



Arbor Elementary School
(23-4130-060)
Grades Offered: 04-05
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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Arbor Elementary School**

(23-4130-060)

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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	Middlesex
District	Piscataway Township School District
Principal Name	Mr. Christopher Baldassano
Address	1717 LESTER PLACE PISCATAWAY, NJ 08854
Phone Number	732-752-8652
Email Address	cbaldassano@pway.org
Website	http://arbor.piscatawayschools.org/
Facebook	https://www.facebook.com/pwayschools/
Twitter	https://twitter.com/pwayschools



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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
4	289	264	303
5	226	277	256
Total	515	541	559

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

Student Group	2016-17	2017-18	2018-19
Female	50.9%	50.8%	49.2%
Male	49.1%	49.2%	50.8%
Economically Disadvantaged Students	40.4%	39.4%	38.8%
Students with Disabilities	12.4%	13.5%	11.4%
English Learners	4.3%	4.4%	4.5%
Homeless Students	0.0%	0.6%	0.4%
Students in Foster Care	0.0%	0.0%	0.5%
Military-Connected Students	0.2%	0.2%	0.4%
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	11.3%	11.6%	10.4%
Hispanic	26.4%	26.4%	26.8%
Black or African American	30.5%	28.8%	29.9%
Asian	28.9%	29.2%	28.6%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.4%
American Indian or Alaska Native	0.4%	0.9%	0.5%
Two or More Races	2.3%	2.8%	3.4%

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	71.2%
Spanish	10.4%
Gujarati	7.2%
Tamil	2.1%
Telugu	1.8%
Other Languages	7.3%



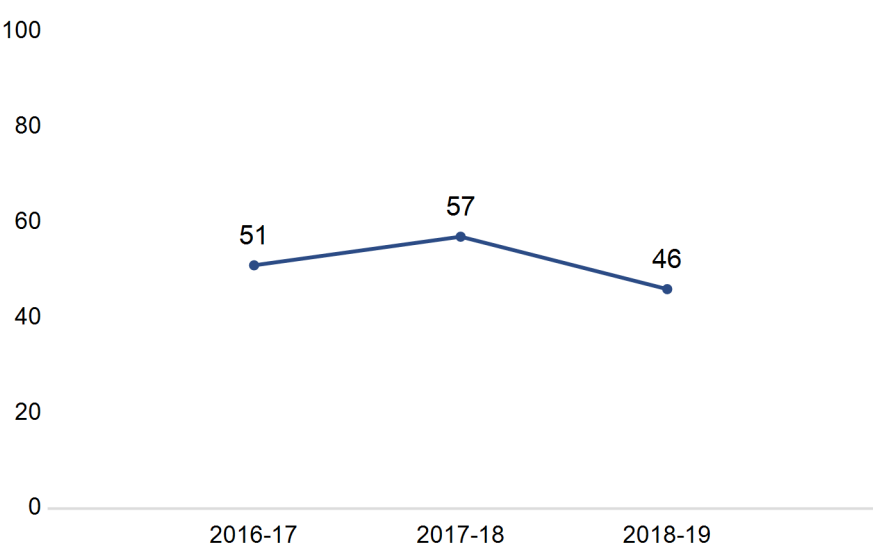
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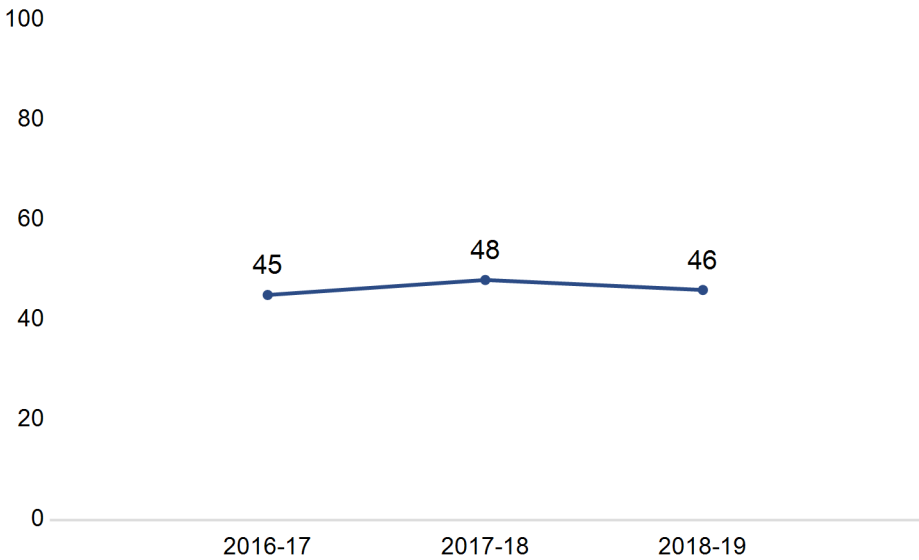
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51	57	46	45	48	46
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	46	48	50	Met Standard	46	45	50	Met Standard
White	56	52	50	Met Standard	38	45	52	Not Met
Hispanic	37	43	49	Not Met	50	46	47	Met Standard
Black or African American	42.5	40	45	Met Standard	39	38	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	55	57	59	Met Standard	60	52	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	34.5	50	49	**	31	45.5	52	**
Female	52	52	53	N	50	46	50	N
Male	38	44	47	N	45	44	51	N
Economically Disadvantaged Students	41	46	48	Met Standard	40	41	46	Met Standard
Students with Disabilities	36	44	43	Not Met	39.5	38	45	Not Met
English Learners	39.5	52	52	Not Met	54	51	50	Met Standard
Homeless Students	*	44	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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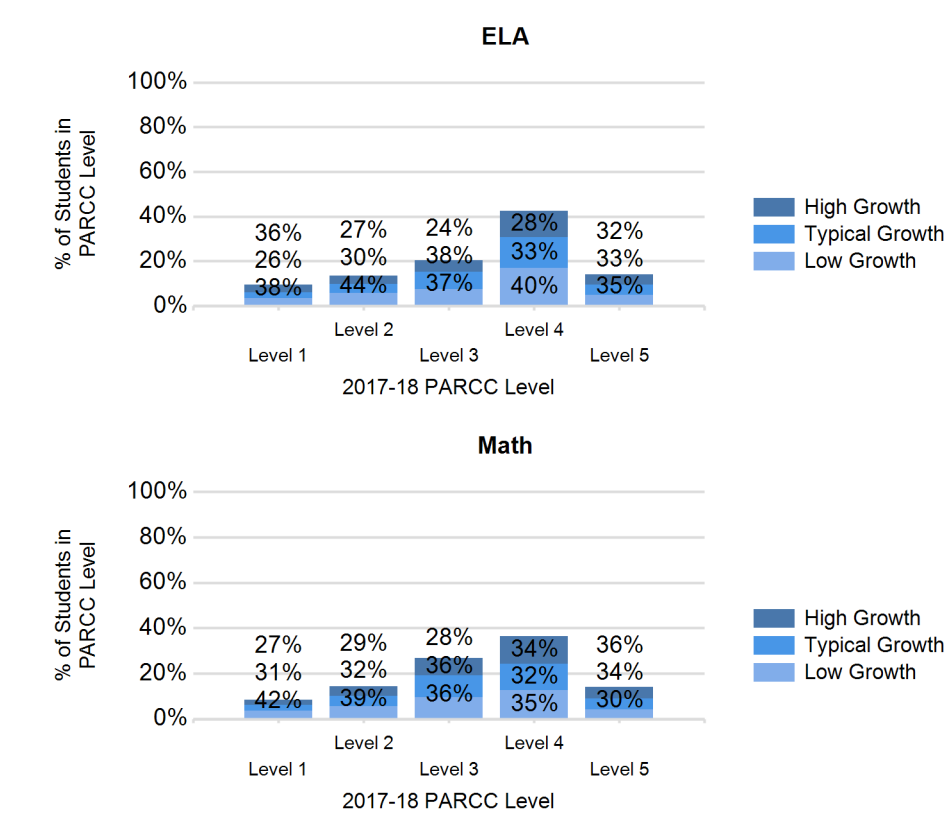
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

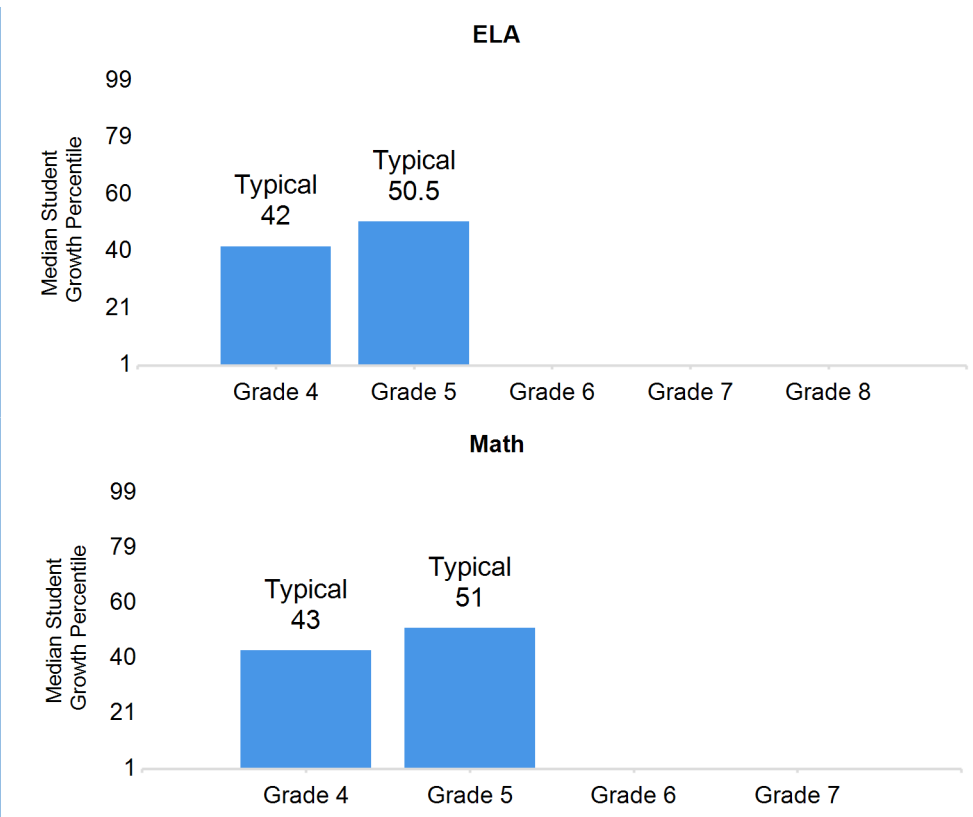
Student Growth by Performance Level

Student Growth by Grade

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.



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



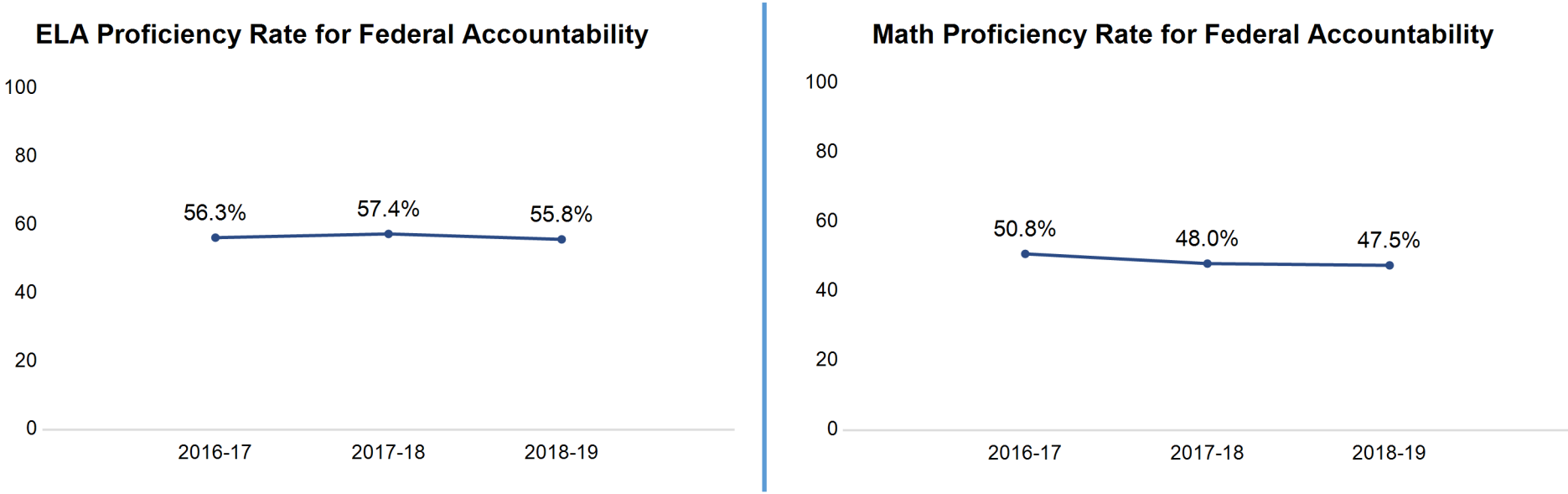


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.4%	97.7%	99.3%	98.7%	97.5%	99.3%
Proficiency Rate for Federal Accountability	56.3%	57.4%	55.8%	50.8%	48.0%	47.5%
Annual Target	57.5%	58.7%	59.9%	57.2%	58.4%	59.6%
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	541	99.3	55.8	59.5	57.9	55.8	59.9	Not Met
White	55	96.6	67.3	*	66.9	67.3	64.5	Met Target
Hispanic	146	100.0	45.9	47.5	43.9	45.9	48.5	Met Target†
Black or African American	163	100.0	46.6	46.0	38.5	46.6	45.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	158	98.8	71.5	77.8	82.9	71.5	78	Not Met
American Indian or Alaska Native	*	*	*	76.9	56.0	*	**	**
Two or More Races	*	*	*	64.5	64.4	*	**	**
Female	268	99.3	61.9	67.7	64.8	61.9		
Male	273	99.3	49.8	51.3	51.3	49.8		
Economically Disadvantaged Students	202	99.5	41.1	45.9	40.0	41.1	48.5	Not Met
Non-Economically Disadvantaged Students	339	99.1	64.6	66.4	67.9	64.6		
Students with Disabilities	60	96.8	*	16.6	22.7	*	25.2	Not Met
Students without Disabilities	481	99.6	*	65.7	65.1	*		
English Learners	71	98.7	46.5	41.5	29.3	46.5	42	Met Target
Non-English Learners	470	99.4	57.2	61.1	60.6	57.2		
Homeless Students	*	*	*	19.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	66.7	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



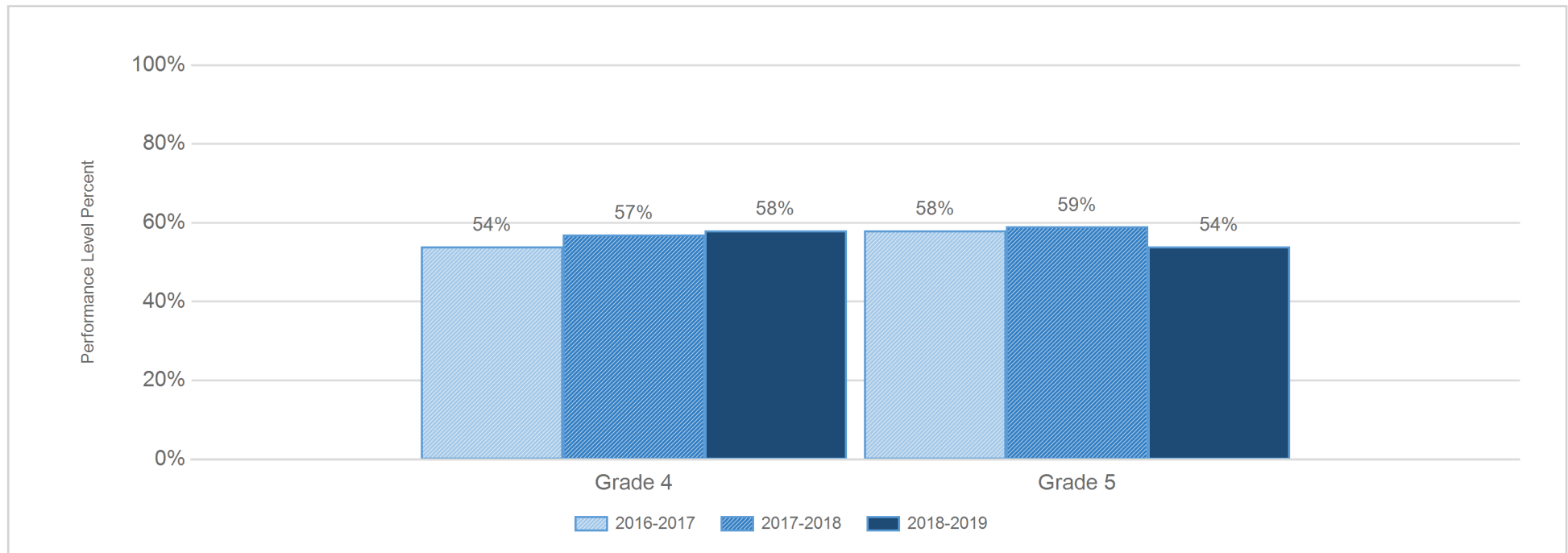
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English Language Arts Assessment - Performance Trends

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 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	302	755	763	755	9%	13%	21%	40%	18%	58%	57%
White	28	759	767	763	*	*	*	*	*	68%	67%
Hispanic	77	748	755	743	*	18%	31%	*	*	44%	44%
Black or African American	97	746	749	739	14%	11%	21%	43%	10%	54%	39%
Asian, Native Hawaiian, or Pacific Islander	90	770	778	779	*	*	14%	37%	33%	70%	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	151	759	768	760	*	*	23%	44%	19%	62%	62%
Male	151	752	758	750	*	*	19%	36%	17%	53%	53%
Economically Disadvantaged Students	125	743	748	740	*	*	26%	37%	8%	45%	40%
Non-Economically Disadvantaged Students	177	764	771	765	*	*	18%	42%	25%	67%	69%
Students with Disabilities	28	702	719	725	*	*	*	*	*	*	25%
Students without Disabilities	274	761	768	761	*	*	*	*	*	*	64%
English Learners	11	720	*	720	*	*	*	*	*	*	17%
Non-English Learners	291	757	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	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	256	753	758	756	7%	14%	25%	44%	10%	54%	58%
White	28	761	762	764	*	*	*	*	*	68%	68%
Hispanic	73	747	747	743	*	18%	22%	*	*	49%	44%
Black or African American	71	741	741	739	*	*	38%	38%	0%	38%	38%
Asian, Native Hawaiian, or Pacific Islander	72	768	776	781	*	*	*	51%	21%	72%	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	123	761	766	761	*	*	22%	*	*	62%	64%
Male	133	746	750	750	*	*	27%	*	*	47%	52%
Economically Disadvantaged Students	86	740	743	740	*	24%	28%	*	*	37%	39%
Non-Economically Disadvantaged Students	170	760	765	766	*	8%	23%	*	*	63%	69%
Students with Disabilities	33	711	718	724	*	*	*	*	*	*	23%
Students without Disabilities	223	760	765	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	760	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	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	543	99.3	47.5	47.7	44.5	47.5	59.6	Not Met
White	56	96.6	51.8	*	54.1	51.8	63	Not Met
Hispanic	147	100.0	42.9	32.3	28.8	42.9	47.4	Met Target†
Black or African American	162	99.4	28.4	27.7	23.0	28.4	41.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	159	99.4	71.7	72.6	76.5	71.7	80	Not Met
American Indian or Alaska Native	*	*	*	61.5	42.7	*	**	**
Two or More Races	*	*	*	49.6	53.3	*	**	**
Female	269	99.3	46.5	49.9	44.9	46.5		
Male	274	99.3	48.5	45.5	44.2	48.5		
Economically Disadvantaged Students	204	99.5	34.3	32.0	26.3	34.3	54.2	Not Met
Non-Economically Disadvantaged Students	339	99.1	55.5	55.8	54.9	55.5		
Students with Disabilities	60	96.8	*	12.2	17.4	*	29.6	Not Met
Students without Disabilities	483	99.6	*	52.8	50.0	*		
English Learners	74	98.7	51.4	45.3	25.0	51.4	46	Met Target
Non-English Learners	469	99.4	46.9	47.9	46.5	46.9		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	41.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

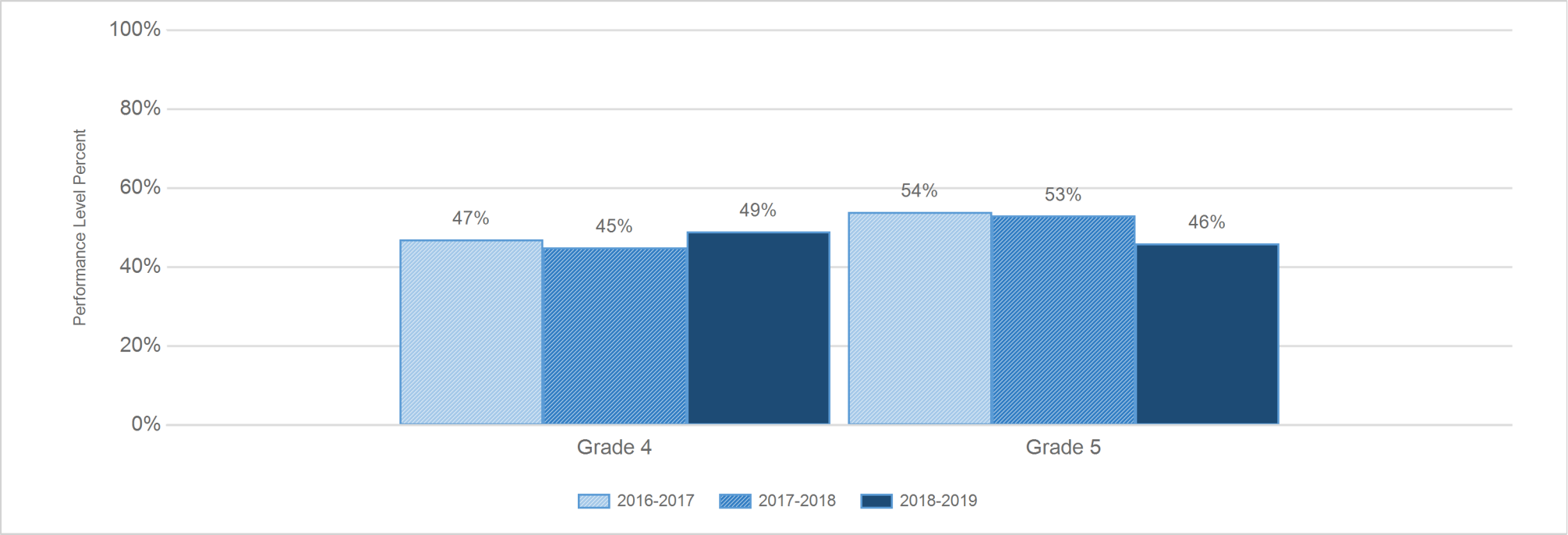


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Mathematics Assessment – Performance Trends

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 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	305	749	753	749	10%	17%	24%	39%	10%	49%	51%
White	29	753	757	757	*	*	34%	48%	0%	48%	62%
Hispanic	77	744	744	737	*	23%	26%	*	*	42%	36%
Black or African American	97	737	737	731	15%	24%	26%	*	*	35%	29%
Asian, Native Hawaiian, or Pacific Islander	92	766	772	776	*	*	14%	45%	25%	70%	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	152	749	752	749	8%	20%	27%	38%	8%	45%	50%
Male	153	749	754	749	13%	15%	20%	41%	11%	52%	52%
Economically Disadvantaged Students	127	737	738	734	17%	24%	21%	*	*	39%	32%
Non-Economically Disadvantaged Students	178	757	762	759	6%	13%	25%	*	*	56%	63%
Students with Disabilities	28	700	715	726	*	*	*	*	*	*	25%
Students without Disabilities	277	754	758	754	*	*	*	*	*	*	56%
English Learners	13	718	*	722	*	*	*	*	*	*	18%
Non-English Learners	292	750	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Arbor Elementary School
(23-4130-060)
Grades Offered: 04-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	256	747	752	747	8%	17%	28%	34%	13%	46%	47%
White	28	756	759	755	*	*	*	*	*	57%	58%
Hispanic	74	742	740	735	*	19%	26%	*	*	45%	30%
Black or African American	70	730	732	729	14%	27%	39%	20%	0%	20%	23%
Asian, Native Hawaiian, or Pacific Islander	72	768	771	775	*	*	18%	40%	32%	72%	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	123	751	755	747	*	16%	31%	*	*	48%	47%
Male	133	744	749	747	*	18%	26%	*	*	45%	47%
Economically Disadvantaged Students	86	735	734	732	12%	29%	31%	*	*	28%	27%
Non-Economically Disadvantaged Students	170	754	759	757	6%	11%	26%	*	*	56%	59%
Students with Disabilities	33	704	712	725	*	*	*	*	*	*	19%
Students without Disabilities	223	754	759	752	*	*	*	*	*	*	52%
English Learners	*	*	724	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	753	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	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
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	72.2%	**	**

† 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	12	75.0%	25.0%
3-4	*	*	*
5 or more	*	*	*



Arbor Elementary School
(23-4130-060)
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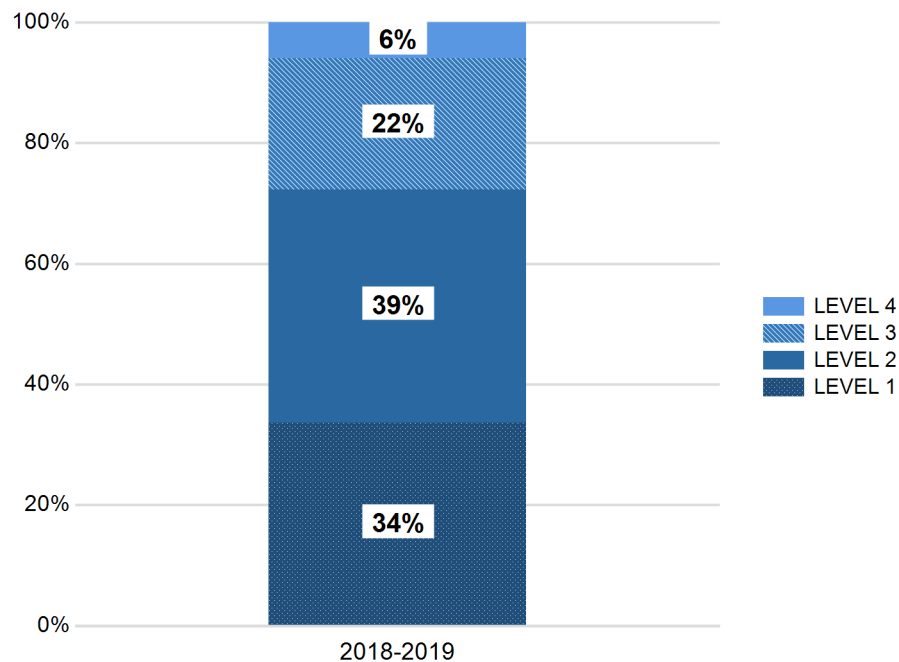
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	34	39	22	6
White	14	57	25	4
Hispanic	39	34	24	3
Black or African American	51	39	10	0
Asian, Native Hawaiian, or Pacific Islander	18	36	29	17
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	33	41	20	7
Male	35	37	23	5
Economically Disadvantaged Students	52	32	15	1
Non-Economically Disadvantaged Students	24	42	25	8
Students with Disabilities	85	6	9	0
Students without Disabilities	26	43	24	7
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Arbor Elementary School

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

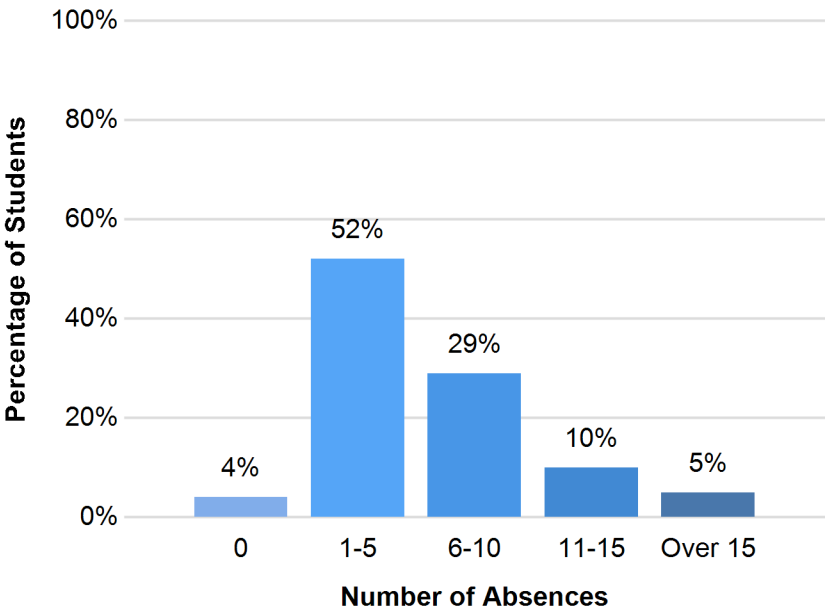
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	20	3.5	7.5	Met
White	0	0	7.5	Met
Hispanic	7	4.7	7.5	Met
Black or African American	8	4.7	7.5	Met
Asian, Native Hawaiian, or Pacific	1	0.6	7.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	7.5	Not Met
Female	8	2.9		
Male	12	4.1		
Economically Disadvantaged Students	16	7.3	7.5	Met
Students with Disabilities	4	5.3	7.5	Met
English Learners	0	0	7.5	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





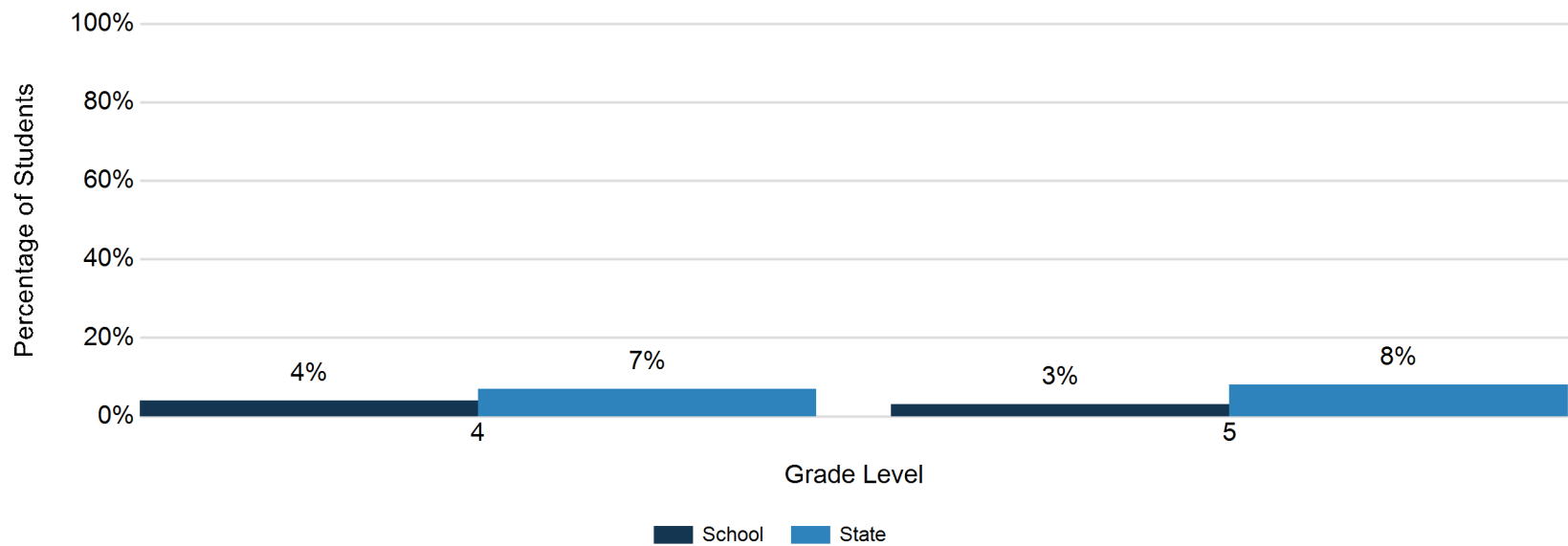
Arbor Elementary School
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Chronic Absenteeism by Grade

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





Arbor Elementary School

(23-4130-060)

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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	1
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.72

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	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	2	2
No Identified Nature	2		2

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
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
20

**Arbor Elementary 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	8:05 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	2.6:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	39	118,214
Average years experience in public schools	11.2	12.1
Average years experience in district	10.7	10.8
Percentage of Teachers with 4 or more years experience in the district	79.5%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	44	9,530
Average years experience in public schools	11.9	16.0
Average years experience in district	8.7	12.0
Percentage of Administrators with 4 or more years experience in the district	72.7%	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	13:1
Students to Administrators	559:1	162:1
Teachers to Administrators	39:1	12:1
Students to Librarians/Media Specialists		3569:1
Students to Nurses		1427:1
Students to Counselors		549:1
Students to Child Study Team Members		193:1



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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	49.2%	82.1%	100.0%	48.4%	77.1%	54.9%
Male	50.8%	17.9%	0.0%	51.6%	22.9%	45.1%
White	10.4%	79.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	26.8%	12.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	29.9%	5.1%	0.0%	15.0%	6.6%	13.9%
Asian	28.6%	2.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.5%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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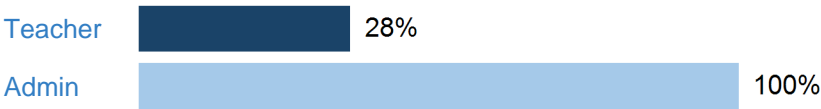
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.0%	90.5%
2017-18 Administrators: Same district 2018-19	90.9%	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	97.7%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	56.3%	57.4%	55.8%
Math Proficiency	50.8%	48.0%	47.5%
ELA Growth	51	57	46
Math Growth	45	48	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		58.8%	72.2%
Chronic Absenteeism	4.8%	3.1%	3.5%

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



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

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

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

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

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



Arbor Elementary School
(23-4130-060)
Grades Offered: 04-05
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	Met Standard	**	Met	No
White	Met Target	Not Met	Met Standard	Not Met	n/a	Met	No
Hispanic	Met Target†	Met Target†	Not Met	Met Standard	n/a	Met	No
Black or African American	Met Target	Not Met	Met Standard	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Not Met	Not Met	Met Standard	Exceeds Standard	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	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
English Learners	Met Target	Met Target	Not Met	Met Standard	Met Standard	Met	No

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






Arbor Elementary School
(23-4130-060)
Grades Offered: 04-05
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>Highlights:</div>	<ul style="list-style-type: none"> Curriculum includes highly regarded Readers & Writers Workshop, various math offerings & Next Generation Science Standards Excellent Fine and Performing Arts, Athletic and Extra-curricular Programs
 <div>Mission, Vision, Theme:</div>	<p>The Vision of our You, I, We Inspire Theme is to reach every student and staff member, help them see their own self-worth and to value their culture and ability level. The overarching goal of the program is to seek and inspire teachers to think outside-the-box and instill a stronger work ethic in students. The Board of Education and Administration give principals and teachers freedom to explore partnerships with higher education institutions and business entities to go beyond traditional school experiences.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>Over the past four years, the Piscataway School District has received numerous state and national awards and recognitions: Our You, I, We Inspire campaign was named Grand Prize winner by the National School Board Association; The NSBA presented its School Leader award to the Piscataway High School-Rutgers Biomedical Program; District Administrator Magazine named Piscataway a District of Distinction for our ESL program, the third time in two years this program received national honors; Piscataway High School received honorable mention for the Schools of Character award; and for the past two years, Piscataway Schools was ranked among the best school districts in New Jersey by Niche.com, named one of The Best Communities for Music Education in the country by NAMM Foundation, and Piscataway High School was named to the AP Honor Roll by the College Board.</p>





Arbor Elementary School
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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Columbia Readers and Writer’s Workshop, Go-Math and implementation of the Next Generation Science Standards, Digital Literacy, Visual and Performing Arts, Gifted and Talented Programs, Referral to Intervention</p>
 <p>Clubs and Activities:</p>	<p>Tutoring, Mock Trial, Evening activities supported through the PTO</p>





Arbor Elementary School
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<div>  <div>Before and After School Programs:</div> </div>	<p>Community Education offers Before Care, After Care, Enrichment and Summer programs for K-8 students for an additional cost.</p>
<div>  <div>Postsecondary Information:</div> </div>	<p>For the class of 2019, 88%of Piscataway High School students continue their education or participate in post-secondary career paths: 63% attend four year college, 23.5% attend two year college, 1.5% attend technical school, 2% Military, 6% Employment, 4% Undecided.</p>



Arbor Elementary School
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School Narrative

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<div>Student Supports and Services:</div>	<p>A full spectrum of programs are offered for students with disabilities.</p>
<div>Student Health and Wellness:</div>	<p>Piscataway Township Public Schools has maintained an excellent Health Services department that provides many supports to our families. Wellness programs and committees exist district wide so we remain mindful of all the needs of our school community. Additionally, the district has a staff wellness program that offers information and programs to all staff members, promoting the importance of their own personal wellness.</p>
<div>Parent and Community Involvement:</div>	<p>Parent and teacher organizations exist throughout the school district. Examples of these partnerships are the Education Foundation, Parent Teacher Organizations (PTO), and Special Education Parent Association (SEPA).</p>



Conackamack Middle School
(23-4130-053)
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 with any questions about the reports

Notes from the New Jersey Department of Education:

**Conackamack Middle School**

(23-4130-053)

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	Middlesex
District	Piscataway Township School District
Principal Name	Ms. Donna White
Address	5205 WITHERSPOON STREET PISCATAWAY, NJ 08854
Phone Number	732-699-1577
Email Address	dwhite@pway.org
Website	http://conackamack.piscatawayschools.org/
Facebook	https://www.facebook.com/pwayschools/
Twitter	https://twitter.com/pwayschools



Conackamack Middle School

(23-4130-053)

Grades Offered: 06-08

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
6	180	136	169
7	162	171	133
8	177	167	174
Total	519	474	476

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	47.0%	44.1%	46.4%
Male	53.0%	55.9%	53.6%
Economically Disadvantaged Students	29.3%	30.2%	28.2%
Students with Disabilities	15.8%	18.1%	16.2%
English Learners	2.7%	1.7%	2.3%
Homeless Students	0.0%	0.2%	0.8%
Students in Foster Care	0.0%	0.0%	0.2%
Military-Connected Students	0.0%	0.0%	0.4%
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	23.1%	22.6%	19.7%
Hispanic	16.0%	16.5%	14.9%
Black or African American	27.9%	25.7%	29.4%
Asian	29.3%	31.2%	31.1%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.3%	3.6%	4.4%

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	77.9%
Spanish	5.3%
Gujarati	3.4%
Arabic	2.3%
Hindi	1.9%
Other Languages	9.2%



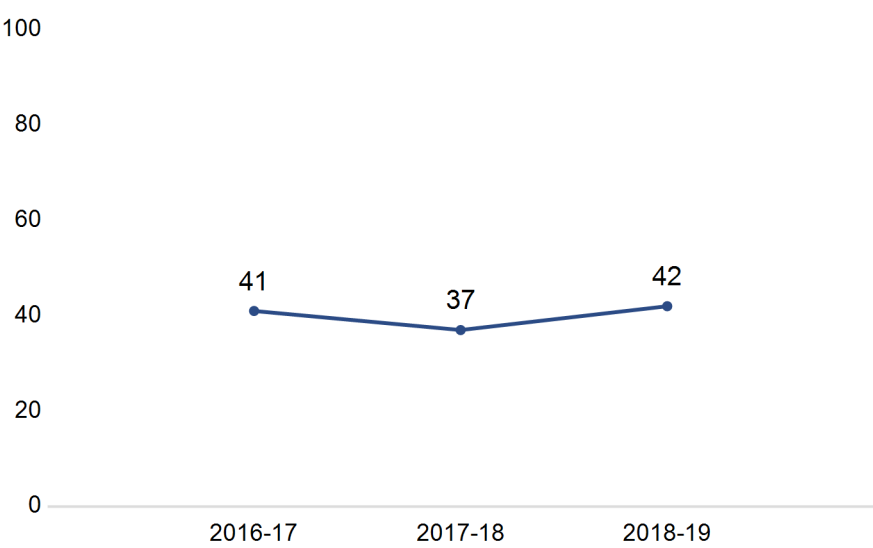
Conackamack Middle School
(23-4130-053)
Grades Offered: 06-08
2018-2019

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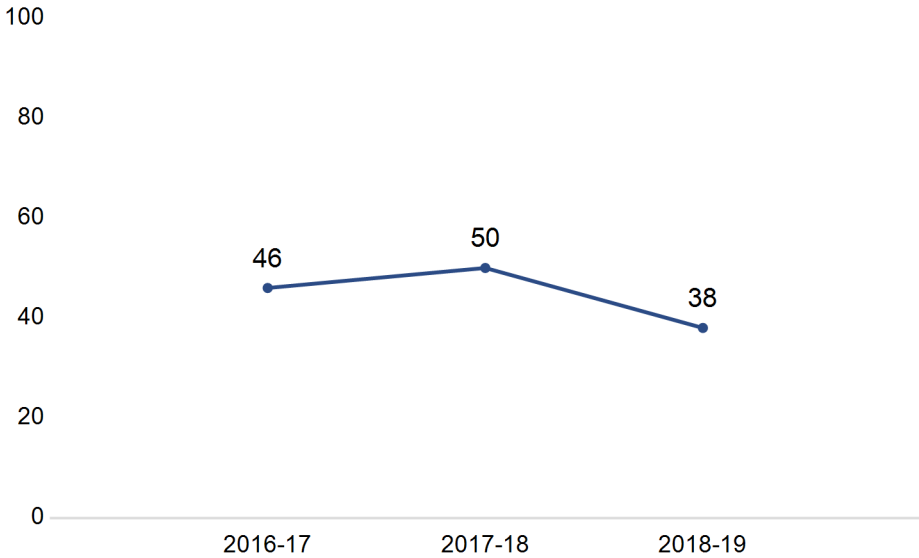
Student Growth Trends and Progress

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	41	37	42	46	50	38
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	42	48	50	Met Standard	38	45	50	Not Met
White	42.5	52	50	Met Standard	45	45	52	Met Standard
Hispanic	28	43	49	Not Met	29	46	47	Not Met
Black or African American	41	40	45	Met Standard	30.5	38	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	43.5	57	59	Met Standard	40	52	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	55	50	49	Met Standard	*	45.5	52	**
Female	46	52	53	N	41.5	46	50	N
Male	35.5	44	47	N	36	44	51	N
Economically Disadvantaged Students	50.5	46	48	Met Standard	30.5	41	46	Not Met
Students with Disabilities	39.5	44	43	Not Met	24	38	45	Not Met
English Learners	43	52	52	**	39	51	50	**
Homeless Students	*	44	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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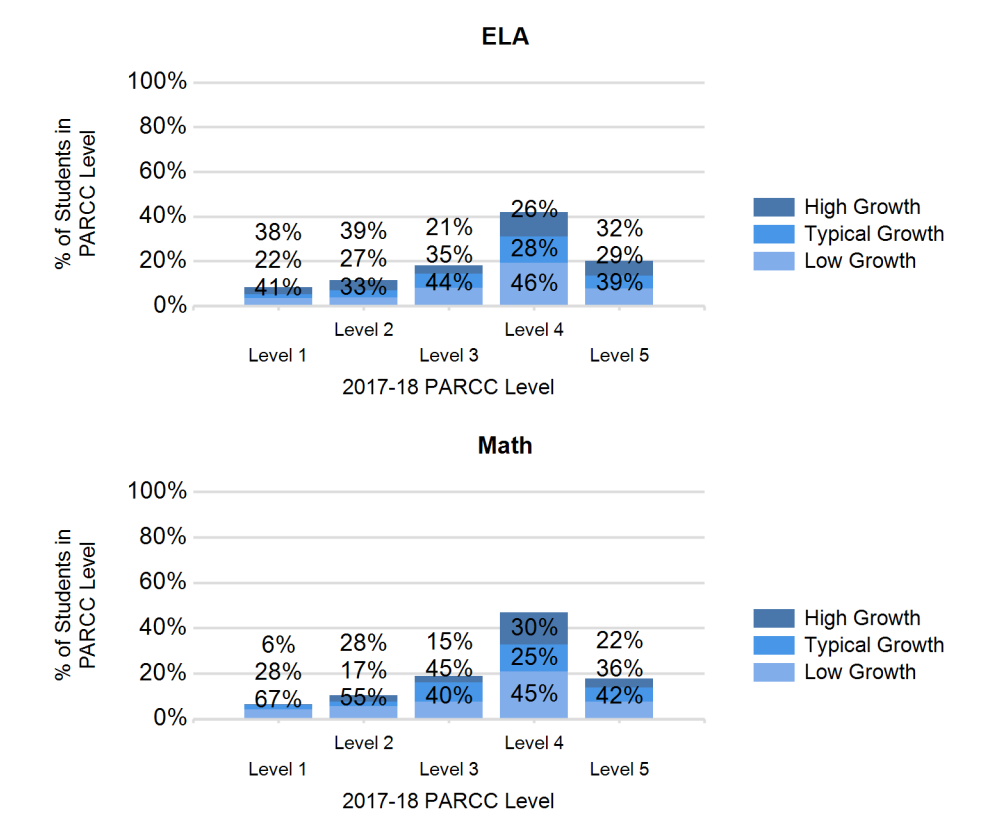
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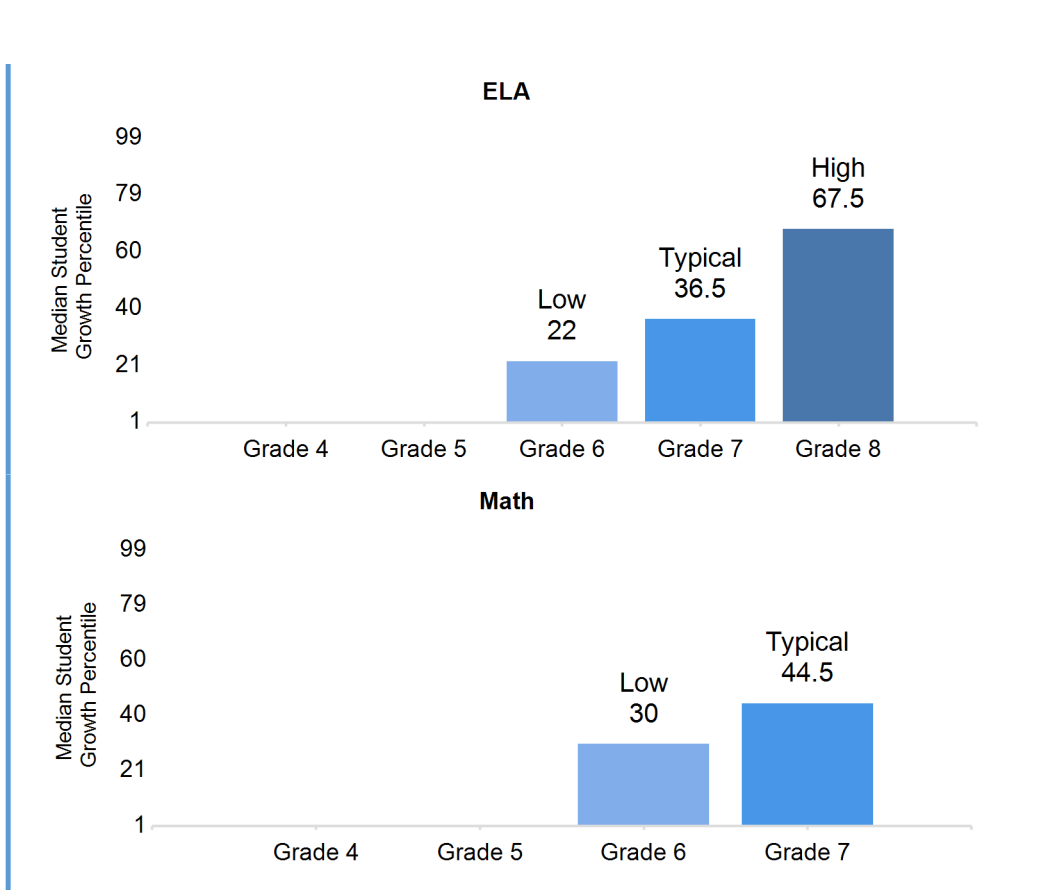
Student Growth by Performance Level

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.



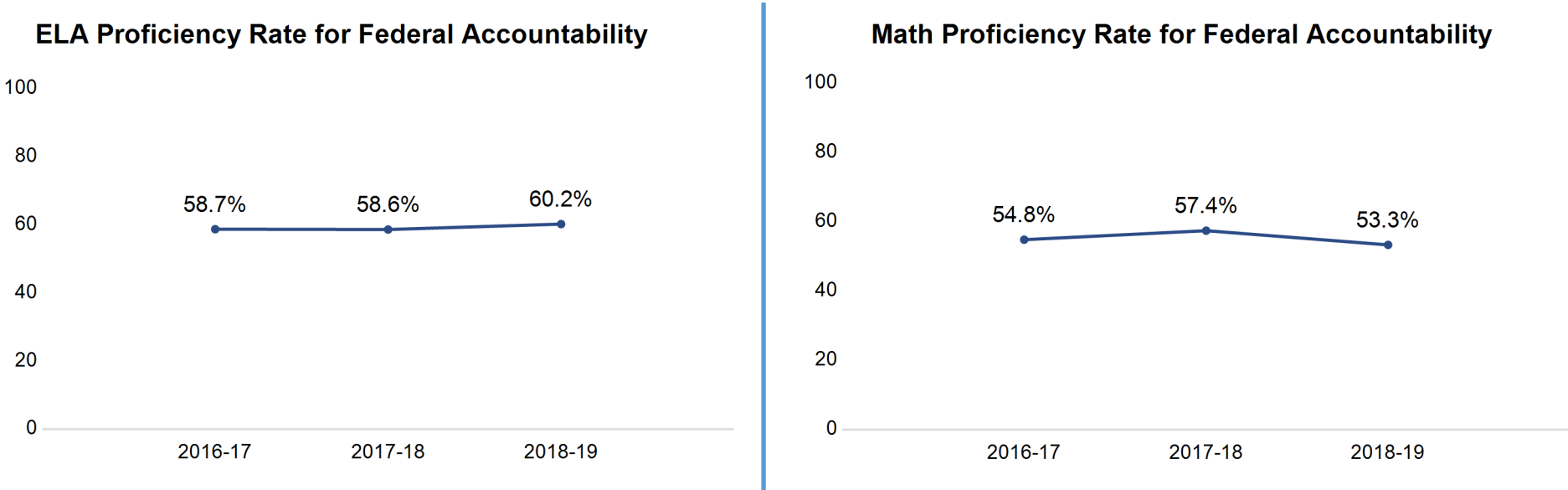


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English Language Arts and Mathematics Performance Trends

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	97.5%	97.7%	97.0%	97.5%	97.9%	96.8%
Proficiency Rate for Federal Accountability	58.7%	58.6%	60.2%	54.8%	57.4%	53.3%
Annual Target	55.4%	56.7%	58.0%	55.9%	57.1%	58.4%
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	465	97.0	60.2	59.5	57.9	60.2	58	Met Target
White	96	100.0	61.5	*	66.9	61.5	67.4	Met Target†
Hispanic	69	98.6	39.1	47.5	43.9	39.1	39.5	Met Target†
Black or African American	133	95.2	48.1	46.0	38.5	48.1	43.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	146	96.2	78.8	77.8	82.9	78.8	72.2	Met Target
American Indian or Alaska Native	N	N	N	76.9	56.0	N	**	**
Two or More Races	21	95.5	71.4	64.5	64.4	71.4	N	N
Female	219	98.2	70.8	67.7	64.8	70.8		
Male	246	95.9	50.8	51.3	51.3	50.8		
Economically Disadvantaged Students	127	97.0	45.7	45.9	40.0	45.7	39.5	Met Target
Non-Economically Disadvantaged Students	338	96.9	65.7	66.4	67.9	65.7		
Students with Disabilities	76	97.6	15.8	16.6	22.7	15.8	21.6	Met Target†
Students without Disabilities	389	96.8	68.9	65.7	65.1	68.9		
English Learners	19	83.3	26.3	41.5	29.3	22.8	N	N
Non-English Learners	446	97.7	61.7	61.1	60.6	61.7		
Homeless Students	*	*	*	19.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	66.7	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

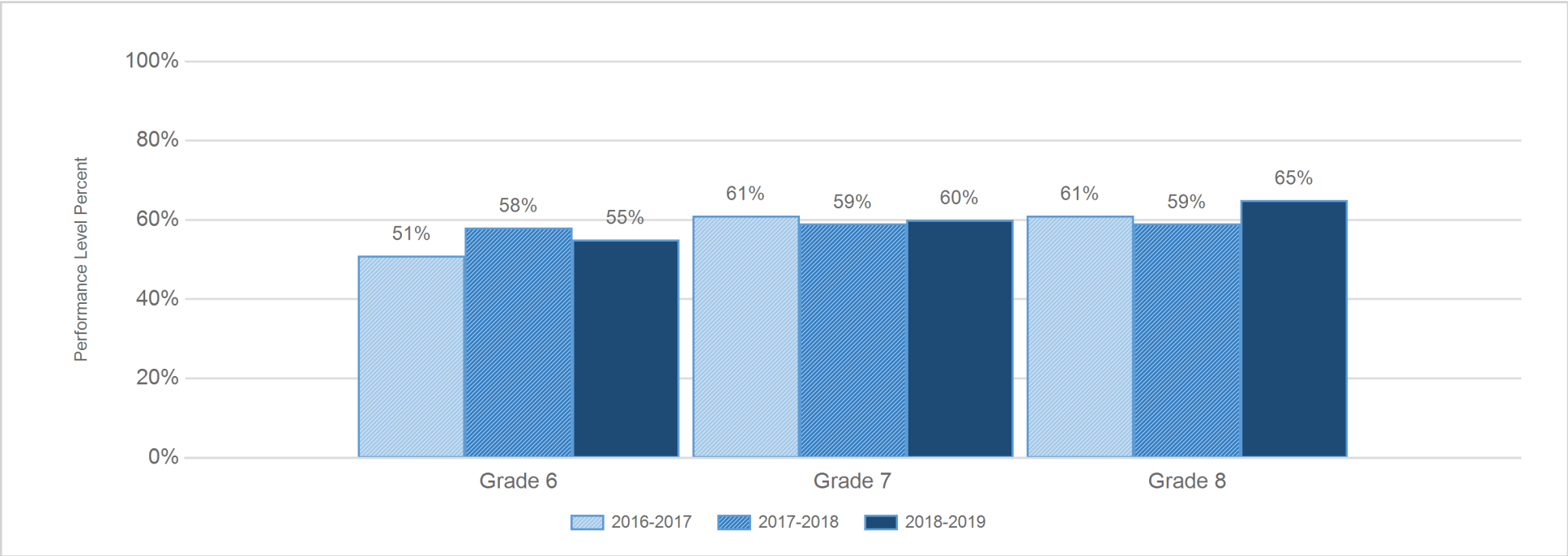


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English Language Arts Assessment - Performance Trends

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 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	164	752	754	754	6%	14%	25%	42%	13%	55%	56%
White	28	756	754	762	0%	*	*	*	*	57%	65%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	52	738	741	738	*	23%	27%	*	*	38%	36%
Asian, Native Hawaiian, or Pacific Islander	54	769	774	780	*	*	*	52%	26%	78%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	82	760	761	762	*	*	17%	*	*	63%	64%
Male	82	744	747	748	*	*	33%	*	*	46%	48%
Economically Disadvantaged Students	39	734	739	740	*	*	26%	*	*	41%	39%
Non-Economically Disadvantaged Students	125	758	762	763	*	*	25%	*	*	59%	67%
Students with Disabilities	17	712	719	722	*	*	*	*	*	12%	19%
Students without Disabilities	147	757	758	761	*	*	*	*	*	60%	64%
English Learners	*	*	705	710	*	*	*	*	*	*	*
Non-English Learners	*	*	755	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Conackamack Middle School
(23-4130-053)
Grades Offered: 06-08
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	128	758	761	761	12%	8%	20%	30%	30%	60%	63%
White	28	761	769	769	*	*	*	*	*	61%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	50%
Black or African American	30	737	746	741	*	*	*	*	*	47%	43%
Asian, Native Hawaiian, or Pacific Islander	48	775	778	790	*	*	*	25%	46%	71%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	771	768	*	*	*	*	*	*	68%
Female	65	770	768	769	*	*	15%	29%	42%	71%	71%
Male	63	745	755	753	*	*	25%	30%	19%	49%	55%
Economically Disadvantaged Students	27	743	753	743	*	*	*	*	*	48%	45%
Non-Economically Disadvantaged Students	101	762	766	771	*	*	*	*	*	63%	73%
Students with Disabilities	20	706	711	720	*	*	*	*	*	15%	22%
Students without Disabilities	108	767	769	769	*	*	*	*	*	69%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	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%



Conackamack Middle School
 (23-4130-053)
 Grades Offered: 06-08
 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	170	766	765	762	6%	13%	16%	39%	26%	65%	63%
White	36	775	764	770	*	*	*	31%	42%	72%	72%
Hispanic	25	738	749	747	*	*	*	*	*	32%	49%
Black or African American	53	749	751	741	*	*	21%	*	*	55%	43%
Asian, Native Hawaiian, or Pacific Islander	45	790	791	794	0%	*	*	36%	49%	84%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	11	777	777	769	0%	*	0%	*	*	91%	69%
Female	71	783	777	771	*	*	*	*	*	80%	71%
Male	99	753	753	753	*	*	*	*	*	55%	55%
Economically Disadvantaged Students	60	748	751	743	*	*	22%	*	*	47%	45%
Non-Economically Disadvantaged Students	110	775	774	772	*	*	13%	*	*	75%	72%
Students with Disabilities	26	723	724	721	*	*	*	*	*	15%	22%
Students without Disabilities	144	774	771	770	*	*	*	*	*	74%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Conackamack Middle School

(23-4130-053)

Grades Offered: 06-08

2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	465	96.8	53.3	47.7	44.5	53.3	58.4	Not Met
White	96	100.0	65.6	*	54.1	65.6	62	Met Target
Hispanic	69	95.9	29.0	32.3	28.8	29.0	37	Met Target†
Black or African American	133	95.2	27.8	27.7	23.0	27.8	45.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	146	96.8	78.8	72.6	76.5	78.8	79	Met Target†
American Indian or Alaska Native	N	N	N	61.5	42.7	N	**	**
Two or More Races	21	95.5	61.9	49.6	53.3	61.9	N	N
Female	219	98.7	59.8	49.9	44.9	59.8		
Male	246	95.2	47.6	45.5	44.2	47.6		
Economically Disadvantaged Students	127	97.0	33.1	32.0	26.3	33.1	42.9	Not Met
Non-Economically Disadvantaged Students	338	96.7	60.9	55.8	54.9	60.9		
Students with Disabilities	76	97.6	*	12.2	17.4	*	16.2	Not Met
Students without Disabilities	389	96.6	*	52.8	50.0	*		
English Learners	19	83.3	36.8	45.3	25.0	32.0	38	Met Target†
Non-English Learners	446	97.4	54.0	47.9	46.5	54.0		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	41.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

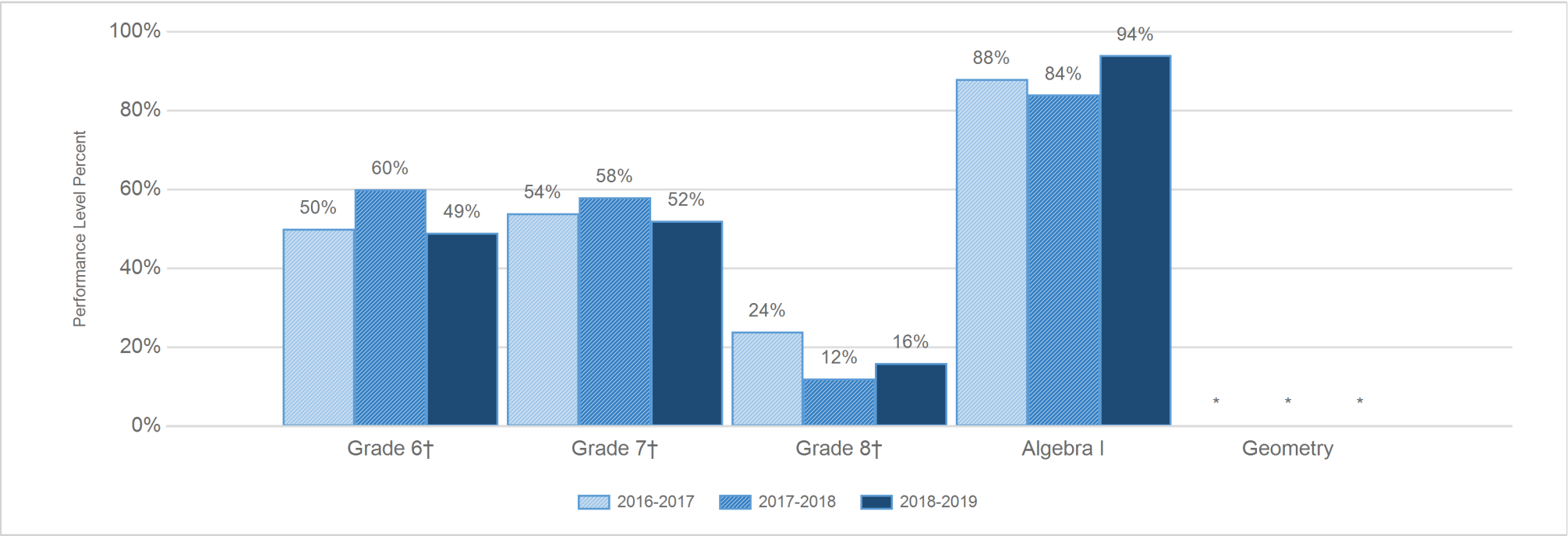


Conackamack Middle School
(23-4130-053)
Grades Offered: 06-08
2018-2019

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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.



Conackamack Middle School
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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	166	745	740	741	11%	16%	24%	36%	13%	49%	41%
White	28	754	742	749	0%	*	*	*	*	61%	51%
Hispanic	*	*	*	729	*	*	*	*	*	*	24%
Black or African American	52	724	725	722	23%	29%	27%	*	*	21%	19%
Asian, Native Hawaiian, or Pacific Islander	56	766	761	769	*	*	*	52%	27%	79%	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	83	746	741	742	*	19%	17%	*	*	54%	42%
Male	83	743	739	740	*	12%	31%	*	*	43%	40%
Economically Disadvantaged Students	39	722	725	726	*	*	28%	*	*	23%	21%
Non-Economically Disadvantaged Students	127	752	748	750	*	*	23%	*	*	57%	53%
Students with Disabilities	17	698	706	716	*	*	*	*	*	12%	12%
Students without Disabilities	149	750	744	746	*	*	*	*	*	53%	46%
English Learners	*	*	707	709	*	*	*	*	*	*	*
Non-English Learners	*	*	741	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Conackamack Middle School
(23-4130-053)
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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	107	745	742	744	*	15%	25%	*	*	52%	42%
White	26	753	*	751	0%	*	*	*	*	65%	53%
Hispanic	*	*	*	733	*	*	*	*	*	*	26%
Black or African American	27	729	730	727	*	*	*	*	*	33%	21%
Asian, Native Hawaiian, or Pacific Islander	33	754	755	768	*	*	*	*	*	67%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	53	751	744	744	*	*	26%	*	*	60%	42%
Male	54	738	740	743	*	*	24%	*	*	44%	42%
Economically Disadvantaged Students	24	737	737	731	*	*	*	*	*	42%	24%
Non-Economically Disadvantaged Students	83	747	745	751	*	*	*	*	*	55%	53%
Students with Disabilities	18	706	710	718	*	*	*	*	*	*	13%
Students without Disabilities	89	753	747	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	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%



Conackamack Middle School

(23-4130-053)

Grades Offered: 06-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	716	714	728	35%	28%	21%	16%	0%	16%	29%
White	13	721	*	737	*	*	*	*	*	31%	38%
Hispanic	15	701	712	722	*	*	*	*	*	*	22%
Black or African American	41	715	710	714	34%	34%	*	*	*	10%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	724	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	737	730	*	*	*	*	*	*	31%
Female	32	720	716	731	38%	*	*	*	*	19%	31%
Male	50	714	712	726	34%	*	*	*	*	14%	27%
Economically Disadvantaged Students	40	707	709	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	42	725	719	735	*	*	*	*	*	*	36%
Students with Disabilities	24	697	696	707	*	*	*	*	*	*	10%
Students without Disabilities	58	724	720	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Conackamack Middle School
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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	786	751	744	0%	*	*	69%	25%	94%	42%
White	23	785	755	752	0%	0%	0%	*	*	100%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	15	775	734	725	0%	*	*	*	*	87%	20%
Asian, Native Hawaiian, or Pacific Islander	47	793	774	775	0%	0%	*	*	*	96%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	49	791	755	745	0%	*	*	*	*	96%	44%
Male	51	782	748	743	0%	*	*	*	*	92%	41%
Economically Disadvantaged Students	22	775	738	727	0%	*	*	*	*	86%	23%
Non-Economically Disadvantaged Students	78	789	759	752	0%	*	*	*	*	96%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	724	710	N	N	N	N	N	N	*
Non-English Learners	100	786	752	745	0%	*	*	69%	25%	94%	*
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	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Conackamack Middle School
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2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	742	737	*	*	*	*	*	*	35%
White	*	*	745	743	*	*	*	*	*	*	43%
Hispanic	N	N	732	724	N	N	N	N	N	N	17%
Black or African American	N	N	730	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	731	745	N	N	N	N	N	N	46%
Female	*	*	743	738	*	*	*	*	*	*	36%
Male	*	*	742	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	733	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	747	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	703	712	N	N	N	N	N	N	*
Students without Disabilities	*	*	746	741	*	*	*	*	*	*	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	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	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



Conackamack Middle School

(23-4130-053)

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2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	10	10
8	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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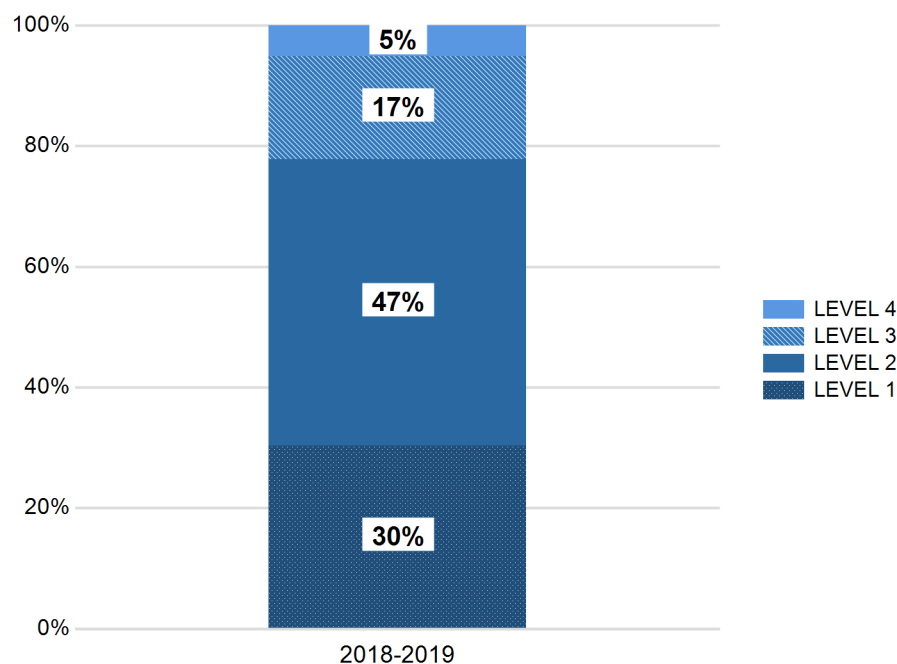
Report Key:

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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	30	47	17	5
White	23	40	31	6
Hispanic	50	46	4	0
Black or African American	45	51	4	0
Asian, Native Hawaiian, or Pacific Islander	13	44	29	13
American Indian or Alaska Native	N	N	N	N
Two or More Races	9	64	18	9
Female	23	54	16	7
Male	36	42	18	4
Economically Disadvantaged Students	51	39	8	2
Non-Economically Disadvantaged Students	19	51	22	7
Students with Disabilities	72	28	0	0
Students without Disabilities	23	50	20	6
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



Conackamack Middle School
(23-4130-053)
Grades Offered: 06-08
2018-2019

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	59
7	1	0	121
8	40	0	95
Total	41	0	275

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	156	0	0	0	0	0	0
7	71	0	0	0	0	0	0
8	89	0	0	0	0	0	0
Total	316	0	0	0	0	0	0



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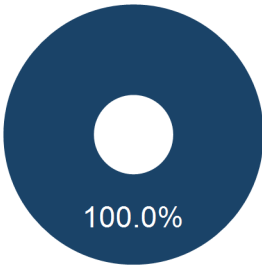
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Visual and Performing Arts – Course Participation

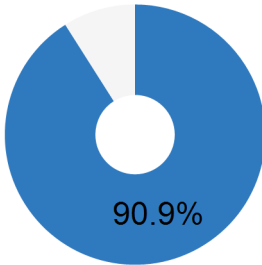
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

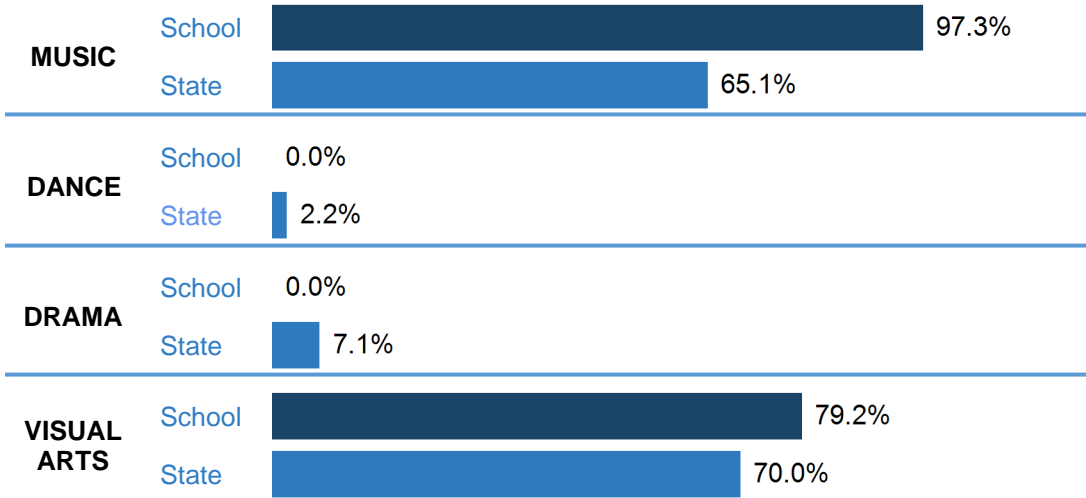


School



State

Students enrolled in one or more classes by discipline:





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

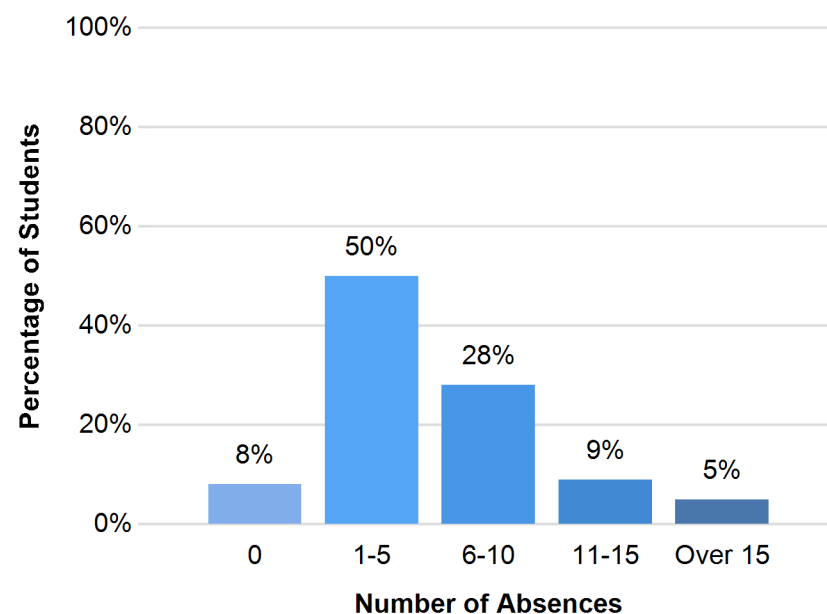
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	16	3.6	9.1	Met
White	8	8.7	9.1	Met
Hispanic	2	3.0	9.1	Met
Black or African American	3	2.5	9.1	Met
Asian, Native Hawaiian, or Pacific	2	1.4	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	5.0	9.1	Met
Female	11	5.2		
Male	5	2.2		
Economically Disadvantaged Students	9	7.5	9.1	Met
Students with Disabilities	3	6.5	9.1	Met
English Learners	0	0	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





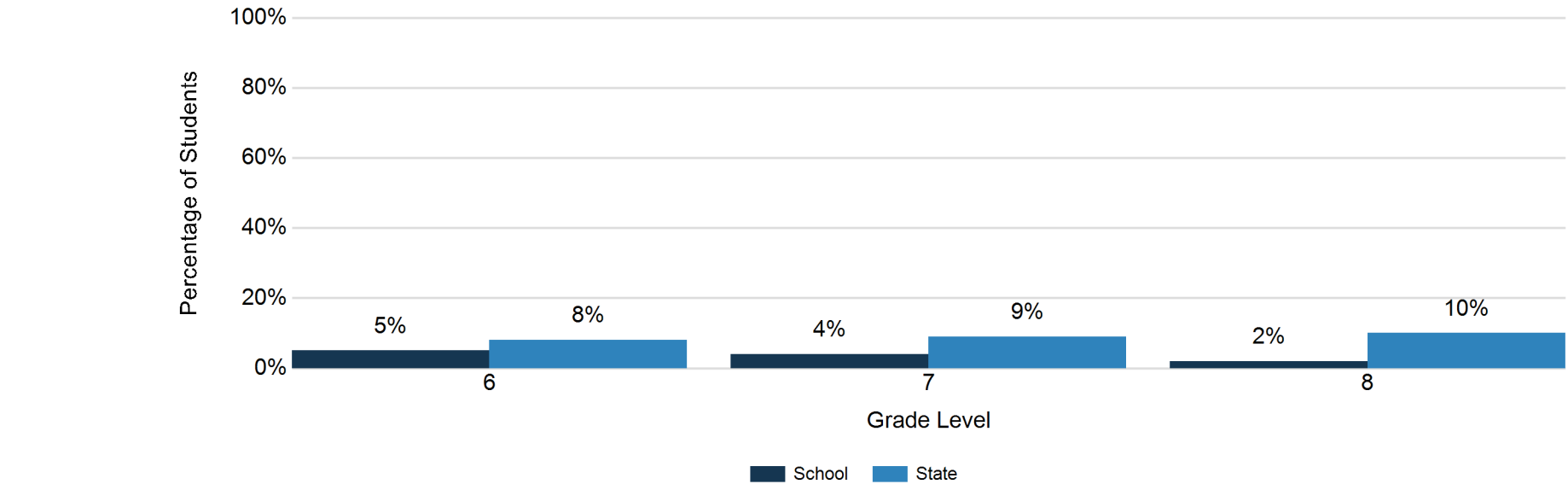
Conackamack Middle School
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.68

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	1	0	1
Sexual Orientation	0	1	1
Disability	0	1	1
Other	4	0	4
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	4
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	*	*
Out-of-School Suspensions	10	2.1%
Any Suspension	13	2.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
18

**Conackamack Middle School**

(23-4130-053)

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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	2:20 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 23 Mins
Shared Time - Instructional Time	5 Hrs. 23 Mins.

Device Ratios

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

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



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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	43	118,214
Average years experience in public schools	12.1	12.1
Average years experience in district	9.7	10.8
Percentage of Teachers with 4 or more years experience in the district	76.7%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	44	9,530
Average years experience in public schools	11.9	16.0
Average years experience in district	8.7	12.0
Percentage of Administrators with 4 or more years experience in the district	72.7%	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	13:1
Students to Administrators	238:1	162:1
Teachers to Administrators	22:1	12:1
Students to Librarians/Media Specialists		3569:1
Students to Nurses		1427:1
Students to Counselors		549:1
Students to Child Study Team Members		193:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.4%	76.7%	100.0%	48.4%	77.1%	54.9%
Male	53.6%	23.3%	0.0%	51.6%	22.9%	45.1%
White	19.7%	86.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	14.9%	4.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	29.4%	9.3%	0.0%	15.0%	6.6%	13.9%
Asian	31.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

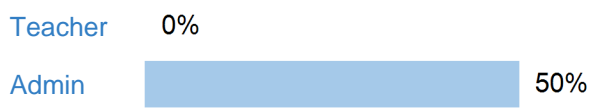
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.0%	90.5%
2017-18 Administrators: Same district 2018-19	90.9%	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	97.0%



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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	58.7%	58.6%	60.2%
Math Proficiency	54.8%	57.4%	53.3%
ELA Growth	41	37	42
Math Growth	46	50	38
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	3.1%	4.8%	3.6%

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

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

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

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

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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> Curriculum includes highly regarded Readers & Writers Workshop, various math offerings & Next Generation Science Standards Excellent Fine and Performing Arts, Athletic and Extra-curricular Programs
 <p>Mission, Vision, Theme:</p>	<p>The Vision of our You, I, We Inspire Theme is to reach every student and staff member, help them see their own self-worth and to value their culture and ability level. The overarching goal of the program is to seek and inspire teachers to think outside-the-box and instill a stronger work ethic in students. The Board of Education and Administration give principals and teachers freedom to explore partnerships with higher education institutions and business entities to go beyond traditional school experiences.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Over the past four years, the Piscataway School District has received numerous state and national awards and recognitions: Our You, I, We Inspire campaign was named Grand Prize winner by the National School Board Association; The NSBA presented its School Leader award to the Piscataway High School-Rutgers Biomedical Program; District Administrator Magazine named Piscataway a District of Distinction for our ESL program, the third time in two years this program received national honors; Piscataway High School received honorable mention for the Schools of Character award; and for the past two years, Piscataway Schools was ranked among the best school districts in New Jersey by Niche.com, named one of The Best Communities for Music Education in the country by NAMM Foundation, and Piscataway High School was named to the AP Honor Roll by the College Board.</p>






Conackamack Middle School
 (23-4130-053)
 Grades Offered: 06-08
 2018-2019

Report Key:
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School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>Columbia Readers and Writer’s Workshop, Go-Math and implementation of the Next Generation Science Standards, Digital Literacy, Visual and Performing Arts, Gifted and Talented Programs, Referral to Intervention</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)</p> <p>During the 2018-19 school year the football team became the first team in state history to win the North Group 5 State Championship (Fall 2018). Thirty (30) PHS student-athletes signed to play their respective sport at the collegiate level many of whom received athletic scholarships.</p>
 <p>Clubs and Activities:</p>	<p>Technology , Science, Yoga, Art, Digital, Garden, Wellness, Robotics, STEM, Student Council, Math, Yearbook</p>





Conackamack Middle School
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School Narrative

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 <p>Before and After School Programs:</p>	<p>Community Education offers Before Care, After Care, Enrichment and Summer programs for K-8 students for an additional cost.</p>
 <p>Postsecondary Information:</p>	<p>For the class of 2019, 88%of Piscataway High School students continue their education or participate in post-secondary career paths: 63% attend four year college, 23.5% attend two year college, 1.5% attend technical school, 2% Military, 6% Employment, 4% Undecided.</p>






Conackamack Middle School
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School Narrative

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 <div>Student Supports and Services:</div>	<p>A full spectrum of programs are offered for students with disabilities.</p>
 <div>Student Health and Wellness:</div>	<p>Piscataway Township Public Schools has maintained an excellent Health Services department that provides many supports to our families. Wellness programs and committees exist district wide so we remain mindful of all the needs of our school community. Additionally, the district has a staff wellness program that offers information and programs to all staff members, promoting the importance of their own personal wellness.</p>
 <div>Parent and Community Involvement:</div>	<p>Parent and teacher organizations exist throughout the school district. Examples of these partnerships are the Education Foundation, Parent Teacher Organizations (PTO), and Special Education Parent Association (SEPA).</p>

**Dwight D. Eisenhower Elementary School**

(23-4130-065)

Grades Offered: KG-03

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 with any questions about the reports

Notes from the New Jersey Department of Education:

**Dwight D. Eisenhower Elementary School**

(23-4130-065)

Grades Offered: KG-03

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	Middlesex
District	Piscataway Township School District
Principal Name	Dr. Laura Heimlich
Address	360 STELTON ROAD PISCATAWAY, NJ 08854
Phone Number	732-752-1801
Email Address	lheimlich@pway.org
Website	http://eisenhower.piscatawayschools.org/
Facebook	https://www.facebook.com/pwayschools/
Twitter	https://twitter.com/pwayschools



Dwight D. Eisenhower Elementary School
(23-4130-065)
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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	134	126	119
1	132	130	134
2	132	127	121
3	120	139	114
Total	518	522	488

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	51.6%	52.5%	49.6%
Male	48.4%	47.5%	50.4%
Economically Disadvantaged Students	37.4%	40.8%	39.1%
Students with Disabilities	5.6%	6.5%	6.8%
English Learners	11.3%	18.0%	21.3%
Homeless Students	0.0%	0.6%	0.4%
Students in Foster Care	0.6%	0.0%	0.2%
Military-Connected Students	0.0%	0.2%	0.2%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	12.9%	12.3%	12.3%
Hispanic	25.5%	27.8%	30.1%
Black or African American	24.0%	22.8%	21.7%
Asian	32.6%	33.5%	33.4%
Native Hawaiian or Pacific Islander	0.6%	0.2%	0.2%
American Indian or Alaska Native	1.0%	0.2%	0.0%
Two or More Races	3.5%	3.3%	2.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	134	126	119

Enrollment by Home Language

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

Home Language	% of Students
English	62.1%
Spanish	11.1%
Gujarati	9.4%
Hindi	3.5%
Telugu	3.1%
Other Languages	10.9%



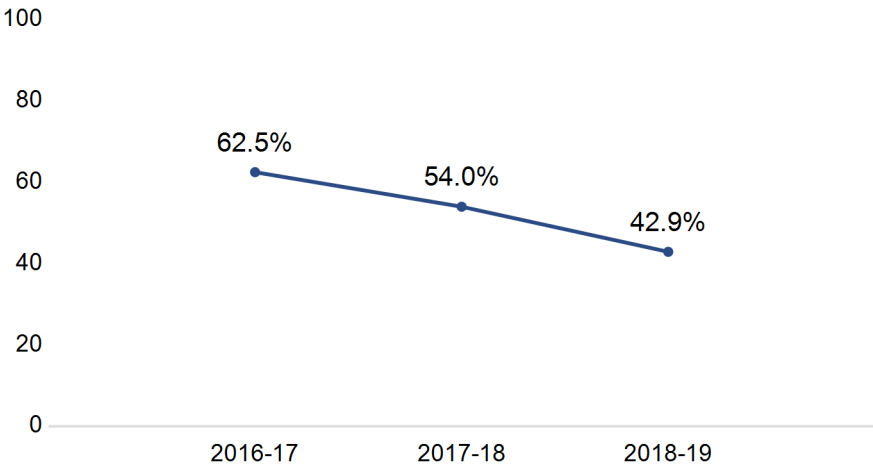
Dwight D. Eisenhower Elementary School
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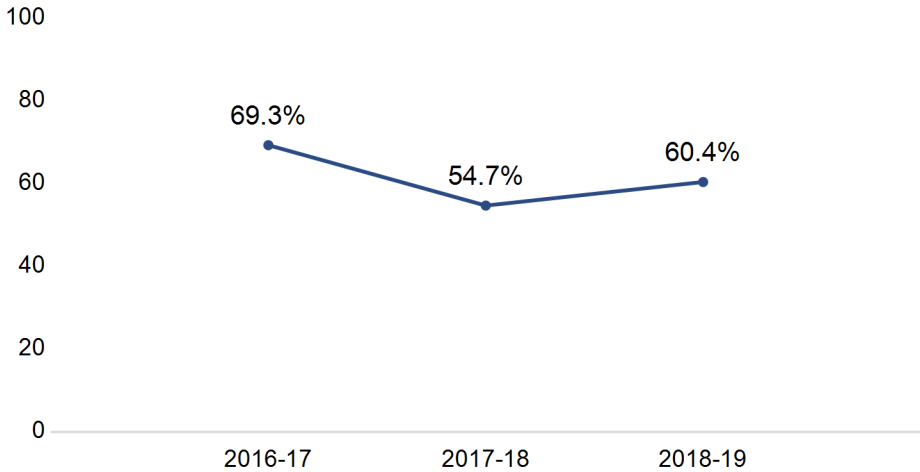
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.4%	100.0%	99.1%	98.4%	99.3%	99.1%
Proficiency Rate for Federal Accountability	62.5%	54.0%	42.9%	69.3%	54.7%	60.4%
Annual Target	41.4%	43.5%	45.5%	53.2%	54.6%	56.0%
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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(23-4130-065)
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2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	105	99.1	42.9	59.5	57.9	42.9	45.5	Met Target†
White	*	*	*	*	66.9	*	**	**
Hispanic	28	96.8	35.7	47.5	43.9	35.7	44.1	Met Target†
Black or African American	26	100.0	30.8	46.0	38.5	30.8	29.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	33	100.0	57.6	77.8	82.9	57.6	54.5	Met Target
American Indian or Alaska Native	N	N	N	76.9	56.0	N	**	**
Two or More Races	*	*	*	64.5	64.4	*	**	**
Female	55	100.0	50.9	67.7	64.8	50.9		
Male	50	98.2	34.0	51.3	51.3	34.0		
Economically Disadvantaged Students	37	100.0	27.0	45.9	40.0	27.0	37.5	Met Target†
Non-Economically Disadvantaged Students	68	98.6	51.5	66.4	67.9	51.5		
Students with Disabilities	*	*	*	16.6	22.7	*	**	**
Students without Disabilities	*	*	*	65.7	65.1	*		
English Learners	16	100.0	37.5	41.5	29.3	37.5	**	**
Non-English Learners	89	99.0	43.8	61.1	60.6	43.8		
Homeless Students	N	N	N	19.0	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	66.7	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



Dwight D. Eisenhower Elementary School

(23-4130-065)

Grades Offered: KG-03

2018-2019

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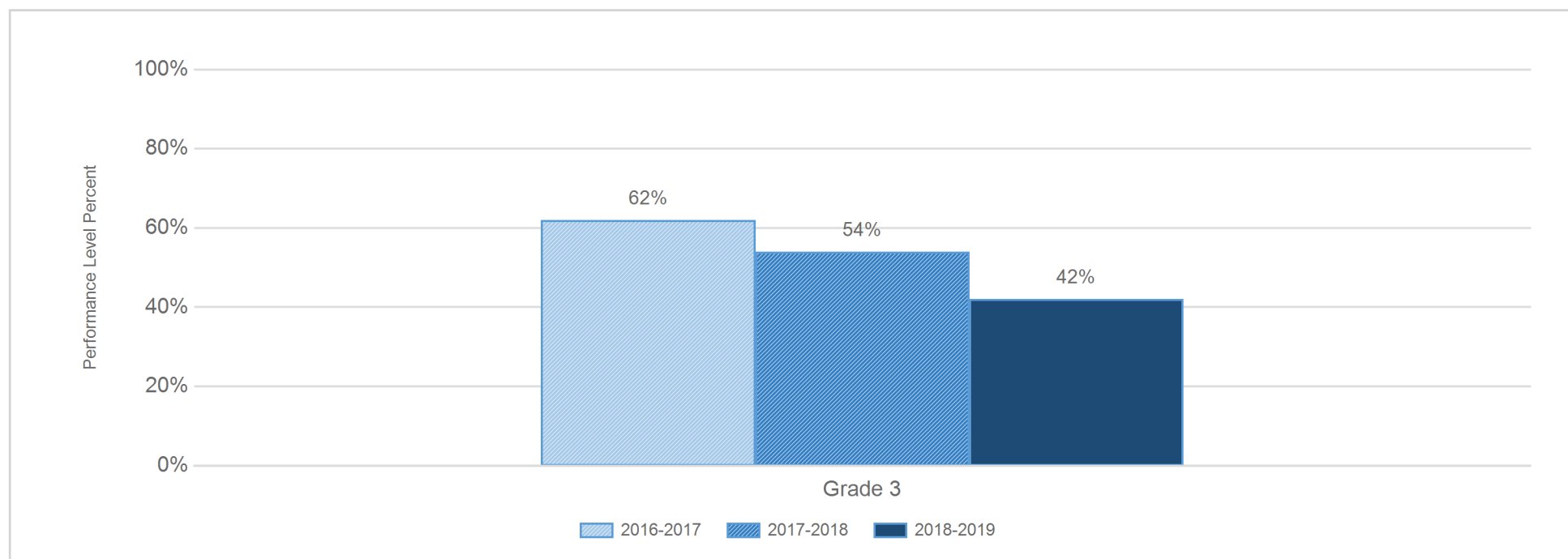
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English Language Arts Assessment - Performance Trends

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.





Dwight D. Eisenhower Elementary School

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	741	753	748	13%	26%	20%	*	*	42%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	30	736	745	734	*	*	*	37%	0%	37%	36%
Black or African American	29	731	738	731	*	38%	*	*	*	31%	33%
Asian, Native Hawaiian, or Pacific Islander	35	753	768	773	*	*	*	*	*	54%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	59	748	762	753	*	20%	*	*	*	49%	55%
Male	53	733	744	743	*	32%	*	*	*	34%	46%
Economically Disadvantaged Students	42	722	734	731	*	36%	*	*	*	24%	33%
Non-Economically Disadvantaged Students	70	753	762	759	*	20%	*	*	*	53%	61%
Students with Disabilities	*	*	716	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	758	754	*	*	*	*	*	*	56%
English Learners	10	709	*	713	*	*	*	*	*	20%	17%
Non-English Learners	102	744	*	751	*	*	*	*	*	44%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Dwight D. Eisenhower Elementary School

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	106	99.1	60.4	47.7	44.5	60.4	56	Met Target
White	*	*	*	*	54.1	*	**	**
Hispanic	28	96.8	60.7	32.3	28.8	60.7	44.8	Met Target
Black or African American	26	100.0	34.6	27.7	23.0	34.6	37.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	34	100.0	79.4	72.6	76.5	79.4	78.8	Met Target
American Indian or Alaska Native	N	N	N	61.5	42.7	N	**	**
Two or More Races	*	*	*	49.6	53.3	*	**	**
Female	56	100.0	67.9	49.9	44.9	67.9		
Male	50	98.2	52.0	45.5	44.2	52.0		
Economically Disadvantaged Students	38	100.0	47.4	32.0	26.3	47.4	44	Met Target
Non-Economically Disadvantaged Students	68	98.6	67.6	55.8	54.9	67.6		
Students with Disabilities	*	*	*	12.2	17.4	*	**	**
Students without Disabilities	*	*	*	52.8	50.0	*		
English Learners	17	100.0	58.8	45.3	25.0	58.8	**	**
Non-English Learners	89	99.0	60.7	47.9	46.5	60.7		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	41.7	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

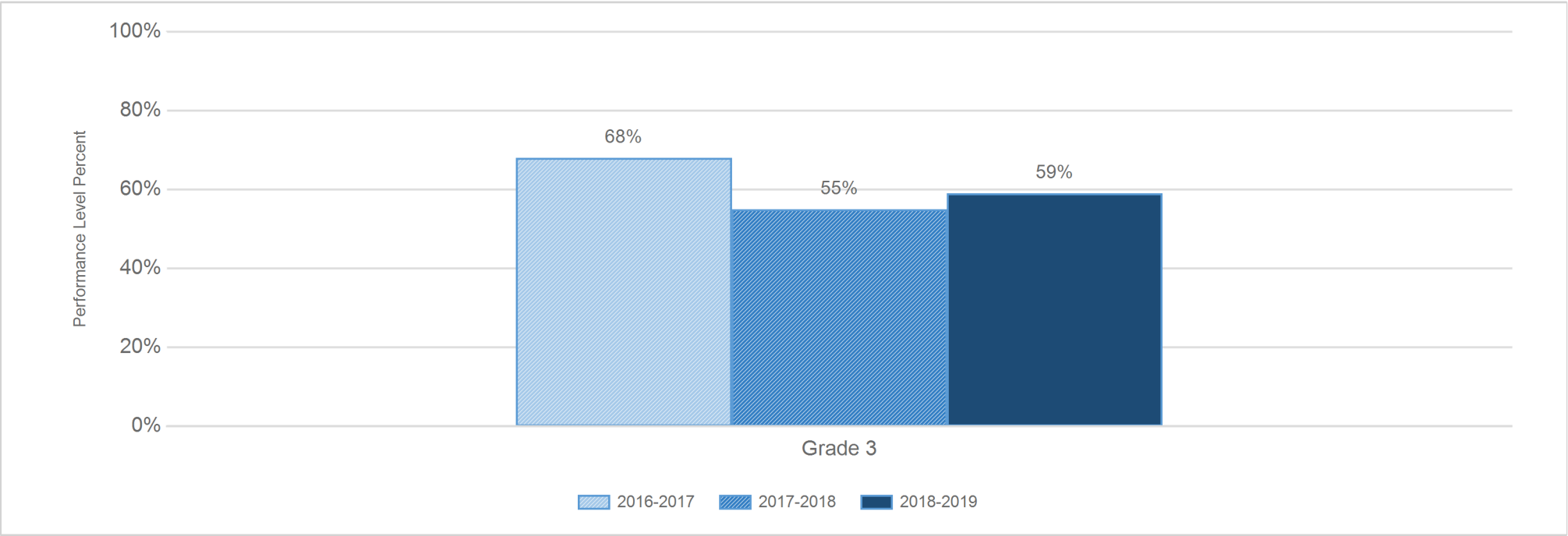


Dwight D. Eisenhower Elementary School
(23-4130-065)
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Mathematics Assessment – Performance Trends

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.



Dwight D. Eisenhower Elementary School

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	753	762	752	*	12%	22%	*	*	59%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	30	746	745	739	*	*	*	60%	0%	60%	40%
Black or African American	29	741	747	735	*	*	38%	*	*	34%	35%
Asian, Native Hawaiian, or Pacific Islander	36	766	780	778	*	*	*	*	*	78%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	60	755	765	751	*	*	20%	*	*	67%	54%
Male	53	750	758	752	*	*	25%	*	*	51%	56%
Economically Disadvantaged Students	43	738	743	737	*	*	23%	*	*	42%	37%
Non-Economically Disadvantaged Students	70	762	771	761	*	*	21%	*	*	70%	67%
Students with Disabilities	*	*	723	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	767	756	*	*	*	*	*	*	60%
English Learners	11	736	*	728	*	*	*	*	*	45%	26%
Non-English Learners	102	755	*	754	*	*	*	*	*	61%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	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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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	*	*

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	61.7%	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	80	87.5%	12.5%
3-4	14	*	*
5 or more	*	*	*



Dwight D. Eisenhower Elementary School
(23-4130-065)
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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 Summary

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



NJSLA Science Assessment: Grade

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

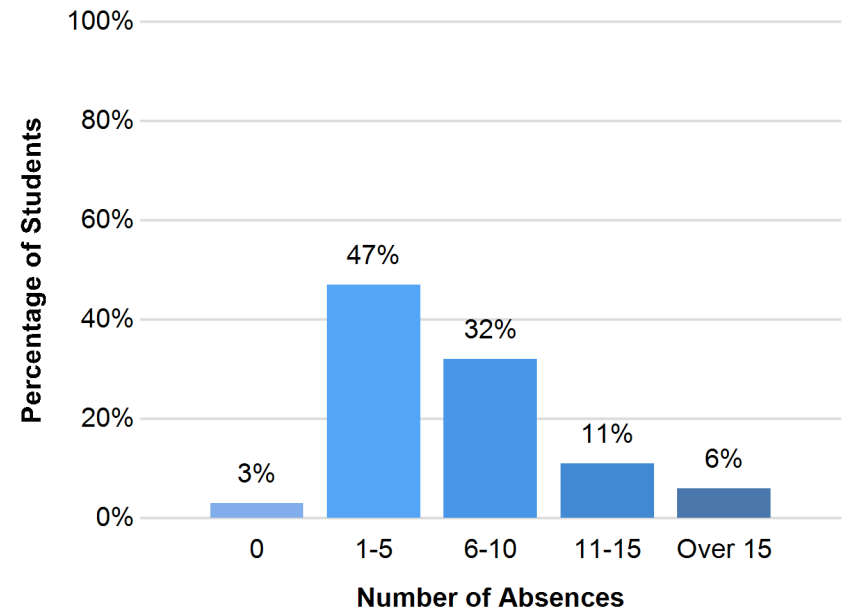
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	23	4.6	9.6	Met
White	0	0	9.6	Met
Hispanic	10	6.6	9.6	Met
Black or African American	9	8.1	9.6	Met
Asian, Native Hawaiian, or Pacific	3	1.9	9.6	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	10.0	**	**
Female	11	4.5		
Male	12	4.8		
Economically Disadvantaged Students	17	8.5	9.6	Met
Students with Disabilities	4	9.5	9.6	Met
English Learners	6	5.6	9.6	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





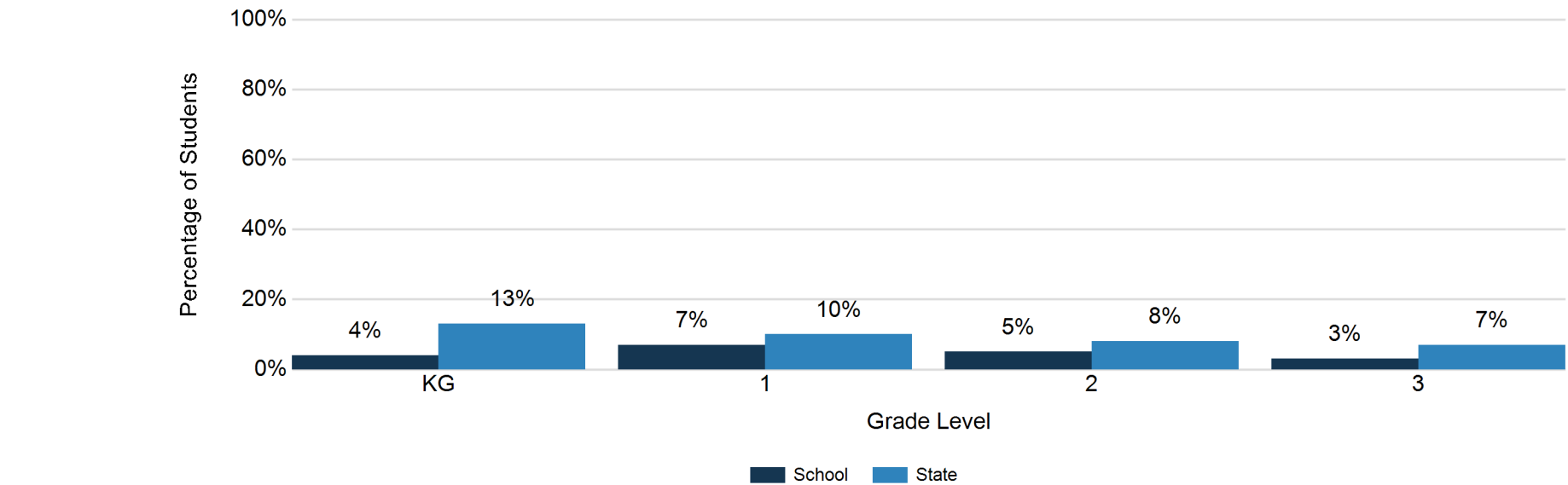
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	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	3		3

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
13

**Dwight D. Eisenhower Elementary 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	9:00 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 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	36	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	10.0	10.8
Percentage of Teachers with 4 or more years experience in the district	66.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	44	9,530
Average years experience in public schools	11.9	16.0
Average years experience in district	8.7	12.0
Percentage of Administrators with 4 or more years experience in the district	72.7%	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	13:1
Students to Administrators	488:1	162:1
Teachers to Administrators	36:1	12:1
Students to Librarians/Media Specialists		3569:1
Students to Nurses		1427:1
Students to Counselors		549:1
Students to Child Study Team Members		193:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.6%	91.7%	100.0%	48.4%	77.1%	54.9%
Male	50.4%	8.3%	0.0%	51.6%	22.9%	45.1%
White	12.3%	80.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	30.1%	5.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	21.7%	5.6%	0.0%	15.0%	6.6%	13.9%
Asian	33.4%	2.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	2.8%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	2.8%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.0%	90.5%
2017-18 Administrators: Same district 2018-19	90.9%	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	97.0%



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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	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	62.5%	54.0%	42.9%
Math Proficiency	69.3%	54.7%	60.4%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		55.3%	61.7%
Chronic Absenteeism	4.3%	4.6%	4.6%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Met Target	**	**	Met Target	Met	No
White	**	**	**	**	n/a	Met	No
Hispanic	Met Target†	Met Target	**	**	n/a	Met	No
Black or African American	Met Target	Met Target†	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target	**	**	n/a	Met	No
Students with Disabilities	**	**	**	**	n/a	Met	No
English Learners	**	**	**	**	**	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.

 <div>Highlights:</div>	<ul style="list-style-type: none"> Curriculum includes highly regarded Readers & Writers Workshop, various math offerings & Next Generation Science Standards Excellent Fine and Performing Arts, Athletic and Extra-curricular Programs
 <div>Mission, Vision, Theme:</div>	<p>The Vision of our You, I, We Inspire Theme is to reach every student and staff member, help them see their own self-worth and to value their culture and ability level. The overarching goal of the program is to seek and inspire teachers to think outside-the-box and instill a stronger work ethic in students. The Board of Education and Administration give principals and teachers freedom to explore partnerships with higher education institutions and business entities to go beyond traditional school experiences.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>Over the past four years, the Piscataway School District has received numerous state and national awards and recognitions: Our You, I, We Inspire campaign was named Grand Prize winner by the National School Board Association; The NSBA presented its School Leader award to the Piscataway High School-Rutgers Biomedical Program; District Administrator Magazine named Piscataway a District of Distinction for our ESL program, the third time in two years this program received national honors; Piscataway High School received honorable mention for the Schools of Character award; and for the past two years, Piscataway Schools was ranked among the best school districts in New Jersey by Niche.com, named one of The Best Communities for Music Education in the country by NAMM Foundation, and Piscataway High School was named to the AP Honor Roll by the College Board.</p>





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 <div>Courses, Curriculum, Instruction:</div>	Columbia Readers and Writer’s Workshop, Go-Math and implementation of the Next Generation Science Standards, Digital Literacy, Visual and Performing Arts, Gifted and Talented Programs, Referral to Intervention
 <div>Clubs and Activities:</div>	Tutoring, Mock Trial, Evening activities supported through the PTO





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 <p>Before and After School Programs:</p>	<p>Community Education offers Before Care, After Care, Enrichment and Summer programs for K-8 students for an additional cost.</p>
 <p>Postsecondary Information:</p>	<p>For the class of 2019, 88%of Piscataway High School students continue their education or participate in post-secondary career paths: 63% attend four year college, 23.5% attend two year college, 1.5% attend technical school, 2% Military, 6% Employment, 4% Undecided.</p>






Dwight D. Eisenhower Elementary School
(23-4130-065)
Grades Offered: KG-03
2018-2019

Report Key:
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School Narrative

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

 <div>Student Supports and Services:</div>	<p>A full spectrum of programs are offered for students with disabilities.</p>
 <div>Student Health and Wellness:</div>	<p>Piscataway Township Public Schools has maintained an excellent Health Services department that provides many supports to our families. Wellness programs and committees exist district wide so we remain mindful of all the needs of our school community. Additionally, the district has a staff wellness program that offers information and programs to all staff members, promoting the importance of their own personal wellness.</p>
 <div>Parent and Community Involvement:</div>	<p>Parent and teacher organizations exist throughout the school district. Examples of these partnerships are the Education Foundation, Parent Teacher Organizations (PTO), and Special Education Parent Association (SEPA).</p>



Grandview Elementary School
(23-4130-080)
Grades Offered: PK-03
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 with any questions about the reports

Notes from the New Jersey Department of Education:

**Grandview Elementary School**

(23-4130-080)

Grades Offered: PK-03

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	Middlesex
District	Piscataway Township School District
Principal Name	Mr. William Baskerville
Address	130 NORTH RANDOLPHVILLE RD PISCATAWAY, NJ 08854
Phone Number	732-752-2501
Email Address	baskerville@pway.org
Website	http://grandview.piscatawayschools.org/
Facebook	https://www.facebook.com/pwayschools/
Twitter	https://twitter.com/pwayschools



Grandview Elementary School
(23-4130-080)
Grades Offered: PK-03
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	156	156	236
KG	147	158	150
1	145	152	148
2	156	150	154
3	164	147	144
Total	768	763	832

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	45.7%	41.9%	44.0%
Male	54.3%	58.1%	56.0%
Economically Disadvantaged Students	32.4%	34.9%	35.9%
Students with Disabilities	21.5%	20.3%	18.1%
English Learners	9.6%	10.2%	9.7%
Homeless Students	0.1%	0.7%	0.2%
Students in Foster Care	0.3%	0.4%	0.1%
Military-Connected Students	0.4%	0.4%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	14.3%	14.3%	14.8%
Hispanic	19.4%	18.1%	21.9%
Black or African American	24.9%	24.7%	24.6%
Asian	38.4%	40.6%	35.6%
Native Hawaiian or Pacific Islander	0.5%	0.4%	0.1%
American Indian or Alaska Native	0.3%	0.3%	0.5%
Two or More Races	2.2%	1.7%	2.5%

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	55	42	37
PK - Full Day	101	114	199
KG - Half Day	0	0	0
KG - Full Day	147	158	150

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	68.3%
Spanish	8.4%
Gujarati	6.7%
Telugu	2.4%
Hindi	1.9%
Other Languages	12.3%



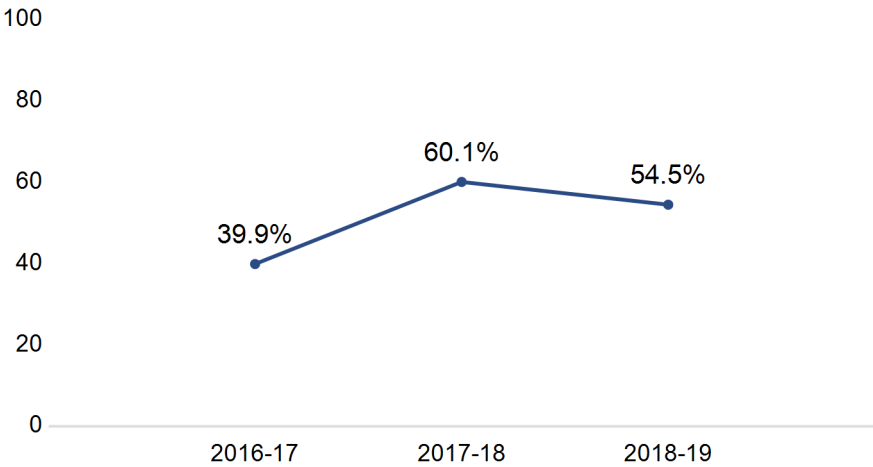
Grandview Elementary School
(23-4130-080)
Grades Offered: PK-03
2018-2019

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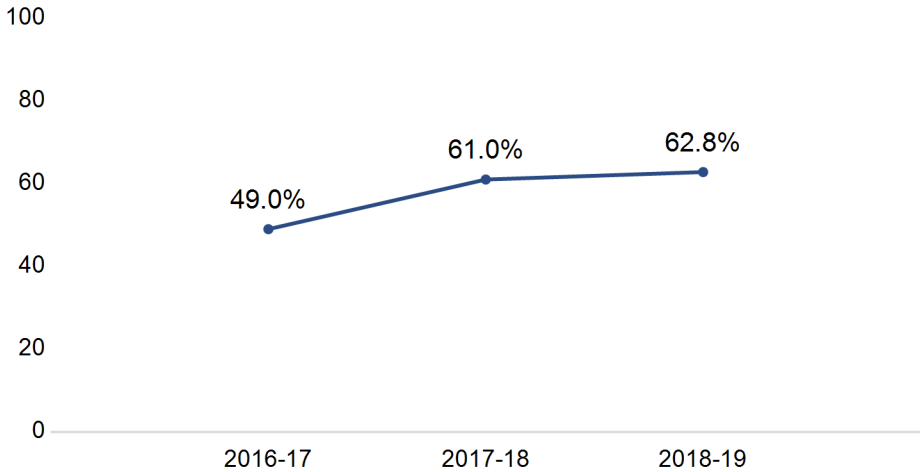
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.4%	100.0%	100.0%	99.4%	100.0%	100.0%
Proficiency Rate for Federal Accountability	39.9%	60.1%	54.5%	49.0%	61.0%	62.8%
Annual Target	56.1%	57.3%	58.6%	66.5%	67.2%	67.9%
Met Annual Target?	Not Met	Met Target	Met Target†	Not Met	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Grandview Elementary School
(23-4130-080)
Grades Offered: PK-03
2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	145	100.0	54.5	59.5	57.9	54.5	58.6	Met Target†
White	20	100.0	45.0	*	66.9	45.0	41.8	Met Target
Hispanic	30	100.0	53.3	47.5	43.9	53.3	40.3	Met Target
Black or African American	41	100.0	43.9	46.0	38.5	43.9	40.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	48	100.0	66.7	77.8	82.9	66.7	80	Not Met
American Indian or Alaska Native	*	*	*	76.9	56.0	*	**	**
Two or More Races	*	*	*	64.5	64.4	*	**	**
Female	72	100.0	70.8	67.7	64.8	70.8		
Male	73	100.0	38.4	51.3	51.3	38.4		
Economically Disadvantaged Students	56	100.0	55.4	45.9	40.0	55.4	37.5	Met Target
Non-Economically Disadvantaged Students	89	100.0	53.9	66.4	67.9	53.9		
Students with Disabilities	25	100.0	*	16.6	22.7	*	22	Not Met
Students without Disabilities	120	100.0	*	65.7	65.1	*		
English Learners	22	100.0	40.9	41.5	29.3	40.9	51.2	Met Target†
Non-English Learners	123	100.0	56.9	61.1	60.6	56.9		
Homeless Students	*	*	*	19.0	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	66.7	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

**NJ SCHOOL
PERFORMANCE
REPORT****Grandview Elementary School**

(23-4130-080)

Grades Offered: PK-03

2018-2019

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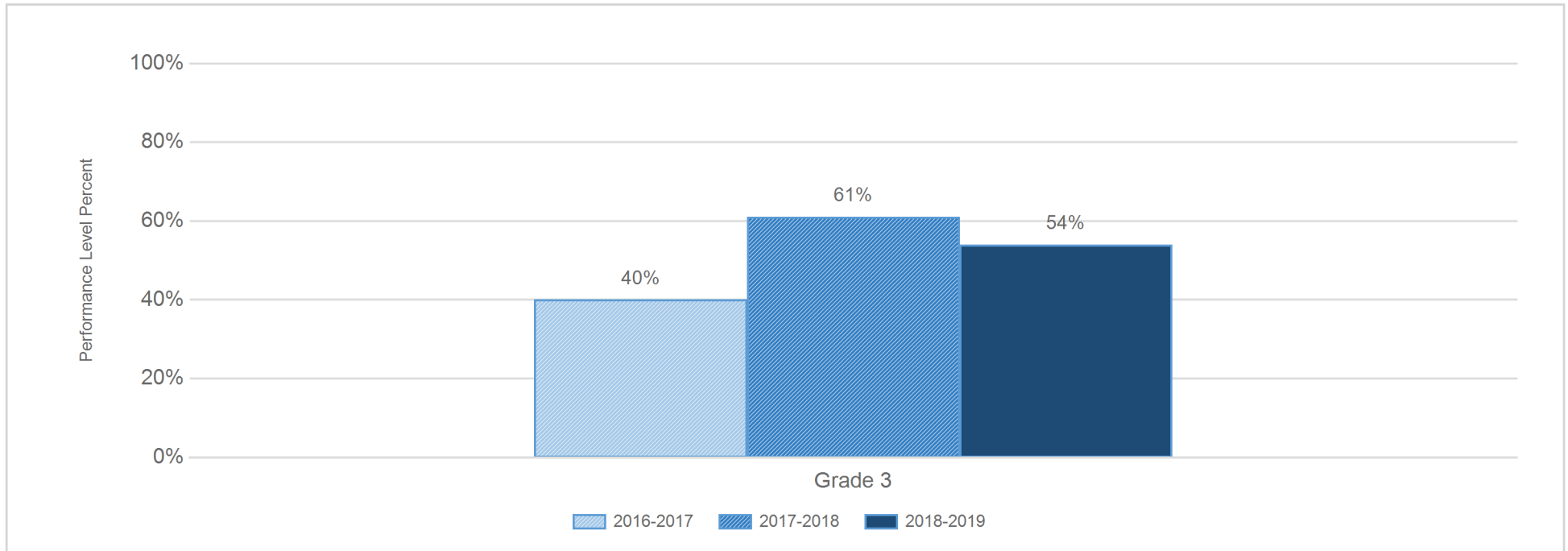
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English Language Arts Assessment - Performance Trends

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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(23-4130-080)
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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	147	746	753	748	18%	14%	14%	48%	7%	54%	50%
White	21	739	*	757	*	*	*	*	*	43%	60%
Hispanic	30	739	745	734	*	*	*	53%	0%	53%	36%
Black or African American	41	737	738	731	*	24%	*	*	*	46%	33%
Asian, Native Hawaiian, or Pacific Islander	49	763	768	773	*	*	*	*	*	65%	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	73	759	762	753	*	*	*	*	*	71%	55%
Male	74	734	744	743	*	*	*	*	*	38%	46%
Economically Disadvantaged Students	56	740	734	731	21%	*	*	55%	0%	55%	33%
Non-Economically Disadvantaged Students	91	750	762	759	16%	*	*	43%	11%	54%	61%
Students with Disabilities	24	695	716	719	*	*	*	*	*	*	24%
Students without Disabilities	123	756	758	754	*	*	*	*	*	*	56%
English Learners	16	712	*	713	*	*	*	*	*	19%	17%
Non-English Learners	131	750	*	751	*	*	*	*	*	59%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	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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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	145	100.0	62.8	47.7	44.5	62.8	67.9	Met Target†
White	20	100.0	70.0	*	54.1	70.0	56.7	Met Target
Hispanic	30	100.0	50.0	32.3	28.8	50.0	54.5	Met Target†
Black or African American	41	100.0	53.7	27.7	23.0	53.7	50	Met Target
Asian, Native Hawaiian, or Pacific Islander	48	100.0	79.2	72.6	76.5	79.2	80	Met Target†
American Indian or Alaska Native	*	*	*	61.5	42.7	*	**	**
Two or More Races	*	*	*	49.6	53.3	*	**	**
Female	72	100.0	69.4	49.9	44.9	69.4		
Male	73	100.0	56.2	45.5	44.2	56.2		
Economically Disadvantaged Students	56	100.0	55.4	32.0	26.3	55.4	41.7	Met Target
Non-Economically Disadvantaged Students	89	100.0	67.4	55.8	54.9	67.4		
Students with Disabilities	25	100.0	12.0	12.2	17.4	12.0	19.2	Met Target†
Students without Disabilities	120	100.0	73.3	52.8	50.0	73.3		
English Learners	22	100.0	50.0	45.3	25.0	50.0	62	Met Target†
Non-English Learners	123	100.0	65.0	47.9	46.5	65.0		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	41.7	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

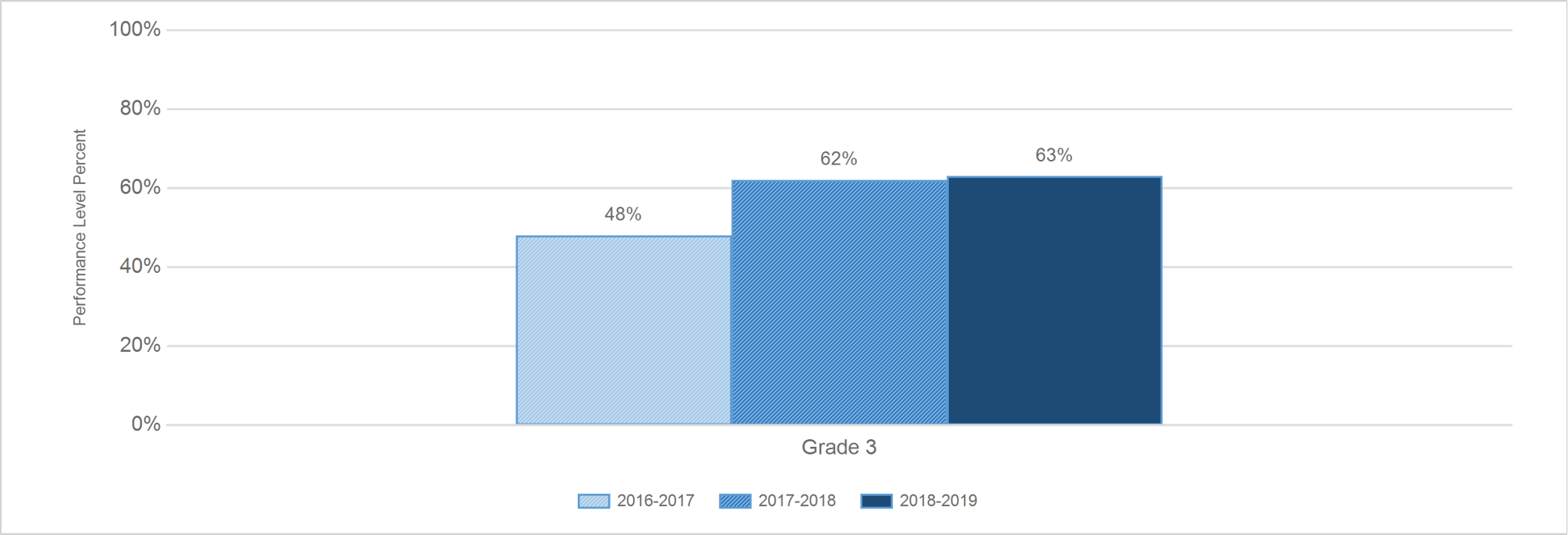


Grandview Elementary School
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Grades Offered: PK-03
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Mathematics Assessment – Performance Trends

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	147	755	762	752	9%	14%	15%	44%	18%	63%	55%
White	21	750	*	760	*	*	*	*	*	67%	66%
Hispanic	30	741	745	739	*	*	*	*	*	50%	40%
Black or African American	41	746	747	735	*	*	*	*	*	56%	35%
Asian, Native Hawaiian, or Pacific Islander	49	775	780	778	*	*	*	35%	43%	78%	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	73	761	765	751	*	*	*	49%	21%	70%	54%
Male	74	750	758	752	*	*	*	39%	16%	55%	56%
Economically Disadvantaged Students	56	745	743	737	*	*	*	*	*	55%	37%
Non-Economically Disadvantaged Students	91	762	771	761	*	*	*	*	*	67%	67%
Students with Disabilities	24	710	723	731	*	*	*	*	*	13%	31%
Students without Disabilities	123	764	767	756	*	*	*	*	*	72%	60%
English Learners	16	723	*	728	*	*	*	*	*	25%	26%
Non-English Learners	131	759	*	754	*	*	*	*	*	67%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Grandview 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	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	53.8%	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	49	87.8%	12.2%
3-4	28	85.7%	14.3%
5 or more	*	*	*



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

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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Grandview Elementary School

(23-4130-080)

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

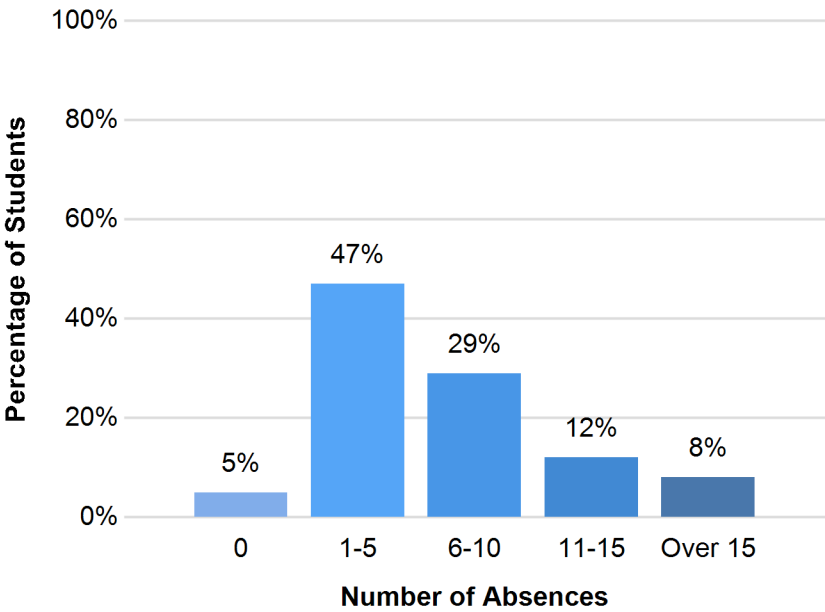
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	31	5.2	9.6	Met
White	1	1.1	9.6	Met
Hispanic	7	6.1	9.6	Met
Black or African American	11	7.2	9.6	Met
Asian, Native Hawaiian, or Pacific	10	4.5	9.6	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	13	4.7		
Male	18	5.6		
Economically Disadvantaged Students	9	5.1	9.6	Met
Students with Disabilities	8	12.7	9.6	Not Met
English Learners	5	6.3	9.6	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





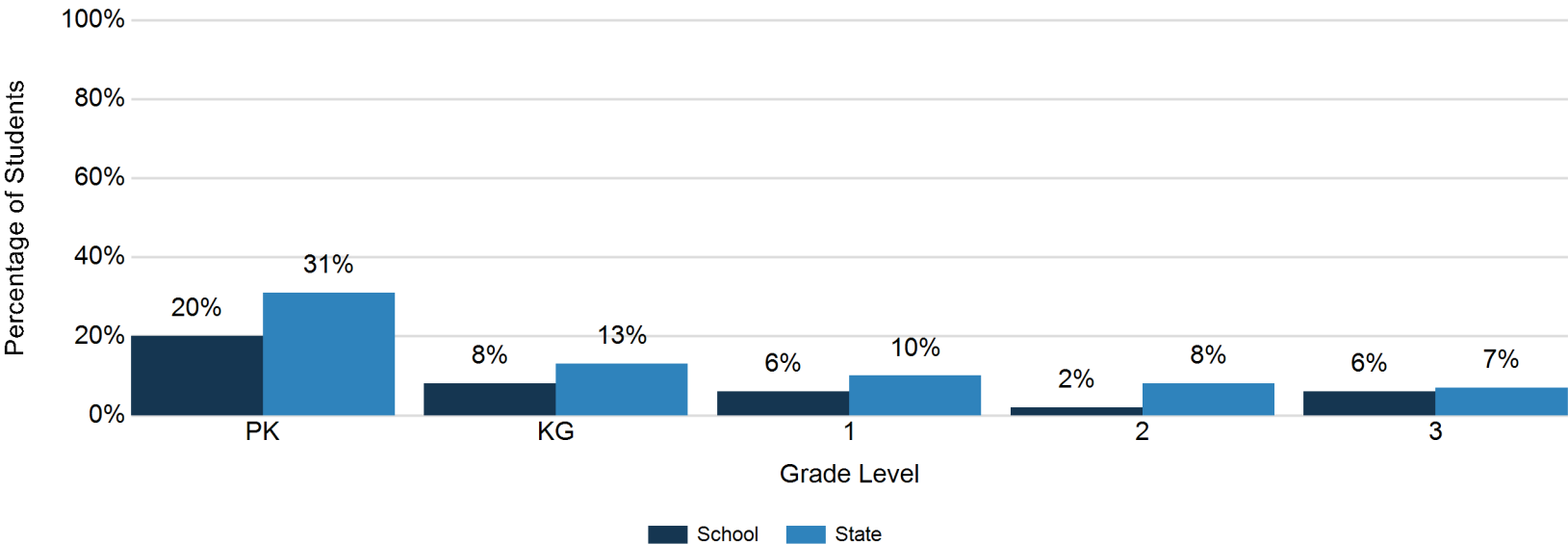
Grandview Elementary School
(23-4130-080)
Grades Offered: PK-03
2018-2019

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

Student 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.





Grandview Elementary School

(23-4130-080)

Grades Offered: PK-03

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

N

**Grandview Elementary School**

(23-4130-080)

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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	3:15 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 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	11.3	12.1
Average years experience in district	11.1	10.8
Percentage of Teachers with 4 or more years experience in the district	85.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	44	9,530
Average years experience in public schools	11.9	16.0
Average years experience in district	8.7	12.0
Percentage of Administrators with 4 or more years experience in the district	72.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	17:1	13:1
Students to Administrators	277:1	162:1
Teachers to Administrators	16:1	12:1
Students to Librarians/Media Specialists		3569:1
Students to Nurses		1427:1
Students to Counselors		549:1
Students to Child Study Team Members		193:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.0%	93.9%	66.7%	48.4%	77.1%	54.9%
Male	56.0%	6.1%	33.3%	51.6%	22.9%	45.1%
White	14.8%	91.8%	66.7%	42.4%	83.6%	77.4%
Hispanic	21.9%	2.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	24.6%	2.0%	33.3%	15.0%	6.6%	13.9%
Asian	35.6%	4.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.5%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.5%	0.0%	0.0%	2.1%	0.2%	0.2%



Grandview Elementary School
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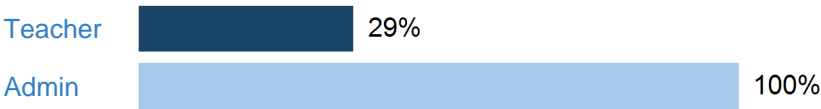
Teachers and Administrators - Level of Education

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

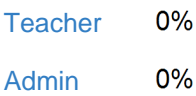
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.0%	90.5%
2017-18 Administrators: Same district 2018-19	90.9%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.8%



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Per-Pupil Expenditures by Source

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

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

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

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

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



Grandview Elementary School

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

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



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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	39.9%	60.1%	54.5%
Math Proficiency	49.0%	61.0%	62.8%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		44.2%	53.8%
Chronic Absenteeism	4.7%	5.4%	5.2%

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



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

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



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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:

- Curriculum includes highly regarded Readers & Writers Workshop, various math offerings & Next Generation Science Standards
- Excellent Fine and Performing Arts, Athletic and Extra-curricular Programs



Mission, Vision, Theme:

The Vision of our You, I, We Inspire Theme is to reach every student and staff member, help them see their own self-worth and to value their culture and ability level. The overarching goal of the program is to seek and inspire teachers to think outside-the-box and instill a stronger work ethic in students. The Board of Education and Administration give principals and teachers freedom to explore partnerships with higher education institutions and business entities to go beyond traditional school experiences.



Awards, Recognition, Accomplishments:

Over the past four years, the Piscataway School District has received numerous state and national awards and recognitions: Our You, I, We Inspire campaign was named Grand Prize winner by the National School Board Association; The NSBA presented its School Leader award to the Piscataway High School-Rutgers Biomedical Program; District Administrator Magazine named Piscataway a District of Distinction for our ESL program, the third time in two years this program received national honors; Piscataway High School received honorable mention for the Schools of Character award; and for the past two years, Piscataway Schools was ranked among the best school districts in New Jersey by Niche.com, named one of The Best Communities for Music Education in the country by NAMM Foundation, and Piscataway High School was named to the AP Honor Roll by the College Board.





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 Courses, Curriculum, Instruction:	Columbia Readers and Writer’s Workshop, Go-Math and implementation of the Next Generation Science Standards, Digital Literacy, Visual and Performing Arts, Gifted and Talented Programs, Referral to Intervention
 Clubs and Activities:	Tutoring, Mock Trial, Evening activities supported through the PTO



Grandview Elementary School

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<div>  <div>Before and After School Programs:</div> </div>	<div>Community Education offers Before Care, After Care, Enrichment and Summer programs for K-8 students for an additional cost.</div>
<div>  <div>Postsecondary Information:</div> </div>	<div>For the class of 2019, 88%of Piscataway High School students continue their education or participate in post-secondary career paths: 63% attend four year college, 23.5% attend two year college, 1.5% attend technical school, 2% Military, 6% Employment, 4% Undecided.</div>






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 <div>Student Supports and Services:</div>	<p>A full spectrum of programs are offered for students with disabilities.</p>
 <div>Student Health and Wellness:</div>	<p>Piscataway Township Public Schools has maintained an excellent Health Services department that provides many supports to our families. Wellness programs and committees exist district wide so we remain mindful of all the needs of our school community. Additionally, the district has a staff wellness program that offers information and programs to all staff members, promoting the importance of their own personal wellness.</p>
 <div>Parent and Community Involvement:</div>	<p>Parent and teacher organizations exist throughout the school district. Examples of these partnerships are the Education Foundation, Parent Teacher Organizations (PTO), and Special Education Parent Association (SEPA).</p>



Knollwood Elementary School
(23-4130-100)
Grades Offered: KG-03
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 with any questions about the reports

Notes from the New Jersey Department of Education:

**Knollwood Elementary School**

(23-4130-100)

Grades Offered: KG-03

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	Middlesex
District	Piscataway Township School District
Principal Name	Ms. Lisa Parker
Address	333 WILLOW AVENUE PISCATAWAY, NJ 08854-1332
Phone Number	732-885-1528
Email Address	lparker@pway.org
Website	http://knollwood.piscatawayschools.org/
Facebook	https://www.facebook.com/pwayschools/
Twitter	https://twitter.com/pwayschools



Knollwood Elementary School
(23-4130-100)
Grades Offered: KG-03
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	131	119	134
1	125	129	121
2	131	126	133
3	119	131	119
Total	506	506	507

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.3%	46.6%	46.7%
Male	49.7%	53.4%	53.3%
Economically Disadvantaged Students	26.0%	29.1%	25.2%
Students with Disabilities	17.0%	16.6%	17.2%
English Learners	11.0%	13.2%	14.8%
Homeless Students	0.6%	0.6%	0.6%
Students in Foster Care	0.2%	0.6%	0.6%
Military-Connected Students	0.2%	0.0%	0.6%
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	19.9%	18.8%	15.8%
Hispanic	14.2%	12.6%	12.8%
Black or African American	24.5%	23.9%	23.1%
Asian	36.5%	41.3%	44.4%
Native Hawaiian or Pacific Islander	0.4%	0.2%	0.4%
American Indian or Alaska Native	0.6%	0.4%	0.4%
Two or More Races	3.9%	2.8%	3.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	131	119	134

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	67.3%
Gujarati	6.1%
Arabic	4.9%
Urdu	4.3%
Spanish	3.0%
Other Languages	14.4%



Knollwood Elementary School

(23-4130-100)

Grades Offered: KG-03

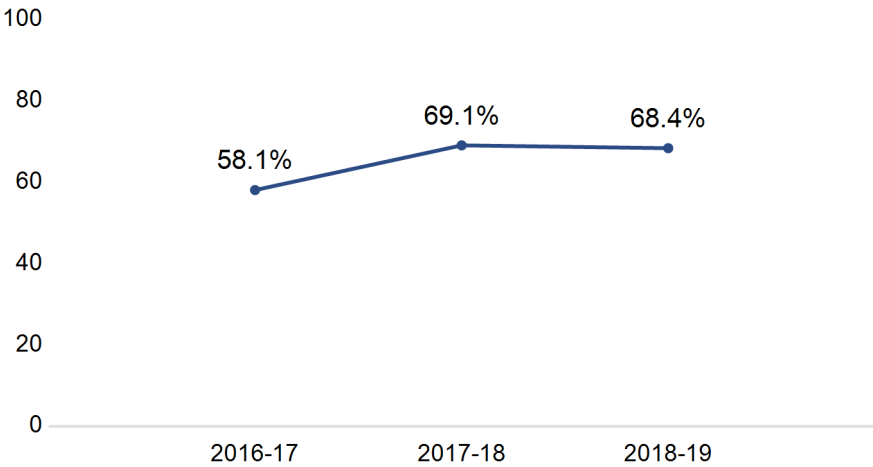
2018-2019

Report Key:
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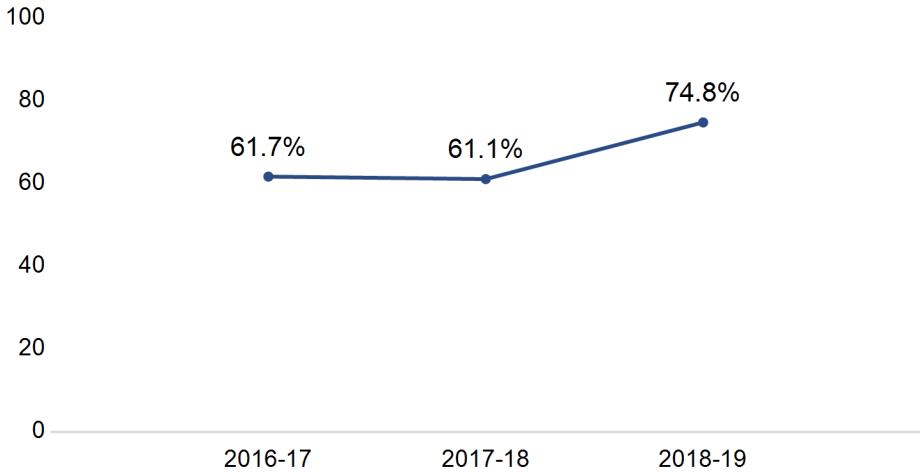
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.9%	92.8%	95.9%	95.1%	96.0%	95.2%
Proficiency Rate for Federal Accountability	58.1%	69.1%	68.4%	61.7%	61.1%	74.8%
Annual Target	59.4%	60.5%	61.6%	71.7%	72.2%	72.6%
Met Annual Target?	Met Target†	Met Target	Met Target	Not Met	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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(23-4130-100)
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2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	114	95.9	68.4	59.5	57.9	68.4	61.6	Met Target
White	17	89.5	64.7	*	66.9	60.8	**	**
Hispanic	17	100.0	76.5	47.5	43.9	76.5	**	**
Black or African American	29	93.5	51.7	46.0	38.5	50.8	53.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	43	97.8	76.7	77.8	82.9	76.7	70.6	Met Target
American Indian or Alaska Native	*	*	*	76.9	56.0	*	**	**
Two or More Races	*	*	*	64.5	64.4	*	**	**
Female	53	94.8	75.5	67.7	64.8	75.2		
Male	61	96.9	62.3	51.3	51.3	62.3		
Economically Disadvantaged Students	23	96.2	47.8	45.9	40.0	47.8	56.4	Met Target†
Non-Economically Disadvantaged Students	91	95.9	73.6	66.4	67.9	73.6		
Students with Disabilities	25	96.6	44.0	16.6	22.7	44.0	N	N
Students without Disabilities	89	95.7	75.3	65.7	65.1	75.3		
English Learners	17	94.7	70.6	41.5	29.3	70.2	**	**
Non-English Learners	97	96.2	68.0	61.1	60.6	68.0		
Homeless Students	*	*	*	19.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	66.7	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



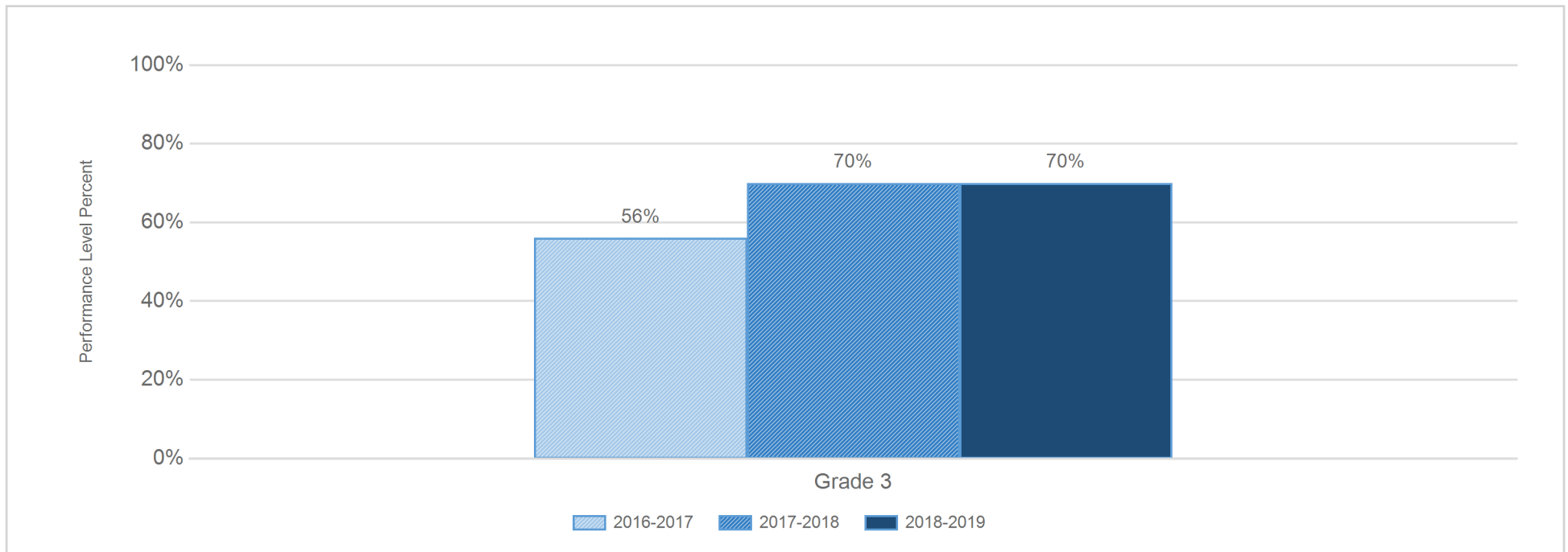
Knollwood Elementary School
(23-4130-100)
Grades Offered: KG-03
2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	115	767	753	748	*	*	*	49%	21%	70%	50%
White	17	767	*	757	0%	*	*	*	*	65%	60%
Hispanic	18	760	745	734	*	*	*	*	*	72%	36%
Black or African American	29	747	738	731	*	*	*	*	*	52%	33%
Asian, Native Hawaiian, or Pacific Islander	42	781	768	773	*	*	*	45%	36%	81%	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	54	776	762	753	*	*	*	*	*	76%	55%
Male	61	759	744	743	*	*	*	*	*	64%	46%
Economically Disadvantaged Students	25	743	734	731	*	*	*	*	*	48%	33%
Non-Economically Disadvantaged Students	90	774	762	759	*	*	*	*	*	76%	61%
Students with Disabilities	25	738	716	719	*	*	0%	*	*	52%	24%
Students without Disabilities	90	776	758	754	*	*	16%	*	*	74%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	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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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	115	95.2	74.8	47.7	44.5	74.8	72.6	Met Target
White	17	89.5	82.4	*	54.1	77.3	**	**
Hispanic	18	100.0	61.1	32.3	28.8	61.1	**	**
Black or African American	29	93.5	55.2	27.7	23.0	54.2	58.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	43	95.7	86.0	72.6	76.5	86.0	80	Met Goal
American Indian or Alaska Native	*	*	*	61.5	42.7	*	**	**
Two or More Races	*	*	*	49.6	53.3	*	**	**
Female	54	94.9	77.8	49.9	44.9	77.5		
Male	61	95.5	72.1	45.5	44.2	72.1		
Economically Disadvantaged Students	24	96.3	50.0	32.0	26.3	*	63.8	Met Target†
Non-Economically Disadvantaged Students	91	94.9	81.3	55.8	54.9	*		
Students with Disabilities	25	96.6	44.0	12.2	17.4	44.0	N	N
Students without Disabilities	90	94.8	83.3	52.8	50.0	83.1		
English Learners	18	90.5	83.3	45.3	25.0	79.0	N	N
Non-English Learners	97	96.2	73.2	47.9	46.5	73.2		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	41.7	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

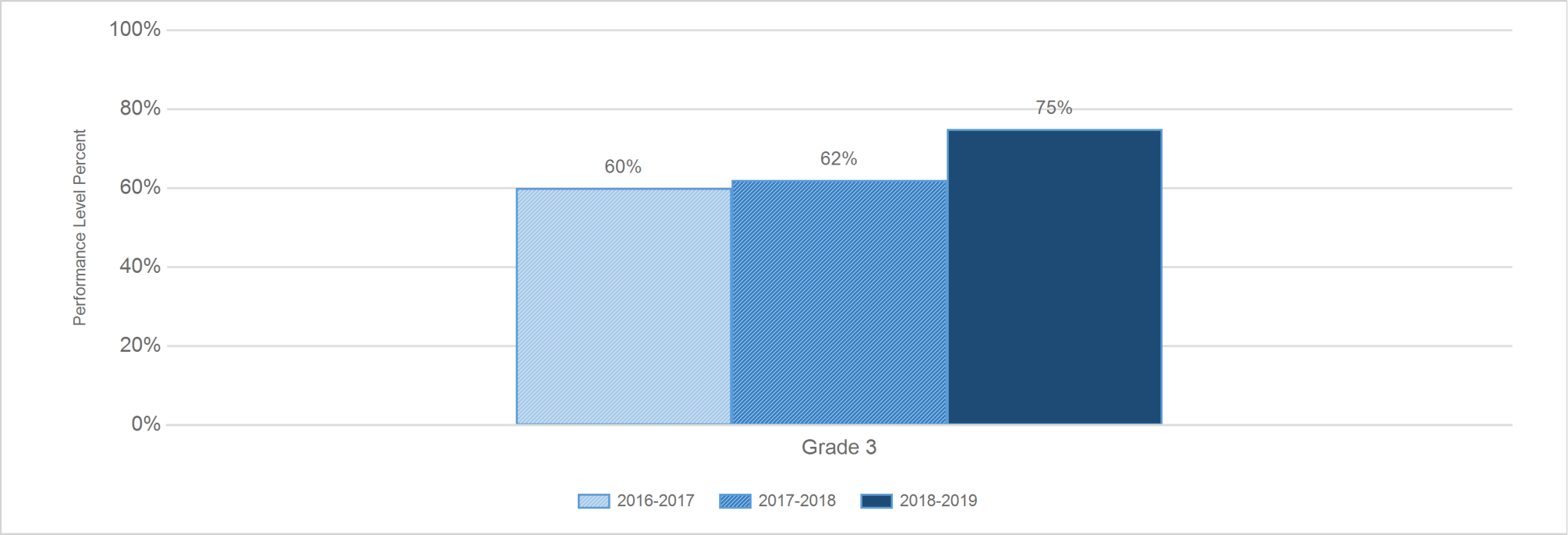


Knollwood Elementary School
(23-4130-100)
Grades Offered: KG-03
2018-2019

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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	116	765	762	752	*	*	11%	52%	23%	75%	55%
White	17	769	*	760	*	*	*	*	*	82%	66%
Hispanic	19	744	745	739	*	0%	*	*	*	58%	40%
Black or African American	29	746	747	735	*	*	*	*	*	55%	35%
Asian, Native Hawaiian, or Pacific Islander	42	786	780	778	*	0%	*	48%	43%	90%	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	55	766	765	751	*	*	*	53%	24%	76%	54%
Male	61	764	758	752	*	*	*	51%	23%	74%	56%
Economically Disadvantaged Students	26	733	743	737	*	*	*	*	*	46%	37%
Non-Economically Disadvantaged Students	90	775	771	761	*	*	*	*	*	83%	67%
Students with Disabilities	25	734	723	731	*	*	*	*	*	48%	31%
Students without Disabilities	91	774	767	756	*	*	*	*	*	82%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	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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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	*	*

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	57.1%	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	50	*	*
3-4	20	*	*
5 or more	*	*	*



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

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

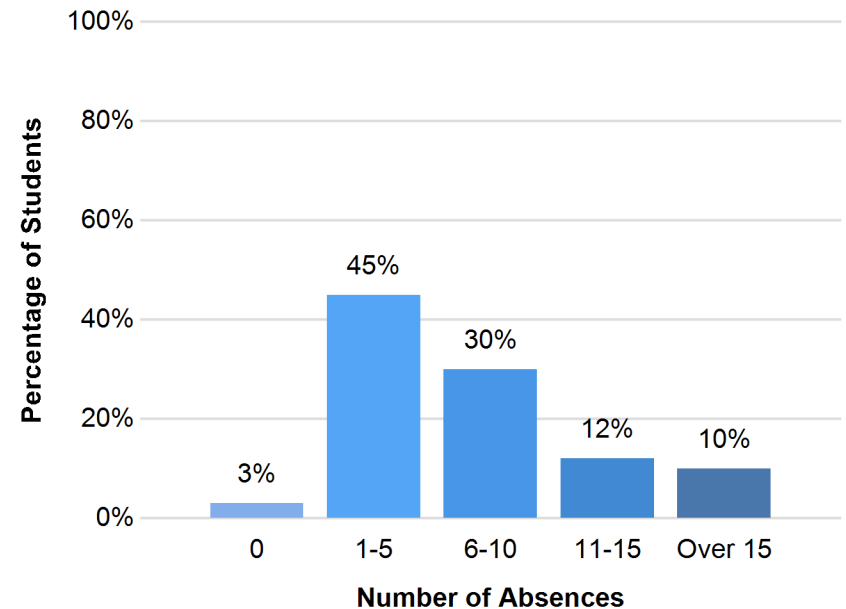
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	37	7.9	9.6	Met
White	9	11.8	9.6	Not Met
Hispanic	4	7.5	9.6	Met
Black or African American	6	5.9	9.6	Met
Asian, Native Hawaiian, or Pacific	14	6.4	9.6	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	16	7.0		
Male	21	8.8		
Economically Disadvantaged Students	12	11.1	9.6	Not Met
Students with Disabilities	8	16.7	9.6	Not Met
English Learners	3	4.7	9.6	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





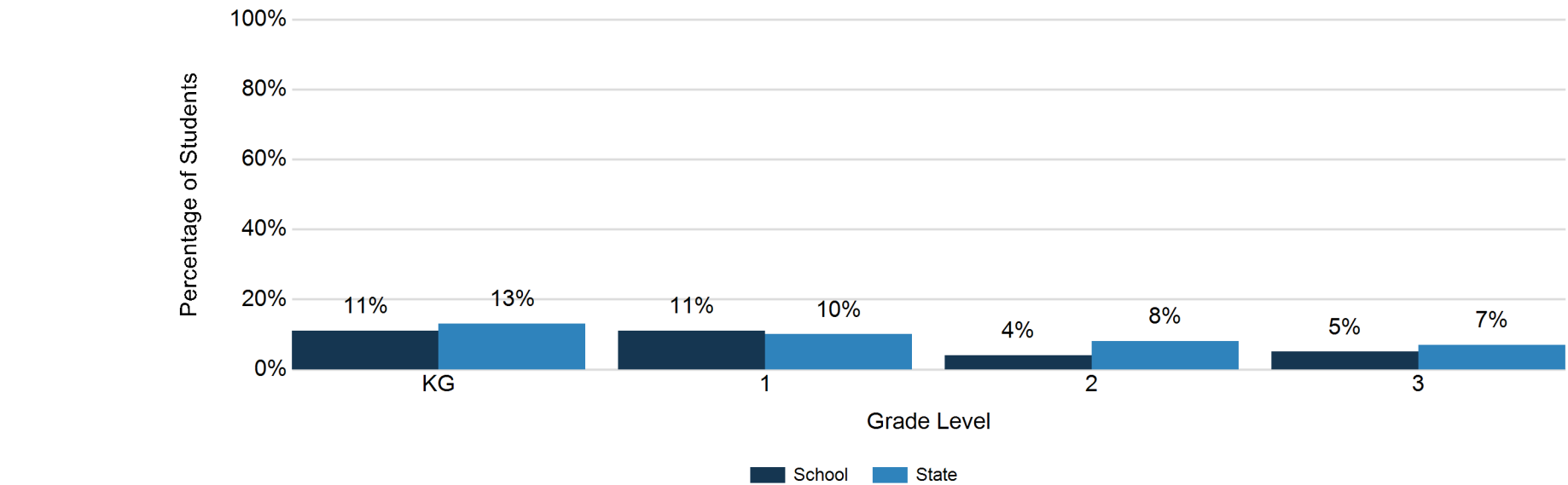
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Chronic Absenteeism by Grade

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





Knollwood Elementary 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	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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	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	0	0.0%
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

0

**Knollwood Elementary School**

(23-4130-100)

Grades Offered: KG-03

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 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



Knollwood Elementary School
(23-4130-100)
Grades Offered: KG-03
2018-2019

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	37	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	10.1	10.8
Percentage of Teachers with 4 or more years experience in the district	70.3%	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	44	9,530
Average years experience in public schools	11.9	16.0
Average years experience in district	8.7	12.0
Percentage of Administrators with 4 or more years experience in the district	72.7%	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	13:1
Students to Administrators	254:1	162:1
Teachers to Administrators	19:1	12:1
Students to Librarians/Media Specialists		3569:1
Students to Nurses		1427:1
Students to Counselors		549:1
Students to Child Study Team Members		193:1



Knollwood Elementary School
(23-4130-100)
Grades Offered: KG-03
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	46.7%	89.2%	50.0%	48.4%	77.1%	54.9%
Male	53.3%	10.8%	50.0%	51.6%	22.9%	45.1%
White	15.8%	86.5%	50.0%	42.4%	83.6%	77.4%
Hispanic	12.8%	2.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	23.1%	10.8%	50.0%	15.0%	6.6%	13.9%
Asian	44.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.2%	0.0%	0.0%	2.1%	0.2%	0.2%



Knollwood Elementary School

(23-4130-100)

Grades Offered: KG-03

2018-2019

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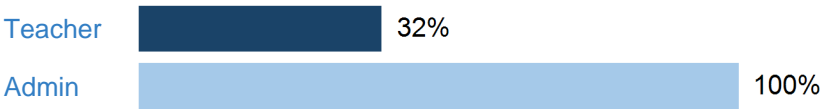
Teachers and Administrators - Level of Education

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

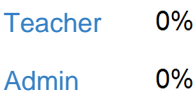
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.0%	90.5%
2017-18 Administrators: Same district 2018-19	90.9%	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	97.6%

**Knollwood Elementary School**

(23-4130-100)

Grades Offered: KG-03

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.



Knollwood Elementary School

(23-4130-100)

Grades Offered: KG-03

2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

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



Knollwood Elementary School

(23-4130-100)

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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	58.1%	69.1%	68.4%
Math Proficiency	61.7%	61.1%	74.8%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		64.7%	57.1%
Chronic Absenteeism	5.3%	5.6%	7.9%

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



Knollwood Elementary School

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2018-2019

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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.



Knollwood Elementary School
(23-4130-100)
Grades Offered: KG-03
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






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2018-2019

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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> Curriculum includes highly regarded Readers & Writers Workshop, various math offerings & Next Generation Science Standards Excellent Fine and Performing Arts, Athletic and Extra-curricular Programs
 <div>Mission, Vision, Theme:</div>	<p>The Vision of our You, I, We Inspire Theme is to reach every student and staff member, help them see their own self-worth and to value their culture and ability level. The overarching goal of the program is to seek and inspire teachers to think outside-the-box and instill a stronger work ethic in students. The Board of Education and Administration give principals and teachers freedom to explore partnerships with higher education institutions and business entities to go beyond traditional school experiences.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>Over the past four years, the Piscataway School District has received numerous state and national awards and recognitions: Our You, I, We Inspire campaign was named Grand Prize winner by the National School Board Association; The NSBA presented its School Leader award to the Piscataway High School-Rutgers Biomedical Program; District Administrator Magazine named Piscataway a District of Distinction for our ESL program, the third time in two years this program received national honors; Piscataway High School received honorable mention for the Schools of Character award; and for the past two years, Piscataway Schools was ranked among the best school districts in New Jersey by Niche.com, named one of The Best Communities for Music Education in the country by NAMM Foundation, and Piscataway High School was named to the AP Honor Roll by the College Board.</p>





Knollwood Elementary School
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2018-2019

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 Courses, Curriculum, Instruction:	Columbia Readers and Writer’s Workshop, Go-Math and implementation of the Next Generation Science Standards, Digital Literacy, Visual and Performing Arts, Gifted and Talented Programs, Referral to Intervention
 Clubs and Activities:	Tutoring, Mock Trial, Evening activities supported through the PTO

School Narrative

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<div>  <div>Before and After School Programs:</div> </div>	<div>Community Education offers Before Care, After Care, Enrichment and Summer programs for K-8 students for an additional cost.</div>
<div>  <div>Postsecondary Information:</div> </div>	<div>For the class of 2019, 88%of Piscataway High School students continue their education or participate in post-secondary career paths: 63% attend four year college, 23.5% attend two year college, 1.5% attend technical school, 2% Military, 6% Employment, 4% Undecided.</div>






Knollwood Elementary School
(23-4130-100)
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2018-2019

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 <div>Student Supports and Services:</div>	<p>A full spectrum of programs are offered for students with disabilities.</p>
 <div>Student Health and Wellness:</div>	<p>Piscataway Township Public Schools has maintained an excellent Health Services department that provides many supports to our families. Wellness programs and committees exist district wide so we remain mindful of all the needs of our school community. Additionally, the district has a staff wellness program that offers information and programs to all staff members, promoting the importance of their own personal wellness.</p>
 <div>Parent and Community Involvement:</div>	<p>Parent and teacher organizations exist throughout the school district. Examples of these partnerships are the Education Foundation, Parent Teacher Organizations (PTO), and Special Education Parent Association (SEPA).</p>

**Martin Luther King Elementary School**

(23-4130-105)

Grades Offered: 04-05

2018-2019

Report Key:

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Martin Luther King Elementary School**

(23-4130-105)

Grades Offered: 04-05

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	Middlesex
District	Piscataway Township School District
Principal Name	Dr. Alex Gray
Address	5205 LUDLOW STREET PISCATAWAY, NJ 08854
Phone Number	732-699-1563
Email Address	agray@pway.org
Website	http://king.piscatawayschools.org/
Facebook	https://www.facebook.com/pwayschools/
Twitter	https://twitter.com/pwayschools



Martin Luther King Elementary School
(23-4130-105)
Grades Offered: 04-05
2018-2019

Report Key:
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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
4	275	248	226
5	234	266	249
Total	509	514	475

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

Student Group	2016-17	2017-18	2018-19
Female	50.3%	52.5%	52.2%
Male	49.7%	47.5%	47.8%
Economically Disadvantaged Students	24.6%	24.7%	26.5%
Students with Disabilities	12.6%	14.0%	17.3%
English Learners	4.3%	4.3%	4.8%
Homeless Students	1.0%	0.4%	0.4%
Students in Foster Care	0.2%	0.2%	0.0%
Military-Connected Students	0.0%	0.2%	0.2%
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	17.5%	17.3%	18.7%
Hispanic	14.5%	14.4%	16.4%
Black or African American	23.8%	23.5%	22.3%
Asian	39.7%	40.5%	37.7%
Native Hawaiian or Pacific Islander	0.4%	0.6%	0.2%
American Indian or Alaska Native	0.2%	0.2%	0.6%
Two or More Races	3.9%	3.5%	4.0%

Enrollment by Home Language

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

Home Language	% of Students
English	72.8%
Gujarati	5.7%
Spanish	3.8%
Arabic	2.7%
Urdu	2.7%
Other Languages	12.2%



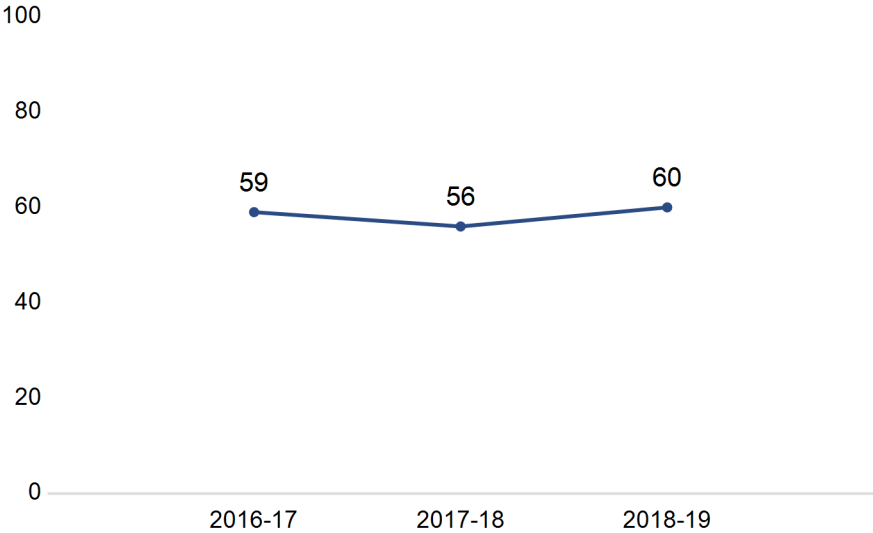
Martin Luther King Elementary School
(23-4130-105)
Grades Offered: 04-05
2018-2019

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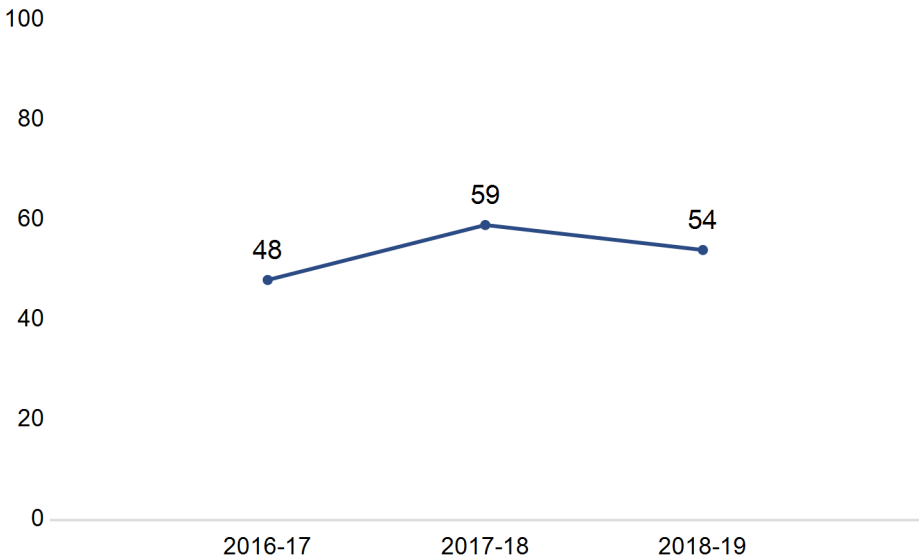
Student Growth Trends and Progress

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	59	56	60	48	59	54
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Martin Luther King Elementary School
(23-4130-105)
Grades Offered: 04-05
2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	60	48	50	Exceeds Standard	54	45	50	Met Standard
White	58	52	50	Met Standard	55	45	52	Met Standard
Hispanic	59	43	49	Met Standard	50.5	46	47	Met Standard
Black or African American	47	40	45	Met Standard	47	38	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	65.5	57	59	Exceeds Standard	62	52	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	60.5	50	49	**	47	45.5	52	**
Female	63	52	53	N	54.5	46	50	N
Male	56	44	47	N	53	44	51	N
Economically Disadvantaged Students	59	46	48	Met Standard	48	41	46	Met Standard
Students with Disabilities	49	44	43	Met Standard	42	38	45	Met Standard
English Learners	66.5	52	52	Exceeds Standard	67	51	50	Exceeds Standard
Homeless Students	N	44	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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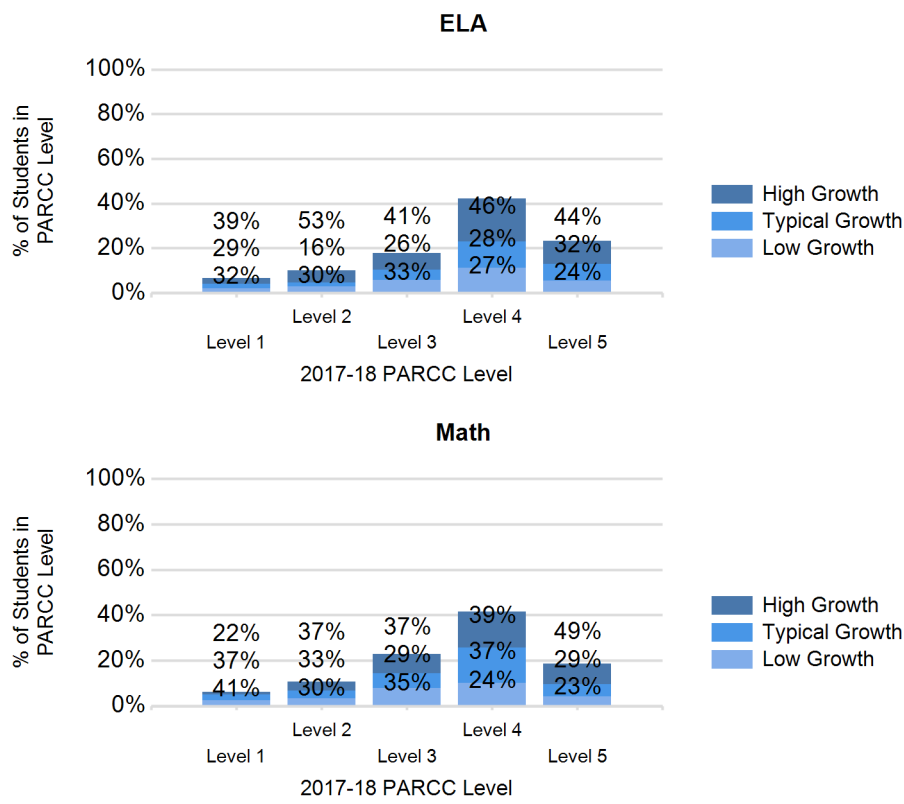
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

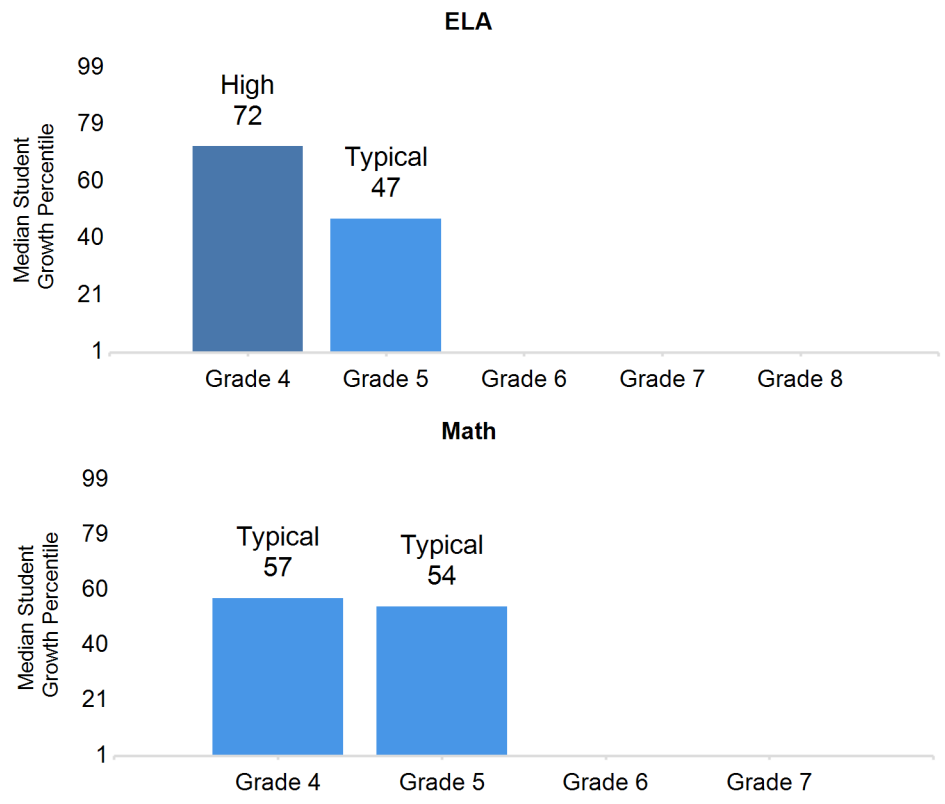
Student Growth by Performance Level

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.



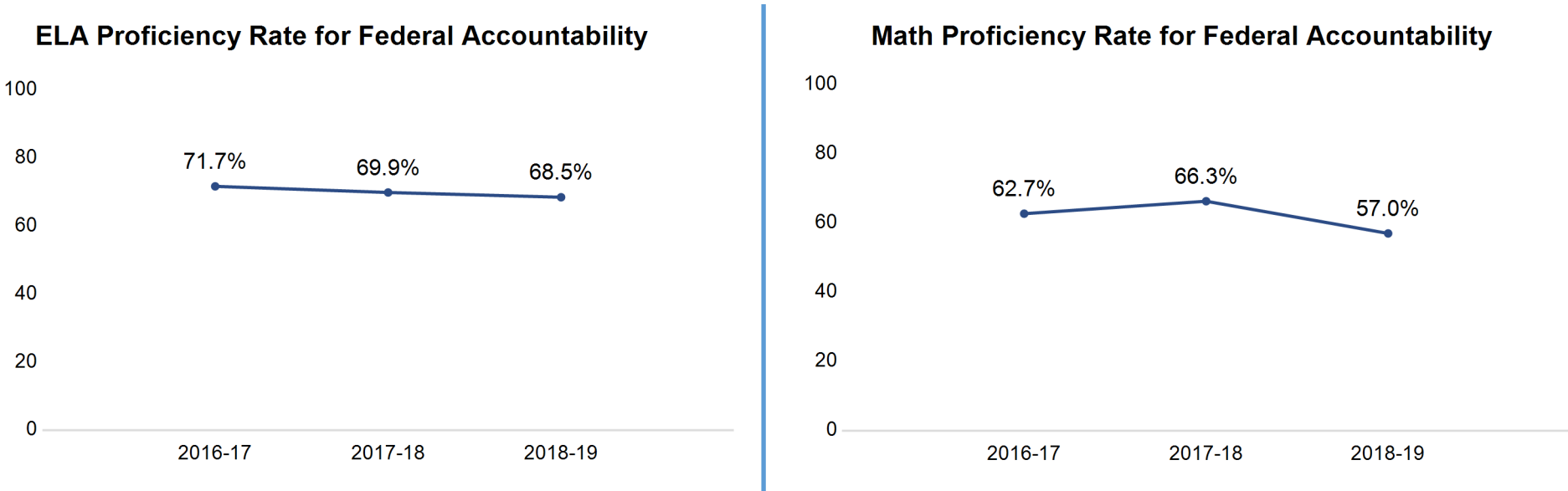


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English Language Arts and Mathematics Performance Trends

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	98.1%	97.6%	96.6%	97.7%	97.3%	96.7%
Proficiency Rate for Federal Accountability	71.7%	69.9%	68.5%	62.7%	66.3%	57.0%
Annual Target	66.8%	67.5%	68.2%	64.1%	65.0%	65.8%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	447	96.6	68.5	59.5	57.9	68.5	68.2	Met Target
White	82	95.4	68.3	*	66.9	68.3	70.1	Met Target†
Hispanic	75	100.0	53.3	47.5	43.9	53.3	55.8	Met Target†
Black or African American	102	96.2	54.9	46.0	38.5	54.9	54.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	166	95.7	83.1	77.8	82.9	83.1	79.8	Met Goal
American Indian or Alaska Native	*	*	*	76.9	56.0	*	**	**
Two or More Races	*	*	*	64.5	64.4	*	**	**
Female	232	96.4	78.0	67.7	64.8	78.0		
Male	215	96.9	58.1	51.3	51.3	58.1		
Economically Disadvantaged Students	113	95.8	54.0	45.9	40.0	54.0	53.7	Met Target
Non-Economically Disadvantaged Students	334	96.9	73.4	66.4	67.9	73.4		
Students with Disabilities	74	93.9	27.0	16.6	22.7	26.6	36	Not Met
Students without Disabilities	373	97.2	76.7	65.7	65.1	76.7		
English Learners	46	88.5	52.2	41.5	29.3	48.6	44.7	Met Target
Non-English Learners	401	97.6	70.3	61.1	60.6	70.3		
Homeless Students	*	*	*	19.0	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	66.7	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

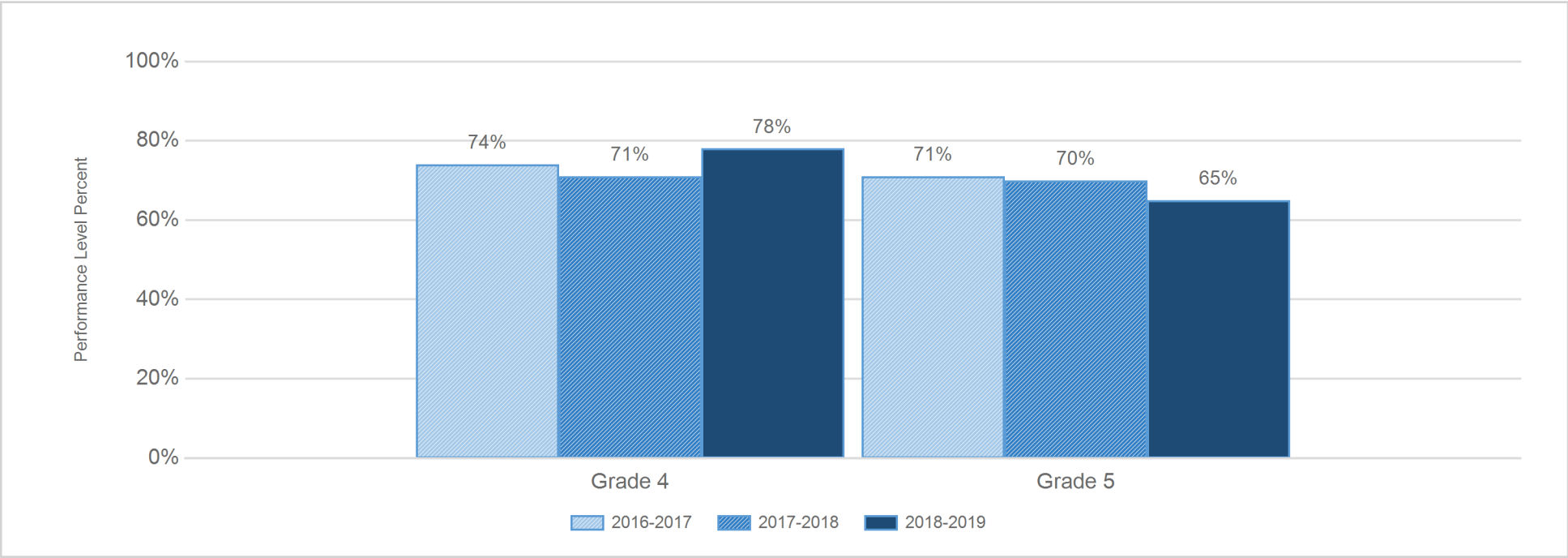


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English Language Arts Assessment - Performance Trends

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.





Martin Luther King Elementary School

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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	207	774	763	755	6%	5%	11%	43%	35%	78%	57%
White	42	772	767	763	*	*	*	38%	36%	74%	67%
Hispanic	33	771	755	743	*	*	*	42%	30%	73%	44%
Black or African American	51	755	749	739	*	*	*	*	*	67%	39%
Asian, Native Hawaiian, or Pacific Islander	72	789	778	779	*	*	*	42%	49%	90%	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	105	781	768	760	*	*	*	45%	41%	86%	62%
Male	102	767	758	750	*	*	*	41%	28%	70%	53%
Economically Disadvantaged Students	54	760	748	740	*	*	*	44%	20%	65%	40%
Non-Economically Disadvantaged Students	153	778	771	765	*	*	*	42%	40%	82%	69%
Students with Disabilities	23	738	719	725	*	*	*	*	*	43%	25%
Students without Disabilities	184	778	768	761	*	*	*	*	*	82%	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	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	236	764	758	756	6%	14%	16%	45%	19%	65%	58%
White	38	763	762	764	*	*	*	*	*	66%	68%
Hispanic	40	746	747	743	*	28%	30%	*	*	40%	44%
Black or African American	48	742	741	739	*	23%	*	*	*	46%	38%
Asian, Native Hawaiian, or Pacific Islander	99	781	776	781	*	*	13%	51%	31%	82%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	11	768	*	762	*	*	0%	*	*	82%	65%
Female	131	772	766	761	*	*	11%	*	*	74%	64%
Male	105	754	750	750	*	*	21%	*	*	53%	52%
Economically Disadvantaged Students	55	748	743	740	*	*	24%	*	*	49%	39%
Non-Economically Disadvantaged Students	181	769	765	766	*	*	13%	*	*	70%	69%
Students with Disabilities	38	724	718	724	*	*	*	*	*	26%	23%
Students without Disabilities	198	771	765	762	*	*	*	*	*	72%	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	760	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	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	449	96.7	57.0	47.7	44.5	57.0	65.8	Not Met
White	82	95.4	62.2	*	54.1	62.2	67.5	Met Target†
Hispanic	76	100.0	32.9	32.3	28.8	32.9	54.5	Not Met
Black or African American	102	96.2	29.4	27.7	23.0	29.4	44.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	167	95.8	80.2	72.6	76.5	80.2	80	Met Goal
American Indian or Alaska Native	*	*	*	61.5	42.7	*	**	**
Two or More Races	*	*	*	49.6	53.3	*	**	**
Female	233	96.4	57.9	49.9	44.9	57.9		
Male	216	97.0	56.0	45.5	44.2	56.0		
Economically Disadvantaged Students	113	95.8	30.1	32.0	26.3	30.1	52.2	Not Met
Non-Economically Disadvantaged Students	336	97.0	66.1	55.8	54.9	66.1		
Students with Disabilities	74	93.9	20.3	12.2	17.4	19.9	33.8	Not Met
Students without Disabilities	375	97.2	64.3	52.8	50.0	64.3		
English Learners	47	88.7	51.1	45.3	25.0	47.6	47.2	Met Target
Non-English Learners	402	97.7	57.7	47.9	46.5	57.7		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	41.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

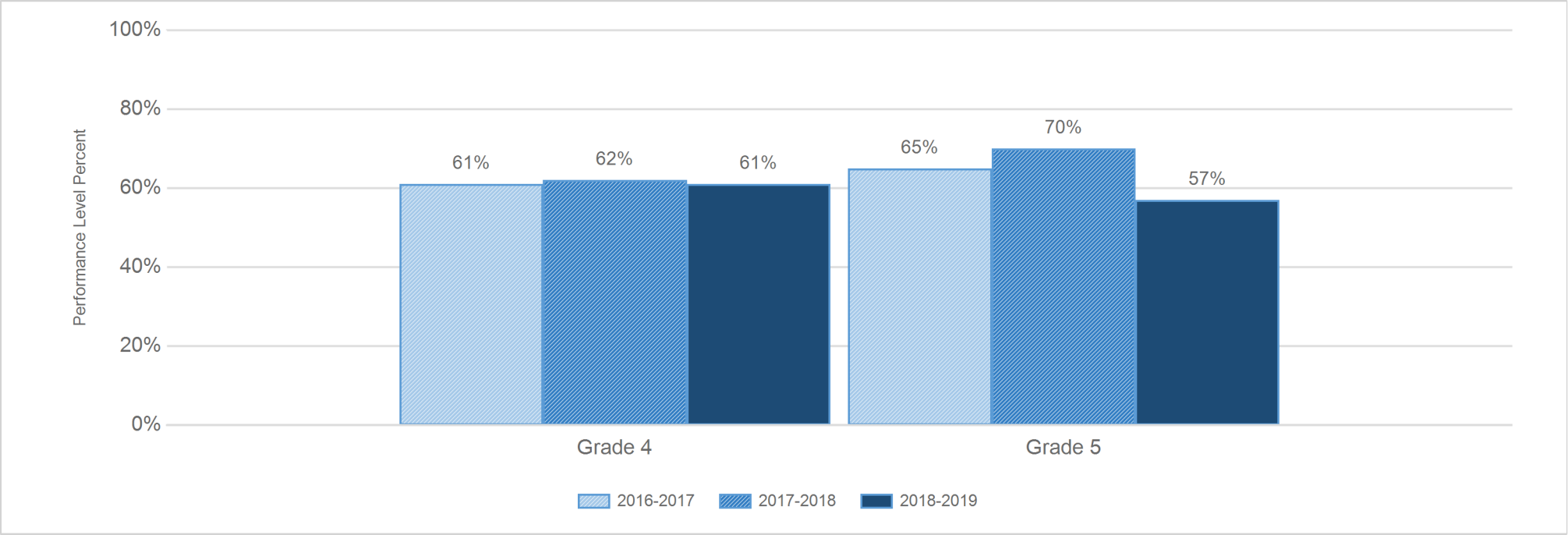


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Mathematics Assessment – Performance Trends

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 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	210	760	753	749	*	*	24%	48%	14%	61%	51%
White	42	760	757	757	*	*	*	*	*	67%	62%
Hispanic	34	746	744	737	*	*	35%	*	*	44%	36%
Black or African American	51	738	737	731	*	*	37%	*	*	35%	29%
Asian, Native Hawaiian, or Pacific Islander	74	779	772	776	*	*	14%	55%	27%	82%	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	108	758	752	749	*	*	26%	*	*	61%	50%
Male	102	762	754	749	*	*	23%	*	*	62%	52%
Economically Disadvantaged Students	54	741	738	734	*	*	33%	*	*	37%	32%
Non-Economically Disadvantaged Students	156	766	762	759	*	*	21%	*	*	70%	63%
Students with Disabilities	23	732	715	726	*	*	*	*	*	39%	25%
Students without Disabilities	187	763	758	754	*	*	*	*	*	64%	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	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	240	757	752	747	5%	15%	23%	37%	20%	57%	47%
White	38	762	759	755	*	*	*	*	*	63%	58%
Hispanic	40	736	740	735	*	28%	43%	*	*	25%	30%
Black or African American	48	735	732	729	*	38%	33%	*	*	25%	23%
Asian, Native Hawaiian, or Pacific Islander	103	774	771	775	*	*	13%	50%	31%	81%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	11	757	*	753	*	*	*	*	*	73%	55%
Female	131	758	755	747	*	*	24%	37%	19%	56%	47%
Male	109	756	749	747	*	*	20%	36%	22%	58%	47%
Economically Disadvantaged Students	55	734	734	732	*	*	29%	*	*	27%	27%
Non-Economically Disadvantaged Students	185	764	759	757	*	*	21%	*	*	66%	59%
Students with Disabilities	38	719	712	725	*	*	*	*	*	16%	19%
Students without Disabilities	202	764	759	752	*	*	*	*	*	65%	52%
English Learners	*	*	724	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	753	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	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
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	80.0%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	13	69.2%	30.8%
3-4	*	*	*
5 or more	*	*	*



Martin Luther King Elementary School

(23-4130-105)

Grades Offered: 04-05

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

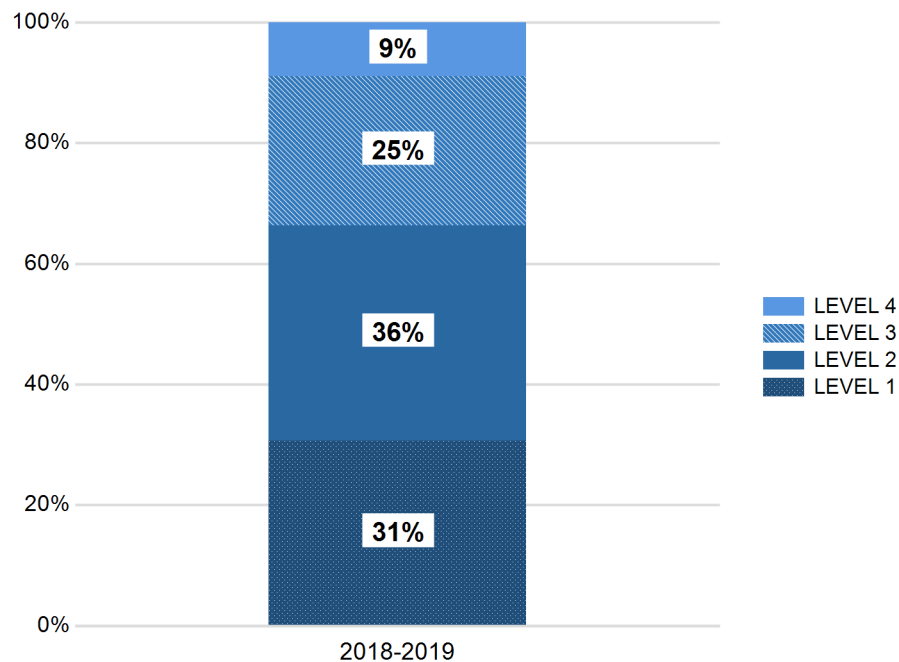
N No Data is available to display

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

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	31	36	25	9
White	28	44	23	5
Hispanic	38	41	18	3
Black or African American	56	33	6	4
Asian, Native Hawaiian, or Pacific Islander	19	32	35	14
American Indian or Alaska Native	N	N	N	N
Two or More Races	18	27	36	18
Female	27	42	23	8
Male	36	28	26	9
Economically Disadvantaged Students	50	36	12	2
Non-Economically Disadvantaged Students	25	35	29	11
Students with Disabilities	78	8	13	3
Students without Disabilities	22	41	27	10
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



Martin Luther King Elementary School

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

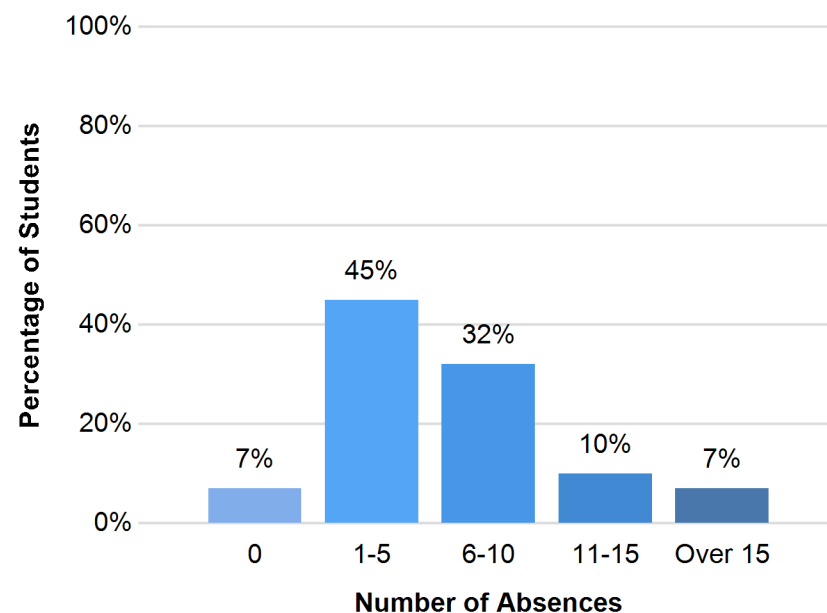
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	26	5.7	7.5	Met
White	9	10.5	7.5	Not Met
Hispanic	7	9.0	7.5	Not Met
Black or African American	6	5.9	7.5	Met
Asian, Native Hawaiian, or Pacific	4	2.3	7.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	10	4.1		
Male	16	7.4		
Economically Disadvantaged Students	16	12.9	7.5	Not Met
Students with Disabilities	10	14.5	7.5	Not Met
English Learners	3	13.0	7.5	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





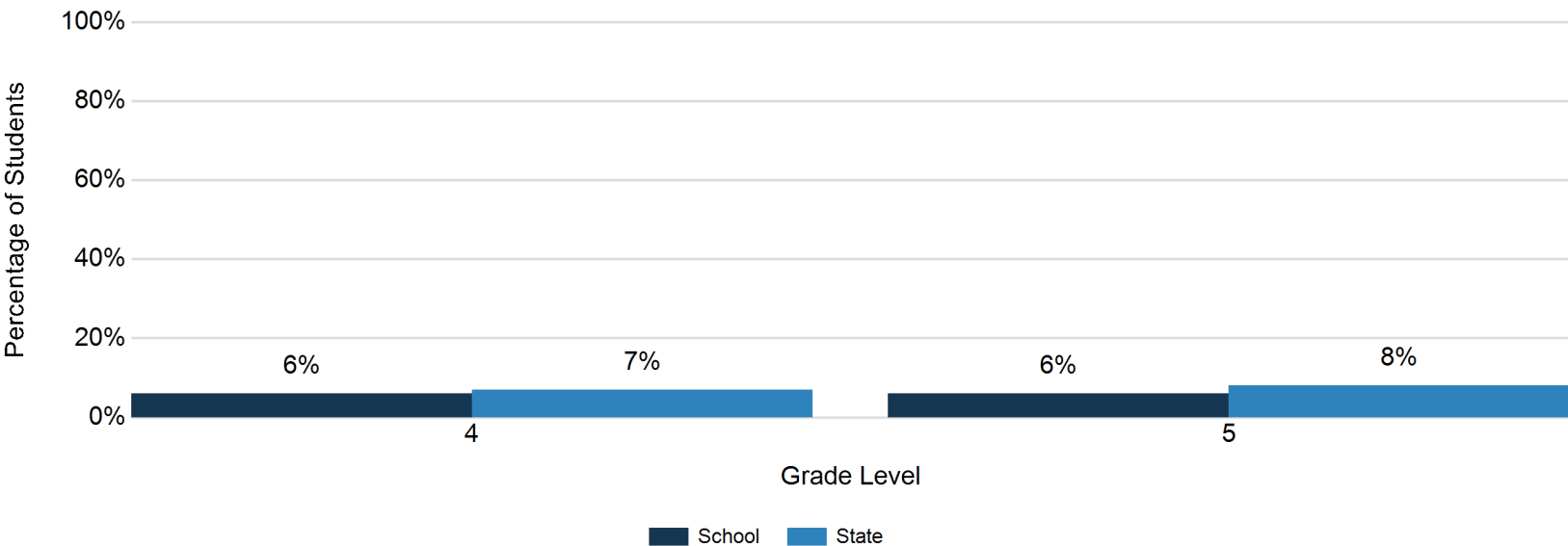
Martin Luther King Elementary School
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.84

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	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	2	1	3
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	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	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	2:20 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.9:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	38	118,214
Average years experience in public schools	13.2	12.1
Average years experience in district	12.2	10.8
Percentage of Teachers with 4 or more years experience in the district	84.2%	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	44	9,530
Average years experience in public schools	11.9	16.0
Average years experience in district	8.7	12.0
Percentage of Administrators with 4 or more years experience in the district	72.7%	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	13:1
Students to Administrators	238:1	162:1
Teachers to Administrators	19:1	12:1
Students to Librarians/Media Specialists		3569:1
Students to Nurses		1427:1
Students to Counselors		549:1
Students to Child Study Team Members		193:1



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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	52.2%	84.2%	50.0%	48.4%	77.1%	54.9%
Male	47.8%	15.8%	50.0%	51.6%	22.9%	45.1%
White	18.7%	84.2%	50.0%	42.4%	83.6%	77.4%
Hispanic	16.4%	2.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	22.3%	10.5%	50.0%	15.0%	6.6%	13.9%
Asian	37.7%	2.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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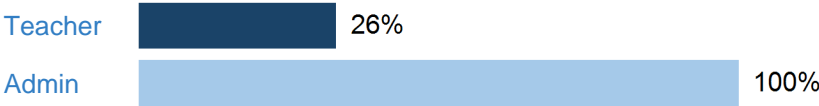
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.0%	90.5%
2017-18 Administrators: Same district 2018-19	90.9%	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	97.4%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	71.7%	69.9%	68.5%
Math Proficiency	62.7%	66.3%	57.0%
ELA Growth	59	56	60
Math Growth	48	59	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		83.3%	80.0%
Chronic Absenteeism	3.3%	4.9%	5.7%

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

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






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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> Curriculum includes highly regarded Readers & Writers Workshop, various math offerings & Next Generation Science Standards Excellent Fine and Performing Arts, Athletic and Extra-curricular Programs
 <div>Mission, Vision, Theme:</div>	<p>The Vision of our You, I, We Inspire Theme is to reach every student and staff member, help them see their own self-worth and to value their culture and ability level. The overarching goal of the program is to seek and inspire teachers to think outside-the-box and instill a stronger work ethic in students. The Board of Education and Administration give principals and teachers freedom to explore partnerships with higher education institutions and business entities to go beyond traditional school experiences.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>Over the past four years, the Piscataway School District has received numerous state and national awards and recognitions: Our You, I, We Inspire campaign was named Grand Prize winner by the National School Board Association; The NSBA presented its School Leader award to the Piscataway High School-Rutgers Biomedical Program; District Administrator Magazine named Piscataway a District of Distinction for our ESL program, the third time in two years this program received national honors; Piscataway High School received honorable mention for the Schools of Character award; and for the past two years, Piscataway Schools was ranked among the best school districts in New Jersey by Niche.com, named one of The Best Communities for Music Education in the country by NAMM Foundation, and Piscataway High School was named to the AP Honor Roll by the College Board.</p>





Martin Luther King Elementary School
(23-4130-105)
Grades Offered: 04-05
2018-2019

Report Key:
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School Narrative

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

 Courses, Curriculum, Instruction:	Columbia Readers and Writer’s Workshop, Go-Math and implementation of the Next Generation Science Standards, Digital Literacy, Visual and Performing Arts, Gifted and Talented Programs, Referral to Intervention
 Clubs and Activities:	Tutoring, Mock Trial, Evening activities supported through the PTO



Martin Luther King Elementary School
 (23-4130-105)
 Grades Offered: 04-05
 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>Before and After School Programs:</div>	Community Education offers Before Care, After Care, Enrichment and Summer programs for K-8 students for an additional cost.
<div>Postsecondary Information:</div>	For the class of 2019, 88%of Piscataway High School students continue their education or participate in post-secondary career paths: 63% attend four year college, 23.5% attend two year college, 1.5% attend technical school, 2% Military, 6% Employment, 4% Undecided.






Martin Luther King Elementary School
(23-4130-105)
Grades Offered: 04-05
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>Student Supports and Services:</div>	<p>A full spectrum of programs are offered for students with disabilities.</p>
 <div>Student Health and Wellness:</div>	<p>Piscataway Township Public Schools has maintained an excellent Health Services department that provides many supports to our families. Wellness programs and committees exist district wide so we remain mindful of all the needs of our school community. Additionally, the district has a staff wellness program that offers information and programs to all staff members, promoting the importance of their own personal wellness.</p>
 <div>Parent and Community Involvement:</div>	<p>Parent and teacher organizations exist throughout the school district. Examples of these partnerships are the Education Foundation, Parent Teacher Organizations (PTO), and Special Education Parent Association (SEPA).</p>



Piscataway Township High School
 (23-4130-050)
 Grades Offered: 09-12
 2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Piscataway Township High School
(23-4130-050)
Grades Offered: 09-12
2018-2019

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Piscataway Township School District
Principal Name	Mr. Jason Lester
Address	100 BEHMER ROAD PISCATAWAY, NJ 08854
Phone Number	732-981-0700
Email Address	jlester@pway.org
Website	http://phs.piscatawayschools.org/
Facebook	https://www.facebook.com/pwayschools/
Twitter	https://twitter.com/pwayschools



Piscataway Township High School

(23-4130-050)

Grades Offered: 09-12

2018-2019

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

Enrollment Trends by Grade

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
9	574	569	530
10	566	572	575
11	534	573	564
12	590	566	600
Total	2,264	2,280	2,269

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

Student Group	2016-17	2017-18	2018-19
Female	47.1%	48.3%	48.8%
Male	52.9%	51.7%	51.2%
Economically Disadvantaged Students	33.6%	34.5%	34.2%
Students with Disabilities	12.1%	9.0%	9.3%
English Learners	2.2%	2.6%	3.3%
Homeless Students	0.4%	0.4%	0.5%
Students in Foster Care	0.3%	0.4%	0.4%
Military-Connected Students	0.1%	0.1%	0.2%
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	17.3%	15.2%	14.7%
Hispanic	17.6%	20.4%	21.4%
Black or African American	35.1%	34.5%	31.1%
Asian	28.9%	28.4%	31.0%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	0.9%	1.3%	1.5%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	2,257	2,273	2,265
Shared Time Students	13	12	8
Full Time Equivalent	2,264	2,279	2,269

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	70.7%
Spanish	9.7%
Gujarati	7.4%
Tagalog	1.9%
Vietnamese	1.3%
Other Languages	9.0%

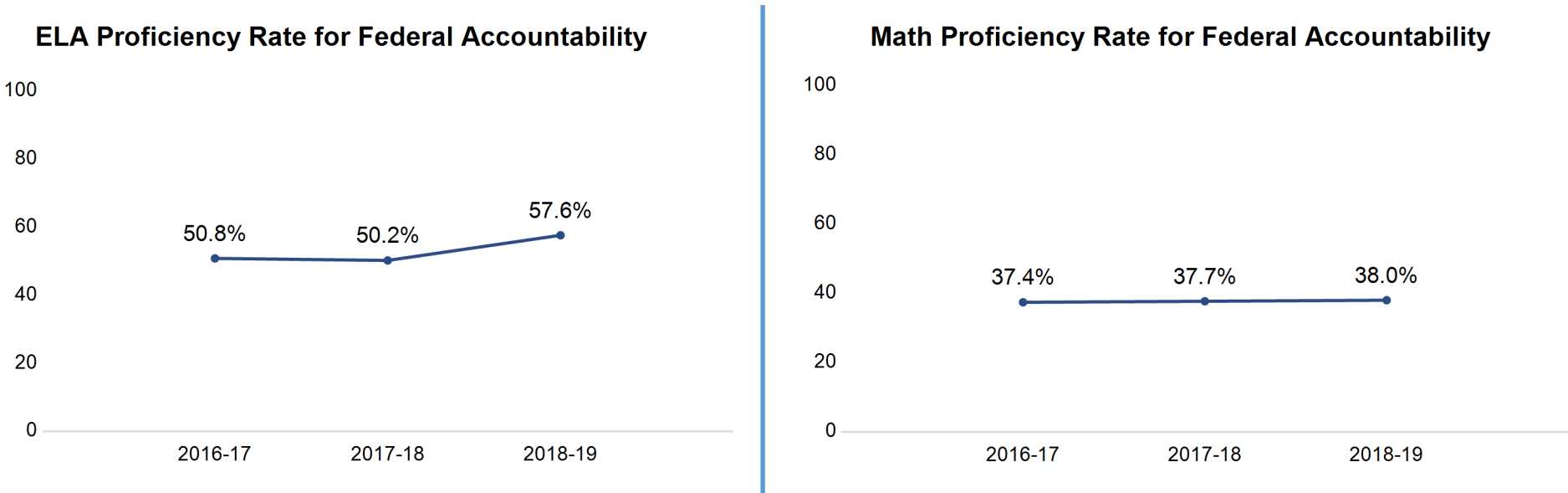


Piscataway Township High School
(23-4130-050)
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2018-2019

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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.9%	96.9%	99.7%	96.7%	98.0%	99.2%
Proficiency Rate for Federal Accountability	50.8%	50.2%	57.6%	37.4%	37.7%	38.0%
Annual Target	40.2%	42.3%	44.4%	33.3%	35.7%	38.2%
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.



Piscataway Township High 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	1052	99.7	57.6	59.5	57.9	57.6	44.4	Met Target
White	145	99.3	58.6	*	66.9	58.6	49.2	Met Target
Hispanic	238	100.0	44.1	47.5	43.9	44.1	33.3	Met Target
Black or African American	311	99.4	42.8	46.0	38.5	42.8	31	Met Target
Asian, Native Hawaiian, or Pacific Islander	341	100.0	79.8	77.8	82.9	79.8	61.7	Met Target
American Indian or Alaska Native	*	*	*	76.9	56.0	*	**	**
Two or More Races	*	*	*	64.5	64.4	*	**	**
Female	522	100.0	65.5	67.7	64.8	65.5		
Male	530	99.5	49.8	51.3	51.3	49.8		
Economically Disadvantaged Students	347	99.4	42.9	45.9	40.0	42.9	31.3	Met Target
Non-Economically Disadvantaged Students	705	99.9	64.8	66.4	67.9	64.8		
Students with Disabilities	114	97.5	*	16.6	22.7	*	21	Not Met
Students without Disabilities	938	100.0	*	65.7	65.1	*		
English Learners	47	100.0	23.4	41.5	29.3	23.4	16.2	Met Target
Non-English Learners	1005	99.7	59.2	61.1	60.6	59.2		
Homeless Students	*	*	*	19.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	66.7	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

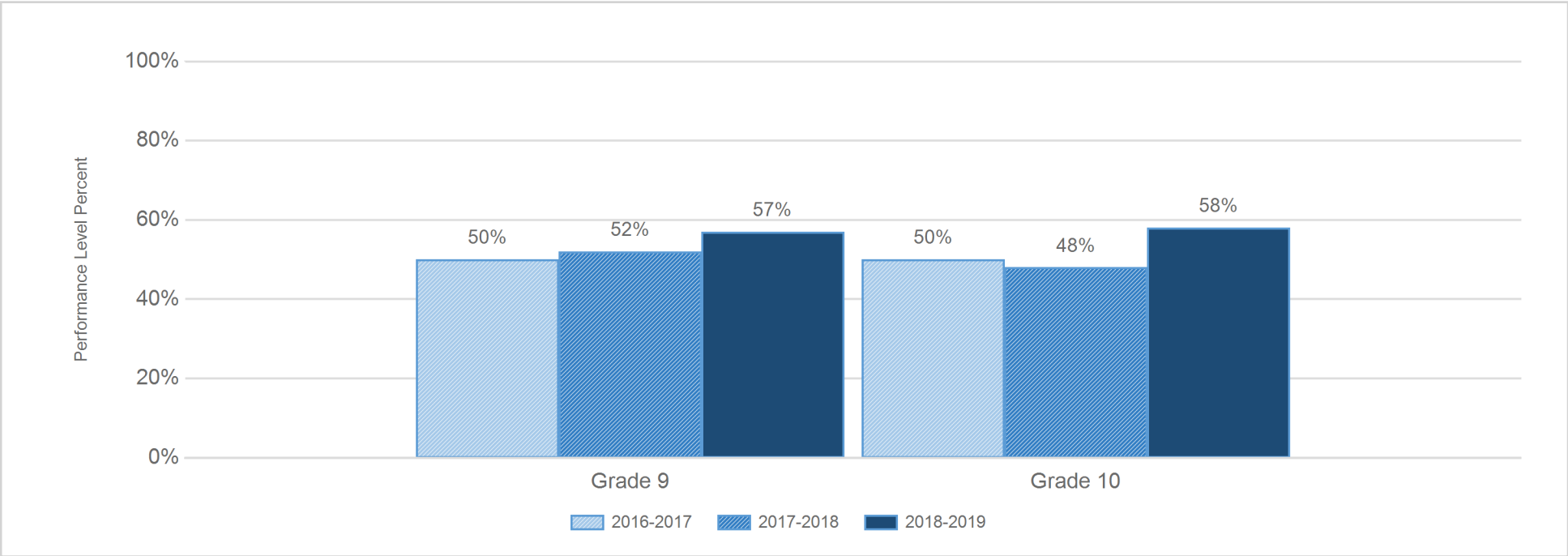


Piscataway Township High School
(23-4130-050)
Grades Offered: 09-12
2018-2019

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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.





Piscataway Township High School
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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	525	756	756	753	8%	11%	24%	37%	20%	57%	56%
White	77	759	759	762	*	*	23%	38%	21%	58%	65%
Hispanic	111	737	737	737	15%	16%	29%	*	*	40%	40%
Black or African American	138	739	739	732	13%	14%	36%	*	*	37%	33%
Asian, Native Hawaiian, or Pacific Islander	192	778	778	783	*	*	13%	42%	39%	81%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	246	764	764	760	6%	7%	19%	45%	24%	68%	63%
Male	279	750	750	746	10%	14%	28%	31%	16%	47%	49%
Economically Disadvantaged Students	185	744	744	734	11%	17%	29%	31%	11%	42%	36%
Non-Economically Disadvantaged Students	340	763	763	762	7%	7%	21%	41%	24%	65%	65%
Students with Disabilities	63	712	712	717	35%	30%	24%	*	*	11%	17%
Students without Disabilities	462	763	763	760	5%	8%	24%	*	*	63%	63%
English Learners	14	694	694	693	*	*	*	*	*	*	*
Non-English Learners	511	758	758	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	542	757	757	757	13%	12%	18%	33%	25%	58%	58%
White	*	*	*	767	*	*	*	*	*	*	67%
Hispanic	137	744	744	738	16%	18%	20%	31%	14%	45%	43%
Black or African American	175	742	742	733	18%	15%	20%	35%	12%	47%	38%
Asian, Native Hawaiian, or Pacific Islander	154	784	784	792	*	*	11%	35%	44%	79%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	284	762	762	766	9%	12%	17%	35%	27%	62%	66%
Male	258	752	752	749	17%	12%	19%	31%	22%	53%	51%
Economically Disadvantaged Students	169	741	741	735	21%	16%	20%	31%	12%	44%	40%
Non-Economically Disadvantaged Students	373	765	765	767	9%	10%	17%	34%	30%	64%	67%
Students with Disabilities	46	685	685	711	*	*	*	*	*	*	19%
Students without Disabilities	496	764	764	765	*	*	*	*	*	*	65%
English Learners	10	704	704	687	*	*	*	*	*	*	*
Non-English Learners	532	758	758	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	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	1054	99.2	38.0	47.7	44.5	38.0	38.2	Met Target†
White	145	98.0	46.9	*	54.1	46.9	44.2	Met Target
Hispanic	243	100.0	23.9	32.3	28.8	23.9	24.2	Met Target†
Black or African American	318	98.5	19.2	27.7	23.0	19.2	25	Not Met
Asian, Native Hawaiian, or Pacific Islander	329	99.7	63.2	72.6	76.5	63.2	58.2	Met Target
American Indian or Alaska Native	*	*	*	61.5	42.7	*	**	**
Two or More Races	*	*	*	49.6	53.3	*	**	**
Female	523	99.4	39.6	49.9	44.9	39.6		
Male	531	98.9	36.3	45.5	44.2	36.3		
Economically Disadvantaged Students	357	98.7	24.4	32.0	26.3	24.4	26.6	Met Target†
Non-Economically Disadvantaged Students	697	99.4	44.9	55.8	54.9	44.9		
Students with Disabilities	109	95.8	*	12.2	17.4	*	15.2	Not Met
Students without Disabilities	945	99.6	*	52.8	50.0	*		
English Learners	52	100.0	26.9	45.3	25.0	26.9	19.7	Met Target
Non-English Learners	1002	99.1	38.5	47.9	46.5	38.5		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	41.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Piscataway Township High School

(23-4130-050)

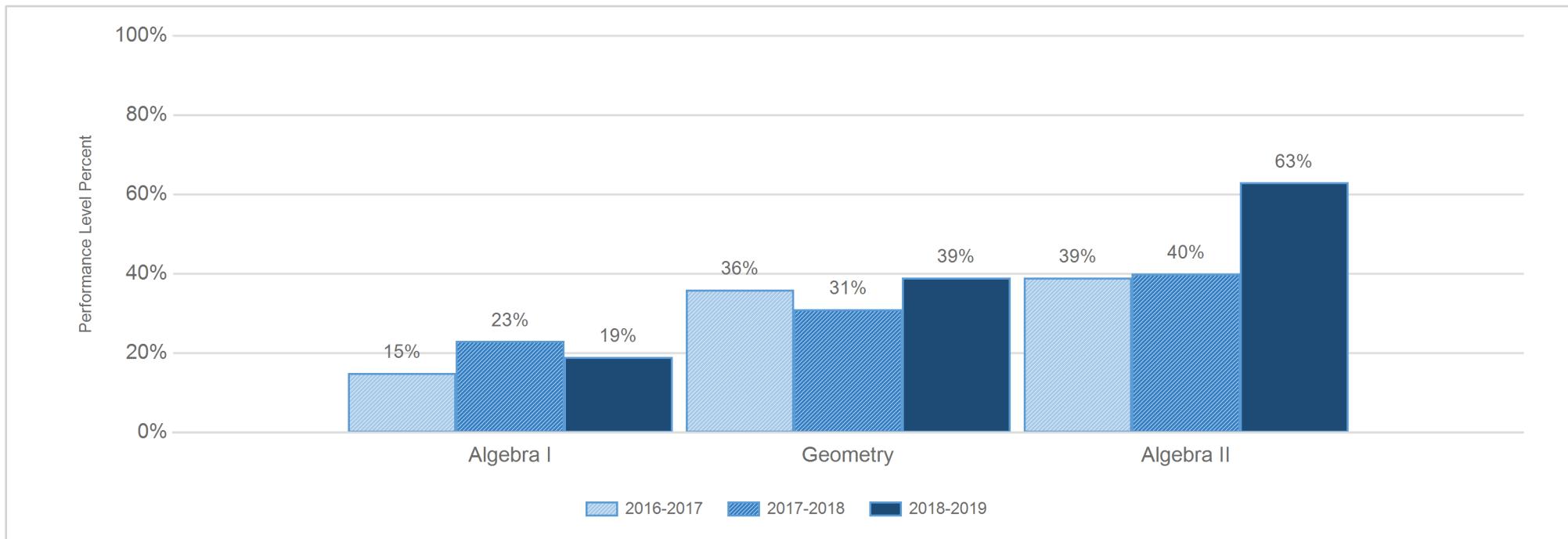
Grades Offered: 09-12

2018-2019

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Mathematics Assessment – Performance Trends

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



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



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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	336	727	751	744	10%	41%	31%	19%	0%	19%	42%
White	39	733	755	752	*	28%	36%	*	*	26%	53%
Hispanic	102	722	*	728	12%	47%	26%	15%	0%	15%	24%
Black or African American	132	723	734	725	11%	48%	30%	12%	0%	12%	20%
Asian, Native Hawaiian, or Pacific Islander	58	738	774	775	*	*	36%	34%	0%	34%	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	138	727	755	745	9%	40%	30%	22%	0%	22%	44%
Male	198	726	748	743	11%	41%	31%	17%	0%	17%	41%
Economically Disadvantaged Students	163	725	738	727	10%	42%	34%	13%	0%	13%	23%
Non-Economically Disadvantaged Students	173	729	759	752	9%	39%	28%	24%	0%	24%	52%
Students with Disabilities	65	714	*	717	*	*	*	*	*	*	12%
Students without Disabilities	271	730	*	748	*	*	*	*	*	*	47%
English Learners	21	724	724	710	*	*	*	*	*	10%	*
Non-English Learners	315	727	752	745	*	*	*	*	*	19%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Piscataway Township High School
(23-4130-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	492	741	742	737	7%	17%	37%	34%	6%	39%	35%
White	64	743	745	743	*	17%	31%	*	*	44%	43%
Hispanic	109	732	732	724	*	*	43%	25%	0%	25%	17%
Black or African American	141	730	730	720	10%	26%	46%	18%	0%	18%	14%
Asian, Native Hawaiian, or Pacific Islander	168	757	759	762	*	*	26%	52%	14%	66%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	10	731	731	745	0%	*	*	*	*	20%	46%
Female	265	742	743	738	5%	20%	37%	33%	5%	38%	36%
Male	227	741	742	736	9%	14%	36%	34%	6%	41%	34%
Economically Disadvantaged Students	151	732	733	722	13%	21%	40%	*	*	26%	16%
Non-Economically Disadvantaged Students	341	745	747	743	4%	16%	35%	*	*	45%	43%
Students with Disabilities	37	703	703	712	*	*	*	*	*	*	*
Students without Disabilities	455	745	746	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	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
Schoolwide	243	763	763	755	*	*	28%	52%	10%	63%	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	42	745	745	731	*	*	38%	*	*	43%	34%
Black or African American	47	745	745	725	*	*	38%	43%	0%	43%	27%
Asian, Native Hawaiian, or Pacific Islander	110	776	776	777	*	*	21%	58%	17%	75%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	129	760	760	752	*	*	28%	*	*	61%	55%
Male	114	767	767	758	*	*	27%	*	*	64%	62%
Economically Disadvantaged Students	49	756	756	729	*	*	33%	*	*	59%	32%
Non-Economically Disadvantaged Students	194	765	765	761	*	*	26%	*	*	63%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	243	763	763	755	*	*	28%	52%	10%	63%	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	40.4%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	43	88.4%	11.6%
3-4	26	84.6%	15.4%
5 or more	*	*	*



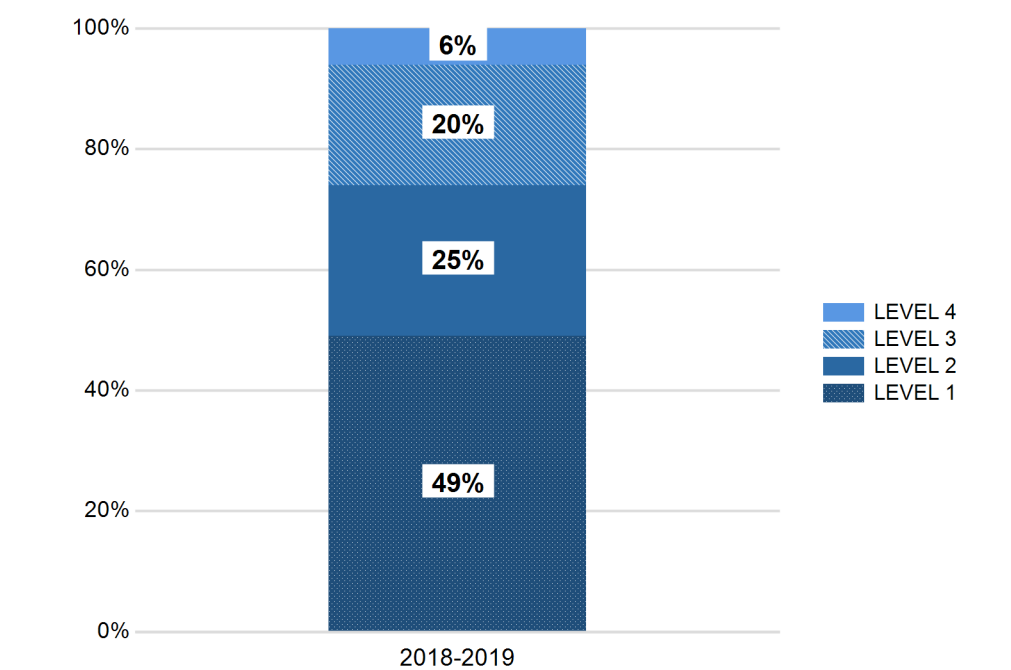
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	49	25	20	6
White	46	20	27	8
Hispanic	57	21	18	4
Black or African American	56	31	13	1
Asian, Native Hawaiian, or Pacific Islander	39	24	27	10
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	47	24	23	5
Male	51	25	18	6
Economically Disadvantaged Students	63	20	15	2
Non-Economically Disadvantaged Students	42	27	23	7
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
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	94.1%	84.5%
12th graders taking SAT in 2018-19 or prior years	79.8%	72.1%
12th graders taking ACT in 2018-19 or prior years	11.3%	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	470	476	Grade 10: 430 Grade 11: 460	58%	61%
PSAT 10/NMSQT - Math	477	477	Grade 10: 480 Grade 11: 510	42%	43%
SAT - Reading and Writing	550	539	480	75%	70%
SAT - Math	564	541	530	59%	53%
ACT - Reading	24	25	22	60%	66%
ACT - English	23	24	18	76%	81%
ACT - Math	24	24	22	59%	65%
ACT - Science	23	24	23	57%	57%



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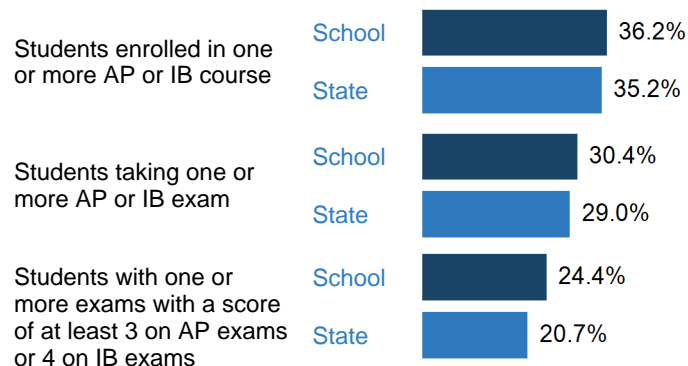
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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 Biology	72	61
AP Calculus AB	45	37
AP Calculus BC	47	46
AP Chemistry	0	35
AP Computer Science A	42	38
AP Computer Science Principles	22	13
AP English Language and Composition	68	69
AP English Literature and Composition	29	54
AP Environmental Science	33	12
AP Macroeconomics	0	13
AP Microeconomics	0	10
AP Music Theory	12	7
AP Physics C	35	0
AP Physics C: Electricity and Magnetism	0	13
AP Physics C: Mechanics	0	17
AP Psychology	63	51



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AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language	16	14
AP Statistics	113	69
AP Studio Art—Drawing Portfolio	6	2
AP Studio Art—Two-Demensional	0	5
AP U.S. Government and Politics	52	44
AP U.S. History	96	92
AP World History	46	46
Total Exams taken		748
Exams with scores of at least 3 on AP exams or 4 on IB exams		590



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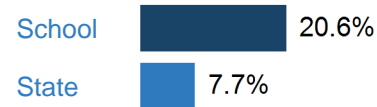
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

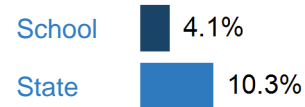
Career and Technical Education Participation

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

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



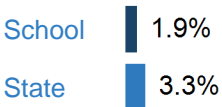
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	20.6%	4.1%	7.7%	10.3%
White	20.4%	5.5%	6.1%	9.6%
Hispanic	20.0%	4.7%	10.3%	11.3%
Black or African American	21.7%	4.3%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	19.6%	2.9%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	16.3%	3.3%	7.3%	10.6%
Male	24.6%	4.9%	8.0%	10.1%
Economically Disadvantaged Students	20.2%	3.0%	10.4%	11.8%
Students with Disabilities	19.3%	8.3%	6.6%	9.2%
English Learners	15.9%	*	8.7%	3.2%
Homeless Students	*	0.0%	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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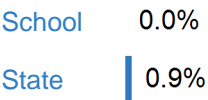
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Industry-Valued Credentials

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	155		
Hospitality & Tourism	*		
Human Services	*		
Marketing	285		
Science, Technology, Engineering & Mathematics	120		
Total (All Clusters)	564	0	0



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	294	231	12	0	0	0	46
10	59	276	235	0	0	0	23
11	25	70	260	126	12	11	106
12	8	18	97	95	147	102	143
Total	386	595	604	221	159	113	318
Enrolled in AP/IB Course					90	113	0
Enrolled in Dual Enrollment Course	0	0	0	171	0	0	67

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	535	0	0	6	1	6
10	51	468	0	4	1	24
11	31	58	0	180	297	237
12	69	20	0	95	66	239
Total	686	546	0	285	365	506
Enrolled in AP/IB Course	72	0		33	35	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	541	3	0	4	2	5
10	14	572	0	4	20	4
11	9	555	0	36	35	8
12	5	51	0	155	79	104
Total	569	1181	0	199	136	121
Enrolled in AP/IB Course	46	96	0	63		52
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	329	70	31	0	0	27	0
10	362	94	50	0	0	38	0
11	196	29	42	0	0	20	0
12	74	16	8	0	0	11	0
Total	961	209	131	0	0	96	0
Enrolled in AP/IB Course	16	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	516	32	27	0	0	14	0



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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	46	0	0	0	0	0
10	47	0	5	0	0	0
11	25	0	4	0	0	0
12	52	0	13	0	0	0
Total	170	0	22	0	0	0
Enrolled in AP/IB Course	42		22			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Piscataway Township High School
(23-4130-050)
Grades Offered: 09-12
2018-2019

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Chinese	*
Hindi	*
Italian	*
Spanish	24
Vietnamese	*
Total	32



Piscataway Township High School
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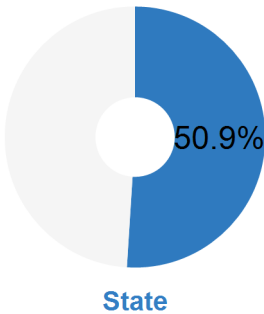
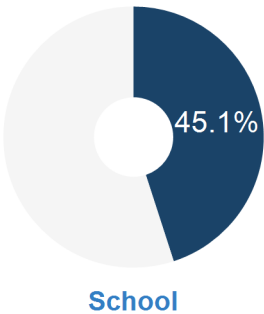
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Visual and Performing Arts – Course Participation

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:

MUSIC	School	<div></div>	17.9%
	State	<div></div>	17.6%
DANCE	School	<div></div>	2.9%
	State	<div></div>	2.3%
DRAMA	School	<div></div>	4.1%
	State	<div></div>	3.9%
VISUAL ARTS	School	<div></div>	22.2%
	State	<div></div>	32.9%



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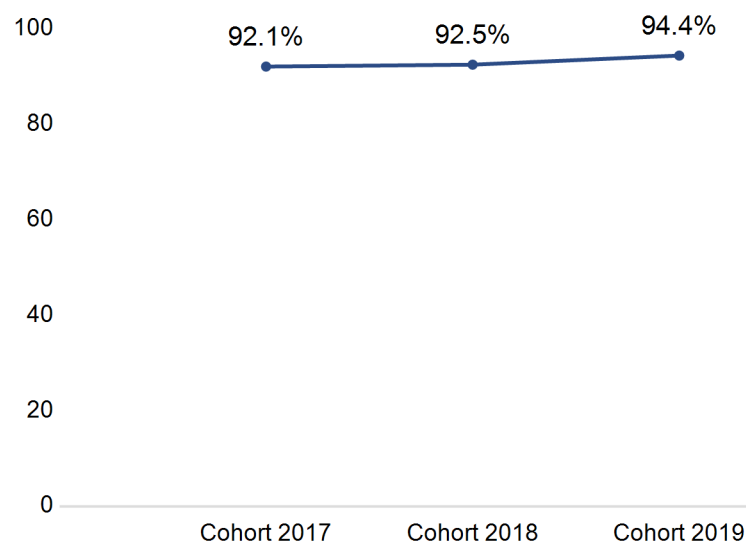
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

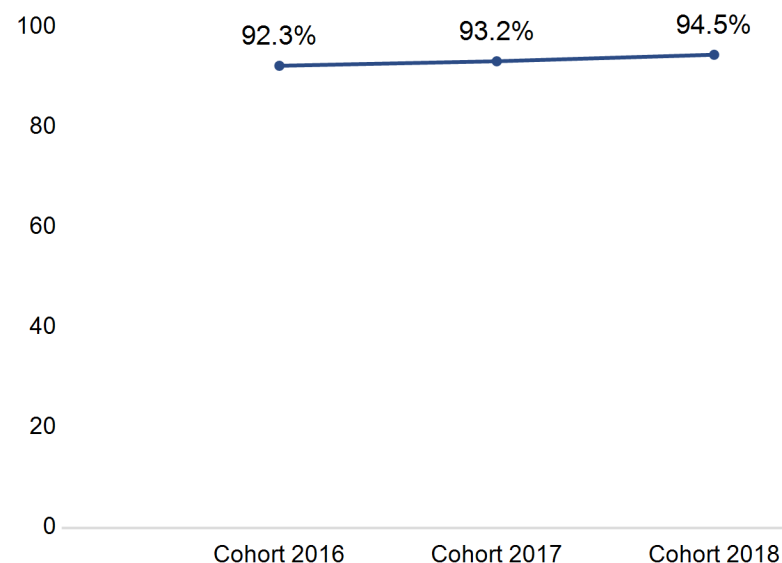
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	92.1%	92.5%	94.4%	92.3%	93.2%	94.5%
Annual Target	92.2%	92.4%		92.9%	93.1%	
Met Annual Target?	Not Met	Met Target		Not Met	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	94.4%	90.6%	94.5%	92.5%	92.5%	92.4%	Met Target	93.2%	93.1%	Met Target
White	90.8%	94.9%	*	95.9%	*	91.1%	Met Target	90.4%	95.2%	Not Met
Hispanic	91.0%	84.5%	88.3%	87.3%	81.7%	89.0%	Not Met	*	N	Met Goal
Black or African American	94.9%	83.3%	93.9%	87.1%	93.4%	93.7%	Not Met	90.4%	92.1%	Not Met
Asian, Native Hawaiian or Pacific Islander	97.3%	96.9%	98.7%	97.8%	97.3%	N	Met Goal	98.2%	N	Met Goal
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	96.1%	92.8%	95.3%	94.4%	93.4%			95.5%		
Male	92.7%	88.5%	93.7%	90.8%	91.7%			91.2%		
Economically Disadvantaged Students	91.8%	84.0%	91.4%	87.3%	90.0%	87.3%	Met Target	90.1%	91.0%	Not Met
Students with Disabilities	81.7%	79.2%	87.8%	83.8%	86.5%	81.8%	Met Target	74.7%	81.0%	Not Met
English Learners	76.5%	75.4%	87.5%	80.1%	80.9%	N	N	90.0%	91.3%	Not Met
Homeless Students	*	74.6%	*	78.3%	*			N		
Students in Foster Care	*	57.6%	*	82.5%	*			*		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	62.6%	68.5%
Substitute Competency Test	32.9%	25.0%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	4.5%	6.5%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.9%	1.2%
2017-2018	1.0%	1.2%
2016-2017	1.1%	1.1%



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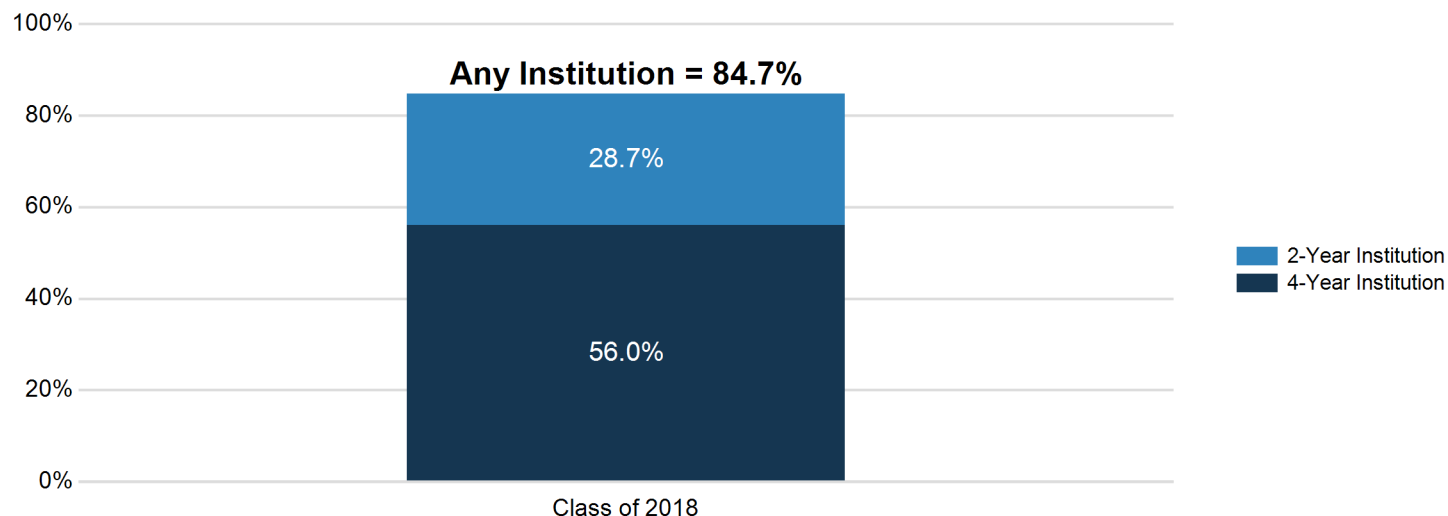
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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	28.7%
% Enrolled in 4-Year Institution	56.0%
% Enrolled in Any Postsecondary Institution	84.6%



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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	80.5%	26.7%	73.3%
White	74.5%	34.3%	65.7%
Hispanic	*	*	*
Black or African American	81.9%	29.9%	70.1%
Asian, Native Hawaiian, or Pacific Islander	94.1%	16.1%	83.9%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	74.1%	35.9%	64.1%
Students with Disabilities	*	*	*
English Learners	38.5%	80%	20%

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	84.6%	33.9%	66.1%	85.7%	14.3%	80.7%	19.3%
White	*	*	*	*	*	*	*
Hispanic	81.6%	49.3%	50.7%	90.1%	9.9%	87.3%	12.7%
Black or African American	82.2%	28.9%	71.1%	78.9%	21.1%	72.3%	27.7%
Asian, Native Hawaiian, or Pacific Islander	95.9%	25.4%	74.6%	88.7%	11.3%	87.3%	12.7%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	81.8%	38.9%	61.1%	89.6%	10.4%	86.1%	13.9%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	63.6%	100%	0%	100%	0%	100%	0%



Piscataway Township High School

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

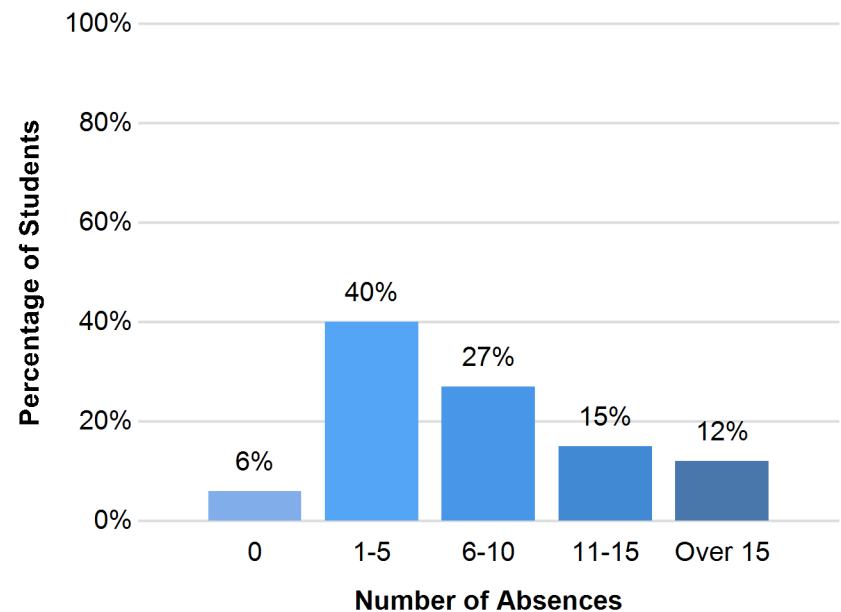
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	215	9.5	14.2	Met
White	28	8.4	14.2	Met
Hispanic	58	12.0	14.2	Met
Black or African American	72	10.2	14.2	Met
Asian, Native Hawaiian, or Pacific	50	7.1	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Not Met
Female	102	9.3		
Male	113	9.7		
Economically Disadvantaged Students	97	12.5	14.2	Met
Students with Disabilities	32	15.1	14.2	Not Met
English Learners	6	8.1	14.2	Met
Homeless Students	4	33.3		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





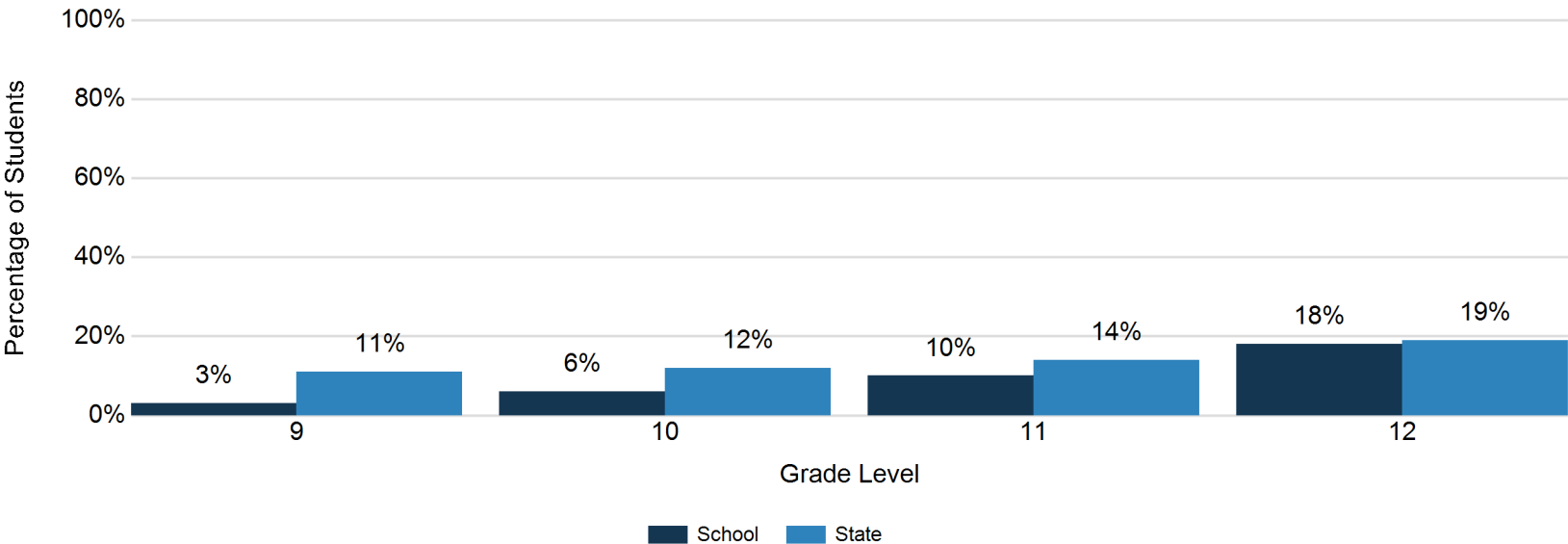
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Chronic Absenteeism by Grade

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





Piscataway Township High 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	16
Weapons	1
Vandalism	2
Substances	59
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	82
Incidents Per 100 Students Enrolled	3.61

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	1	0	1
Gender	0	4	4
Sexual Orientation	1	1	2
Disability	0	1	1
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	5
Weapons	1
Vandalism	1
Substances	55
Harassment, Intimidation, Bullying (HIB)	1
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	185	8.2%
Out-of-School Suspensions	174	7.7%
Any Suspension	289	12.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
1235



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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	7:15 AM
Typical End Time	1:45 PM
Length of School Day	6 Hrs 30 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	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	173	118,214
Average years experience in public schools	11.3	12.1
Average years experience in district	10.0	10.8
Percentage of Teachers with 4 or more years experience in the district	74.0%	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	44	9,530
Average years experience in public schools	11.9	16.0
Average years experience in district	8.7	12.0
Percentage of Administrators with 4 or more years experience in the district	72.7%	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	13:1
Students to Administrators	151:1	162:1
Teachers to Administrators	12:1	12:1
Students to Librarians/Media Specialists		3569:1
Students to Nurses		1427:1
Students to Counselors		549:1
Students to Child Study Team Members		193:1



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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%	62.4%	53.3%	48.4%	77.1%	54.9%
Male	51.2%	37.6%	46.7%	51.6%	22.9%	45.1%
White	14.7%	76.9%	60.0%	42.4%	83.6%	77.4%
Hispanic	21.4%	8.1%	6.7%	29.9%	7.3%	7.2%
Black or African American	31.1%	7.5%	26.7%	15.0%	6.6%	13.9%
Asian	31.0%	6.9%	6.7%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.6%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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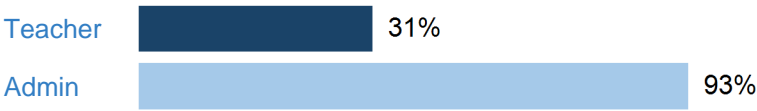
Teachers and Administrators - Level of Education

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	90.0%	90.5%
2017-18 Administrators: Same district 2018-19	90.9%	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	97.4%



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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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 2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



Piscataway Township High School
 (23-4130-050)
 Grades Offered: 09-12
 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	50.8%	50.2%	57.6%
Math Proficiency	37.4%	37.7%	38.0%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	92.1%	92.5%	94.4%
5-Year Graduation Rate†	92.3%	93.2%	94.5%
Progress toward English Language Proficiency		44.4%	40.4%
Chronic Absenteeism	7.7%	10.9%	9.5%

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



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

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	Met Target	Met Target†	Met	No
White	Met Target	Met Target	Met Target	Not Met	n/a	Met	No
Hispanic	Met Target	Met Target†	Not Met	Met Goal	n/a	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 Target	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Target	Not Met	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Met Target	Not Met	n/a	Not Met	No
English Learners	Met Target	Met Target	N	Not Met	**	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"> Curriculum includes highly regarded Readers & Writers Workshop, various math offerings & Next Generation Science Standards Excellent Fine and Performing Arts, Athletic and Extra-curricular Programs
 <p>Mission, Vision, Theme:</p>	<p>The Vision of our You, I, We Inspire Theme is to reach every student and staff member, help them see their own self-worth and to value their culture and ability level. The overarching goal of the program is to seek and inspire teachers to think outside-the-box and instill a stronger work ethic in students. The Board of Education and Administration give principals and teachers freedom to explore partnerships with higher education institutions and business entities to go beyond traditional school experiences.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Over the past four years, the Piscataway School District has received numerous state and national awards and recognitions: Our You, I, We Inspire campaign was named Grand Prize winner by the National School Board Association; The NSBA presented its School Leader award to the Piscataway High School-Rutgers Biomedical Program; District Administrator Magazine named Piscataway a District of Distinction for our ESL program, the third time in two years this program received national honors; Piscataway High School received honorable mention for the Schools of Character award; and for the past two years, Piscataway Schools was ranked among the best school districts in New Jersey by Niche.com, named one of The Best Communities for Music Education in the country by NAMM Foundation, and Piscataway High School was named to the AP Honor Roll by the College Board.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Various Course Offerings in ELA, Math, Science, Social Studies, History, World Language, 21st Century Career & Technology Education, 21 Advanced Placement Courses, Biomedical Program, Digital Literacy, Visual and Performing Arts, Referral to Intervention</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys & Girls), Golf (Boys & Girls), Gymnastics (Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls)</p> <p>During the 2018-19 school year the football team became the first team in state history to win the North Group 5 State Championship (Fall 2018). Thirty (30) PHS student-athletes signed to play their respective sport at the collegiate level many of whom received athletic scholarships.</p>
 <p>Clubs and Activities:</p>	<p>Over 40 clubs and activities offered; go to http://phs.piscatawayschools.org/ for further details.</p>





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 <p>Before and After School Programs:</p>	Community Education offers Before Care, After Care, Enrichment and Summer programs for K-8 students for an additional cost.
 <p>Postsecondary Information:</p>	For the class of 2019, 88%of Piscataway High School students continue their education or participate in post-secondary career paths: 63% attend four year college, 23.5% attend two year college, 1.5% attend technical school, 2% Military, 6% Employment, 4% Undecided.






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 <p>Student Supports and Services:</p>	<p>A full spectrum of programs are offered for students with disabilities.</p>
 <p>Student Health and Wellness:</p>	<p>Piscataway Township Public Schools has maintained an excellent Health Services department that provides many supports to our families. Wellness programs and committees exist district wide so we remain mindful of all the needs of our school community. Additionally, the district has a staff wellness program that offers information and programs to all staff members, promoting the importance of their own personal wellness.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent and teacher organizations exist throughout the school district. Examples of these partnerships are the Education Foundation, Parent Teacher Organizations (PTO), and Special Education Parent Association (SEPA).</p>



Quibbletown Middle School
(23-4130-055)
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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 with any questions about the reports

Notes from the New Jersey Department of Education:



Quibbletown Middle School
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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Piscataway Township School District
Principal Name	Mr. William Gonzalez
Address	99 ACADEMY STREET PISCATAWAY, NJ 08854
Phone Number	732-752-0444
Email Address	wgonzalez@pway.org
Website	http://quibbletown.piscatawayschools.org/
Facebook	https://www.facebook.com/pwayschools/
Twitter	https://twitter.com/pwayschools



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

Enrollment Trends by Grade

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	179	156	171
7	174	175	158
8	194	173	177
Total	547	504	506

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

Student Group	2016-17	2017-18	2018-19
Female	50.3%	50.2%	53.0%
Male	49.7%	49.8%	47.0%
Economically Disadvantaged Students	39.5%	40.5%	39.3%
Students with Disabilities	10.6%	12.5%	12.3%
English Learners	3.3%	3.2%	1.4%
Homeless Students	0.2%	0.6%	0.8%
Students in Foster Care	0.2%	0.2%	0.2%
Military-Connected Students	0.0%	0.2%	0.4%
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	13.5%	12.7%	12.6%
Hispanic	23.8%	24.8%	27.1%
Black or African American	30.5%	30.2%	27.1%
Asian	29.3%	28.6%	29.4%
Native Hawaiian or Pacific Islander	0.2%	0.4%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	2.7%	3.4%	3.4%

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	70.0%
Spanish	9.7%
Gujarati	9.3%
Hindi	2.2%
Urdu	1.6%
Other Languages	7.3%



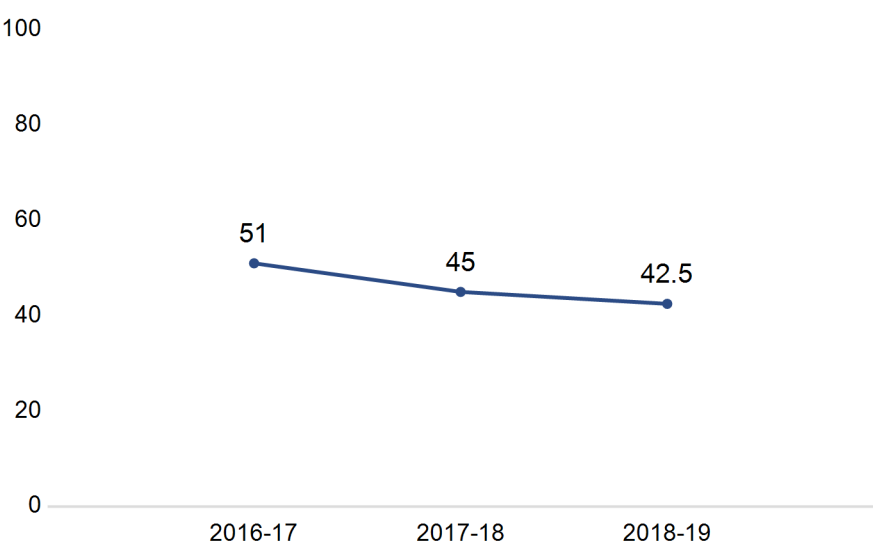
Quibbletown Middle School
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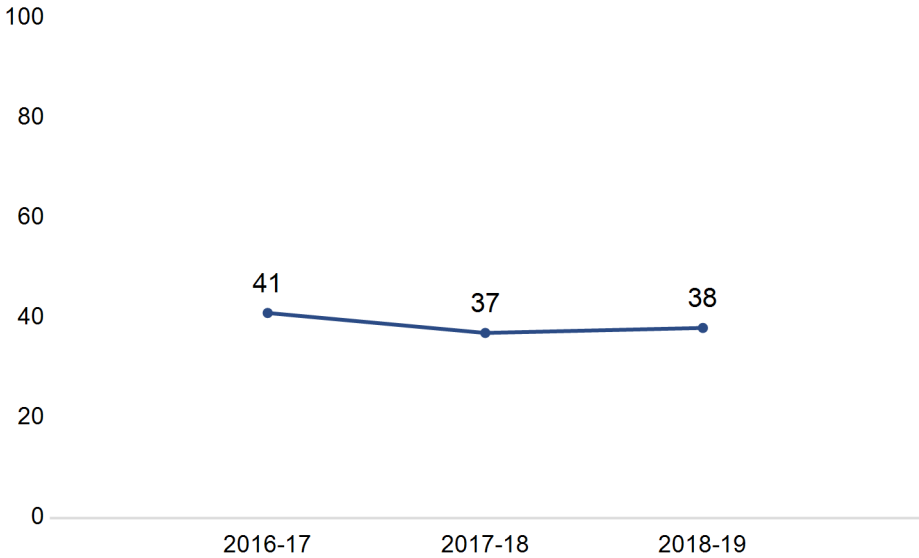
Student Growth Trends and Progress

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	51	45	42.5	41	37	38
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	42.5	48	50	Met Standard	38	45	50	Not Met
White	53.5	52	50	Met Standard	39	45	52	Not Met
Hispanic	36.5	43	49	Not Met	38	46	47	Not Met
Black or African American	35	40	45	Not Met	34	38	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	58	57	59	Met Standard	42.5	52	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	61	50	49	**	*	45.5	52	**
Female	42	52	53	N	36	46	50	N
Male	43	44	47	N	40	44	51	N
Economically Disadvantaged Students	37	46	48	Not Met	40	41	46	Met Standard
Students with Disabilities	25	44	43	Not Met	39.5	38	45	Not Met
English Learners	68.5	52	52	Exceeds Standard	39	51	50	Not Met
Homeless Students	*	44	43	N	N	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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A student's SGP falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

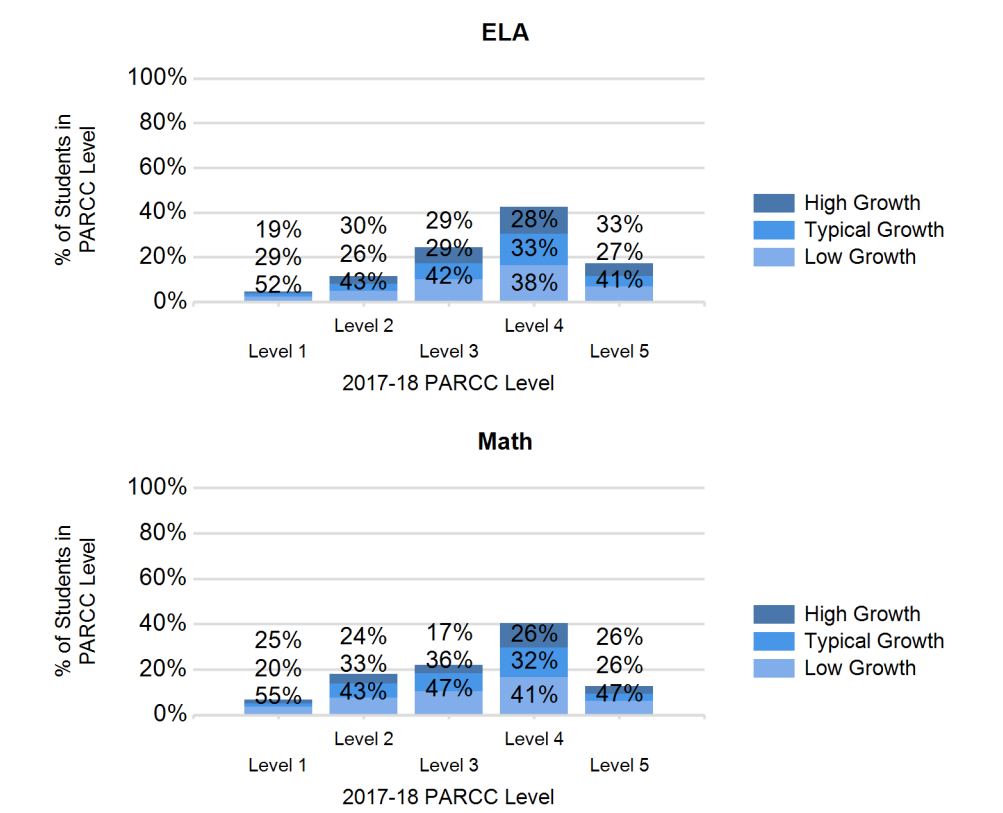
Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

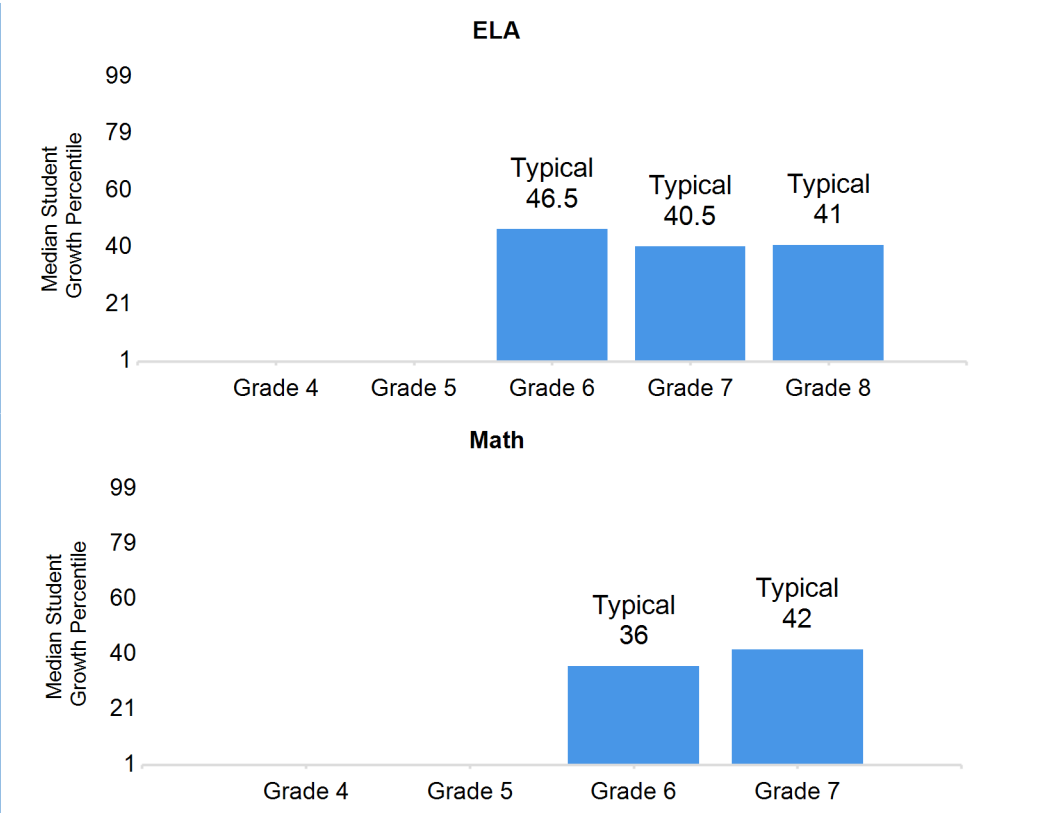
Student Growth by Performance Level

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



Student Growth by Grade

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



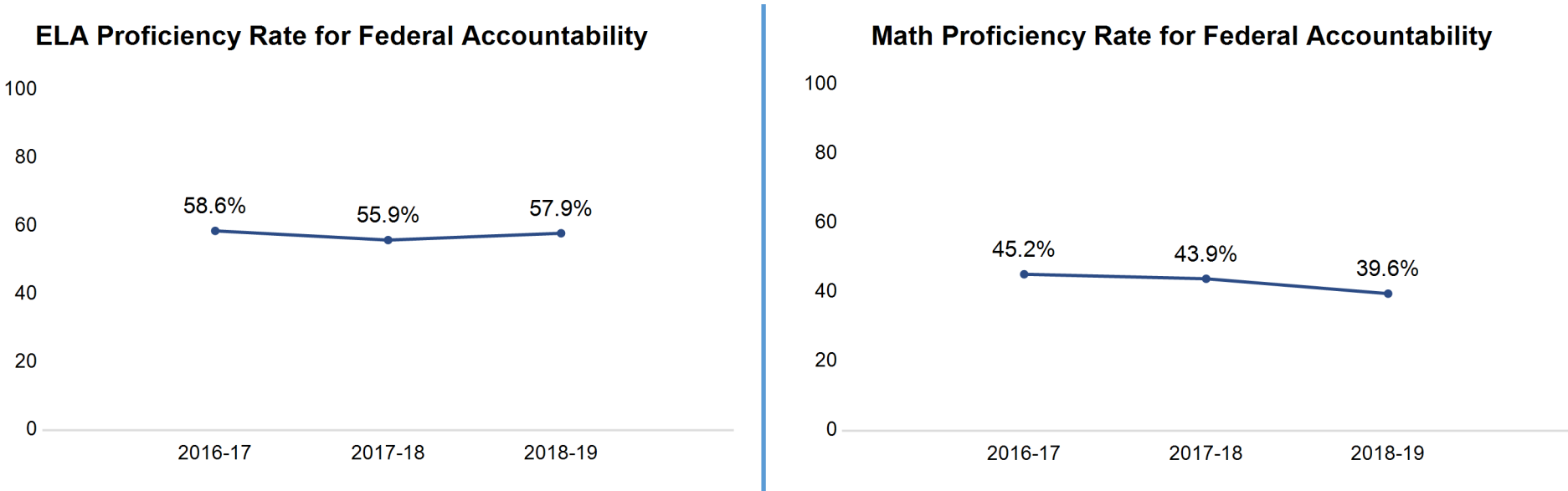


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.6%	96.3%	96.3%	99.6%	96.7%	96.3%
Proficiency Rate for Federal Accountability	58.6%	55.9%	57.9%	45.2%	43.9%	39.6%
Annual Target	56.7%	58.0%	59.2%	50.2%	51.7%	53.3%
Met Annual Target?	Met Target	Met Target†	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	475	96.3	57.9	59.5	57.9	57.9	59.2	Met Target†
White	62	98.5	62.9	*	66.9	62.9	50.5	Met Target
Hispanic	127	94.2	44.9	47.5	43.9	44.4	52	Not Met
Black or African American	124	94.2	46.0	46.0	38.5	45.8	53.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	147	100.0	77.6	77.8	82.9	77.6	78	Met Target†
American Indian or Alaska Native	*	*	*	76.9	56.0	*	**	**
Two or More Races	*	*	*	64.5	64.4	*	**	**
Female	248	95.5	61.3	67.7	64.8	61.3		
Male	227	97.1	54.2	51.3	51.3	54.2		
Economically Disadvantaged Students	175	92.9	46.3	45.9	40.0	45.4	49.3	Met Target†
Non-Economically Disadvantaged Students	300	98.4	64.7	66.4	67.9	64.7		
Students with Disabilities	56	92.1	19.6	16.6	22.7	19.0	19.1	Met Target†
Students without Disabilities	419	96.9	63.0	65.7	65.1	63.0		
English Learners	33	97.1	39.4	41.5	29.3	39.4	21.3	Met Target
Non-English Learners	442	96.2	59.3	61.1	60.6	59.3		
Homeless Students	*	*	*	19.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	66.7	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

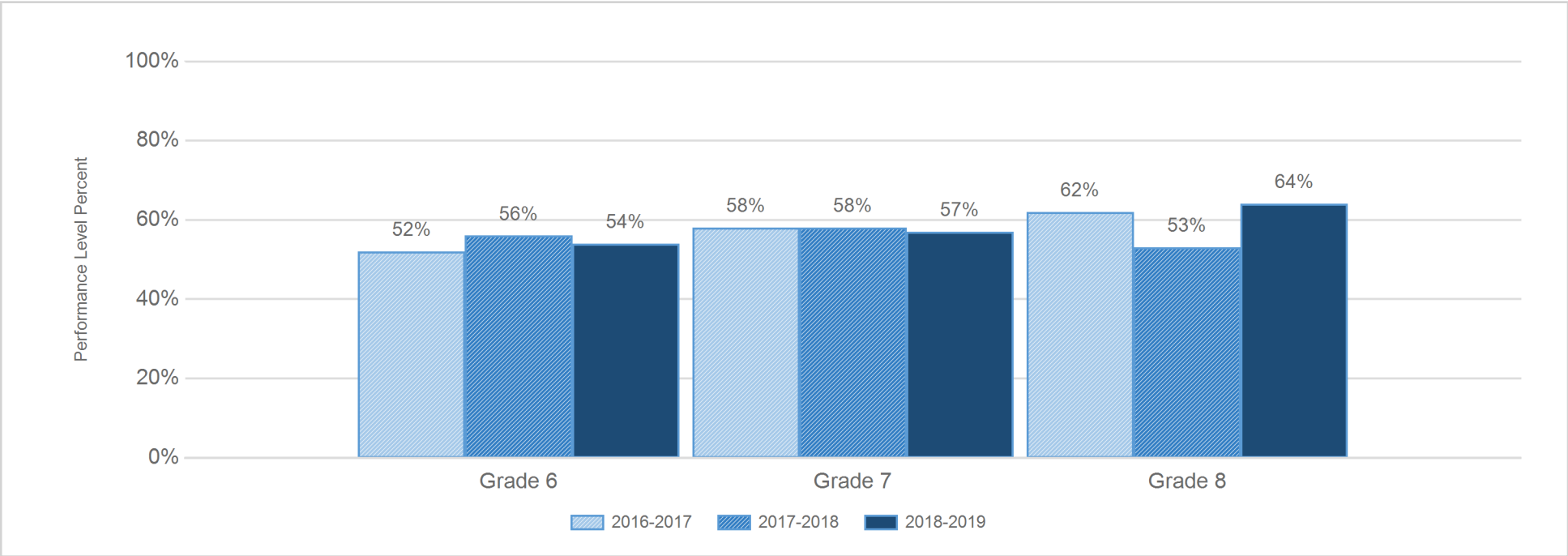


Quibbletown Middle School
 (23-4130-055)
 Grades Offered: 06-08
 2018-2019

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

English Language Arts Assessment - Performance 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.





Quibbletown 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	166	753	754	754	8%	14%	25%	41%	13%	54%	56%
White	21	756	754	762	0%	*	*	57%	0%	57%	65%
Hispanic	45	740	*	743	*	22%	27%	*	*	40%	43%
Black or African American	38	734	741	738	*	*	32%	*	*	34%	36%
Asian, Native Hawaiian, or Pacific Islander	57	776	774	780	*	*	*	47%	32%	79%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	92	756	761	762	*	*	25%	*	*	55%	64%
Male	74	749	747	748	*	*	24%	*	*	51%	48%
Economically Disadvantaged Students	63	736	739	740	*	*	33%	*	*	35%	39%
Non-Economically Disadvantaged Students	103	763	762	763	*	*	19%	*	*	65%	67%
Students with Disabilities	17	721	719	722	*	*	*	*	*	18%	19%
Students without Disabilities	149	756	758	761	*	*	*	*	*	58%	64%
English Learners	*	*	705	710	*	*	*	*	*	*	*
Non-English Learners	*	*	755	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Quibbletown Middle School
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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	152	756	761	761	14%	13%	16%	28%	29%	57%	63%
White	*	*	769	769	*	*	*	*	*	*	72%
Hispanic	35	734	*	747	*	*	29%	*	*	37%	50%
Black or African American	45	739	746	741	*	29%	*	*	*	42%	43%
Asian, Native Hawaiian, or Pacific Islander	48	775	778	790	*	*	*	27%	46%	73%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	771	768	*	*	*	*	*	*	68%
Female	70	758	768	769	*	*	20%	24%	31%	56%	71%
Male	82	753	755	753	*	*	12%	32%	27%	59%	55%
Economically Disadvantaged Students	51	743	753	743	*	*	*	*	*	49%	45%
Non-Economically Disadvantaged Students	101	762	766	771	*	*	*	*	*	61%	73%
Students with Disabilities	19	703	711	720	*	*	*	*	*	21%	22%
Students without Disabilities	133	763	769	769	*	*	*	*	*	62%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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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	170	760	765	762	7%	9%	19%	43%	21%	64%	63%
White	*	*	764	770	*	*	*	*	*	*	72%
Hispanic	49	751	749	747	*	*	24%	*	*	57%	49%
Black or African American	48	752	751	741	*	*	21%	*	*	56%	43%
Asian, Native Hawaiian, or Pacific Islander	43	786	791	794	0%	*	*	40%	44%	84%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	777	769	*	*	*	*	*	*	69%
Female	94	769	777	771	*	*	19%	50%	23%	73%	71%
Male	76	749	753	753	*	*	20%	34%	18%	53%	55%
Economically Disadvantaged Students	68	752	751	743	*	*	25%	*	*	54%	45%
Non-Economically Disadvantaged Students	102	766	774	772	*	*	16%	*	*	71%	72%
Students with Disabilities	19	716	724	721	*	*	*	*	*	21%	22%
Students without Disabilities	151	766	771	770	*	*	*	*	*	70%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	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	475	96.3	39.6	47.7	44.5	39.6	53.3	Not Met
White	62	98.5	38.7	*	54.1	38.7	56.2	Not Met
Hispanic	127	94.2	22.0	32.3	28.8	21.8	47.4	Not Met
Black or African American	124	94.2	25.8	27.7	23.0	25.7	41.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	147	100.0	66.7	72.6	76.5	66.7	71.8	Met Target†
American Indian or Alaska Native	*	*	*	61.5	42.7	*	**	**
Two or More Races	*	*	*	49.6	53.3	*	**	**
Female	248	95.5	39.1	49.9	44.9	39.1		
Male	227	97.1	40.1	45.5	44.2	40.1		
Economically Disadvantaged Students	175	92.9	26.9	32.0	26.3	26.3	43.6	Not Met
Non-Economically Disadvantaged Students	300	98.4	47.0	55.8	54.9	47.0		
Students with Disabilities	56	92.1	*	12.2	17.4	*	17.7	Not Met
Students without Disabilities	419	96.9	*	52.8	50.0	*		
English Learners	33	97.1	36.4	45.3	25.0	36.4	34.6	Met Target
Non-English Learners	442	96.2	39.8	47.9	46.5	39.8		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	41.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

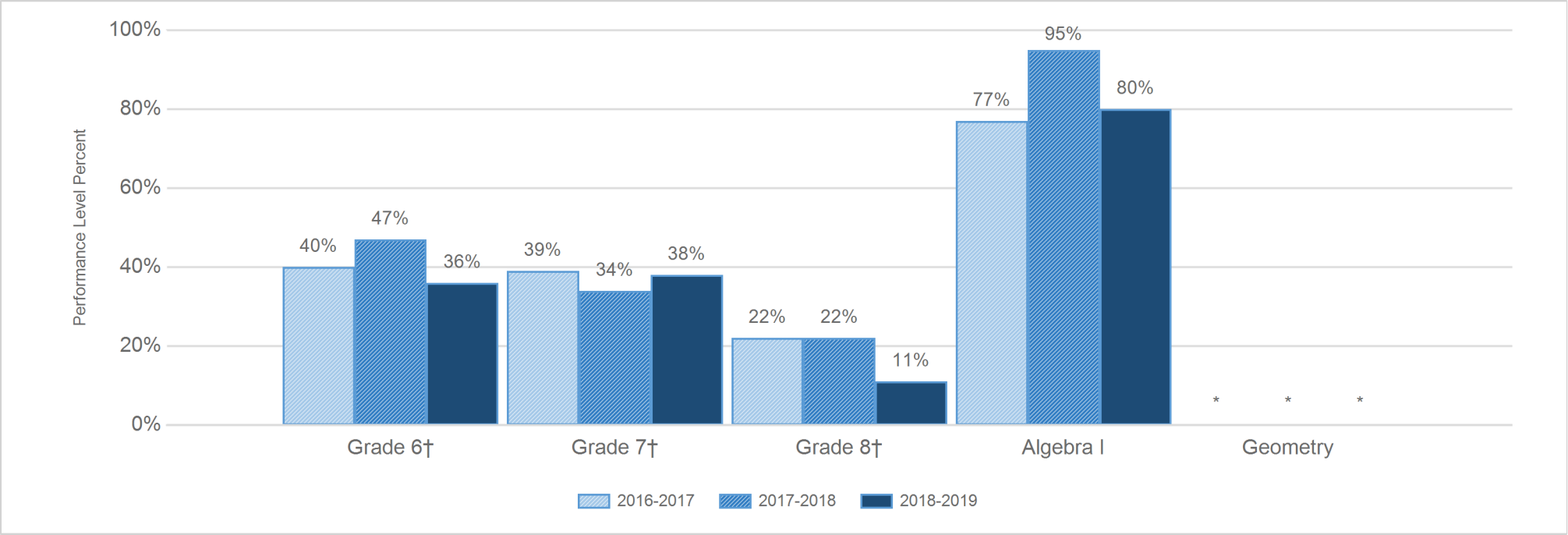


Quibbletown Middle School
 (23-4130-055)
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 2018-2019

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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
Schoolwide	166	739	740	741	9%	27%	28%	29%	7%	36%	41%
White	21	742	742	749	*	*	*	*	*	33%	51%
Hispanic	45	723	*	729	*	36%	29%	*	*	18%	24%
Black or African American	38	726	725	722	*	39%	*	*	*	24%	19%
Asian, Native Hawaiian, or Pacific Islander	57	759	761	769	*	*	25%	42%	19%	61%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	92	738	741	742	*	30%	24%	*	*	37%	42%
Male	74	740	739	740	*	23%	32%	*	*	35%	40%
Economically Disadvantaged Students	63	724	725	726	*	40%	30%	*	*	16%	21%
Non-Economically Disadvantaged Students	103	748	748	750	*	19%	26%	*	*	49%	53%
Students with Disabilities	17	710	706	716	*	*	*	*	*	12%	12%
Students without Disabilities	149	742	744	746	*	*	*	*	*	39%	46%
English Learners	*	*	707	709	*	*	*	*	*	*	*
Non-English Learners	*	*	741	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	143	738	742	744	15%	18%	29%	31%	8%	38%	42%
White	*	*	*	751	*	*	*	*	*	*	53%
Hispanic	35	724	*	733	29%	*	31%	*	*	23%	26%
Black or African American	45	729	730	727	*	24%	38%	*	*	22%	21%
Asian, Native Hawaiian, or Pacific Islander	40	753	755	768	*	*	*	*	*	63%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	68	736	744	744	*	22%	35%	*	*	29%	42%
Male	75	741	740	743	*	15%	23%	*	*	47%	42%
Economically Disadvantaged Students	51	734	737	731	*	22%	31%	*	*	33%	24%
Non-Economically Disadvantaged Students	92	741	745	751	*	16%	27%	*	*	41%	53%
Students with Disabilities	19	709	710	718	53%	*	*	*	*	16%	13%
Students without Disabilities	124	743	747	749	9%	*	*	*	*	42%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	716	714	728	32%	33%	24%	11%	0%	11%	29%
White	17	718	*	737	*	*	*	*	*	*	38%
Hispanic	37	718	712	722	32%	30%	27%	*	*	11%	22%
Black or African American	34	707	710	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	724	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	737	730	*	*	*	*	*	*	31%
Female	49	717	716	731	29%	37%	22%	*	*	12%	31%
Male	49	714	712	726	35%	29%	27%	*	*	10%	27%
Economically Disadvantaged Students	47	713	709	719	36%	30%	23%	*	*	11%	20%
Non-Economically Disadvantaged Students	51	718	719	735	27%	35%	25%	*	*	12%	36%
Students with Disabilities	19	693	696	707	*	*	*	*	*	*	10%
Students without Disabilities	79	721	720	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	773	751	744	0%	*	17%	*	*	80%	42%
White	*	*	755	752	*	*	*	*	*	*	53%
Hispanic	12	761	*	728	0%	*	*	*	*	75%	24%
Black or African American	14	764	734	725	0%	0%	*	*	*	79%	20%
Asian, Native Hawaiian, or Pacific Islander	43	780	774	775	0%	*	*	*	*	84%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	46	768	755	745	0%	*	*	*	*	83%	44%
Male	35	778	748	743	0%	*	*	*	*	77%	41%
Economically Disadvantaged Students	21	767	738	727	0%	*	*	*	*	76%	23%
Non-Economically Disadvantaged Students	60	775	759	752	0%	*	*	*	*	82%	52%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	12%
Students without Disabilities	81	773	*	748	0%	*	17%	*	*	80%	47%
English Learners	N	N	724	710	N	N	N	N	N	N	*
Non-English Learners	81	773	752	745	0%	*	17%	*	*	80%	*
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	*	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
Schoolwide	*	*	742	737	*	*	*	*	*	*	35%
White	N	N	745	743	N	N	N	N	N	N	43%
Hispanic	N	N	732	724	N	N	N	N	N	N	17%
Black or African American	N	N	730	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	731	745	N	N	N	N	N	N	46%
Female	*	*	743	738	*	*	*	*	*	*	36%
Male	N	N	742	736	N	N	N	N	N	N	34%
Economically Disadvantaged Students	N	N	733	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	*	*	747	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	703	712	N	N	N	N	N	N	*
Students without Disabilities	*	*	746	741	*	*	*	*	*	*	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	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	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



Quibbletown Middle School
(23-4130-055)
Grades Offered: 06-08
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



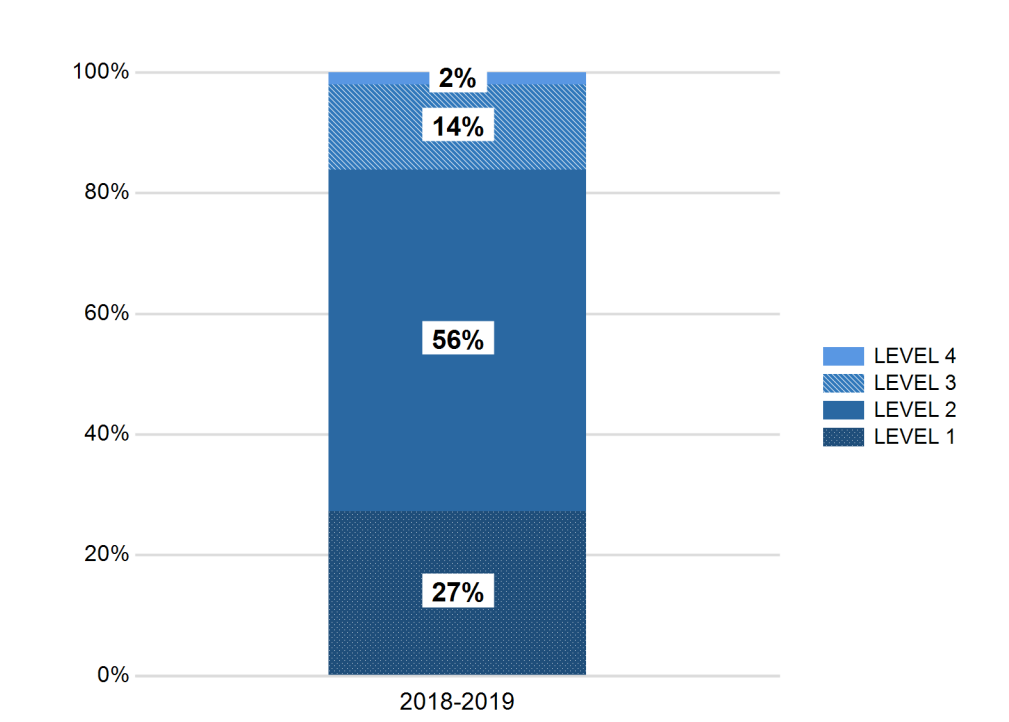
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 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	56	14	2
White	*	*	*	*
Hispanic	33	57	10	0
Black or African American	42	50	6	2
Asian, Native Hawaiian, or Pacific Islander	9	61	25	5
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	21	64	12	3
Male	35	47	17	1
Economically Disadvantaged Students	36	56	6	3
Non-Economically Disadvantaged Students	22	56	20	2
Students with Disabilities	89	11	0	0
Students without Disabilities	20	62	16	3
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	183
7	9	0	156
8	73	0	106
Total	82	0	445

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	173	0	0	0	0	0	0
7	88	0	0	0	0	0	40
8	129	0	0	0	0	0	0
Total	390	0	0	0	0	0	40



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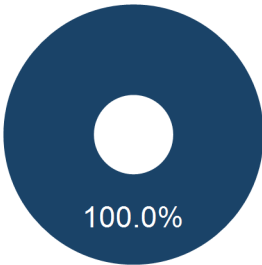
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Visual and Performing Arts – Course Participation

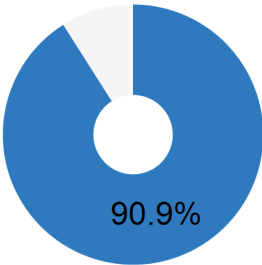
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

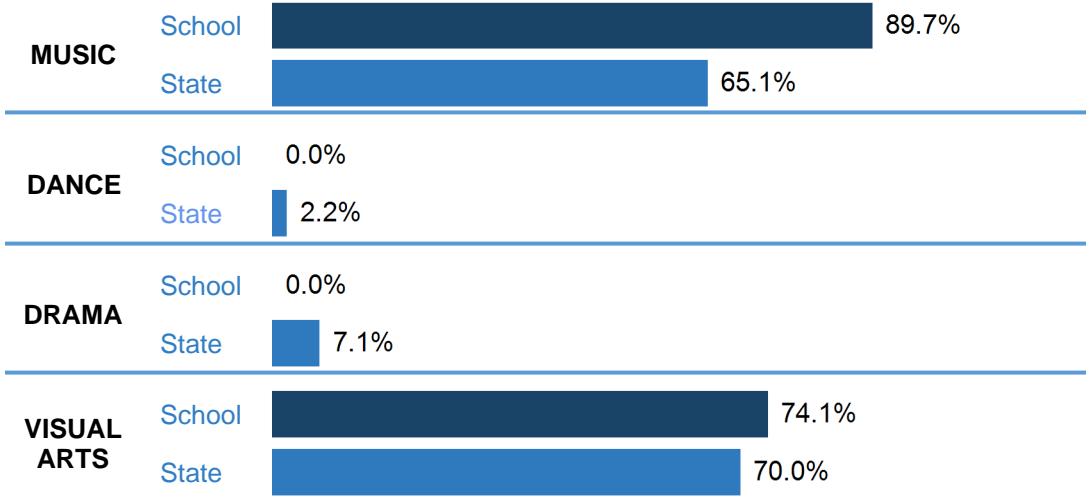


School



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.

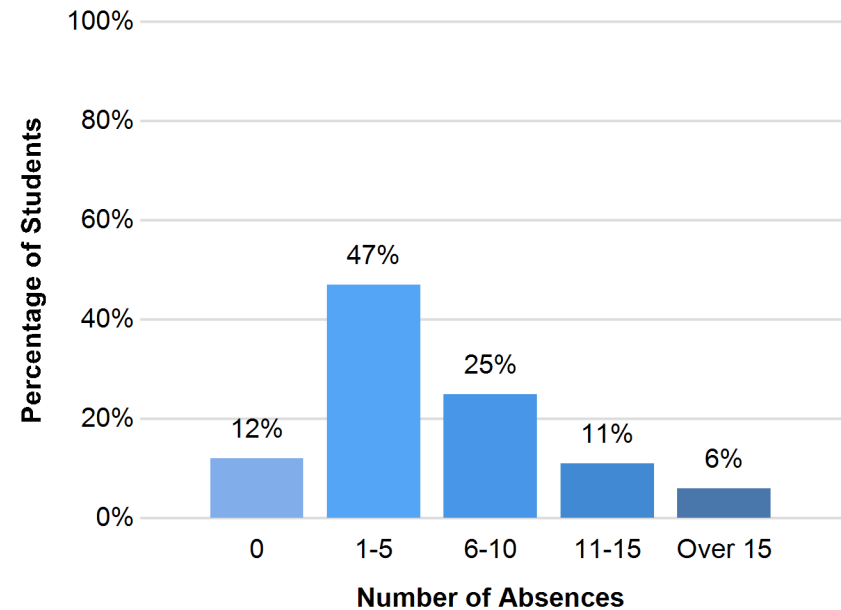
Chronic Absenteeism

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	19	3.7	9.1	Met
White	4	6.3	9.1	Met
Hispanic	5	3.6	9.1	Met
Black or African American	7	5.0	9.1	Met
Asian, Native Hawaiian, or Pacific	3	2.0	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	10	3.7		
Male	9	3.8		
Economically Disadvantaged Students	11	5.6	9.1	Met
Students with Disabilities	3	4.5	9.1	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





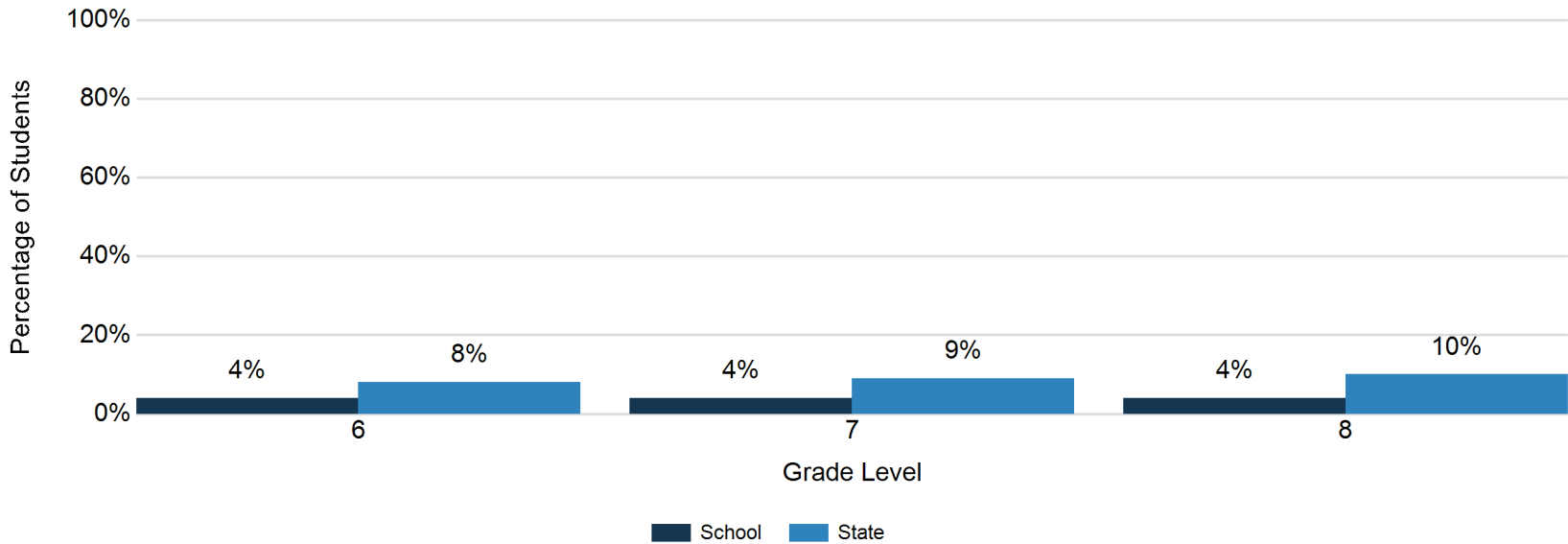
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.58

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	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	3	3
No Identified Nature	5		5

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	3

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	29	5.7%
Out-of-School Suspensions	46	9.1%
Any Suspension	58	11.5%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
168



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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	2:20 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 23 Mins
Shared Time - Instructional Time	5 Hrs. 23 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	46	118,214
Average years experience in public schools	11.3	12.1
Average years experience in district	9.7	10.8
Percentage of Teachers with 4 or more years experience in the district	73.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	44	9,530
Average years experience in public schools	11.9	16.0
Average years experience in district	8.7	12.0
Percentage of Administrators with 4 or more years experience in the district	72.7%	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	13:1
Students to Administrators	253:1	162:1
Teachers to Administrators	23:1	12:1
Students to Librarians/Media Specialists		3569:1
Students to Nurses		1427:1
Students to Counselors		549:1
Students to Child Study Team Members		193:1



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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	53.0%	65.2%	0.0%	48.4%	77.1%	54.9%
Male	47.0%	34.8%	100.0%	51.6%	22.9%	45.1%
White	12.6%	82.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	27.1%	8.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	27.1%	6.5%	0.0%	15.0%	6.6%	13.9%
Asian	29.4%	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	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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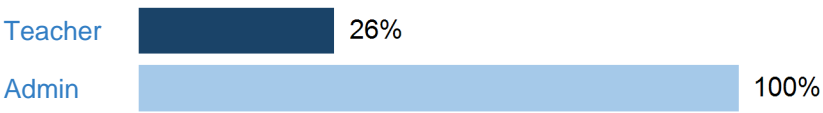
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.0%	90.5%
2017-18 Administrators: Same district 2018-19	90.9%	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	97.7%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	58.6%	55.9%	57.9%
Math Proficiency	45.2%	43.9%	39.6%
ELA Growth	51	45	42
Math Growth	41	37	38
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		40.0%	*
Chronic Absenteeism	1.8%	2.8%	3.7%

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



Quibbletown Middle School

(23-4130-055)

Grades Offered: 06-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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

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

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

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

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

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

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

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

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

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

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



Quibbletown Middle School
 (23-4130-055)
 Grades Offered: 06-08
 2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






Quibbletown Middle School
 (23-4130-055)
 Grades Offered: 06-08
 2018-2019

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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> Curriculum includes highly regarded Readers & Writers Workshop, various math offerings & Next Generation Science Standards Excellent Fine and Performing Arts, Athletic and Extra-curricular Programs
 <div>Mission, Vision, Theme:</div>	<p>The Vision of our You, I, We Inspire Theme is to reach every student and staff member, help them see their own self-worth and to value their culture and ability level. The overarching goal of the program is to seek and inspire teachers to think outside-the-box and instill a stronger work ethic in students. The Board of Education and Administration give principals and teachers freedom to explore partnerships with higher education institutions and business entities to go beyond traditional school experiences.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>Over the past four years, the Piscataway School District has received numerous state and national awards and recognitions: Our You, I, We Inspire campaign was named Grand Prize winner by the National School Board Association; The NSBA presented its School Leader award to the Piscataway High School-Rutgers Biomedical Program; District Administrator Magazine named Piscataway a District of Distinction for our ESL program, the third time in two years this program received national honors; Piscataway High School received honorable mention for the Schools of Character award; and for the past two years, Piscataway Schools was ranked among the best school districts in New Jersey by Niche.com, named one of The Best Communities for Music Education in the country by NAMM Foundation, and Piscataway High School was named to the AP Honor Roll by the College Board.</p>






Quibbletown Middle School
 (23-4130-055)
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 2018-2019

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 <p>Courses, Curriculum, Instruction:</p>	<p>Columbia Readers and Writer’s Workshop, Go-Math and implementation of the Next Generation Science Standards, Digital Literacy, Visual and Performing Arts, Gifted and Talented Programs, Referral to Intervention</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)</p> <p>During the 2018-19 school year the football team became the first team in state history to win the North Group 5 State Championship (Fall 2018). Thirty (30) PHS student-athletes signed to play their respective sport at the collegiate level many of whom received athletic scholarships.</p>
 <p>Clubs and Activities:</p>	<p>Technology , Science, Yoga, Art, Digital, Garden, Wellness, Robotics, STEM, Student Council, Math, Yearbook</p>





Quibbletown Middle School
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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>Before and After School Programs:</div> </div>	Community Education offers Before Care, After Care, Enrichment and Summer programs for K-8 students for an additional cost.
<div>  <div>Postsecondary Information:</div> </div>	For the class of 2019, 88%of Piscataway High School students continue their education or participate in post-secondary career paths: 63% attend four year college, 23.5% attend two year college, 1.5% attend technical school, 2% Military, 6% Employment, 4% Undecided.



Quibbletown Middle School
(23-4130-055)
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2018-2019

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Student Supports and Services:

A full spectrum of programs are offered for students with disabilities.



Student Health and Wellness:

Piscataway Township Public Schools has maintained an excellent Health Services department that provides many supports to our families. Wellness programs and committees exist district wide so we remain mindful of all the needs of our school community. Additionally, the district has a staff wellness program that offers information and programs to all staff members, promoting the importance of their own personal wellness.



Parent and Community Involvement:

Parent and teacher organizations exist throughout the school district. Examples of these partnerships are the Education Foundation, Parent Teacher Organizations (PTO), and Special Education Parent Association (SEPA).



Randolphville Elementary School
(23-4130-120)
Grades Offered: KG-03
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 with any questions about the reports

Notes from the New Jersey Department of Education:

**Randolphville Elementary School**

(23-4130-120)

Grades Offered: KG-03

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	Middlesex
District	Piscataway Township School District
Principal Name	Dr. Avi Slivko
Address	ONE SUTTIE AVENUE PISCATAWAY, NJ 08854
Phone Number	732-699-1573
Email Address	aslivko@pway.org
Website	http://randolphville.piscatawayschools.org/
Facebook	https://www.facebook.com/pwayschools/
Twitter	https://twitter.com/pwayschools



Randolphville Elementary School
(23-4130-120)
Grades Offered: KG-03
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	133	120	120
1	131	116	110
2	111	117	120
3	126	106	104
Total	501	459	454

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.6%	49.6%	50.4%
Male	51.4%	50.4%	49.6%
Economically Disadvantaged Students	21.2%	23.9%	22.7%
Students with Disabilities	3.4%	3.9%	3.5%
English Learners	18.1%	17.2%	20.9%
Homeless Students	0.6%	0.0%	1.3%
Students in Foster Care	0.2%	0.0%	0.2%
Military-Connected Students	0.2%	0.2%	0.4%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	15.5%	12.4%	11.5%
Hispanic	12.9%	12.6%	13.2%
Black or African American	13.9%	19.1%	19.2%
Asian	52.0%	51.1%	51.1%
Native Hawaiian or Pacific Islander	0.4%	0.7%	0.7%
American Indian or Alaska Native	1.2%	0.7%	0.4%
Two or More Races	4.2%	3.5%	4.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	133	120	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	62.6%
Gujarati	5.9%
Hindi	5.1%
Telugu	4.6%
Spanish	3.7%
Other Languages	18.1%



Randolphville Elementary School

(23-4130-120)

Grades Offered: KG-03

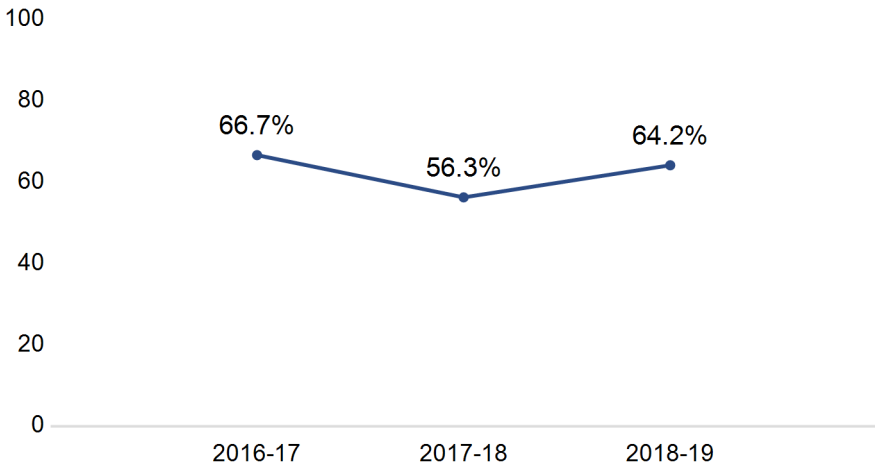
2018-2019

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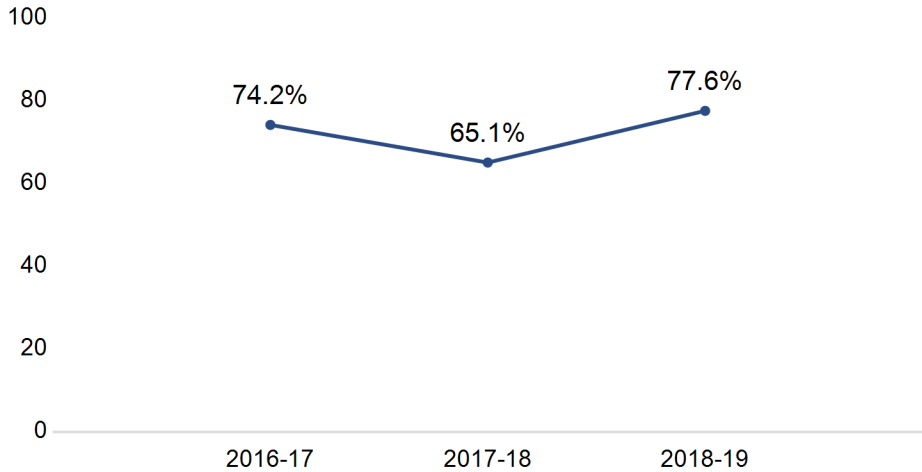
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.2%	96.4%	98.2%	99.2%	96.4%	99.1%
Proficiency Rate for Federal Accountability	66.7%	56.3%	64.2%	74.2%	65.1%	77.6%
Annual Target	61.7%	62.6%	63.6%	77.1%	77.3%	77.4%
Met Annual Target?	Met Target	Met Target†	Met Target	Met Target†	Not Met	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Randolphville Elementary School
(23-4130-120)
Grades Offered: KG-03
2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	106	98.2	64.2	59.5	57.9	64.2	63.6	Met Target
White	13	93.3	46.2	*	66.9	45.1	**	**
Hispanic	12	100.0	58.3	47.5	43.9	58.3	**	**
Black or African American	19	100.0	42.1	46.0	38.5	42.1	**	**
Asian, Native Hawaiian, or Pacific Islander	58	98.3	75.9	77.8	82.9	75.9	79.7	Met Target†
American Indian or Alaska Native	*	*	*	76.9	56.0	*	**	**
Two or More Races	*	*	*	64.5	64.4	*	**	**
Female	54	100.0	72.2	67.7	64.8	72.2		
Male	52	96.3	55.8	51.3	51.3	55.8		
Economically Disadvantaged Students	29	96.8	37.9	45.9	40.0	37.9	30.5	Met Target
Non-Economically Disadvantaged Students	77	98.7	74.0	66.4	67.9	74.0		
Students with Disabilities	*	*	*	16.6	22.7	*	**	**
Students without Disabilities	*	*	*	65.7	65.1	*		
English Learners	21	100.0	47.6	41.5	29.3	47.6	67.1	Not Met
Non-English Learners	85	97.7	68.2	61.1	60.6	68.2		
Homeless Students	*	*	*	19.0	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	66.7	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



Randolphville Elementary School

(23-4130-120)

Grades Offered: KG-03

2018-2019

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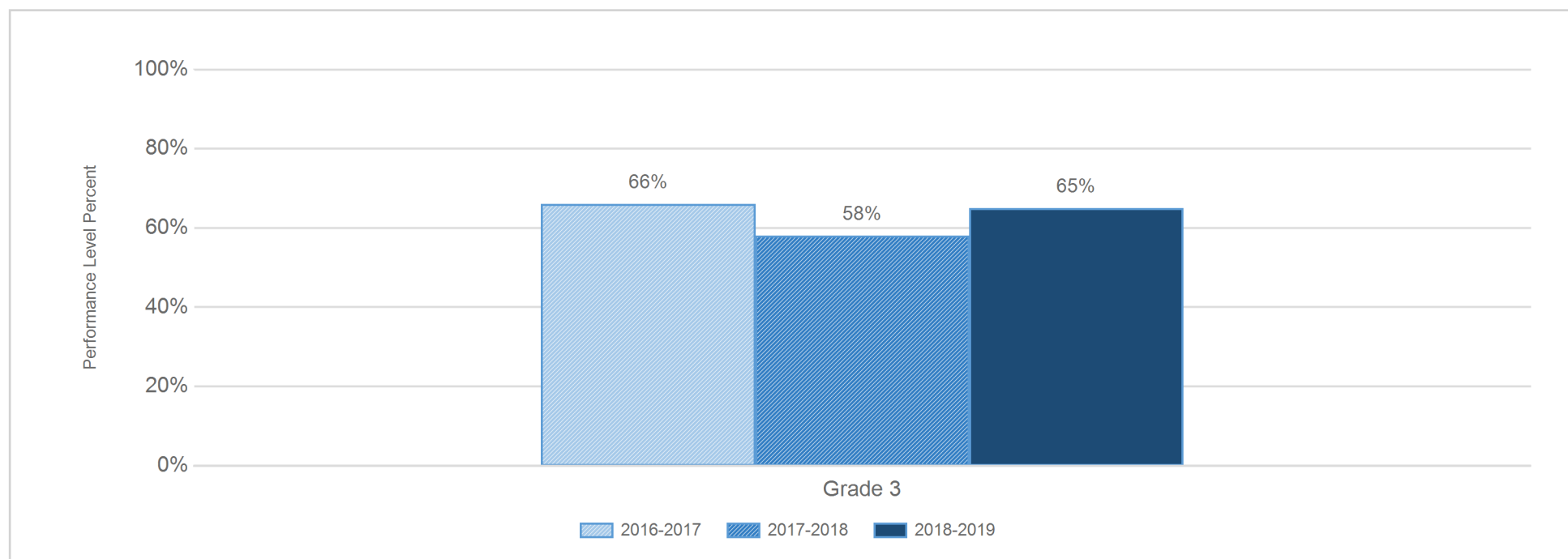
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English Language Arts Assessment - Performance Trends

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	105	760	753	748	*	*	16%	53%	11%	65%	50%
White	12	741	*	757	*	*	*	*	*	50%	60%
Hispanic	12	756	745	734	*	0%	*	*	*	58%	36%
Black or African American	19	738	738	731	*	*	*	*	*	42%	33%
Asian, Native Hawaiian, or Pacific Islander	58	770	768	773	*	*	*	59%	17%	76%	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	53	766	762	753	*	*	*	*	*	74%	55%
Male	52	753	744	743	*	*	*	*	*	56%	46%
Economically Disadvantaged Students	29	732	734	731	*	*	*	*	*	38%	33%
Non-Economically Disadvantaged Students	76	770	762	759	*	*	*	*	*	75%	61%
Students with Disabilities	*	*	716	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	758	754	*	*	*	*	*	*	56%
English Learners	12	716	*	713	*	*	*	*	*	17%	17%
Non-English Learners	93	765	*	751	*	*	*	*	*	71%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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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	107	99.1	77.6	47.7	44.5	77.6	77.4	Met Target
White	13	93.3	69.2	*	54.1	67.7	**	**
Hispanic	12	100.0	50.0	32.3	28.8	50.0	**	**
Black or African American	19	100.0	73.7	27.7	23.0	73.7	**	**
Asian, Native Hawaiian, or Pacific Islander	59	100.0	88.1	72.6	76.5	88.1	80	Met Goal
American Indian or Alaska Native	*	*	*	61.5	42.7	*	**	**
Two or More Races	*	*	*	49.6	53.3	*	**	**
Female	54	100.0	79.6	49.9	44.9	79.6		
Male	53	98.1	75.5	45.5	44.2	75.5		
Economically Disadvantaged Students	29	96.8	58.6	32.0	26.3	58.6	41.7	Met Target
Non-Economically Disadvantaged Students	78	100.0	84.6	55.8	54.9	84.6		
Students with Disabilities	*	*	*	12.2	17.4	*	**	**
Students without Disabilities	*	*	*	52.8	50.0	*		
English Learners	21	100.0	71.4	45.3	25.0	71.4	72.7	Met Target†
Non-English Learners	86	98.9	79.1	47.9	46.5	79.1		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	41.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

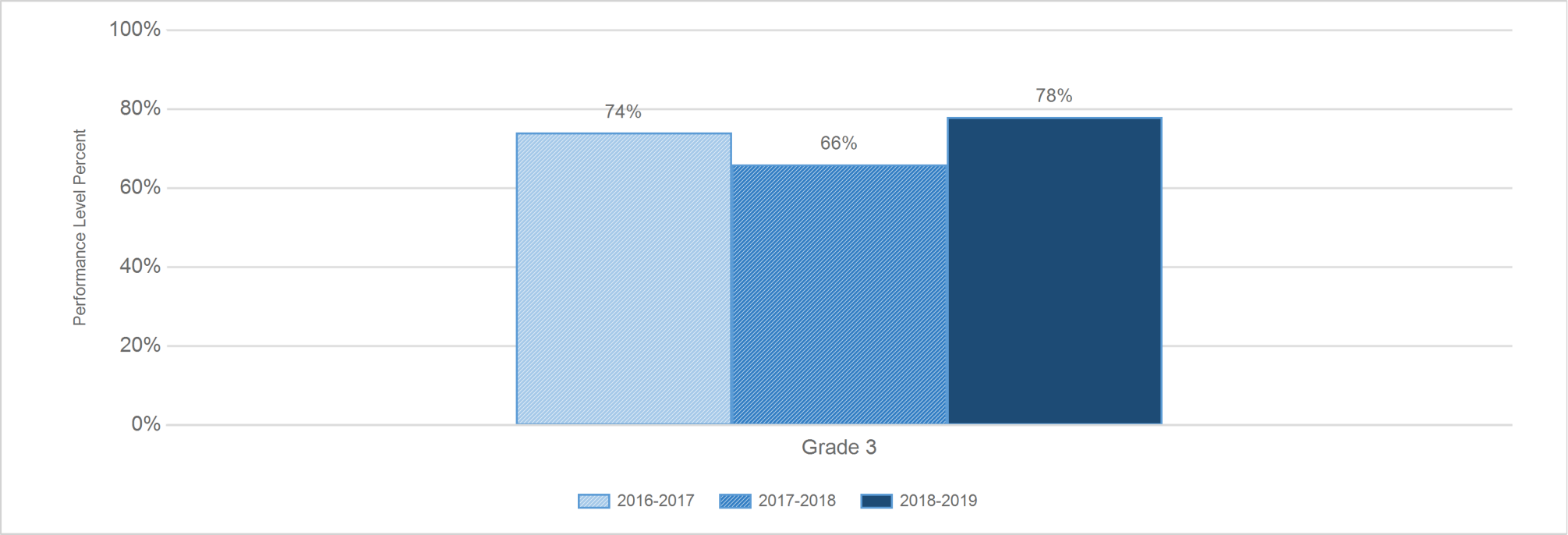


Randolphville Elementary School
(23-4130-120)
Grades Offered: KG-03
2018-2019

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

Mathematics Assessment – Performance Trends

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



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



Randolphville Elementary School
(23-4130-120)
Grades Offered: KG-03
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	777	762	752	*	*	13%	37%	42%	78%	55%
White	12	774	*	760	0%	*	*	*	*	75%	66%
Hispanic	12	752	745	739	*	*	*	*	*	50%	40%
Black or African American	19	760	747	735	0%	*	*	*	*	74%	35%
Asian, Native Hawaiian, or Pacific Islander	59	788	780	778	0%	*	*	36%	53%	88%	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	53	781	765	751	*	*	*	34%	47%	81%	54%
Male	53	772	758	752	*	*	*	40%	36%	75%	56%
Economically Disadvantaged Students	29	755	743	737	*	*	*	*	*	59%	37%
Non-Economically Disadvantaged Students	77	785	771	761	*	*	*	*	*	86%	67%
Students with Disabilities	*	*	723	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	767	756	*	*	*	*	*	*	60%
English Learners	12	753	*	728	*	*	*	*	*	50%	26%
Non-English Learners	94	780	*	754	*	*	*	*	*	82%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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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	*	*

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	51.0%	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	71	*	*
3-4	20	*	*
5 or more	*	*	*



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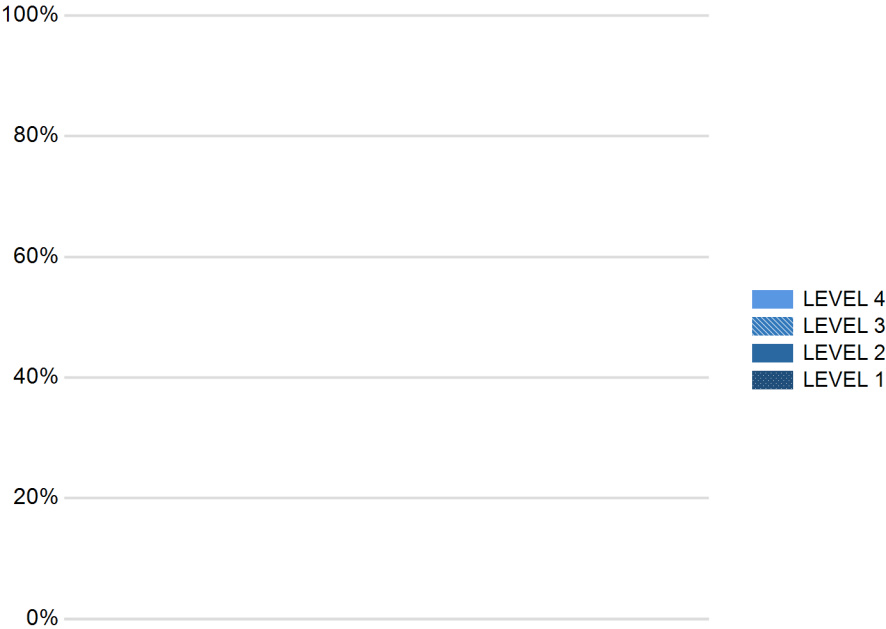
2018-2019

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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 Summary

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



NJSLA Science Assessment: Grade

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

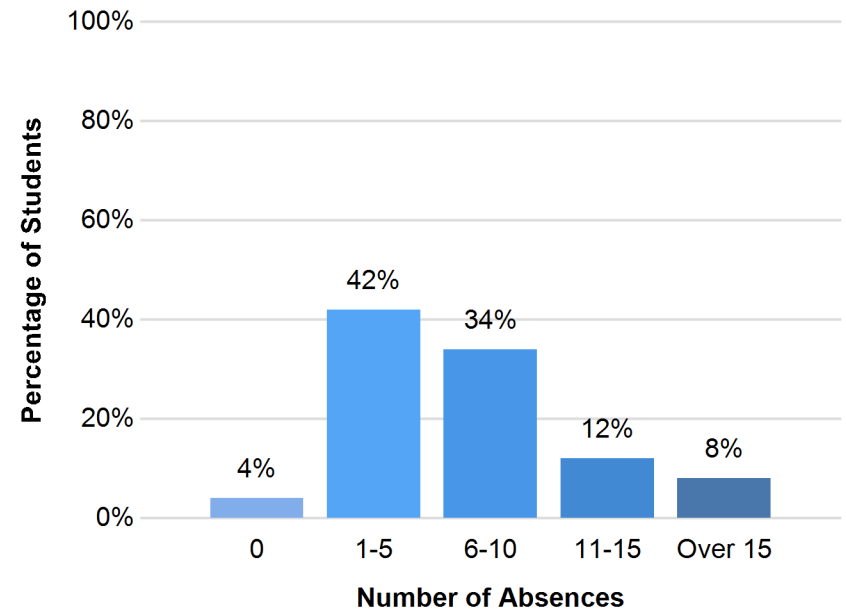
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	33	6.7	9.6	Met
White	2	3.4	9.6	Met
Hispanic	7	10.3	9.6	Not Met
Black or African American	6	6.5	9.6	Met
Asian, Native Hawaiian, or Pacific	15	6.0	9.6	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	21	8.9		
Male	12	4.8		
Economically Disadvantaged Students	11	9.5	9.6	Met
Students with Disabilities	6	12.0	9.6	Not Met
English Learners	10	10.0	9.6	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





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(23-4130-120)

Grades Offered: KG-03

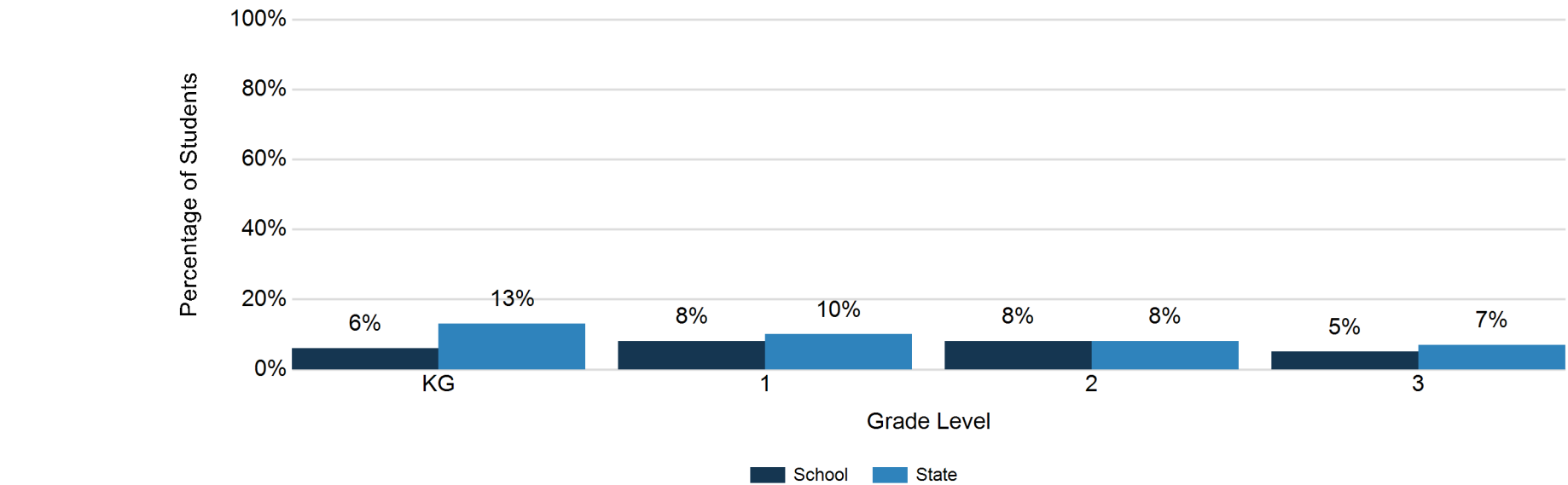
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Chronic Absenteeism by Grade

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





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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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.44

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	2	2
No Identified Nature	3		3

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

0



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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	3:15 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 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	30	118,214
Average years experience in public schools	13.1	12.1
Average years experience in district	12.7	10.8
Percentage of Teachers with 4 or more years experience in the district	86.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	44	9,530
Average years experience in public schools	11.9	16.0
Average years experience in district	8.7	12.0
Percentage of Administrators with 4 or more years experience in the district	72.7%	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	13:1
Students to Administrators	227:1	162:1
Teachers to Administrators	15:1	12:1
Students to Librarians/Media Specialists		3569:1
Students to Nurses		1427:1
Students to Counselors		549:1
Students to Child Study Team Members		193:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.4%	86.7%	50.0%	48.4%	77.1%	54.9%
Male	49.6%	13.3%	50.0%	51.6%	22.9%	45.1%
White	11.5%	93.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	13.2%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	19.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	51.1%	6.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.7%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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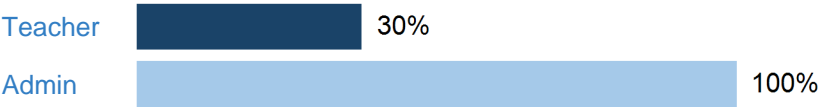
Teachers and Administrators - Level of Education

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

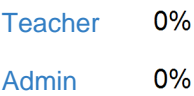
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.0%	90.5%
2017-18 Administrators: Same district 2018-19	90.9%	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.



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

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



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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	66.7%	56.3%	64.2%
Math Proficiency	74.2%	65.1%	77.6%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		74.4%	51.0%
Chronic Absenteeism	4.4%	5.7%	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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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 Target†	Met	No
White	**	**	**	**	n/a	Met	No
Hispanic	**	**	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Goal	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	**	**	n/a	Met	No
Students with Disabilities	**	**	**	**	n/a	Not Met	No
English Learners	Not Met	Met Target†	**	**	**	Not Met	No

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



Randolphville Elementary School

(23-4130-120)

Grades Offered: KG-03

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

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

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:

- Curriculum includes highly regarded Readers & Writers Workshop, various math offerings & Next Generation Science Standards
- Excellent Fine and Performing Arts, Athletic and Extra-curricular Programs



Mission, Vision, Theme:

The Vision of our You, I, We Inspire Theme is to reach every student and staff member, help them see their own self-worth and to value their culture and ability level. The overarching goal of the program is to seek and inspire teachers to think outside-the-box and instill a stronger work ethic in students. The Board of Education and Administration give principals and teachers freedom to explore partnerships with higher education institutions and business entities to go beyond traditional school experiences.



Awards, Recognition, Accomplishments:

Over the past four years, the Piscataway School District has received numerous state and national awards and recognitions: Our You, I, We Inspire campaign was named Grand Prize winner by the National School Board Association; The NSBA presented its School Leader award to the Piscataway High School-Rutgers Biomedical Program; District Administrator Magazine named Piscataway a District of Distinction for our ESL program, the third time in two years this program received national honors; Piscataway High School received honorable mention for the Schools of Character award; and for the past two years, Piscataway Schools was ranked among the best school districts in New Jersey by Niche.com, named one of The Best Communities for Music Education in the country by NAMM Foundation, and Piscataway High School was named to the AP Honor Roll by the College Board.





Randolphville Elementary School
(23-4130-120)
Grades Offered: KG-03
2018-2019

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School Narrative

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<div>  <div>Courses, Curriculum, Instruction:</div> </div>	<div>Columbia Readers and Writer’s Workshop, Go-Math and implementation of the Next Generation Science Standards, Digital Literacy, Visual and Performing Arts, Gifted and Talented Programs, Referral to Intervention</div>
<div>  <div>Clubs and Activities:</div> </div>	<div>Tutoring, Mock Trial, Evening activities supported through the PTO</div>





Randolphville Elementary School
(23-4130-120)
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2018-2019

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 <p>Before and After School Programs:</p>	<p>Community Education offers Before Care, After Care, Enrichment and Summer programs for K-8 students for an additional cost.</p>
 <p>Postsecondary Information:</p>	<p>For the class of 2019, 88%of Piscataway High School students continue their education or participate in post-secondary career paths: 63% attend four year college, 23.5% attend two year college, 1.5% attend technical school, 2% Military, 6% Employment, 4% Undecided.</p>






Randolphville Elementary School
(23-4130-120)
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2018-2019

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School Narrative

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<div>  <div>Student Supports and Services:</div> </div>	<p>A full spectrum of programs are offered for students with disabilities.</p>
<div>  <div>Student Health and Wellness:</div> </div>	<p>Piscataway Township Public Schools has maintained an excellent Health Services department that provides many supports to our families. Wellness programs and committees exist district wide so we remain mindful of all the needs of our school community. Additionally, the district has a staff wellness program that offers information and programs to all staff members, promoting the importance of their own personal wellness.</p>
<div>  <div>Parent and Community Involvement:</div> </div>	<p>Parent and teacher organizations exist throughout the school district. Examples of these partnerships are the Education Foundation, Parent Teacher Organizations (PTO), and Special Education Parent Association (SEPA).</p>



Theodore Schor Middle School
(23-4130-057)
Grades Offered: 06-08
2018-2019

Report Key:

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Theodore Schor Middle School**

(23-4130-057)

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	Middlesex
District	Piscataway Township School District
Principal Name	Mr. Richard Hueston
Address	243 NORTH RANDOLPHVILLE RD PISCATAWAY, NJ 08854
Phone Number	732-752-4457
Email Address	rhueston@pway.org
Website	http://schor.piscatawayschools.org/
Facebook	https://www.facebook.com/pwayschools/
Twitter	https://twitter.com/pwayschools



Theodore Schor Middle School

(23-4130-057)

Grades Offered: 06-08

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
6	203	183	193
7	180	194	186
8	195	192	192
Total	578	569	571

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

Student Group	2016-17	2017-18	2018-19
Female	51.4%	49.7%	49.6%
Male	48.6%	50.3%	50.4%
Economically Disadvantaged Students	41.5%	45.0%	44.7%
Students with Disabilities	11.1%	14.2%	13.7%
English Learners	1.7%	1.6%	2.6%
Homeless Students	0.3%	0.5%	0.5%
Students in Foster Care	0.2%	0.2%	0.0%
Military-Connected Students	0.0%	0.4%	0.4%
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	8.5%	10.0%	9.6%
Hispanic	22.7%	22.7%	23.5%
Black or African American	32.2%	31.1%	33.8%
Asian	34.8%	33.7%	29.8%
Native Hawaiian or Pacific Islander	0.3%	0.4%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	1.6%	2.1%	2.8%

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	73.4%
Spanish	9.6%
Gujarati	5.8%
Hindi	2.1%
Vietnamese	1.4%
Other Languages	7.7%



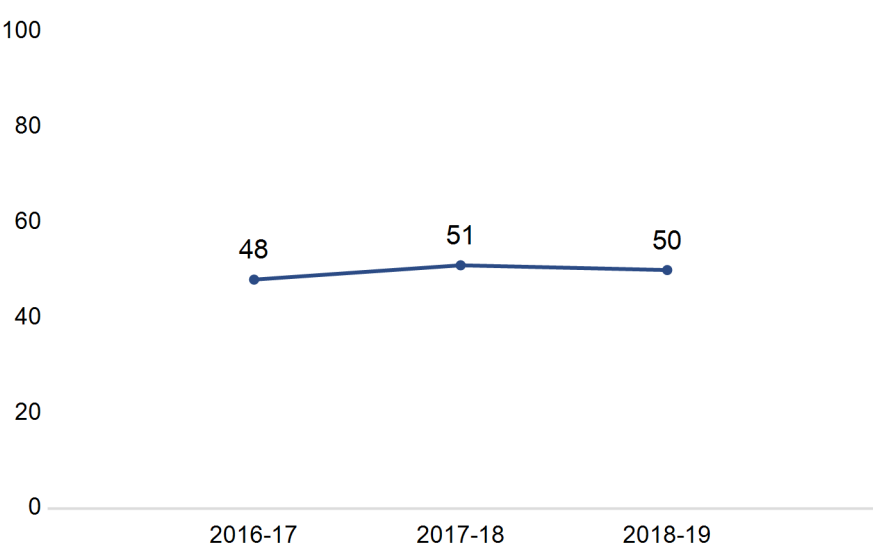
Theodore Schor Middle School
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2018-2019

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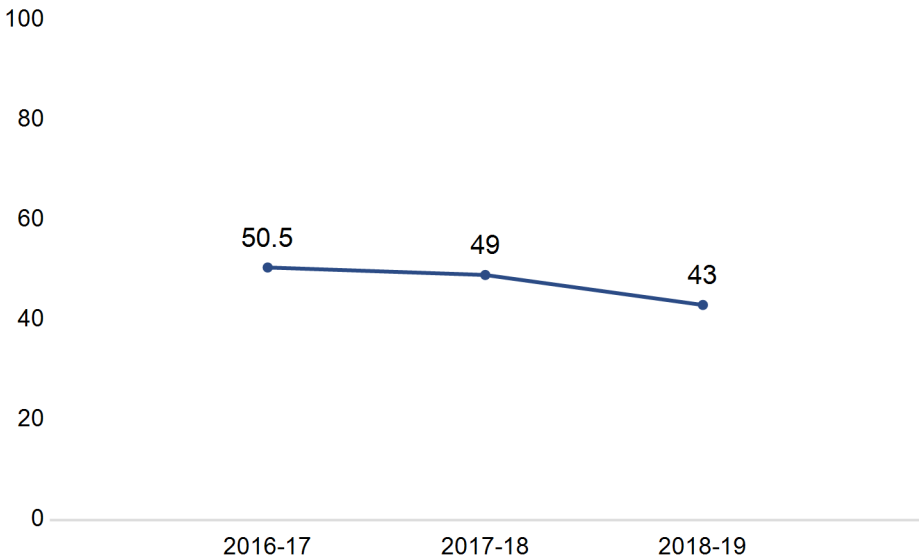
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is 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	51	50	50.5	49	43
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



Theodore Schor 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

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	50	48	50	Met Standard	43	45	50	Met Standard
White	48.5	52	50	Met Standard	40.5	45	52	Met Standard
Hispanic	50	43	49	Met Standard	51	46	47	Met Standard
Black or African American	43	40	45	Met Standard	34.5	38	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	59.5	57	59	Met Standard	47	52	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	42	50	49	**	*	45.5	52	**
Female	54	52	53	N	48	46	50	N
Male	46	44	47	N	40	44	51	N
Economically Disadvantaged Students	48	46	48	Met Standard	42	41	46	Met Standard
Students with Disabilities	51	44	43	Met Standard	34.5	38	45	Not Met
English Learners	44	52	52	Met Standard	34	51	50	Not Met
Homeless Students	*	44	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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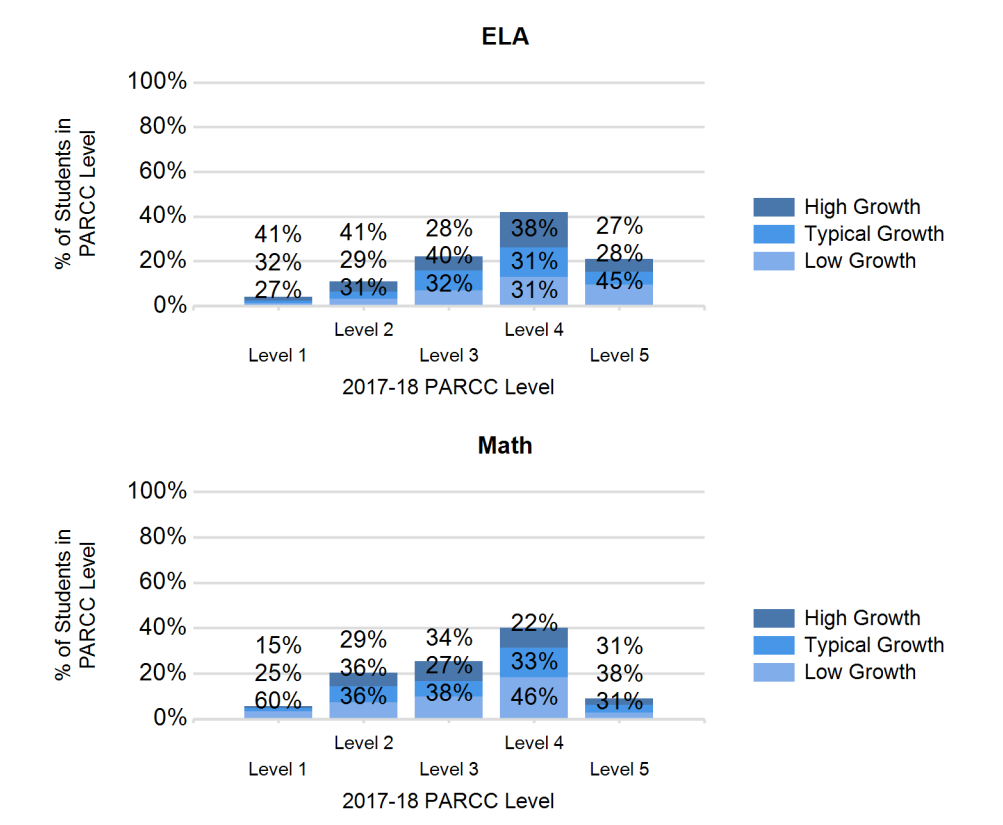
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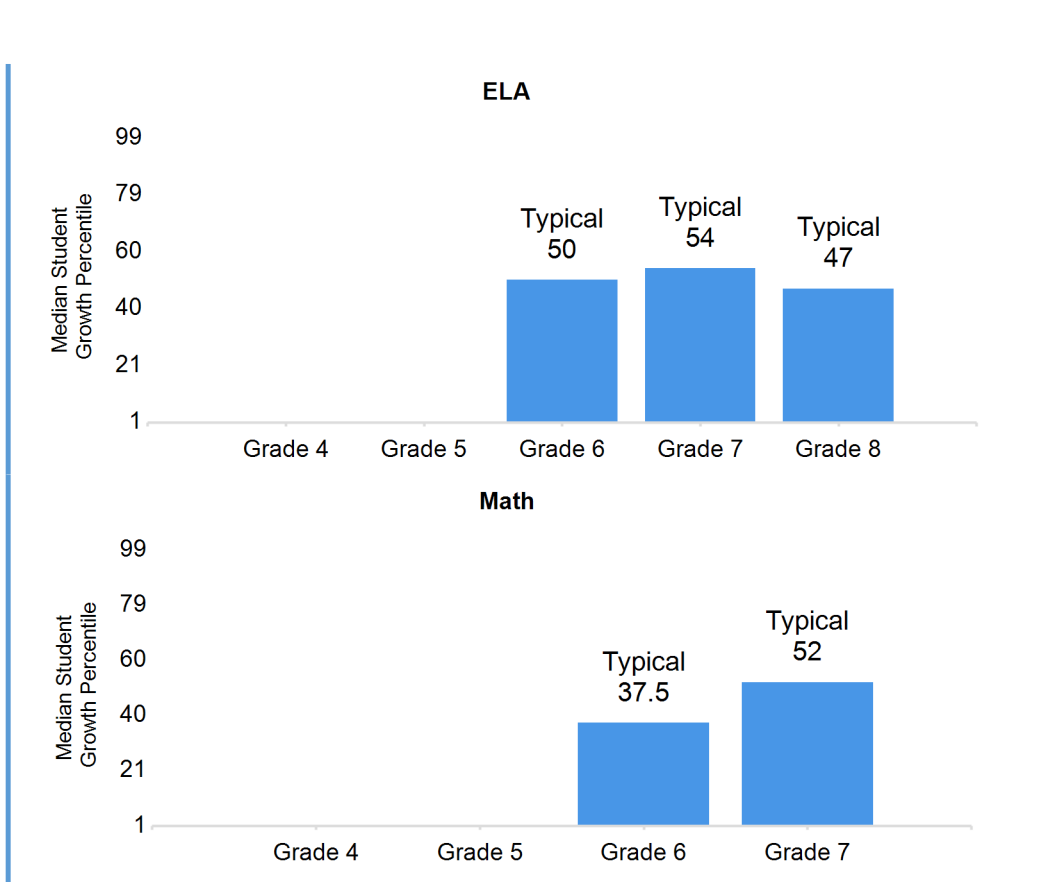
Student Growth by Performance Level

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.



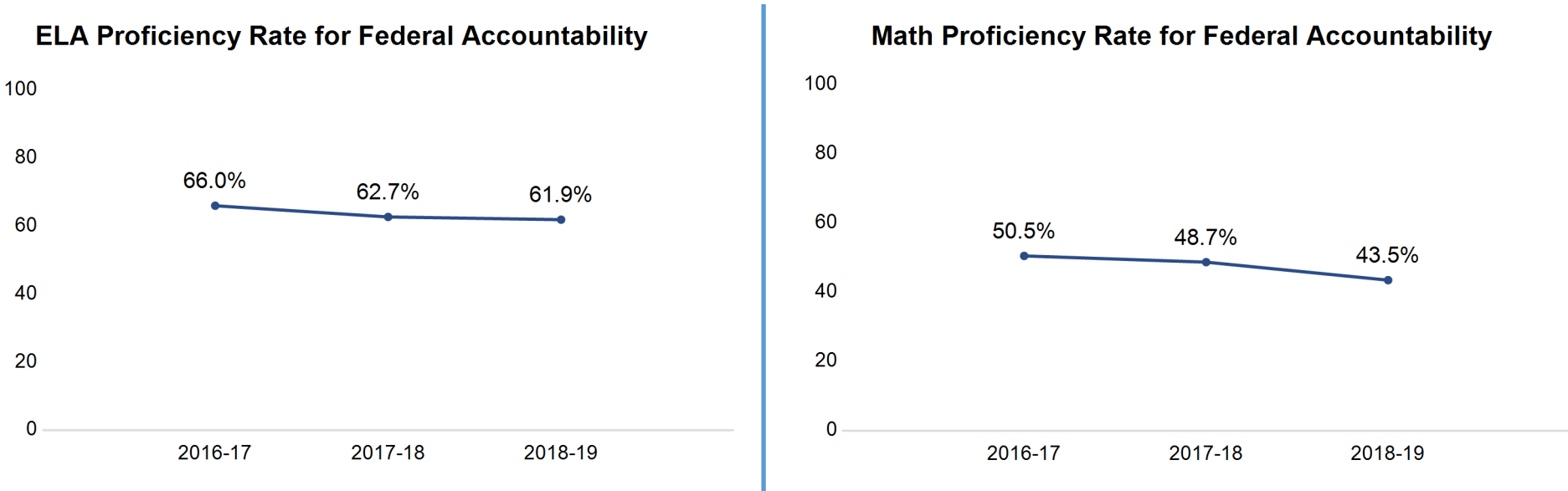


Theodore Schor Middle School
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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.3%	98.0%	97.7%	98.4%	98.0%	97.7%
Proficiency Rate for Federal Accountability	66.0%	62.7%	61.9%	50.5%	48.7%	43.5%
Annual Target	65.3%	66.0%	66.8%	55.3%	56.6%	57.9%
Met Annual Target?	Met Target	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	549	97.7	61.9	59.5	57.9	61.9	66.8	Not Met
White	53	98.2	62.3	*	66.9	62.3	72.3	Met Target†
Hispanic	129	98.5	55.8	47.5	43.9	55.8	67.3	Not Met
Black or African American	185	96.9	46.5	46.0	38.5	46.5	52.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	166	98.3	81.9	77.8	82.9	81.9	77.3	Met Goal
American Indian or Alaska Native	*	*	*	76.9	56.0	*	**	**
Two or More Races	*	*	*	64.5	64.4	*	**	**
Female	272	97.5	72.4	67.7	64.8	72.4		
Male	277	97.9	51.6	51.3	51.3	51.6		
Economically Disadvantaged Students	240	96.8	51.7	45.9	40.0	51.7	58.1	Not Met
Non-Economically Disadvantaged Students	309	98.5	69.9	66.4	67.9	69.9		
Students with Disabilities	70	97.3	18.6	16.6	22.7	18.6	23.6	Met Target†
Students without Disabilities	479	97.8	68.3	65.7	65.1	68.3		
English Learners	36	97.3	36.1	41.5	29.3	36.1	35.9	Met Target
Non-English Learners	513	97.8	63.7	61.1	60.6	63.7		
Homeless Students	*	*	*	19.0	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	66.7	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

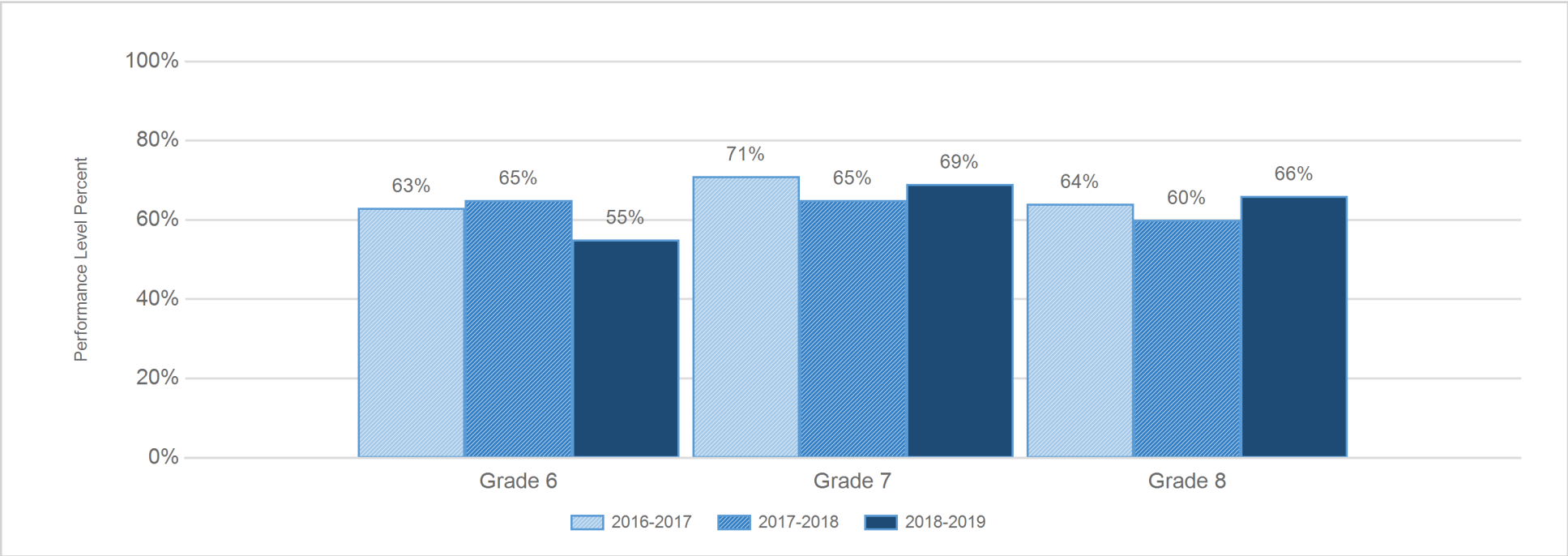


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2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 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	188	757	754	754	*	*	28%	37%	18%	55%	56%
White	20	749	754	762	*	*	*	*	*	50%	65%
Hispanic	36	748	*	743	*	*	31%	*	*	50%	43%
Black or African American	69	746	741	738	*	20%	36%	*	*	39%	36%
Asian, Native Hawaiian, or Pacific Islander	57	778	774	780	*	*	19%	40%	35%	75%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	93	766	761	762	*	*	24%	*	*	68%	64%
Male	95	749	747	748	*	*	33%	*	*	42%	48%
Economically Disadvantaged Students	80	744	739	740	*	*	35%	*	*	41%	39%
Non-Economically Disadvantaged Students	108	767	762	763	*	*	23%	*	*	65%	67%
Students with Disabilities	22	723	719	722	*	*	*	*	*	23%	19%
Students without Disabilities	166	762	758	761	*	*	*	*	*	59%	64%
English Learners	*	*	705	710	*	*	*	*	*	*	*
Non-English Learners	*	*	755	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	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	181	768	761	761	*	*	20%	31%	37%	69%	63%
White	*	*	769	769	*	*	*	*	*	*	72%
Hispanic	46	768	*	747	*	*	24%	41%	30%	72%	50%
Black or African American	61	755	746	741	*	*	28%	20%	30%	49%	43%
Asian, Native Hawaiian, or Pacific Islander	51	784	778	790	*	*	*	31%	53%	84%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	771	768	*	*	*	*	*	*	68%
Female	84	775	768	769	*	*	18%	31%	44%	75%	71%
Male	97	762	755	753	*	*	23%	32%	31%	63%	55%
Economically Disadvantaged Students	79	762	753	743	*	*	24%	24%	37%	61%	45%
Non-Economically Disadvantaged Students	102	773	766	771	*	*	18%	37%	37%	75%	73%
Students with Disabilities	21	722	711	720	*	*	*	*	*	24%	22%
Students without Disabilities	160	774	769	769	*	*	*	*	*	74%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Theodore Schor Middle School
(23-4130-057)
Grades Offered: 06-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	186	768	765	762	6%	7%	21%	37%	29%	66%	63%
White	*	*	764	770	*	*	*	*	*	*	72%
Hispanic	47	752	749	747	*	*	34%	*	*	47%	49%
Black or African American	58	752	751	741	*	*	24%	*	*	53%	43%
Asian, Native Hawaiian, or Pacific Islander	62	795	791	794	*	0%	*	27%	61%	89%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	777	769	*	*	*	*	*	*	69%
Female	98	779	777	771	*	*	14%	39%	38%	77%	71%
Male	88	756	753	753	*	*	28%	34%	19%	53%	55%
Economically Disadvantaged Students	83	753	751	743	*	*	28%	40%	13%	53%	45%
Non-Economically Disadvantaged Students	103	780	774	772	*	*	16%	34%	42%	76%	72%
Students with Disabilities	22	733	724	721	*	*	50%	*	*	14%	22%
Students without Disabilities	164	773	771	770	*	*	17%	*	*	73%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Theodore Schor Middle School
(23-4130-057)
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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	550	97.7	43.5	47.7	44.5	43.5	57.9	Not Met
White	53	98.2	41.5	*	54.1	41.5	62.7	Not Met
Hispanic	129	98.5	31.8	32.3	28.8	31.8	54.9	Not Met
Black or African American	185	96.9	26.5	27.7	23.0	26.5	38.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	167	98.3	71.9	72.6	76.5	71.9	76.4	Met Target†
American Indian or Alaska Native	*	*	*	61.5	42.7	*	**	**
Two or More Races	*	*	*	49.6	53.3	*	**	**
Female	273	97.5	48.0	49.9	44.9	48.0		
Male	277	97.9	39.0	45.5	44.2	39.0		
Economically Disadvantaged Students	240	96.8	32.5	32.0	26.3	32.5	44.6	Not Met
Non-Economically Disadvantaged Students	310	98.5	51.9	55.8	54.9	51.9		
Students with Disabilities	70	97.3	*	12.2	17.4	*	19.2	Not Met
Students without Disabilities	480	97.8	*	52.8	50.0	*		
English Learners	37	97.4	21.6	45.3	25.0	21.6	26	Met Target†
Non-English Learners	513	97.8	45.0	47.9	46.5	45.0		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	41.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

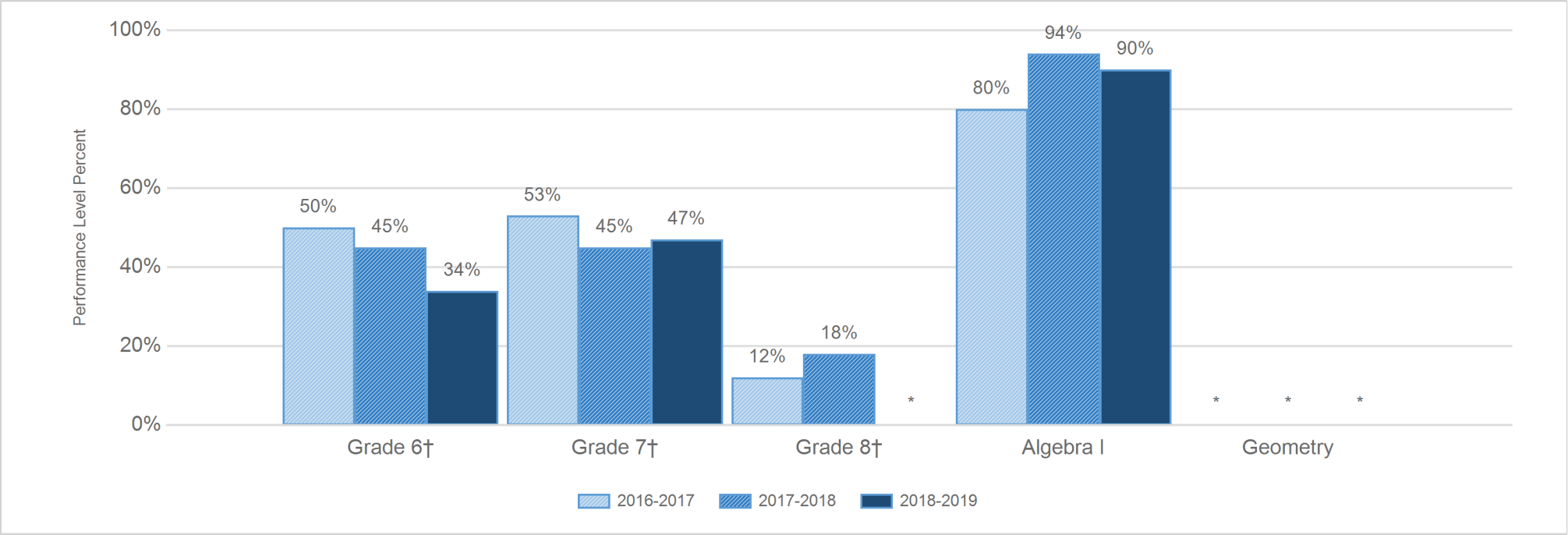


Theodore Schor Middle School
(23-4130-057)
Grades Offered: 06-08
2018-2019

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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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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	189	737	740	741	10%	26%	30%	27%	7%	34%	41%
White	20	727	742	749	*	*	*	*	*	15%	51%
Hispanic	37	729	*	729	*	35%	32%	*	*	22%	24%
Black or African American	69	726	725	722	16%	35%	26%	*	*	23%	19%
Asian, Native Hawaiian, or Pacific Islander	57	759	761	769	*	*	26%	44%	18%	61%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	93	740	741	742	*	25%	33%	*	*	35%	42%
Male	96	734	739	740	*	27%	27%	*	*	32%	40%
Economically Disadvantaged Students	80	727	725	726	*	36%	30%	*	*	23%	21%
Non-Economically Disadvantaged Students	109	744	748	750	*	18%	30%	*	*	42%	53%
Students with Disabilities	22	708	706	716	*	*	*	*	*	*	12%
Students without Disabilities	167	741	744	746	*	*	*	*	*	*	46%
English Learners	*	*	707	709	*	*	*	*	*	*	*
Non-English Learners	*	*	741	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Theodore Schor Middle School
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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	171	744	742	744	7%	24%	22%	*	*	47%	42%
White	*	*	*	751	*	*	*	*	*	*	53%
Hispanic	46	743	*	733	*	28%	24%	*	*	43%	26%
Black or African American	61	731	730	727	*	33%	28%	*	*	28%	21%
Asian, Native Hawaiian, or Pacific Islander	41	757	755	768	*	*	*	*	*	66%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	81	747	744	744	*	28%	15%	*	*	53%	42%
Male	90	741	740	743	*	20%	28%	*	*	42%	42%
Economically Disadvantaged Students	79	739	737	731	*	24%	20%	*	*	44%	24%
Non-Economically Disadvantaged Students	92	747	745	751	*	24%	23%	*	*	50%	53%
Students with Disabilities	21	714	710	718	*	*	*	*	*	14%	13%
Students without Disabilities	150	748	747	749	*	*	*	*	*	52%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Theodore Schor Middle School
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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	710	714	728	*	*	*	*	*	*	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	33	711	712	722	*	*	*	*	*	*	22%
Black or African American	43	707	710	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	11	717	724	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	737	730	*	*	*	*	*	*	31%
Female	42	712	716	731	*	*	*	*	*	*	31%
Male	55	709	712	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	56	708	709	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	41	713	719	735	*	*	*	*	*	*	36%
Students with Disabilities	22	696	696	707	*	*	*	*	*	*	10%
Students without Disabilities	75	714	720	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	781	751	744	0%	*	*	72%	18%	90%	42%
White	*	*	755	752	*	*	*	*	*	*	53%
Hispanic	14	764	*	728	0%	*	*	79%	0%	79%	24%
Black or African American	15	762	734	725	0%	0%	*	*	*	80%	20%
Asian, Native Hawaiian, or Pacific Islander	59	791	774	775	0%	0%	*	*	*	97%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	58	778	755	745	0%	*	*	*	*	90%	44%
Male	38	784	748	743	0%	*	*	*	*	89%	41%
Economically Disadvantaged Students	26	765	738	727	0%	*	*	*	*	77%	23%
Non-Economically Disadvantaged Students	70	786	759	752	0%	*	*	*	*	94%	52%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	12%
Students without Disabilities	96	781	*	748	0%	*	*	72%	18%	90%	47%
English Learners	N	N	724	710	N	N	N	N	N	N	*
Non-English Learners	96	781	752	745	0%	*	*	72%	18%	90%	*
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	*	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
Schoolwide	*	*	742	737	*	*	*	*	*	*	35%
White	*	*	745	743	*	*	*	*	*	*	43%
Hispanic	N	N	732	724	N	N	N	N	N	N	17%
Black or African American	N	N	730	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	731	745	N	N	N	N	N	N	46%
Female	*	*	743	738	*	*	*	*	*	*	36%
Male	*	*	742	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	733	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	747	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	703	712	N	N	N	N	N	N	*
Students without Disabilities	*	*	746	741	*	*	*	*	*	*	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	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	*	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	20.0%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



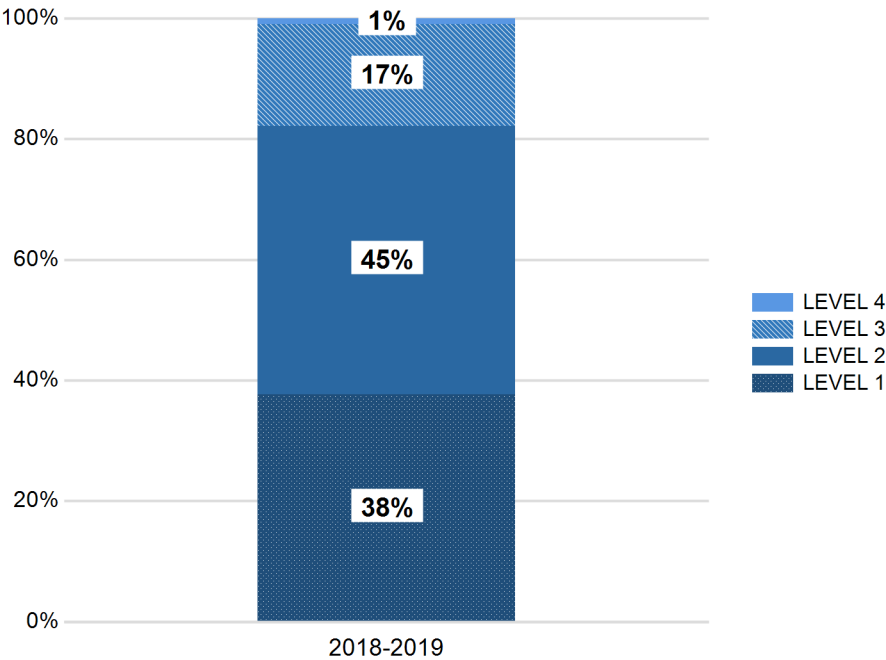
Theodore Schor Middle School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. 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	38	45	17	1
White	*	*	*	*
Hispanic	47	45	9	0
Black or African American	50	47	3	0
Asian, Native Hawaiian, or Pacific Islander	18	45	34	3
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	30	51	19	0
Male	46	38	14	2
Economically Disadvantaged Students	54	40	6	0
Non-Economically Disadvantaged Students	24	49	26	2
Students with Disabilities	82	18	0	0
Students without Disabilities	32	48	19	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	203
7	10	0	182
8	89	0	103
Total	99	0	488

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	167	0	0	0	0	0	0
7	126	0	0	0	0	0	0
8	133	0	0	0	0	0	0
Total	426	0	0	0	0	0	0



Theodore Schor Middle School
(23-4130-057)
Grades Offered: 06-08
2018-2019

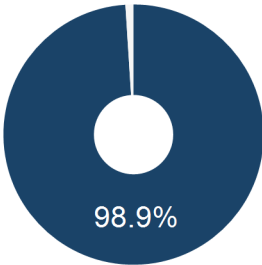
Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
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Visual and Performing Arts – Course Participation

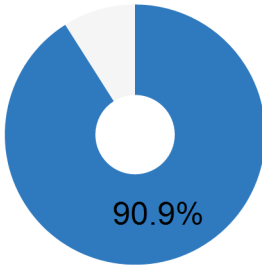
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

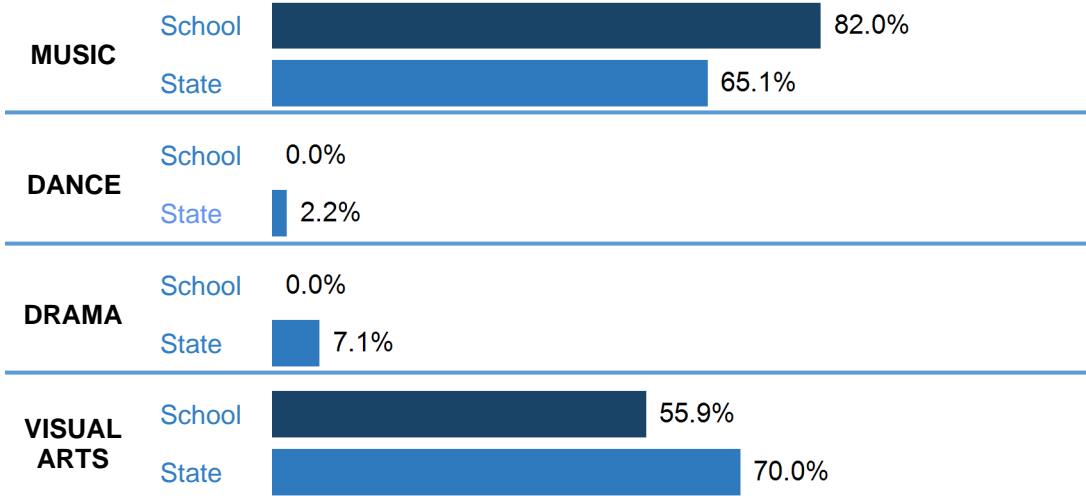


School



State

Students enrolled in one or more classes by discipline:





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

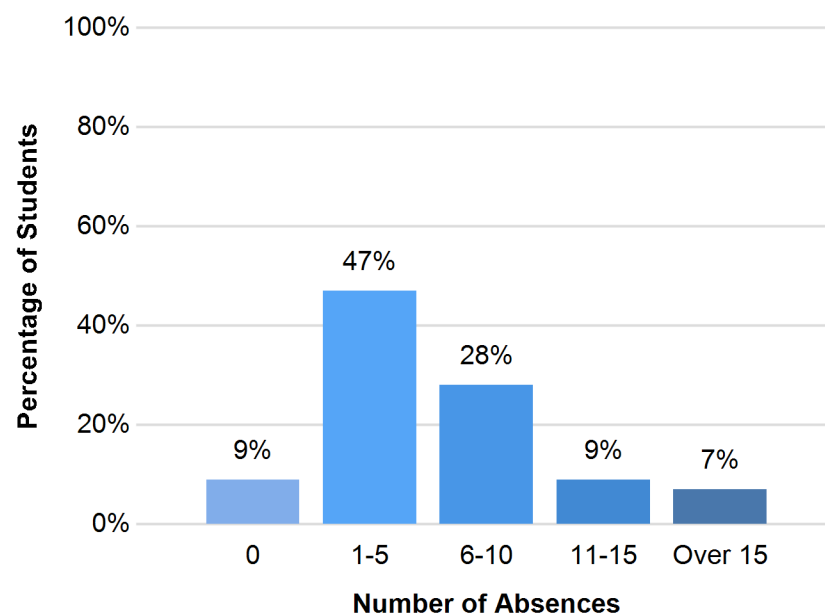
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	28	4.7	9.1	Met
White	7	12.1	9.1	Not Met
Hispanic	7	5.0	9.1	Met
Black or African American	12	5.7	9.1	Met
Asian, Native Hawaiian, or Pacific	2	1.2	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	19	6.6		
Male	9	2.9		
Economically Disadvantaged Students	17	6.3	9.1	Met
Students with Disabilities	8	7.7	9.1	Met
English Learners	0	0	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





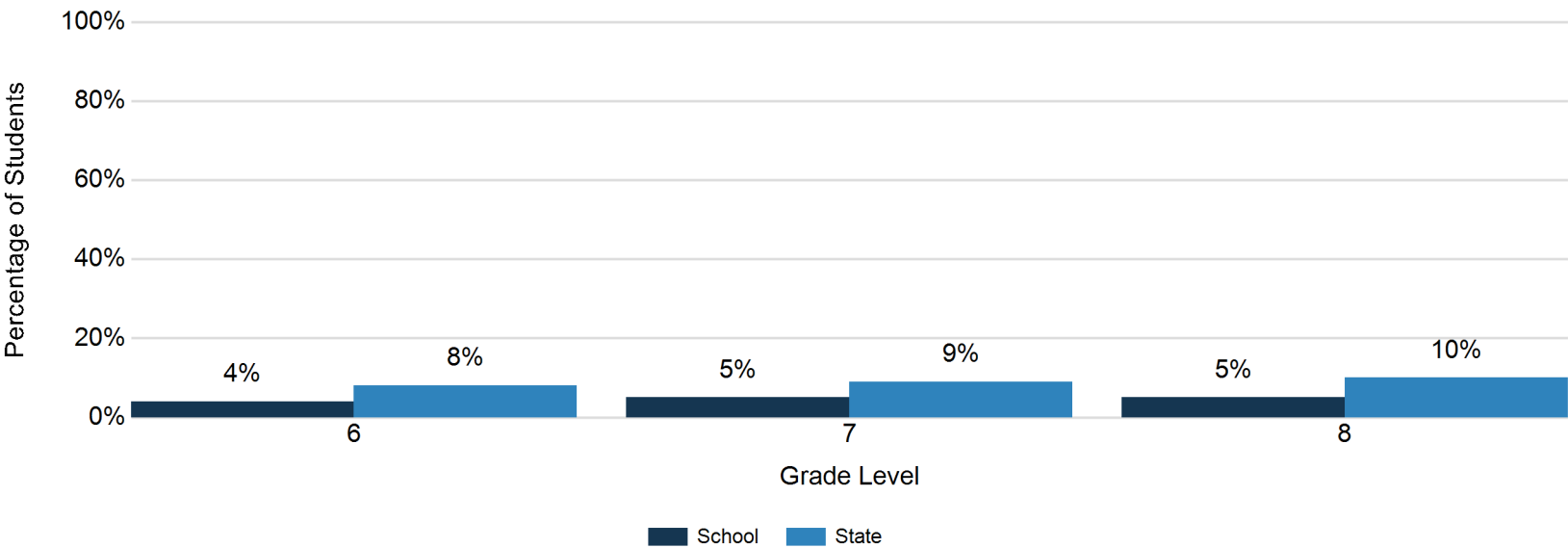
Theodore Schor Middle School
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Chronic Absenteeism by Grade

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





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(23-4130-057)

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.75

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	1	1	2
Ancestry	1	1	2
Gender	0	1	1
Sexual Orientation	0	2	2
Disability	0	0	0
Other	5	4	9
No Identified Nature	2		2

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	10	1.8%
Out-of-School Suspensions	19	3.3%
Any Suspension	28	4.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
56


Theodore Schor 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	8:05 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 23 Mins
Shared Time - Instructional Time	5 Hrs. 23 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	52	118,214
Average years experience in public schools	10.9	12.1
Average years experience in district	9.8	10.8
Percentage of Teachers with 4 or more years experience in the district	78.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	44	9,530
Average years experience in public schools	11.9	16.0
Average years experience in district	8.7	12.0
Percentage of Administrators with 4 or more years experience in the district	72.7%	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	13:1
Students to Administrators	286:1	162:1
Teachers to Administrators	26:1	12:1
Students to Librarians/Media Specialists		3569:1
Students to Nurses		1427:1
Students to Counselors		549:1
Students to Child Study Team Members		193:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.6%	78.8%	50.0%	48.4%	77.1%	54.9%
Male	50.4%	21.2%	50.0%	51.6%	22.9%	45.1%
White	9.6%	80.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	23.5%	5.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	33.8%	7.7%	0.0%	15.0%	6.6%	13.9%
Asian	29.8%	5.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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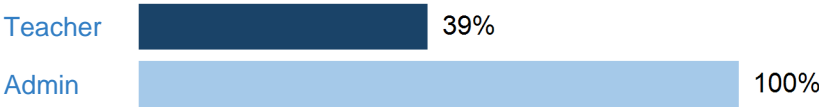
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.0%	90.5%
2017-18 Administrators: Same district 2018-19	90.9%	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	97.5%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	66.0%	62.7%	61.9%
Math Proficiency	50.5%	48.7%	43.5%
ELA Growth	48	51	50
Math Growth	50	49	43
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	20.0%
Chronic Absenteeism	4.2%	4.2%	4.7%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- Curriculum includes highly regarded Readers & Writers Workshop, various math offerings & Next Generation Science Standards
- Excellent Fine and Performing Arts, Athletic and Extra-curricular Programs



Mission, Vision, Theme:

The Vision of our You, I, We Inspire Theme is to reach every student and staff member, help them see their own self-worth and to value their culture and ability level. The overarching goal of the program is to seek and inspire teachers to think outside-the-box and instill a stronger work ethic in students. The Board of Education and Administration give principals and teachers freedom to explore partnerships with higher education institutions and business entities to go beyond traditional school experiences.



Awards, Recognition, Accomplishments:

Over the past four years, the Piscataway School District has received numerous state and national awards and recognitions: Our You, I, We Inspire campaign was named Grand Prize winner by the National School Board Association; The NSBA presented its School Leader award to the Piscataway High School-Rutgers Biomedical Program; District Administrator Magazine named Piscataway a District of Distinction for our ESL program, the third time in two years this program received national honors; Piscataway High School received honorable mention for the Schools of Character award; and for the past two years, Piscataway Schools was ranked among the best school districts in New Jersey by Niche.com, named one of The Best Communities for Music Education in the country by NAMM Foundation, and Piscataway High School was named to the AP Honor Roll by the College Board.






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 <p>Courses, Curriculum, Instruction:</p>	<p>Columbia Readers and Writer’s Workshop, Go-Math and implementation of the Next Generation Science Standards, Digital Literacy, Visual and Performing Arts, Gifted and Talented Programs, Referral to Intervention</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)</p> <p>During the 2018-19 school year the football team became the first team in state history to win the North Group 5 State Championship (Fall 2018). Thirty (30) PHS student-athletes signed to play their respective sport at the collegiate level many of whom received athletic scholarships.</p>
 <p>Clubs and Activities:</p>	<p>Technology , Science, Yoga, Art, Digital, Garden, Wellness, Robotics, STEM, Student Council, Math, Yearbook</p>



Theodore Schor Middle School

(23-4130-057)

Grades Offered: 06-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy



** Accountability calculations require 20 or more students

N No Data is available to display

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

School Narrative

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

<div>  <div>Before and After School Programs:</div> </div>	<div>Community Education offers Before Care, After Care, Enrichment and Summer programs for K-8 students for an additional cost.</div>
<div>  <div>Postsecondary Information:</div> </div>	<div>For the class of 2019, 88%of Piscataway High School students continue their education or participate in post-secondary career paths: 63% attend four year college, 23.5% attend two year college, 1.5% attend technical school, 2% Military, 6% Employment, 4% Undecided.</div>






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 <p>Student Supports and Services:</p>	<p>A full spectrum of programs are offered for students with disabilities.</p>
 <p>Student Health and Wellness:</p>	<p>Piscataway Township Public Schools has maintained an excellent Health Services department that provides many supports to our families. Wellness programs and committees exist district wide so we remain mindful of all the needs of our school community. Additionally, the district has a staff wellness program that offers information and programs to all staff members, promoting the importance of their own personal wellness.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent and teacher organizations exist throughout the school district. Examples of these partnerships are the Education Foundation, Parent Teacher Organizations (PTO), and Special Education Parent Association (SEPA).</p>