



**Clinton Elementary School**  
(13-4900-060)  
Grades Offered: KG-05  
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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## How to use this report:

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

## Navigating through the reports:

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

## Other Resources:

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

## Notes from the New Jersey Department of Education:



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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	South Orange-Maplewood School District
Principal Name	Ms. Jennifer Connors
Address	27 BERKSHIRE RD MAPLEWOOD, NJ 07040-1429
Phone Number	973-378-7686
Email Address	<a href="mailto:jconnors@somsd.k12.nj.us">jconnors@somsd.k12.nj.us</a>
Website	<a href="https://www.somsd.k12.nj.us/Page/2089">https://www.somsd.k12.nj.us/Page/2089</a>



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	87	85	96
1	111	97	100
2	95	117	98
3	97	97	115
4	83	103	106
5	97	83	102
Total	570	582	617

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.5%	49.1%	49.3%
Male	52.5%	50.9%	50.7%
Economically Disadvantaged Students	18.8%	15.5%	15.2%
Students with Disabilities	13.9%	13.2%	16.4%
English Learners	7.7%	9.3%	8.3%
Homeless Students	0.0%	0.3%	0.2%
Students in Foster Care	0.4%	0.0%	0.5%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	2.6%	0.9%	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	56.8%	58.1%	61.1%
Hispanic	9.8%	10.8%	10.4%
Black or African American	21.9%	19.6%	18.2%
Asian	6.5%	6.5%	6.8%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.7%	4.8%	3.6%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	87	85	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	87.5%
Spanish	3.7%
Haitian	3.2%
Chinese	1.5%
Other Languages	4.1%



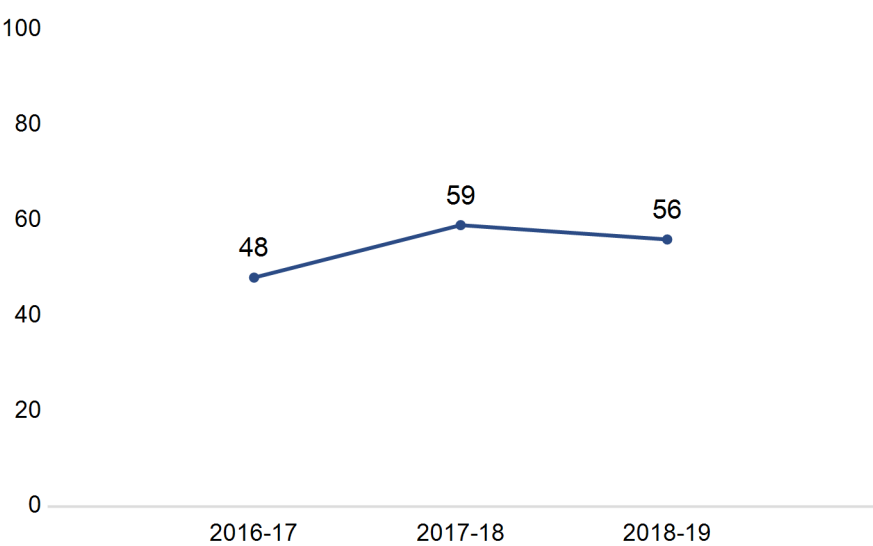
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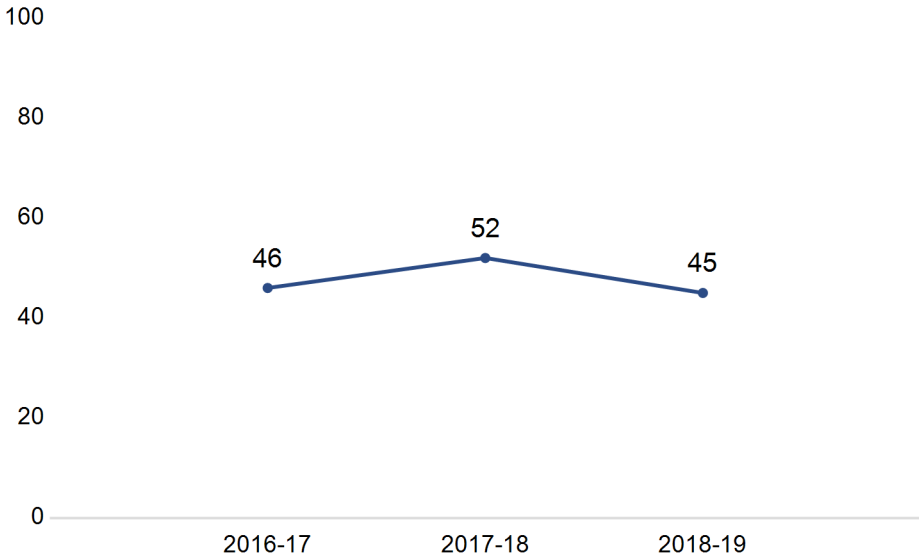
Student Growth Trends and Progress

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.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48	59	56	46	52	45
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	56	46	50	Met Standard	45	52	50	Met Standard
White	62	49	50	Exceeds Standard	46.5	54	52	Met Standard
Hispanic	37	44	49	**	29	49	47	**
Black or African American	45	41	45	Met Standard	48	43	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	66	56	59	**	40	58	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	49	49	**	*	66.5	52	**
Female	62	47	53	N	38	50	50	N
Male	51	45	47	N	48.5	53	51	N
Economically Disadvantaged Students	45	38	48	Met Standard	41	46	46	Met Standard
Students with Disabilities	29.5	41	43	Not Met	27	43	45	Not Met
English Learners	62	46.5	52	**	24	58.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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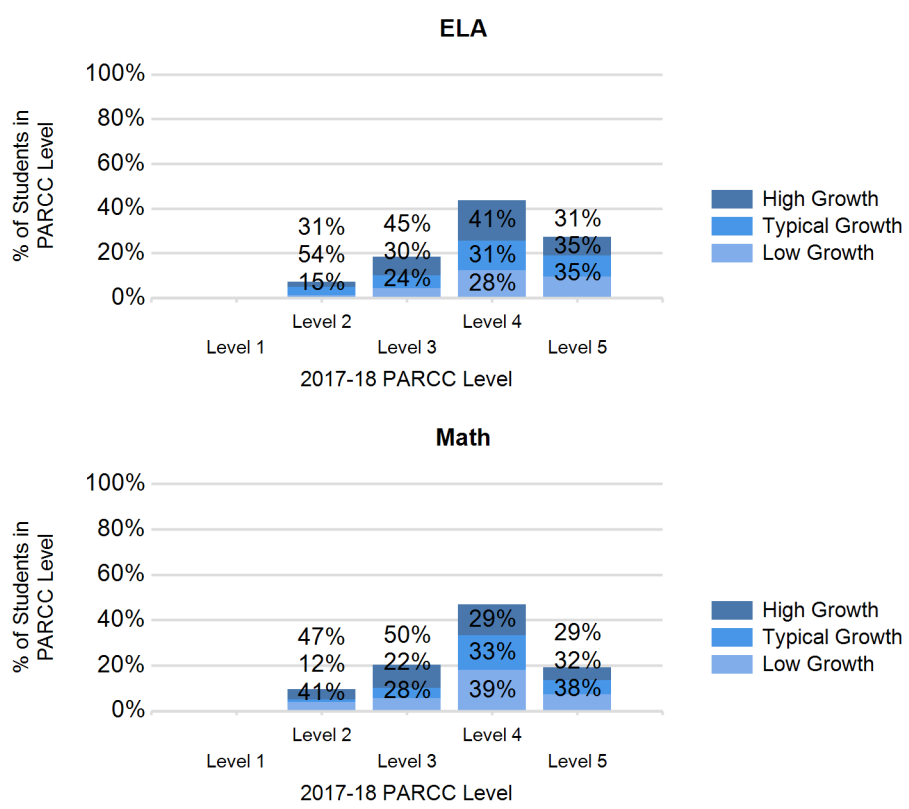
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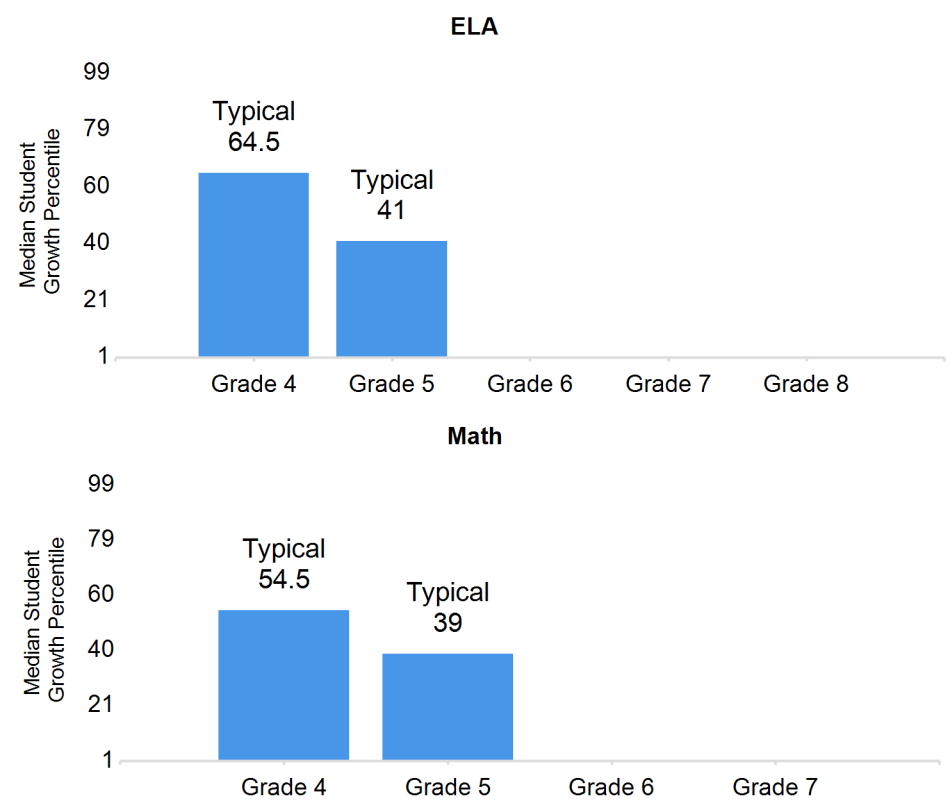
Student Growth by Performance Level

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



Student Growth by Grade

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



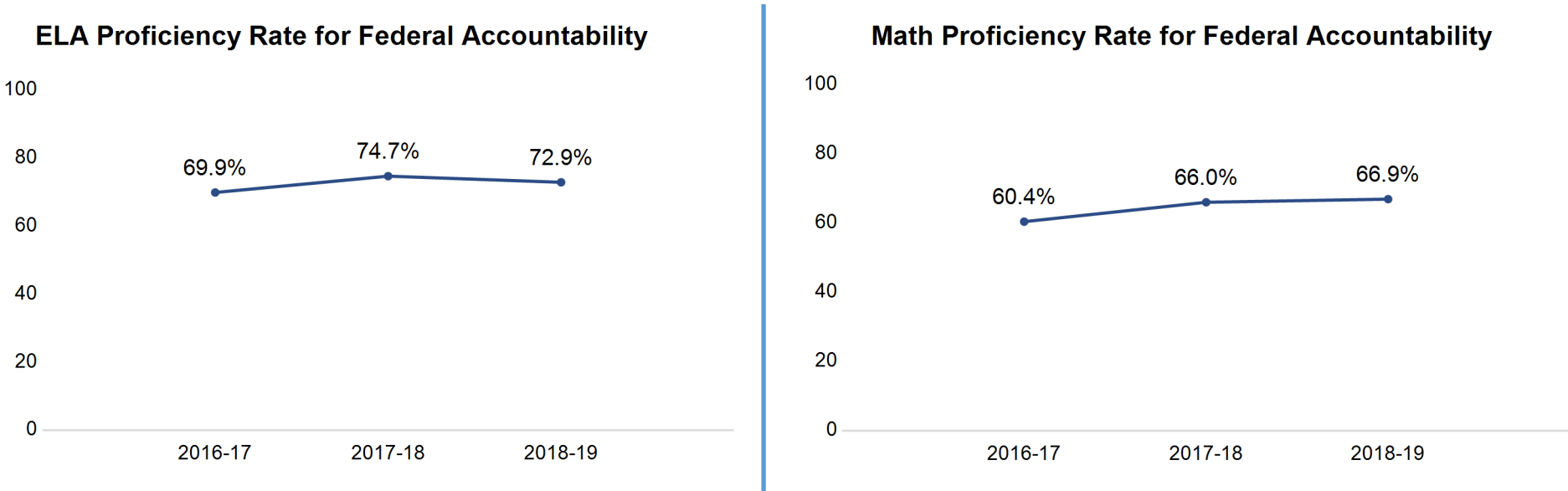


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English Language Arts and Mathematics Performance Trends

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	96.6%	97.5%	96.3%	96.3%	98.1%	96.3%
Proficiency Rate for Federal Accountability	69.9%	74.7%	72.9%	60.4%	66.0%	66.9%
Annual Target	67.0%	67.7%	68.4%	59.0%	60.1%	61.2%
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	284	96.3	72.9	68.4	57.9	72.9	68.4	Met Target
White	185	96.4	80.0	81.3	66.9	80.0	75.1	Met Goal
Hispanic	*	*	*	*	43.9	*	58.3	Met Target
Black or African American	46	94.1	47.8	41.7	38.5	47.2	50.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	24	100.0	83.3	*	82.9	83.3	N	N
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	80.8	64.4	*	**	**
Female	129	97.8	77.5	75.5	64.8	77.5		
Male	155	95.1	69.0	61.7	51.3	69.0		
Economically Disadvantaged Students	32	94.1	40.6	34.3	40.0	40.6	45.3	Met Target†
Non-Economically Disadvantaged Students	252	96.6	77.0	75.2	67.9	77.0		
Students with Disabilities	62	94.1	22.6	23.5	22.7	22.3	41.2	Not Met
Students without Disabilities	222	97.0	86.9	76.7	65.1	86.9		
English Learners	15	93.7	73.3	26.9	29.3	72.4	**	**
Non-English Learners	269	96.5	72.9	69.4	60.6	72.9		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

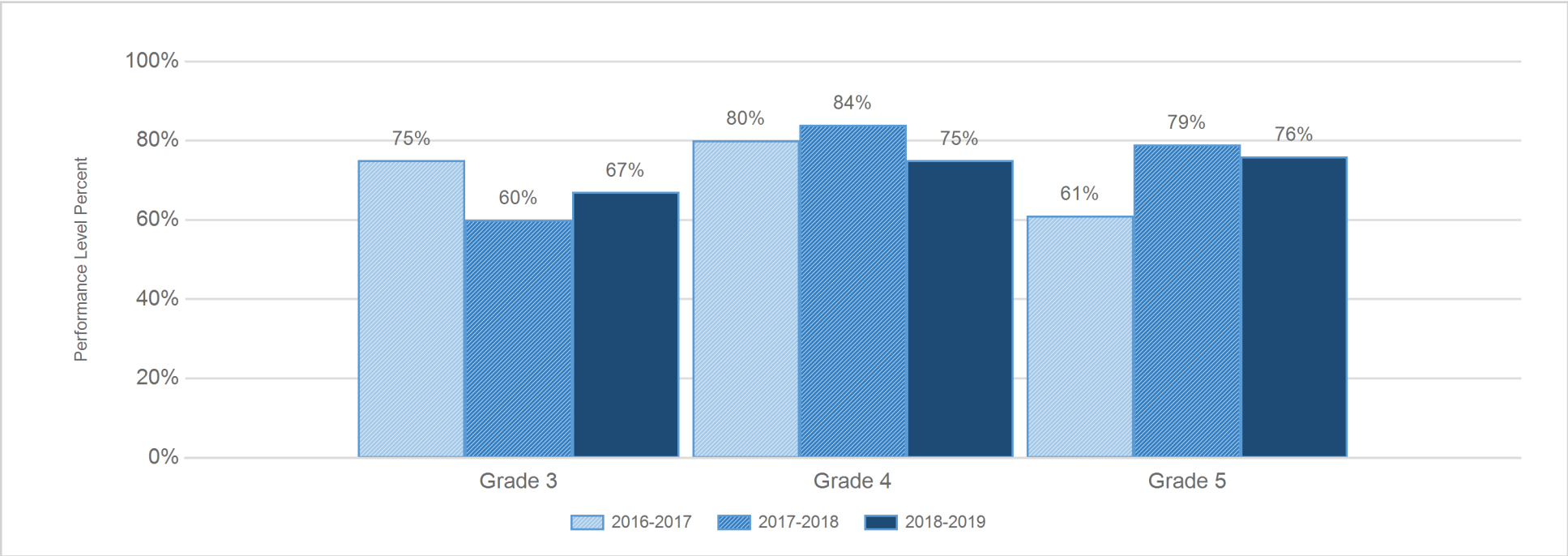


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English Language Arts Assessment - Performance Trends

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	98	770	761	748	*	*	15%	50%	17%	67%	50%
White	65	777	771	757	*	*	*	55%	20%	75%	60%
Hispanic	*	*	751	734	*	*	*	*	*	*	36%
Black or African American	19	743	735	731	*	*	*	*	*	37%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	782	756	*	*	*	*	*	*	58%
Female	43	779	769	753	*	*	*	*	*	72%	55%
Male	55	764	754	743	*	*	*	*	*	64%	46%
Economically Disadvantaged Students	10	730	*	731	*	*	*	*	*	30%	33%
Non-Economically Disadvantaged Students	88	775	*	759	*	*	*	*	*	72%	61%
Students with Disabilities	24	724	724	719	*	*	*	*	*	17%	24%
Students without Disabilities	74	785	768	754	*	*	*	*	*	84%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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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	96	776	770	755	*	*	14%	39%	36%	75%	57%
White	62	779	780	763	0%	*	*	35%	42%	77%	67%
Hispanic	*	*	761	743	*	*	*	*	*	*	44%
Black or African American	14	750	752	739	*	*	*	*	*	57%	39%
Asian, Native Hawaiian, or Pacific Islander	12	794	786	779	0%	0%	*	*	*	92%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	767	762	*	*	*	*	*	*	64%
Female	40	786	773	760	*	*	*	28%	53%	80%	62%
Male	56	768	768	750	*	*	*	46%	25%	71%	53%
Economically Disadvantaged Students	10	749	*	740	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	86	779	*	765	*	*	*	*	*	78%	69%
Students with Disabilities	19	726	*	725	*	*	*	*	*	16%	25%
Students without Disabilities	77	788	*	761	*	*	*	*	*	90%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	96	776	*	758	*	*	14%	39%	36%	75%	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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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	92	773	766	756	*	*	18%	57%	20%	76%	58%
White	58	784	776	764	*	0%	*	60%	29%	90%	68%
Hispanic	10	752	751	743	0%	*	*	*	*	60%	44%
Black or African American	15	750	744	739	0%	*	*	*	*	47%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	776	762	*	*	*	*	*	*	65%
Female	48	779	771	761	*	*	*	*	*	77%	64%
Male	44	766	761	750	*	*	*	*	*	75%	52%
Economically Disadvantaged Students	12	751	*	740	*	*	*	*	*	42%	39%
Non-Economically Disadvantaged Students	80	776	*	766	*	*	*	*	*	81%	69%
Students with Disabilities	20	741	731	724	*	*	*	*	*	40%	23%
Students without Disabilities	72	782	773	762	*	*	*	*	*	86%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	92	773	*	758	*	*	18%	57%	20%	76%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	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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### Mathematics Assessment - Participation and Performance

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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	284	96.3	66.9	56.3	44.5	66.9	61.2	Met Target
White	185	96.9	75.7	70.6	54.1	75.7	67.6	Met Target
Hispanic	*	*	*	*	28.8	*	50.7	Met Target†
Black or African American	45	92.2	37.8	28.3	23.0	36.5	46.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	25	100.0	76.0	*	76.5	76.0	N	N
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	72.8	53.3	*	**	**
Female	129	97.8	64.3	56.2	44.9	64.3		
Male	155	95.2	69.0	56.5	44.2	69.0		
Economically Disadvantaged Students	32	94.1	21.9	25.5	26.3	21.9	47	Not Met
Non-Economically Disadvantaged Students	252	96.6	72.6	62.8	54.9	72.6		
Students with Disabilities	62	95.5	29.0	20.9	17.4	29.0	31.5	Met Target†
Students without Disabilities	222	96.6	77.5	63.2	50.0	77.5		
English Learners	16	94.1	50.0	18.8	25.0	49.4	**	**
Non-English Learners	268	96.5	67.9	57.3	46.5	67.9		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

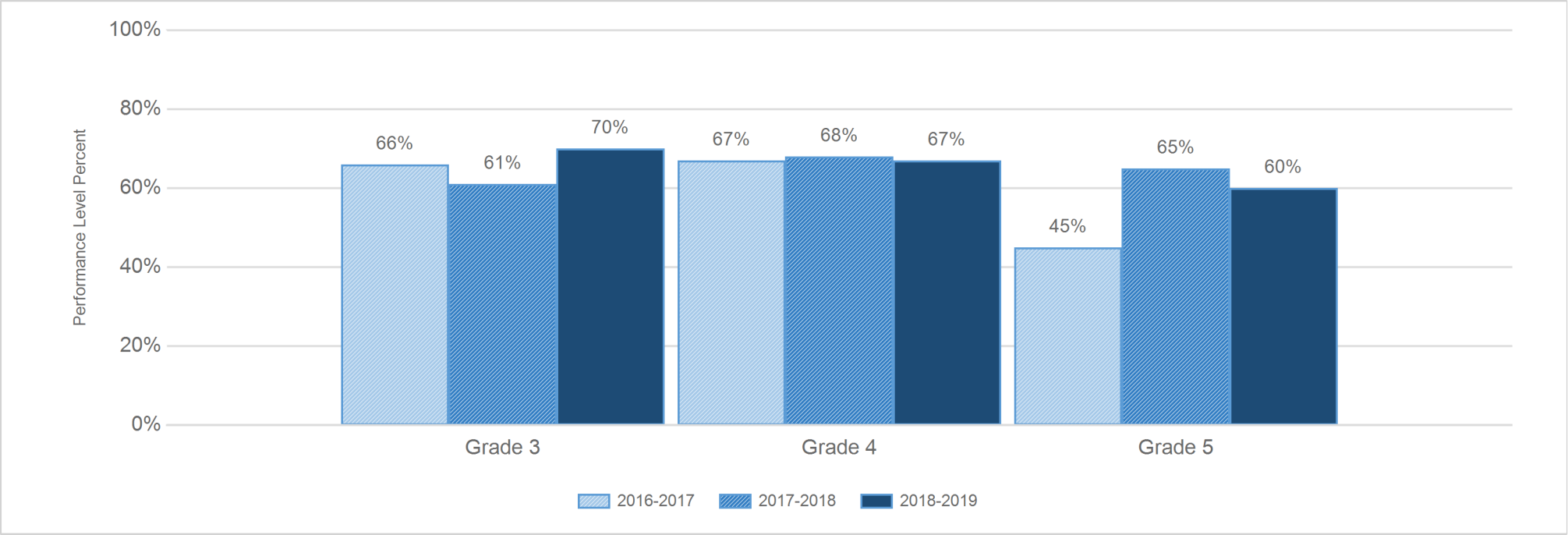


Clinton Elementary School  
(13-4900-060)  
Grades Offered: KG-05  
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	765	762	752	*	*	12%	38%	33%	70%	55%
White	65	771	770	760	*	*	*	46%	32%	78%	66%
Hispanic	*	*	758	739	*	*	*	*	*	*	40%
Black or African American	18	737	740	735	*	*	*	*	*	39%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	777	758	*	*	*	*	*	*	62%
Female	42	766	763	751	*	*	*	33%	40%	74%	54%
Male	56	765	761	752	*	*	*	41%	27%	68%	56%
Economically Disadvantaged Students	10	720	*	737	*	*	0%	*	*	30%	37%
Non-Economically Disadvantaged Students	88	770	*	761	*	*	14%	*	*	75%	67%
Students with Disabilities	24	728	733	731	*	*	*	*	*	29%	31%
Students without Disabilities	74	777	768	756	*	*	*	*	*	84%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	98	759	756	749	*	*	18%	56%	11%	67%	51%
White	63	765	766	757	*	*	16%	*	*	75%	62%
Hispanic	*	*	744	737	*	*	*	*	*	*	36%
Black or African American	14	737	735	731	*	*	*	*	*	43%	29%
Asian, Native Hawaiian, or Pacific Islander	13	773	770	776	0%	*	*	*	*	77%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	756	754	*	*	*	*	*	*	58%
Female	42	756	750	749	*	*	*	*	*	64%	50%
Male	56	762	760	749	*	*	*	*	*	70%	52%
Economically Disadvantaged Students	10	724	*	734	*	*	*	*	*	20%	32%
Non-Economically Disadvantaged Students	88	763	*	759	*	*	*	*	*	73%	63%
Students with Disabilities	20	717	*	726	*	*	*	*	*	25%	25%
Students without Disabilities	78	770	*	754	*	*	*	*	*	78%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	91	755	752	747	*	*	24%	*	*	60%	47%
White	57	765	762	755	*	*	21%	56%	18%	74%	58%
Hispanic	10	745	745	735	0%	*	*	*	*	50%	30%
Black or African American	15	732	731	729	*	*	*	*	*	27%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	757	753	*	*	*	*	*	*	55%
Female	47	752	749	747	*	*	*	*	*	53%	47%
Male	44	758	755	747	*	*	*	*	*	68%	47%
Economically Disadvantaged Students	12	733	*	732	*	*	*	*	*	17%	27%
Non-Economically Disadvantaged Students	79	758	*	757	*	*	*	*	*	67%	59%
Students with Disabilities	19	730	725	725	*	*	*	*	*	32%	19%
Students without Disabilities	72	761	758	752	*	*	*	*	*	68%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	91	755	*	749	*	*	24%	*	*	60%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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## 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

## 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	68.8%	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	32	*	*
3-4	14	71.4%	28.6%
5 or more	*	*	*



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2018-2019

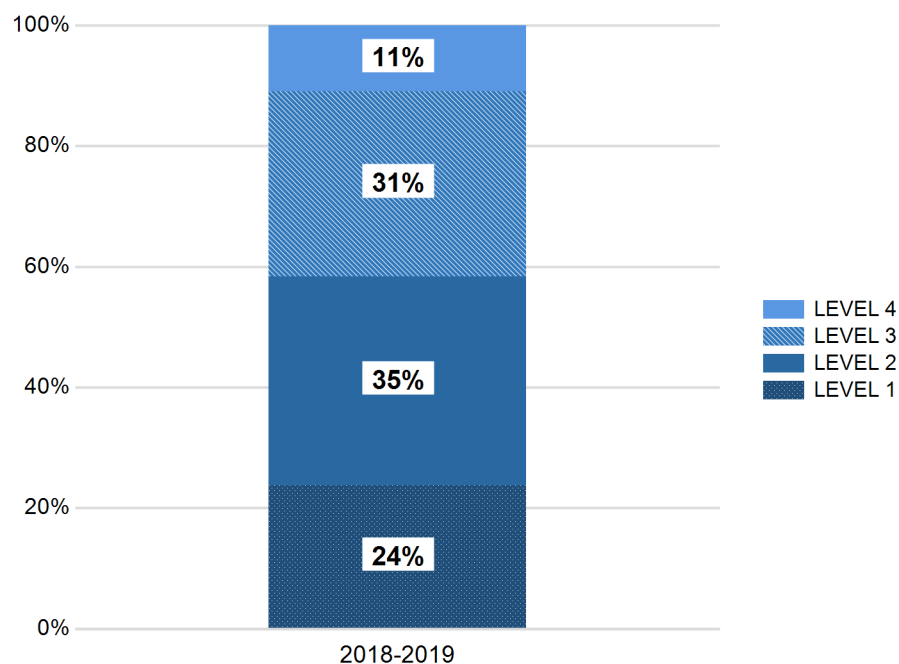
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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
<b>Schoolwide</b>	24	35	31	11
White	7	40	38	16
Hispanic	30	40	30	0
Black or African American	61	28	6	6
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	26	36	24	14
Male	22	33	38	7
Economically Disadvantaged Students	67	17	17	0
Non-Economically Disadvantaged Students	18	37	33	12
Students with Disabilities	61	22	11	6
Students without Disabilities	16	38	35	12
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





Clinton Elementary School

(13-4900-060)

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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.

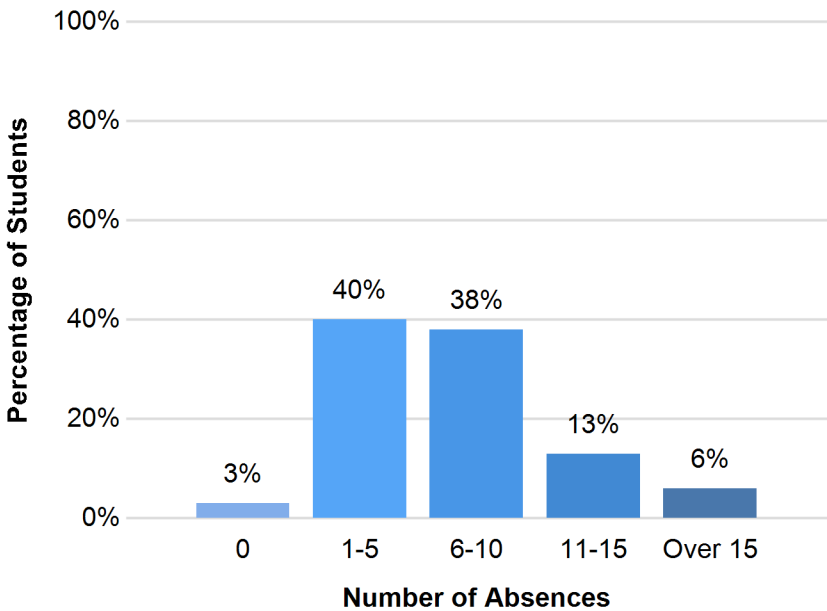
Chronic Absenteeism

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	23	4.0	8.9	Met
White	12	3.2	8.9	Met
Hispanic	4	8.5	8.9	Met
Black or African American	6	6.3	8.9	Met
Asian, Native Hawaiian, or Pacific	0	0	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	4.2	8.9	Met
Female	12	4.3		
Male	11	3.7		
Economically Disadvantaged Students	6	9.4	8.9	Not Met
Students with Disabilities	6	6.0	8.9	Met
English Learners	1	9.1	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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







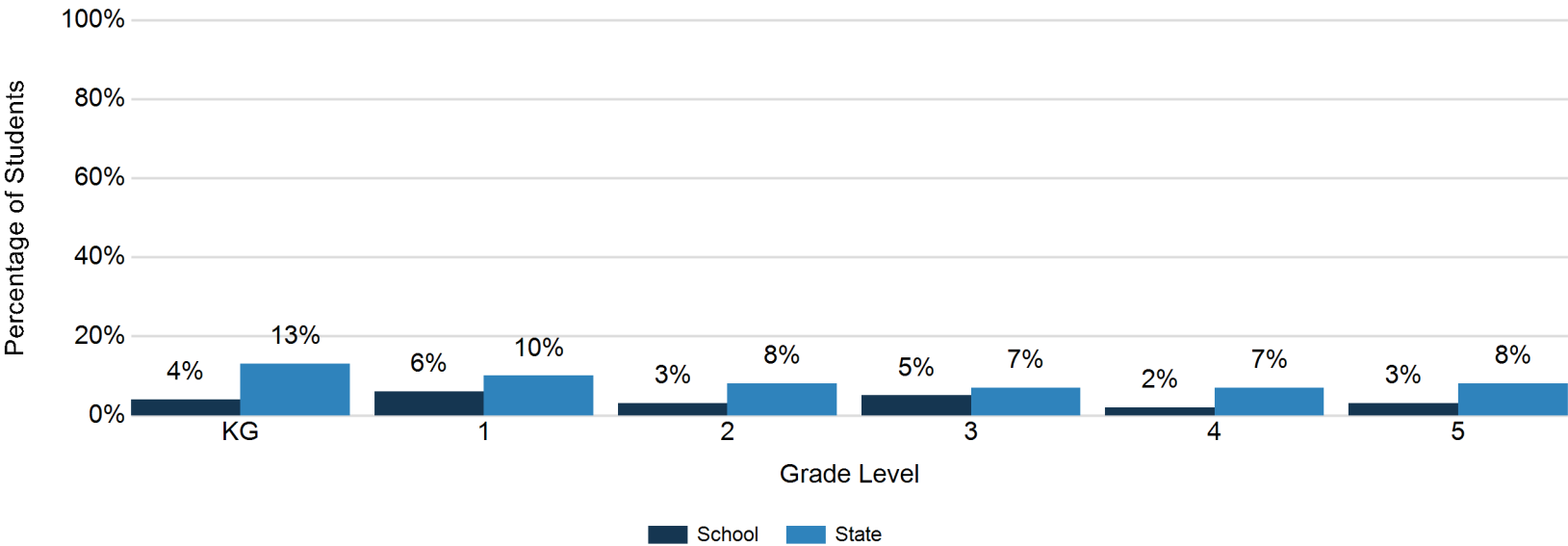
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Chronic Absenteeism by Grade

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





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

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

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

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

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

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

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

### Police Notifications

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

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

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
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	8:05 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 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	49	118,214
Average years experience in public schools	9.4	12.1
Average years experience in district	9.4	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	36	9,530
Average years experience in public schools	9.4	16.0
Average years experience in district	9.4	12.0
Percentage of Administrators with 4 or more years experience in the district	63.9%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	309:1	197:1
Teachers to Administrators	25:1	16:1
Students to Librarians/Media Specialists		711:1
Students to Nurses		592:1
Students to Counselors		418:1
Students to Child Study Team Members		192:1



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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.3%	87.8%	100.0%	48.4%	77.1%	54.9%
Male	50.7%	12.2%	0.0%	51.6%	22.9%	45.1%
White	61.1%	83.7%	50.0%	42.4%	83.6%	77.4%
Hispanic	10.4%	4.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	18.2%	10.2%	50.0%	15.0%	6.6%	13.9%
Asian	6.8%	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%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.1%	90.5%
2017-18 Administrators: Same district 2018-19	72.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.1%



**Clinton Elementary School**  
(13-4900-060)  
Grades Offered: KG-05  
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.





Clinton Elementary School

(13-4900-060)

Grades Offered: KG-05

2018-2019

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	69.9%	74.7%	72.9%
Math Proficiency	60.4%	66.0%	66.9%
ELA Growth	48	59	56
Math Growth	46	52	45
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		74.3%	68.8%
Chronic Absenteeism	3.5%	2.7%	4.0%

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

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






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School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>Clinton Elementary is a "Leader in Me" School. We empower our students to learn to lead themselves and others.</li> <li>In 2016 Clinton became a national "Let's Move Active School" recipient.</li> <li>Clinton School is the district elementary school for the Language Learners program.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>At Clinton, we never lose focus of our primary goal, educating the whole child. We are dedicated to educating our whole community in cultural competency and bias awareness. We work to establish an environment where students model respect, responsibility, caring, honesty and citizenship for each other. Every student has a voice and is empowered to become a leader and actively influence his/her school.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>In 2016 Clinton School became a national Let's Move Active School award recipient.</p>





Clinton Elementary School  
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 Courses, Curriculum, Instruction:	Students receive instruction in language arts, math, science, social studies, world languages, library/technology, physical education, art, and vocal music. In grade four they may also participate in chorus. In grade five, they may participate in instrumental music and chorus. Supplementary instruction is provided for students who need assistance in reading and math, speech, and also for our English Language Learners.
 Clubs and Activities:	Other schoolwide activities include the MLK Club, Student Council, SOMS Voices newspaper club, All School Musical




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 <div>Before and After School Programs:</div>	<p>Our Beyond the Bell after school enrichment program provides students with opportunities to learn and play in a variety of areas including: cooking, athletics, science, dance, theater, cheer, Legomania, chess, coding, frisbee, and art.</p>
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### School Narrative

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#### Student Supports and Services:

Clinton School is the district elementary school for the English Language Learners program. Over twenty-five different nationalities and ten different languages are represented within the Clinton population. The Elementary Social Work Program-Services include crisis intervention, child and family counseling, as well as group counseling.



#### Student Health and Wellness:

At Clinton we understand the need for students to move throughout the day including before and after school. We also understand the benefits of healthy, active students and how it directly correlates with students learning to their full potential. Some ways Clinton students stay active are through 120 minutes of physical education per week, in class brain breaks, outdoor recess, creative play, and a kinesthetic classroom. Students also have access to flexible seating in their classrooms.



#### Parent and Community Involvement:

The PTA diligently works with the school to enhance academic offerings for students through the donation of materials and resources, volunteerism, school beautification projects, cultural assemblies, and social events for our families. One ever-popular PTA initiative is our annual All-School Musical. Last year's musical included 350 Clinton students and was a smashing success.



**Columbia High School**  
 (13-4900-030)  
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 2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

Notes from the New Jersey Department of Education:





**Columbia High School**  
 (13-4900-030)  
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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	South Orange-Maplewood School District
Principal Name	Dr. Kalisha Morgan
Address	17 PARKER AVE MAPLEWOOD, NJ 07040-1327
Phone Number	973-762-5600
Email Address	<a href="mailto:kmorgan@somsd.k12.nj.us">kmorgan@somsd.k12.nj.us</a>
Website	<a href="https://www.somsd.k12.nj.us/site/Default.aspx?PageID=423">https://www.somsd.k12.nj.us/site/Default.aspx?PageID=423</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	526	533	497
10	471	512	519
11	491	445	481
12	398	491	447
Total	1,886	1,981	1,944

### 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%	53.2%	52.4%
Male	48.0%	46.8%	47.6%
Economically Disadvantaged Students	21.2%	18.5%	18.6%
Students with Disabilities	12.7%	12.3%	13.2%
English Learners	1.0%	1.1%	1.8%
Homeless Students	0.1%	0.2%	0.3%
Students in Foster Care	0.1%	0.2%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.6%	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	47.9%	50.6%	52.1%
Hispanic	5.5%	6.4%	6.7%
Black or African American	41.7%	37.4%	34.2%
Asian	3.4%	3.8%	4.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.2%	0.2%
Two or More Races	1.3%	1.6%	2.7%

### 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	1,877	1,972	1,932
Shared Time Students	18	16	21
Full Time Equivalent	1,886	1,980	1,943

### 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	2.0%
Haitian	1.9%
Other Languages	3.0%



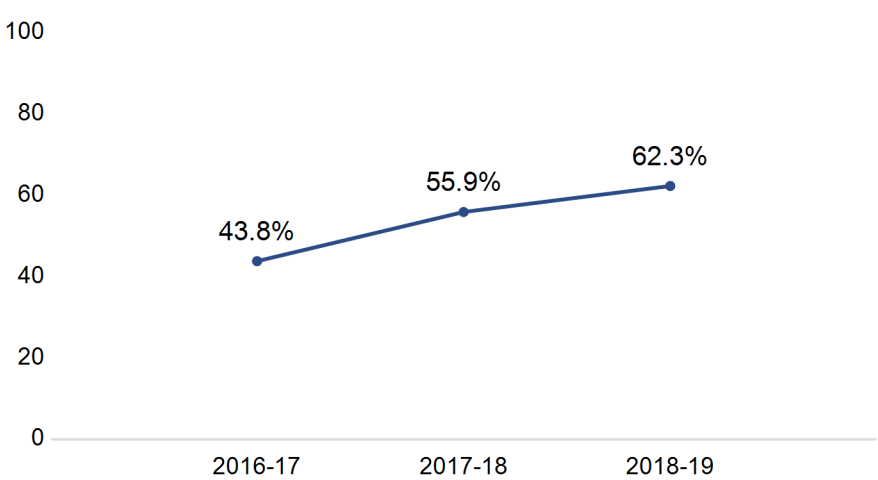
Columbia High School  
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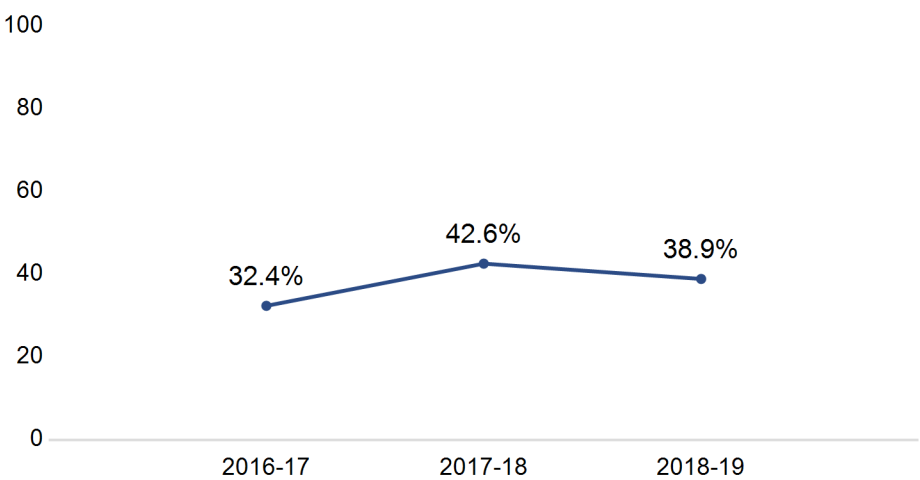
English Language Arts and Mathematics Performance Trends

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	69.2%	88.1%	85.9%	70.0%	88.1%	87.6%
Proficiency Rate for Federal Accountability	43.8%	55.9%	62.3%	32.4%	42.6%	38.9%
Annual Target	25.9%	28.7%	31.5%	25.2%	28.1%	31.0%
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	912	85.9	68.3	68.4	57.9	62.3	31.5	Met Target
White	495	90.2	85.7	81.3	66.9	81.6	35.7	Met Goal
Hispanic	69	86.2	46.4	*	43.9	42.6	28.2	Met Target
Black or African American	272	79.3	38.6	41.7	38.5	32.7	25.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	40	87.0	90.0	*	82.9	82.4	52.4	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	36	85.7	72.2	80.8	64.4	65.2	57.8	Met Target
Female	477	88.4	75.9	75.5	64.8	71.1		
Male	435	83.3	60.0	61.7	51.3	53.1		
Economically Disadvantaged Students	157	79.8	33.1	34.3	40.0	*	21.5	Met Target
Non-Economically Disadvantaged Students	755	87.3	75.6	75.2	67.9	*		
Students with Disabilities	120	72.9	30.0	23.5	22.7	23.4	20.2	Met Target
Students without Disabilities	792	88.3	74.1	76.7	65.1	69.3		
English Learners	27	93.1	14.8	26.9	29.3	14.5	16.2	Met Target†
Non-English Learners	885	85.7	69.9	69.4	60.6	63.6		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

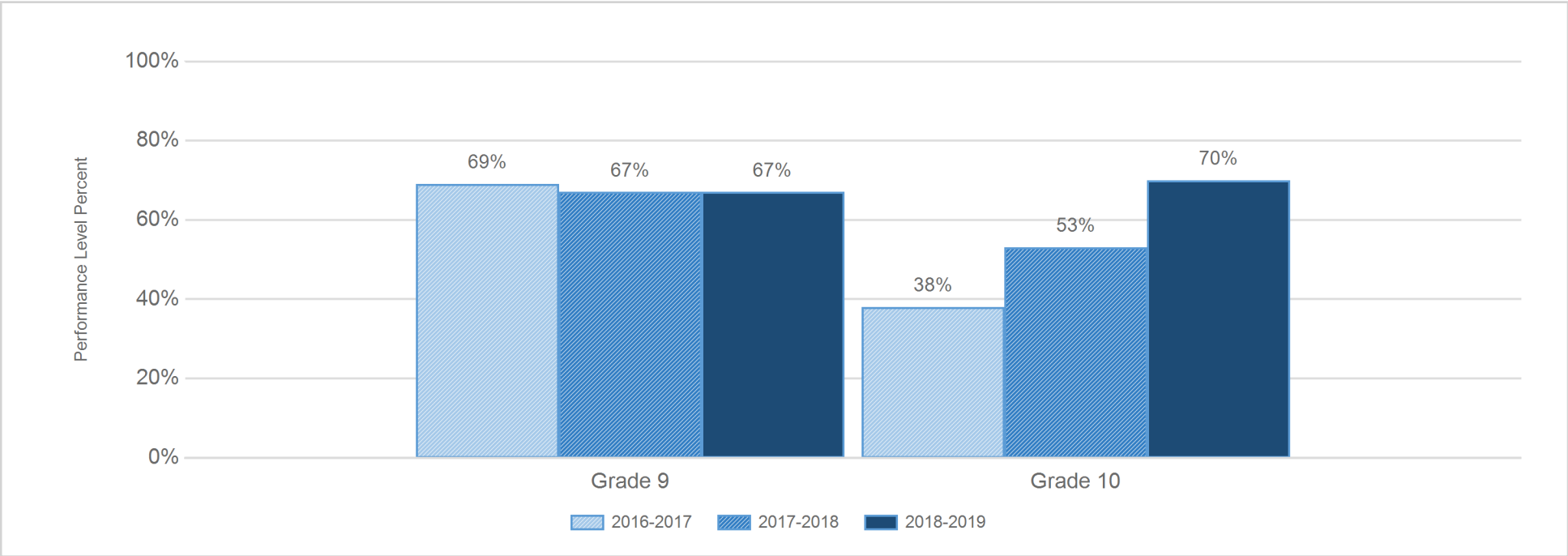


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English Language Arts Assessment - Performance Trends

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





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	456	766	766	753	6%	8%	19%	39%	28%	67%	56%
White	229	783	783	762	*	*	9%	46%	41%	87%	65%
Hispanic	35	746	746	737	*	*	*	*	*	46%	40%
Black or African American	146	742	742	732	12%	16%	34%	29%	8%	37%	33%
Asian, Native Hawaiian, or Pacific Islander	19	773	773	783	0%	*	*	*	*	84%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	27	772	772	761	0%	*	*	*	*	74%	63%
Female	232	775	775	760	*	*	14%	40%	36%	76%	63%
Male	224	757	757	746	*	*	23%	38%	19%	58%	49%
Economically Disadvantaged Students	90	736	736	734	12%	22%	34%	*	*	31%	36%
Non-Economically Disadvantaged Students	366	773	773	762	5%	5%	15%	*	*	76%	65%
Students with Disabilities	62	732	732	717	21%	21%	29%	*	*	29%	17%
Students without Disabilities	394	771	771	760	4%	6%	17%	*	*	73%	63%
English Learners	10	713	713	693	*	*	*	*	*	*	*
Non-English Learners	446	767	767	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	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	N	715	N	N	N	N	N	N	23%



**Columbia High School**  
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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
<b>Schoolwide</b>	451	771	771	757	8%	11%	11%	35%	35%	70%	58%
White	263	789	789	767	*	*	8%	37%	48%	85%	67%
Hispanic	33	749	749	738	*	*	*	*	*	48%	43%
Black or African American	125	737	737	733	17%	24%	18%	33%	9%	42%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	243	779	779	766	5%	11%	8%	33%	44%	76%	66%
Male	208	762	762	749	11%	11%	14%	38%	25%	63%	51%
Economically Disadvantaged Students	66	729	729	735	26%	26%	*	*	*	36%	40%
Non-Economically Disadvantaged Students	385	778	778	767	5%	8%	*	*	*	76%	67%
Students with Disabilities	51	731	731	711	31%	*	22%	*	*	31%	19%
Students without Disabilities	400	776	776	765	5%	*	10%	*	*	75%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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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	808	87.6	42.0	56.3	44.5	38.9	31	Met Target
White	406	91.1	58.1	70.6	54.1	55.8	38.9	Met Target
Hispanic	67	88.3	23.9	*	28.8	22.2	28.5	Met Target†
Black or African American	268	82.4	21.3	28.3	23.0	18.7	21.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	36	90.0	41.7	*	76.5	39.5	40.1	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	72.8	53.3	*	49.1	Met Target†
Female	426	88.8	40.8	56.2	44.9	38.4		
Male	382	86.3	43.2	56.5	44.2	39.5		
Economically Disadvantaged Students	159	83.4	18.9	25.5	26.3	*	18.9	Met Target†
Non-Economically Disadvantaged Students	649	88.7	47.6	62.8	54.9	*		
Students with Disabilities	129	79.4	13.2	20.9	17.4	11.1	17.9	Not Met
Students without Disabilities	679	89.4	47.4	63.2	50.0	44.8		
English Learners	28	87.9	10.7	18.8	25.0	*	16.1	Met Target†
Non-English Learners	780	87.6	43.1	57.3	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



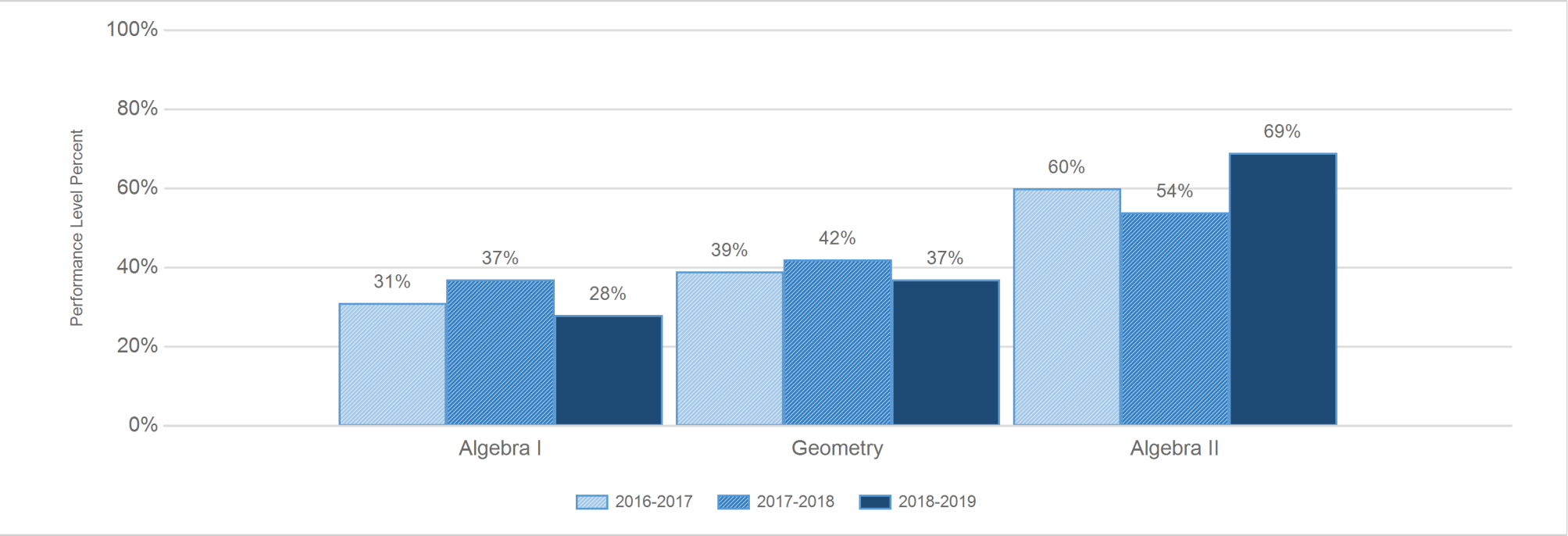


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Mathematics Assessment – Performance Trends

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	385	734	752	744	10%	32%	30%	*	*	28%	42%
White	130	750	765	752	*	17%	32%	*	*	49%	53%
Hispanic	40	721	734	728	25%	38%	*	*	*	15%	24%
Black or African American	193	725	734	725	12%	43%	28%	17%	0%	17%	20%
Asian, Native Hawaiian, or Pacific Islander	11	750	*	775	0%	*	*	*	*	45%	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	768	752	*	*	*	*	*	*	51%
Female	184	734	753	745	9%	33%	32%	*	*	26%	44%
Male	201	734	751	743	11%	31%	27%	*	*	30%	41%
Economically Disadvantaged Students	119	725	733	727	13%	42%	28%	*	*	18%	23%
Non-Economically Disadvantaged Students	266	738	757	752	9%	28%	30%	*	*	33%	52%
Students with Disabilities	96	715	*	717	*	*	*	*	*	*	12%
Students without Disabilities	289	740	*	748	*	*	*	*	*	*	47%
English Learners	13	712	*	710	*	*	*	*	*	*	*
Non-English Learners	372	735	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	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	N	707	N	N	N	N	N	N	12%



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## Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	189	742	754	737	5%	11%	47%	*	*	37%	35%
White	110	748	759	743	*	*	48%	*	*	45%	43%
Hispanic	15	737	747	724	0%	*	*	*	*	20%	17%
Black or African American	49	730	738	720	*	*	33%	27%	0%	27%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	757	745	*	*	*	*	*	*	46%
Female	114	744	754	738	*	*	50%	*	*	39%	36%
Male	75	739	754	736	*	*	41%	*	*	35%	34%
Economically Disadvantaged Students	27	730	736	722	*	*	41%	*	*	22%	16%
Non-Economically Disadvantaged Students	162	744	756	743	*	*	48%	*	*	40%	43%
Students with Disabilities	19	727	*	712	*	*	*	*	*	21%	*
Students without Disabilities	170	744	*	741	*	*	*	*	*	39%	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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## Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	231	761	761	755	*	7%	22%	*	*	69%	58%
White	164	766	766	758	0%	*	21%	*	*	74%	62%
Hispanic	12	758	758	731	*	*	*	*	*	58%	34%
Black or African American	25	735	735	725	*	*	*	48%	0%	48%	27%
Asian, Native Hawaiian, or Pacific Islander	16	747	747	777	0%	*	*	*	*	50%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	14	760	760	761	0%	0%	*	*	*	71%	65%
Female	127	757	757	752	*	*	24%	*	*	64%	55%
Male	104	765	765	758	*	*	20%	*	*	75%	62%
Economically Disadvantaged Students	13	725	725	729	*	*	*	*	*	23%	32%
Non-Economically Disadvantaged Students	218	763	763	761	*	*	*	*	*	72%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	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	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	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	11	*	*
3-4	15	73.3%	26.7%
5 or more	*	*	*



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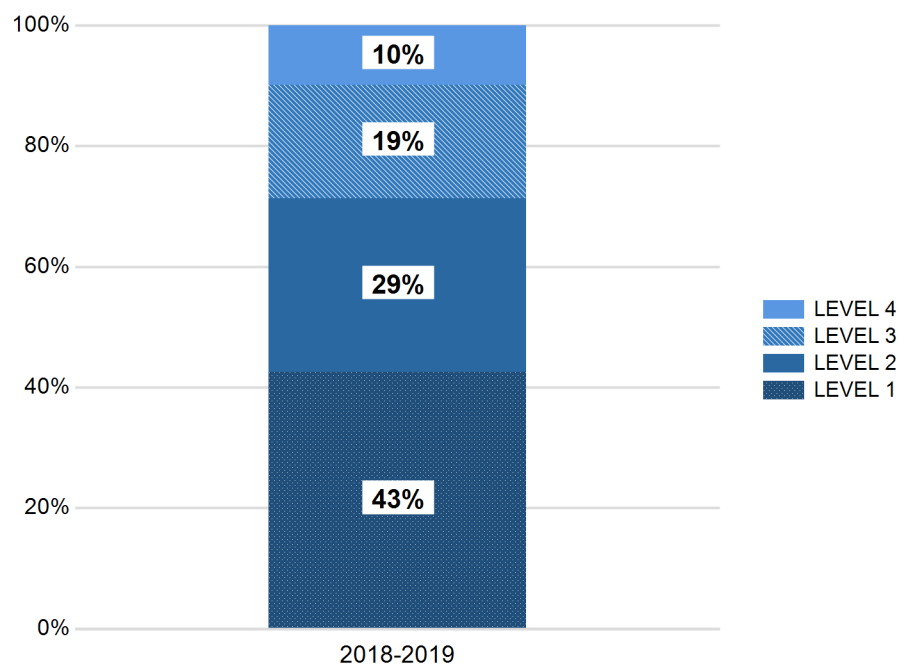
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 11 Summary

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



### NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	43	29	19	10
White	28	28	25	19
Hispanic	*	*	*	*
Black or African American	53	27	16	4
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	38	23	31	8
Male	45	31	14	10
Economically Disadvantaged Students	69	15	15	0
Non-Economically Disadvantaged Students	31	34	21	14
Students with Disabilities	81	19	0	0
Students without Disabilities	34	31	24	12
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

### PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	94.9%	84.5%
12th graders taking SAT in 2018-19 or prior years	84.7%	72.1%
12th graders taking ACT in 2018-19 or prior years	32.0%	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	525	476	Grade 10: 430 Grade 11: 460	79%	61%
PSAT 10/NMSQT - Math	514	477	Grade 10: 480 Grade 11: 510	62%	43%
SAT - Reading and Writing	589	539	480	81%	70%
SAT - Math	585	541	530	67%	53%
ACT - Reading	28	25	22	85%	66%
ACT - English	27	24	18	91%	81%
ACT - Math	26	24	22	80%	65%
ACT - Science	25	24	23	71%	57%





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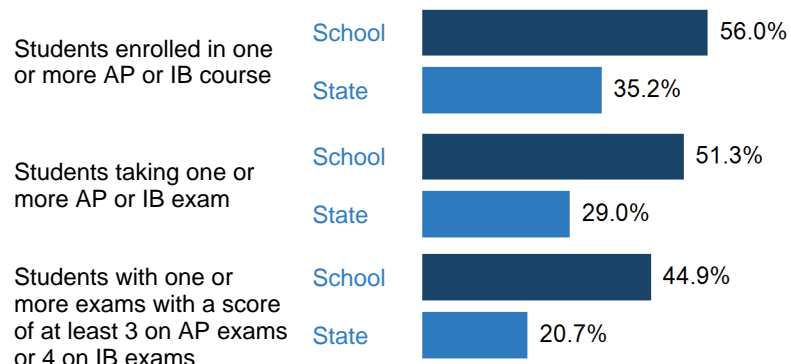
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

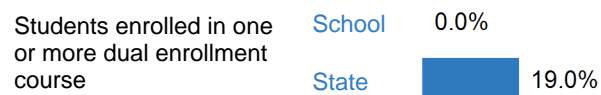
### AP/IB Coursework – Participation and Performance

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	38	35
AP Biology	60	55
AP Calculus AB	27	28
AP Calculus BC	60	60
AP Chemistry	56	53
AP Comparative Government and Politics	25	24
AP Computer Science A	0	1
AP Computer Science Principles	19	16
AP English Language and Composition	65	65
AP English Literature and Composition	18	18
AP Environmental Science	16	17
AP European History	27	24
AP French Language and Culture	17	14
AP German Language and Culture	0	1
AP Italian Language and Culture	8	1
AP Macroeconomics	0	1





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AP/IB Course	Students Enrolled	Students Tested
AP Microeconomics	0	1
AP Music Theory	18	15
AP Physics C	29	0
AP Physics C: Electricity and Magnetism	0	29
AP Physics C: Mechanics	0	30
AP Psychology	157	150
AP Spanish Language	0	44
AP Spanish Literature	0	11
AP Statistics	82	79
AP Studio Art—Drawing Portfolio	15	0
AP Studio Art—Two-Dimensional	0	8
AP U.S. Government and Politics	32	31
AP U.S. History	386	164
AP World History	0	142
IB Language A (non-English)—French	46	0
IB Language B—French	14	0



**Columbia High School**  
 (13-4900-030)  
 Grades Offered: 09-12  
 2018-2019

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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		1117
Exams with scores of at least 3 on AP exams or 4 on IB exams		919



Columbia High School  
(13-4900-030)  
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2018-2019

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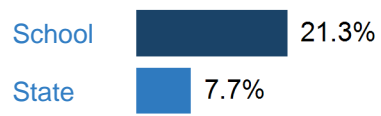
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

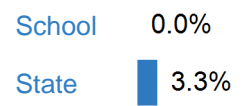
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





**Columbia High School**  
(13-4900-030)  
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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	21.3%	*	7.7%	10.3%
White	22.1%	*	6.1%	9.6%
Hispanic	17.7%	0.0%	10.3%	11.3%
Black or African American	20.9%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	24.4%	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	0.0%	6.8%	12.1%
Female	20.9%	*	7.3%	10.6%
Male	21.7%	*	8.0%	10.1%
Economically Disadvantaged Students	20.9%	*	10.4%	11.8%
Students with Disabilities	17.6%	*	6.6%	9.2%
English Learners	30.4%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Columbia High School  
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2018-2019

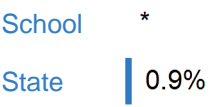
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Industry-Valued Credentials

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	*	*	*
Arts, AV Technology & Communications	417		
Hospitality & Tourism	*		
Human Services	*	*	*
Information Technology	0	*	*
Manufacturing	*		
Marketing	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	431	*	*



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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	259	112	112	2	0	0	12
10	18	238	174	90	0	22	3
11	20	17	191	125	104	13	8
12	6	5	18	135	79	47	49
Total	303	372	495	352	183	82	72
Enrolled in AP/IB Course					87	82	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	486	1	0	3	5	2
10	15	6	0	5	484	23
11	6	432	0	14	14	31
12	76	19	0	65	50	160
Total	583	458	0	87	553	216
Enrolled in AP/IB Course	60	56		16	29	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	488	6	1	0	0	2
10	8	502	13	2	2	4
11	8	468	17	85	33	20
12	6	69	29	160	100	97
Total	510	1045	60	247	135	123
Enrolled in AP/IB Course	0	386	0	157		77
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	57	291	69	0	1	30	4
10	19	373	66	0	1	13	4
11	8	256	36	9	1	28	15
12	6	124	10	9	0	8	17
Total	90	1044	181	18	3	79	40
Enrolled in AP/IB Course	0	77	8	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	252	28	18	0	0	3



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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	0	25	0	0
10	0	0	2	14	0	0
11	0	0	2	15	0	0
12	0	0	15	27	0	0
Total	0	0	19	81	0	0
Enrolled in AP/IB Course	0		19			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
French	*
Spanish	19
Total	*



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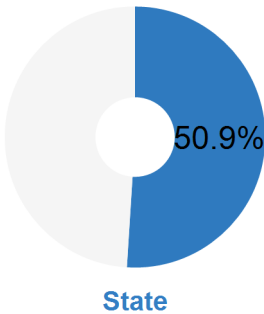
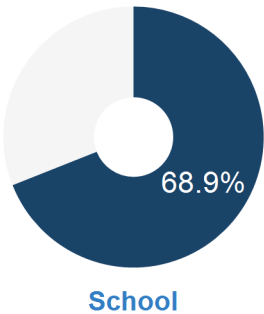
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Visual and Performing Arts – Course Participation

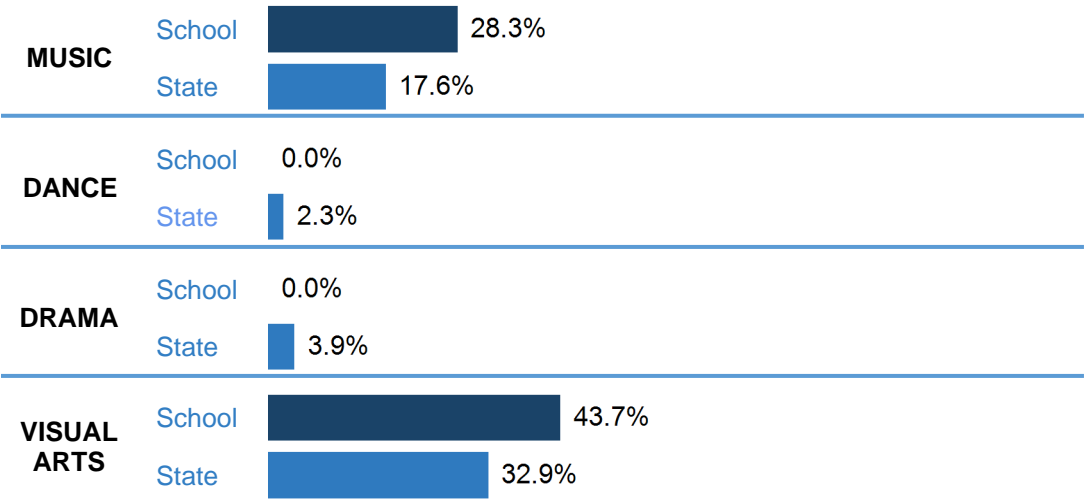
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:





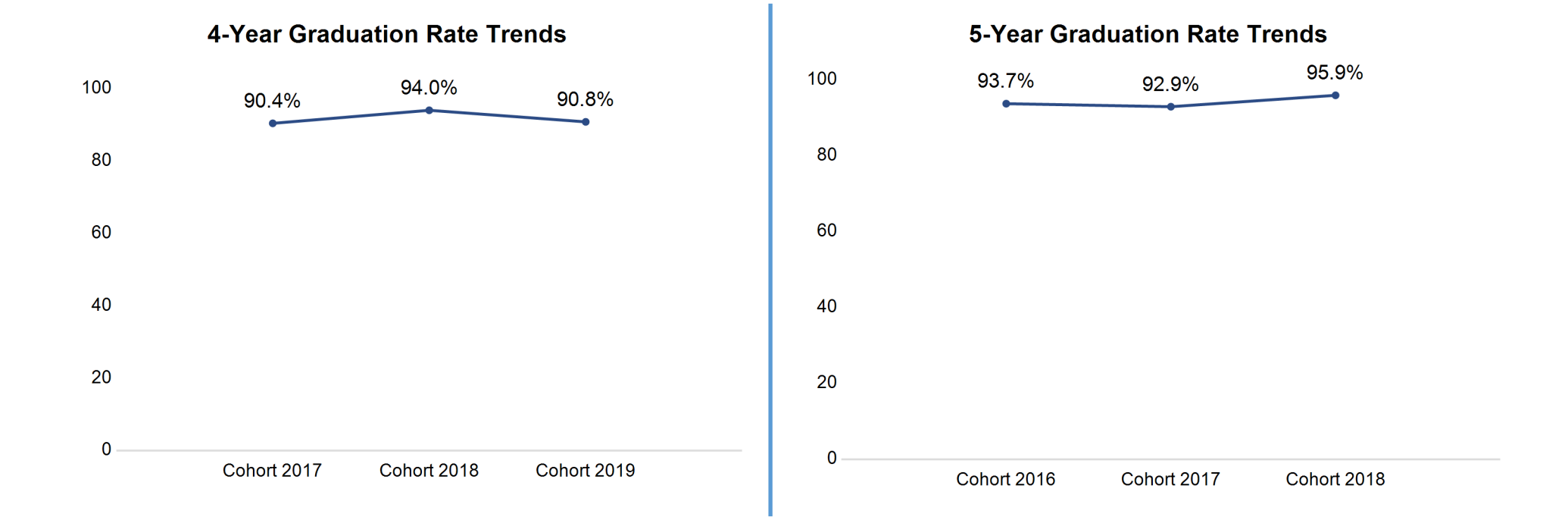
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

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



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	90.4%	94.0%	90.8%	93.7%	92.9%	95.9%
Annual Target	91.2%	91.4%		95.0%	95.1%	
Met Annual Target?	Not Met	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	90.8%	90.6%	95.9%	92.5%	94.0%	91.4%	Met Target	92.9%	95.1%	Not Met
White	94.6%	94.9%	97.1%	95.9%	96.7%	N	Met Goal	94.9%	96.0%	Not Met
Hispanic	93.3%	84.5%	97.4%	87.3%	97.4%	N	Met Goal	75.0%	83.8%	Not Met
Black or African American	85.0%	83.3%	93.9%	87.1%	90.2%	88.5%	Met Target	92.0%	94.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	95.5%	96.9%	100.0%	97.8%	100.0%	N	Met Goal	100.0%	**	**
American Indian or Alaska Native	*	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	96.0%	92.8%	96.8%	94.4%	95.0%			94.3%		
Male	85.2%	88.5%	94.9%	90.8%	92.9%			91.7%		
Economically Disadvantaged Students	81.1%	84.0%	91.3%	87.3%	84.9%	84.1%	Met Target	88.1%	89.8%	Not Met
Students with Disabilities	67.1%	79.2%	88.3%	83.8%	86.7%	78.7%	Met Target	76.8%	85.7%	Not Met
English Learners	75.0%	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	N	78.3%	N			N		
Students in Foster Care	*	57.6%	N	82.5%	N			*		
Migrant Students	N	83.3%	*	85.0%	*			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	17.2%	14.9%
Substitute Competency Test	77.0%	76.3%
Portfolio Appeals Process	2.5%	6.1%
Alternate Requirements specified in IEP	3.4%	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	0.4%	1.2%
2017-2018	0.7%	1.2%
2016-2017	1.3%	1.1%



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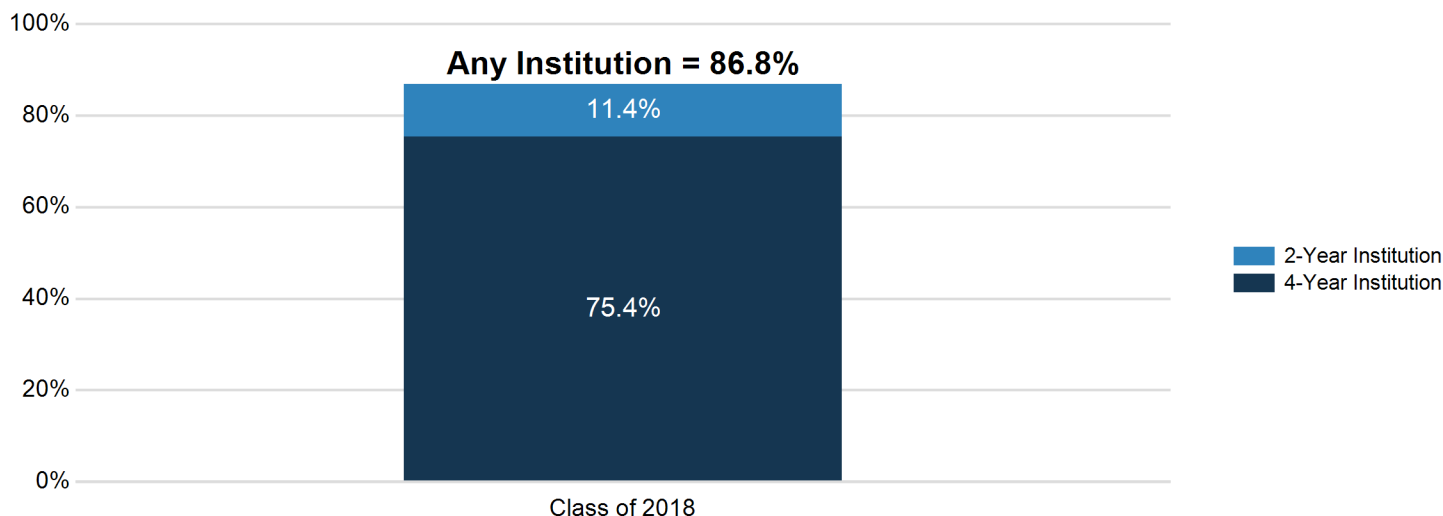
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

## Postsecondary Enrollment Rate Summary

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

### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	11.4%
% Enrolled in 4-Year Institution	75.4%
% Enrolled in Any Postsecondary Institution	86.8%



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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%	13.8%	86.2%
White	84.1%	4.2%	95.8%
Hispanic	78.6%	13.6%	86.4%
Black or African American	67.9%	31.6%	68.4%
Asian, Native Hawaiian, or Pacific Islander	86.4%	0%	100%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	66.3%	34.4%	65.6%
Students with Disabilities	51.9%	46.4%	53.6%
English Learners	70%	42.9%	57.1%

### 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	86.8%	13.1%	86.9%	55.5%	44.5%	37.6%	62.4%
White	92%	4.6%	95.4%	45.7%	54.3%	17.4%	82.6%
Hispanic	75%	20%	80%	60%	40%	46.7%	53.3%
Black or African American	81.7%	24.8%	75.2%	69.6%	30.4%	63.4%	36.6%
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	79.2%	30.3%	69.7%	80.3%	19.7%	77.6%	22.4%
Students with Disabilities	72.7%	30%	70%	52.5%	47.5%	47.5%	52.5%
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.

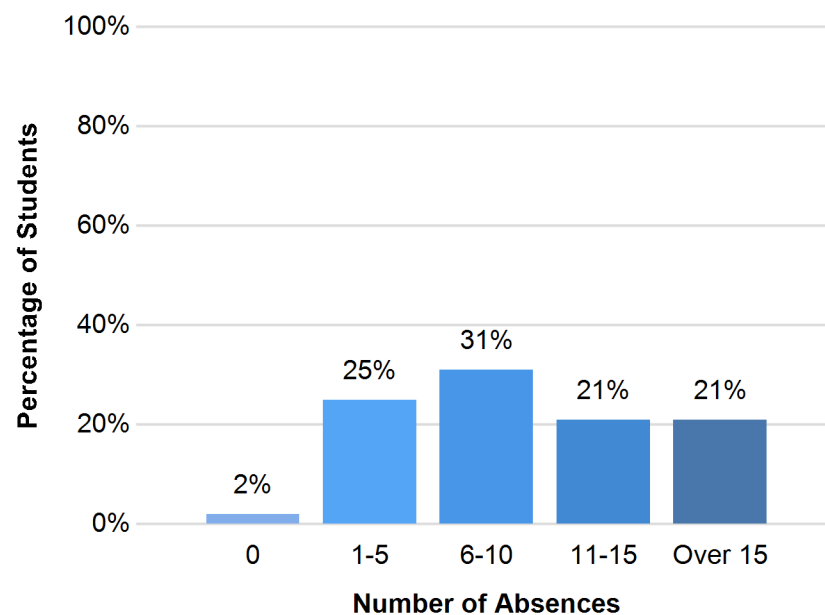
Chronic Absenteeism

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	310	15.2	14.2	Not Met
White	110	10.4	14.2	Met
Hispanic	28	20.6	14.2	Not Met
Black or African American	162	22.7	14.2	Not Met
Asian, Native Hawaiian, or Pacific	5	6.0	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Met
Female	171	16.2		
Male	139	14.1		
Economically Disadvantaged Students	97	26.0	14.2	Not Met
Students with Disabilities	97	27.4	14.2	Not Met
English Learners	6	17.6	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.







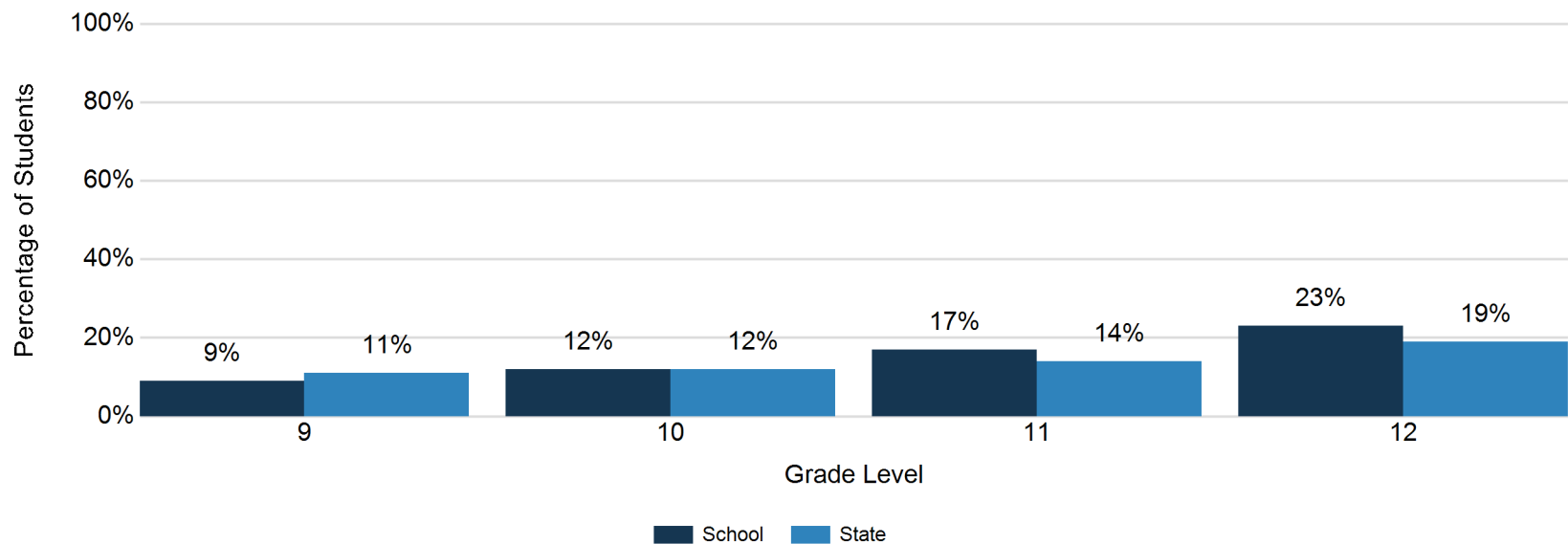
Columbia High School  
(13-4900-030)  
Grades Offered: 09-12  
2018-2019

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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.





Columbia High School

(13-4900-030)

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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	19
Weapons	1
Vandalism	2
Substances	17
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	48
Incidents Per 100 Students Enrolled	2.47

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	3	2	5
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	1	0	1
Disability	0	2	2
Other	8	6	14
No Identified Nature	10		10

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	1
Vandalism	0
Substances	9
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	49	2.5%
Any Suspension	50	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
157



**Columbia High School**  
(13-4900-030)  
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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	7:55 AM
Typical End Time	3:02 PM
Length of School Day	7 Hrs 7 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 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



**Columbia High School**  
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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

**Teachers – 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	139	118,214
Average years experience in public schools	10.0	12.1
Average years experience in district	10.0	10.8
Percentage of Teachers with 4 or more years experience in the district	73.4%	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	36	9,530
Average years experience in public schools	9.4	16.0
Average years experience in district	9.4	12.0
Percentage of Administrators with 4 or more years experience in the district	63.9%	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	12:1
Students to Administrators	194:1	197:1
Teachers to Administrators	14:1	16:1
Students to Librarians/Media Specialists		711:1
Students to Nurses		592:1
Students to Counselors		418:1
Students to Child Study Team Members		192:1



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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	52.4%	53.2%	40.0%	48.4%	77.1%	54.9%
Male	47.6%	46.8%	60.0%	51.6%	22.9%	45.1%
White	52.1%	76.3%	50.0%	42.4%	83.6%	77.4%
Hispanic	6.7%	6.5%	10.0%	29.9%	7.3%	7.2%
Black or African American	34.2%	13.7%	30.0%	15.0%	6.6%	13.9%
Asian	4.0%	2.2%	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	2.7%	1.4%	10.0%	2.1%	0.2%	0.2%



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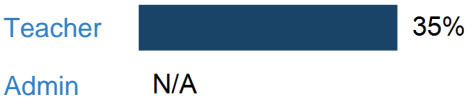
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**Teachers:** All classroom teachers  
**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

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

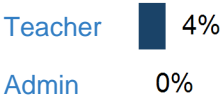
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.1%	90.5%
2017-18 Administrators: Same district 2018-19	72.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.4%



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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.



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

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

ESSA Accountability Status

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

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

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





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### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	43.8%	55.9%	62.3%
Math Proficiency	32.4%	42.6%	38.9%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	90.4%	94.0%	90.8%
5-Year Graduation Rate†	93.7%	92.9%	95.9%
Progress toward English Language Proficiency		64.7%	53.6%
Chronic Absenteeism	11.2%	15.2%	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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**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	Met Target	Met Target	Met Target	Not Met	Met Target	Not Met	No
White	Met Goal	Met Target	Met Goal	Not Met	n/a	Met	No
Hispanic	Met Target	Met Target†	Met Goal	Not Met	n/a	Not Met	No
Black or African American	Met Target	Met Target†	Met Target	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target†	Met Goal	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target	Met Target†	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Target	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target	Not Met	Met Target	Not Met	n/a	Not Met	No
English Learners	Met Target†	Met Target†	**	**	**	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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>Five CHS students scored in the top 2.5% on the PSAT among all Hispanic and Latino test takers in our region.</li> <li>Eleven CHS students were commended in the National Merit Scholarship Program based on their 2018 PSAT scores.</li> <li>Three students are National Merit Scholarship Semifinalists.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The mission of Columbia High School is to educate, inspire and encourage all students in our diverse community to discover and develop their individual talents and abilities in order to become productive contributors to our democratic society.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>A Columbia High School student represented Columbia High School and the State of New Jersey at the Congress of Future Medical Leaders in Boston, Massachusetts.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Our district has partnered with Apex, a company that offers K-12 online curricular programming. The courses use a combination of video, audio, text, and interactive white boards to deliver the curricula. A diverse selection of elective courses are available to students in areas such as: Forensic Science, Television Production, Animation, Film-making, Computer Graphics, Music Technology, Broadcast Journalism, Drama, Sociology, Computer Technology, Psychology and a variety of studio art courses.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross Country (Boys &amp; Girls), Football (Boys), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Boys &amp; Girls), Wrestling (Girls)</p> <p>Columbia HS was awarded the 2018-19 New Jersey Interscholastic Athletic Association Super Essex Conference Sportsmanship Award. This is a distinguished honor because of all the schools in the Super Essex Conference, Columbia HS athletes, coaches, parents, and all spectators were recognized for treating everyone with respect throughout the entire school year of competition.</p>
 <p><b>Clubs and Activities:</b></p>	<p>More than 50 club activities for students across all grade levels are offered. They include diverse offerings such as Astronomy, Chess, Cougar Nation (student sports boosters), Guitar, Piano Guild, Magic, Math, P.O.W.E.R. (women's rights and equality issues), SPECTRUM (LGBT issues and activism), the West Point Bridge Design Club, Programming Club, Student Tour Guides, Golf, Future Medical Students of America, Ultimate Frisbee and full Class and Student Councils.</p>





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<div>  <div>Staff and Professional Learning:</div> </div>	<p>A group of students attend MSAN's (National Minority Student Achievement Network), annual student leadership conference to network with other diverse schools across the country and to bring back action plans, leadership, and best practices for increasing opportunity and closing the achievement gap in our school. Faculty advisors and staff mentors then work with the students to lead study groups, school programming, and an AP Student-for-a-Day and informational one-day, student-led conference.</p>
<div>  <div>Postsecondary Information:</div> </div>	<p>Our Advanced Placement (AP) program fully prepares our students for higher education and career goals. Columbia High School offers a full complement of 22 AP courses, which allow students to enter most colleges and universities with advanced standing. The high school also administers AP examinations in courses not offered at the high school, including microeconomics, macroeconomics, and German. 75% of our students attended 4-year colleges and 8 percent attended 2-year colleges</p>






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 <p>Student Supports and Services:</p>	<p>Specific counseling supports for student and their families include the regular services of our Guidance and Counseling Department, as well as our LOFT and Family Connections and ESS (Effective School Solutions) which can connect our students with clinical supports and family counseling. Student Assistance Counselors provide confidential counseling services before, during, and after a student presents with a "crisis."</p>
 <p>Student Health and Wellness:</p>	<p>We provide snacks for food insecure students in guidance. We have evening and daytime drug and alcohol prevention programs. One program of note was where we invited police officers to participate in workshops with students discussing town/student relations and had discussions about how to lead a healthy lifestyle.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents play a vital role in the school community. They are involved in the Cougar Booster Club, the Achieve Foundation, the Columbia High School Music Parents' Association (CHSMPA), the Home and School Association (HSA), and other organizations to raise funds and organize events that enhance the curricular and extracurricular opportunities for all students.</p>




Columbia High School  
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 Grades Offered: 09-12  
 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.

<div>  <div>Other Information</div> </div>	<p>In addition to our AP program, The district provides an opportunity in school each October for all sophomores and juniors to take a free PSAT. This allows all students access an early understanding of the college planning process as it relates to the PSAT and SAT, and to begin to have conversations with their families, teachers, and counselors about pathways to higher-level courses that will prepare them to be college- and career-ready upon graduation. We also offer our Cougar Prep Program to incoming ninth graders, which is a transitional, summer program that supports ninth graders as they prepare for their high school careers. Students are recommended from our two middle schools for participation in this program. This initiative invites students to a five-week program that includes instructional, social, cultural, and recreational components. The program partners with Family Connections, an Essex County non-profit organization that supports diverse families in this area. Upon completion of the Cougar Prep program, students are awarded 1.25 credits towards their high school transcripts.</p>
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**Jefferson Elementary School**  
(13-4900-090)  
Grades Offered: 03-05  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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

**Jefferson Elementary School**

(13-4900-090)

Grades Offered: 03-05

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Essex
District	South Orange-Maplewood School District
Principal Name	Ms. Kimberly Hutchinson
Address	518 RIDGEWOOD RD MAPLEWOOD, NJ 07040-2158
Phone Number	973-378-7696
Email Address	<a href="mailto:khutchin@somsd.k12.nj.us">khutchin@somsd.k12.nj.us</a>
Website	<a href="https://www.somsd.k12.nj.us/jefferson">https://www.somsd.k12.nj.us/jefferson</a>



Jefferson Elementary School

(13-4900-090)

Grades Offered: 03-05

2018-2019

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
3	169	208	183
4	162	170	203
5	154	162	165
Total	485	540	551

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

Student Group	2016-17	2017-18	2018-19
Female	48.0%	46.3%	45.9%
Male	52.0%	53.7%	54.1%
Economically Disadvantaged Students	9.9%	11.1%	8.3%
Students with Disabilities	11.8%	12.2%	12.3%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.4%	0.6%	0.2%
Students in Foster Care	0.4%	0.2%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.6%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	60.4%	61.5%	63.9%
Hispanic	5.8%	6.3%	5.3%
Black or African American	23.1%	22.4%	19.1%
Asian	3.5%	3.1%	4.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.4%	0.2%	0.0%
Two or More Races	6.8%	6.5%	7.4%

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%
Other Languages	2.0%



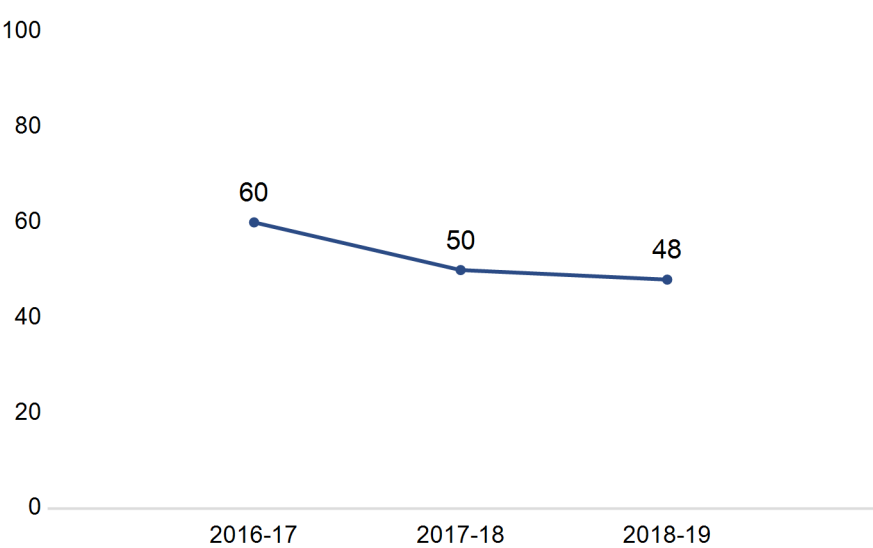
Jefferson Elementary School  
(13-4900-090)  
Grades Offered: 03-05  
2018-2019

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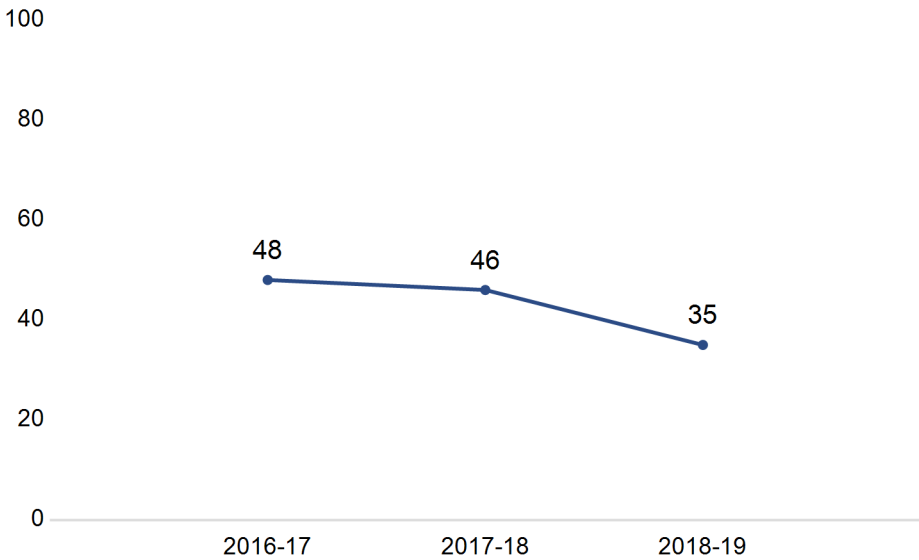
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	60	50	48	48	46	35
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Jefferson Elementary School

(13-4900-090)

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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	46	50	Met Standard	35	52	50	Not Met
White	44	49	50	Met Standard	35	54	52	Not Met
Hispanic	46	44	49	Met Standard	41.5	49	47	Met Standard
Black or African American	54	41	45	Met Standard	35	43	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	42	56	59	**	32	58	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	51	49	49	Met Standard	33	66.5	52	Not Met
Female	44	47	53	N	32	50	50	N
Male	49	45	47	N	39	53	51	N
Economically Disadvantaged Students	42	38	48	Met Standard	35	46	46	Not Met
Students with Disabilities	54.5	41	43	Met Standard	44.5	43	45	Met Standard
English Learners	*	46.5	52	**	*	58.5	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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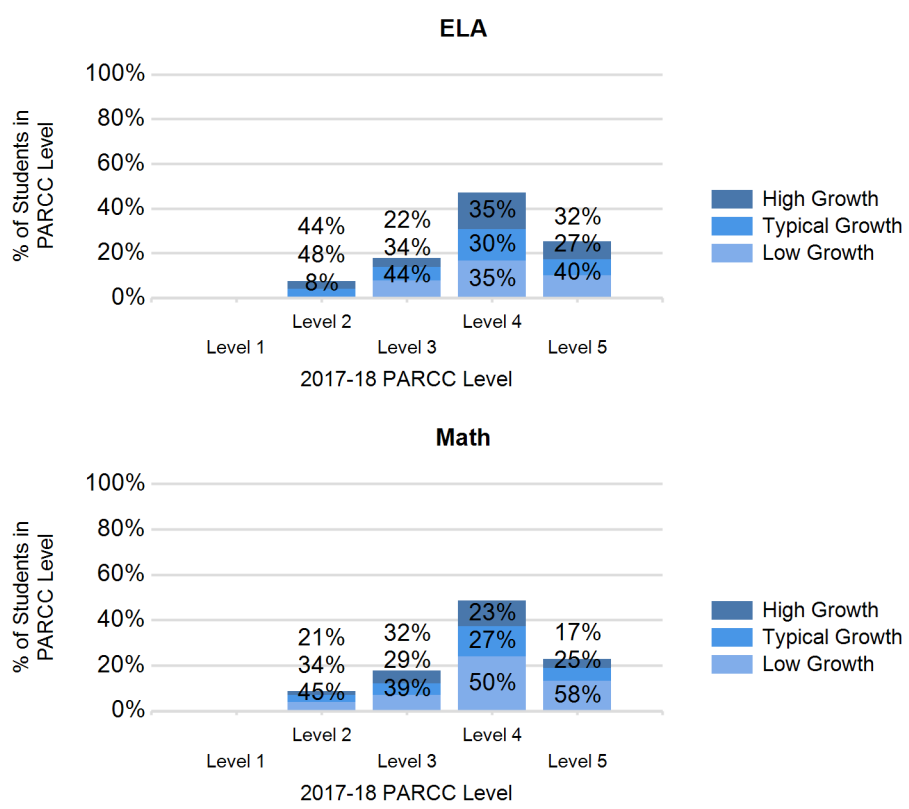
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

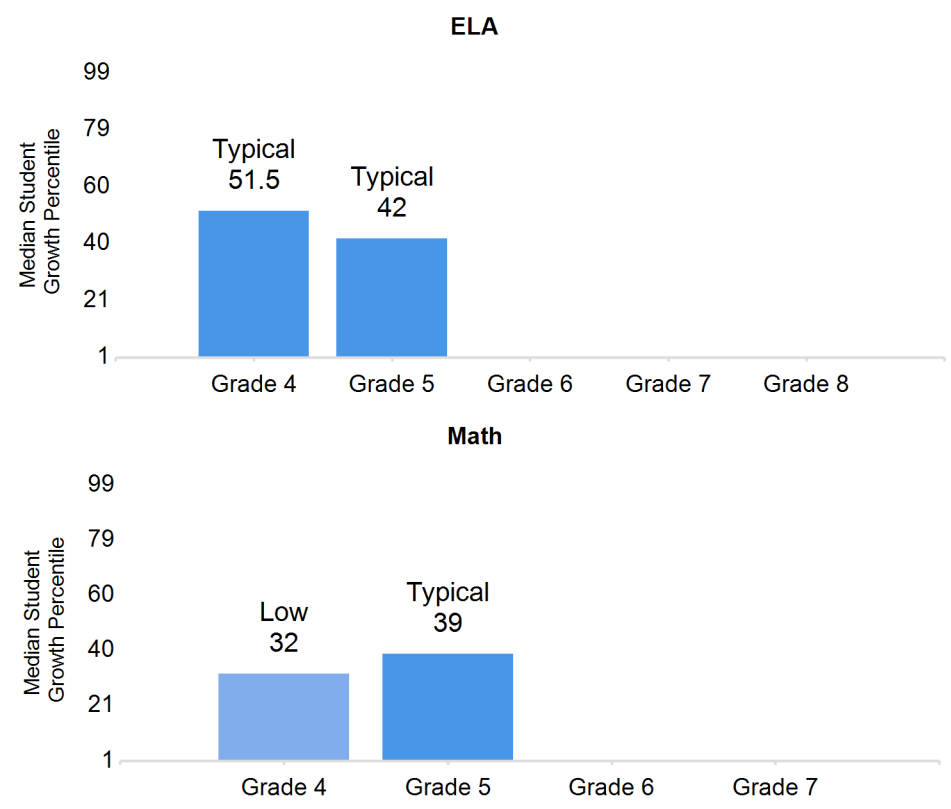
Student Growth by Performance Level

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



Student Growth by Grade

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



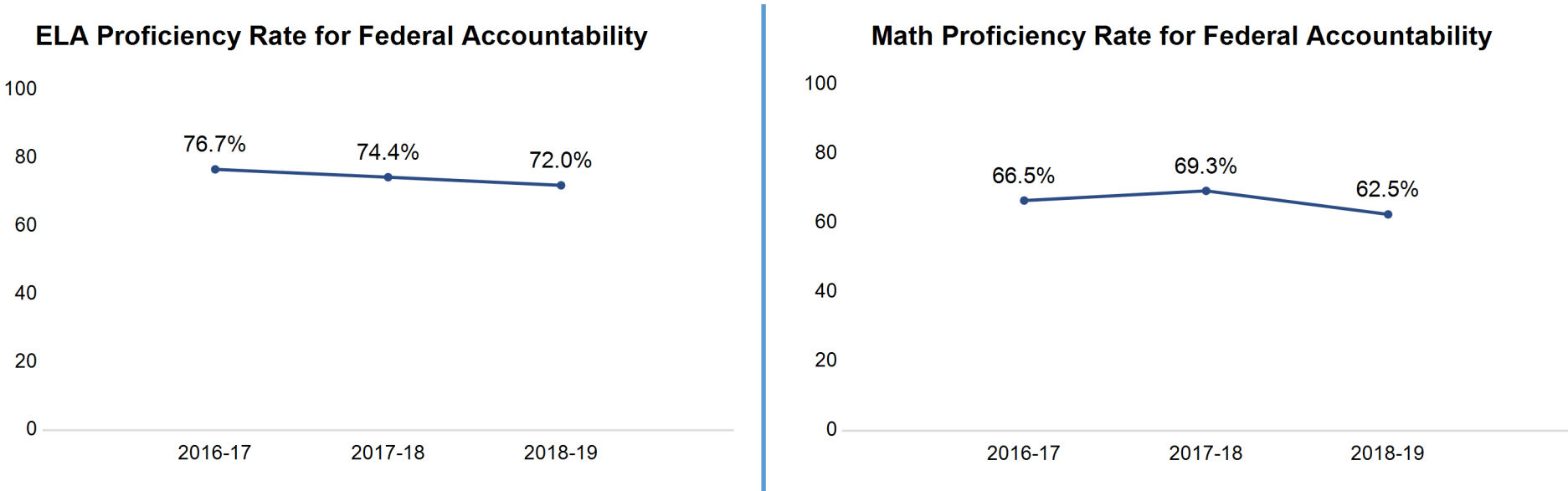


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.9%	94.7%	95.1%	95.2%	94.7%	95.1%
Proficiency Rate for Federal Accountability	76.7%	74.4%	72.0%	66.5%	69.3%	62.5%
Annual Target	76.5%	76.7%	76.9%	69.3%	69.8%	70.4%
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	525	95.1	72.0	68.4	57.9	72.0	76.9	Not Met
White	339	95.0	80.8	81.3	66.9	80.8	80	Met Goal
Hispanic	30	96.8	53.3	*	43.9	53.3	62.4	Met Target†
Black or African American	95	96.0	41.1	41.7	38.5	41.1	52.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	24	100.0	70.8	*	82.9	70.8	N	N
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	37	90.2	86.5	80.8	64.4	84.2	80	Met Goal
Female	237	94.5	78.1	75.5	64.8	77.6		
Male	288	95.7	67.0	61.7	51.3	67.0		
Economically Disadvantaged Students	43	97.8	25.6	34.3	40.0	25.6	43.5	Not Met
Non-Economically Disadvantaged Students	482	94.9	76.1	75.2	67.9	76.1		
Students with Disabilities	55	90.3	29.1	23.5	22.7	27.6	45.1	Not Met
Students without Disabilities	470	95.7	77.0	76.7	65.1	77.0		
English Learners	*	*	*	26.9	29.3	*	**	**
Non-English Learners	*	*	*	69.4	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



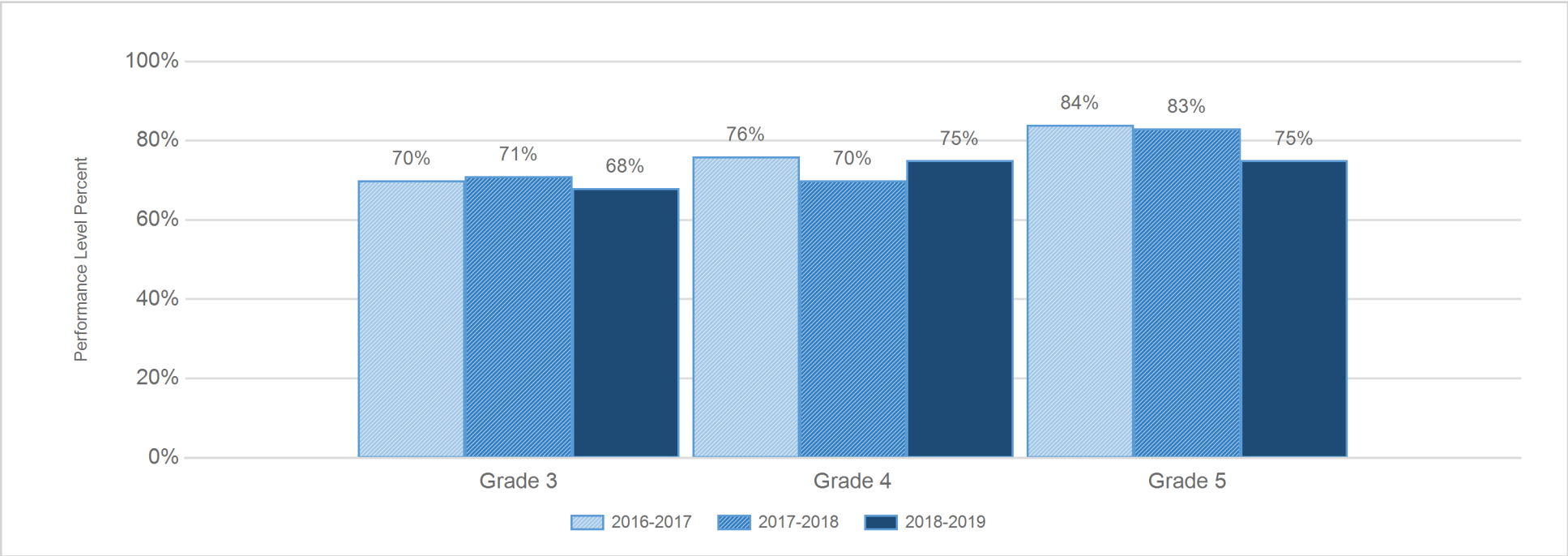


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English Language Arts Assessment - Performance Trends

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	178	764	761	748	7%	10%	15%	53%	15%	68%	50%
White	115	772	771	757	*	*	14%	62%	15%	77%	60%
Hispanic	*	*	751	734	*	*	*	*	*	*	36%
Black or African American	31	730	735	731	*	*	*	32%	0%	32%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	782	756	*	*	*	*	*	*	58%
Female	81	773	769	753	*	*	15%	*	*	74%	55%
Male	97	757	754	743	*	*	14%	*	*	63%	46%
Economically Disadvantaged Students	15	708	*	731	*	*	*	*	*	13%	33%
Non-Economically Disadvantaged Students	163	770	*	759	*	*	*	*	*	73%	61%
Students with Disabilities	23	724	724	719	*	*	*	*	*	35%	24%
Students without Disabilities	155	770	768	754	*	*	*	*	*	73%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	190	774	770	755	*	*	17%	41%	34%	75%	57%
White	122	780	780	763	*	*	11%	40%	42%	82%	67%
Hispanic	*	*	761	743	*	*	*	*	*	*	44%
Black or African American	36	753	752	739	*	*	39%	*	*	47%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	786	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	16	781	767	762	0%	*	*	*	*	81%	64%
Female	87	777	773	760	*	*	16%	39%	38%	77%	62%
Male	103	771	768	750	*	*	18%	43%	30%	73%	53%
Economically Disadvantaged Students	14	743	*	740	*	*	*	*	*	36%	40%
Non-Economically Disadvantaged Students	176	776	*	765	*	*	*	*	*	78%	69%
Students with Disabilities	16	737	*	725	*	*	*	*	*	25%	25%
Students without Disabilities	174	777	*	761	*	*	*	*	*	79%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Jefferson Elementary School

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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	158	769	766	756	*	*	18%	58%	16%	75%	58%
White	104	776	776	764	0%	*	*	67%	18%	86%	68%
Hispanic	11	756	751	743	0%	0%	*	*	*	45%	44%
Black or African American	28	746	744	739	*	*	36%	*	*	43%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	776	762	*	*	*	*	*	*	65%
Female	71	777	771	761	*	*	*	68%	18%	86%	64%
Male	87	763	761	750	*	*	*	51%	15%	66%	52%
Economically Disadvantaged Students	14	734	*	740	*	*	*	*	*	29%	39%
Non-Economically Disadvantaged Students	144	772	*	766	*	*	*	*	*	79%	69%
Students with Disabilities	14	740	731	724	*	*	*	*	*	29%	23%
Students without Disabilities	144	772	773	762	*	*	*	*	*	79%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	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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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	525	95.1	62.5	56.3	44.5	62.5	70.4	Not Met
White	339	95.0	72.0	70.6	54.1	72.0	77.9	Not Met
Hispanic	30	96.8	43.3	*	28.8	43.3	65.5	Not Met
Black or African American	95	96.0	29.5	28.3	23.0	29.5	43.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	24	100.0	58.3	*	76.5	58.3	N	N
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	37	90.2	78.4	72.8	53.3	76.3	78.4	Met Target†
Female	237	94.5	59.5	56.2	44.9	59.1		
Male	288	95.7	64.9	56.5	44.2	64.9		
Economically Disadvantaged Students	43	97.8	18.6	25.5	26.3	18.6	33.8	Not Met
Non-Economically Disadvantaged Students	482	94.9	66.4	62.8	54.9	66.4		
Students with Disabilities	55	90.3	38.2	20.9	17.4	36.2	33.2	Met Target
Students without Disabilities	470	95.7	65.3	63.2	50.0	65.3		
English Learners	*	*	*	18.8	25.0	*	**	**
Non-English Learners	*	*	*	57.3	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

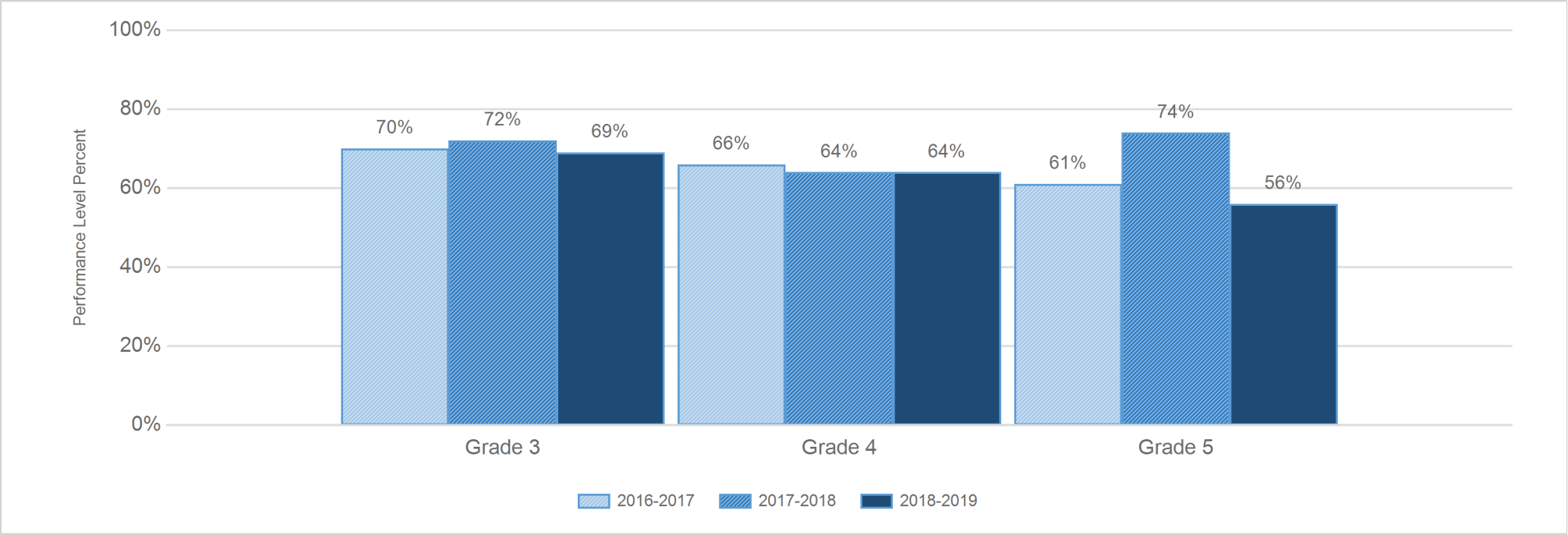


Jefferson Elementary School  
(13-4900-090)  
Grades Offered: 03-05  
2018-2019

**Report Key:**  
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Mathematics Assessment – Performance Trends

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



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



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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	178	763	762	752	*	*	20%	48%	21%	69%	55%
White	115	769	770	760	*	*	17%	59%	18%	77%	66%
Hispanic	*	*	758	739	*	*	*	*	*	*	40%
Black or African American	31	733	740	735	*	*	35%	*	*	32%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	777	758	*	*	*	*	*	*	62%
Female	81	765	763	751	*	*	22%	53%	20%	73%	54%
Male	97	761	761	752	*	*	18%	43%	22%	65%	56%
Economically Disadvantaged Students	15	712	*	737	*	*	*	*	*	13%	37%
Non-Economically Disadvantaged Students	163	767	*	761	*	*	*	*	*	74%	67%
Students with Disabilities	23	732	733	731	*	*	*	*	*	52%	31%
Students without Disabilities	155	767	768	756	*	*	*	*	*	71%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%





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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	190	760	756	749	5%	7%	24%	51%	13%	64%	51%
White	122	767	766	757	*	*	21%	53%	19%	72%	62%
Hispanic	*	*	744	737	*	*	*	*	*	*	36%
Black or African American	36	736	735	731	*	*	33%	*	*	33%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	16	765	756	754	*	0%	*	81%	0%	81%	58%
Female	87	755	750	749	*	*	32%	*	*	54%	50%
Male	103	764	760	749	*	*	17%	*	*	72%	52%
Economically Disadvantaged Students	14	724	*	734	*	*	*	*	*	21%	32%
Non-Economically Disadvantaged Students	176	763	*	759	*	*	*	*	*	67%	63%
Students with Disabilities	16	728	*	726	*	*	*	*	*	31%	25%
Students without Disabilities	174	763	*	754	*	*	*	*	*	67%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%





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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	158	753	752	747	*	14%	27%	*	*	56%	47%
White	104	760	762	755	0%	*	25%	*	*	67%	58%
Hispanic	11	751	745	735	0%	0%	*	*	*	36%	30%
Black or African American	28	730	731	729	*	43%	*	*	*	21%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	757	753	*	*	*	*	*	*	55%
Female	71	751	749	747	*	*	31%	*	*	54%	47%
Male	87	755	755	747	*	*	24%	*	*	57%	47%
Economically Disadvantaged Students	14	729	*	732	*	*	*	*	*	21%	27%
Non-Economically Disadvantaged Students	144	756	*	757	*	*	*	*	*	59%	59%
Students with Disabilities	14	736	725	725	*	*	*	*	*	29%	19%
Students without Disabilities	144	755	758	752	*	*	*	*	*	58%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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

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



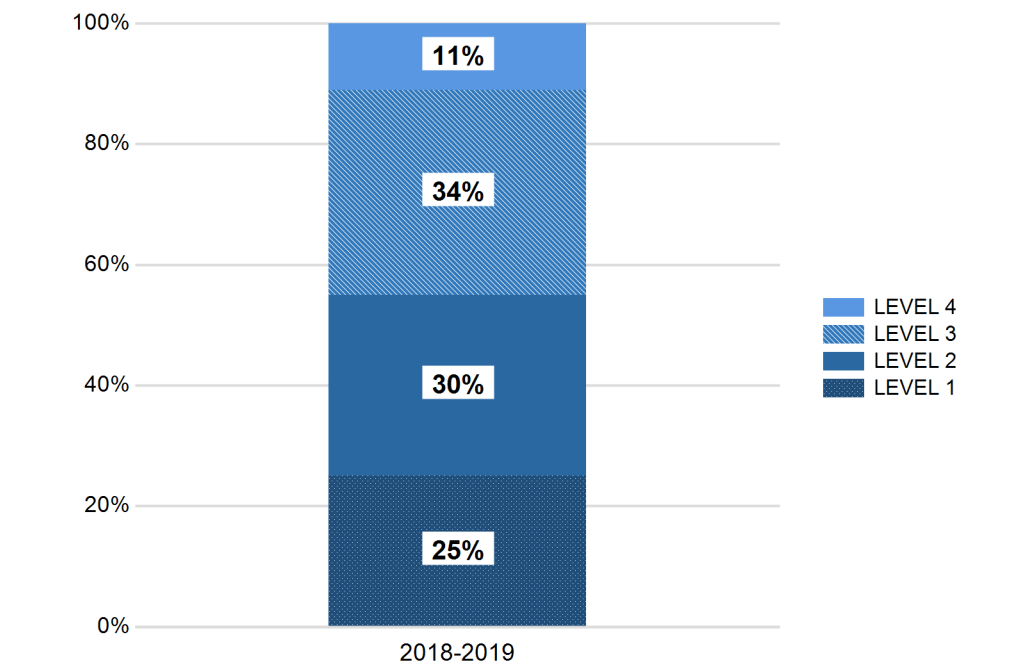
Jefferson Elementary School  
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	25	30	34	11
White	15	32	40	12
Hispanic	55	27	18	0
Black or African American	56	22	19	4
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	24	27	40	9
Male	26	32	30	13
Economically Disadvantaged Students	60	20	20	0
Non-Economically Disadvantaged Students	22	31	36	12
Students with Disabilities	60	20	13	7
Students without Disabilities	22	31	36	11
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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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.

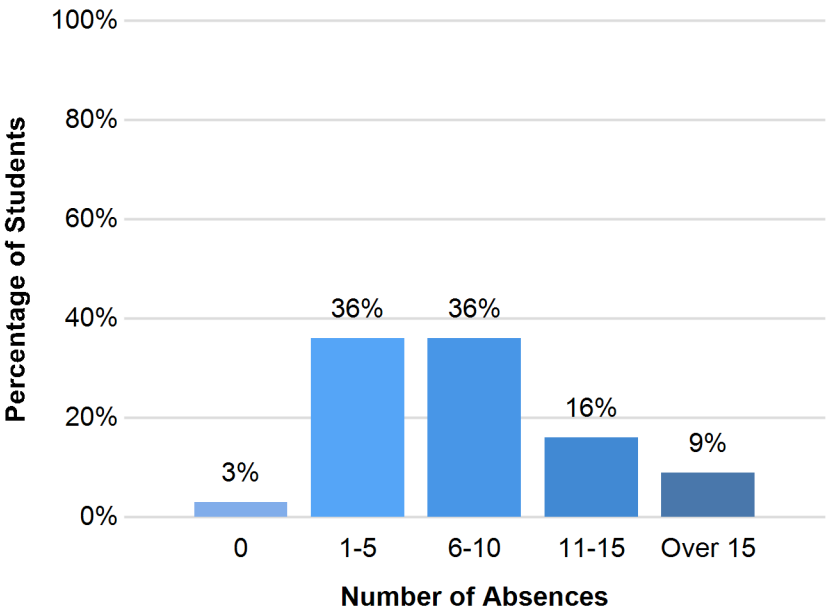
Chronic Absenteeism

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	28	5.1	7.5	Met
White	18	5.0	7.5	Met
Hispanic	2	6.9	7.5	Met
Black or African American	5	5.0	7.5	Met
Asian, Native Hawaiian, or Pacific	1	4.3	7.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	4.9	7.5	Met
Female	13	5.1		
Male	15	5.0		
Economically Disadvantaged Students	4	9.3	7.5	Not Met
Students with Disabilities	4	6.0	7.5	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.





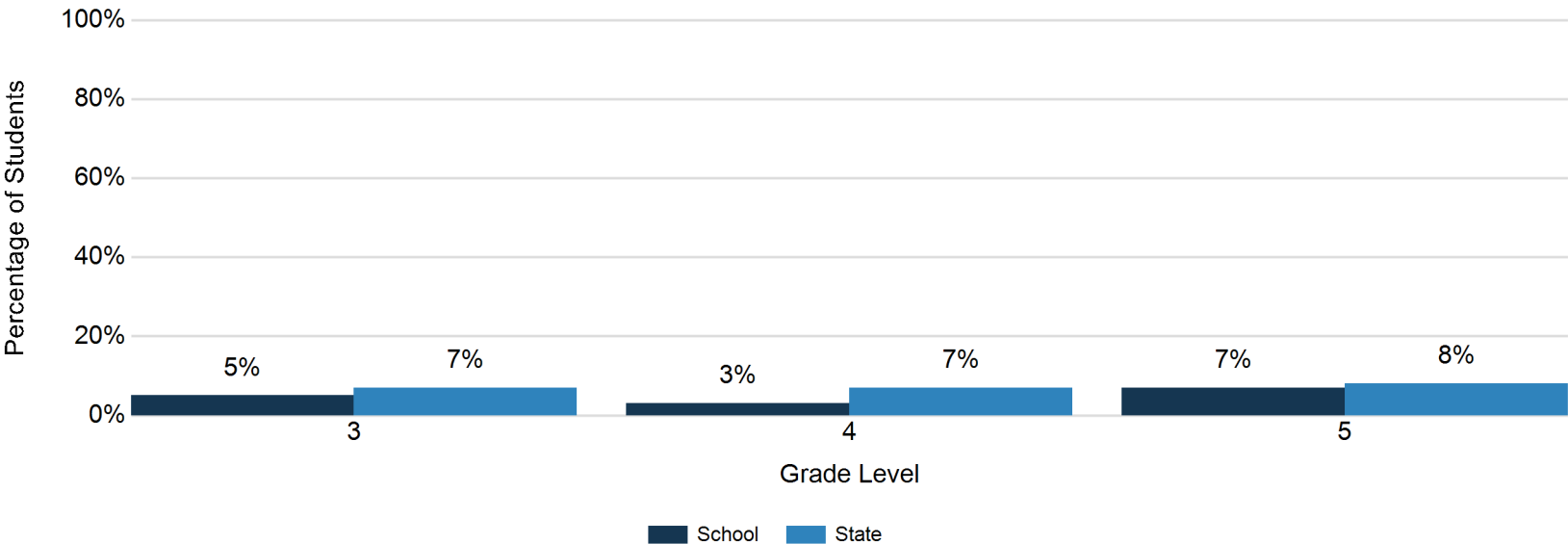
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Chronic Absenteeism by Grade

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	1
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.54

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:05 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 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	45	118,214
Average years experience in public schools	8.2	12.1
Average years experience in district	8.2	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	36	9,530
Average years experience in public schools	9.4	16.0
Average years experience in district	9.4	12.0
Percentage of Administrators with 4 or more years experience in the district	63.9%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	276:1	197:1
Teachers to Administrators	23:1	16:1
Students to Librarians/Media Specialists		711:1
Students to Nurses		592:1
Students to Counselors		418:1
Students to Child Study Team Members		192:1





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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.9%	82.2%	50.0%	48.4%	77.1%	54.9%
Male	54.1%	17.8%	50.0%	51.6%	22.9%	45.1%
White	63.9%	80.0%	50.0%	42.4%	83.6%	77.4%
Hispanic	5.3%	6.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	19.1%	11.1%	50.0%	15.0%	6.6%	13.9%
Asian	4.4%	2.2%	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	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	7.4%	0.0%	0.0%	2.1%	0.2%	0.2%



Jefferson Elementary School  
(13-4900-090)  
Grades Offered: 03-05  
2018-2019

**Report Key:**  
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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.1%	90.5%
2017-18 Administrators: Same district 2018-19	72.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.8%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



Jefferson Elementary School

(13-4900-090)

Grades Offered: 03-05

2018-2019

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	76.7%	74.4%	72.0%
Math Proficiency	66.5%	69.3%	62.5%
ELA Growth	60	50	48
Math Growth	48	46	35
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	3.5%	4.8%	5.1%

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

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






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School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>Jefferson is the first school in New Jersey to participate in the CATCH (Coordinated Approach to Child Health) program.</li> <li>State of the art library.</li> <li>Each classroom has a SMART board. Classrooms use iPads and Chromebooks to integrate learning.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Our vision of a successful school is a caring community where students are engaged in active learning. Adults share important roles as teachers, mentors and coaches. Integrated lessons provide class environments where students are encouraged to ask questions, solve problems and work cooperatively to make successful choices. We strive to recognize individual talents and a love of learning by valuing the diverse contributions of each member of our school community.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>In 2016, Jefferson was qualified and was awarded as a NJ Sustainable School. In 2018, Jefferson was recognized my St. Jude's Hospital for their continued support and contributions in honor of a former Jefferson student.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>Each classroom has a SMART board. Classrooms use iPads and Chromebooks to integrate learning. Jefferson students have special area classes and elective classes to supplement their educational program. There are classes in art, music, instrumental music, vocal music, physical education, Spanish and library/media.</p>
 <p>Clubs and Activities:</p>	<p>The Jefferson PTA provides many opportunities throughout the school year for students to have unique experiences and activities. Jefferson students frequently participate in "Artist in Residency Programs." Residencies have included visual arts, performing arts, dance and circus arts. These residences and activities have explored cultures from around the world and those represented in the SOMSD community.</p>





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 <div>Before and After School Programs:</div>	Jefferson students have the option of participating in the Beyond the Bell program. Beyond the Bell is a district enrichment program that offers a wide variety of courses that allow students to explore their special interests and passions.
 <div>Staff and Professional Learning:</div>	Jefferson teachers and staff are committed to professional learning and growth. Jefferson works with Teacher's College staff developers to support reading and writing instruction. The staff is also committed to continued work in the area of Restorative Practices and cultural competency.



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### School Narrative

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#### Student Supports and Services:

Jefferson School has a variety of programs designed to support the social and emotional growth of their students. These programs include GREAT KIDS character education initiatives, RCCP (Resolving Conflict Creatively Program), Recess Buddies program, Reading Buddy/Elementor Program, MAC scholars program, and the Social Work Intern program.



#### Student Health and Wellness:

Jefferson is the first school in New Jersey to participate in the CATCH (Coordinated Approach to Child Health) program. CATCH is a school wide initiative to incorporate nutrition and activity to reinforce healthy behaviors throughout the day.



#### Parent and Community Involvement:

Jefferson School has a very active and well organized PTA (Parent Teacher Association) that supports the school and students to achieve many different goals. The PTA plans many engaging activities and fundraisers throughout the year such as Walk-a-thon, Farmer's Market, various cultural arts assemblies, artist/writer in residency programs that integrate into content area instruction.





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 <p>Climate Surveys:</p>	<p>The school safety team at Jefferson assess the climate and culture of the school annually.</p>
 <p>Facilities:</p>	<p>Jefferson students are fortunate to have a state of the art library, gymnasium, auditorium, art studio and a recently updated playground.</p>




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School Narrative

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<div>Other Information</div>	Character education is a vital part of the fabric of Jefferson School. The acronym GREAT KIDS spells out character traits that we explicitly teach and model for our students. As they grow and learn in our community, we want them to learn to be compassionate, caring, resilient individuals.
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**Maplewood Middle School**  
(13-4900-040)  
Grades Offered: 06-08  
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 at the top left of the screen to move between pages of the report

**Other Resources:**

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

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



**Maplewood Middle School**  
 (13-4900-040)  
 Grades Offered: 06-08  
 2018-2019

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School Contact Information

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

Type	Contact Information
County	Essex
District	South Orange-Maplewood School District
Principal Name	Ms. Dara Gronau
Address	7 BURNETT ST MAPLEWOOD, NJ 07040-2620
Phone Number	973-378-7660
Email Address	<a href="mailto:dgronau@somsd.k12.nj.us">dgronau@somsd.k12.nj.us</a>
Website	<a href="https://www.somsd.k12.nj.us/mms">https://www.somsd.k12.nj.us/mms</a>



Maplewood Middle School

(13-4900-040)

Grades Offered: 06-08

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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	251	276	285
7	238	241	276
8	289	231	244
Total	778	748	805

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.1%	47.3%	47.7%
Male	50.9%	52.7%	52.3%
Economically Disadvantaged Students	22.4%	23.7%	22.5%
Students with Disabilities	12.7%	12.4%	14.4%
English Learners	1.4%	2.1%	1.7%
Homeless Students	0.0%	0.3%	0.0%
Students in Foster Care	0.1%	0.3%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.6%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	51.8%	50.5%	51.8%
Hispanic	7.1%	8.3%	9.3%
Black or African American	33.9%	33.7%	31.3%
Asian	3.3%	3.2%	3.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.1%	0.1%
Two or More Races	3.6%	4.1%	4.3%

Enrollment by Home Language

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

Home Language	% of Students
English	94.3%
Spanish	2.2%
Haitian	1.6%
Other Languages	1.9%





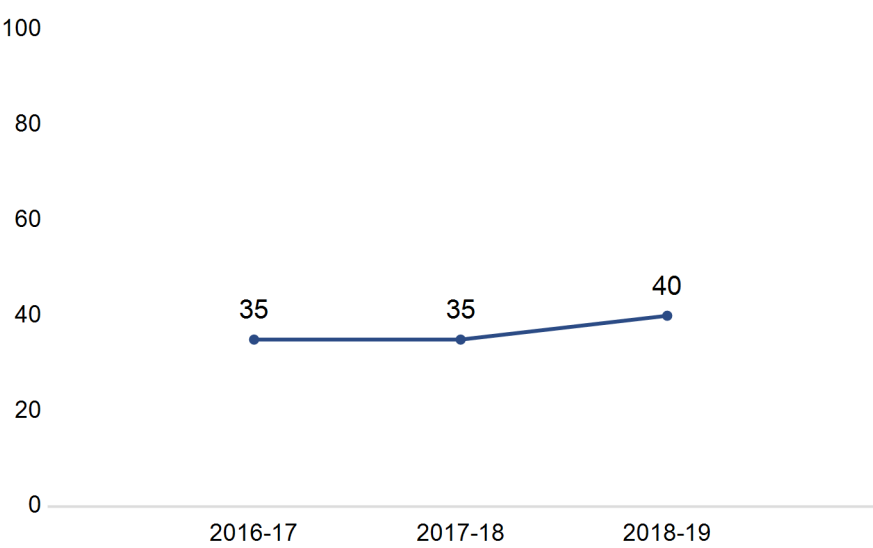
Maplewood Middle School  
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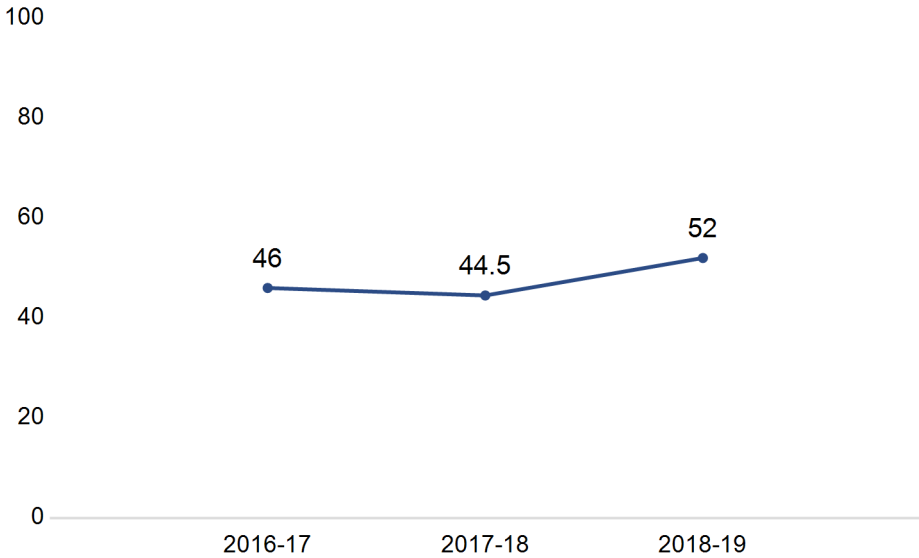
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	35	35	40	46	44.5	52
Met Standard (40-59.5)?	Not Met	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	40	46	50	Met Standard	52	52	50	Met Standard
White	42	49	50	Met Standard	58	54	52	Met Standard
Hispanic	44.5	44	49	Met Standard	49	49	47	Met Standard
Black or African American	31.5	41	45	Not Met	36	43	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	52	56	59	Met Standard	60.5	58	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	51	49	49	Met Standard	76	66.5	52	**
Female	42	47	53	N	57.5	50	50	N
Male	38	45	47	N	48	53	51	N
Economically Disadvantaged Students	31.5	38	48	Not Met	42.5	46	46	Met Standard
Students with Disabilities	32	41	43	Not Met	34	43	45	Not Met
English Learners	41	46.5	52	**	37	58.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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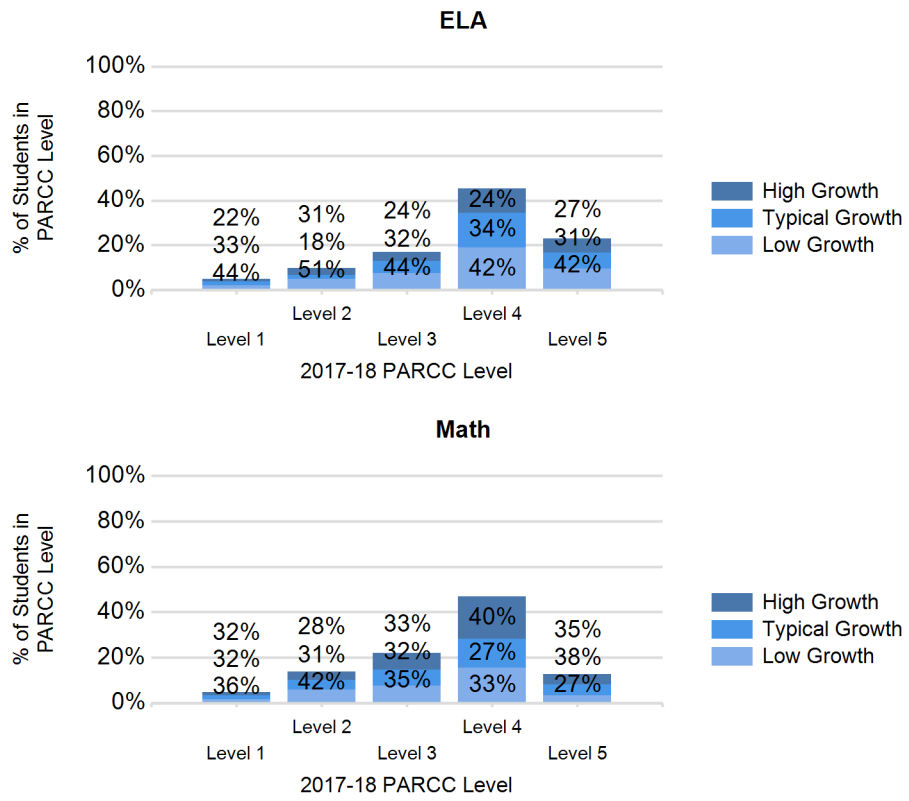
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

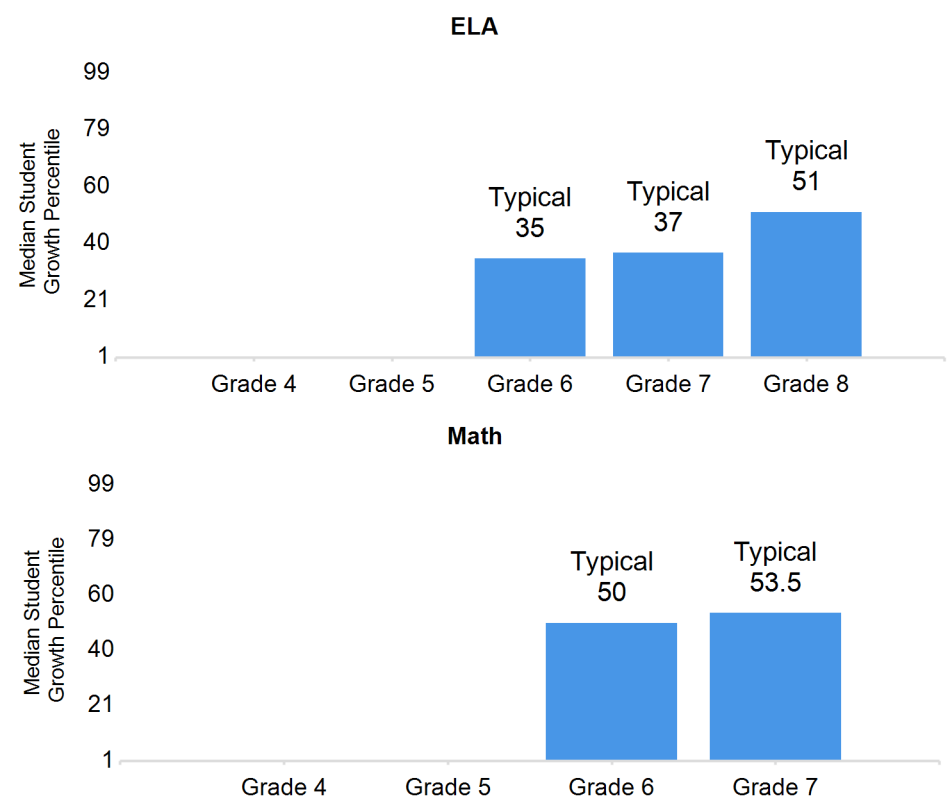
Student Growth by Performance Level

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.



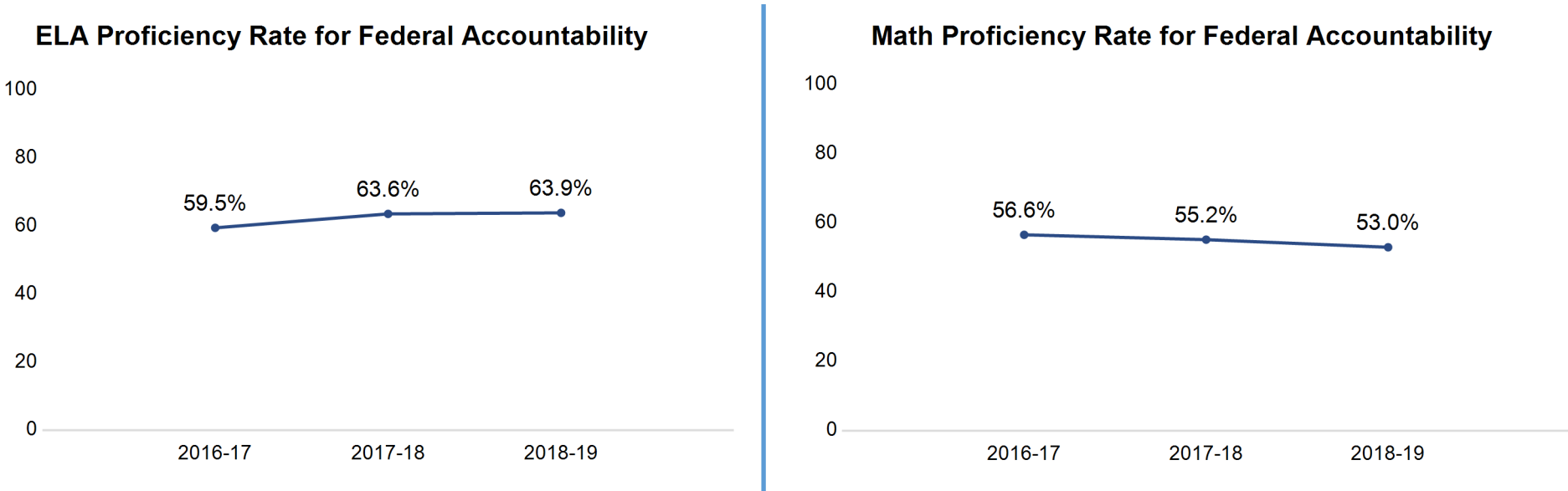


Maplewood Middle School  
(13-4900-040)  
Grades Offered: 06-08  
2018-2019

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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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.0%	94.9%	95.1%	94.1%	95.3%	95.2%
Proficiency Rate for Federal Accountability	59.5%	63.6%	63.9%	56.6%	55.2%	53.0%
Annual Target	55.9%	57.1%	58.4%	55.1%	56.4%	57.7%
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	781	95.1	63.9	68.4	57.9	63.9	58.4	Met Target
White	407	95.1	79.6	81.3	66.9	79.6	72.4	Met Target
Hispanic	73	94.8	56.2	*	43.9	56.0	54.7	Met Target
Black or African American	240	94.6	35.0	41.7	38.5	34.8	35.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	55.1	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	36	100.0	80.6	80.8	64.4	80.6	72.3	Met Goal
Female	376	97.4	73.9	75.5	64.8	73.9		
Male	405	92.9	54.6	61.7	51.3	53.6		
Economically Disadvantaged Students	177	93.7	32.8	34.3	40.0	32.3	35.5	Met Target†
Non-Economically Disadvantaged Students	604	95.4	73.0	75.2	67.9	73.0		
Students with Disabilities	127	92.1	22.0	23.5	22.7	21.5	25.1	Met Target†
Students without Disabilities	654	95.7	72.0	76.7	65.1	72.0		
English Learners	18	100.0	22.2	26.9	29.3	22.2	**	**
Non-English Learners	763	94.9	64.9	69.4	60.6	64.9		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



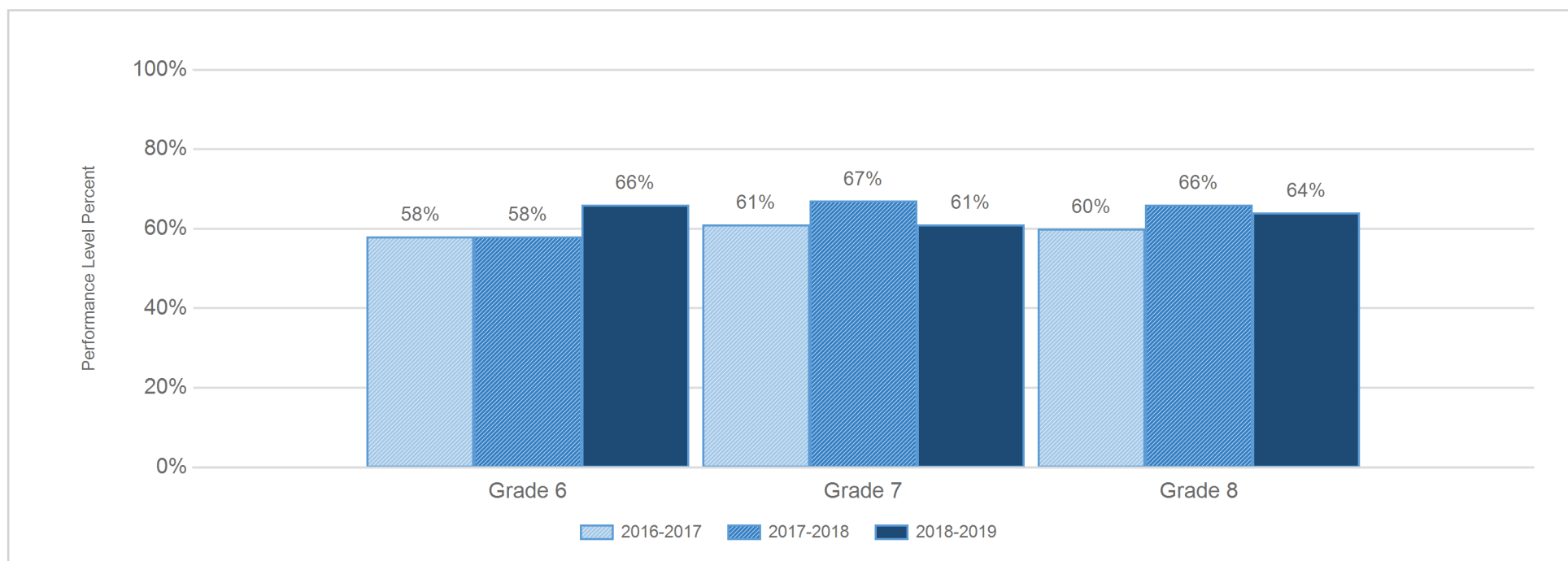
**Maplewood Middle School**  
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2018-2019

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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 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	280	760	766	754	6%	11%	18%	47%	19%	66%	56%
White	165	771	774	762	*	*	16%	55%	23%	78%	65%
Hispanic	21	751	757	743	*	*	*	*	*	48%	43%
Black or African American	74	733	743	738	18%	26%	19%	*	*	38%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	11	774	787	760	0%	0%	*	*	*	91%	64%
Female	146	770	774	762	*	*	14%	51%	25%	76%	64%
Male	134	750	759	748	*	*	22%	43%	12%	54%	48%
Economically Disadvantaged Students	56	733	739	740	*	*	21%	*	*	34%	39%
Non-Economically Disadvantaged Students	224	767	771	763	*	*	17%	*	*	74%	67%
Students with Disabilities	44	727	729	722	*	*	*	*	*	30%	19%
Students without Disabilities	236	767	772	761	*	*	*	*	*	72%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%





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### English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	271	761	768	761	9%	13%	17%	29%	32%	61%	63%
White	119	781	783	769	*	*	17%	33%	47%	80%	72%
Hispanic	30	756	*	747	*	*	*	*	*	57%	50%
Black or African American	102	735	742	741	20%	25%	20%	23%	14%	36%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	124	774	778	769	*	*	17%	27%	43%	69%	71%
Male	147	751	757	753	*	*	18%	31%	24%	54%	55%
Economically Disadvantaged Students	74	734	734	743	18%	23%	23%	*	*	36%	45%
Non-Economically Disadvantaged Students	197	771	776	771	6%	9%	15%	*	*	71%	73%
Students with Disabilities	41	720	721	720	32%	*	24%	*	*	24%	22%
Students without Disabilities	230	768	775	769	5%	*	16%	*	*	68%	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	271	761	768	763	9%	13%	17%	29%	32%	61%	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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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	230	766	773	762	7%	9%	19%	36%	29%	64%	63%
White	119	784	789	770	*	*	15%	43%	40%	83%	72%
Hispanic	22	756	*	747	*	*	*	*	*	64%	49%
Black or African American	68	734	747	741	19%	24%	29%	*	*	28%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	800	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	111	776	784	771	*	*	16%	36%	38%	74%	71%
Male	119	756	764	753	*	*	22%	35%	20%	55%	55%
Economically Disadvantaged Students	48	734	739	743	*	*	29%	*	*	25%	45%
Non-Economically Disadvantaged Students	182	774	780	772	*	*	16%	*	*	75%	72%
Students with Disabilities	36	718	730	721	*	*	*	*	*	*	22%
Students without Disabilities	194	775	782	770	*	*	*	*	*	*	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	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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## 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	785	95.2	53.0	56.3	44.5	53.0	57.7	Not Met
White	408	95.3	71.8	70.6	54.1	71.8	71.8	Met Target
Hispanic	74	94.9	40.5	*	28.8	40.5	53.6	Not Met
Black or African American	242	94.7	19.4	28.3	23.0	19.3	34	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	68.4	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	36	100.0	72.2	72.8	53.3	72.2	68.7	Met Target
Female	377	97.4	59.9	56.2	44.9	59.9		
Male	408	93.2	46.6	56.5	44.2	45.8		
Economically Disadvantaged Students	180	93.8	21.1	25.5	26.3	20.8	33.2	Not Met
Non-Economically Disadvantaged Students	605	95.6	62.5	62.8	54.9	62.5		
Students with Disabilities	127	92.1	15.7	20.9	17.4	15.3	22.4	Not Met
Students without Disabilities	658	95.8	60.2	63.2	50.0	60.2		
English Learners	21	100.0	*	18.8	25.0	*	N	N
Non-English Learners	764	95.1	*	57.3	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Maplewood Middle School

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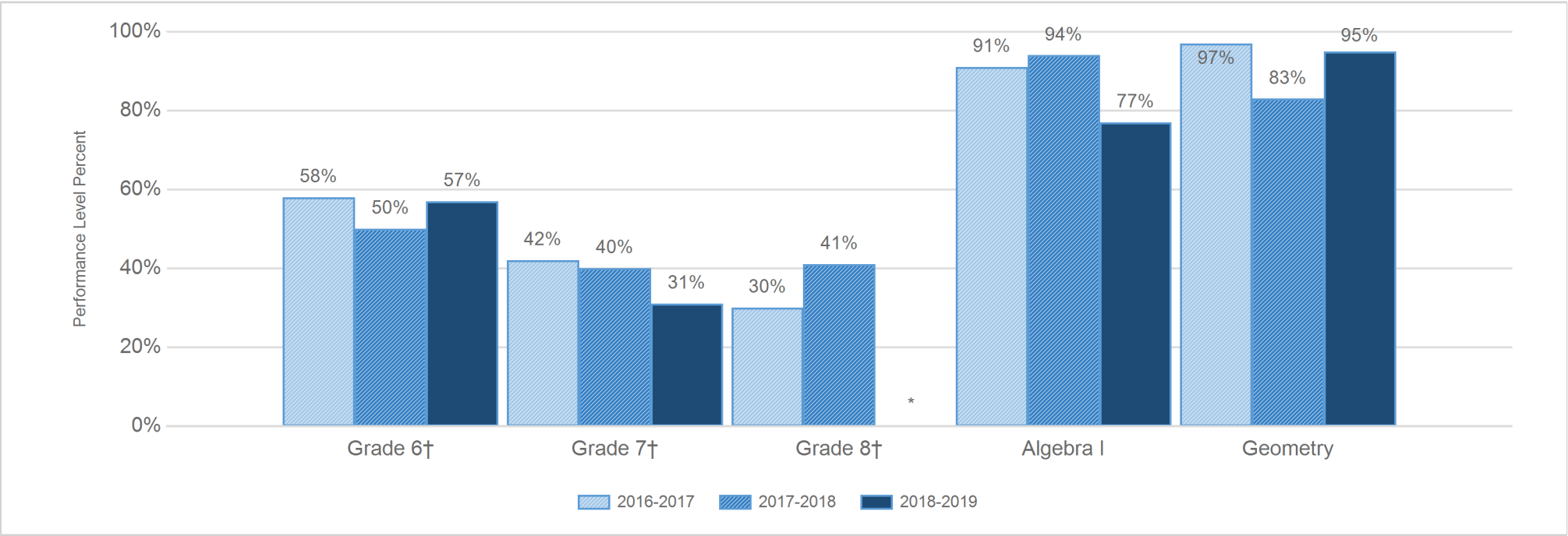
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2018-2019

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Mathematics Assessment – Performance Trends

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



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



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	280	753	756	741	5%	15%	23%	44%	14%	57%	41%
White	164	766	765	749	*	*	20%	57%	18%	74%	51%
Hispanic	22	741	*	729	0%	*	*	*	*	36%	24%
Black or African American	74	723	730	722	18%	34%	32%	*	*	16%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	11	765	775	747	*	0%	*	*	*	82%	48%
Female	147	756	758	742	*	*	20%	*	*	64%	42%
Male	133	750	754	740	*	*	26%	*	*	50%	40%
Economically Disadvantaged Students	57	726	728	726	*	*	37%	*	*	18%	21%
Non-Economically Disadvantaged Students	223	760	761	750	*	*	19%	*	*	67%	53%
Students with Disabilities	44	727	723	716	*	*	25%	*	*	23%	12%
Students without Disabilities	236	758	761	746	*	*	22%	*	*	64%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	200	737	741	744	8%	29%	33%	*	*	31%	42%
White	73	750	753	751	*	14%	27%	*	*	55%	53%
Hispanic	26	737	735	733	*	*	*	*	*	35%	26%
Black or African American	88	724	728	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	741	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	89	740	741	744	*	31%	28%	*	*	35%	42%
Male	111	734	740	743	*	27%	36%	*	*	27%	42%
Economically Disadvantaged Students	66	725	725	731	*	47%	33%	*	*	11%	24%
Non-Economically Disadvantaged Students	134	743	746	751	*	20%	32%	*	*	40%	53%
Students with Disabilities	39	723	722	718	*	44%	*	*	*	18%	13%
Students without Disabilities	161	740	745	749	*	25%	*	*	*	34%	48%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	200	737	741	745	8%	29%	33%	*	*	31%	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
<b>Schoolwide</b>	73	704	705	728	*	*	*	*	*	*	29%
White	17	716	717	737	*	*	*	*	*	*	38%
Hispanic	*	*	706	722	*	*	*	*	*	*	22%
Black or African American	44	699	700	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	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	29	711	711	731	*	*	*	*	*	*	31%
Male	44	699	702	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	32	703	704	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	41	704	706	735	*	*	*	*	*	*	36%
Students with Disabilities	29	690	695	707	*	*	*	*	*	*	10%
Students without Disabilities	44	713	714	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	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%



**Maplewood Middle School**  
(13-4900-040)  
Grades Offered: 06-08  
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
<b>Schoolwide</b>	170	772	752	744	0%	7%	16%	65%	12%	77%	42%
White	102	779	765	752	0%	*	*	67%	17%	83%	53%
Hispanic	14	759	734	728	0%	*	*	*	*	64%	24%
Black or African American	35	754	734	725	0%	*	*	*	*	57%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	768	752	*	*	*	*	*	*	51%
Female	88	773	753	745	0%	*	14%	*	*	80%	44%
Male	82	771	751	743	0%	*	18%	*	*	74%	41%
Economically Disadvantaged Students	23	755	733	727	0%	*	*	*	*	65%	23%
Non-Economically Disadvantaged Students	147	775	757	752	0%	*	*	*	*	79%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	*	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	N	707	N	N	N	N	N	N	12%





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### Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	62	774	754	737	0%	0%	*	*	*	95%	35%
White	48	775	759	743	0%	0%	*	*	*	94%	43%
Hispanic	*	*	747	724	*	*	*	*	*	*	17%
Black or African American	*	*	738	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	757	745	*	*	*	*	*	*	46%
Female	29	773	754	738	0%	0%	*	*	*	97%	36%
Male	33	774	754	736	0%	0%	*	*	*	94%	34%
Economically Disadvantaged Students	*	*	736	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	756	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	*	712	N	N	N	N	N	N	*
Students without Disabilities	62	774	*	741	0%	0%	*	*	*	95%	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	62	774	*	738	0%	0%	*	*	*	95%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%





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## DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	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	10	*	*
3-4	*	*	*
5 or more	*	*	*



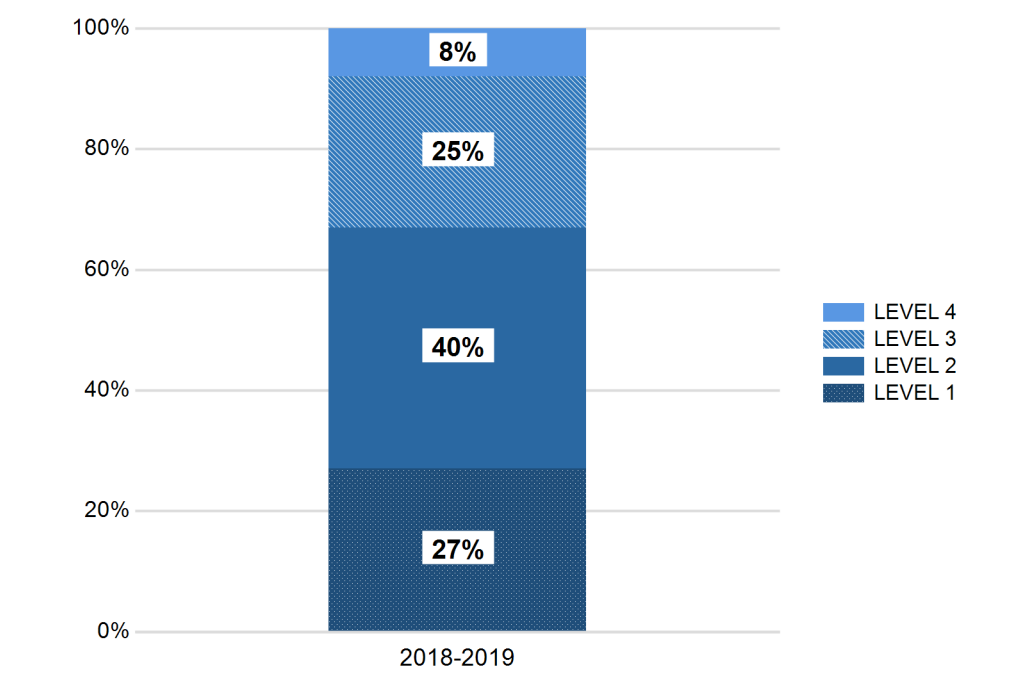
Maplewood Middle School  
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment.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

NJSLA Science Assessment: Grade 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	27	40	25	8
White	5	46	35	13
Hispanic	35	48	17	0
Black or African American	65	30	4	1
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	23	41	28	8
Male	31	40	23	7
Economically Disadvantaged Students	70	26	4	0
Non-Economically Disadvantaged Students	14	45	31	10
Students with Disabilities	69	25	6	0
Students without Disabilities	20	43	29	9
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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	1	278
7	72	0	199
8	100	64	89
Total	172	65	566

### 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	269
7	0	0	0	0	0	0	261
8	173	0	0	0	0	0	0
Total	173	0	0	0	0	0	530



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2018-2019

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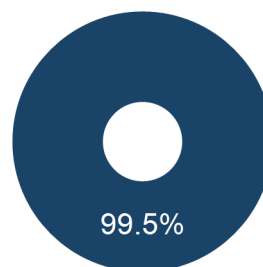
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## Visual and Performing Arts – Course Participation

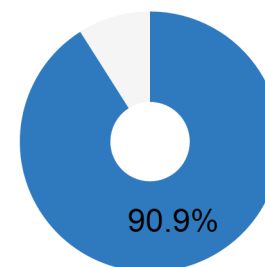
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 6-8:**

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

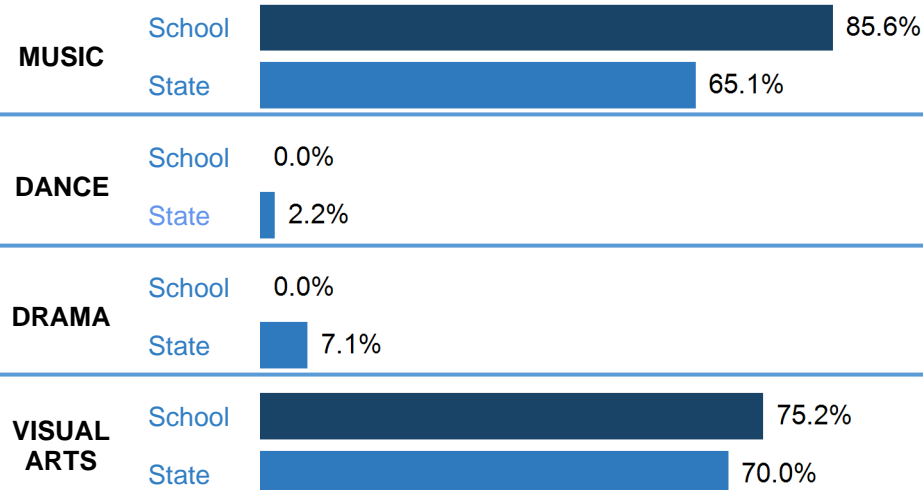


School



State

Students enrolled in one or more classes by discipline:





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

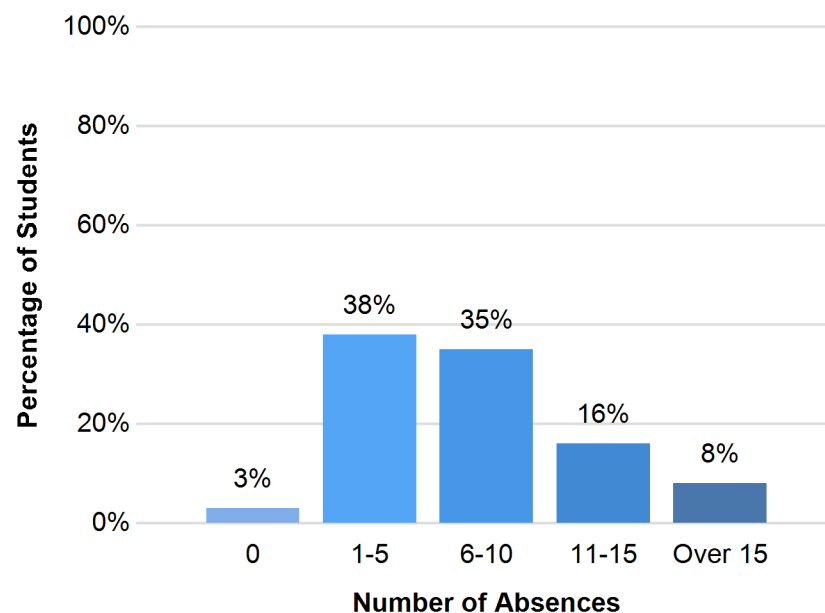
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	49	5.9	9.1	Met
White	25	5.9	9.1	Met
Hispanic	9	11.5	9.1	Not Met
Black or African American	10	3.9	9.1	Met
Asian, Native Hawaiian, or Pacific	*	*	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	5.6	9.1	Met
Female	19	4.9		
Male	30	6.9		
Economically Disadvantaged Students	11	6.0	9.1	Met
Students with Disabilities	18	12.8	9.1	Not Met
English Learners	0	0	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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





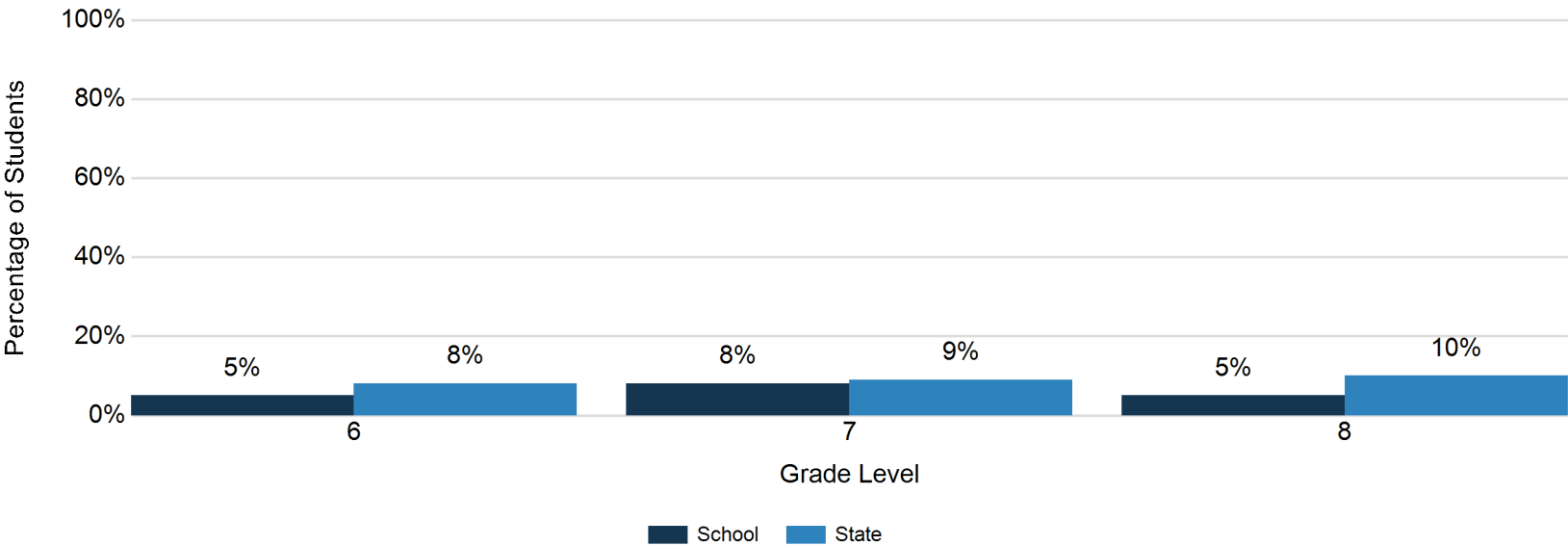
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Chronic Absenteeism by Grade

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





Maplewood Middle School

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	21
Weapons	3
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	30
Incidents Per 100 Students Enrolled	3.73

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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

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	14	1.7%
Out-of-School Suspensions	18	2.2%
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
38



### Maplewood Middle School

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#### School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

#### Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.2:1





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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	71	118,214
Average years experience in public schools	8.6	12.1
Average years experience in district	8.6	10.8
Percentage of Teachers with 4 or more years experience in the district	56.3%	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	36	9,530
Average years experience in public schools	9.4	16.0
Average years experience in district	9.4	12.0
Percentage of Administrators with 4 or more years experience in the district	63.9%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	268:1	197:1
Teachers to Administrators	24:1	16:1
Students to Librarians/Media Specialists		711:1
Students to Nurses		592:1
Students to Counselors		418:1
Students to Child Study Team Members		192:1



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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	47.7%	69.0%	33.3%	48.4%	77.1%	54.9%
Male	52.3%	31.0%	66.7%	51.6%	22.9%	45.1%
White	51.8%	60.6%	33.3%	42.4%	83.6%	77.4%
Hispanic	9.3%	12.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	31.3%	19.7%	66.7%	15.0%	6.6%	13.9%
Asian	3.1%	5.6%	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%	1.4%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

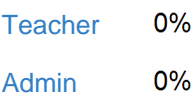
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.1%	90.5%
2017-18 Administrators: Same district 2018-19	72.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.4%



**Maplewood Middle School**  
 (13-4900-040)  
 Grades Offered: 06-08  
 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	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	59.5%	63.6%	63.9%
Math Proficiency	56.6%	55.2%	53.0%
ELA Growth	35	35	40
Math Growth	46	44	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	5.4%	7.3%	5.9%

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



Maplewood Middle School

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

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

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

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

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

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



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

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

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

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> <li>First class music and fine arts program with a thriving band, orchestra, chorus, and all-school musical.</li> <li>We have a 1:1 Google Chromebook technology initiative to support research and inquiry-based learning.</li> <li>Innovative Phys. Ed. program implements lifelong approach to fitness as supported by our awarded national PEP grant.</li> </ul>
 <div>Mission, Vision, Theme:</div>	<p>The vision for Maplewood Middle School, along with our other district middle school, is to empower and inspire each student to explore and imagine, to pursue personal passions, and to collectively create a better future by creating a learner-centered environment through multiple pathways; re-imagined structures, systems and supports; innovative teaching; partnering with families; and maximizing community expertise and resources.</p>





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 <div>Courses, Curriculum, Instruction:</div>	<p>English Language Arts, Mathematics, Science and Social Studies, Spanish, Physical Education. Google Chromebook technology initiative to support research and inquiry-based learning. This year all sixth, seventh, and eighth grade science, social studies, and ELA classrooms have Google chrome books for instruction, research, and presentations. Mathematics and ELA teachers have access to either an ELMO projector or Smart Boards as tools for learning.</p>
 <div>Clubs and Activities:</div>	<p>We have a wide variety of clubs and activities included but not limited to Marvel DC Comics, Social Justice Club, Stay Late and Create, MMS Fitness, Adventurers, Nail Art, Model UN, Science Fair, Technology, Student Council, All School Musical, Martin Luther King Jr. Association, Yearbook and School Online Newspaper MMS World.</p>





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 <div>Before and After School Programs:</div>	<p>The Hub, The Achieve Foundation, and YouthNet, provide support and enrichment to students during the school day,and after school. We also offer art clubs where the students create projects to help beautify the school.</p>
 <div>Staff and Professional Learning:</div>	<p>Our staff receive exceptional professional development in the areas of restorative practices from TSL Consulting, Readers and Writers Workshop from the Teachers College Reading and Writing Project, and Math professional development from Conquer Math. This year we are provided job-embedded professional development in the areas of literacy across the curriculum and trauma-informed educational strategies.</p>






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 <div>Student Supports and Services:</div>	<p>Additional support in English Language Arts, Mathematics, Science, and Social Studies is provided for students in need during our Extension period in 6th and 7th grade. 8th graders in need of additional support are enrolled in Mathematics and English Language Arts intervention classes. Using Title I funds, we offer a Saturday Academy to support our learners in Math, Science, Social Studies, Health, and ELA.</p>
 <div>Student Health and Wellness:</div>	<p>Our innovative Physical Education program implements lifelong approach to fitness as supported by our awarded national PEP grant. Students engage in team building activities and learn health and wellness using our fitness center facility.</p>
 <div>Parent and Community Involvement:</div>	<p>Additionally, we have community partnerships with The Hub, The Achieve Foundation, and YouthNet, who provide support and enrichment to students during the school day and after school. Our Home and School Association (HSA) provides us with both financial and human resources to enhance our school offerings, support teacher learning, and extend the learning of our students through assistance for field trips, assemblies, and materials for classrooms.</p>




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 <div>Facilities:</div>	We have a Mindfulness room that was funded by an Achieve Grant which helps our students to reset and focus their emotions. We have a Maker Space designed to help teachers and students alike make innovative use of technology.
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**Marshall Elementary School**  
(13-4900-100)  
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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 at the top left of the screen to move between pages of the report

### Other Resources:

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

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



**Marshall Elementary School**  
 (13-4900-100)  
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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	South Orange-Maplewood School District
Principal Name	Ms. Raquel Horn
Address	262 GROVE RD S ORANGE, NJ 07079-2367
Phone Number	973-378-7698
Email Address	<a href="mailto:rhorn@somsd.k12.nj.us">rhorn@somsd.k12.nj.us</a>
Website	<a href="http://www.Marshall-pta.org">http://www.Marshall-pta.org</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	175	155	184
1	159	174	165
2	196	161	174
Total	530	490	523

### 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	45.1%	45.3%	44.6%
Male	54.9%	54.7%	55.4%
Economically Disadvantaged Students	7.2%	6.9%	7.8%
Students with Disabilities	10.0%	9.8%	11.9%
English Learners	0.0%	0.6%	0.6%
Homeless Students	0.0%	0.4%	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	62.8%	59.6%	61.8%
Hispanic	6.6%	7.8%	8.8%
Black or African American	17.9%	19.0%	16.6%
Asian	4.0%	3.9%	2.3%
Native Hawaiian or Pacific Islander	0.4%	0.2%	0.6%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	8.3%	9.6%	9.9%

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

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	175	155	184

### 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	98.5%
Other Languages	1.5%





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### English Language Progress to Proficiency

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

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

### 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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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.

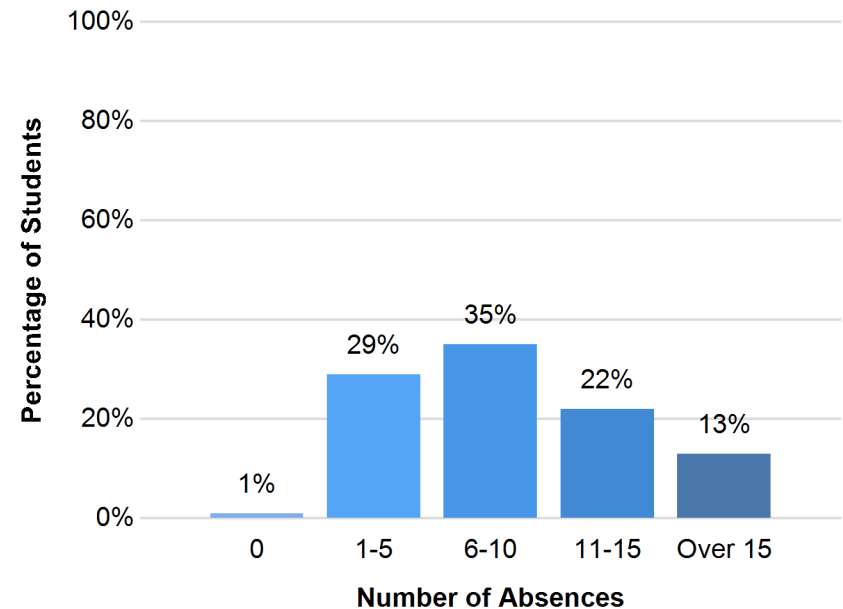
### Chronic Absenteeism

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	7.1	10.3	Met
White	18	5.7	10.3	Met
Hispanic	5	11.6	10.3	Not Met
Black or African American	11	13.9	10.3	Not Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	3.9	10.3	Met
Female	17	7.4		
Male	19	6.9		
Economically Disadvantaged Students	10	27.8	10.3	Not Met
Students with Disabilities	5	11.6	10.3	Not Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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





**Marshall Elementary School**  
(13-4900-100)  
Grades Offered: KG-02  
2018-2019

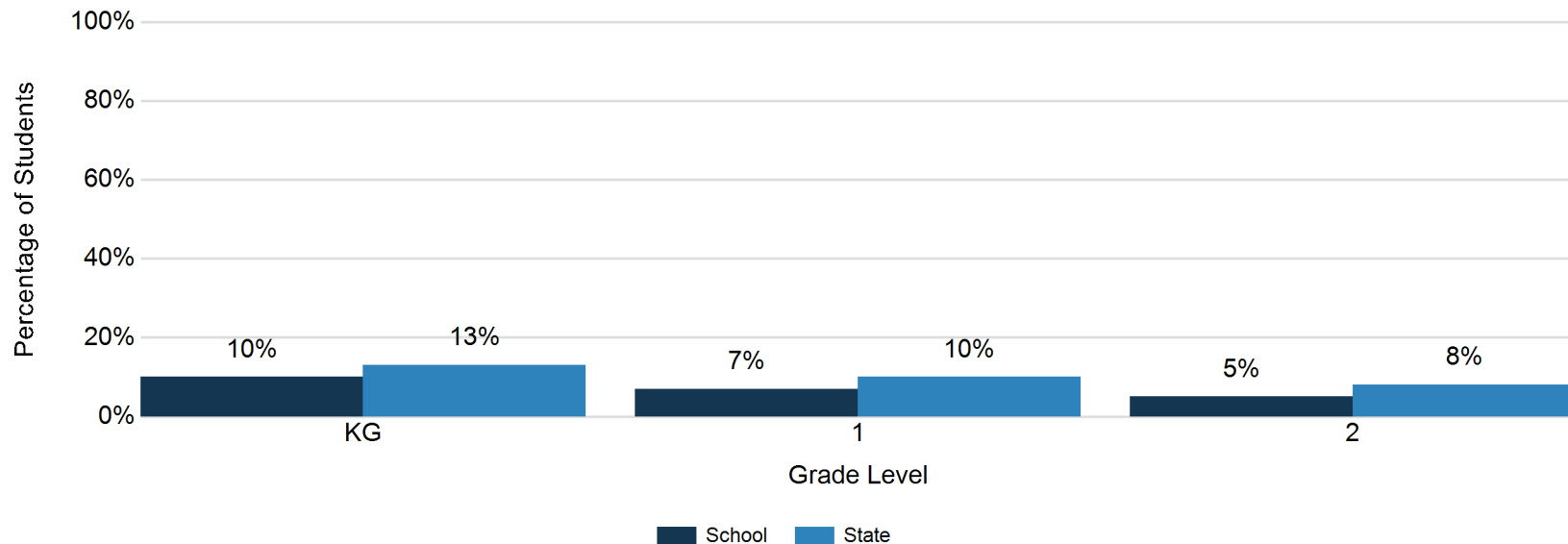
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### Chronic Absenteeism by Grade

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	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.76

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

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

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

### Police Notifications

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

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

### Student Disciplinary Removals

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

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

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

16



**Marshall Elementary School**  
 (13-4900-100)  
 Grades Offered: KG-02  
 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	8:45 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.



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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	8.0	12.1
Average years experience in district	8.0	10.8
Percentage of Teachers with 4 or more years experience in the district	58.3%	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	36	9,530
Average years experience in public schools	9.4	16.0
Average years experience in district	9.4	12.0
Percentage of Administrators with 4 or more years experience in the district	63.9%	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	12:1
Students to Administrators	262:1	197:1
Teachers to Administrators	18:1	16:1
Students to Librarians/Media Specialists		711:1
Students to Nurses		592:1
Students to Counselors		418:1
Students to Child Study Team Members		192:1



**Marshall Elementary School**  
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**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.6%	83.3%	100.0%	48.4%	77.1%	54.9%
Male	55.4%	16.7%	0.0%	51.6%	22.9%	45.1%
White	61.8%	80.6%	50.0%	42.4%	83.6%	77.4%
Hispanic	8.8%	2.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	16.6%	16.7%	50.0%	15.0%	6.6%	13.9%
Asian	2.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	9.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.1%	90.5%
2017-18 Administrators: Same district 2018-19	72.5%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	95.1%





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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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### School Narrative

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



#### Highlights:

- 2016 Let's Move! Active Award Winners
- At Marshall, we believe in the benefits of child-centered, play-based, movement-defined, fine arts infused instruction.
- We provide a continuum of Special Education services as well as many nontraditional learning configurations.



#### Mission, Vision, Theme:

At Marshall, we believe in the benefits of child-centered, play-based, movement-defined, fine arts infused instruction. We provide rigorous and innovative opportunities in all content areas. We use Developmentally Appropriate Practices (DAP) and NJDOE Birth – 3rd Grade Guidelines, as well as District curriculum, as our guides.



#### Awards, Recognition, Accomplishments:

2016 Let's Move! Active Schools Award Winners. We have also received grants from Crayola, Foundation for Educational Administration, Montclair State University, Goldman Sachs, The Achieve Foundation, Young Audiences and others.



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#### Courses, Curriculum, Instruction:

Child-centered, play-based, movement-defined, fine arts infused instruction. We use Developmentally Appropriate Practices and NJDOE Birth – 3rd Grade Guidelines, as well as district curriculum, as our guides. Classroom teachers work closely with art, music, physical education, library and health instructors to ensure the promotion of literacy and math movement across content areas. Music education consists of, learning to read music, instrumental, voice, movement, and technology in every class.



#### Clubs and Activities:

Cultural Arts programming provides opportunities for students to learn while participating in the performing arts and appreciating the talents of others. Together we attend whole school theater trips, host resident artists, invite petting zoos, and enjoy our celebrated Groove on Grove lunchtime musicians.




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#### Student Supports and Services:

Marshall School provides a continuum of Special Education services as well as many nontraditional learning configurations. We offer Self-Contained Special Education classes, co-taught classes at each grade level, and several 1st/2nd grade multiage classrooms. We also have traditional class configurations where students and teachers remain a unit for one year. In each setting, students use a variety of innovative technology.



#### Student Health and Wellness:

Various genres of music can be heard on our overhead system all day, interspersed with tunes that promote and invite jumps, hops and wiggles. Our floors are purposefully designed to promote movement and are used as extensions of the classroom for "whole body learning".



#### Parent and Community Involvement:

Marshall School has a very active and involved PTA. The PTA coordinates a variety of fundraising events and plans assemblies that enhance student learning and offer a variety of cultural and arts based experiences. The PTA also creates opportunities that build community like Ice Cream Socials and Kindergarten Play Dates. The Marshall PTA website is [www.marshall-pta.org](http://www.marshall-pta.org).



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### School Narrative

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#### Facilities:

At Marshall, we have a STEM Lab where students explore science and engineering. We have action-based learning equipment located throughout the school grounds. Marshall also has two thriving gardens, a beloved amphitheater, mathematics-themed blacktop, and a walking track. The Art Studio is outfitted with flexible and student-friendly furnishings and materials. Our music program offers students the opportunity to explore various types of musical expression through the use of instruments, dance, and song.



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#### Other Information

The Marshall PTA uses Bloomz, an invite-only site that assists with classroom communication and school-wide events and promotions.



**Montrose Early Childhood Center**  
(13-4900-300)  
Grades Offered: PK-PK  
2018-2019

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### How to use this report:

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

### Navigating through the reports:

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

### Other Resources:

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

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



**Montrose Early Childhood Center**  
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 Grades Offered: PK-PK  
 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	South Orange-Maplewood School District
Principal Name	Ms. Bonita Samuels
Address	358 Clark Street South Orange, NJ 07079
Phone Number	973-762-5600
Email Address	<a href="mailto:bsamuels@somsd.k12.nj.us">bsamuels@somsd.k12.nj.us</a>
Website	<a href="https://www.somsd.k12.nj.us/montrose/">https://www.somsd.k12.nj.us/montrose/</a>





**Montrose Early Childhood Center**  
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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	113	134	172
Total	113	134	172

### 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	38.1%	32.8%	39.0%
Male	61.9%	67.2%	61.0%
Economically Disadvantaged Students	15.0%	12.7%	14.5%
Students with Disabilities	52.2%	48.5%	37.2%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.9%	1.5%	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	42.5%	59.7%	42.4%
Hispanic	13.3%	8.2%	11.0%
Black or African American	28.3%	18.7%	30.8%
Asian	4.4%	5.2%	4.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.6%
Two or More Races	11.5%	8.2%	10.5%

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

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	5	11	0
PK - Full Day	108	123	172

### 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	95.9%
Spanish	1.7%
Other Languages	2.3%



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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.

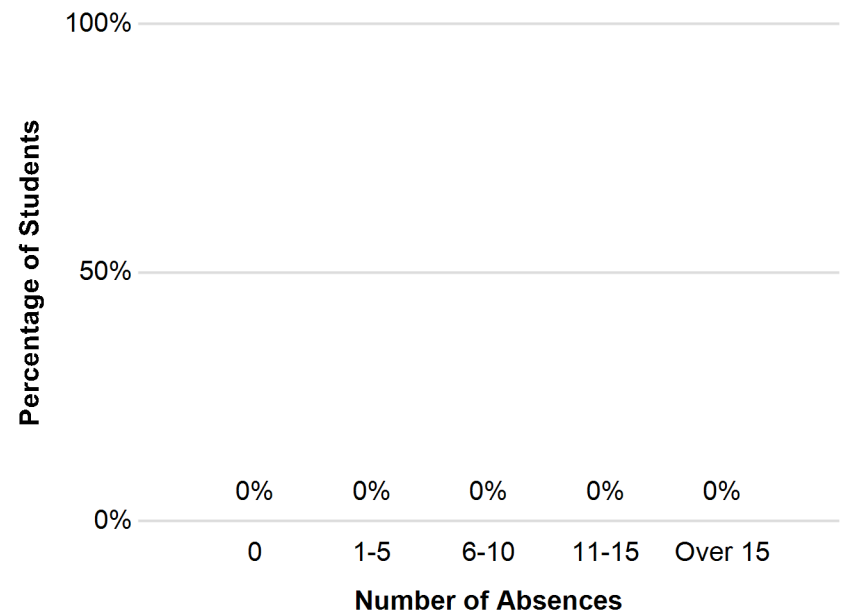
### Chronic Absenteeism

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.





### Montrose Early Childhood Center

(13-4900-300)

Grades Offered: PK-PK

2018-2019

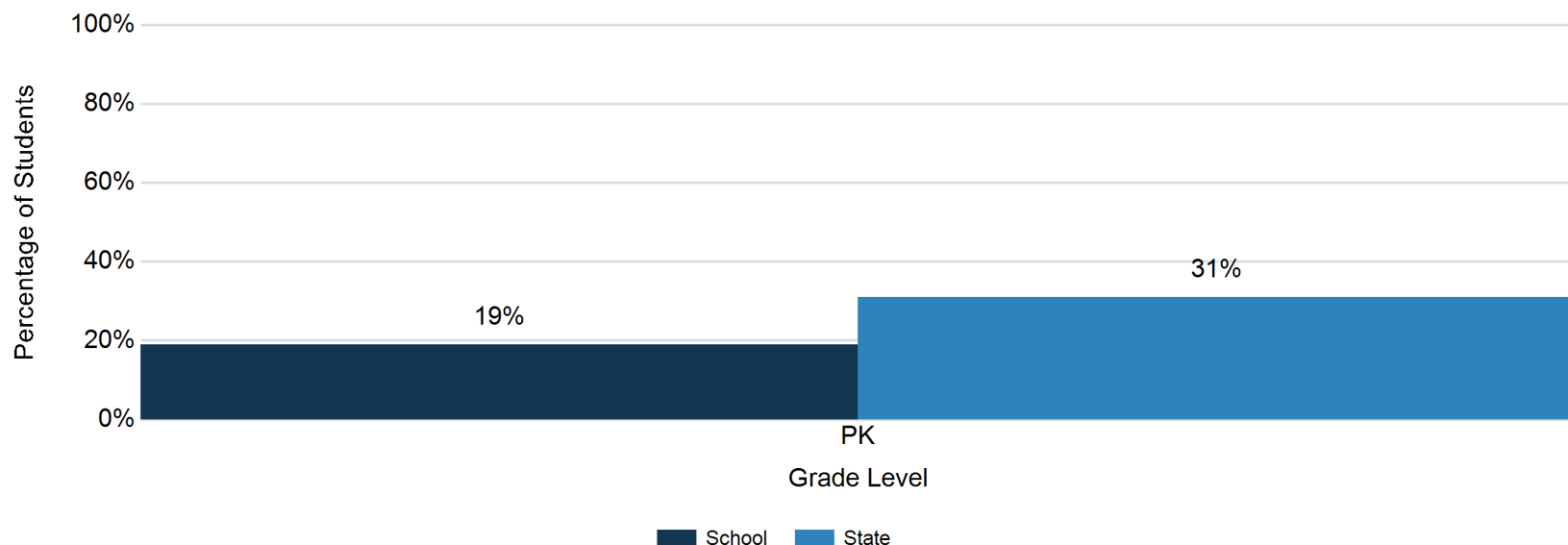
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### Chronic Absenteeism by Grade

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



**Montrose Early Childhood Center**

(13-4900-300)

Grades Offered: PK-PK

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

**Police Notifications**

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

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

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

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

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

**Student Disciplinary Removals**

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

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

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

N



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### School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	2:00 PM
Length of School Day	5 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 0 Mins
Shared Time - Instructional Time	5 Hrs. 0 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	7	118,214
Average years experience in public schools	4.3	12.1
Average years experience in district	4.1	10.8
Percentage of Teachers with 4 or more years experience in the district	14.3%	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	36	9,530
Average years experience in public schools	9.4	16.0
Average years experience in district	9.4	12.0
Percentage of Administrators with 4 or more years experience in the district	63.9%	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	25:1	12:1
Students to Administrators	172:1	197:1
Teachers to Administrators	7:1	16:1
Students to Librarians/Media Specialists		711:1
Students to Nurses		592:1
Students to Counselors		418:1
Students to Child Study Team Members		192:1



**Montrose Early Childhood Center**  
(13-4900-300)  
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 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	39.0%	100.0%	100.0%	48.4%	77.1%	54.9%
Male	61.0%	0.0%	0.0%	51.6%	22.9%	45.1%
White	42.4%	85.7%	0.0%	42.4%	83.6%	77.4%
Hispanic	11.0%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	30.8%	14.3%	100.0%	15.0%	6.6%	13.9%
Asian	4.7%	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	10.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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**Teachers:** All classroom teachers

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

### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.1%	90.5%
2017-18 Administrators: Same district 2018-19	72.5%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	98.4%





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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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## School Narrative

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



### Highlights:

- MECC uses a "Tools of the Mind" curriculum which help students develop self-regulation skills.
- Close partnerships with various community organizations and groups
- Use of Teaching Strategies GOLD as an assessment tool



### Mission, Vision, Theme:

We work to establish an environment where students model respect, responsibility, caring, honesty and citizenship for each other. Every student is empowered to become a leader and actively influence his/her school. Our faculty and staff are committed to the ideals of a professional learning community that is well versed in developmentally appropriate practices.



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### Courses, Curriculum, Instruction:

Montrose uses the "Tools of the Mind" curriculum which is based on the educational theories of Lev Vygotsky. Play is the central teaching tool of the curriculum, which focuses on providing children the tools they need to develop academic and self-regulation skills (Bodrova & Leong, 1996). Since all of the classrooms are multi-age, the curriculum allows each student to develop at his or her own pace while still being taught the needed skills to become life-long learners.



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#### Before and After School Programs:

After school services are provided by the local YMCA. The program is housed in our school building.



#### Staff and Professional Learning:

Our faculty and staff are committed to the ideals of a professional learning community. Our intentions are always to engage every student in rigorous relevant learning experiences.

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### Parent and Community Involvement:

The PTA provides donation of materials and resources, volunteerism, school beautification projects, cultural assemblies, and social events for our families.



**Seth Boyden Elementary Demonstration School**  
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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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



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### School Contact Information

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

Type	Contact Information
County	Essex
District	South Orange-Maplewood School District
Principal Name	Ms. Shannon Glander
Address	274 BOYDEN AVE MAPLEWOOD, NJ 07040-3010
Phone Number	973-378-5209
Email Address	<a href="mailto:sglander@somsd.k12.nj.us">sglander@somsd.k12.nj.us</a>
Website	<a href="https://www.somsd.k12.nj.us/site/Default.aspx?PageID=2424">https://www.somsd.k12.nj.us/site/Default.aspx?PageID=2424</a>
Facebook	<a href="https://www.facebook.com/sethboydenschool/">https://www.facebook.com/sethboydenschool/</a>
Twitter	<a href="https://twitter.com/sethboydenpta">https://twitter.com/sethboydenpta</a>



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	76	81	80
1	87	77	62
2	99	92	79
3	97	94	92
4	90	96	86
5	94	92	94
Total	543	532	493

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%	46.1%	46.9%
Male	51.9%	53.9%	53.1%
Economically Disadvantaged Students	44.6%	41.4%	44.8%
Students with Disabilities	11.4%	12.8%	15.2%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.4%	0.9%	0.6%
Students in Foster Care	0.6%	0.4%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	4.5%	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	22.5%	24.2%	23.3%
Hispanic	7.4%	9.8%	10.3%
Black or African American	63.9%	58.3%	58.8%
Asian	1.3%	2.1%	1.4%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.8%	5.6%	6.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	76	81	80

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	2.4%
Creoles and pidgins, French-based	1.0%
Other Languages	0.4%





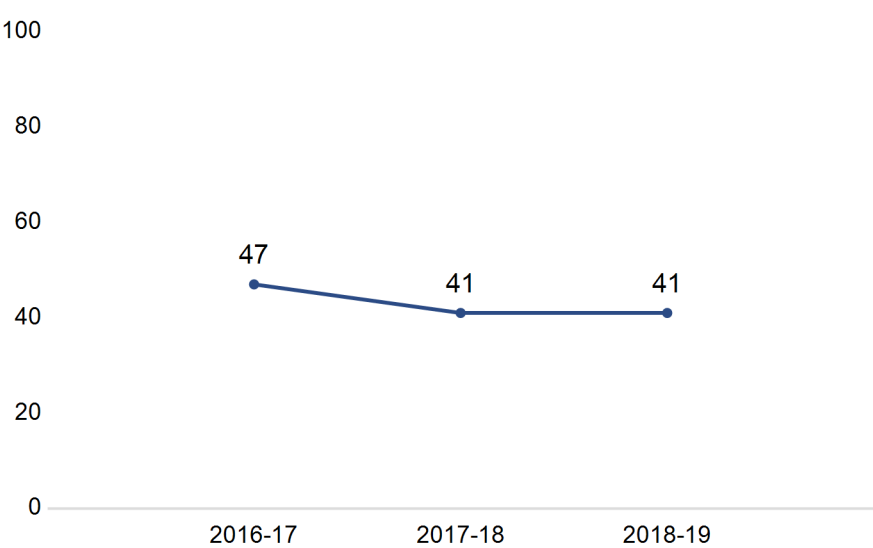
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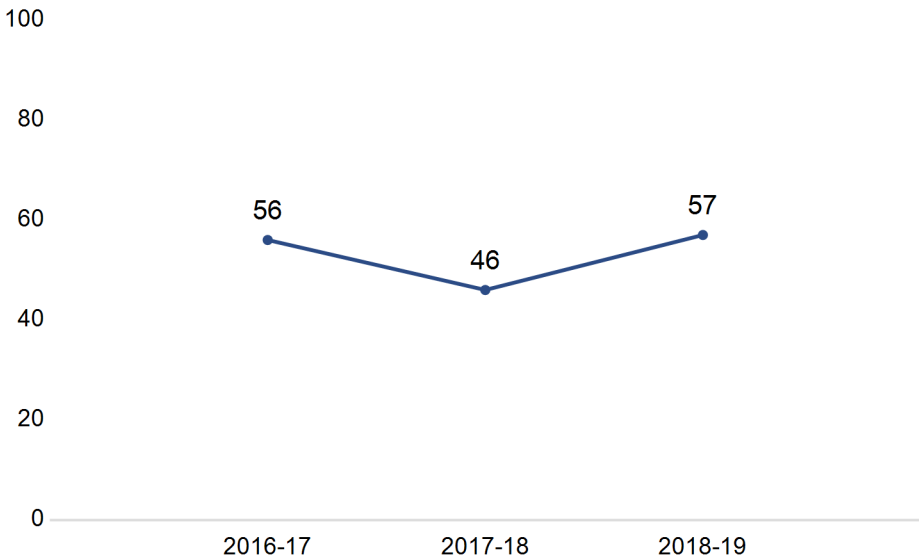
Student Growth Trends and Progress

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.

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	47	41	41	56	46	57
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	41	46	50	Met Standard	57	52	50	Met Standard
White	38	49	50	Not Met	45	54	52	Met Standard
Hispanic	40.5	44	49	**	55.5	49	47	**
Black or African American	37	41	45	Not Met	58	43	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	58	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	52.5	49	49	**	60.5	66.5	52	**
Female	44	47	53	N	50	50	50	N
Male	38	45	47	N	58	53	51	N
Economically Disadvantaged Students	38.5	38	48	Not Met	61	46	46	Exceeds Standard
Students with Disabilities	34	41	43	Not Met	42	43	45	Met Standard
English Learners	*	46.5	52	**	*	58.5	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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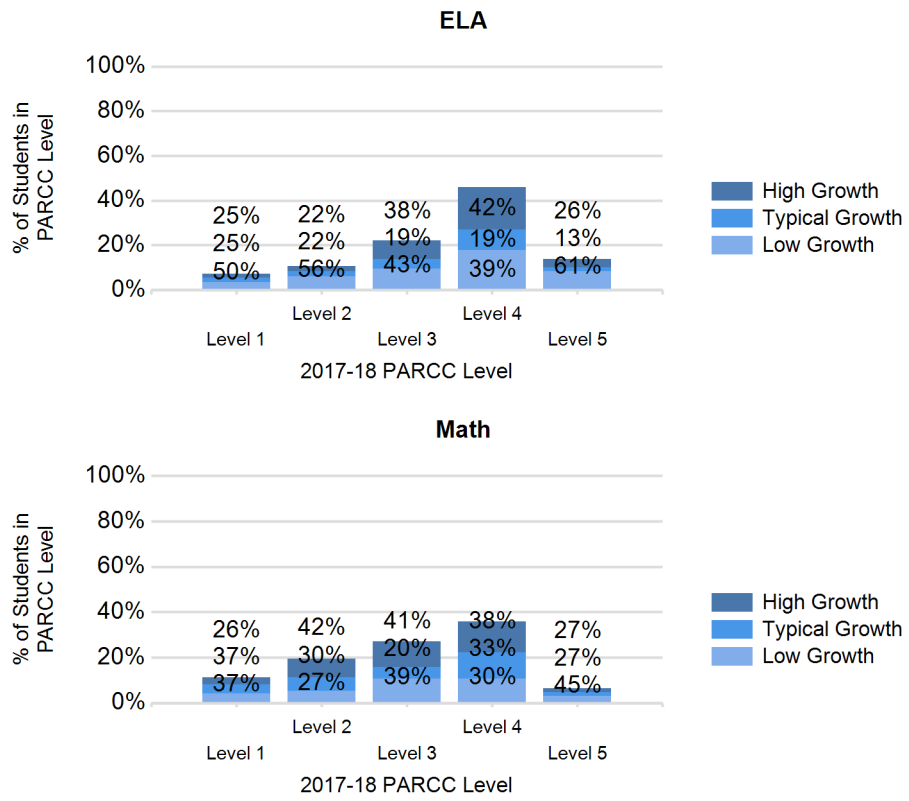
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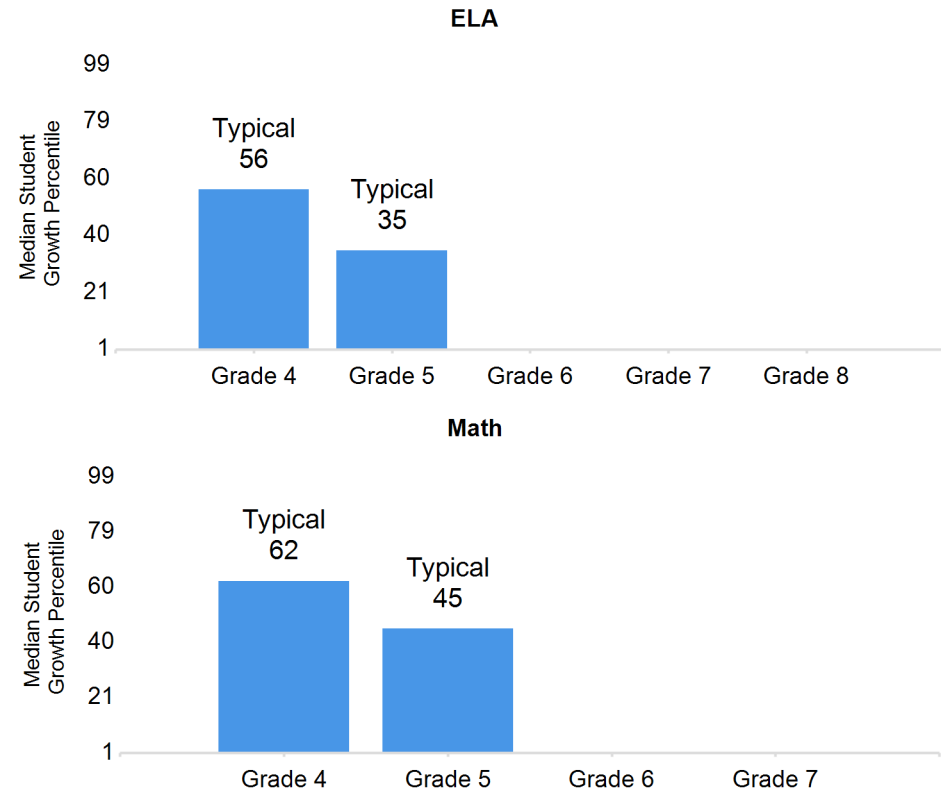
Student Growth by Performance Level

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



Student Growth by Grade

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



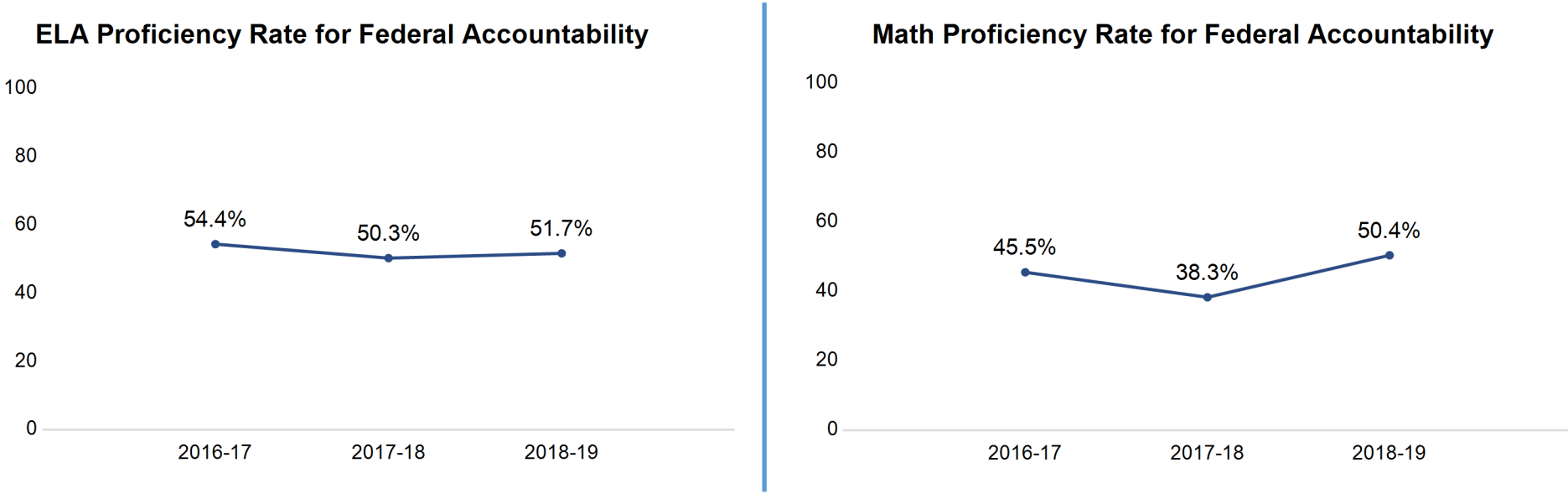


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English Language Arts and Mathematics Performance Trends

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	96.9%	95.1%	95.7%	96.9%	95.1%	96.1%
Proficiency Rate for Federal Accountability	54.4%	50.3%	51.7%	45.5%	38.3%	50.4%
Annual Target	54.8%	56.2%	57.5%	46.7%	48.4%	50.2%
Met Annual Target?	Met Target†	Met Target†	Not Met	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	267	95.7	51.7	68.4	57.9	51.7	57.5	Not Met
White	43	93.5	83.7	81.3	66.9	82.4	80	Met Goal
Hispanic	30	93.9	50.0	*	43.9	50.0	N	N
Black or African American	175	96.2	41.7	41.7	38.5	41.7	48.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	80.8	64.4	*	**	**
Female	127	97.7	55.1	75.5	64.8	55.1		
Male	140	94.0	48.6	61.7	51.3	48.0		
Economically Disadvantaged Students	141	95.3	40.4	34.3	40.0	40.4	48.3	Not Met
Non-Economically Disadvantaged Students	126	96.2	64.3	75.2	67.9	64.3		
Students with Disabilities	51	87.9	15.7	23.5	22.7	14.8	21.3	Met Target†
Students without Disabilities	216	97.8	60.2	76.7	65.1	60.2		
English Learners	*	*	*	26.9	29.3	*	**	**
Non-English Learners	*	*	*	69.4	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



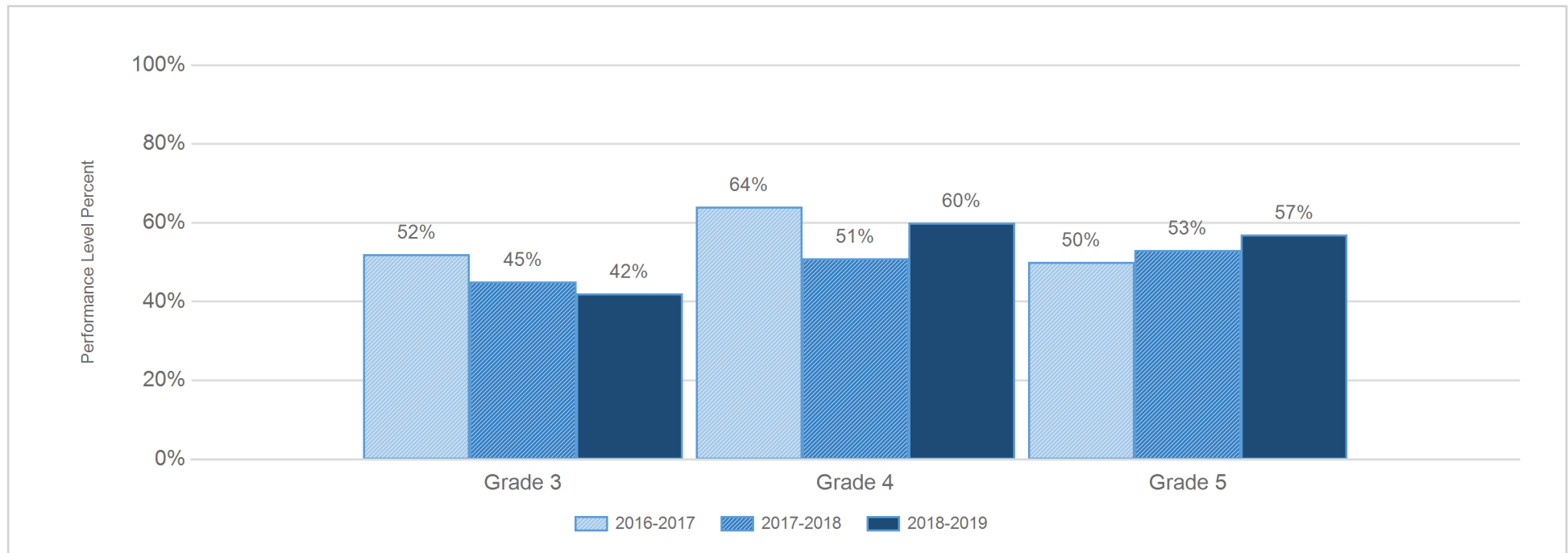
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### English Language Arts Assessment - Performance Trends

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	91	743	761	748	14%	14%	30%	*	*	42%	50%
White	14	766	771	757	*	*	*	*	*	64%	60%
Hispanic	13	747	751	734	*	0%	*	*	*	46%	36%
Black or African American	58	735	735	731	17%	19%	31%	*	*	33%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	782	756	*	*	*	*	*	*	58%
Female	38	745	769	753	*	*	*	*	*	53%	55%
Male	53	741	754	743	*	*	*	*	*	34%	46%
Economically Disadvantaged Students	52	736	*	731	*	*	33%	*	*	35%	33%
Non-Economically Disadvantaged Students	39	752	*	759	*	*	26%	*	*	51%	61%
Students with Disabilities	20	720	724	719	*	*	*	*	*	15%	24%
Students without Disabilities	71	749	768	754	*	*	*	*	*	49%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	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%



Seth Boyden Elementary Demonstration School

(13-4900-130)

Grades Offered: KG-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	760	770	755	*	*	21%	38%	21%	60%	57%
White	11	786	780	763	0%	0%	*	*	*	91%	67%
Hispanic	*	*	761	743	*	*	*	*	*	*	44%
Black or African American	60	751	752	739	*	17%	25%	*	*	50%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	786	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	*	*	767	762	*	*	*	*	*	*	64%
Female	41	755	773	760	*	*	*	*	*	56%	62%
Male	43	765	768	750	*	*	*	*	*	63%	53%
Economically Disadvantaged Students	48	753	*	740	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	36	770	*	765	*	*	*	*	*	72%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%





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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	92	754	766	756	*	17%	18%	*	*	57%	58%
White	18	786	776	764	0%	*	0%	*	*	94%	68%
Hispanic	*	*	751	743	*	*	*	*	*	*	44%
Black or African American	57	743	744	739	*	18%	26%	*	*	46%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	776	762	*	*	*	*	*	*	65%
Female	47	757	771	761	*	*	*	*	*	60%	64%
Male	45	751	761	750	*	*	*	*	*	53%	52%
Economically Disadvantaged Students	42	741	*	740	*	*	*	*	*	38%	39%
Non-Economically Disadvantaged Students	50	765	*	766	*	*	*	*	*	72%	69%
Students with Disabilities	20	716	731	724	*	*	*	*	*	10%	23%
Students without Disabilities	72	764	773	762	*	*	*	*	*	69%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	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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### 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	268	96.1	50.4	56.3	44.5	50.4	50.2	Met Target
White	42	91.3	83.3	70.6	54.1	80.1	79.6	Met Goal
Hispanic	30	97.0	63.3	*	28.8	63.3	N	N
Black or African American	177	96.8	37.9	28.3	23.0	37.9	38.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	72.8	53.3	*	**	**
Female	128	99.2	48.4	56.2	44.9	48.4		
Male	140	93.4	52.1	56.5	44.2	51.2		
Economically Disadvantaged Students	142	96.0	40.8	25.5	26.3	40.8	37.6	Met Target
Non-Economically Disadvantaged Students	126	96.2	61.1	62.8	54.9	61.1		
Students with Disabilities	51	89.7	19.6	20.9	17.4	18.4	21.3	Met Target†
Students without Disabilities	217	97.8	57.6	63.2	50.0	57.6		
English Learners	*	*	*	18.8	25.0	*	**	**
Non-English Learners	*	*	*	57.3	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

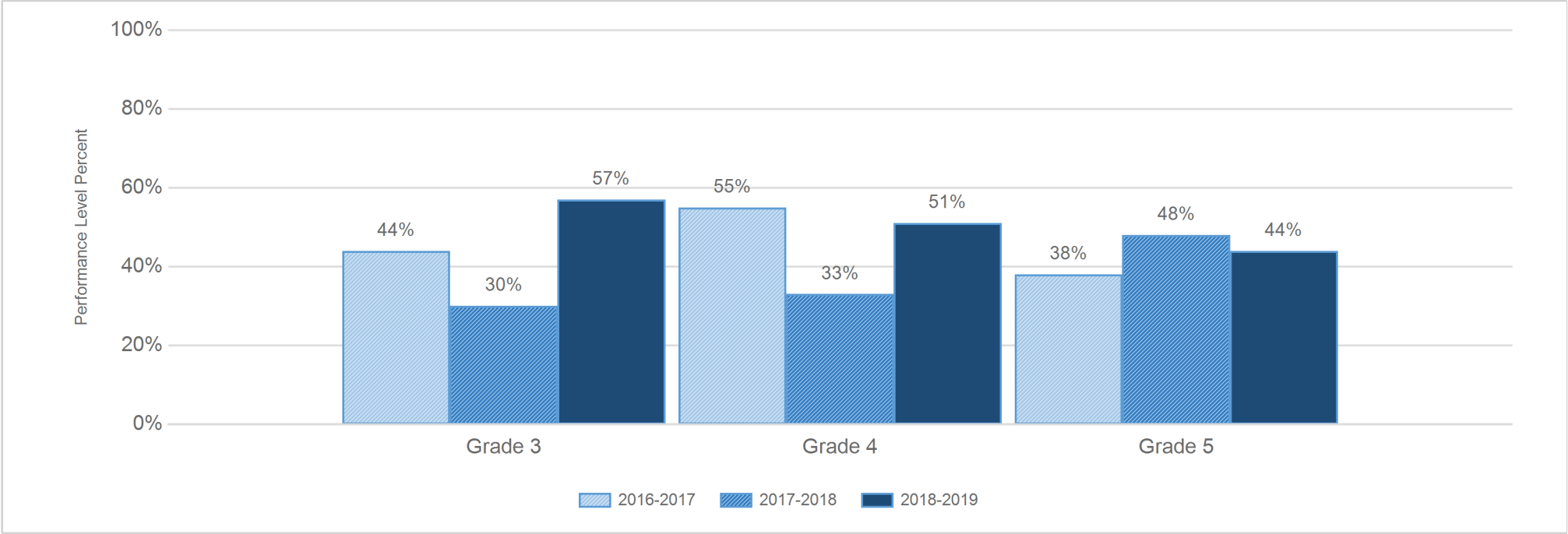


Seth Boyden Elementary Demonstration School  
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2018-2019

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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.



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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	90	749	762	752	*	17%	20%	*	*	57%	55%
White	13	765	770	760	*	0%	*	*	*	77%	66%
Hispanic	13	763	758	739	0%	*	*	*	*	77%	40%
Black or African American	58	743	740	735	*	22%	24%	*	*	47%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	777	758	*	*	*	*	*	*	62%
Female	38	749	763	751	*	*	*	*	*	55%	54%
Male	52	750	761	752	*	*	*	*	*	58%	56%
Economically Disadvantaged Students	52	743	*	737	*	*	*	*	*	52%	37%
Non-Economically Disadvantaged Students	38	758	*	761	*	*	*	*	*	63%	67%
Students with Disabilities	20	732	733	731	*	*	*	*	*	30%	31%
Students without Disabilities	70	755	768	756	*	*	*	*	*	64%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	86	744	756	749	*	21%	19%	*	*	51%	51%
White	11	771	766	757	0%	0%	*	*	*	91%	62%
Hispanic	*	*	744	737	*	*	*	*	*	*	36%
Black or African American	61	734	735	731	*	30%	*	39%	0%	39%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	770	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	*	*	756	754	*	*	*	*	*	*	58%
Female	42	739	750	749	*	*	*	*	*	50%	50%
Male	44	748	760	749	*	*	*	*	*	52%	52%
Economically Disadvantaged Students	50	735	*	734	*	*	*	*	*	40%	32%
Non-Economically Disadvantaged Students	36	755	*	759	*	*	*	*	*	67%	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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## Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	93	741	752	747	13%	20%	23%	*	*	44%	47%
White	18	768	762	755	*	*	*	*	*	83%	58%
Hispanic	*	*	745	735	*	*	*	*	*	*	30%
Black or African American	58	730	731	729	17%	26%	28%	*	*	29%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	757	753	*	*	*	*	*	*	55%
Female	48	738	749	747	*	*	*	*	*	42%	47%
Male	45	744	755	747	*	*	*	*	*	47%	47%
Economically Disadvantaged Students	42	728	*	732	*	*	26%	*	*	29%	27%
Non-Economically Disadvantaged Students	51	751	*	757	*	*	20%	*	*	57%	59%
Students with Disabilities	20	708	725	725	*	*	*	*	*	*	19%
Students without Disabilities	73	750	758	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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

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



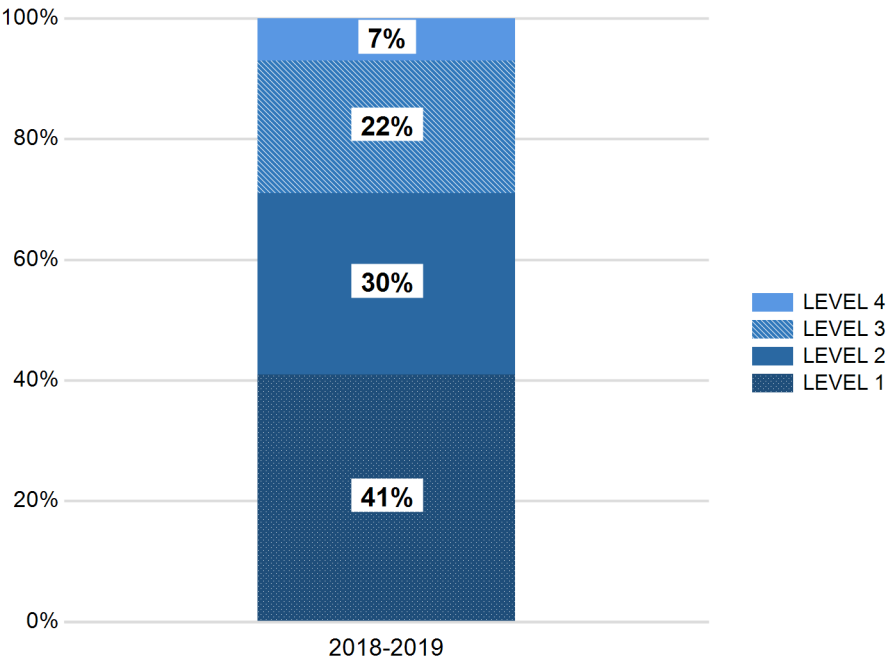
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	41	30	22	7
White	17	17	56	11
Hispanic	*	*	*	*
Black or African American	53	34	9	3
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	42	35	19	4
Male	41	25	25	9
Economically Disadvantaged Students	56	32	7	5
Non-Economically Disadvantaged Students	29	29	33	8
Students with Disabilities	90	5	5	0
Students without Disabilities	28	38	26	8
English Learners	N	N	N	N
Non-English Learners	41	30	22	7
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N





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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.

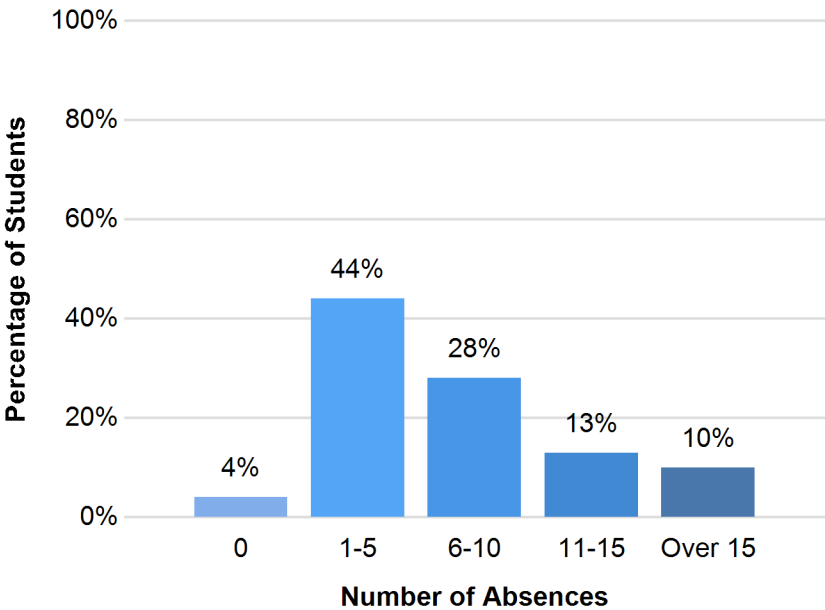
Chronic Absenteeism

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	38	7.6	8.9	Met
White	9	8.3	8.9	Met
Hispanic	4	7.7	8.9	Met
Black or African American	24	7.8	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	8.9	Met
Female	12	5.0		
Male	26	9.9		
Economically Disadvantaged Students	25	10.7	8.9	Not Met
Students with Disabilities	6	7.2	8.9	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.





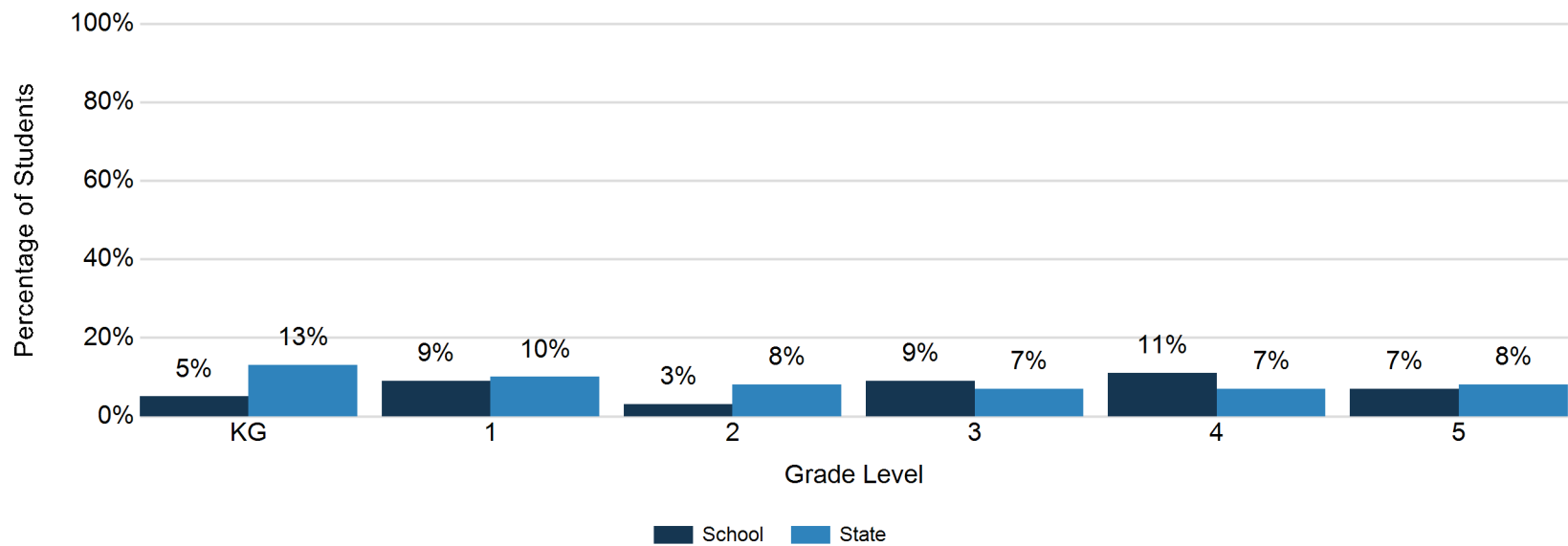
Seth Boyden Elementary Demonstration School  
(13-4900-130)  
Grades Offered: KG-05  
2018-2019

**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 by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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

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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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	8:45 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 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	47	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	72.3%	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	36	9,530
Average years experience in public schools	9.4	16.0
Average years experience in district	9.4	12.0
Percentage of Administrators with 4 or more years experience in the district	63.9%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	247:1	197:1
Teachers to Administrators	24:1	16:1
Students to Librarians/Media Specialists		711:1
Students to Nurses		592:1
Students to Counselors		418:1
Students to Child Study Team Members		192:1



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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%	95.7%	100.0%	48.4%	77.1%	54.9%
Male	53.1%	4.3%	0.0%	51.6%	22.9%	45.1%
White	23.3%	93.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	10.3%	2.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	58.8%	4.3%	0.0%	15.0%	6.6%	13.9%
Asian	1.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.1%	90.5%
2017-18 Administrators: Same district 2018-19	72.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.0%



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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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	54.4%	50.3%	51.7%
Math Proficiency	45.5%	38.3%	50.4%
ELA Growth	47	41	41
Math Growth	56	46	57
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	7.1%	7.6%	7.6%

† 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:  
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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	Met Target	Met Standard	Met Standard	N	Met	No
White	Met Goal	Met Goal	Not Met	Met Standard	n/a	Met	No
Hispanic	N	N	**	**	n/a	Met	No
Black or African American	Not Met	Met Target†	Not Met	Met Standard	n/a	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	Met	No
Economically Disadvantaged Students	Not Met	Met Target	Not Met	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	Not Met	Met Standard	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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



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## School Narrative

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



### Highlights:

- Seth Boyden has received national attention for its participation in the NJPAC Dancing Classrooms Residency.
- Seth Boyden offers students experiences in the arts such as ukulele, African drumming, and musical theater.
- Our produce garden, arboretum, and outdoor kitchen have become integral parts of our school culture and curriculum.



### Mission, Vision, Theme:

The Seth Boyden Demonstration School's program is based on the belief that there are numerous pathways to excellence. The school's philosophy supports the belief that children have their individual talents and strengths that need to be developed to attain educational and personal excellence. This grows out of the theory of "multiple intelligences" developed by Harvard University's Howard Gardner.



### Awards, Recognition, Accomplishments:

Seth Boyden was the recipient of a "Let's Move Active Schools National Award" for the 2016-2017 and 2017-2018 school years. We have also received media attention for our partnership with NJPAC's Dancing Classrooms Residency for almost a decade. Our garden teacher, Maggie Touhy, was awarded the 2019 Elizabeth Abernathy Hull Award for Early Environmental Education by the Garden Club of America.





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 <p>Courses, Curriculum, Instruction:</p>	<p>Seth Boyden students learn their Language Arts through the Teacher's College Reading and Writing Project Curriculum. The Math Curriculum is Math in Focus, based on the Singapore Math program. We have 1:1 technology in all classrooms and Gifted and Talented enrichment is available to students.</p>
 <p>Clubs and Activities:</p>	<p>Our co-curricular options include: mentoring opportunities for older students who are paired with younger students, a Mediators program, safety patrol, vocal chorus, band and orchestra and both a young men's and young women's leadership group. Students may also participate in extra gardening/outdoor activities that support our community garden and children's arboretum.</p>





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<div>  <div>Before and After School Programs:</div> </div>	<p>The Beyond the Bell Program provides a dynamic after-school enrichment program, available for all students in kindergarten through fifth grade, to explore their interests and develop their talents in sports, cooking, science, and fine and performing arts.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>Many of our classrooms benefit from collaborative professional learning with Academic Interventionists supporting student learning and teacher growth.</p>






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 <div>Student Supports and Services:</div>	<p>Many programs have been designed to develop students" social and emotional intelligences, build character and enhance the climate of the school. These include a student safety patrol and peer mediators, Responsive Classroom and Restorative Practices, and several opportunities for mentoring, community outreach and service learning. Examples of these programs include Lunch Buddies, Reading Buddies, tutors, and our amazing garden recess and garden curriculum .</p>
 <div>Student Health and Wellness:</div>	<p>Seth Boyden offers a breakfast program to all students prior to the beginning of the school day. Kindergarten students participate in two recess periods a day. Many classroom teachers have flexible seating that allows students to stand, or move during instruction. The use of the Go Noodle program for brain breaks and movement is popular among staff and students. Our garden teacher leads our faculty in promoting sound nutrition through recipes that use our garden"s produce and herbs.</p>
 <div>Parent and Community Involvement:</div>	<p>Our PTA subsidizes field trips and assembly programs such as dance residencies, visiting musicians, regular artist-in-residence partnerships and author visits. Volunteers also contribute as individuals and as members of committees that provide staff and students a wonderful opportunity to engage in the continual exploration of new ideas.</p>





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Facilities:	A portion of Seth Boyden's outdoor space has been transformed into an outdoor learning center. The two and a half acres have allowed for the establishment of both educational and recreational areas and include natural habitats, music gardens, quiet areas, a walking/jogging trail, picnic area, story-telling center, outdoor chess tables, climbing equipment, playing fields, teaching gardens and outdoor classroom. The grounds are registered as an active, public children's arboretum.
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**South Mountain Elementary School**

(13-4900-140)

Grades Offered: PK-05

2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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



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(13-4900-140)  
Grades Offered: PK-05  
2018-2019

**Report Key:**  
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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	South Orange-Maplewood School District
Principal Name	Mr. Kevin Mason
Address	444 WEST SOUTH ORANGE AVE S ORANGE, NJ 07079-1234
Phone Number	973-378-5216
Email Address	<a href="mailto:kmason@somsd.k12.nj.us">kmason@somsd.k12.nj.us</a>
Website	<a href="https://www.somsd.k12.nj.us/south-mountain/">https://www.somsd.k12.nj.us/south-mountain/</a>



South Mountain Elementary School

(13-4900-140)

Grades Offered: PK-05

2018-2019

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	98	108	120
1	106	94	114
2	83	106	92
3	95	80	99
4	108	98	83
5	105	106	94
Total	595	592	602

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

Student Group	2016-17	2017-18	2018-19
Female	49.9%	47.3%	48.8%
Male	50.1%	52.7%	51.2%
Economically Disadvantaged Students	5.7%	4.7%	3.5%
Students with Disabilities	11.6%	10.8%	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%	0.2%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	63.7%	64.5%	64.1%
Hispanic	7.1%	7.9%	8.3%
Black or African American	16.0%	14.0%	13.1%
Asian	4.5%	4.4%	4.8%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.2%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	8.4%	9.1%	9.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	98	108	120

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	98.5%
Other Languages	1.5%



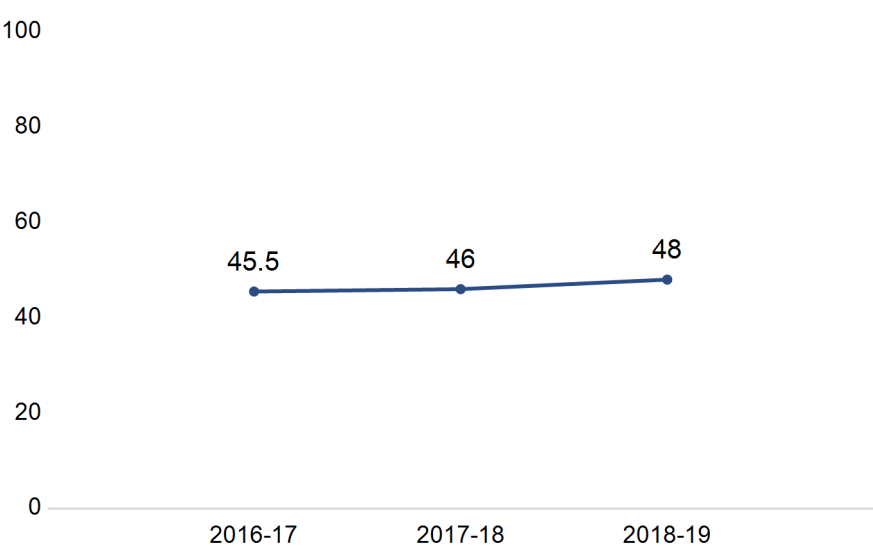
South Mountain Elementary School  
(13-4900-140)  
Grades Offered: PK-05  
2018-2019

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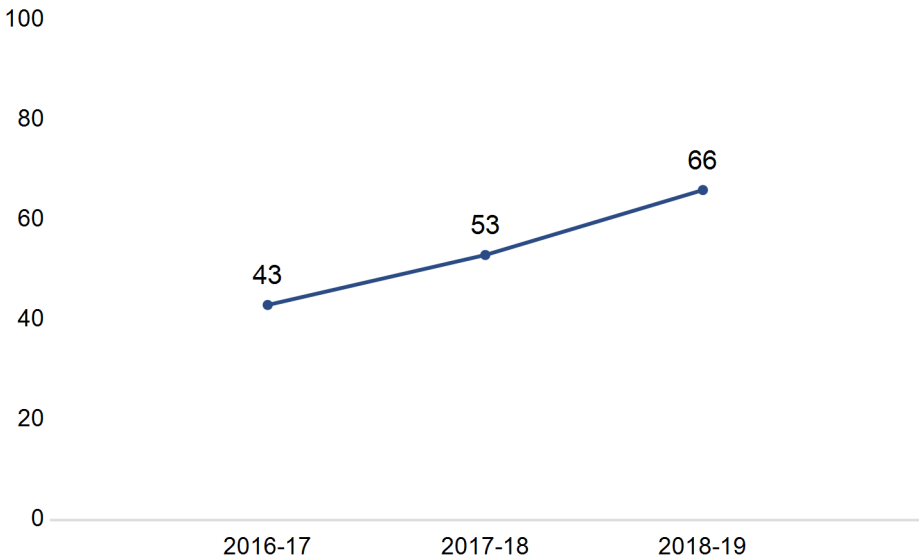
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	45.5	46	48	43	53	66
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	48	46	50	Met Standard	66	52	50	Exceeds Standard
White	55	49	50	Met Standard	66	54	52	Exceeds Standard
Hispanic	56.5	44	49	**	77	49	47	**
Black or African American	36	41	45	Not Met	48	43	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	58	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	44	49	49	**	77	66.5	52	**
Female	50.5	47	53	N	64.5	50	50	N
Male	48	45	47	N	68	53	51	N
Economically Disadvantaged Students	21.5	38	48	**	38.5	46	46	**
Students with Disabilities	53	41	43	Met Standard	69.5	43	45	Exceeds Standard
English Learners	*	46.5	52	**	*	58.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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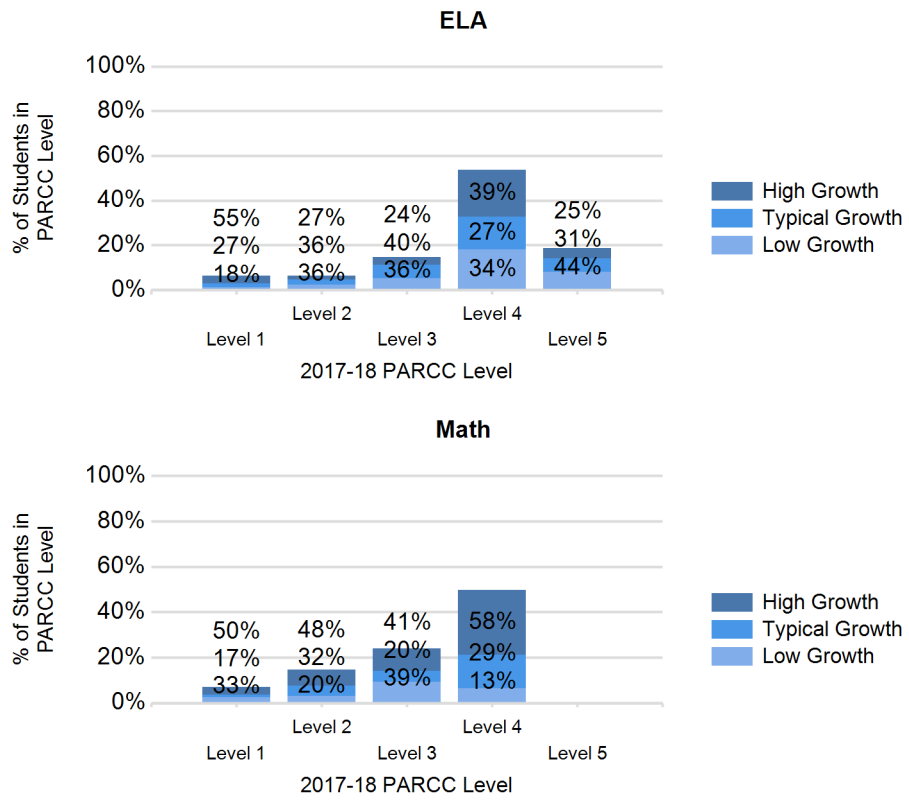
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

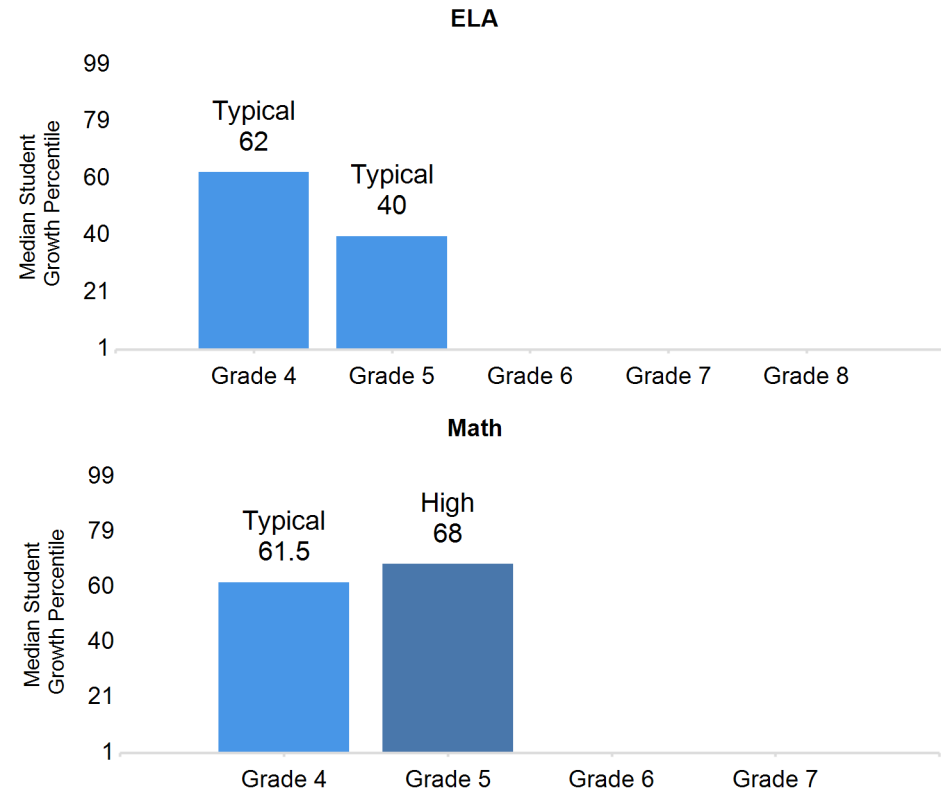
Student Growth by Performance Level

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



Student Growth by Grade

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



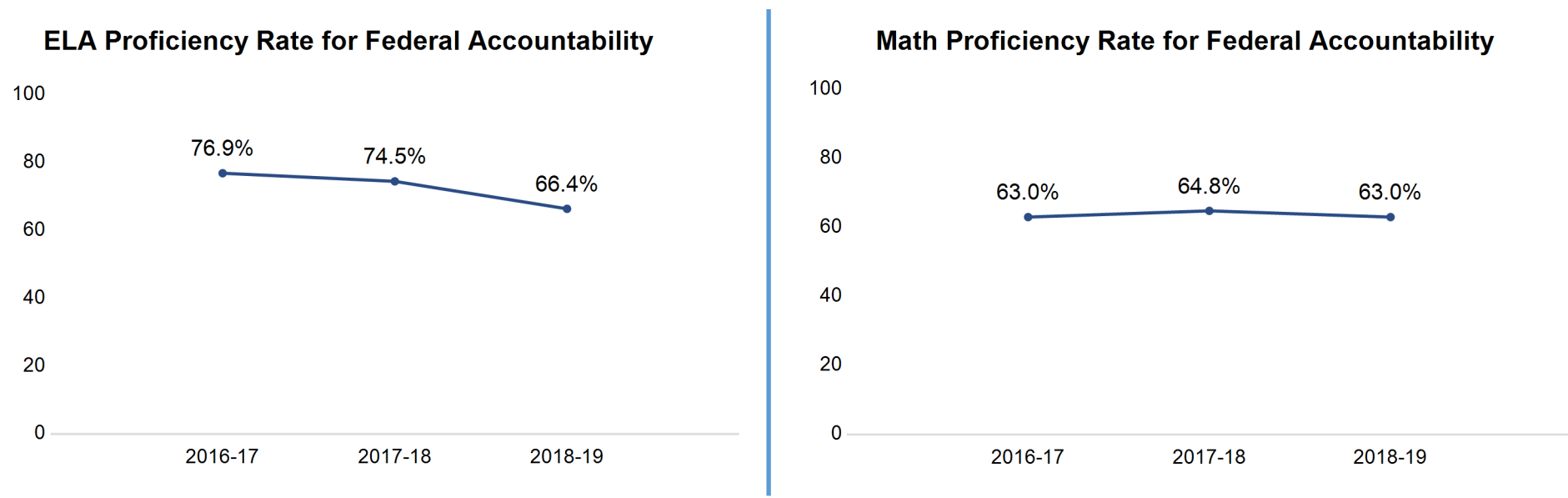


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.1%	97.4%	98.6%	94.4%	97.4%	98.6%
Proficiency Rate for Federal Accountability	76.9%	74.5%	66.4%	63.0%	64.8%	63.0%
Annual Target	77.5%	77.7%	77.8%	70.7%	71.2%	71.7%
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.





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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	283	98.6	66.4	68.4	57.9	66.4	77.8	Not Met
White	173	98.9	73.4	81.3	66.9	73.4	80	Not Met
Hispanic	21	100.0	66.7	*	43.9	66.7	N	N
Black or African American	53	98.1	34.0	41.7	38.5	34.0	53.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	13	100.0	84.6	*	82.9	84.6	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	23	95.8	78.3	80.8	64.4	78.3	80	Met Target†
Female	138	100.0	70.3	75.5	64.8	70.3		
Male	145	97.3	62.8	61.7	51.3	62.8		
Economically Disadvantaged Students	18	100.0	16.7	34.3	40.0	16.7	**	**
Non-Economically Disadvantaged Students	265	98.5	69.8	75.2	67.9	69.8		
Students with Disabilities	56	96.6	26.8	23.5	22.7	26.8	32.3	Met Target†
Students without Disabilities	227	99.1	76.2	76.7	65.1	76.2		
English Learners	*	*	*	26.9	29.3	*	**	**
Non-English Learners	*	*	*	69.4	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

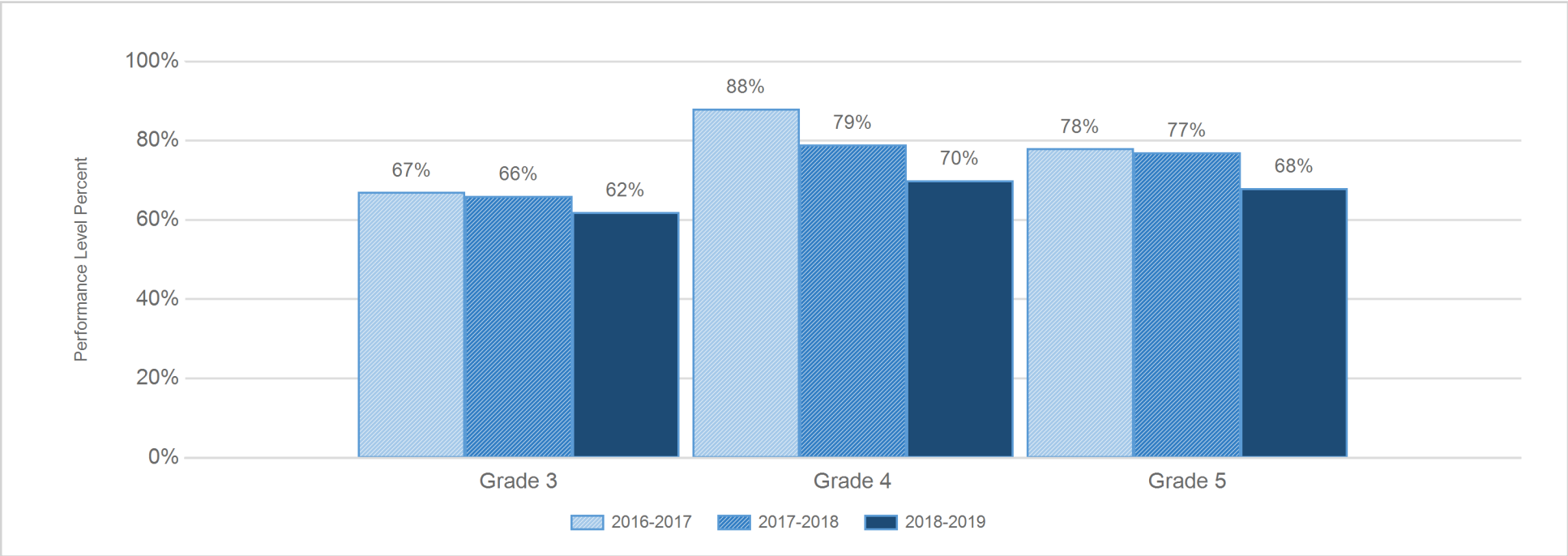


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English Language Arts Assessment - Performance Trends

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	101	759	761	748	*	*	24%	51%	11%	62%	50%
White	66	762	771	757	*	*	26%	*	*	64%	60%
Hispanic	11	761	751	734	0%	*	*	*	*	73%	36%
Black or African American	14	732	735	731	*	*	*	*	*	36%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	782	756	*	*	*	*	*	*	58%
Female	46	766	769	753	*	*	*	*	*	72%	55%
Male	55	754	754	743	*	*	*	*	*	55%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	61%
Students with Disabilities	16	735	724	719	*	*	*	*	*	25%	24%
Students without Disabilities	85	764	768	754	*	*	*	*	*	69%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	768	770	755	*	*	16%	38%	32%	70%	57%
White	49	777	780	763	*	*	*	39%	41%	80%	67%
Hispanic	*	*	761	743	*	*	*	*	*	*	44%
Black or African American	13	749	752	739	*	0%	*	*	*	46%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	786	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	767	762	*	*	*	*	*	*	64%
Female	37	772	773	760	*	*	*	32%	35%	68%	62%
Male	44	765	768	750	*	*	*	43%	30%	73%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	69%
Students with Disabilities	21	729	*	725	*	*	*	*	*	29%	25%
Students without Disabilities	60	782	*	761	*	*	*	*	*	85%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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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	98	763	766	756	*	*	23%	*	*	68%	58%
White	57	769	776	764	*	*	18%	*	*	79%	68%
Hispanic	*	*	751	743	*	*	*	*	*	*	44%
Black or African American	24	740	744	739	*	*	46%	*	*	29%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	776	762	*	*	*	*	*	*	65%
Female	54	765	771	761	*	*	20%	*	*	72%	64%
Male	44	761	761	750	*	*	27%	*	*	64%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	16	735	731	724	*	*	*	*	*	25%	23%
Students without Disabilities	82	768	773	762	*	*	*	*	*	77%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	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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### 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	284	98.6	63.0	56.3	44.5	63.0	71.7	Not Met
White	173	98.9	71.1	70.6	54.1	71.1	78.4	Not Met
Hispanic	21	100.0	47.6	*	28.8	47.6	N	N
Black or African American	53	98.1	32.1	28.3	23.0	32.1	45.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	14	100.0	85.7	*	76.5	85.7	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	23	95.8	73.9	72.8	53.3	73.9	80	Met Target†
Female	139	100.0	58.3	56.2	44.9	58.3		
Male	145	97.3	67.6	56.5	44.2	67.6		
Economically Disadvantaged Students	18	100.0	27.8	25.5	26.3	27.8	**	**
Non-Economically Disadvantaged Students	266	98.5	65.4	62.8	54.9	65.4		
Students with Disabilities	56	96.6	25.0	20.9	17.4	25.0	32.3	Met Target†
Students without Disabilities	228	99.1	72.4	63.2	50.0	72.4		
English Learners	*	*	*	18.8	25.0	*	**	**
Non-English Learners	*	*	*	57.3	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

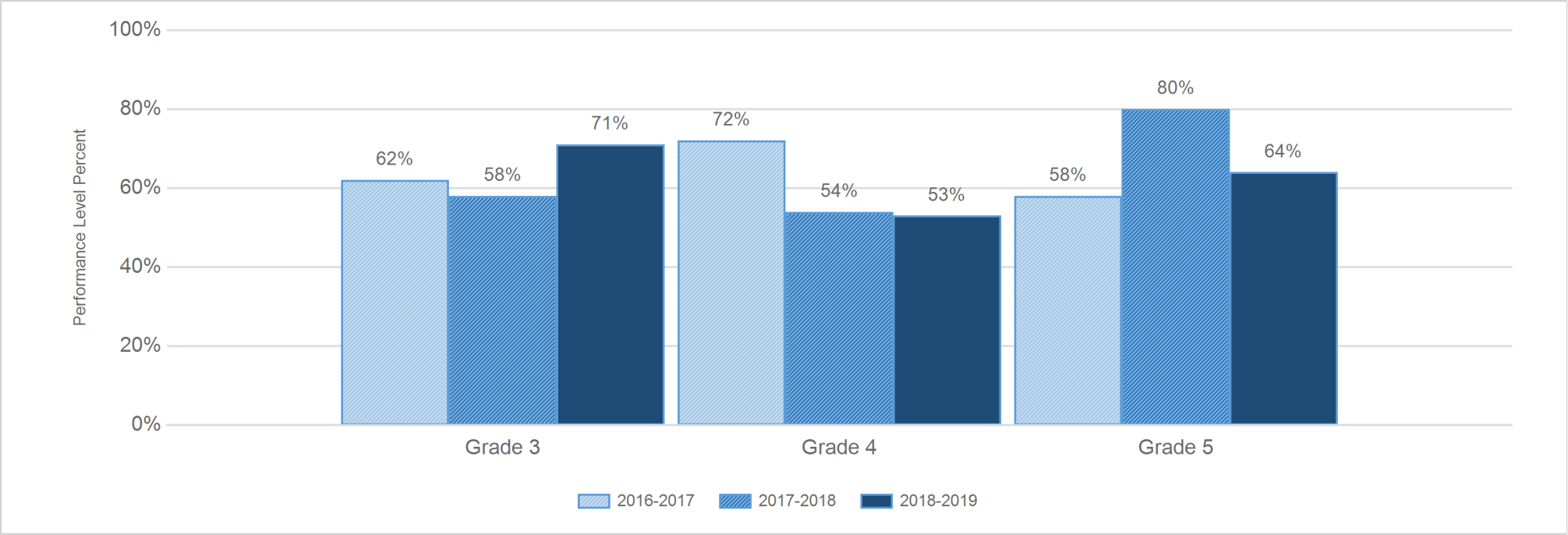


South Mountain Elementary School  
(13-4900-140)  
Grades Offered: PK-05  
2018-2019

**Report Key:**  
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\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
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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.





South Mountain Elementary School  
(13-4900-140)  
Grades Offered: PK-05  
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	764	762	752	*	*	17%	53%	18%	71%	55%
White	66	768	770	760	*	*	21%	55%	18%	73%	66%
Hispanic	11	748	758	739	*	*	*	*	*	64%	40%
Black or African American	14	746	740	735	*	*	*	*	*	57%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	777	758	*	*	*	*	*	*	62%
Female	46	758	763	751	*	*	*	*	*	65%	54%
Male	55	769	761	752	*	*	*	*	*	76%	56%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	67%
Students with Disabilities	16	740	733	731	*	*	*	*	*	31%	31%
Students without Disabilities	85	769	768	756	*	*	*	*	*	79%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	81	748	756	749	*	23%	20%	*	*	53%	51%
White	49	757	766	757	*	*	*	*	*	67%	62%
Hispanic	*	*	744	737	*	*	*	*	*	*	36%
Black or African American	13	722	735	731	*	*	*	*	*	15%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	756	754	*	*	*	*	*	*	58%
Female	37	744	750	749	*	*	*	*	*	46%	50%
Male	44	752	760	749	*	*	*	*	*	59%	52%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	63%
Students with Disabilities	21	723	*	726	*	*	*	*	*	19%	25%
Students without Disabilities	60	757	*	754	*	*	*	*	*	65%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	99	753	752	747	*	15%	16%	*	*	64%	47%
White	57	758	762	755	*	*	18%	*	*	72%	58%
Hispanic	*	*	745	735	*	*	*	*	*	*	30%
Black or African American	24	732	731	729	*	42%	*	*	*	29%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	757	753	*	*	*	*	*	*	55%
Female	55	750	749	747	*	*	*	*	*	62%	47%
Male	44	758	755	747	*	*	*	*	*	66%	47%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	16	725	725	725	*	*	*	*	*	25%	19%
Students without Disabilities	83	759	758	752	*	*	*	*	*	71%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



South Mountain Elementary School  
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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



South Mountain Elementary School

(13-4900-140)

Grades Offered: PK-05

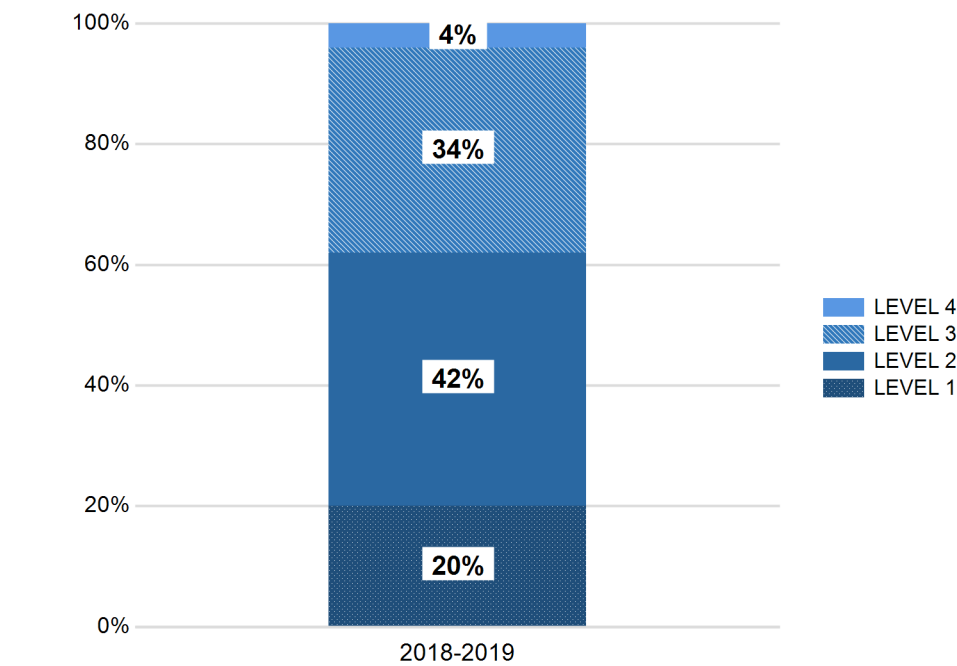
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	20	42	34	4
White	11	46	40	4
Hispanic	*	*	*	*
Black or African American	43	48	9	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	27	40	33	0
Male	12	44	35	9
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	50	44	6	0
Students without Disabilities	15	41	39	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



South Mountain Elementary School

(13-4900-140)

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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.

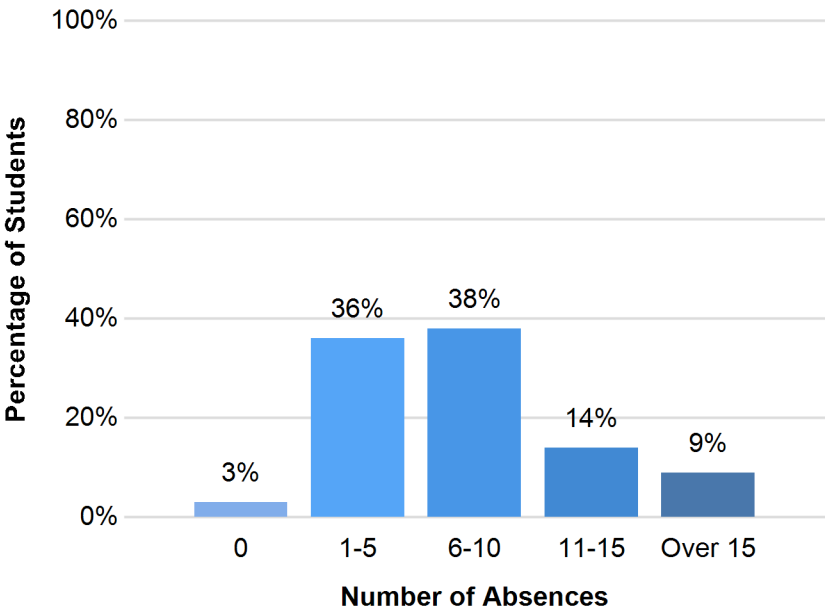
Chronic Absenteeism

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	5.8	8.9	Met
White	16	4.1	8.9	Met
Hispanic	3	5.7	8.9	Met
Black or African American	12	13.6	8.9	Not Met
Asian, Native Hawaiian, or Pacific	3	9.4	8.9	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	3.5	8.9	Met
Female	16	5.3		
Male	20	6.2		
Economically Disadvantaged Students	4	15.4	8.9	Not Met
Students with Disabilities	7	7.5	8.9	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





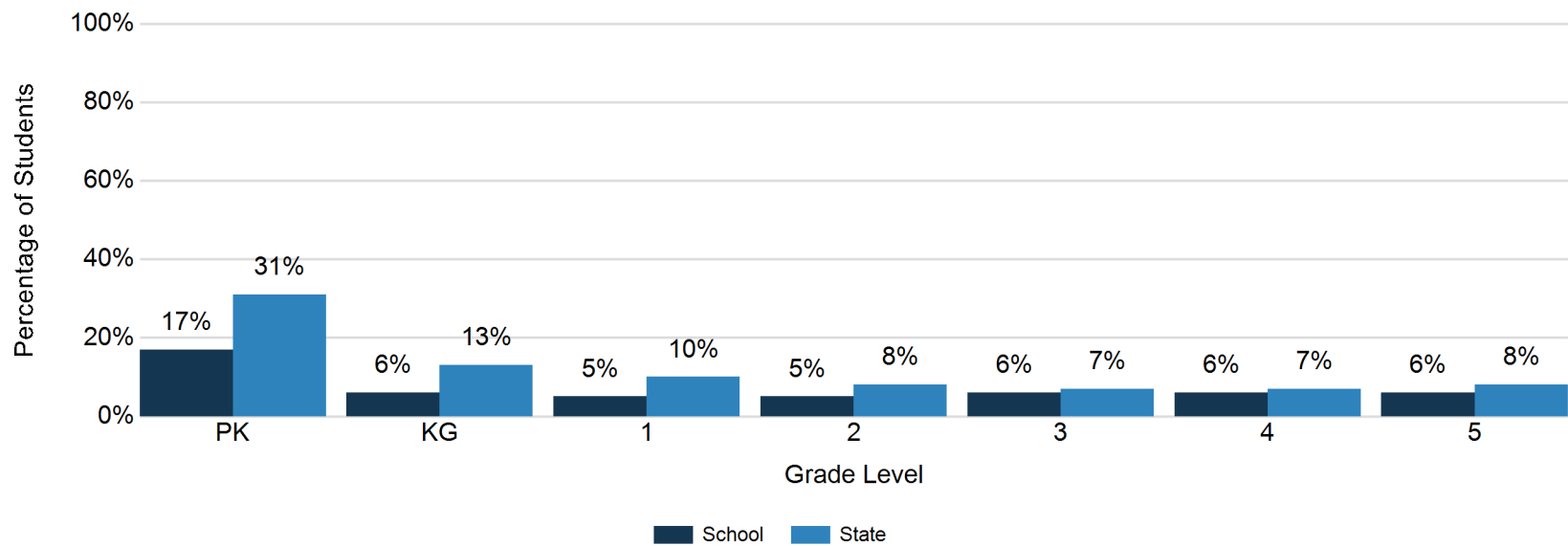
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Chronic Absenteeism by Grade

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





South Mountain Elementary School

(13-4900-140)

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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)	0
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.66

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 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	50	118,214
Average years experience in public schools	10.8	12.1
Average years experience in district	10.8	10.8
Percentage of Teachers with 4 or more years experience in the district	70.0%	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	36	9,530
Average years experience in public schools	9.4	16.0
Average years experience in district	9.4	12.0
Percentage of Administrators with 4 or more years experience in the district	63.9%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	301:1	197:1
Teachers to Administrators	25:1	16:1
Students to Librarians/Media Specialists		711:1
Students to Nurses		592:1
Students to Counselors		418:1
Students to Child Study Team Members		192:1



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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	48.8%	86.0%	100.0%	48.4%	77.1%	54.9%
Male	51.2%	14.0%	0.0%	51.6%	22.9%	45.1%
White	64.1%	88.0%	50.0%	42.4%	83.6%	77.4%
Hispanic	8.3%	2.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	13.1%	8.0%	50.0%	15.0%	6.6%	13.9%
Asian	4.8%	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	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	9.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.1%	90.5%
2017-18 Administrators: Same district 2018-19	72.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.2%



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Per-Pupil Expenditures by Source

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

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

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

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

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



South Mountain Elementary School

(13-4900-140)

Grades Offered: PK-05

2018-2019

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

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

ESSA Accountability 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.



South Mountain Elementary School

(13-4900-140)

Grades Offered: PK-05

2018-2019

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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	76.9%	74.5%	66.4%
Math Proficiency	63.0%	64.8%	63.0%
ELA Growth	46	46	48
Math Growth	43	53	66
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	4.3%	2.8%	5.8%

† 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.



South Mountain Elementary School  
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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	Not Met	Not Met	Met Standard	Exceeds Standard	N	Met	No
White	Not Met	Not Met	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	N	N	**	**	n/a	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	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target†	Met Target†	**	**	n/a	Met	No
Economically Disadvantaged Students	**	**	**	**	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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








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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.

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>South Mountain is a CATCH school, committed to healthy eating and physical exercise in and out of the classroom.</li> <li>We use the Responsive Classroom approach to instill strong character traits and personal responsibility in every child.</li> <li>We are a Teacher's College Reading &amp; Writing Project School.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>The mission of South Mountain School to ensure that every child whose life we have the opportunity to touch receives the highest quality instruction, resources and support to discover their passions and interests, expand their potential, and ultimately achieve their ambitions. We seek to understand the complexity that each student represents and invest the time it takes to get to know every student we serve.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>South Mountain School was honored at the 2017 Sustainable Jersey for Schools Awards Ceremony on October 24, 2017 (New Jersey School Boards Association - Atlantic City).</p>





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 Courses, Curriculum, Instruction:	Our curriculum consists of the four main content areas: ELA, Math, Science and Social Studies. In addition to these we also offer Physical Education, Arts and Music programs. The language arts curriculum emphasizes a literature-based workshop approach to reading and writing. Our program fuses phonics into the language arts instruction, using Foundations, Word Study and the Fountas and Pinnell Literacy curriculum in the younger grades. We use the Math in Focus curriculum throughout the school.
 Clubs and Activities:	We have an annual school musical, musical concert and art show. We host after school enrichment programs for students in all grades, including sports, arts and STEAM.





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<div>  <div>Before and After School Programs:</div> </div>	<p>We have a Before Care and After Care program that is operated by the YMCA for our students and families who need an extended day. Our district also offers a Beyond the Bell Program which gives our students the opportunity to participate in and/or explore an activity, such as cooking, writing, sports, Lego building etc. We have a pilot program called SOMA Citizens which partners 5th graders with middle school mentors in order to prepare and empower kids as they transition to middle school.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>We are a Teacher's College Reading &amp; Writing Project School and work with their on-site staff developers. We also have meetings of Professional Learning Communities that discuss data, content and pedagogy, as well as several professional book studies on teaching and learning. Our school is implementing practices inspired by the book "A Mindset for Learning," which support teachers in developing the mindsets of flexibility, resilience, persistence, empathy and optimism.</p>






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 <div>Student Supports and Services:</div>	<p>We have an I&amp;RS committee, 504 Coordinator, Academic Intervention Program, Achieve Tutoring and Social Work Interns, and work with high school mentors to support struggling students. Under our Special Services Department we work closely with our Child Study Team and provide inclusion classes, resource center, evidenced based reading, and related services for students with IEPs.</p>
 <div>Student Health and Wellness:</div>	<p>South Mountain is a CATCH school, committed to healthy eating and physical exercise in and out of the classroom. Teachers provide frequent “Brain Interventions” that provide physical breaks throughout the day. Our PE teachers sponsor a year long recess running club in which the students keep a record of the distance they run in a year. In addition, several times during the year we have special days that celebrate the physical development of our students.</p>
 <div>Parent and Community Involvement:</div>	<p>Our PTA helps to sponsor assemblies, special student activities, fundraisers, and parent information meetings.The PTA also offers mini grants to teachers to support our curriculum. Parents and staff members are encouraged to contribute to our online newsletter. Evening parent workshops with the principal gives all parents the opportunity to ask questions, and bring up topics for discussion, as well as giving the principal an opportunity to share information directly with the parent community.</p>




South Mountain Elementary School  
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 <div>Facilities:</div>	State of the art broadcast booths and televisions in each classroom. Our building is wireless. Smart Boards are located in every third, fourth and fifth-grade classroom, and ELMOs in the K-2 classrooms. In partnership with our PTA, teachers and parent volunteers, we have begun to transform the landscape of the Annex to develop more interactive, natural play and teaching spaces.
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School Narrative

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 <div>Other Information</div>	<p>We are committed to ensuring that students are engaged in meaningful and complex work that not only provides opportunities to engage in real-world problem solving and productive struggle, but also nurtures flexible thinkers who can learn from and with each other. South Mountain is a place where we strive to instill in our children a love of learning and a deep respect for each other. The school uses the Responsive Classroom approach to instill strong character traits and personal responsibility in every child. Every morning begins with a Morning Meeting, during which time the children develop their interpersonal and intrapersonal intelligences. We have a trained group of fourth-and fifth-grade students who are our Peer Mediators. Under the supervision of a trained staff member, they mediate many conflicts between peers. The children also vote for their student council. The process helps them understand our democratic process in a very real way. The council takes their responsibility very seriously. We have a student run newspaper, The Scoop, which is published several times a year. South Mountain has successfully launched a flexible seating pilot in twelve classrooms, transforming the traditional "desk and chair" model into one that promotes student choice, independence, and alternative options such as floor seating, standing desks, and furniture that permits physical movement. One of our priorities at South Mountain is the search for and hiring of new staff. It is our goal to hire excellent teachers who are highly qualified in their field. We have a strong, diverse teaching staff who are life-long learners, willing to take on new challenges in curriculum and instruction. They are committed to helping every single student in their classrooms reach their full potential.</p>
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**South Orange Middle School**  
(13-4900-050)  
Grades Offered: 06-08  
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 at the top left of the screen to move between pages of the report

**Other Resources:**

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

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



South Orange Middle School  
(13-4900-050)  
Grades Offered: 06-08  
2018-2019

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School Contact Information

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

Type	Contact Information
County	Essex
District	South Orange-Maplewood School District
Principal Name	Ms. Lynn Irby
Address	70 North Ridgewood Road S ORANGE, NJ 07079-1518
Phone Number	973-378-2772
Email Address	<a href="mailto:lirby@somsd.k12.nj.us">lirby@somsd.k12.nj.us</a>
Website	<a href="https://www.somsd.k12.nj.us/site/Default.aspx?PageID=1928">https://www.somsd.k12.nj.us/site/Default.aspx?PageID=1928</a>





South Orange Middle School

(13-4900-050)

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
6	284	263	258
7	275	269	254
8	255	274	260
Total	814	806	772

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

Student Group	2016-17	2017-18	2018-19
Female	48.8%	50.0%	49.9%
Male	51.2%	50.0%	50.1%
Economically Disadvantaged Students	13.6%	13.2%	11.4%
Students with Disabilities	18.7%	17.6%	14.9%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.1%	0.2%	0.0%
Students in Foster Care	0.2%	0.1%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	51.7%	50.2%	52.7%
Hispanic	7.6%	7.9%	7.1%
Black or African American	29.9%	28.5%	27.2%
Asian	3.9%	4.8%	4.3%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.4%
American Indian or Alaska Native	0.0%	0.2%	0.1%
Two or More Races	6.8%	7.9%	8.2%

Enrollment by Home Language

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

Home Language	% of Students
English	96.8%
Spanish	1.3%
Other Languages	1.9%



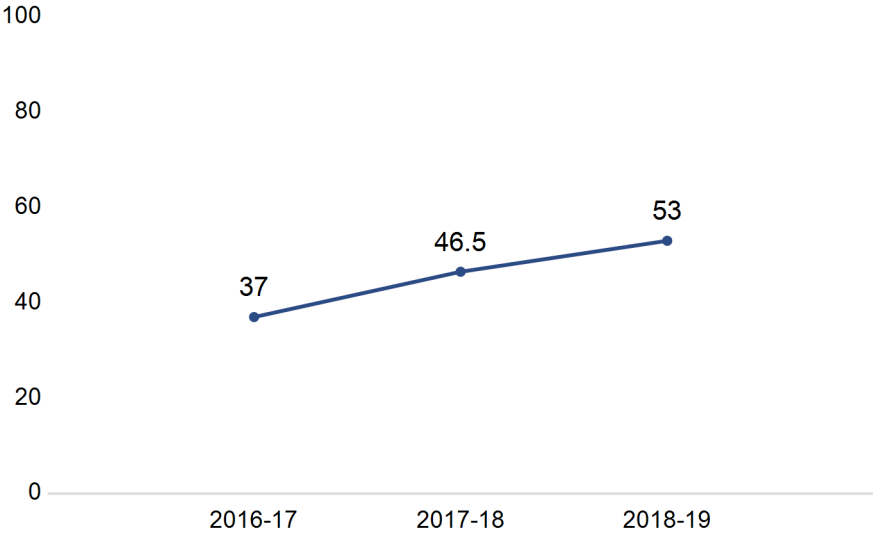
South Orange Middle School  
(13-4900-050)  
Grades Offered: 06-08  
2018-2019

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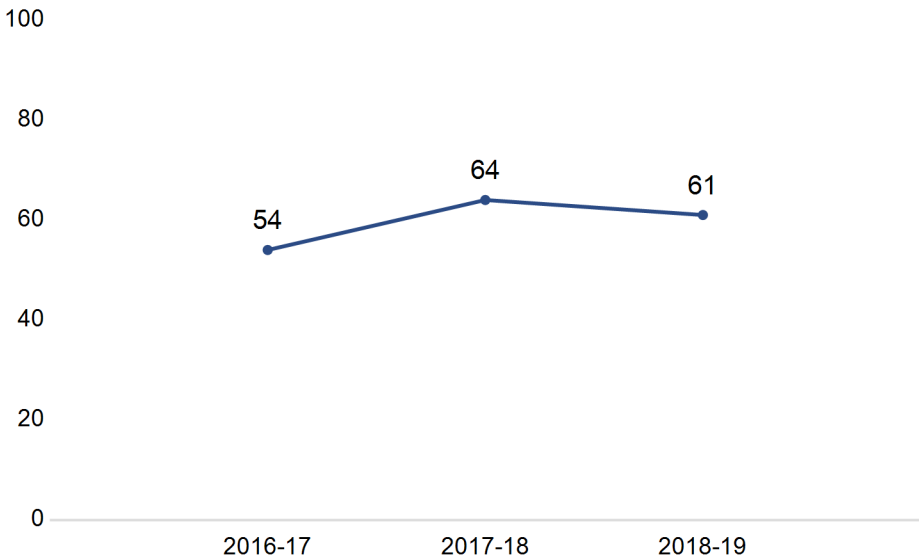
Student Growth Trends and Progress

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.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	37	46.5	53	54	64	61
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	53	46	50	Met Standard	61	52	50	Exceeds Standard
White	58.5	49	50	Met Standard	61	54	52	Exceeds Standard
Hispanic	49	44	49	Met Standard	55	49	47	Met Standard
Black or African American	49	41	45	Met Standard	53	43	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	57	56	59	Met Standard	67.5	58	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	49	49	49	Met Standard	75	66.5	52	Exceeds Standard
Female	54	47	53	N	58	50	50	N
Male	53	45	47	N	63	53	51	N
Economically Disadvantaged Students	45	38	48	Met Standard	53	46	46	Met Standard
Students with Disabilities	46.5	41	43	Met Standard	48	43	45	Met Standard
English Learners	*	46.5	52	**	*	58.5	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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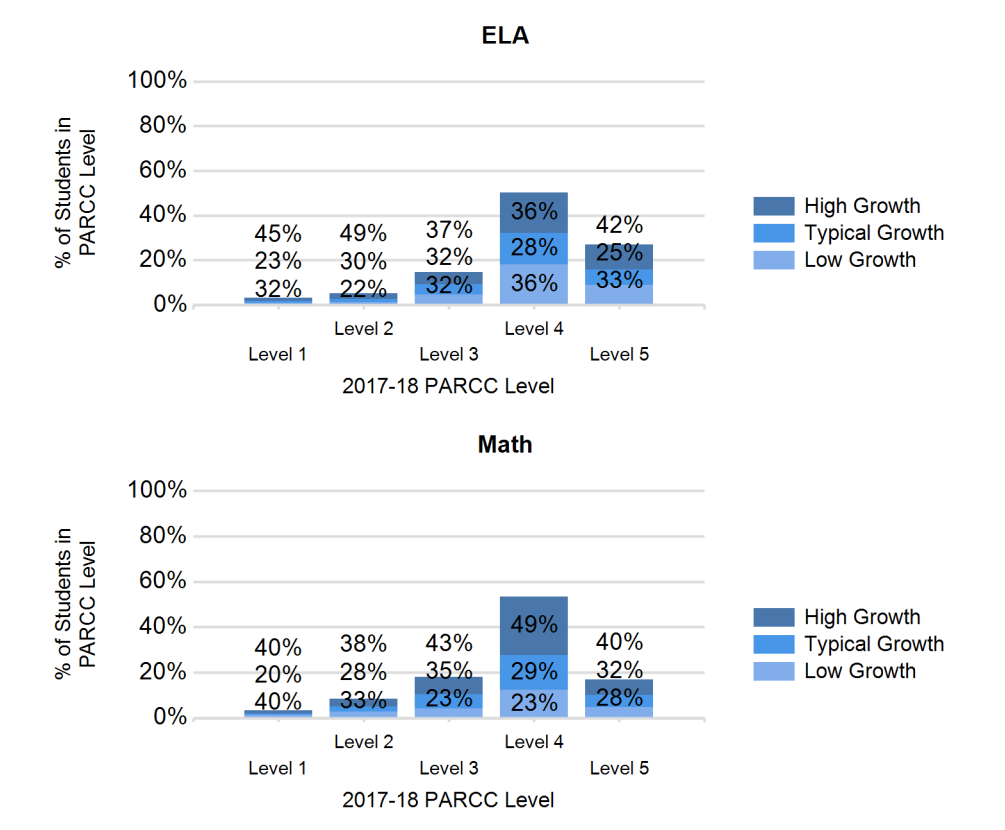
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

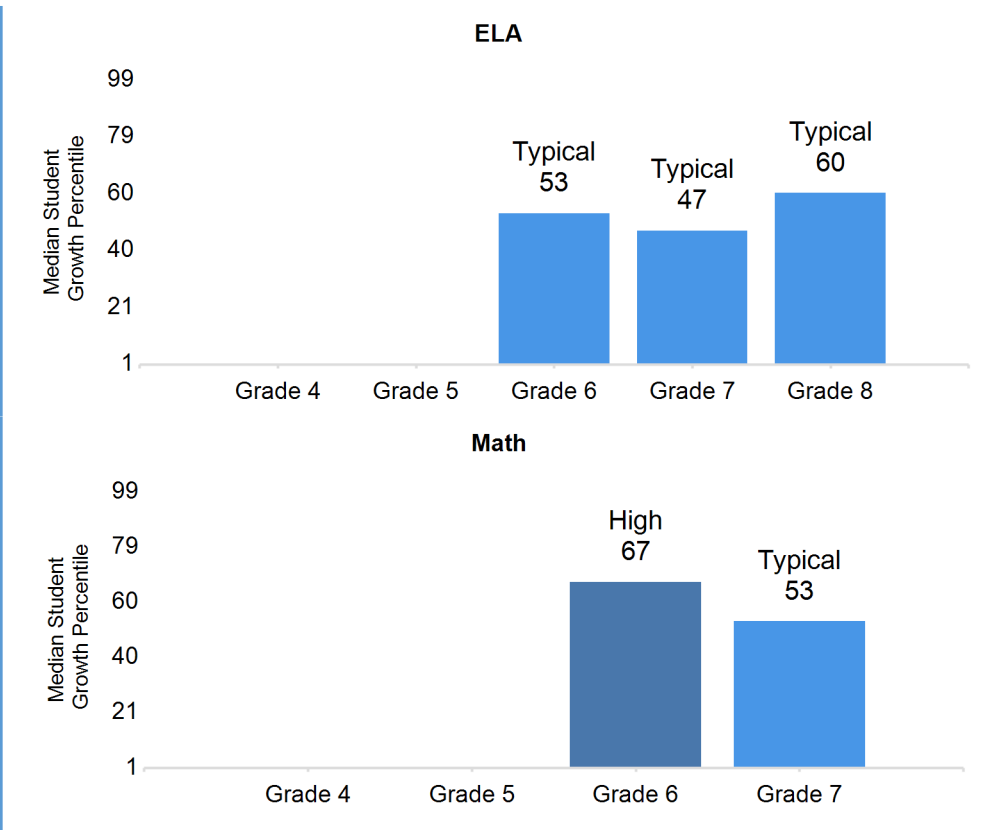
Student Growth by Performance Level

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



Student Growth by Grade

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



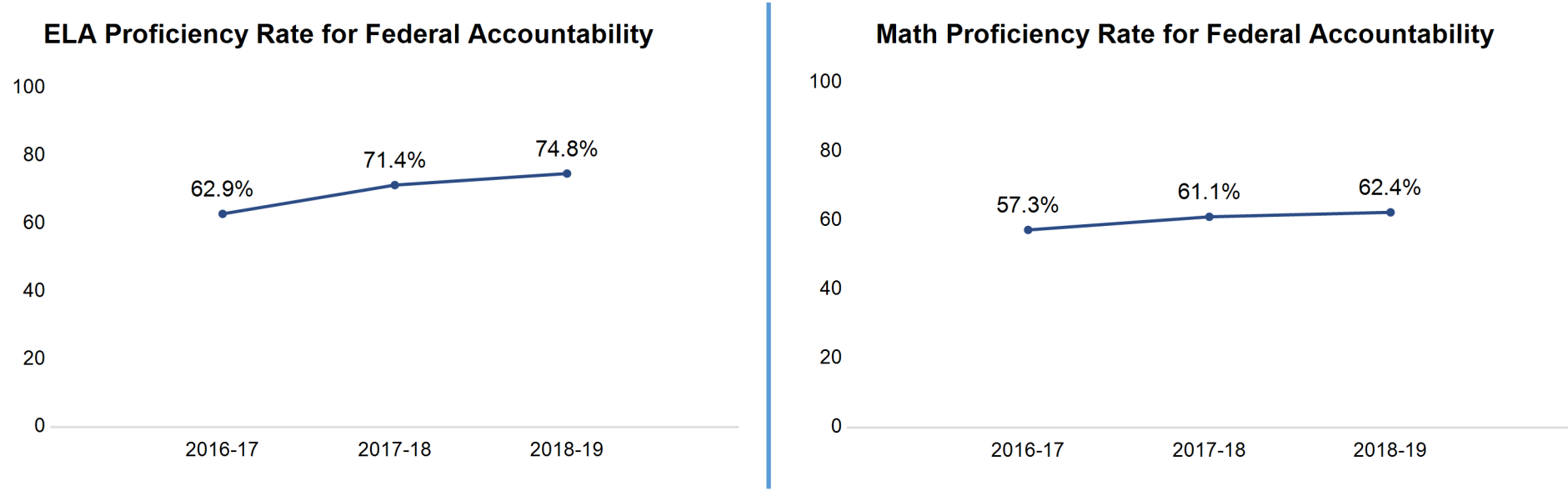


South Orange Middle School  
(13-4900-050)  
Grades Offered: 06-08  
2018-2019

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**N** No Data is available to display  
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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	91.2%	94.2%	96.4%	91.8%	94.9%	96.0%
Proficiency Rate for Federal Accountability	62.9%	71.4%	74.8%	57.3%	61.1%	62.4%
Annual Target	60.8%	61.8%	62.8%	55.9%	57.1%	58.4%
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.



South Orange Middle 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	751	96.4	74.8	68.4	57.9	74.8	62.8	Met Target
White	401	96.9	83.0	81.3	66.9	83.0	74.9	Met Goal
Hispanic	52	94.5	61.5	*	43.9	61.2	37.1	Met Target
Black or African American	200	95.3	55.0	41.7	38.5	55.0	46.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	64.6	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	61	98.4	90.2	80.8	64.4	90.2	73.2	Met Goal
Female	369	96.9	83.2	75.5	64.8	83.2		
Male	382	96.0	66.8	61.7	51.3	66.8		
Economically Disadvantaged Students	79	91.9	44.3	34.3	40.0	42.8	42.5	Met Target
Non-Economically Disadvantaged Students	672	97.0	78.4	75.2	67.9	78.4		
Students with Disabilities	114	88.5	21.1	23.5	22.7	19.7	27.9	Not Met
Students without Disabilities	637	98.0	84.5	76.7	65.1	84.5		
English Learners	11	91.7	27.3	26.9	29.3	26.3	**	**
Non-English Learners	740	96.5	75.5	69.4	60.6	75.5		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

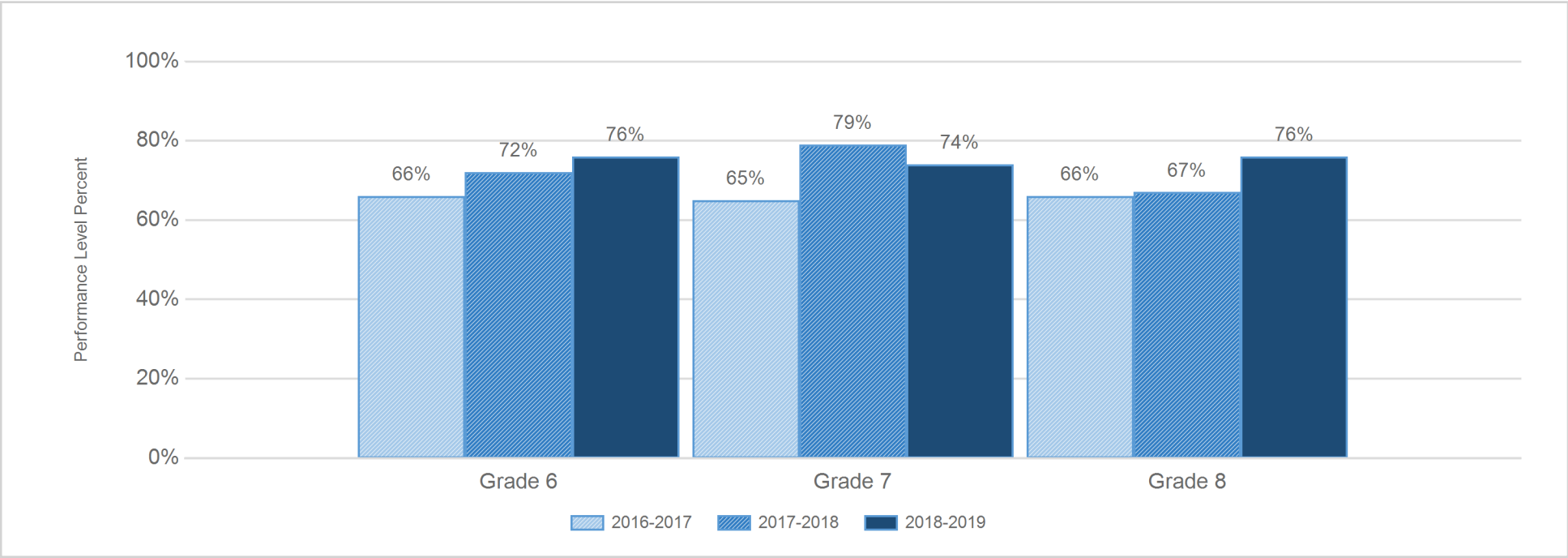


South Orange Middle School  
(13-4900-050)  
Grades Offered: 06-08  
2018-2019

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English Language Arts Assessment - Performance Trends

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







**South Orange Middle 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	249	773	766	754	*	*	18%	47%	29%	76%	56%
White	138	776	774	762	0%	*	*	49%	33%	82%	65%
Hispanic	19	763	757	743	*	*	*	*	*	58%	43%
Black or African American	57	756	743	738	*	*	25%	*	*	58%	36%
Asian, Native Hawaiian, or Pacific Islander	10	790	*	780	0%	0%	*	*	*	90%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	25	792	787	760	0%	0%	*	*	*	96%	64%
Female	118	779	774	762	*	*	*	53%	33%	86%	64%
Male	131	767	759	748	*	*	*	42%	26%	68%	48%
Economically Disadvantaged Students	23	753	739	740	*	*	*	*	*	61%	39%
Non-Economically Disadvantaged Students	226	775	771	763	*	*	*	*	*	78%	67%
Students with Disabilities	30	732	729	722	*	*	*	*	*	20%	19%
Students without Disabilities	219	778	772	761	*	*	*	*	*	84%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%





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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	239	775	768	761	*	*	18%	35%	39%	74%	63%
White	126	785	783	769	0%	*	*	36%	48%	84%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	50%
Black or African American	64	753	742	741	*	*	31%	33%	17%	50%	43%
Asian, Native Hawaiian, or Pacific Islander	17	789	*	790	0%	*	*	*	*	76%	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	17	787	*	768	0%	*	*	*	*	88%	68%
Female	127	783	778	769	*	*	13%	31%	49%	80%	71%
Male	112	766	757	753	*	*	23%	38%	29%	67%	55%
Economically Disadvantaged Students	24	734	734	743	*	*	*	*	*	29%	45%
Non-Economically Disadvantaged Students	215	780	776	771	*	*	*	*	*	79%	73%
Students with Disabilities	29	723	721	720	*	*	*	*	*	10%	22%
Students without Disabilities	210	782	775	769	*	*	*	*	*	83%	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	239	775	768	763	*	*	18%	35%	39%	74%	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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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	255	780	773	762	*	*	16%	38%	38%	76%	63%
White	132	793	789	770	0%	*	*	38%	48%	86%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	49%
Black or African American	77	759	747	741	*	*	27%	40%	18%	58%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	800	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	20	784	*	769	*	0%	*	*	*	85%	69%
Female	123	790	784	771	*	*	14%	37%	47%	85%	71%
Male	132	771	764	753	*	*	19%	39%	30%	69%	55%
Economically Disadvantaged Students	31	747	739	743	*	*	*	*	*	45%	45%
Non-Economically Disadvantaged Students	224	785	780	772	*	*	*	*	*	81%	72%
Students with Disabilities	45	740	730	721	*	*	44%	*	*	29%	22%
Students without Disabilities	210	789	782	770	*	*	10%	*	*	87%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	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	748	96.0	62.4	56.3	44.5	62.4	58.4	Met Target
White	400	96.6	72.5	70.6	54.1	72.5	71.2	Met Target
Hispanic	52	94.5	44.2	*	28.8	43.9	30.9	Met Target
Black or African American	198	94.3	36.4	28.3	23.0	36.4	40.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	62	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	61	98.4	85.2	72.8	53.3	85.2	73.2	Met Goal
Female	368	96.6	63.9	56.2	44.9	63.9		
Male	380	95.5	61.1	56.5	44.2	61.1		
Economically Disadvantaged Students	78	90.7	29.5	25.5	26.3	28.2	39.6	Not Met
Non-Economically Disadvantaged Students	670	96.7	66.3	62.8	54.9	66.3		
Students with Disabilities	113	87.7	20.4	20.9	17.4	18.9	23.4	Met Target†
Students without Disabilities	635	97.7	69.9	63.2	50.0	69.9		
English Learners	11	91.7	27.3	18.8	25.0	26.3	**	**
Non-English Learners	737	96.1	63.0	57.3	46.5	63.0		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



South Orange Middle School

(13-4900-050)

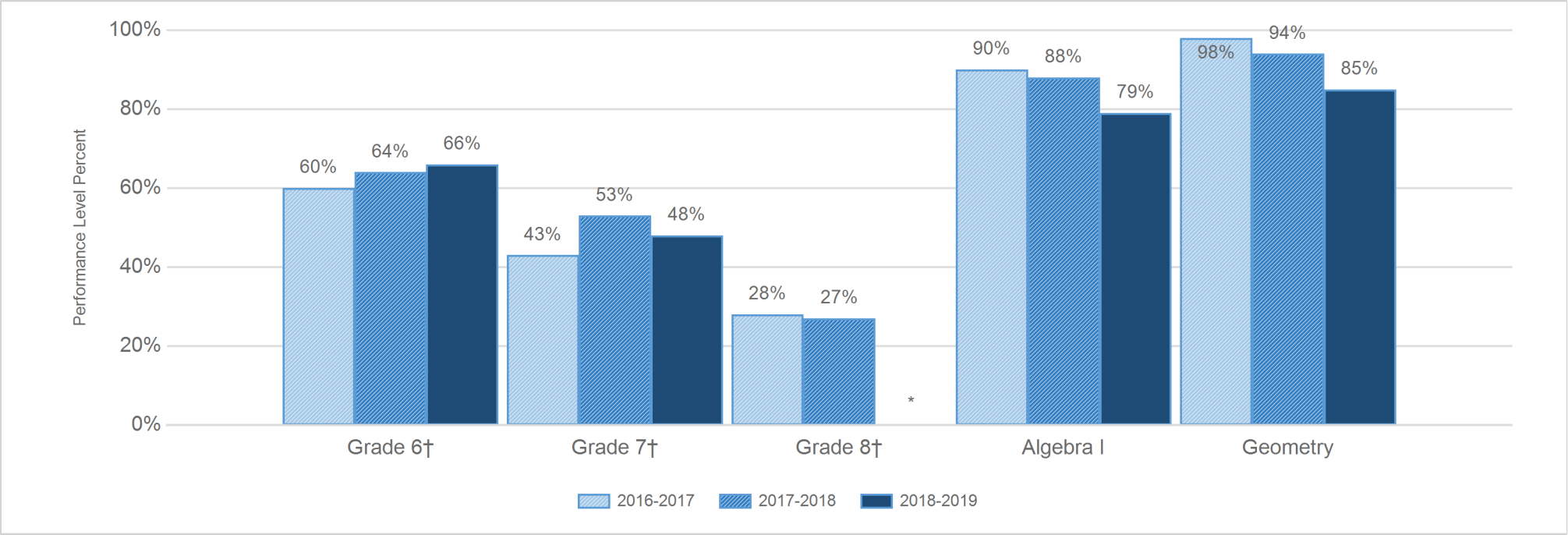
Grades Offered: 06-08

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.



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(13-4900-050)  
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## Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	245	759	756	741	*	*	20%	52%	14%	66%	41%
White	136	764	765	749	0%	9%	18%	61%	13%	74%	51%
Hispanic	*	*	*	729	*	*	*	*	*	*	24%
Black or African American	56	738	730	722	*	*	34%	*	*	41%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	25	779	775	747	0%	*	*	*	*	88%	48%
Female	118	760	758	742	*	*	25%	*	*	67%	42%
Male	127	758	754	740	*	*	17%	*	*	65%	40%
Economically Disadvantaged Students	22	734	728	726	*	*	*	*	*	32%	21%
Non-Economically Disadvantaged Students	223	762	761	750	*	*	*	*	*	70%	53%
Students with Disabilities	29	717	723	716	*	*	*	*	*	14%	12%
Students without Disabilities	216	765	761	746	*	*	*	*	*	73%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



# South Orange Middle School

(13-4900-050)

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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	151	746	741	744	7%	11%	34%	*	*	48%	42%
White	74	756	753	751	*	*	31%	*	*	62%	53%
Hispanic	11	729	735	733	*	0%	*	*	*	45%	26%
Black or African American	51	735	728	727	*	25%	39%	*	*	27%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	741	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	78	743	741	744	*	*	36%	*	*	41%	42%
Male	73	749	740	743	*	*	32%	*	*	56%	42%
Economically Disadvantaged Students	21	728	725	731	*	*	*	*	*	24%	24%
Non-Economically Disadvantaged Students	130	749	746	751	*	*	*	*	*	52%	53%
Students with Disabilities	28	720	722	718	*	*	*	*	*	18%	13%
Students without Disabilities	123	752	745	749	*	*	*	*	*	55%	48%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	151	746	741	745	7%	11%	34%	*	*	48%	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
<b>Schoolwide</b>	61	707	705	728	*	*	*	*	*	*	29%
White	15	718	717	737	*	*	*	*	*	20%	38%
Hispanic	*	*	706	722	*	*	*	*	*	*	22%
Black or African American	36	701	700	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	26	710	711	731	*	*	*	*	*	*	31%
Male	35	705	702	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	20	705	704	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	41	708	706	735	*	*	*	*	*	*	36%
Students with Disabilities	30	700	695	707	*	*	*	*	*	*	10%
Students without Disabilities	31	714	714	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	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%





**South Orange Middle School**  
(13-4900-050)  
Grades Offered: 06-08  
2018-2019

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	221	768	752	744	*	*	17%	74%	5%	79%	42%
White	130	769	765	752	*	*	18%	*	*	82%	53%
Hispanic	10	754	734	728	*	*	*	*	*	50%	24%
Black or African American	47	756	734	725	*	*	26%	64%	0%	64%	20%
Asian, Native Hawaiian, or Pacific Islander	14	784	*	775	*	0%	*	*	*	100%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	20	782	768	752	*	0%	*	100%	0%	100%	51%
Female	118	767	753	745	*	*	14%	*	*	83%	44%
Male	103	768	751	743	*	*	20%	*	*	75%	41%
Economically Disadvantaged Students	13	767	733	727	*	*	*	*	*	62%	23%
Non-Economically Disadvantaged Students	208	768	757	752	*	*	*	*	*	80%	52%
Students with Disabilities	15	760	*	717	*	*	*	*	*	67%	12%
Students without Disabilities	206	768	*	748	*	*	*	*	*	80%	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	221	768	*	745	*	*	17%	74%	5%	79%	*
Homeless Students	N	N	*	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	N	707	N	N	N	N	N	N	12%





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### Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	62	770	754	737	0%	0%	*	*	*	85%	35%
White	40	771	759	743	0%	0%	*	*	*	88%	43%
Hispanic	*	*	747	724	*	*	*	*	*	*	17%
Black or African American	*	*	738	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	757	745	*	*	*	*	*	*	46%
Female	27	774	754	738	0%	0%	*	*	*	93%	36%
Male	35	767	754	736	0%	0%	*	*	*	80%	34%
Economically Disadvantaged Students	*	*	736	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	756	743	*	*	*	*	*	*	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	62	770	*	738	0%	0%	*	*	*	85%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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## DLM Alternate Assessment - Participation

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

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

## English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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



# South Orange Middle School

(13-4900-050)

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2018-2019

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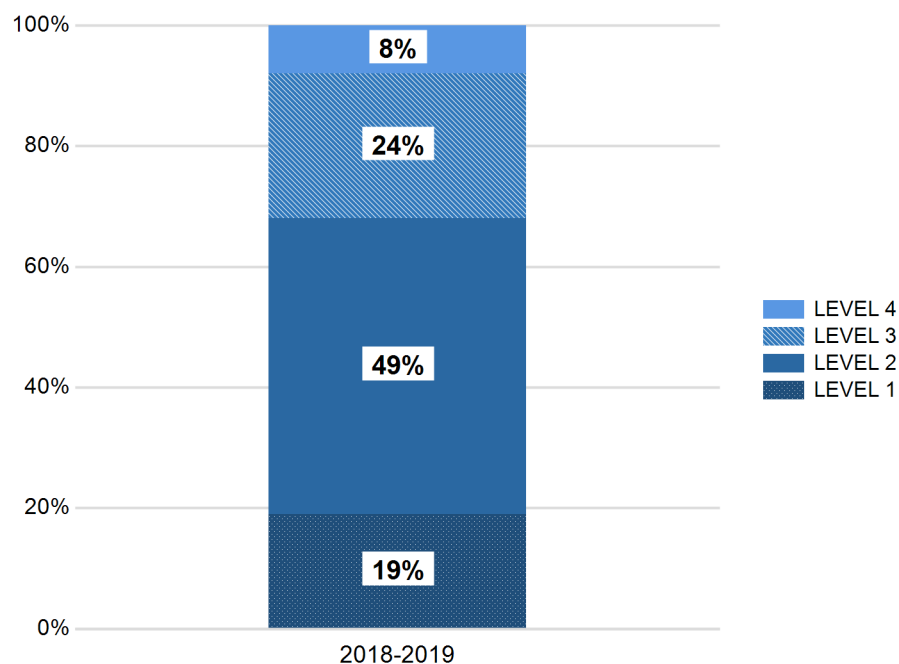
N No Data is available to display

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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 8 Summary

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



## NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	19	49	24	8
White	7	52	33	9
Hispanic	*	*	*	*
Black or African American	39	49	8	4
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	5	50	35	10
Female	17	49	25	9
Male	20	50	24	7
Economically Disadvantaged Students	53	37	7	3
Non-Economically Disadvantaged Students	14	51	27	8
Students with Disabilities	49	43	6	2
Students without Disabilities	12	51	29	9
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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	3	0	255
7	86	0	167
8	135	62	63
Total	224	62	485

### 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	230
7	0	0	0	0	0	0	217
8	236	0	0	0	0	0	0
Total	236	0	0	0	0	0	447



South Orange Middle School  
(13-4900-050)  
Grades Offered: 06-08  
2018-2019

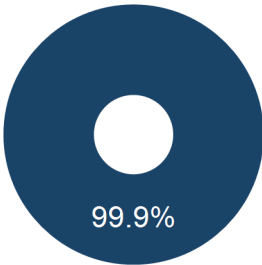
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Visual and Performing Arts – Course Participation

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 6-8:

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

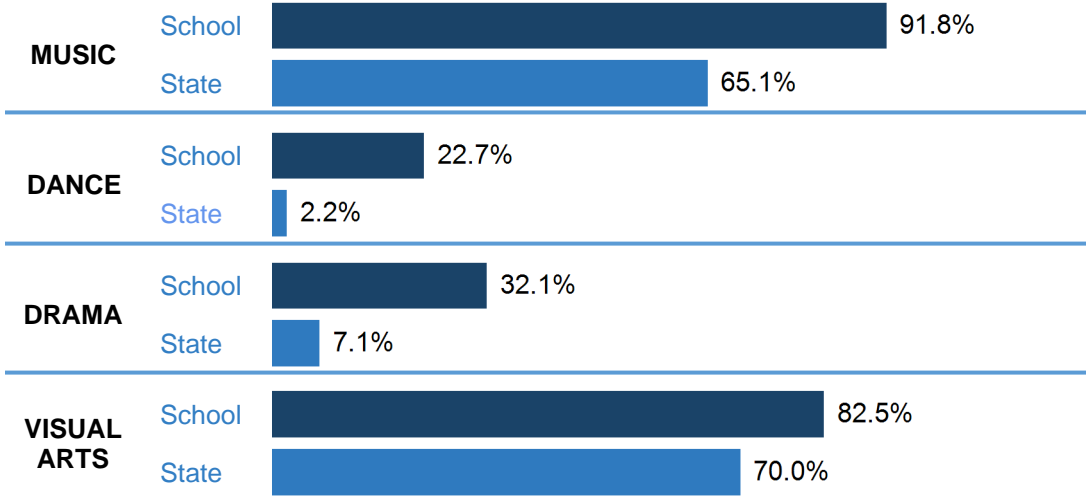


School



State

Students enrolled in one or more classes by discipline:





## South Orange Middle School

(13-4900-050)

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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.

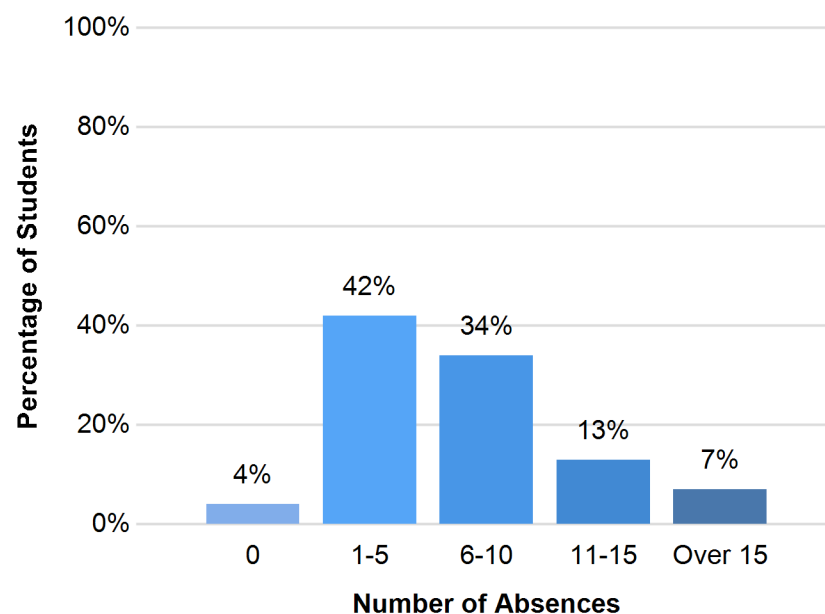
### Chronic Absenteeism

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	34	4.3	9.1	Met
White	18	4.3	9.1	Met
Hispanic	5	9.1	9.1	Met
Black or African American	8	3.7	9.1	Met
Asian, Native Hawaiian, or Pacific	*	*	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	3	4.5	9.1	Met
Female	21	5.4		
Male	13	3.2		
Economically Disadvantaged Students	6	7.1	9.1	Met
Students with Disabilities	9	7.0	9.1	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.





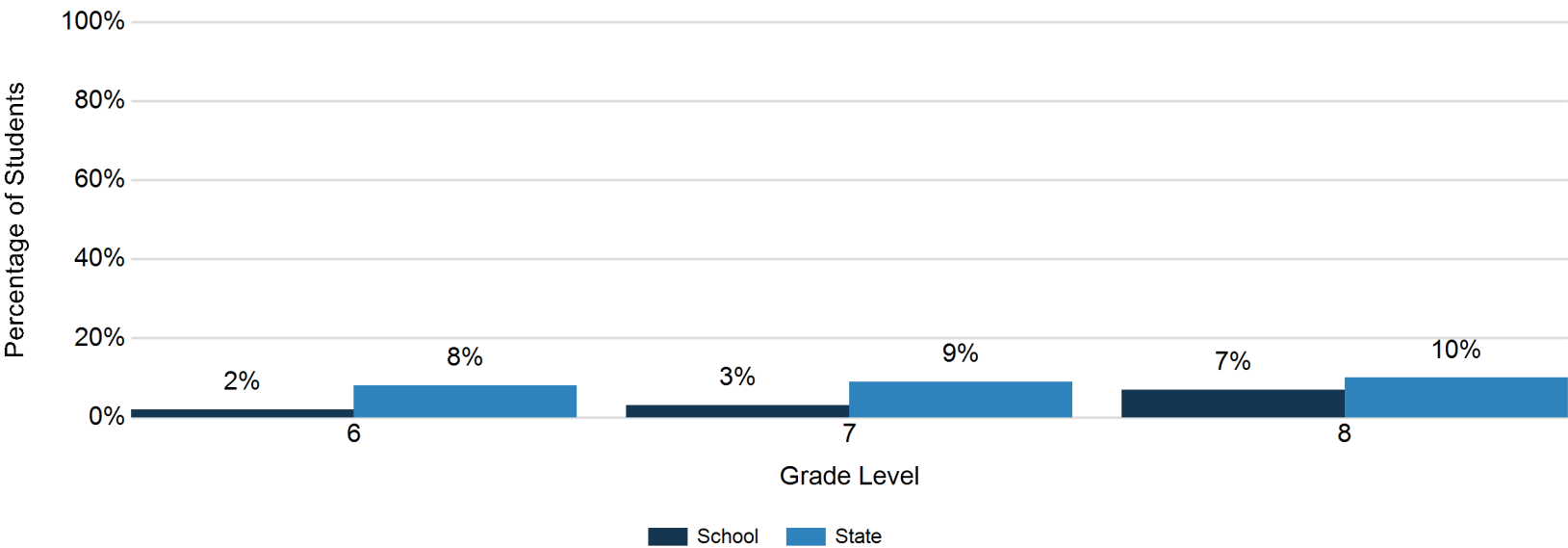
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Chronic Absenteeism by Grade

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	11
Weapons	3
Vandalism	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	21
Incidents Per 100 Students Enrolled	2.72

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

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

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

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	3
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	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	20	2.6%
Any Suspension	20	2.6%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

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

59





### South Orange Middle School

(13-4900-050)

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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	8:15 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

#### Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.3:1



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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	78	118,214
Average years experience in public schools	7.7	12.1
Average years experience in district	7.7	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	36	9,530
Average years experience in public schools	9.4	16.0
Average years experience in district	9.4	12.0
Percentage of Administrators with 4 or more years experience in the district	63.9%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	154:1	197:1
Teachers to Administrators	16:1	16:1
Students to Librarians/Media Specialists		711:1
Students to Nurses		592:1
Students to Counselors		418:1
Students to Child Study Team Members		192:1



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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	49.9%	75.6%	40.0%	48.4%	77.1%	54.9%
Male	50.1%	24.4%	60.0%	51.6%	22.9%	45.1%
White	52.7%	66.7%	60.0%	42.4%	83.6%	77.4%
Hispanic	7.1%	7.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	27.2%	20.5%	40.0%	15.0%	6.6%	13.9%
Asian	4.3%	2.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	1.3%	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	8.2%	1.3%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

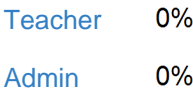
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.1%	90.5%
2017-18 Administrators: Same district 2018-19	72.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.2%



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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.



South Orange Middle School  
(13-4900-050)  
Grades Offered: 06-08  
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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	62.9%	71.4%	74.8%
Math Proficiency	57.3%	61.1%	62.4%
ELA Growth	37	46	53
Math Growth	54	64	61
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	5.4%	5.7%	4.3%

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



South Orange Middle School

(13-4900-050)

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

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






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### School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>Nationally recognized as a No Place for Hate School through the Anti-Defamation League.</li> <li>First class performing arts program with a thriving band, orchestra, chorus, select choir, and drama classes.</li> <li>SOMS staff and students regularly utilize technology on a daily basis.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The vision for South Orange Middle School, along with our other district middle school, is to become the top-performing middle level system in the nation by focusing on academic excellence, responsiveness to student needs, and social equity.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>In June 2017 South Orange Middle School was recognized nationally as a No Place for Hate School through the Anti-Defamation League. For the second year n a row SOMS Select Chorus was asked to perform at the Naturalization Ceromony held at the South Orange Performing Arts Center. With the support of the Fine &amp; Performing Arts Department, SOMS was the recipent of a Arts Grant that allowed for adance residenc with the Alvin Ailey American Dance Theater.</p>





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 Courses, Curriculum, Instruction:	We offer exciting elective choices such as Creative Computing and Design and SOMS Investigates, that develop the knowledge, understanding, and skills students need to compete with their global peers.
 Clubs and Activities:	In 18-19 SOMS teachers offered over 15 after school clubs for all students, including Shakespeare Club, Chess, MindCraft, Homework Patrol, Sports, The Green Team, Computer Coding, Dance, Fitness, Yoga, Club Entrepreneur, Cheerleading, Color Guard, and more.





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<div>  <div>Before and After School Programs:</div> </div>	<p>Through the Achieve Foundation SOMS offers a comprehensive after-school tutoring program to assist students in all subjects.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>All English teachers participate in the Columbia University Teacher's College Reading Writing Unitis of Study PD. The entire SOMS Faculty participates in a year long Restorative Practices PD.</p>





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 <div>Student Health and Wellness:</div>	<p>The Guidance Office along with the School Social Worker organonzes the following school wide activities: Week of Respect, Week of Kindness, Health Fair, Career Fair, Social Media parent workshops.</p>
 <div>Parent and Community Involvement:</div>	<p>The teaching and learning at South Orange Middle School is supported by an entire community. Our Home and School Association provides us with both financial and human resources to enhance our school offerings, support teacher learning, and extend the learning of our students through assistance for field trips, assemblies, and materials for classrooms.</p>



**Tuscan Elementary School**  
(13-4900-150)  
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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 at the top left of the screen to move between pages of the report

**Other Resources:**

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

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



**Tuscan Elementary School**  
(13-4900-150)  
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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	South Orange-Maplewood School District
Principal Name	Ms. Malikah Majeed
Address	25 HARVARD AVE MAPLEWOOD, NJ 07040-3109
Phone Number	973-378-5221
Email Address	<a href="mailto:mmajeed@somsd.k12.nj.us">mmajeed@somsd.k12.nj.us</a>
Website	<a href="https://www.somsd.k12.nj.us/Page/2564">https://www.somsd.k12.nj.us/Page/2564</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	105	109	108
1	106	105	118
2	92	108	107
3	106	88	106
4	112	103	90
5	103	109	99
Total	624	622	628

### 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%	47.4%	47.9%
Male	53.8%	52.6%	52.1%
Economically Disadvantaged Students	9.5%	8.2%	9.7%
Students with Disabilities	13.5%	13.2%	13.2%
English Learners	0.0%	0.3%	0.3%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.3%	0.3%
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	68.1%	68.2%	66.4%
Hispanic	8.3%	6.4%	8.3%
Black or African American	14.7%	15.8%	15.3%
Asian	2.6%	2.7%	2.7%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	6.3%	6.8%	7.3%

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

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	105	109	108

### Enrollment by Home Language

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

Home Language	% of Students
English	97.8%
Spanish	1.3%
Other Languages	1.0%





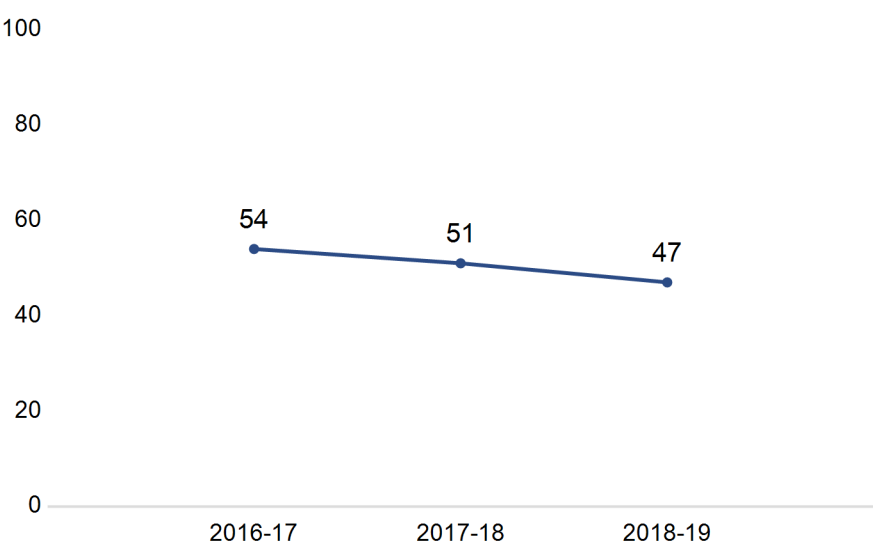
Tuscan Elementary School  
(13-4900-150)  
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2018-2019

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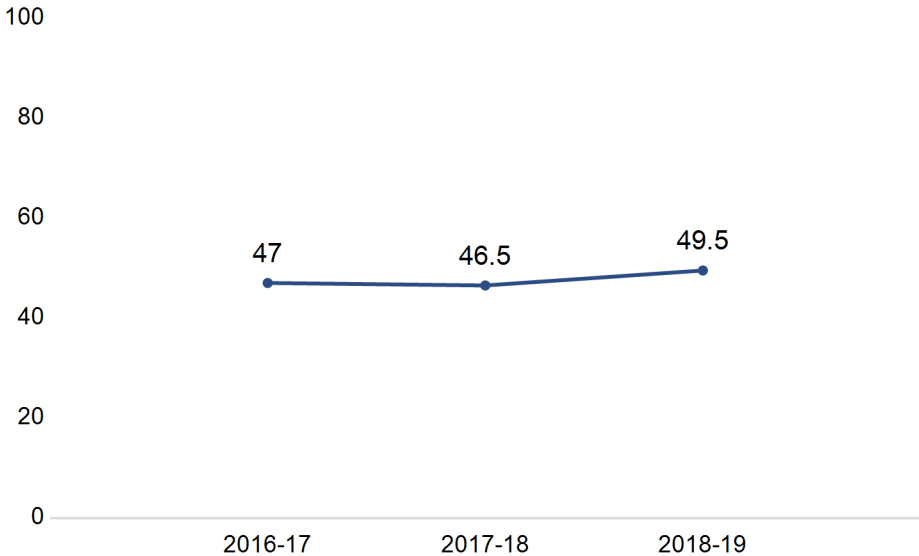
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	54	51	47	47	46.5	49.5
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



Tuscan Elementary School

(13-4900-150)

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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	47	46	50	Met Standard	49.5	52	50	Met Standard
White	46.5	49	50	Met Standard	50	54	52	Met Standard
Hispanic	43.5	44	49	**	49.5	49	47	**
Black or African American	50	41	45	Met Standard	43	43	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	58	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	49.5	49	49	**	49.5	66.5	52	**
Female	44	47	53	N	42	50	50	N
Male	49.5	45	47	N	60	53	51	N
Economically Disadvantaged Students	41	38	48	Met Standard	44	46	46	Met Standard
Students with Disabilities	49	41	43	Met Standard	52	43	45	Met Standard
English Learners	*	46.5	52	**	*	58.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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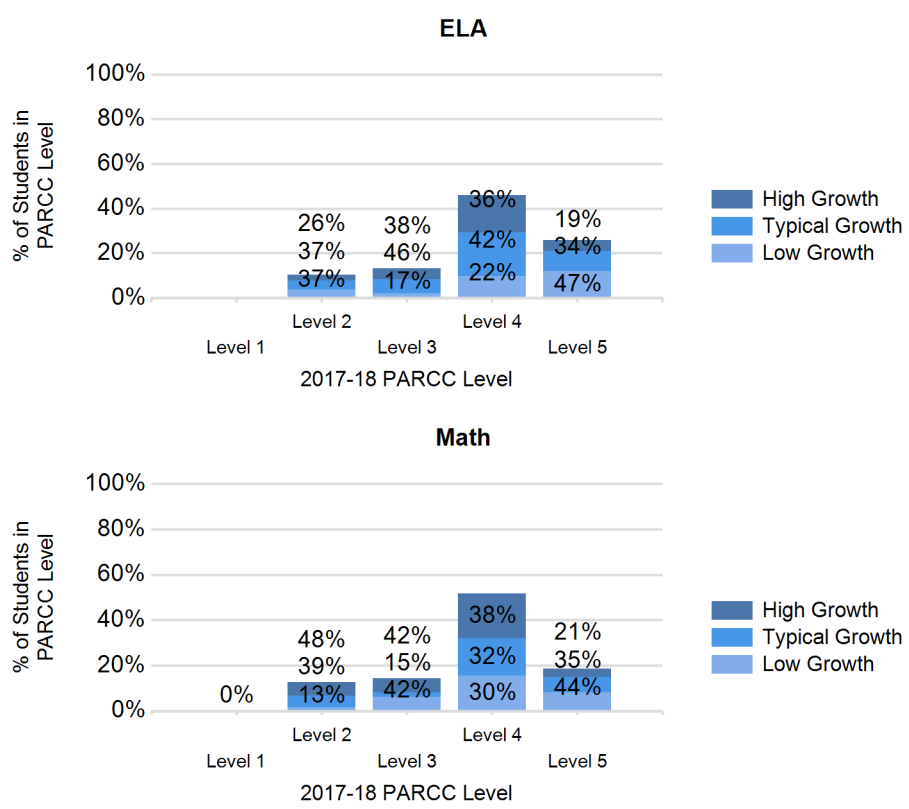
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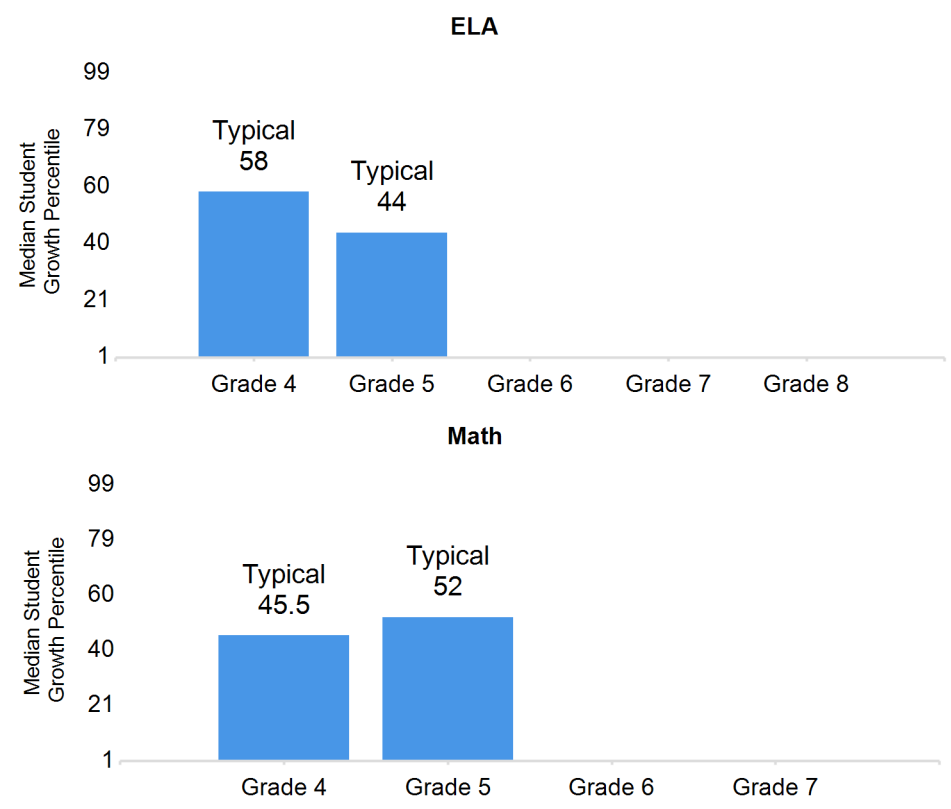
Student Growth by Performance Level

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



Student Growth by Grade

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



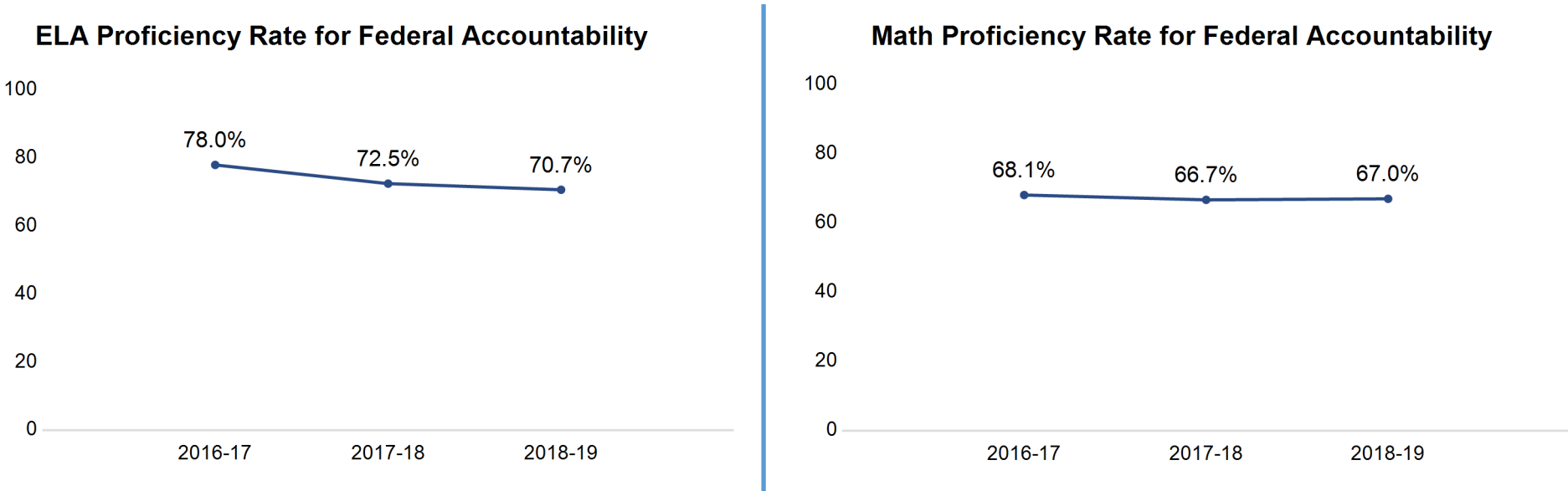


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.5%	95.8%	97.1%	94.5%	95.8%	96.8%
Proficiency Rate for Federal Accountability	78.0%	72.5%	70.7%	68.1%	66.7%	67.0%
Annual Target	75.2%	75.5%	75.7%	61.9%	62.8%	63.8%
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	300	97.1	70.7	68.4	57.9	70.7	75.7	Not Met
White	198	98.0	78.8	81.3	66.9	78.8	80	Met Target†
Hispanic	26	100.0	57.7	*	43.9	57.7	71.7	Met Target†
Black or African American	50	91.2	42.0	41.7	38.5	40.9	55.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	80.8	64.4	*	**	**
Female	143	97.3	74.8	75.5	64.8	74.8		
Male	157	97.0	66.9	61.7	51.3	66.9		
Economically Disadvantaged Students	38	95.1	15.8	34.3	40.0	15.8	48.3	Not Met
Non-Economically Disadvantaged Students	262	97.4	78.6	75.2	67.9	78.6		
Students with Disabilities	54	93.2	16.7	23.5	22.7	16.6	34.4	Not Met
Students without Disabilities	246	98.0	82.5	76.7	65.1	82.5		
English Learners	*	*	*	26.9	29.3	*	**	**
Non-English Learners	*	*	*	69.4	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



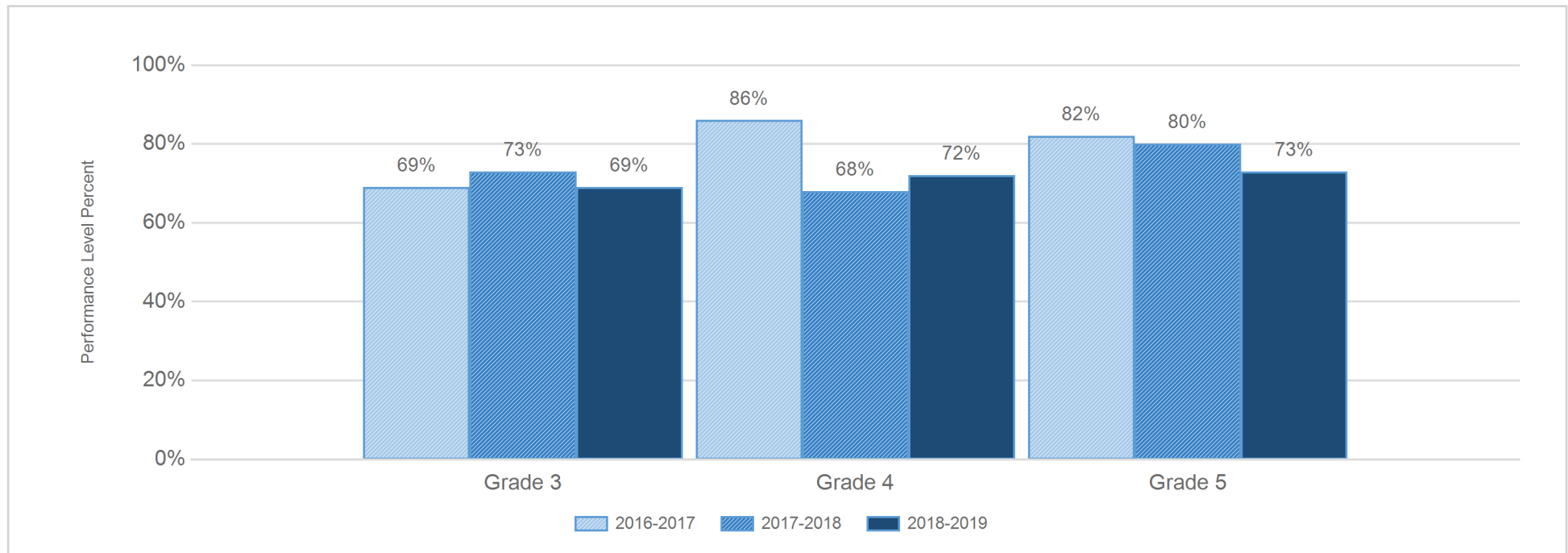
**Tuscan Elementary School**  
(13-4900-150)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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### English Language Arts Assessment - Performance Trends

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





Tuscan Elementary School

(13-4900-150)

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	765	761	748	*	*	17%	57%	12%	69%	50%
White	73	773	771	757	*	*	16%	60%	16%	77%	60%
Hispanic	11	749	751	734	*	*	*	*	*	55%	36%
Black or African American	13	736	735	731	*	*	*	*	*	38%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	782	756	*	*	*	*	*	*	58%
Female	60	774	769	753	*	*	*	*	*	72%	55%
Male	46	754	754	743	*	*	*	*	*	65%	46%
Economically Disadvantaged Students	13	730	*	731	*	*	*	*	*	23%	33%
Non-Economically Disadvantaged Students	93	770	*	759	*	*	*	*	*	75%	61%
Students with Disabilities	11	716	724	719	*	*	*	*	*	27%	24%
Students without Disabilities	95	771	768	754	*	*	*	*	*	74%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	92	769	770	755	*	13%	*	40%	32%	72%	57%
White	58	779	780	763	*	*	*	36%	45%	81%	67%
Hispanic	*	*	761	743	*	*	*	*	*	*	44%
Black or African American	21	754	752	739	*	*	*	*	*	52%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	786	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	767	762	*	*	*	*	*	*	64%
Female	40	772	773	760	*	*	*	43%	33%	75%	62%
Male	52	767	768	750	*	*	*	38%	31%	69%	53%
Economically Disadvantaged Students	11	722	*	740	*	*	*	*	*	18%	40%
Non-Economically Disadvantaged Students	81	776	*	765	*	*	*	*	*	79%	69%
Students with Disabilities	13	715	*	725	*	*	*	*	*	*	25%
Students without Disabilities	79	778	*	761	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%





Tuscan Elementary School

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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	767	766	756	*	*	14%	56%	17%	73%	58%
White	67	773	776	764	*	*	*	60%	19%	79%	68%
Hispanic	*	*	751	743	*	*	*	*	*	*	44%
Black or African American	17	740	744	739	*	*	*	*	*	35%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	776	762	*	*	*	*	*	*	65%
Female	43	774	771	761	*	*	*	*	*	81%	64%
Male	60	761	761	750	*	*	*	*	*	67%	52%
Economically Disadvantaged Students	13	724	*	740	*	*	*	*	*	15%	39%
Non-Economically Disadvantaged Students	90	773	*	766	*	*	*	*	*	81%	69%
Students with Disabilities	29	728	731	724	*	*	*	*	*	21%	23%
Students without Disabilities	74	782	773	762	*	*	*	*	*	93%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	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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### 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	300	96.8	67.0	56.3	44.5	67.0	63.8	Met Target
White	197	97.5	79.2	70.6	54.1	79.2	71.4	Met Target
Hispanic	27	100.0	44.4	*	28.8	44.4	58.1	Met Target†
Black or African American	50	91.2	28.0	28.3	23.0	27.2	33.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	72.8	53.3	*	**	**
Female	144	97.3	63.9	56.2	44.9	63.9		
Male	156	96.3	69.9	56.5	44.2	69.9		
Economically Disadvantaged Students	39	95.2	17.9	25.5	26.3	17.9	21.7	Met Target†
Non-Economically Disadvantaged Students	261	97.0	74.3	62.8	54.9	74.3		
Students with Disabilities	53	91.5	22.6	20.9	17.4	22.1	26.4	Met Target†
Students without Disabilities	247	98.0	76.5	63.2	50.0	76.5		
English Learners	*	*	*	18.8	25.0	*	**	**
Non-English Learners	*	*	*	57.3	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

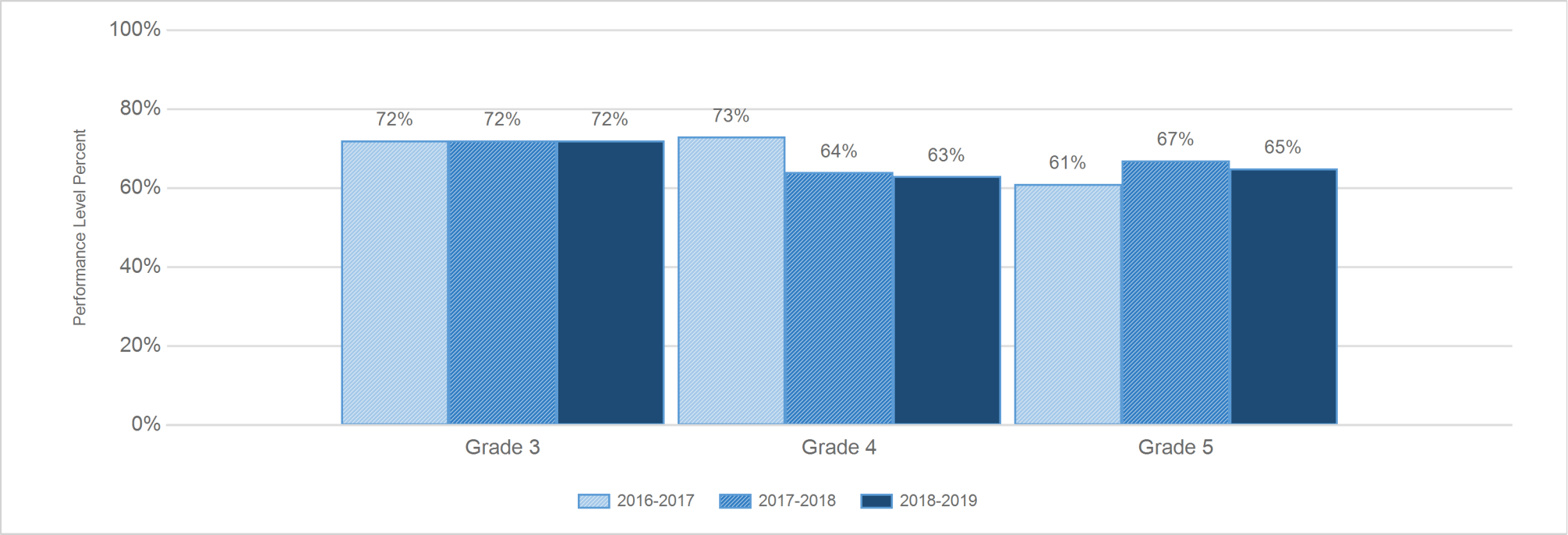


Tuscan Elementary School  
(13-4900-150)  
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2018-2019

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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.



Tuscan Elementary School

(13-4900-150)

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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	106	768	762	752	*	*	20%	44%	27%	72%	55%
White	73	774	770	760	*	*	14%	49%	33%	82%	66%
Hispanic	11	766	758	739	0%	*	*	*	*	55%	40%
Black or African American	13	743	740	735	0%	*	*	*	*	31%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	777	758	*	*	*	*	*	*	62%
Female	60	772	763	751	*	*	*	*	*	75%	54%
Male	46	763	761	752	*	*	*	*	*	67%	56%
Economically Disadvantaged Students	13	741	*	737	*	*	*	*	*	23%	37%
Non-Economically Disadvantaged Students	93	772	*	761	*	*	*	*	*	78%	67%
Students with Disabilities	11	734	733	731	*	*	*	*	*	27%	31%
Students without Disabilities	95	772	768	756	*	*	*	*	*	77%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	93	761	756	749	*	*	22%	*	*	63%	51%
White	58	772	766	757	0%	*	*	*	*	79%	62%
Hispanic	*	*	744	737	*	*	*	*	*	*	36%
Black or African American	21	742	735	731	*	*	*	*	*	33%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	756	754	*	*	*	*	*	*	58%
Female	41	752	750	749	*	*	*	*	*	54%	50%
Male	52	767	760	749	*	*	*	*	*	71%	52%
Economically Disadvantaged Students	12	718	*	734	*	*	*	*	*	17%	32%
Non-Economically Disadvantaged Students	81	767	*	759	*	*	*	*	*	70%	63%
Students with Disabilities	13	713	*	726	*	*	*	*	*	*	25%
Students without Disabilities	80	768	*	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Tuscan Elementary School

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	759	752	747	*	*	22%	47%	18%	65%	47%
White	66	765	762	755	*	*	17%	53%	23%	76%	58%
Hispanic	*	*	745	735	*	*	*	*	*	*	30%
Black or African American	17	736	731	729	*	*	*	*	*	24%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	757	753	*	*	*	*	*	*	55%
Female	43	755	749	747	*	*	*	*	*	56%	47%
Male	59	762	755	747	*	*	*	*	*	71%	47%
Economically Disadvantaged Students	13	723	*	732	*	*	*	*	*	15%	27%
Non-Economically Disadvantaged Students	89	764	*	757	*	*	*	*	*	72%	59%
Students with Disabilities	28	728	725	725	*	*	*	*	*	29%	19%
Students without Disabilities	74	770	758	752	*	*	*	*	*	78%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	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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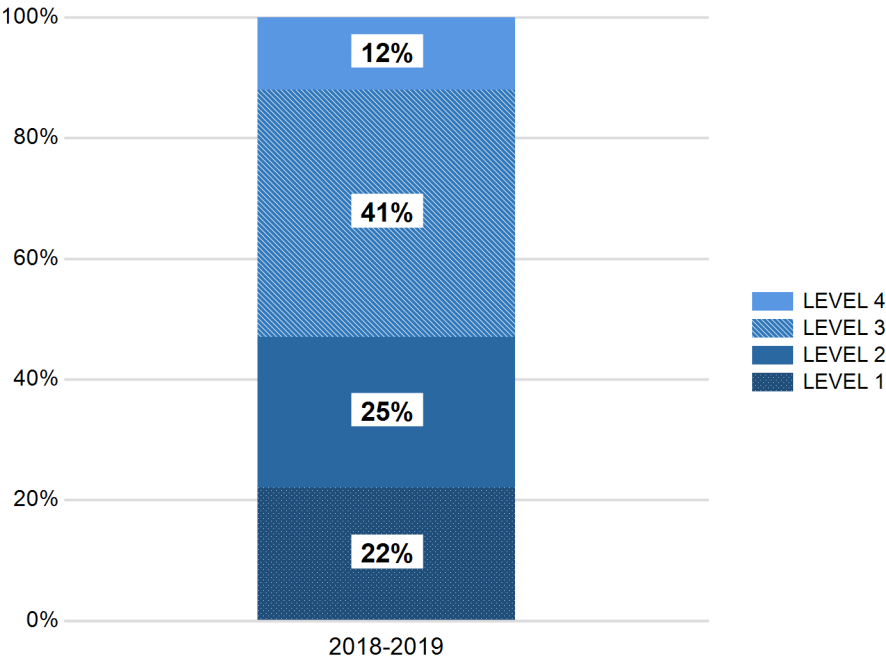
2018-2019

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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	22	25	41	12
White	15	24	47	14
Hispanic	*	*	*	*
Black or African American	47	29	18	6
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	21	28	37	14
Male	22	24	44	10
Economically Disadvantaged Students	71	21	7	0
Non-Economically Disadvantaged Students	14	26	47	14
Students with Disabilities	52	30	19	0
Students without Disabilities	11	24	49	16
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





Tuscan Elementary School

(13-4900-150)

Grades Offered: KG-05

2018-2019

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

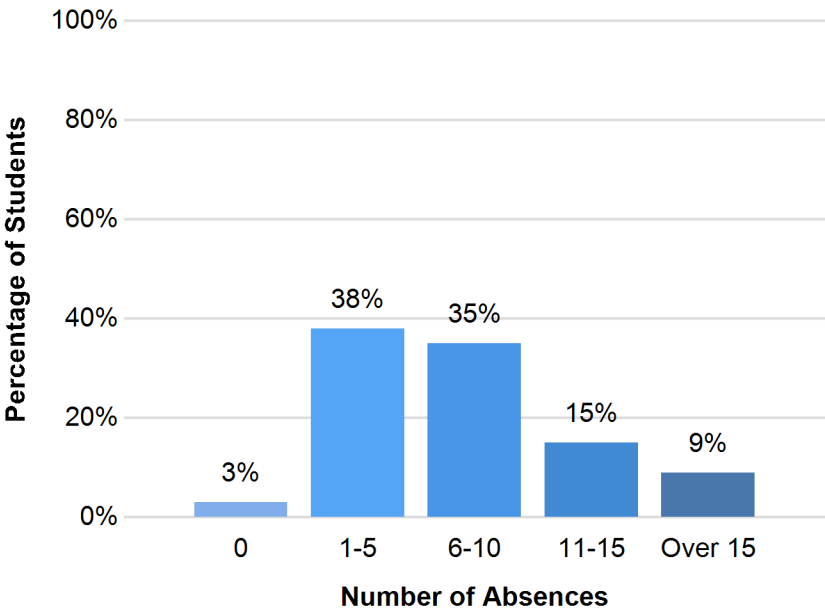
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	45	6.7	8.9	Met
White	30	7.0	8.9	Met
Hispanic	6	9.2	8.9	Not Met
Black or African American	3	2.9	8.9	Met
Asian, Native Hawaiian, or Pacific	1	4.8	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	5	10.9	8.9	Not Met
Female	16	5.1		
Male	29	8.2		
Economically Disadvantaged Students	7	8.8	8.9	Met
Students with Disabilities	6	5.5	8.9	Met
English Learners	1	5.9	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





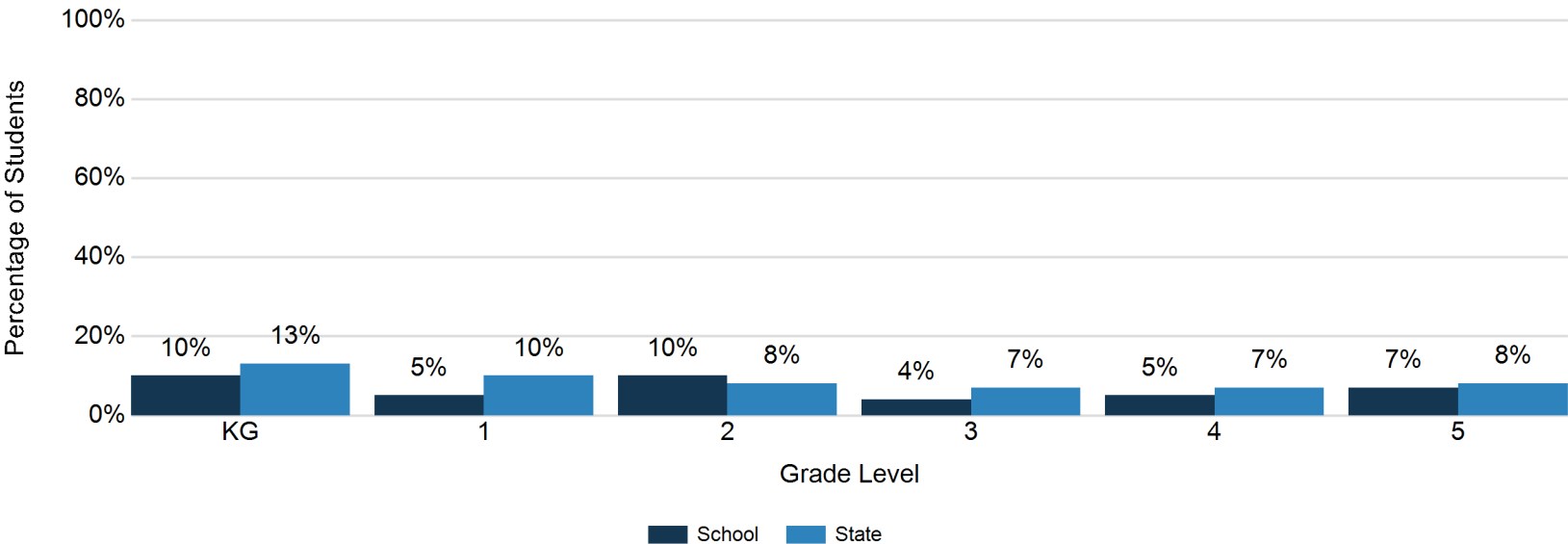
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 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	51	118,214
Average years experience in public schools	11.6	12.1
Average years experience in district	11.6	10.8
Percentage of Teachers with 4 or more years experience in the district	78.4%	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	36	9,530
Average years experience in public schools	9.4	16.0
Average years experience in district	9.4	12.0
Percentage of Administrators with 4 or more years experience in the district	63.9%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	314:1	197:1
Teachers to Administrators	26:1	16:1
Students to Librarians/Media Specialists		711:1
Students to Nurses		592:1
Students to Counselors		418:1
Students to Child Study Team Members		192:1



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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	47.9%	94.1%	50.0%	48.4%	77.1%	54.9%
Male	52.1%	5.9%	50.0%	51.6%	22.9%	45.1%
White	66.4%	88.2%	50.0%	42.4%	83.6%	77.4%
Hispanic	8.3%	2.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	15.3%	3.9%	50.0%	15.0%	6.6%	13.9%
Asian	2.7%	5.9%	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	7.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.1%	90.5%
2017-18 Administrators: Same district 2018-19	72.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.9%



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Per-Pupil Expenditures by Source

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

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

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

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

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





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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	78.0%	72.5%	70.7%
Math Proficiency	68.1%	66.7%	67.0%
ELA Growth	54	51	47
Math Growth	47	46	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	5.1%	5.6%	6.7%

† 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:  
**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	N	Met	No
White	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target†	Met Target†	**	**	n/a	Not Met	No
Black or African American	Not Met	Met Target†	Met Standard	Met Standard	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	Not Met	No
Economically Disadvantaged Students	Not Met	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Met Target†	Met Standard	Met Standard	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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





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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> <li>Teaching and learning are enhanced by our engagement in Professional Learning Communities (PLCs).</li> <li>Tuscan teachers design enriching learning experiences with meaningful connections to the arts and physical education.</li> <li>Parent involvement and volunteerism play a vitally important role in our students' Tuscan School experience.</li> </ul>
 <div>Mission, Vision, Theme:</div>	<p>Our goal is to continue our focus on meeting the diverse needs of all of our students. Through high expectations, differentiated and small group instruction, we are dedicated to developing, nurturing and advancing the intellectual, social, emotional, and behavioral growth of all learners.</p>





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 <div>Courses, Curriculum, Instruction:</div>	Tuscan teachers consistently strive to demonstrate excellence in teaching by skillfully implementing Teachers College Reading and Writing Units of Study, Math in Focus®: Singapore Math® and the Gradual Release of Responsibility Model as a framework for the effective delivery of differentiated instruction.
 <div>Clubs and Activities:</div>	Co-curricular activities include: trips to The Maplewood Firehouse, Paper Mill Playhouse, South Orange Performing Arts Center, New Jersey Performing Arts Center Trailside Museum, Sterling Mineral Mine, Franklin Mineral Museum, The Newark Museum's in-school Planetarium and a trip to Sandy Hook. 5th grade: The Montclair Art Museum, The State Theater, Lincoln Center, The Metropolitan Museum of Art or The Museum of Modern Art, Central Park, art galleries.




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<div></div> <div>Staff and Professional Learning:</div>	Through ongoing professional learning, we continue to enhance our professional practices and expand our repertoire of instructional and assessment strategies to positively impact student learning. Teaching and learning are enhanced by our engagement in Professional Learning Communities (PLCs).
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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.

 <div>Student Supports and Services:</div>	<p>Through the thoughtful implementation of highly effective instructional strategies, early interventions, modifications and accommodations, the needs of our Special Education students are met in inclusive classrooms as well as in small group instructional settings when appropriate. Our Columbia HS students also help our students through programs like: CHS Reading Buddies, CHS Recess Elementors and CHS MAC (Minority Achievement Committee) and Read Across America Celebrity Readers.</p>
 <div>Parent and Community Involvement:</div>	<p>Dedicated parents contribute through their generous financial support and immeasurable volunteer hours spent in our library and classrooms.The Tuscan Parent Teacher Association sponsors fabulous in-school Cultural Arts assemblies, Book Fairs, the student newspaper Tuscan Tiger Times, Ice Cream Socials, Annual Farmer's Markets, Family Movie Night, Family Night at Bowcraft, and our most popular Tuscan Show and Tuscan Fair.</p>






Tuscan Elementary School  
(13-4900-150)  
Grades Offered: KG-05  
2018-2019

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

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.

 <div>Other Information</div>	<p>Our outstanding programs, community service projects and celebrations vary from year to year and include our Fall Field Day, TV Turn-off, ROAR Book in a Bag Project, Twilight Tiger Parent/Child Evening Reading Enrichment Program, School Spirit Days, Reading Trains, Tuscan Thinkmark/Bookmark of the Month Project, Thanksgiving Assembly, Thanksgiving Food Drive, Snowflake Spectacular Winter Sing-A-Long, Coin Collections, Pajama Day (Pajamas &amp; Books Drives), Toy Drives, 100th Day of School Food Drive, Dr. Martin Luther King Jr. Peacemaker Assembly and Peace Train, Mix It-up Day, Project ACES, Tuscar's Curious Garden, Spring Concert and Art Show, and Clap Out. Tuscan's Reading Buddies, Safety Patrol, Student Council and TV Turnoff Ambassadors contribute greatly to sustaining the well-established positive culture and climate of Tuscan School. Columbia High School students are a valued resource for Tuscan School. CHS Reading Buddies, Read Across America Celebrity Readers, CHS Recess Elementors and CHS MAC (Minority Achievement Committee) Scholars all receive enthusiastic support from Tuscan students, staff, and parents.</p>
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