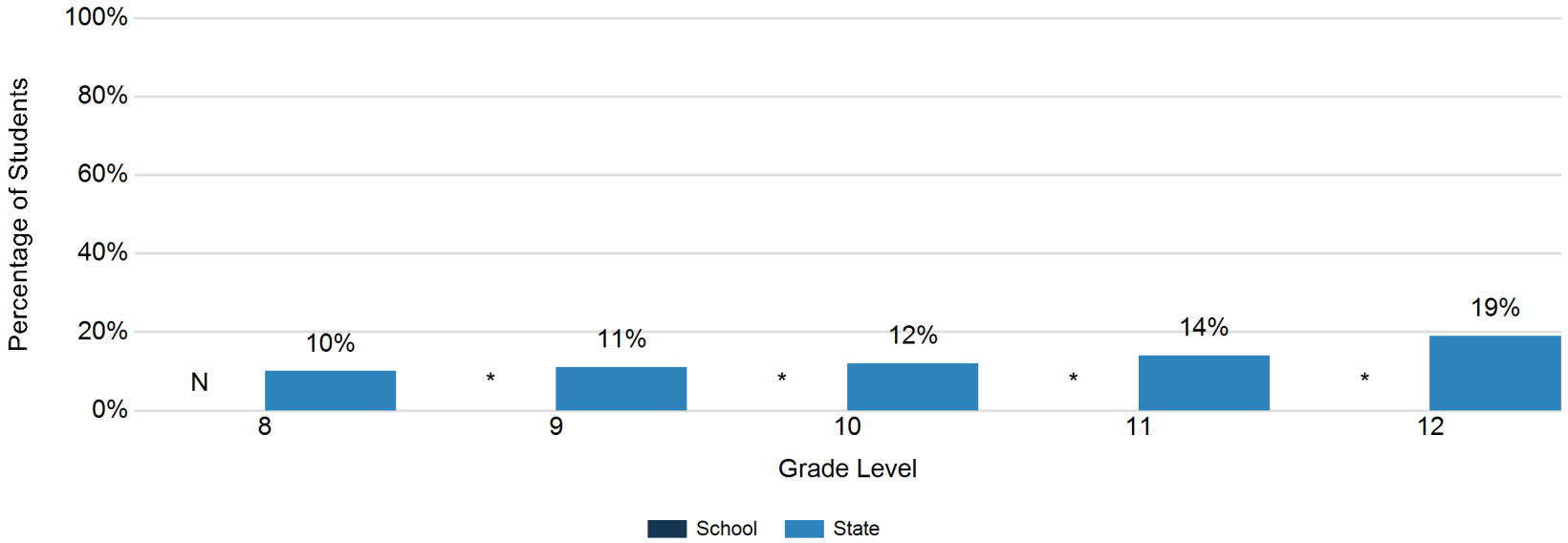
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	6
Weapons	3
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	11.76

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	1
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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
45

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	5	118,214
Average years experience in public schools	13.8	12.1
Average years experience in district	11.4	10.8
Percentage of Teachers with 4 or more years experience in the district	80.0%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	17:1	14:1
Students to Administrators	12:1	106:1
Teachers to Administrators	1:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	41.2%	60.0%	71.4%	48.4%	77.1%	54.9%
Male	58.8%	40.0%	28.6%	51.6%	22.9%	45.1%
White	2.4%	20.0%	42.9%	42.4%	83.6%	77.4%
Hispanic	23.5%	40.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	74.1%	40.0%	57.1%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers: All classroom teachers
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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher	100%
Admin	N/A

Master's Degree

Teacher	0%
Admin	100%

Doctoral Degree

Teacher	0%
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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	74.7%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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Mission, Vision, Theme:	The UPLIFT Academy mission is to UPLIFT our students academically and socially through rigorous instruction remediation and acceleration personalized group and one on one counseling and extensive community service opportunities These opportunities will reacclimate young people on an educational path that results in college and career readiness for post secondary placement

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Courses, Curriculum, Instruction:	Dual Enrollment Construction: OSHA and NCCER certification courses through partnership with the OYN

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Postsecondary Information:	Graduates attended 2 and 4 year schools including: Bergen Bloomfield Essex Kean Lackawanna Montclair St and Union Additionally graduates enlisted in the United States Military attended various technical schools and joined the workforce

NJ SCHOOL PERFORMANCE REPORT

UPLIFT Academy
(13-3570-002)
Grades Offered: 08-12
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
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School Narrative

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Audible Community Food Bank of NJ Essex County College La Casa de Don Pedro NCC

NJ SCHOOL PERFORMANCE REPORT

UPLIFT Academy
(13-3570-002)
Grades Offered: 08-12
2018-2019

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School Narrative

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Facilities:	Built in 1866 and includes Auditorium Biology Labs Chemistry Labs Computer Labs Physics Labs and Art Classroom
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

NJ SCHOOL PERFORMANCE REPORT

UPLIFT Academy
(13-3570-002)
Grades Offered: 08-12
2018-2019

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Other Information	The traditional standard schedule for students in our secondary schools is 8:20 am 2:50 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Weequahic High School
(13-3570-070)
Grades Offered: 09-12
2018-2019

Report Key:
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows 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:

NJ SCHOOL PERFORMANCE REPORT

Weequahic High School
(13-3570-070)
Grades Offered: 09-12
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Lisa McDonald
Address	279 CHANCELLOR AVE NEWARK, NJ 07112-1201
Phone Number	973-705-3923
Email Address	l1mcdonald@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/WEQ

NJ SCHOOL PERFORMANCE REPORT

Weequahic High School
(13-3570-070)
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
8	0	0	0
9	55	94	82
10	68	108	102
11	65	103	114
12	82	73	111
Total	270	378	409

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	48.5%	45.5%	43.0%
Male	51.5%	54.5%	57.0%
Economically Disadvantaged Students	67.8%	44.7%	58.2%
Students with Disabilities	26.3%	23.5%	22.5%
English Learners	0.7%	0.5%	0.5%
Homeless Students	1.1%	1.1%	1.2%
Students in Foster Care	1.1%	2.4%	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	0.4%	0.0%	0.5%
Hispanic	5.9%	8.7%	9.0%
Black or African American	93.7%	91.0%	90.2%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.3%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	270	378	409
Shared Time Students	0	0	0
Full Time Equivalent	270	378	409

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	97.8%
Spanish	1.7%
Other Languages	0.5%

NJ SCHOOL PERFORMANCE REPORT

Weequahic High School
(13-3570-070)
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2018-2019

Report Key:
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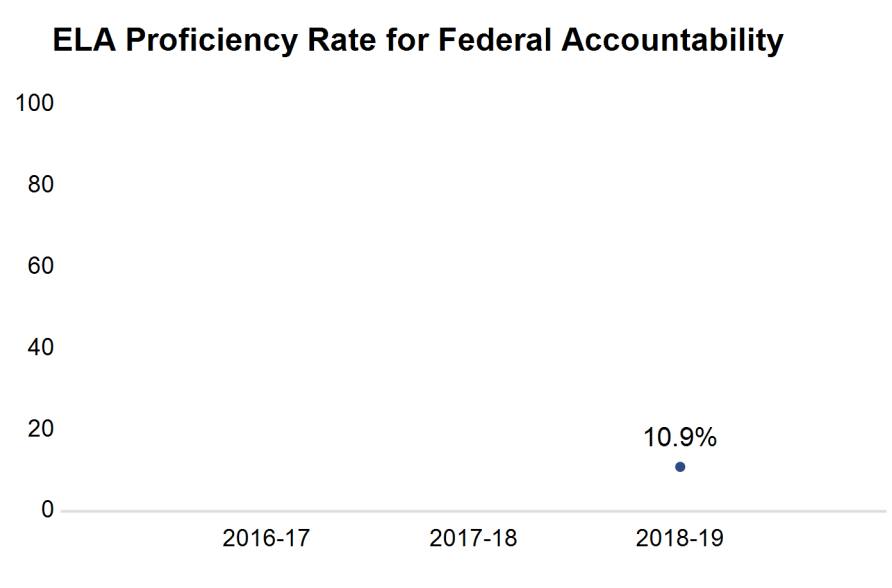
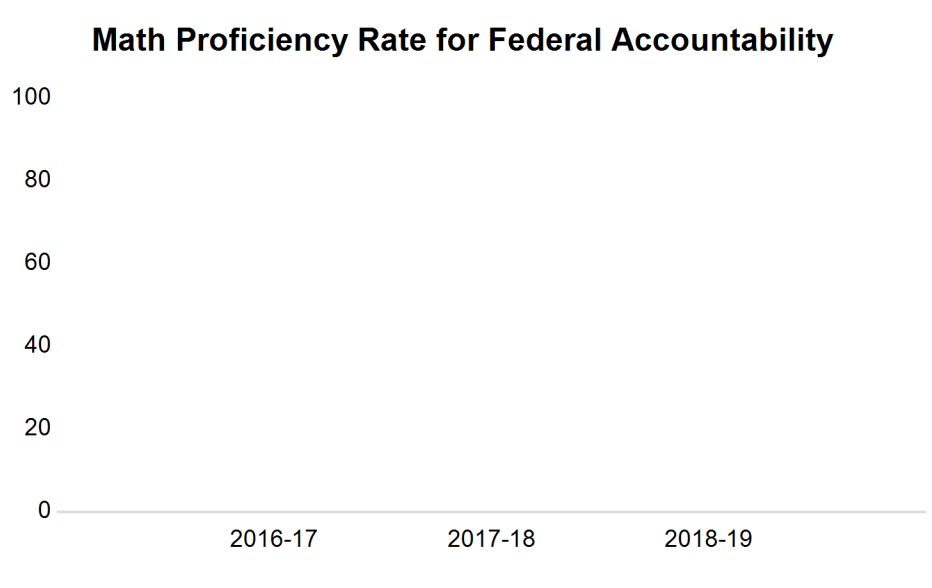
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	80.3%	89.7%	81.3%	80.3%	88.2%	77.3%
Proficiency Rate for Federal Accountability	*	*	10.9%	*	*	*
Annual Target	8.1%	11.9%	15.7%	4.8%	8.7%	12.7%
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.

NJ SCHOOL PERFORMANCE REPORT

Weequahic High School
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Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	149	81.3	12.8	*	57.9	10.9	15.7	Not Met
White	*	*	*	54.7	66.9	*	**	**
Hispanic	*	*	*	38.9	43.9	*	N	N
Black or African American	133	81.3	12.8	28.8	38.5	10.9	16	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	65.3	82.9	N	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	59	80.0	*	42.9	64.8	*		
Male	90	82.3	*	30.3	51.3	*		
Economically Disadvantaged Students	81	78.1	11.1	35.8	40.0	*	14.1	Not Met
Non-Economically Disadvantaged Students	68	85.2	14.7	38.6	67.9	*		
Students with Disabilities	36	73.1	*	14.1	22.7	*	14.6	Not Met
Students without Disabilities	113	84.4	*	41.7	65.1	*		
English Learners	*	*	*	29.3	29.3	*	**	**
Non-English Learners	*	*	*	38.3	60.6	*		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	N	N	N	18.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Weequahic High School
(13-3570-070)
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2018-2019

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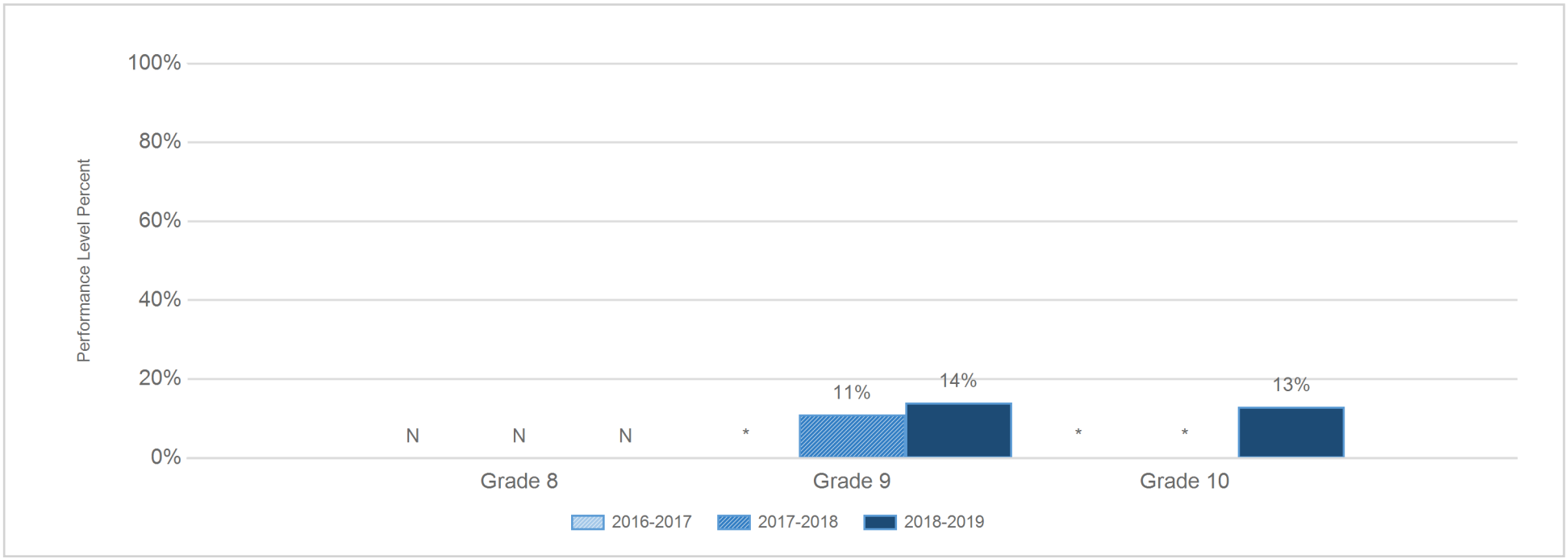
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



NJ SCHOOL PERFORMANCE REPORT

Weequahic High School
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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	713	730	753	36%	23%	27%	*	*	14%	56%
White	*	*	739	762	*	*	*	*	*	*	65%
Hispanic	*	*	729	737	*	*	*	*	*	*	40%
Black or African American	56	712	729	732	38%	21%	27%	*	*	14%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	783	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	N	N	*	761	N	N	N	N	N	N	63%
Female	25	722	738	760	*	*	*	*	*	20%	63%
Male	41	707	*	746	*	*	*	*	*	10%	49%
Economically Disadvantaged Students	34	711	731	734	35%	*	*	*	*	12%	36%
Non-Economically Disadvantaged Students	32	715	*	762	38%	*	*	*	*	16%	65%
Students with Disabilities	14	694	699	717	*	*	*	*	*	*	17%
Students without Disabilities	52	718	736	760	*	*	*	*	*	*	63%
English Learners	N	N	685	693	N	N	N	N	N	N	*
Non-English Learners	66	713	736	755	36%	23%	27%	*	*	14%	*
Homeless Students	*	*	703	720	*	*	*	*	*	*	21%
Students in Foster Care	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	*	715	N	N	N	N	N	N	23%

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	699	727	757	56%	20%	11%	*	*	13%	58%
White	N	N	748	767	N	N	N	N	N	N	67%
Hispanic	*	*	726	738	*	*	*	*	*	*	43%
Black or African American	*	*	723	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	780	792	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	N	N	*	766	N	N	N	N	N	N	65%
Female	38	707	737	766	*	*	*	*	*	*	66%
Male	50	693	*	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	47	696	*	735	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	41	703	725	767	*	*	*	*	*	*	67%
Students with Disabilities	21	675	687	711	*	*	*	*	*	*	19%
Students without Disabilities	67	706	734	765	*	*	*	*	*	*	65%
English Learners	*	*	679	687	*	*	*	*	*	*	*
Non-English Learners	*	*	734	760	*	*	*	*	*	*	*
Homeless Students	*	*	713	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	694	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	710	N	N	N	N	N	N	10%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	142	77.3	*	26.3	44.5	*	12.7	Not Met
White	*	*	*	42.2	54.1	*	**	**
Hispanic	*	*	*	30.9	28.8	*	N	N
Black or African American	126	77.2	*	16.6	23.0	*	12.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	59.0	76.5	N	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	57	76.5	*	26.9	44.9	*		
Male	85	77.9	*	25.8	44.2	*		
Economically Disadvantaged Students	75	71.7	*	26.6	26.3	*	13	Not Met
Non-Economically Disadvantaged Students	67	84.1	*	25.4	54.9	*		
Students with Disabilities	36	71.7	*	11.6	17.4	*	8	Not Met
Students without Disabilities	106	79.4	*	29.8	50.0	*		
English Learners	*	*	*	25.7	25.0	*	**	**
Non-English Learners	*	*	*	26.5	46.5	*		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	N	N	N	12.1	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Weequahic High School
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2018-2019

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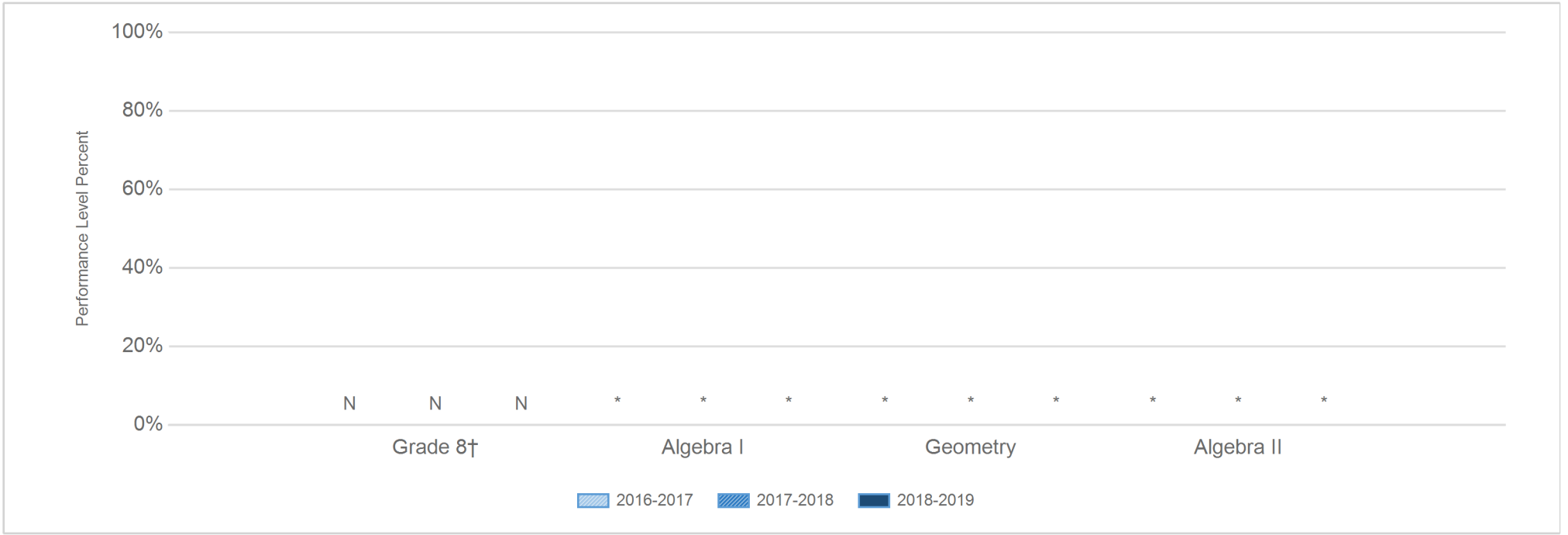
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	706	722	744	*	*	*	*	*	*	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	*	*	723	728	*	*	*	*	*	*	24%
Black or African American	55	707	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	23	713	724	745	*	*	*	*	*	*	44%
Male	41	703	721	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	33	702	723	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	31	711	720	752	*	*	*	*	*	*	52%
Students with Disabilities	16	695	705	717	*	*	*	*	*	*	12%
Students without Disabilities	48	710	726	748	*	*	*	*	*	*	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	64	706	725	745	*	*	*	*	*	*	*
Homeless Students	*	*	700	718	*	*	*	*	*	*	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Weequahic High School
(13-3570-070)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	696	716	737	*	*	*	*	*	*	35%
White	N	N	733	743	N	N	N	N	N	N	43%
Hispanic	*	*	718	724	*	*	*	*	*	*	17%
Black or African American	*	*	709	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	37	695	*	738	*	*	*	*	*	*	36%
Male	45	696	713	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	41	693	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	41	699	714	743	*	*	*	*	*	*	43%
Students with Disabilities	19	693	696	712	*	*	*	*	*	*	*
Students without Disabilities	63	697	719	741	*	*	*	*	*	*	*
English Learners	*	*	706	708	*	*	*	*	*	*	*
Non-English Learners	*	*	717	738	*	*	*	*	*	*	*
Homeless Students	*	*	711	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	702	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	*	711	N	N	N	N	N	N	19%

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	*	*	739	755	*	*	*	*	*	*	58%
White	N	N	757	758	N	N	N	N	N	N	62%
Hispanic	*	*	739	731	*	*	*	*	*	*	34%
Black or African American	N	N	727	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	741	752	*	*	*	*	*	*	55%
Male	N	N	736	758	N	N	N	N	N	N	62%
Economically Disadvantaged Students	*	*	737	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	N	N	741	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	701	715	N	N	N	N	N	N	25%
Students without Disabilities	*	*	742	756	*	*	*	*	*	*	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	*	*	*
5 or more	*	*	*

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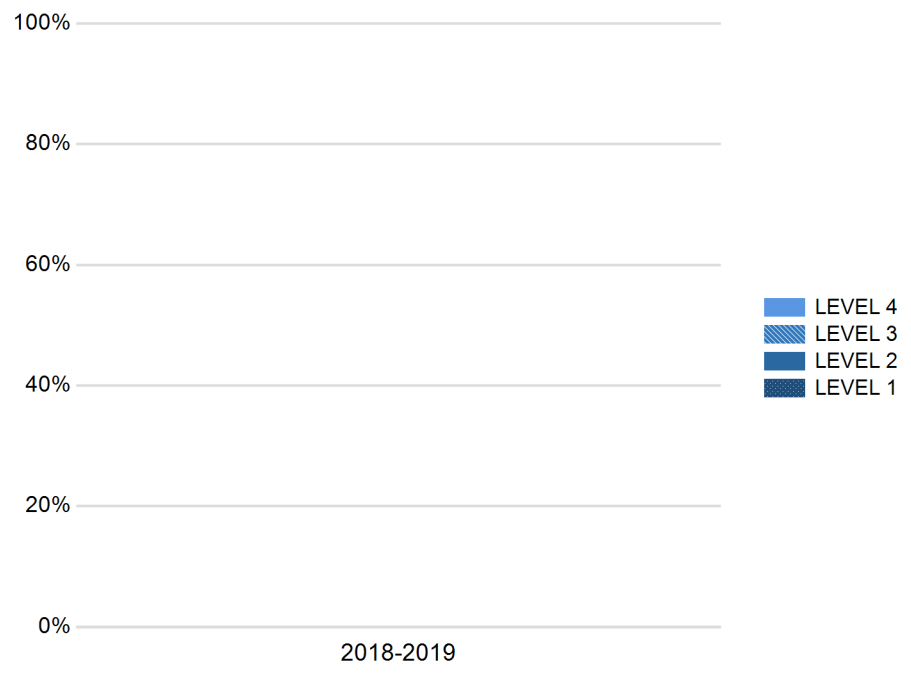
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	*	*	*	*
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	72.7%	84.5%
12th graders taking SAT in 2018-19 or prior years	100.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	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	339	476	Grade 10: 430 Grade 11: 460	*	61%
PSAT 10/NMSQT - Math	344	477	Grade 10: 480 Grade 11: 510	*	43%
SAT - Reading and Writing	402	539	480	11%	70%
SAT - Math	396	541	530	*	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%

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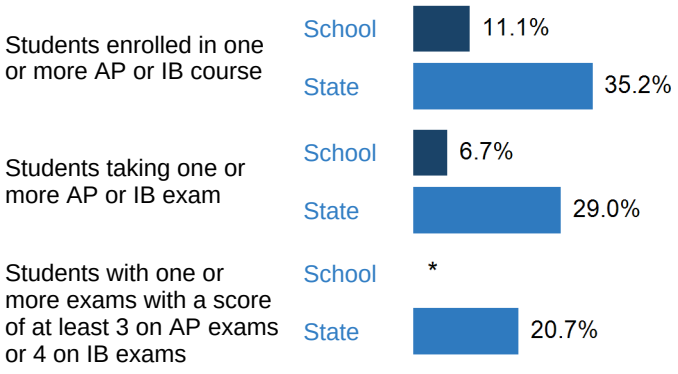
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

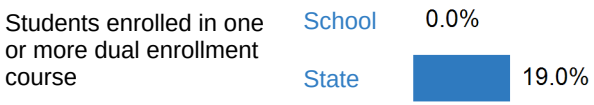
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	6	3
AP Calculus AB	0	6
AP English Language and Composition	9	5
AP English Literature and Composition	11	9
AP U.S. History	3	2
Total Exams taken		25
Exams with scores of at least 3 on AP exams or 4 on IB exams		*

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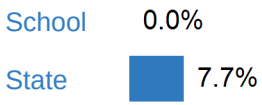
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career and Technical Education website.

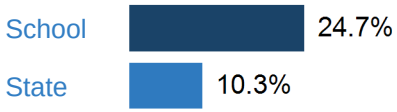
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



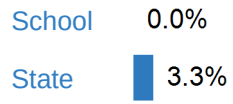
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	24.7%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	0.0%	35.1%	10.3%	11.3%
Black or African American	0.0%	23.6%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	N	N	6.8%	12.1%
Female	0.0%	28.4%	7.3%	10.6%
Male	0.0%	21.9%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	23.5%	10.4%	11.8%
Students with Disabilities	0.0%	*	6.6%	9.2%
English Learners	*	*	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%	*

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Health Science	101		
Total (All Clusters)	101	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	81	1	0	0	0	0	0
10	1	98	2	0	0	0	0
11	1	4	107	1	0	0	0
12	5	21	18	73	6	0	0
Total	88	124	127	74	6	0	0
Enrolled in AP/IB Course					0	0	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	1	0	1	79	1	0
10	86	6	2	8	0	0
11	6	92	9	3	3	0
12	18	31	39	8	58	0
Total	111	129	51	98	62	0
Enrolled in AP/IB Course	6	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	82	0	0	0	0	2
10	3	97	0	0	0	18
11	0	106	0	0	0	82
12	11	29	0	0	0	51
Total	96	232	0	0	0	153
Enrolled in AP/IB Course	0	3	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	2	0	0	0	0	0	0
10	2	0	0	0	0	0	0
11	58	0	0	0	0	0	0
12	65	0	0	0	0	0	0
Total	127	0	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

Weequahic High School
(13-3570-070)
Grades Offered: 09-12
2018-2019

Report Key:
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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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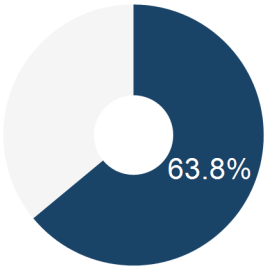
Visual and Performing Arts – Course Participation

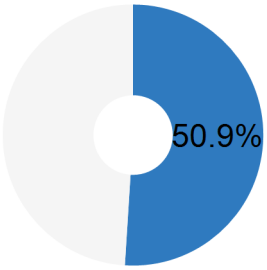
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes

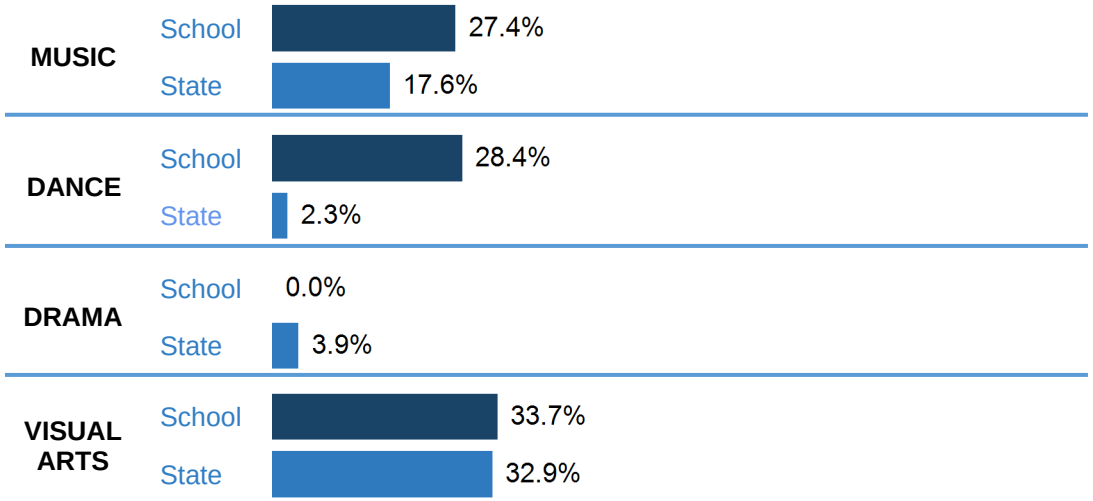


School



State

Students enrolled in one or more classes by discipline:



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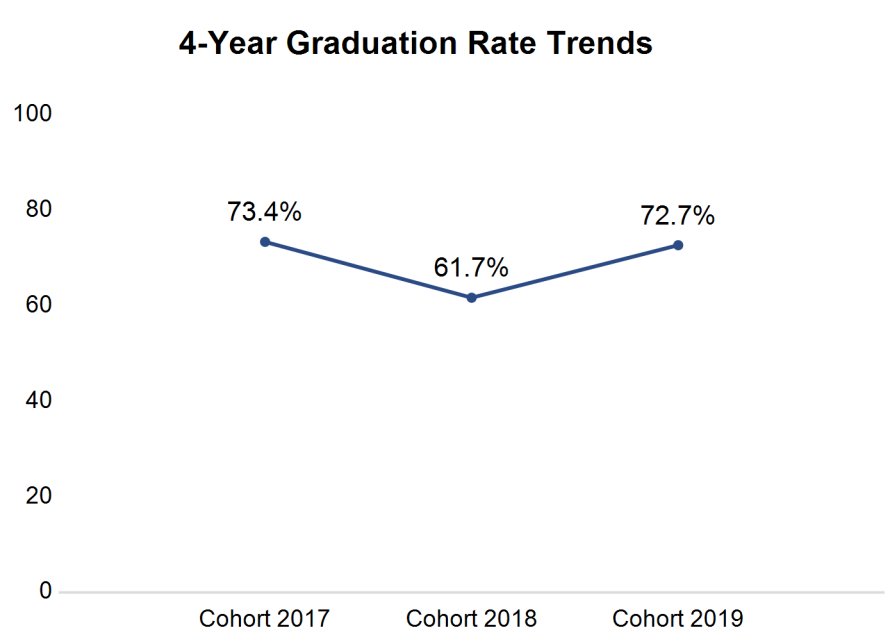
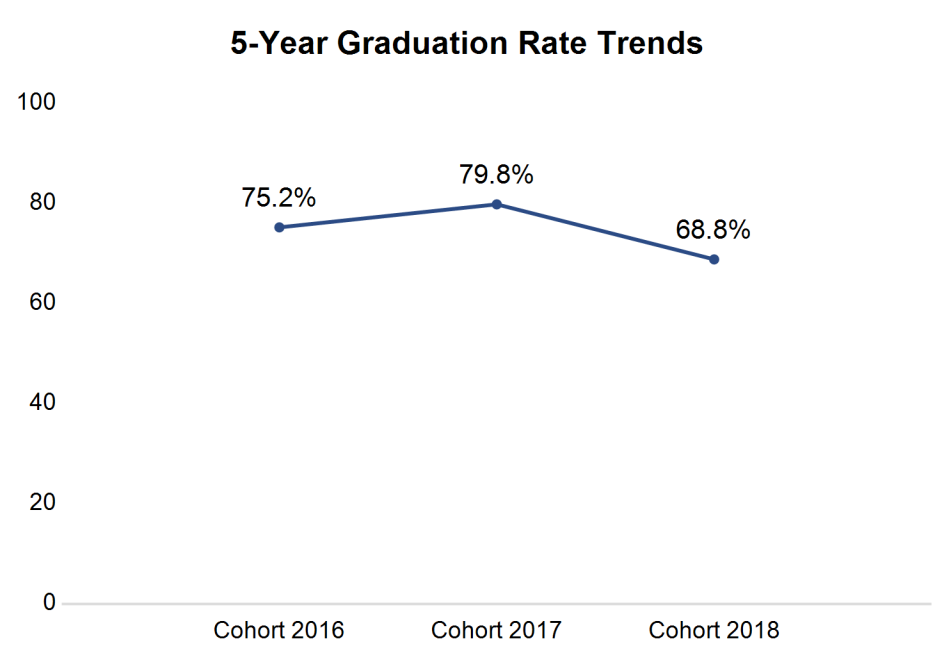
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	73.4%	61.7%	72.7%	75.2%	79.8%	68.8%
Annual Target	69.1%	70.5%		74.7%	75.9%	
Met Annual Target?	Met Target	Not Met		Met Target	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	72.7%	90.6%	68.8%	92.5%	61.7%	70.5%	Not Met	79.8%	75.9%	Met Target
White	N	94.9%	N	95.9%	N	N	N	N	N	N
Hispanic	64.3%	84.5%	*	87.3%	*	**	**	*	**	**
Black or African American	73.6%	83.3%	*	87.1%	*	71.5%	Not Met	*	75.6%	Met Target
Asian, Native Hawaiian or Pacific Islander	N	96.9%	N	97.8%	N	N	N	N	N	N
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	75.9%	92.8%	72.3%	94.4%	61.8%			90.2%		
Male	70.6%	88.5%	66.1%	90.8%	61.7%			69.8%		
Economically Disadvantaged Students	74.0%	84.0%	68.0%	87.3%	60.0%	70.9%	Not Met	77.4%	79.3%	Not Met
Students with Disabilities	66.7%	79.2%	64.7%	83.8%	50.0%	62.8%	Not Met	75.0%	75.8%	Not Met
English Learners	*	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	N	74.6%	N	78.3%	N			*		
Students in Foster Care	*	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	2.0%	1.0%
Substitute Competency Test	33.7%	42.6%
Portfolio Appeals Process	47.5%	39.6%
Alternate Requirements specified in IEP	15.8%	15.8%
Unknown	1.0%	1.0%

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	4.6%	1.2%
2017-2018	4.2%	1.2%
2016-2017	7.0%	1.1%

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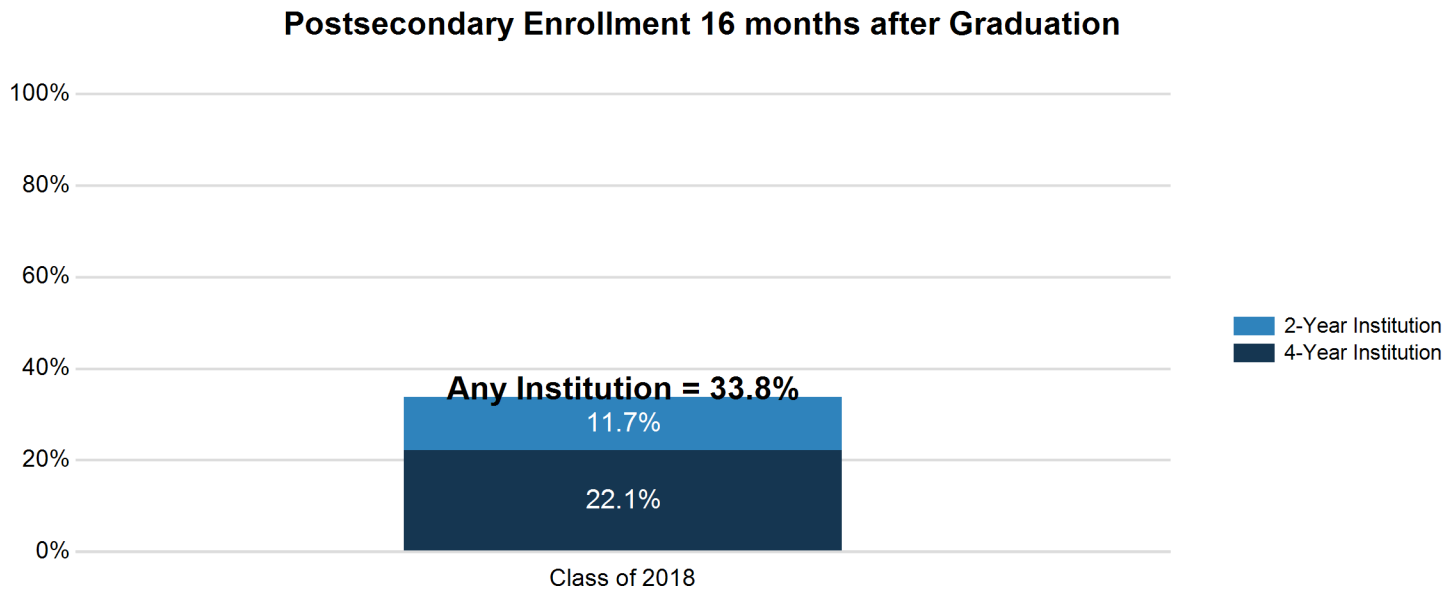
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	11.7%
% Enrolled in 4-Year Institution	22.1%
% Enrolled in Any Postsecondary Institution	33.8%

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	33%	35.3%	64.7%
White	N	N	N
Hispanic	*	*	*
Black or African American	36.2%	35.3%	64.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	34.4%	38.1%	61.9%
Students with Disabilities	11.8%	100%	0%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	33.8%	34.6%	65.4%	73.1%	26.9%	88.5%	11.5%
White	N	N	N	N	N	N	N
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	27.8%	40%	60%	80%	20%	80%	20%
Students with Disabilities	23.8%	80%	20%	80%	20%	80%	20%
English Learners	N	N	N	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

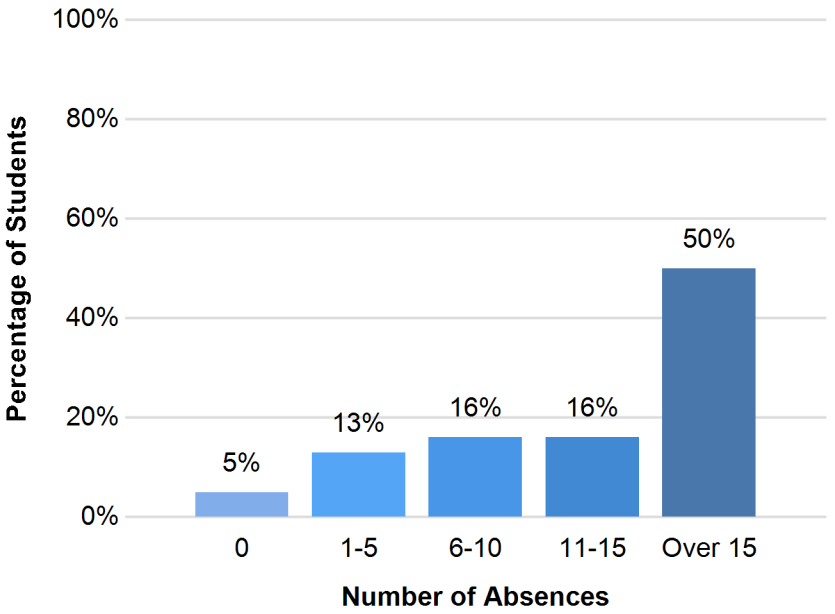
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	205	46.9	14.2	Not Met
White	*	*	**	**
Hispanic	29	65.9	14.2	Not Met
Black or African American	175	44.9	14.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	87	47.8		
Male	118	46.3		
Economically Disadvantaged Students	123	48.0	14.2	Not Met
Students with Disabilities	53	42.1	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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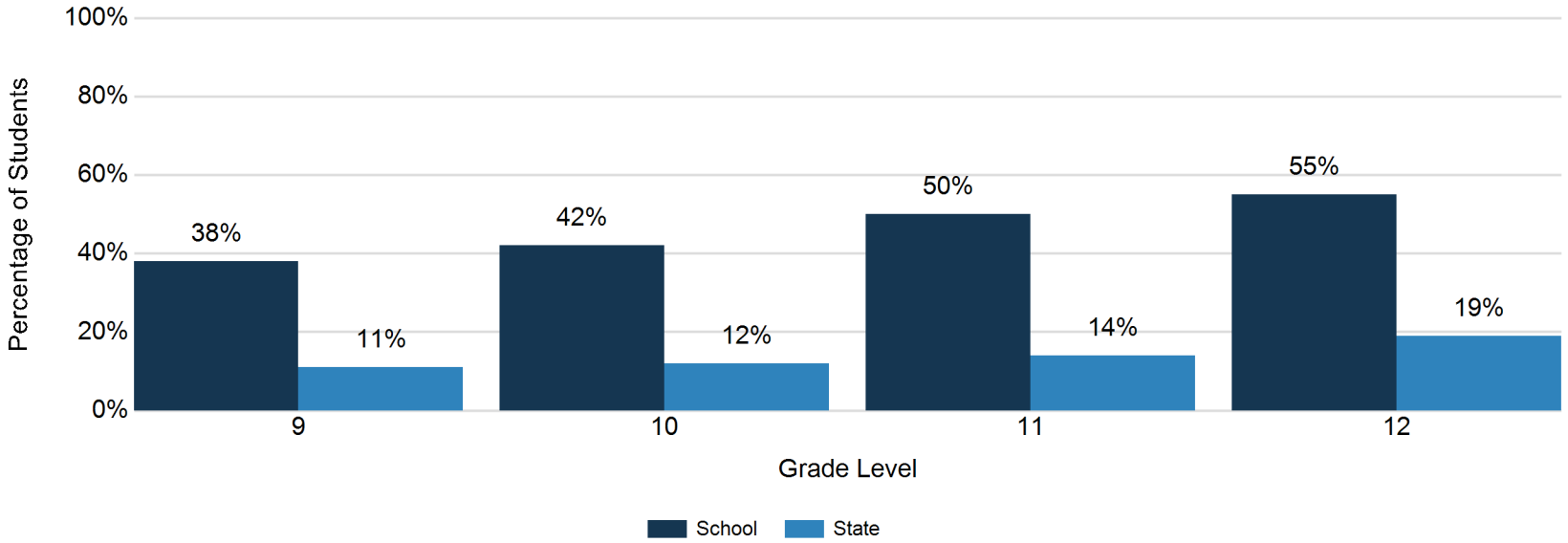
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	5
Weapons	2
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	2.44

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	2
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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	16	3.9%
Any Suspension	16	3.9%
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
53

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	34	118,214
Average years experience in public schools	19.4	12.1
Average years experience in district	15.8	10.8
Percentage of Teachers with 4 or more years experience in the district	91.2%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1
Students to Administrators	82:1	106:1
Teachers to Administrators	7:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	43.0%	58.8%	40.0%	48.4%	77.1%	54.9%
Male	57.0%	41.2%	60.0%	51.6%	22.9%	45.1%
White	0.5%	26.5%	0.0%	42.4%	83.6%	77.4%
Hispanic	9.0%	5.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	90.2%	55.9%	100.0%	15.0%	6.6%	13.9%
Asian	0.0%	8.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	2.9%	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	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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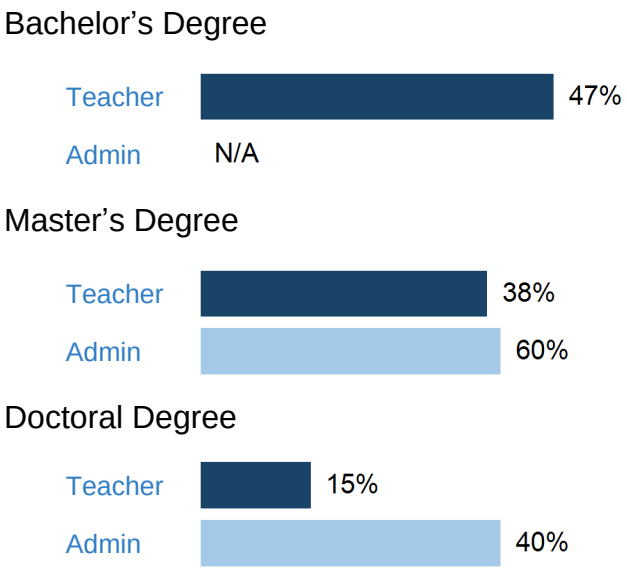
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	77.9%

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2018-2019

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

NJ SCHOOL PERFORMANCE REPORT

Weequahic High School
(13-3570-070)
Grades Offered: 09-12
2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	Low Performing Student Group (ATSI)
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	Low Performing Student Group (ATSI)
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	*	*	10.9%
Math Proficiency	*	*	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	73.4%	61.7%	72.7%
5-Year Graduation Rate†	75.2%	79.8%	68.8%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	61.6%	57.7%	46.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Not Met	Met Target	N	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	N	N	**	**	n/a	Not Met	No
Black or African American	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	Weequahic Allied Health Sciences program allow students to gain real world skills in healthcare with a major emphasis on aligning to industry standards Some highlights of being apart of our Allied Health Sciences program include: college credit clinicals and hospital partners Our students deliver quality patient care while performing medical processes and diagnostics procedures in our new state of the art actual and simulated clinical environments
Awards, Recognition, Accomplishments:	Jobs For Americas Graduates: student exposure to leadership activities civic responsibility and social awareness activities

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Courses, Curriculum, Instruction:	Advanced Placement AP Dual Enrollment Gifted and Talented / Honors
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Soccer (Boys), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys & Girls) Baseball Basketball Bowling Dance Football Indoor Track Marching Band Outdoor Track Soccer Softball Volleyball Wrestling Yoga
Clubs and Activities:	Gifted and Talented Program National Honor Society Robotics Stand Deliver Yoga

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Before and After School Programs:	Afterschool Program serving students ages 14 18 Operated by Newark Public Schools
Postsecondary Information:	Graduates attended 2 and 4 year schools including: Berkley Bloomfield Essex Felician Hudson Kean NJCU Rutgers St Peters Union and William Paterson Additionally graduates enlisted in the United States Military attended various technical schools and joined the workforce

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	UMDNJ STC Future Project

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Facilities:	Built in 1933 and includes Auditorium Carpentry Classroom Computer Labs Football Field (On Campus) Media Center Music Classrooms and Track (On Campus)
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Other Information	The traditional standard schedule for students in our secondary schools is 8:20 am 2:50 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Larry Ramkissoon
Address	403 South Orange Avenue Newark, NJ 07103
Phone Number	973-733-7019
Email Address	lramkissoon@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/WSD

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
8	0	0	0
9	0	141	128
10	0	169	138
11	0	212	180
12	0	197	189
Total	0	719	635

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	N	48.2%	48.5%
Male	N	51.8%	51.5%
Economically Disadvantaged Students	N	42.1%	77.8%
Students with Disabilities	N	20.2%	18.9%
English Learners	N	0.0%	0.5%
Homeless Students	N	0.8%	1.1%
Students in Foster Care	N	0.8%	0.8%
Military-Connected Students	N	0.0%	0.0%
Migrant Students	N	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	N	0.1%	0.2%
Hispanic	N	10.8%	13.1%
Black or African American	N	88.4%	85.9%
Asian	N	0.6%	0.8%
Native Hawaiian or Pacific Islander	N	0.0%	0.0%
American Indian or Alaska Native	N	0.1%	0.0%
Two or More Races	N	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	N	717	634
Shared Time Students	N	2	2
Full Time Equivalent	N	718	635

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	96.5%
Spanish	2.8%
Other Languages	0.8%

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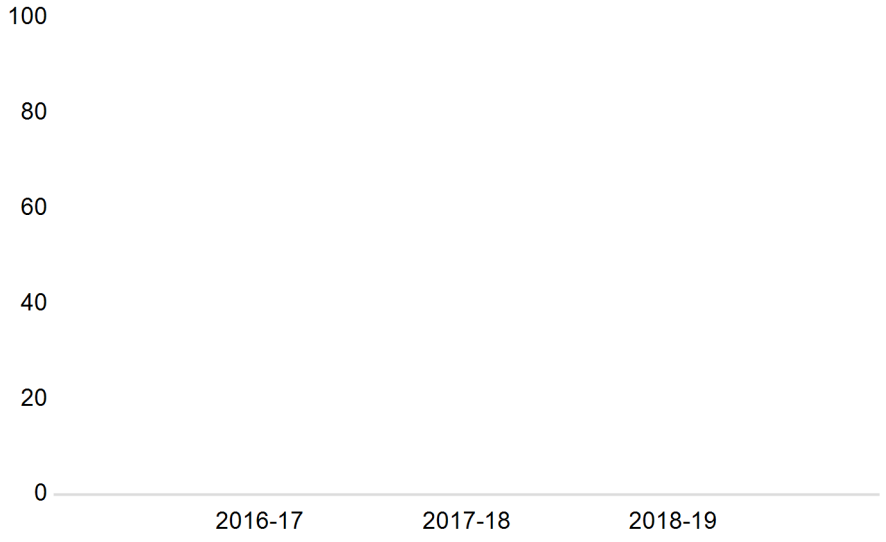
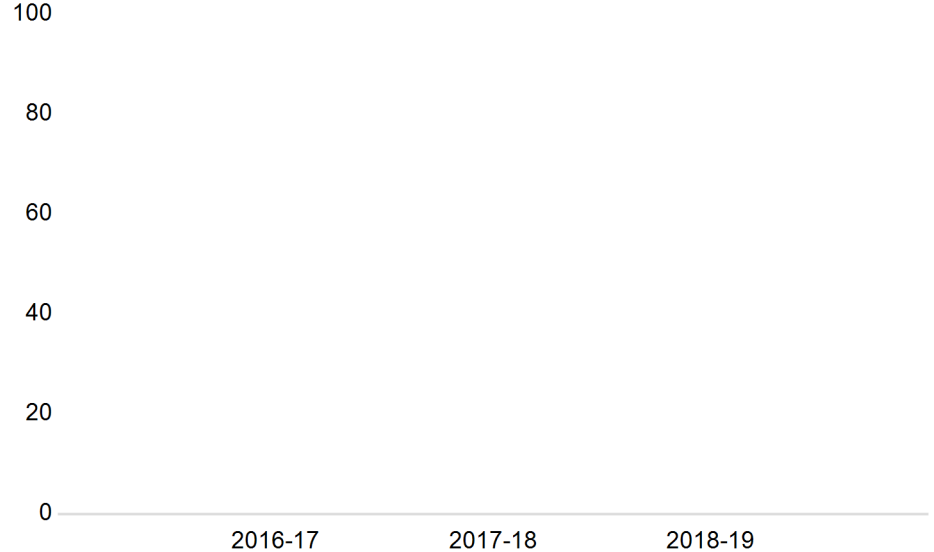
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	N	N	N	N	N	N
Met Standard (40-59.5)?	N	N	N	N	N	N
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	N	48	50	**	N	48	50	**
White	N	56	50	**	N	56	52	**
Hispanic	N	50	49	**	N	51	47	**
Black or African American	N	43	45	**	N	41	43	**
Asian, Native Hawaiian, or Pacific Islander	N	60	59	**	N	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	N	51	53	N	N	49	50	N
Male	N	45	47	N	N	48	51	N
Economically Disadvantaged Students	N	47	48	**	N	48	46	**
Students with Disabilities	N	39	43	**	N	48	45	**
English Learners	N	53	52	**	N	53	50	**
Homeless Students	N	37	43	N	N	38.5	44	N
Students in Foster Care	N	49	42	N	N	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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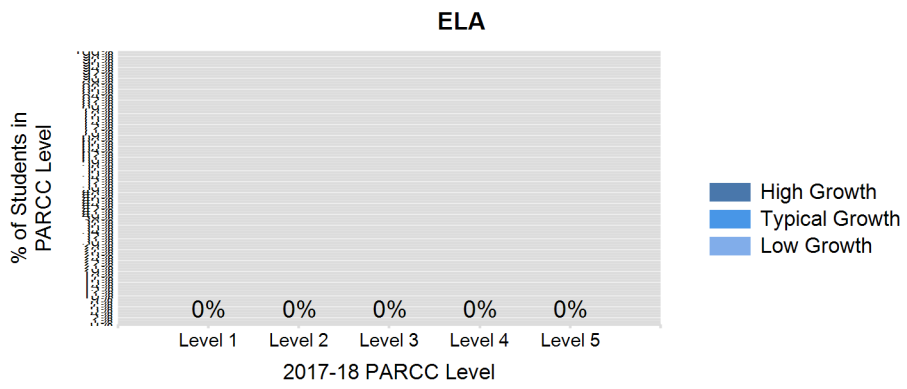
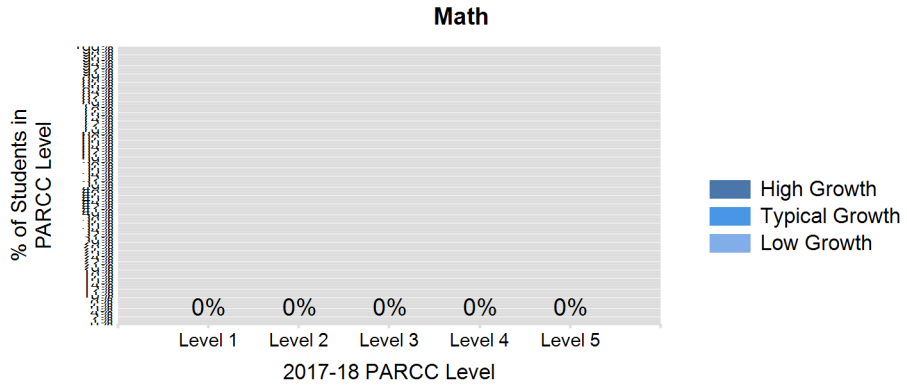
Student Growth by Performance Level

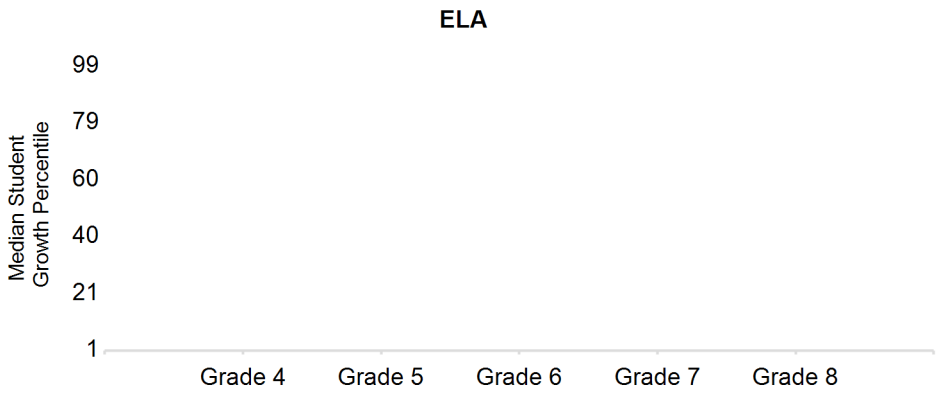
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

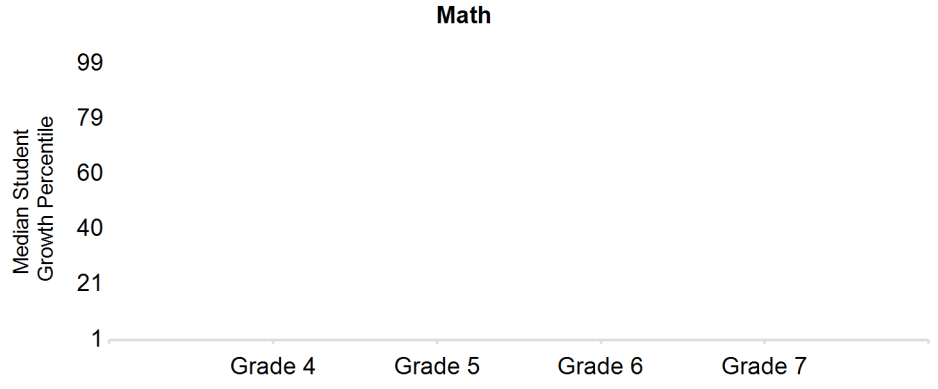




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





NJ SCHOOL PERFORMANCE REPORT

West Side High School
(13-3570-080)
Grades Offered: 08-12
2018-2019

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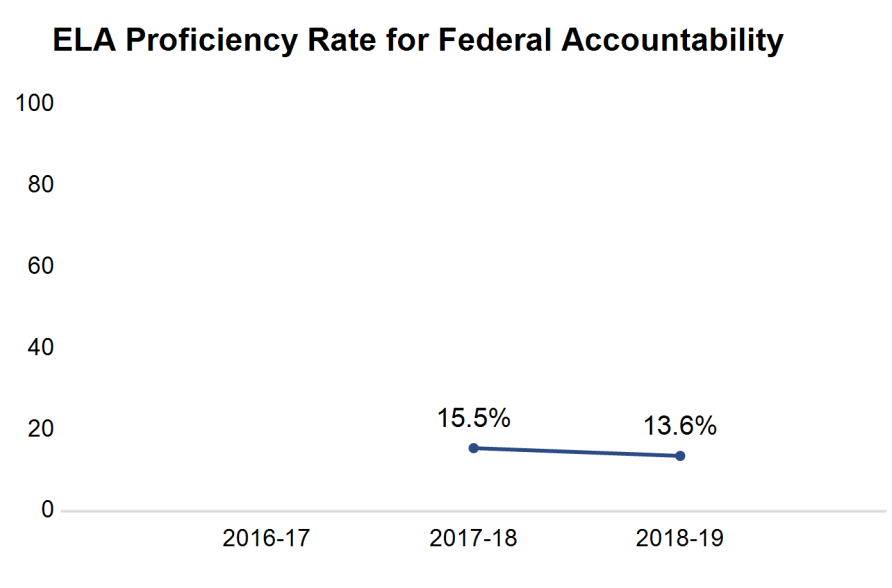
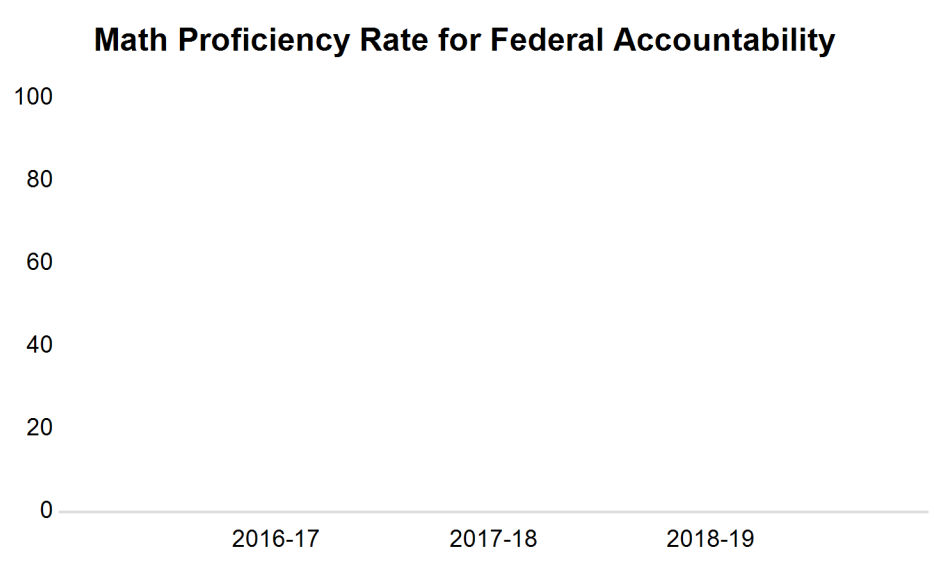
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	N	85.4%	83.4%	N	86.3%	79.7%
Proficiency Rate for Federal Accountability	N	15.5%	13.6%	N	*	*
Annual Target	N	N	18.7%	N	N	10.8%
Met Annual Target?		N	Not Met		N	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	189	83.4	15.3	*	57.9	13.6	18.7	Not Met
White	N	N	N	54.7	66.9	N	**	**
Hispanic	*	*	*	38.9	43.9	*	24	Not Met
Black or African American	155	84.5	16.8	28.8	38.5	15.1	17.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	100	86.0	20.0	42.9	64.8	*		
Male	89	80.6	10.1	30.3	51.3	*		
Economically Disadvantaged Students	157	83.7	15.3	35.8	40.0	*	16.2	Met Target†
Non-Economically Disadvantaged Students	32	82.5	15.6	38.6	67.9	*		
Students with Disabilities	40	78.6	*	14.1	22.7	*	5.9	Not Met
Students without Disabilities	149	84.8	*	41.7	65.1	*		
English Learners	*	*	*	29.3	29.3	*	**	**
Non-English Learners	*	*	*	38.3	60.6	*		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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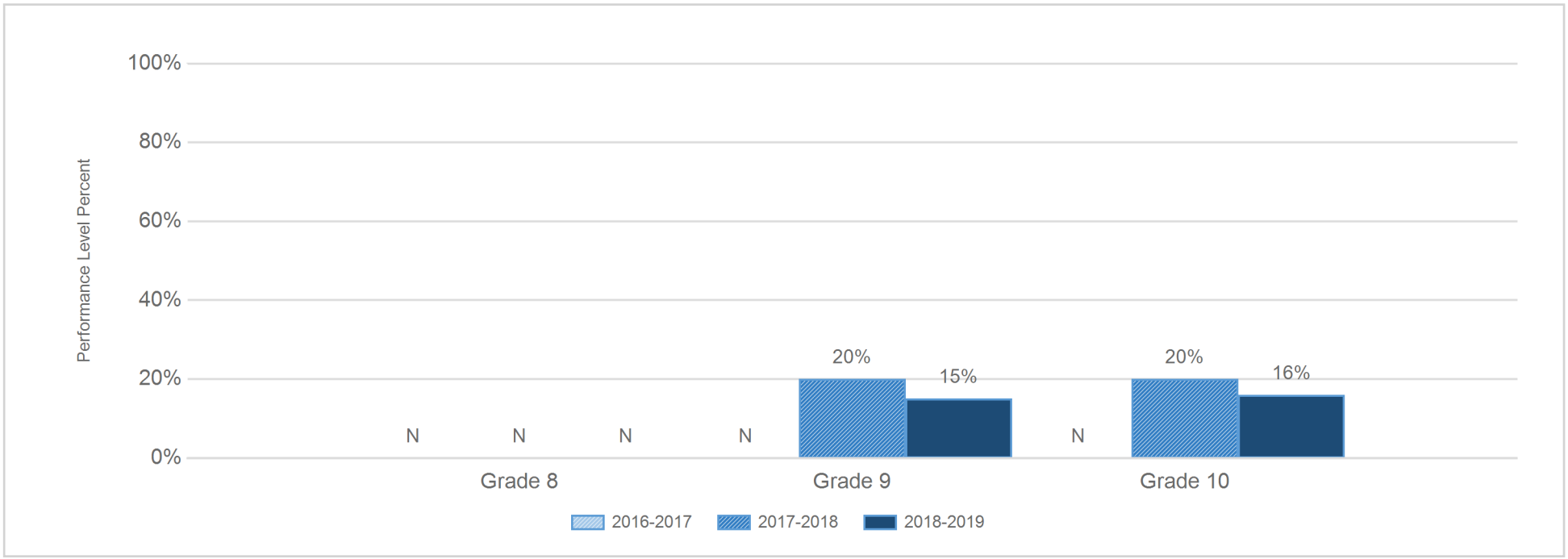
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 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	N	N	742	762	N	N	N	N	N	N	63%
White	N	N	765	770	N	N	N	N	N	N	72%
Hispanic	N	N	746	747	N	N	N	N	N	N	49%
Black or African American	N	N	733	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	N	N	751	771	N	N	N	N	N	N	71%
Male	N	N	735	753	N	N	N	N	N	N	55%
Economically Disadvantaged Students	N	N	742	743	N	N	N	N	N	N	45%
Non-Economically Disadvantaged Students	N	N	744	772	N	N	N	N	N	N	72%
Students with Disabilities	N	N	707	721	N	N	N	N	N	N	22%
Students without Disabilities	N	N	750	770	N	N	N	N	N	N	71%
English Learners	N	N	717	708	N	N	N	N	N	N	12%
Non-English Learners	N	N	745	764	N	N	N	N	N	N	65%
Homeless Students	N	N	711	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	714	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	712	730	753	38%	26%	21%	15%	0%	15%	56%
White	N	N	739	762	N	N	N	N	N	N	65%
Hispanic	*	*	729	737	*	*	*	*	*	*	40%
Black or African American	77	715	729	732	32%	29%	22%	17%	0%	17%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	N	N	*	761	N	N	N	N	N	N	63%
Female	50	719	738	760	32%	26%	22%	*	*	20%	63%
Male	52	706	*	746	44%	27%	19%	*	*	10%	49%
Economically Disadvantaged Students	81	711	731	734	*	*	*	*	*	14%	36%
Non-Economically Disadvantaged Students	21	716	*	762	*	*	*	*	*	19%	65%
Students with Disabilities	23	687	699	717	*	*	*	*	*	*	17%
Students without Disabilities	79	720	736	760	*	*	*	*	*	*	63%
English Learners	*	*	685	693	*	*	*	*	*	*	*
Non-English Learners	*	*	736	755	*	*	*	*	*	*	*
Homeless Students	*	*	703	720	*	*	*	*	*	*	21%
Students in Foster Care	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	*	715	N	N	N	N	N	N	23%

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	711	727	757	43%	20%	21%	*	*	16%	58%
White	N	N	748	767	N	N	N	N	N	N	67%
Hispanic	11	687	726	738	*	*	*	*	*	*	43%
Black or African American	97	713	723	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	780	792	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	N	N	*	766	N	N	N	N	N	N	65%
Female	61	715	737	766	38%	18%	*	*	*	20%	66%
Male	47	705	*	749	49%	23%	*	*	*	11%	51%
Economically Disadvantaged Students	82	710	*	735	*	*	*	*	*	16%	40%
Non-Economically Disadvantaged Students	26	713	725	767	*	*	*	*	*	15%	67%
Students with Disabilities	20	677	687	711	*	*	*	*	*	*	19%
Students without Disabilities	88	718	734	765	*	*	*	*	*	*	65%
English Learners	*	*	679	687	*	*	*	*	*	*	*
Non-English Learners	*	*	734	760	*	*	*	*	*	*	*
Homeless Students	*	*	713	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	694	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	710	N	N	N	N	N	N	10%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	184	79.7	*	26.3	44.5	*	10.8	Not Met
White	N	N	N	42.2	54.1	N	**	**
Hispanic	*	*	*	30.9	28.8	*	4	Met Target†
Black or African American	150	80.5	*	16.6	23.0	*	10.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	59.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	96	83.7	*	26.9	44.9	*		
Male	88	75.6	*	25.8	44.2	*		
Economically Disadvantaged Students	150	79.2	*	26.6	26.3	*	10.4	Not Met
Non-Economically Disadvantaged Students	34	81.4	*	25.4	54.9	*		
Students with Disabilities	41	77.6	*	11.6	17.4	*	4	Not Met
Students without Disabilities	143	80.3	*	29.8	50.0	*		
English Learners	*	*	*	25.7	25.0	*	**	**
Non-English Learners	*	*	*	26.5	46.5	*		
Homeless Students	*	*	*	10.7	17.1	*		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

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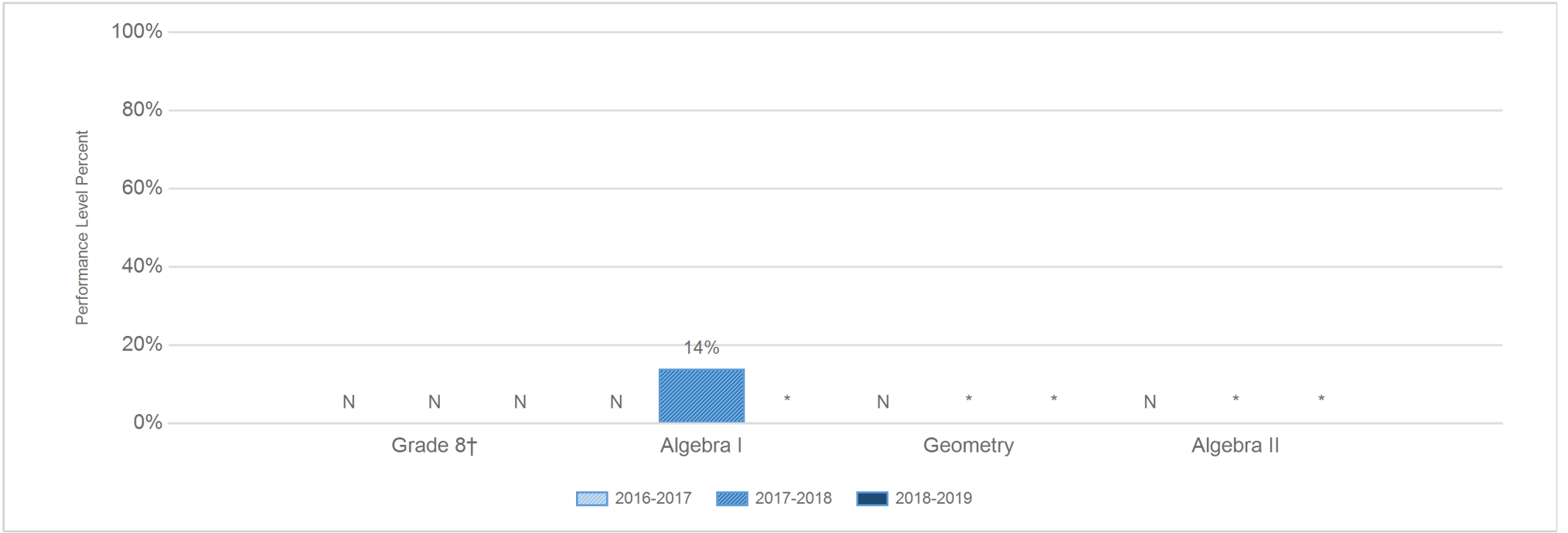
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Mathematics Assessment - Performance by Grade: Grade 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	N	N	722	728	N	N	N	N	N	N	29%
White	N	N	731	737	N	N	N	N	N	N	38%
Hispanic	N	N	727	722	N	N	N	N	N	N	22%
Black or African American	N	N	713	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	724	731	N	N	N	N	N	N	31%
Male	N	N	719	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	722	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	721	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	697	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	727	734	N	N	N	N	N	N	35%
English Learners	N	N	712	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	723	730	N	N	N	N	N	N	30%
Homeless Students	N	N	695	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	709	722	744	*	*	*	*	*	*	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	*	*	723	728	*	*	*	*	*	*	24%
Black or African American	74	708	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	743	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	48	707	724	745	*	*	*	*	*	*	44%
Male	51	710	721	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	78	710	723	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	21	704	720	752	*	*	*	*	*	*	52%
Students with Disabilities	25	701	705	717	*	*	*	*	*	*	12%
Students without Disabilities	74	712	726	748	*	*	*	*	*	*	47%
English Learners	*	*	702	710	*	*	*	*	*	*	*
Non-English Learners	*	*	725	745	*	*	*	*	*	*	*
Homeless Students	*	*	700	718	*	*	*	*	*	*	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	707	716	737	*	*	*	*	*	*	35%
White	N	N	733	743	N	N	N	N	N	N	43%
Hispanic	10	709	718	724	*	*	*	*	*	*	17%
Black or African American	91	706	709	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	57	707	*	738	*	*	*	*	*	*	36%
Male	44	707	713	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	75	704	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	26	714	714	743	*	*	*	*	*	*	43%
Students with Disabilities	19	697	696	712	*	*	*	*	*	*	*
Students without Disabilities	82	709	719	741	*	*	*	*	*	*	*
English Learners	*	*	706	708	*	*	*	*	*	*	*
Non-English Learners	*	*	717	738	*	*	*	*	*	*	*
Homeless Students	*	*	711	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	702	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	*	711	N	N	N	N	N	N	19%

NJ SCHOOL PERFORMANCE REPORT

West Side High School
(13-3570-080)
Grades Offered: 08-12
2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	739	755	*	*	*	*	*	*	58%
White	N	N	757	758	N	N	N	N	N	N	62%
Hispanic	N	N	739	731	N	N	N	N	N	N	34%
Black or African American	*	*	727	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	741	752	*	*	*	*	*	*	55%
Male	N	N	736	758	N	N	N	N	N	N	62%
Economically Disadvantaged Students	*	*	737	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	741	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	701	715	N	N	N	N	N	N	25%
Students without Disabilities	*	*	742	756	*	*	*	*	*	*	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
8	N	N
9	N	N
10	N	N
11	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	N	N	N
5 or more	*	*	*

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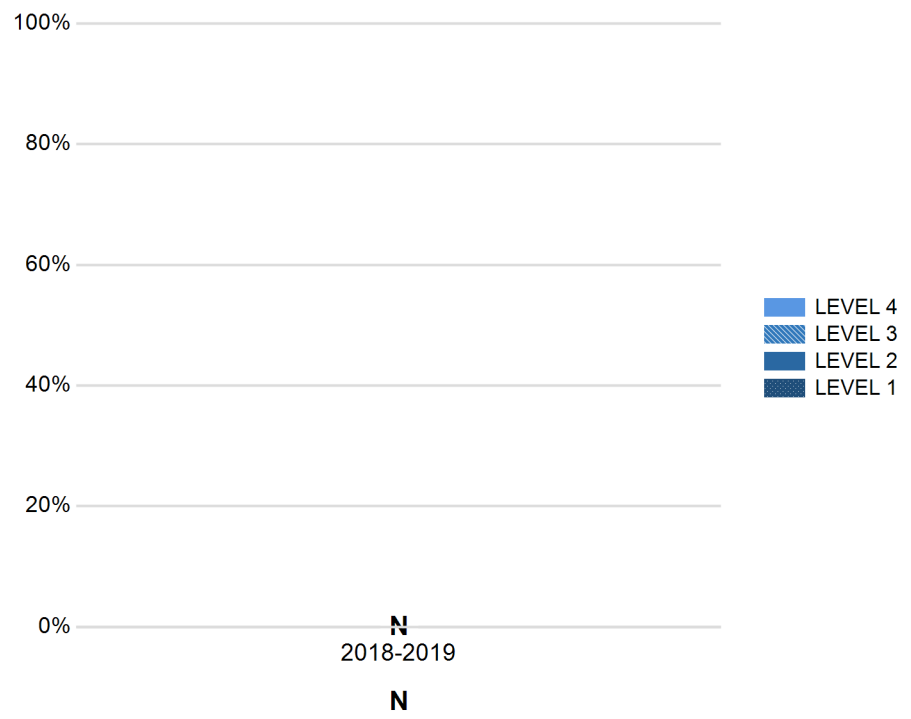
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N	N	N
Male	N	N	N	N
Economically Disadvantaged Students	N	N	N	N
Non-Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
Students without Disabilities	N	N	N	N
English Learners	N	N	N	N
Non-English Learners	N	N	N	N
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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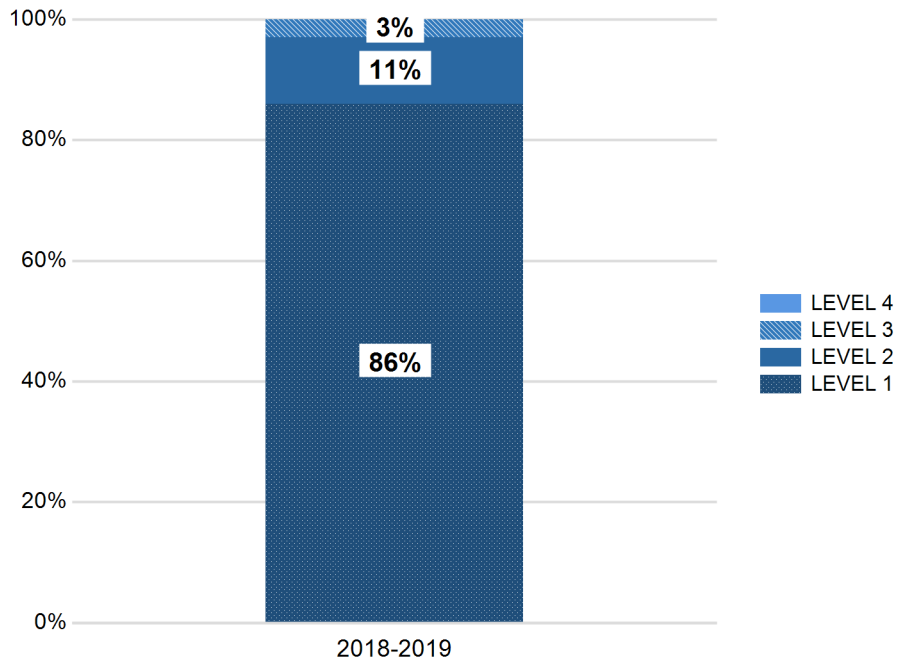
NJSLA Science Assessment: Grade 11 Summary

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	86	11	3	0
White	N	N	N	N
Hispanic	67	29	5	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	85	14	2	0
Male	88	8	4	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	86	11	3	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	77.4%	84.5%
12th graders taking SAT in 2018-19 or prior years	98.9%	72.1%
12th graders taking ACT in 2018-19 or prior years	N	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	381	476	Grade 10: 430 Grade 11: 460	18%	61%
PSAT 10/NMSQT - Math	386	477	Grade 10: 480 Grade 11: 510	*	43%
SAT - Reading and Writing	402	539	480	13%	70%
SAT - Math	392	541	530	*	53%
ACT - Reading	N	25	N	N	66%
ACT - English	N	24	N	N	81%
ACT - Math	N	24	N	N	65%
ACT - Science	N	24	N	N	57%

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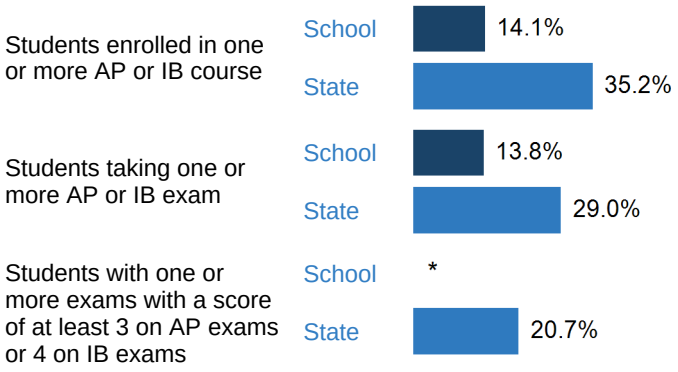
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

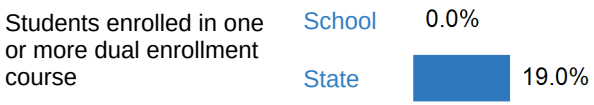
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



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 Calculus AB	16	16
AP English Language and Composition	23	21
AP English Literature and Composition	21	20
AP Studio Art—Drawing Portfolio	0	1
AP U.S. History	16	16
Total Exams taken		74
Exams with scores of at least 3 on AP exams or 4 on IB exams		*

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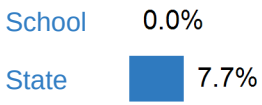
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career and Technical Education website.

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)

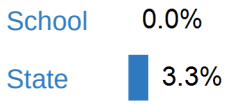


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	*	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	0.0%	*	10.3%	11.3%
Black or African American	0.0%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	N	N	6.8%	12.1%
Female	0.0%	*	7.3%	10.6%
Male	0.0%	*	8.0%	10.1%
Economically Disadvantaged Students	0.0%	*	10.4%	11.8%
Students with Disabilities	0.0%	*	6.6%	9.2%
English Learners	*	*	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%	*

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Hospitality & Tourism	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	*	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
8	N	N	N	N	N	N	N
9	127	0	1	0	0	0	0
10	1	131	10	0	0	0	0
11	0	9	170	3	0	0	0
12	0	15	22	130	16	0	0
Total	128	155	203	133	16	0	0
Enrolled in AP/IB Course					16	0	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	127	0	0	0	3	0
10	104	41	0	0	0	1
11	18	154	0	0	0	29
12	26	35	14	0	4	147
Total	275	230	14	0	7	177
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	127	1	0	0	0	3
10	0	135	0	0	0	26
11	10	153	0	0	0	76
12	12	160	0	0	0	72
Total	149	449	0	0	0	177
Enrolled in AP/IB Course	0	16	0	0		0
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
8	N	N	N	N	N	N	N
9	13	0	0	0	0	0	0
10	129	0	0	0	0	0	0
11	123	0	0	0	0	0	0
12	74	0	0	0	0	0	0
Total	339	0	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0

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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
8	N	N	N	N	N	N
9	0	0	116	0	0	0
10	0	0	4	0	0	0
11	0	0	40	0	0	0
12	0	0	19	0	0	0
Total	0	0	179	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

West Side High School
(13-3570-080)
Grades Offered: 08-12
2018-2019

Report Key:
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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

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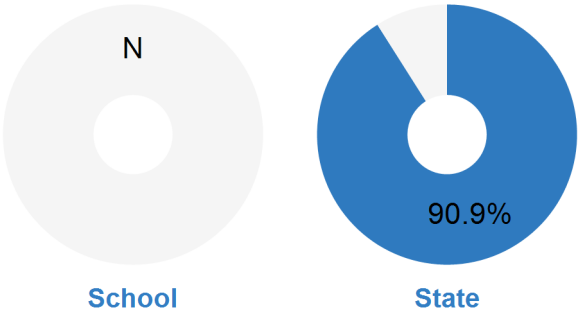
Visual and Performing Arts – Course Participation

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.

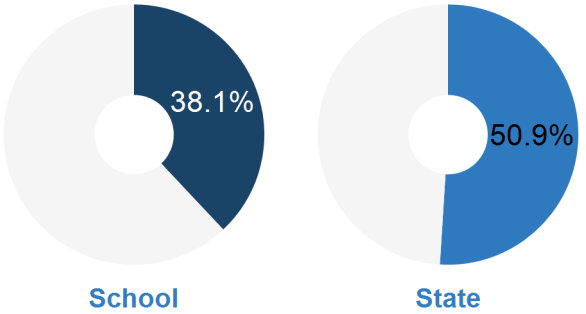
Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

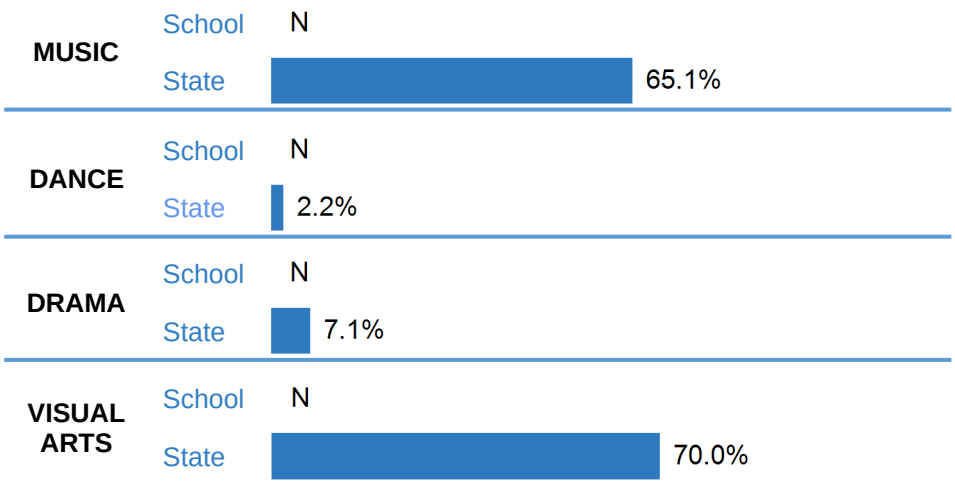


Grades 9-12:

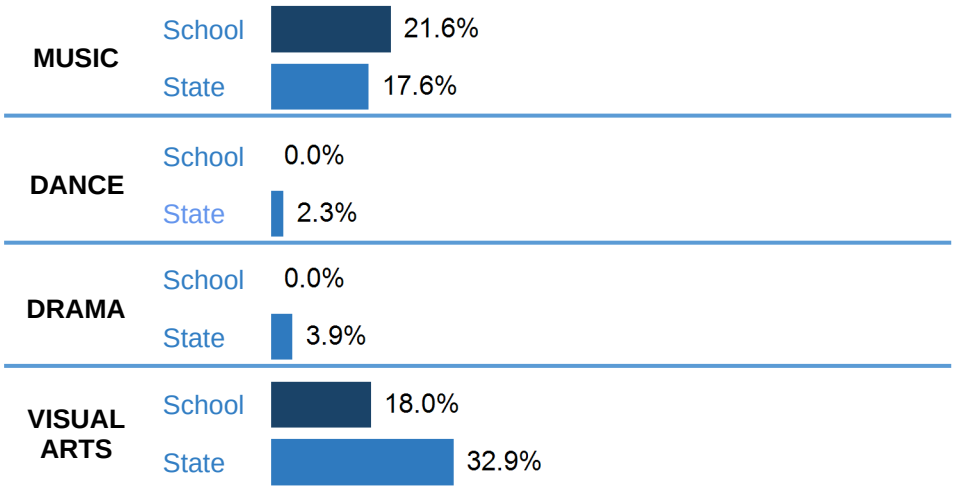
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:



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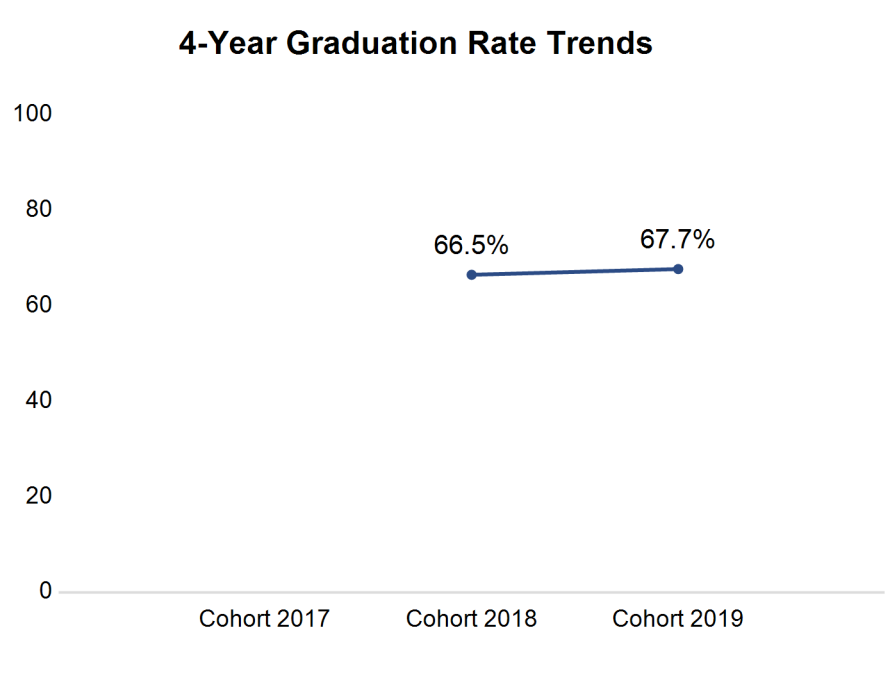
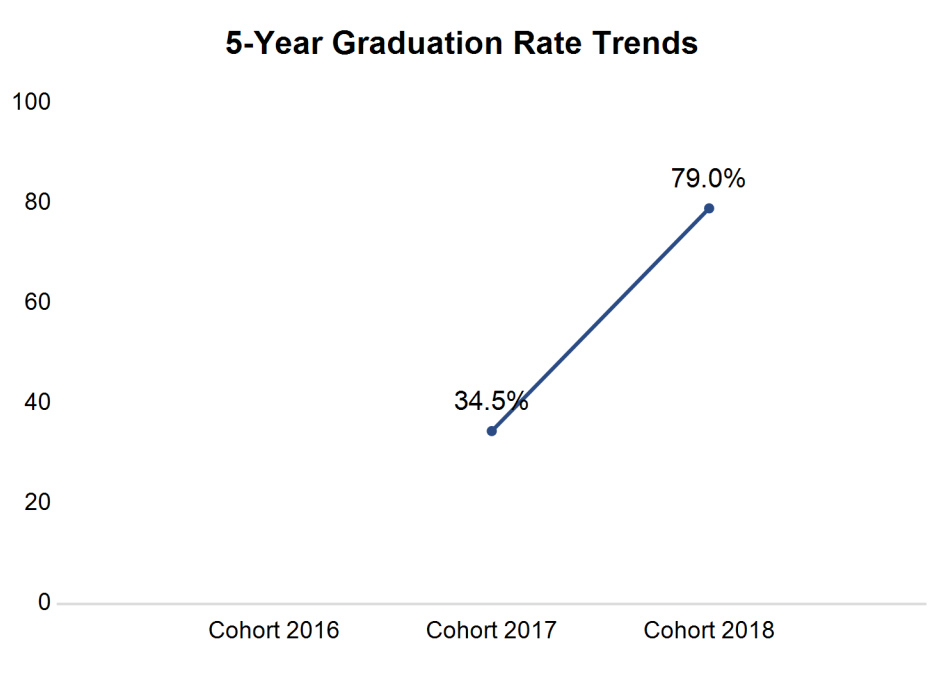
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	N	66.5%	67.7%	N	34.5%	79.0%
Annual Target	*	N		*	N	
Met Annual Target?	*	N		*	N	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	67.7%	90.6%	79.0%	92.5%	66.5%	N	N	34.5%	N	N
White	*	94.9%	N	95.9%	N	N	N	N	N	N
Hispanic	60.0%	84.5%	*	87.3%	*	N	N	*	**	**
Black or African American	67.8%	83.3%	78.2%	87.1%	66.8%	N	N	*	N	N
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	N	N	N
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	69.5%	92.8%	80.7%	94.4%	71.8%			50.0%		
Male	66.1%	88.5%	77.4%	90.8%	61.8%			26.3%		
Economically Disadvantaged Students	61.9%	84.0%	75.5%	87.3%	62.8%	N	N	33.3%	N	N
Students with Disabilities	35.5%	79.2%	66.7%	83.8%	54.5%	N	N	*	**	**
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	*	78.3%	*			N		
Students in Foster Care	*	57.6%	*	82.5%	*			*		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	21.0%	14.0%
Substitute Competency Test	30.6%	32.5%
Portfolio Appeals Process	32.5%	37.6%
Alternate Requirements specified in IEP	15.9%	15.9%
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	10.4%	1.2%
2017-2018	7.7%	1.2%
2016-2017	0.0%	1.1%

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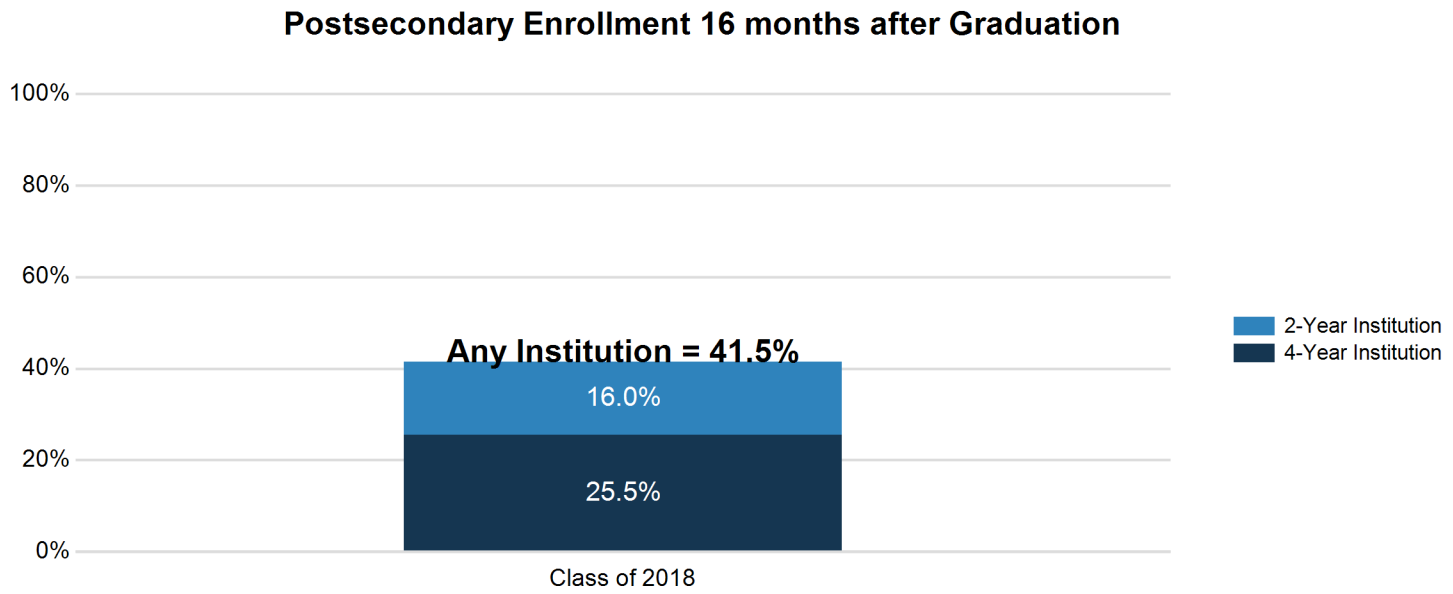
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	16.0%
% Enrolled in 4-Year Institution	25.5%
% Enrolled in Any Postsecondary Institution	41.5%

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	38.3%	25.8%	74.2%
White	*	*	*
Hispanic	*	*	*
Black or African American	36.7%	23.6%	76.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	37.5%	23.5%	76.5%
Students with Disabilities	26.9%	28.6%	71.4%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	41.5%	38.5%	61.5%	70.5%	29.5%	84.6%	15.4%
White	N	N	N	N	N	N	N
Hispanic	*	*	*	*	*	*	*
Black or African American	40.6%	40.6%	59.4%	69.6%	30.4%	84.1%	15.9%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	39.5%	31.3%	68.8%	78.1%	21.9%	93.8%	6.3%
Students with Disabilities	19.4%	57.1%	42.9%	57.1%	42.9%	85.7%	14.3%
English Learners	N	N	N	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

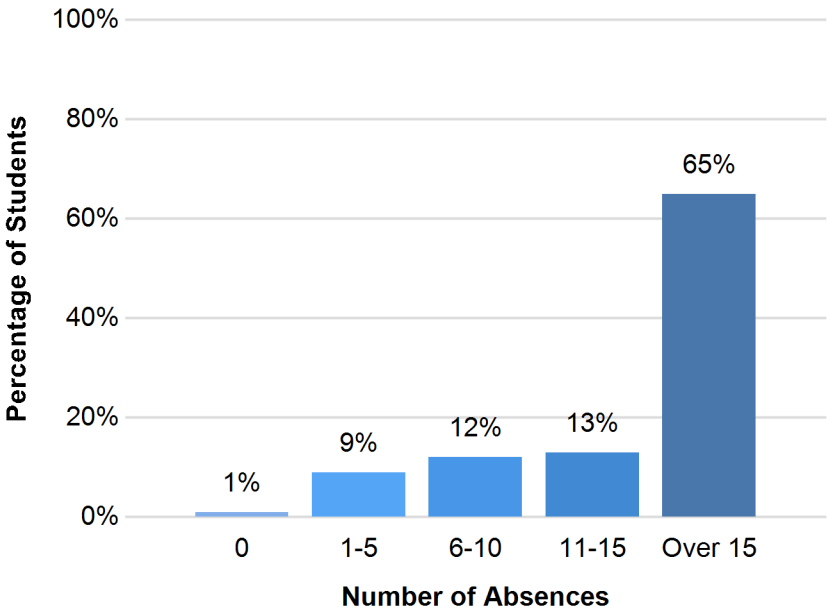
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	399	63.9	14.2	Not Met
White	*	*	**	**
Hispanic	58	73.4	14.2	Not Met
Black or African American	339	62.9	14.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	194	64.0		
Male	205	63.9		
Economically Disadvantaged Students	315	63.8	14.2	Not Met
Students with Disabilities	91	75.8	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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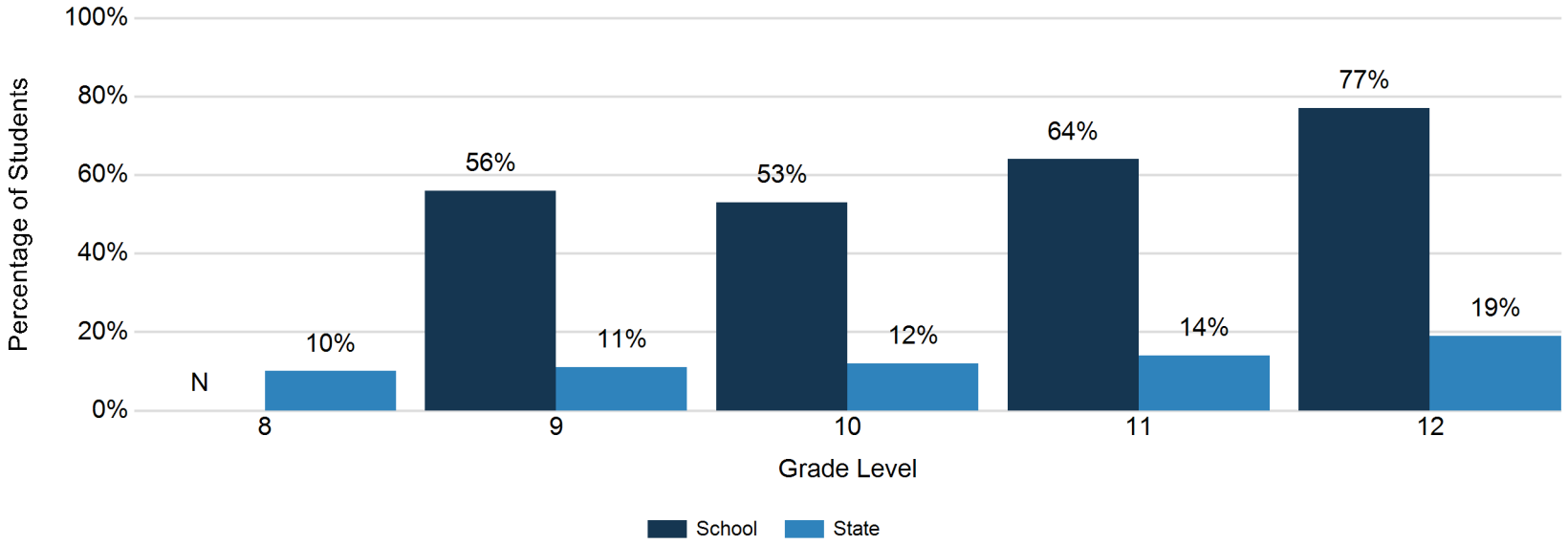
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	18
Weapons	2
Vandalism	4
Substances	7
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	32
Incidents Per 100 Students Enrolled	5.04

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	3
Weapons	0
Vandalism	0
Substances	4
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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	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	15	2.4%
Out-of-School Suspensions	68	10.7%
Any Suspension	79	12.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
234

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	N

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	54	118,214
Average years experience in public schools	11.5	12.1
Average years experience in district	9.4	10.8
Percentage of Teachers with 4 or more years experience in the district	55.6%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	14:1
Students to Administrators	64:1	106:1
Teachers to Administrators	5:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.5%	46.3%	50.0%	48.4%	77.1%	54.9%
Male	51.5%	53.7%	50.0%	51.6%	22.9%	45.1%
White	0.2%	35.2%	20.0%	42.4%	83.6%	77.4%
Hispanic	13.1%	5.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	85.9%	51.9%	80.0%	15.0%	6.6%	13.9%
Asian	0.8%	7.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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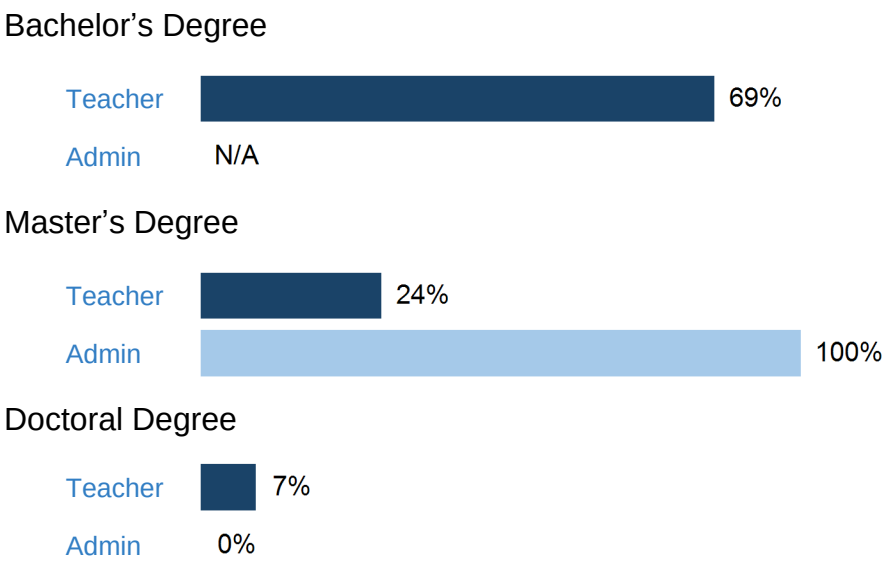
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	80.5%

NJ SCHOOL PERFORMANCE REPORT

West Side High School
(13-3570-080)
Grades Offered: 08-12
2018-2019

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	N	15.5%	13.6%
Math Proficiency	N	*	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	66.5%	67.7%
5-Year Graduation Rate†	N	34.5%	79.0%
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	N	70.4%	63.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: 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	N	N	**	**	**	Not Met	No
White	**	**	**	**	**	**	n/a	**	No
Hispanic	Not Met	Met Target†	N	**	**	**	n/a	Not Met	No
Black or African American	Met Target†	Not Met	N	N	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	N	N	**	**	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	N	**	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	Our school mission statement is RIP Relationships Innovation Passion Our vision statement is that from the moment they enter our doors to the point of they are gainfully employed and making a living wage we will be by their side
Awards, Recognition, Accomplishments:	Dual Credit Program We have 5 college courses offered in 2019 2020 with Felician College and ECC We offer Advanced Placement courses

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Courses, Curriculum, Instruction:	Advanced Placement AP Dual Enrollment Gifted and Talented / Honors
Sports and Athletics:	Sports Offered: Baseball (Girls), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Softball (Girls), Track and Field - Spring (Coed), Track and Field - Winter (Coed), Volleyball (Boys & Girls) Basketball Cheer Cross Country Debate Football Indoor Track Lacrosse Outdoor Track Soccer Softball Volleyball
Clubs and Activities:	Broadcasting and TV Production Dance National Honor Society NewspAdvanced Placementer Robotics

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Before and After School Programs:	Afterschool Program serving students ages 14 18 Operated by Newark Public Schools
Postsecondary Information:	Graduates attended 2 and 4 year schools including: Berkley Bloomfield Caldwell Cooper Union Essex Harrisburg Hudson Kean Kirkland Monroe NJCU NJIT Quinnipiac Rutgers Wilkes and Virginia Union Additionally graduates enlisted in the United States Military attended various technical schools and joined the workforce

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Community Food Bank of NJ Essex County College Google MCJ Foundation New Jersey Food Bank

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Facilities:	Built in 1926 and includes Auditorium Biology Labs Computer Labs Makerspace Robotics Lab Media Center Music Classrooms and Print Shop
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Other Information	The traditional standard schedule for students in our secondary schools is 8:20 am 2:50 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org

NJ SCHOOL PERFORMANCE REPORT

Wilson Avenue School
(13-3570-750)
Grades Offered: PK-08
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Newark Public School District
Principal Name	Ms. Margarita Hernandez
Address	19 WILSON AVE NEWARK, NJ 07108-3214
Phone Number	973-465-4910
Email Address	mhernandez@nps.k12.nj.us
Website	http://www.nps.k12.nj.us/WLS

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	134	131	132
1	144	133	130
2	150	140	130
3	138	152	141
4	131	127	142
5	143	124	124
6	106	135	128
7	113	95	118
8	97	109	91
9	0	0	0
Total	1,156	1,146	1,136

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	47.3%	46.9%	45.5%
Male	52.7%	53.1%	54.5%
Economically Disadvantaged Students	79.6%	66.5%	78.3%
Students with Disabilities	12.9%	12.8%	13.6%
English Learners	26.2%	20.2%	26.4%
Homeless Students	0.0%	0.1%	0.2%
Students in Foster Care	0.0%	0.0%	0.1%
Military-Connected Students	0.0%	0.2%	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	39.2%	36.0%	30.1%
Hispanic	59.3%	63.0%	69.1%
Black or African American	1.3%	1.0%	0.8%
Asian	0.1%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

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	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	134	131	132

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,156	1,146	1,136
Shared Time Students	0	0	0
Full Time Equivalent	1,156	1,146	1,136

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
Spanish	45.2%
Portuguese	33.0%
English	21.6%
Other Languages	0.2%

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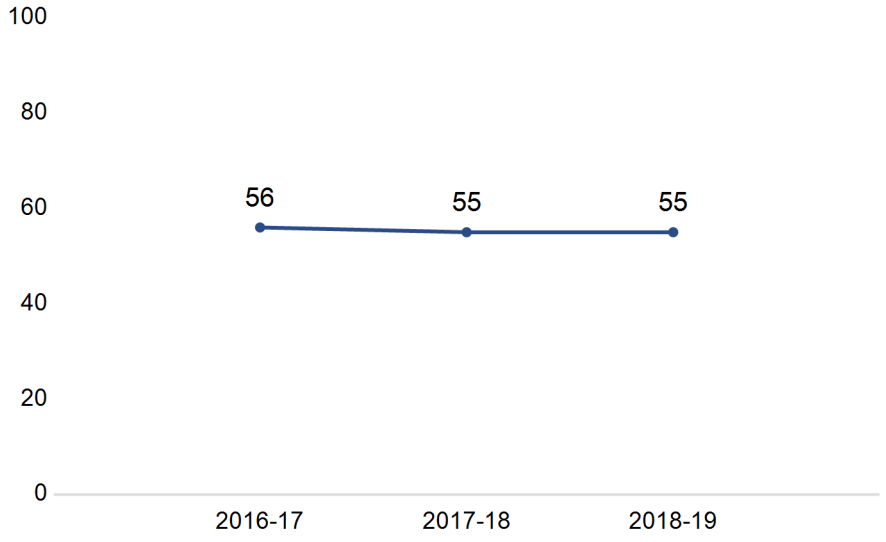
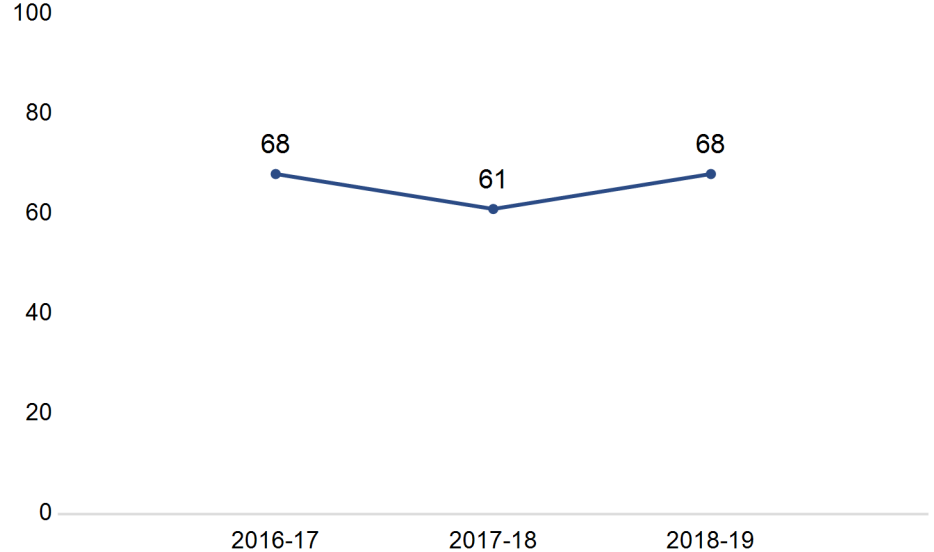
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	56	55	55	68	61	68
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	55	48	50	Met Standard	68	48	50	Exceeds Standard
White	56	56	50	Met Standard	67	56	52	Exceeds Standard
Hispanic	54	50	49	Met Standard	68	51	47	Exceeds Standard
Black or African American	*	43	45	**	N	41	43	**
Asian, Native Hawaiian, or Pacific Islander	N	60	59	**	N	60	60	**
American Indian or Alaska Native	N	70	56	**	N	53	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	61	51	53	N	67	49	50	N
Male	49	45	47	N	69	48	51	N
Economically Disadvantaged Students	54	47	48	Met Standard	67	48	46	Exceeds Standard
Students with Disabilities	54.5	39	43	Met Standard	74.5	48	45	Exceeds Standard
English Learners	60	53	52	Exceeds Standard	68	53	50	Exceeds Standard
Homeless Students	N	37	43	N	N	38.5	44	N
Students in Foster Care	*	49	42	N	*	39	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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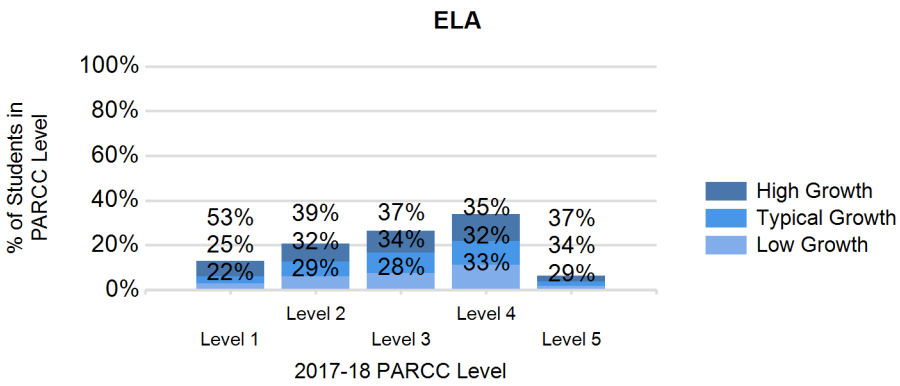
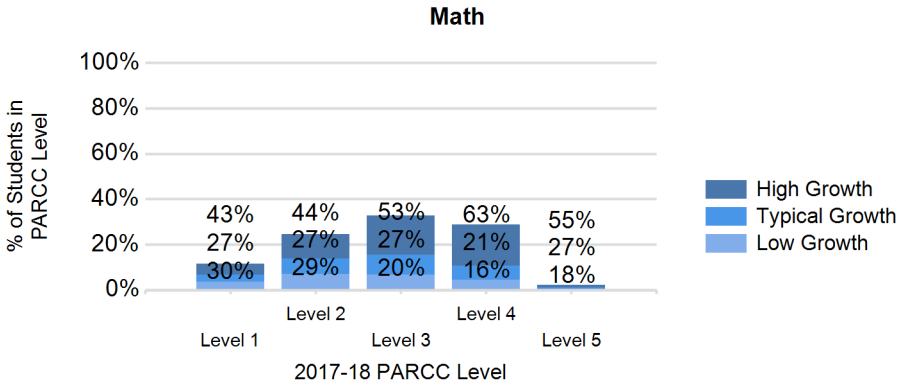
Student Growth by Performance Level

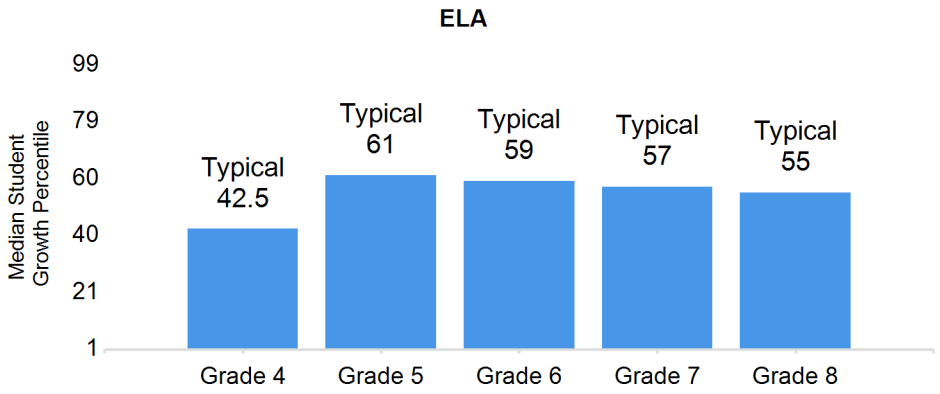
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

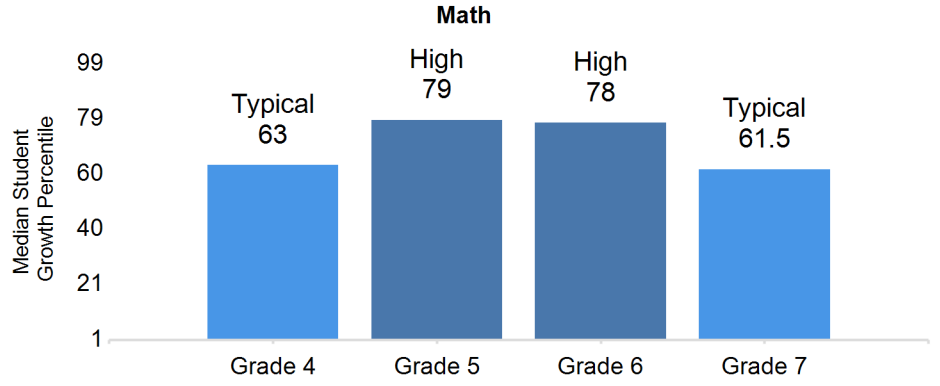




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





NJ SCHOOL PERFORMANCE REPORT

Wilson Avenue School
(13-3570-750)
Grades Offered: PK-08
2018-2019

Report Key:
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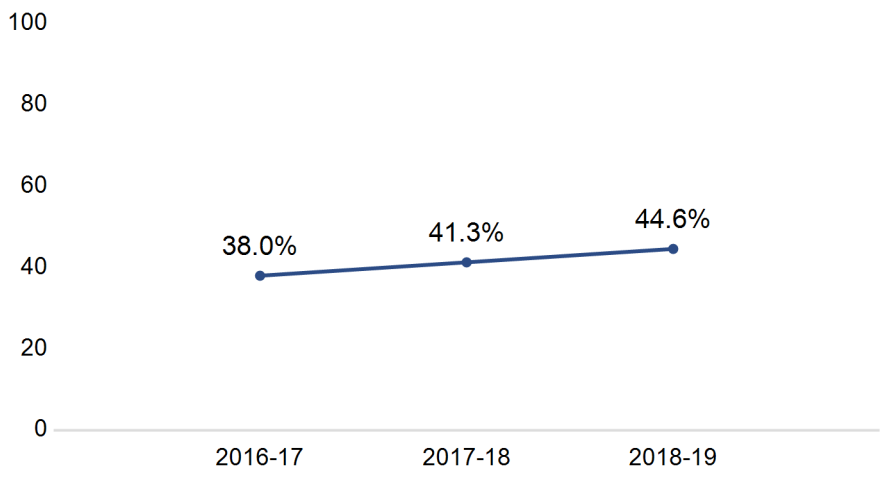
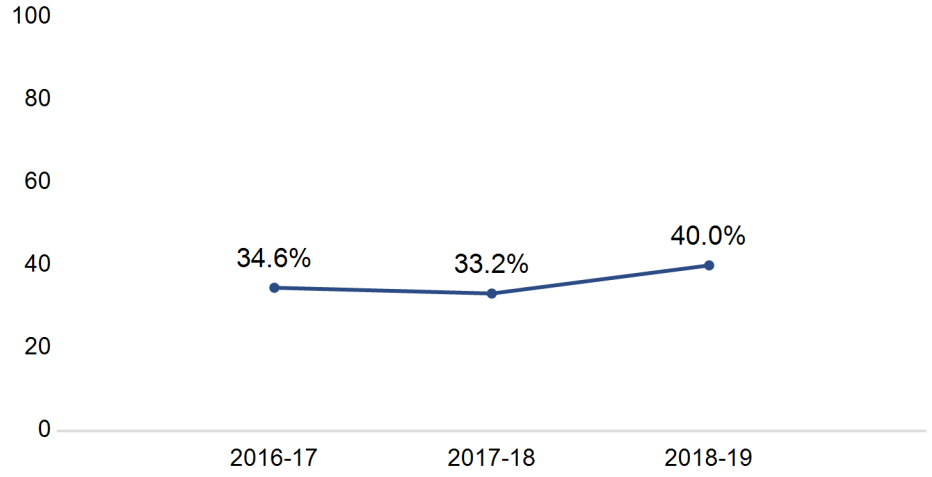
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.4%	99.6%	99.3%	99.3%	99.5%	99.3%
Proficiency Rate for Federal Accountability	38.0%	41.3%	44.6%	34.6%	33.2%	40.0%
Annual Target	39.3%	41.5%	43.6%	34.7%	37.1%	39.5%
Met Annual Target?	Met Target†	Met Target†	Met Target	Met Target†	Not Met	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	710	99.3	44.6	*	57.9	44.6	43.6	Met Target
White	*	*	*	54.7	66.9	*	48.1	Met Target
Hispanic	460	99.4	39.3	38.9	43.9	39.3	39.1	Met Target
Black or African American	*	*	*	28.8	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	65.3	82.9	N	**	**
American Indian or Alaska Native	N	N	N	56.4	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	324	99.4	50.3	42.9	64.8	50.3		
Male	386	99.2	39.9	30.3	51.3	39.9		
Economically Disadvantaged Students	513	99.4	40.4	35.8	40.0	40.4	43.7	Met Target†
Non-Economically Disadvantaged Students	197	99.0	55.8	38.6	67.9	55.8		
Students with Disabilities	103	99.0	21.4	14.1	22.7	21.4	23.1	Met Target†
Students without Disabilities	607	99.3	48.6	41.7	65.1	48.6		
English Learners	234	100.0	30.8	29.3	29.3	30.8	17.7	Met Target
Non-English Learners	476	99.0	51.5	38.3	60.6	51.5		
Homeless Students	N	N	N	17.0	29.1	N		
Students In Foster Care	*	*	*	18.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

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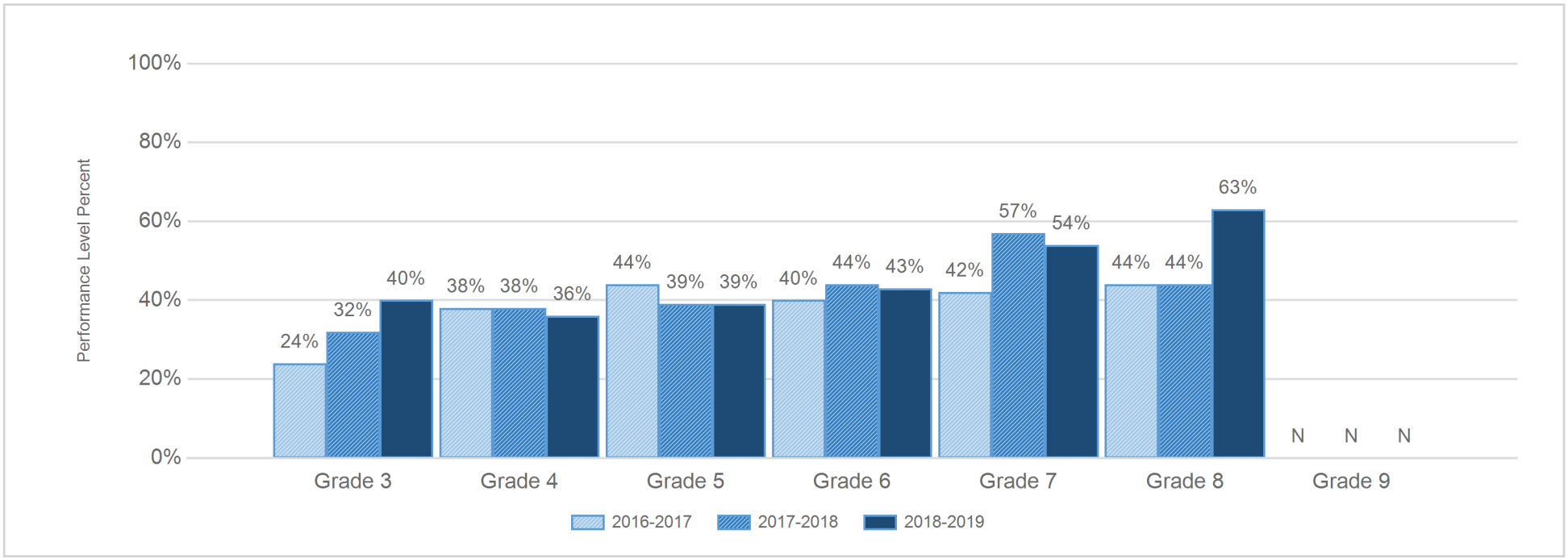
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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Wilson Avenue School
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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	133	739	727	748	20%	18%	23%	*	*	40%	50%
White	*	*	746	757	*	*	*	*	*	*	60%
Hispanic	99	735	728	734	20%	19%	27%	*	*	33%	36%
Black or African American	*	*	721	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	57	738	730	753	23%	*	25%	*	*	40%	55%
Male	76	739	723	743	17%	*	21%	*	*	39%	46%
Economically Disadvantaged Students	106	737	726	731	*	*	*	*	*	37%	33%
Non-Economically Disadvantaged Students	27	745	729	759	*	*	*	*	*	52%	61%
Students with Disabilities	18	727	700	719	*	*	*	*	*	17%	24%
Students without Disabilities	115	740	731	754	*	*	*	*	*	43%	56%
English Learners	36	711	716	713	*	*	*	*	*	17%	17%
Non-English Learners	97	749	729	751	*	*	*	*	*	48%	54%
Homeless Students	N	N	708	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	707	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	*	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	137	737	734	755	17%	21%	26%	28%	7%	36%	57%
White	37	733	744	763	*	*	*	*	*	41%	67%
Hispanic	100	738	739	743	*	*	*	*	*	34%	44%
Black or African American	N	N	725	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	64	740	739	760	*	20%	27%	*	*	41%	62%
Male	73	734	729	750	*	22%	26%	*	*	32%	53%
Economically Disadvantaged Students	101	736	734	740	*	*	25%	*	*	35%	40%
Non-Economically Disadvantaged Students	36	739	736	765	*	*	31%	*	*	39%	69%
Students with Disabilities	24	720	707	725	*	*	*	*	*	21%	25%
Students without Disabilities	113	741	739	761	*	*	*	*	*	39%	64%
English Learners	35	718	722	720	29%	31%	*	*	*	14%	17%
Non-English Learners	102	744	736	758	13%	18%	*	*	*	43%	60%
Homeless Students	N	N	719	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	738	733	756	13%	25%	24%	*	*	39%	58%
White	40	745	743	764	*	28%	*	*	*	50%	68%
Hispanic	79	734	736	743	*	24%	*	*	*	33%	44%
Black or African American	N	N	727	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	60	745	739	761	*	25%	22%	*	*	47%	64%
Male	59	730	728	750	*	25%	25%	*	*	31%	52%
Economically Disadvantaged Students	84	731	732	740	*	*	*	*	*	29%	39%
Non-Economically Disadvantaged Students	35	752	738	766	*	*	*	*	*	63%	69%
Students with Disabilities	13	722	702	724	*	*	*	*	*	31%	23%
Students without Disabilities	106	739	739	762	*	*	*	*	*	40%	65%
English Learners	16	710	717	713	*	*	*	*	*	*	11%
Non-English Learners	103	742	736	758	*	*	*	*	*	*	60%
Homeless Students	N	N	722	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	724	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	747	737	754	*	16%	36%	*	*	43%	56%
White	49	751	758	762	*	*	24%	*	*	55%	65%
Hispanic	70	744	740	743	*	*	44%	*	*	34%	43%
Black or African American	N	N	728	738	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	50	755	744	762	*	*	30%	*	*	52%	64%
Male	69	742	730	748	*	*	41%	*	*	36%	48%
Economically Disadvantaged Students	83	745	737	740	*	*	39%	*	*	37%	39%
Non-Economically Disadvantaged Students	36	752	737	763	*	*	31%	*	*	56%	67%
Students with Disabilities	17	730	708	722	*	*	*	*	*	12%	19%
Students without Disabilities	102	750	742	761	*	*	*	*	*	48%	64%
English Learners	12	731	720	710	*	*	*	*	*	33%	*
Non-English Learners	107	749	739	756	*	*	*	*	*	44%	*
Homeless Students	N	N	726	729	N	N	N	N	N	N	27%
Students in Foster Care	*	*	717	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	115	752	741	761	10%	14%	23%	35%	19%	54%	63%
White	48	753	756	769	*	*	25%	*	*	52%	72%
Hispanic	67	752	744	747	*	*	21%	*	*	55%	50%
Black or African American	N	N	733	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	56	763	749	769	*	*	25%	*	*	64%	71%
Male	59	742	734	753	*	*	20%	*	*	44%	55%
Economically Disadvantaged Students	83	752	740	743	*	*	*	*	*	53%	45%
Non-Economically Disadvantaged Students	32	753	746	771	*	*	*	*	*	56%	73%
Students with Disabilities	18	718	705	720	*	*	*	*	*	22%	22%
Students without Disabilities	97	759	749	769	*	*	*	*	*	60%	71%
English Learners	13	726	712	706	*	*	*	*	*	31%	12%
Non-English Learners	102	756	744	763	*	*	*	*	*	57%	65%
Homeless Students	N	N	724	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	735	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%

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	757	742	762	*	11%	21%	*	*	63%	63%
White	*	*	765	770	*	*	*	*	*	*	72%
Hispanic	48	751	746	747	*	*	23%	*	*	56%	49%
Black or African American	*	*	733	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	39	758	751	771	*	*	*	*	*	64%	71%
Male	51	756	735	753	*	*	*	*	*	63%	55%
Economically Disadvantaged Students	58	753	742	743	*	*	*	*	*	59%	45%
Non-Economically Disadvantaged Students	32	765	744	772	*	*	*	*	*	72%	72%
Students with Disabilities	13	739	707	721	*	*	*	*	*	38%	22%
Students without Disabilities	77	760	750	770	*	*	*	*	*	68%	71%
English Learners	13	750	717	708	*	*	*	*	*	69%	12%
Non-English Learners	77	758	745	764	*	*	*	*	*	62%	65%
Homeless Students	N	N	711	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	714	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	723	99.3	40.0	26.3	44.5	40.0	39.5	Met Target
White	*	*	*	42.2	54.1	*	40.5	Met Target
Hispanic	473	99.4	36.4	30.9	28.8	36.4	38.9	Met Target†
Black or African American	*	*	*	16.6	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	59.0	76.5	N	**	**
American Indian or Alaska Native	N	N	N	35.9	42.7	N	**	**
Two or More Races	N	N	N	18.8	53.3	N	**	**
Female	333	99.4	36.6	26.9	44.9	36.6		
Male	390	99.3	42.8	25.8	44.2	42.8		
Economically Disadvantaged Students	518	99.4	35.9	26.6	26.3	35.9	38.2	Met Target†
Non-Economically Disadvantaged Students	205	99.1	50.2	25.4	54.9	50.2		
Students with Disabilities	102	98.1	26.5	11.6	17.4	26.5	24.8	Met Target
Students without Disabilities	621	99.5	42.2	29.8	50.0	42.2		
English Learners	248	100.0	22.2	25.7	25.0	22.2	20.5	Met Target
Non-English Learners	475	99.0	49.3	26.5	46.5	49.3		
Homeless Students	N	N	N	10.7	17.1	N		
Students In Foster Care	*	*	*	12.1	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Wilson Avenue School
(13-3570-750)
Grades Offered: PK-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
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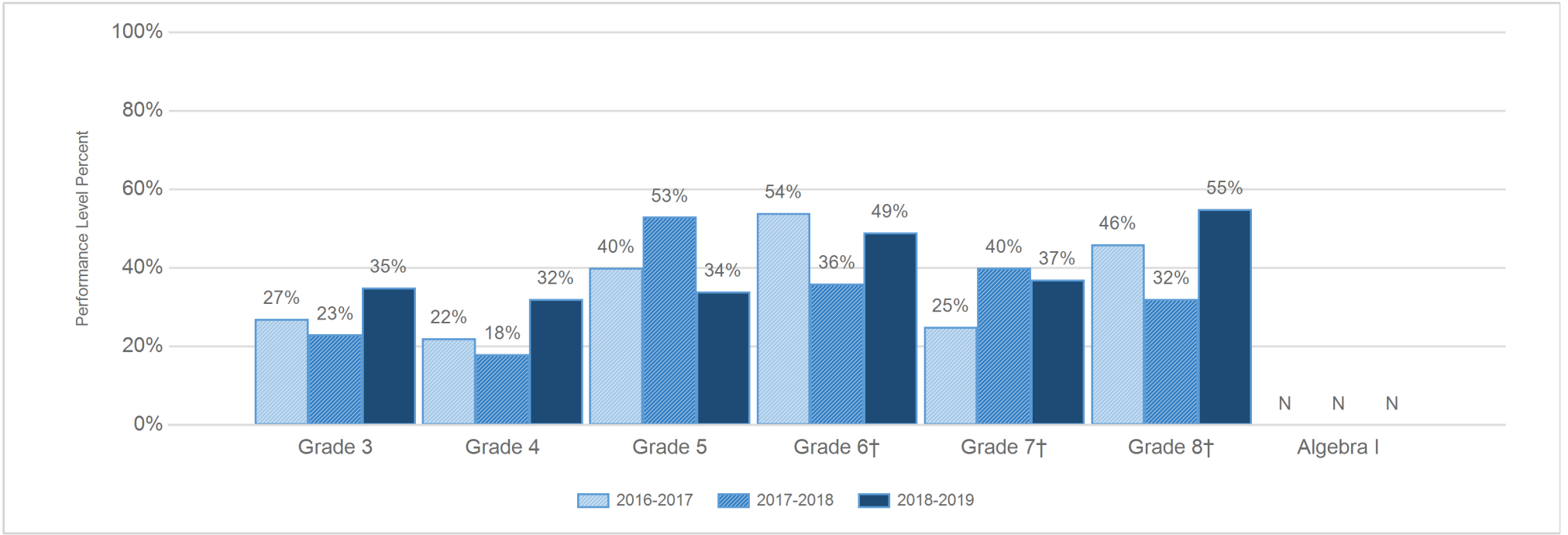
N No Data is available to display
† This indicates a table specific note,see note below table

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.

NJ SCHOOL PERFORMANCE REPORT

Wilson Avenue School
(13-3570-750)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	138	735	735	752	16%	17%	33%	*	*	35%	55%
White	*	*	757	760	*	*	*	*	*	*	66%
Hispanic	104	733	738	739	16%	18%	36%	*	*	30%	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	62	727	*	751	*	18%	37%	*	*	24%	54%
Male	76	741	*	752	*	16%	29%	*	*	43%	56%
Economically Disadvantaged Students	108	734	735	737	*	*	*	*	*	31%	37%
Non-Economically Disadvantaged Students	30	740	733	761	*	*	*	*	*	50%	67%
Students with Disabilities	17	741	718	731	*	*	*	*	*	35%	31%
Students without Disabilities	121	734	738	756	*	*	*	*	*	35%	60%
English Learners	43	710	732	728	*	*	*	*	*	*	26%
Non-English Learners	95	746	736	754	*	*	*	*	*	*	58%
Homeless Students	N	N	720	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	714	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	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Wilson Avenue School
(13-3570-750)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	734	732	749	13%	27%	28%	*	*	32%	51%
White	37	731	746	757	*	35%	32%	*	*	24%	62%
Hispanic	105	735	738	737	*	24%	27%	*	*	34%	36%
Black or African American	N	N	719	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	65	733	733	749	*	26%	34%	*	*	26%	50%
Male	77	734	731	749	*	27%	23%	*	*	36%	52%
Economically Disadvantaged Students	103	734	732	734	*	*	24%	*	*	33%	32%
Non-Economically Disadvantaged Students	39	734	731	759	*	*	38%	*	*	28%	63%
Students with Disabilities	24	727	713	726	*	*	*	*	*	21%	25%
Students without Disabilities	118	735	736	754	*	*	*	*	*	34%	56%
English Learners	40	718	728	722	*	50%	*	*	*	10%	18%
Non-English Learners	102	740	733	751	*	18%	*	*	*	40%	54%
Homeless Students	N	N	715	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	722	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Wilson Avenue School
(13-3570-750)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	122	734	728	747	15%	25%	27%	*	*	34%	47%
White	40	740	736	755	*	*	28%	*	*	45%	58%
Hispanic	82	731	733	735	*	*	27%	*	*	28%	30%
Black or African American	N	N	720	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	62	732	729	747	*	31%	*	*	*	34%	47%
Male	60	736	727	747	*	18%	*	*	*	33%	47%
Economically Disadvantaged Students	86	730	728	732	*	*	27%	*	*	26%	27%
Non-Economically Disadvantaged Students	36	743	729	757	*	*	28%	*	*	53%	59%
Students with Disabilities	13	731	714	725	*	*	*	*	*	*	19%
Students without Disabilities	109	734	731	752	*	*	*	*	*	*	52%
English Learners	18	726	721	718	*	*	*	*	*	28%	12%
Non-English Learners	104	735	729	749	*	*	*	*	*	35%	49%
Homeless Students	N	N	714	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	720	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	*	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Wilson Avenue School
(13-3570-750)
Grades Offered: PK-08
2018-2019

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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	126	746	725	741	10%	11%	30%	*	*	49%	41%
White	49	754	745	749	*	*	*	*	*	65%	51%
Hispanic	77	740	728	729	*	*	38%	*	*	39%	24%
Black or African American	N	N	715	722	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	754	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	53	746	726	742	*	*	30%	*	*	49%	42%
Male	73	745	723	740	*	*	30%	*	*	49%	40%
Economically Disadvantaged Students	87	743	725	726	*	*	*	*	*	41%	21%
Non-Economically Disadvantaged Students	39	751	722	750	*	*	*	*	*	67%	53%
Students with Disabilities	17	737	708	716	*	*	*	*	*	29%	12%
Students without Disabilities	109	747	728	746	*	*	*	*	*	52%	46%
English Learners	17	727	715	709	*	*	*	*	*	24%	*
Non-English Learners	109	748	726	743	*	*	*	*	*	53%	*
Homeless Students	N	N	713	717	N	N	N	N	N	N	12%
Students in Foster Care	*	*	707	717	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Wilson Avenue School
(13-3570-750)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	118	740	731	744	*	26%	29%	*	*	37%	42%
White	49	738	738	751	*	31%	27%	*	*	35%	53%
Hispanic	69	741	733	733	*	23%	30%	*	*	39%	26%
Black or African American	N	N	723	727	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	58	744	*	744	*	24%	31%	*	*	43%	42%
Male	60	736	*	743	*	28%	27%	*	*	32%	42%
Economically Disadvantaged Students	85	741	731	731	*	*	*	*	*	38%	24%
Non-Economically Disadvantaged Students	33	737	731	751	*	*	*	*	*	36%	53%
Students with Disabilities	18	725	708	718	*	*	*	*	*	28%	13%
Students without Disabilities	100	742	736	749	*	*	*	*	*	39%	48%
English Learners	15	722	721	716	*	*	*	*	*	13%	10%
Non-English Learners	103	742	732	745	*	*	*	*	*	41%	44%
Homeless Students	N	N	719	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	718	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	*	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Wilson Avenue School
(13-3570-750)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	748	722	728	13%	13%	19%	*	*	55%	29%
White	*	*	731	737	*	*	*	*	*	*	38%
Hispanic	49	745	727	722	*	*	22%	*	*	51%	22%
Black or African American	*	*	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	39	746	724	731	*	*	*	*	*	49%	31%
Male	52	749	719	726	*	*	*	*	*	60%	27%
Economically Disadvantaged Students	59	743	722	719	*	*	*	*	*	49%	20%
Non-Economically Disadvantaged Students	32	756	721	735	*	*	*	*	*	66%	36%
Students with Disabilities	13	738	697	707	*	0%	*	*	*	46%	10%
Students without Disabilities	78	749	727	734	*	15%	*	*	*	56%	35%
English Learners	14	730	712	706	*	*	*	*	*	36%	10%
Non-English Learners	77	751	723	730	*	*	*	*	*	58%	30%
Homeless Students	N	N	695	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	707	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Wilson Avenue School
(13-3570-750)
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	723	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	724	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	723	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	726	748	N	N	N	N	N	N	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	725	745	N	N	N	N	N	N	*
Homeless Students	N	N	700	718	N	N	N	N	N	N	14%
Students in Foster Care	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	*	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Wilson Avenue School
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2018-2019

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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
5	*	*
6	N	N
7	N	N
8	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	39.8%	40.9%	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	104	*	*
3-4	106	82.1%	17.9%
5 or more	74	*	*

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

Report Key:
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N No Data is available to display
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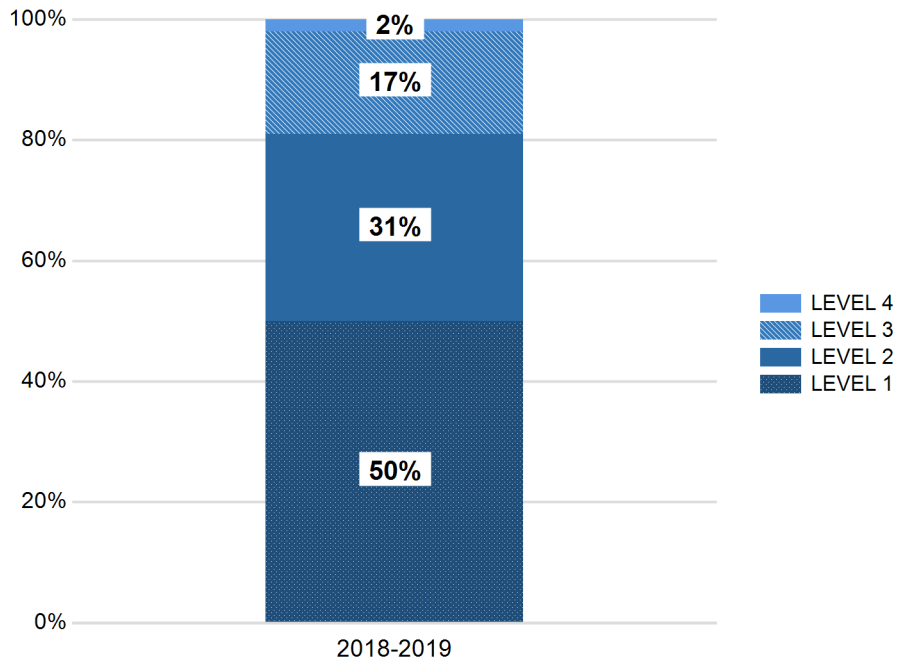
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	50	31	17	2
White	46	28	26	0
Hispanic	52	33	12	2
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	50	32	18	0
Male	51	31	15	3
Economically Disadvantaged Students	57	28	13	2
Non-Economically Disadvantaged Students	34	40	26	0
Students with Disabilities	77	23	0	0
Students without Disabilities	47	32	19	2
English Learners	72	17	11	0
Non-English Learners	47	34	17	2
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

NJ SCHOOL PERFORMANCE REPORT

Wilson Avenue School
(13-3570-750)
Grades Offered: PK-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
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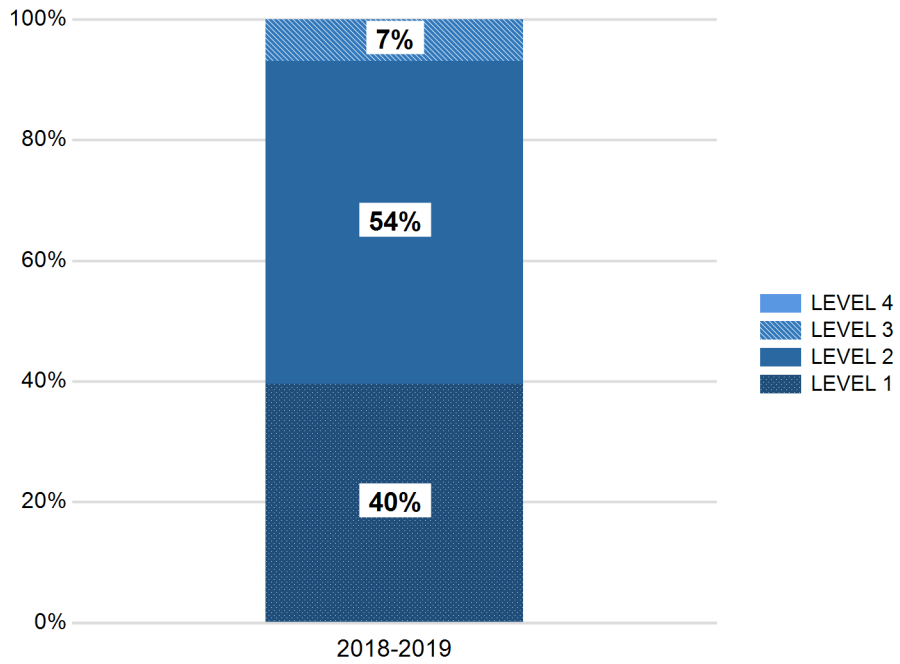
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	40	54	7	0
White	*	*	*	*
Hispanic	51	45	4	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	51	38	10	0
Male	31	65	4	0
Economically Disadvantaged Students	45	53	2	0
Non-Economically Disadvantaged Students	33	55	13	0
Students with Disabilities	31	69	0	0
Students without Disabilities	41	51	8	0
English Learners	71	29	0	0
Non-English Learners	34	58	8	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about 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	128
7	0	0	118
8	0	0	91
Total	0	0	337

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	0	0	0	0	0	0	62
7	0	0	0	0	0	0	88
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	150

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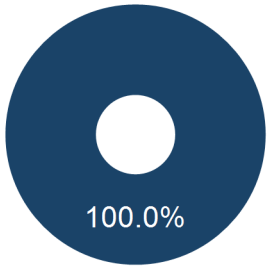
Visual and Performing Arts – Course Participation

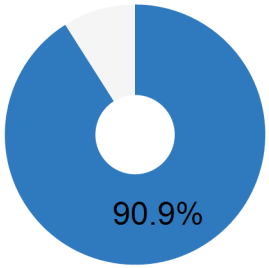
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

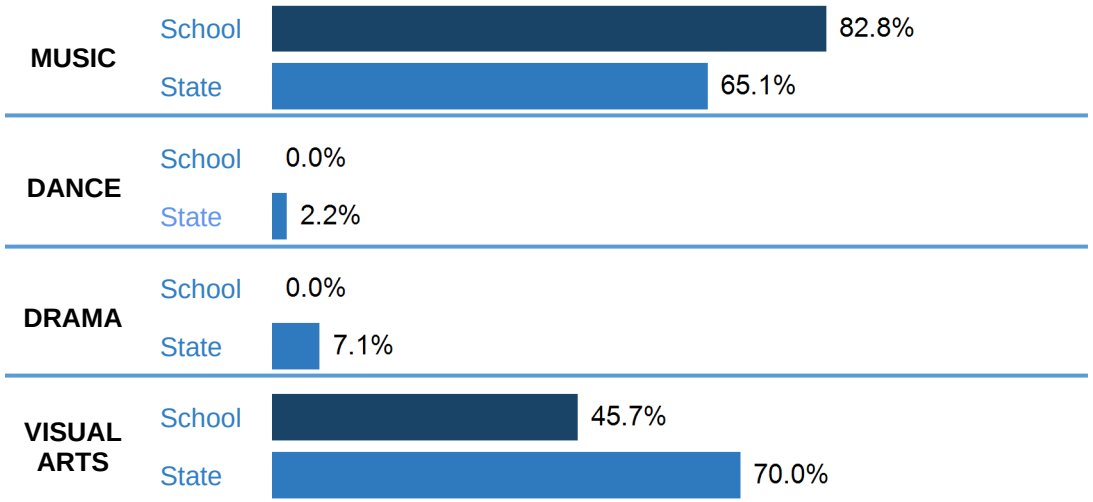


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

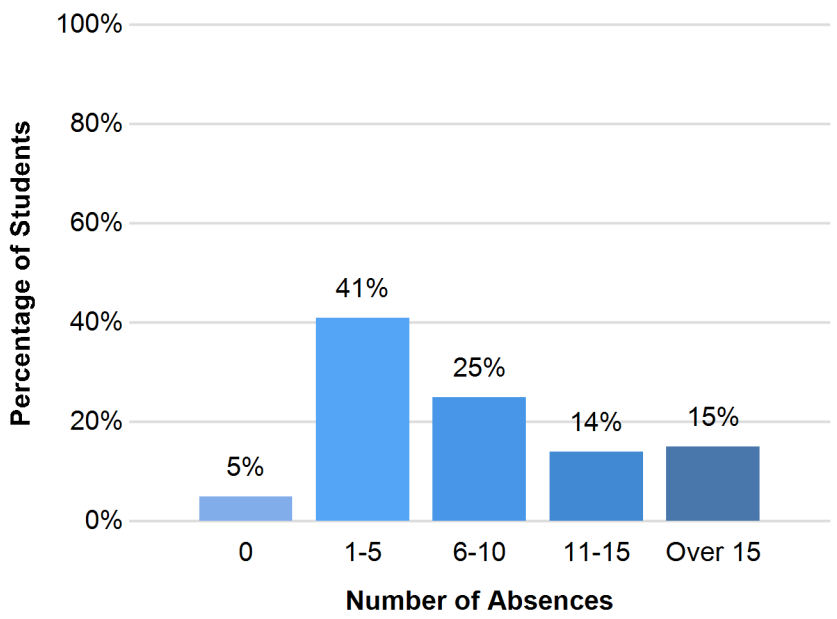
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	130	11.5	9.0	Not Met
White	51	14.9	9.0	Not Met
Hispanic	75	9.6	9.0	Not Met
Black or African American	4	40.0	**	**
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	60	11.6		
Male	70	11.4		
Economically Disadvantaged Students	101	11.4	9.0	Not Met
Students with Disabilities	27	17.3	9.0	Not Met
English Learners	31	10.5	9.0	Not 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.



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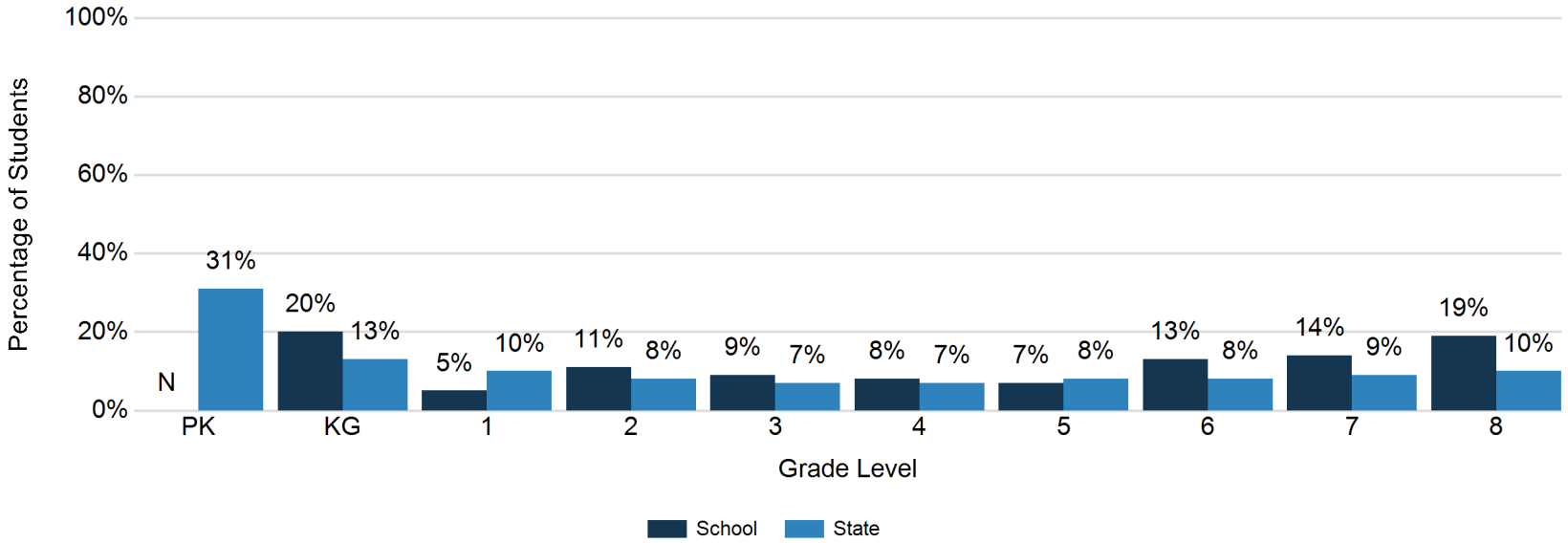
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	2
Weapons	1
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.53

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	1
Vandalism	0
Substances	2
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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	11	1.0%
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
18

NJ SCHOOL PERFORMANCE REPORT

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	1.8:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	70	118,214
Average years experience in public schools	14.9	12.1
Average years experience in district	13.6	10.8
Percentage of Teachers with 4 or more years experience in the district	81.4%	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	390	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	91.4%	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	16:1	14:1
Students to Administrators	189:1	106:1
Teachers to Administrators	12:1	7:1
Students to Librarians/Media Specialists		4151:1
Students to Nurses		403:1
Students to Counselors		577:1
Students to Child Study Team Members		170:1

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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.5%	81.4%	83.3%	48.4%	77.1%	54.9%
Male	54.5%	18.6%	16.7%	51.6%	22.9%	45.1%
White	30.1%	65.7%	33.3%	42.4%	83.6%	77.4%
Hispanic	69.1%	27.1%	66.7%	29.9%	7.3%	7.2%
Black or African American	0.8%	5.7%	0.0%	15.0%	6.6%	13.9%
Asian	0.0%	1.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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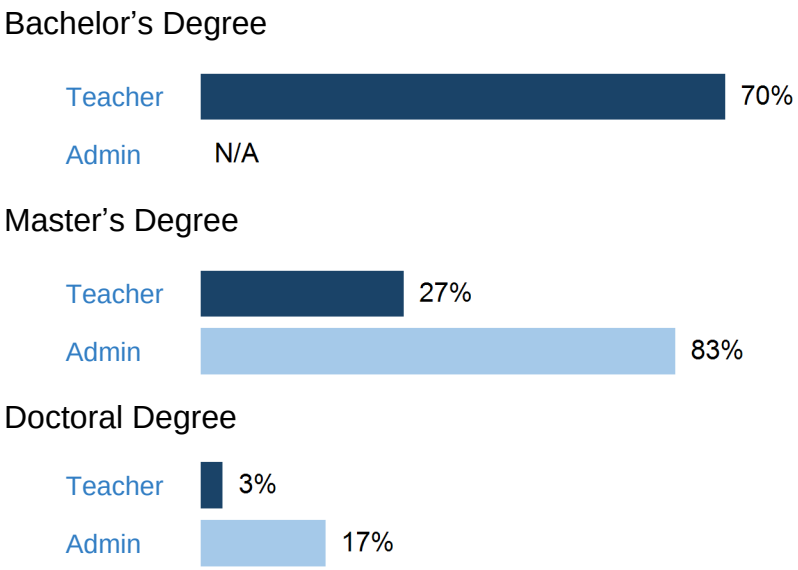
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	83.7%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	78.6%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	38.0%	41.3%	44.6%
Math Proficiency	34.6%	33.2%	40.0%
ELA Growth	56	55	55
Math Growth	68	61	68
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		42.0%	39.8%
Chronic Absenteeism	9.9%	12.4%	11.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

NJ SCHOOL PERFORMANCE REPORT

Wilson Avenue School
(13-3570-750)
Grades Offered: PK-08
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	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 Target†	Not Met	No
White	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	Met Target	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
English Learners	Met Target	Met Target	Exceeds Standard	Exceeds Standard	Exceeds Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:	Wilson Avenue School is a cooperative partnership of students parents staff and community working together to create an environment in which our students develop a love of learning Inquisitiveness about the world around them and resourcefulness in meeting lifes challenges
Awards, Recognition, Accomplishments:	We are the school of Performing Arts and Science with a focus on STEM/STEAM Science Program grades K 8

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Courses, Curriculum, Instruction:	Gifted and Talented / Honors 8th grade Electives
Sports and Athletics:	Sports Offered: Basketball (Boys), Cheerleading (Girls), Soccer (Boys & Girls), Tennis (Boys & Girls) Basketball Debate Marching Band Soccer Tennis
Clubs and Activities:	Band Debate Disney NJPAC theater Robotics STEAM (Science Technology Arts and Mathematics)

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Before and After School Programs:	Afterschool Program serving students ages 5 13 Operated by Newark Public Schools

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Student Supports and Services:	Special education programs are offered in the least restrictive environment and emphasize specialized instruction and related services designed to meet the unique needs of students based on individual needs Highly specialized programs for students with greater needs are available including transitional services Bilingual education and ESL is available in the district to English Language Learners (ELLs) as per NJAC6A:15 Transitional bilingual education programs and dual language programs are available for Spanish speaking ELLs as well as part time bilingual education for Portuguese French and Haitian Creole speaking ELLs The goals is for students to acquire English language proficiency by making annual progress through targeted support and instruction in the home language and or tailored second language acquisition I RS services are available for students in need of academic social or emotional support as well as school counselors academic support and interventions OT PT
Parent and Community Involvement:	Boys and Girls Club Ironbound Community Center NJIT GEAR UP NJPAC Disney Musicals Rutgers Future Scholars

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Facilities:	Built in 1881 and includes Auditorium Computer Labs Media Center Music Classrooms Track (On Campus) and STEM Lab
School Safety:	Our students and staff regularly participate in both fire and security drills The drills ensure preparedness for a wide spectrum of emergencies In addition we installed a LobbyGuard system in our building The system assists with visitor management and flags registered Megans Offenders upon entry into our school Additionally we participate in Newark Cares a program in partnership with the Newark Police Division and the US Drug Enforcement Agency The program is designed to alert our administrators anytime a student has been involved in or exposed to a traumatic experience Our school staffs a team of professionally trained Security Guards solely dedicated to ensuring the safety of students staff visitors and property

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Early Childhood Education:	The school offers a full day pre kindergarten program for all Newark residents who turn 3 or 4 years of age by October 1st In addition any child with an individualized education plan (IEP) is able to enroll and attend preschool as soon as they turn 3 years old Each preschool classroom is staff with at least one teacher and one teacher aide for a maximum of fifteen students The preschool day is aligned with the school district's 6 hour day Preschool programs are funded by New Jersey Preschool Education Aid and or Federal Head Start funds

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Other Information	The traditional standard schedule for students in our elementary schools is 8:25 am 2:55 pm All schools have a centralized homepage where important information is posted Social media platforms such as Facebook and Twitter are also utilized to communicate important information special events and reminders We also utilize the Blackboard telephone communication system to notify families of emergency school closings All students in (Pre K to 12th Grade) are required to wear a school uniform The clothing guidelines and colors can be found at www nps k12 nj us parents resources school uniforms Admissions information for all Newark Board of Education schools can be found at www NewarkEnrolls org