



Brick Township High School

(29-0530-020)

Grades Offered: 09-12

2018-2019

Report Key:

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

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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(29-0530-020)

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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	Ocean
District	Brick Township Public School District
Principal Name	Mr. William Kleissler
Address	346 CHAMBERS BRIDGE RD BRICK TOWN, NJ 08723-2804
Phone Number	732-785-3000
Email Address	wkleissler@brickschools.org
Website	http://www.brickschools.org/schools/BrickTownshipHS
Twitter	http://twitter.com/bthsdragons



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	326	336	309
10	309	324	334
11	330	280	294
12	294	337	278
Total	1,259	1,277	1,215

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.0%	50.4%	49.3%
Male	51.0%	49.6%	50.7%
Economically Disadvantaged Students	29.5%	26.5%	27.5%
Students with Disabilities	19.6%	18.4%	16.5%
English Learners	2.9%	3.5%	3.9%
Homeless Students	0.7%	0.9%	1.0%
Students in Foster Care	0.2%	0.3%	0.2%
Military-Connected Students	0.0%	0.1%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	75.6%	74.4%	71.7%
Hispanic	16.2%	17.5%	19.4%
Black or African American	4.4%	3.5%	3.3%
Asian	3.1%	3.7%	4.1%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.1%
American Indian or Alaska Native	0.4%	0.5%	0.4%
Two or More Races	0.2%	0.3%	0.9%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,217	1,233	1,154
Shared Time Students	83	88	120
Full Time Equivalent	1,259	1,277	1,214

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	84.7%
Spanish	10.2%
Other Languages	5.1%



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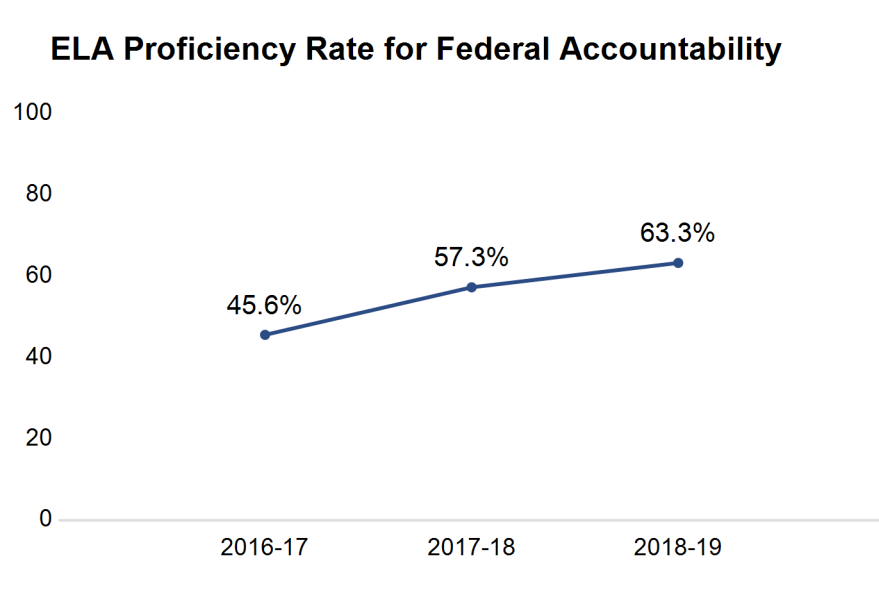
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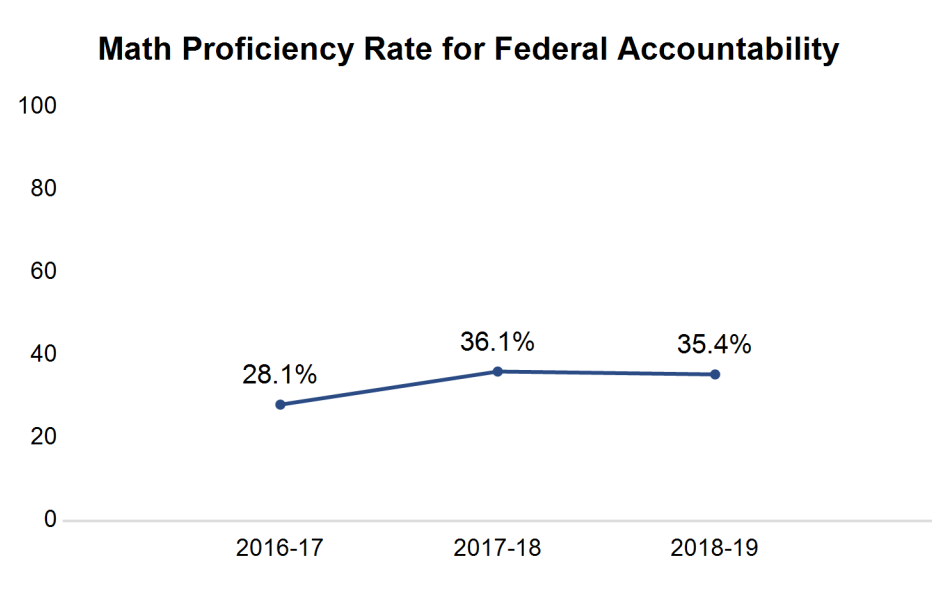
English Language Arts and Mathematics Performance Trends

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	98.7%	99.2%	99.6%	98.3%	98.4%	98.1%
Proficiency Rate for Federal Accountability	45.6%	57.3%	63.3%	28.1%	36.1%	35.4%
Annual Target	35.0%	37.3%	39.7%	17.8%	21.1%	24.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

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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	667	99.6	63.3	58.6	57.9	63.3	39.7	Met Target
White	487	99.4	67.1	63.4	66.9	67.1	40.6	Met Target
Hispanic	128	100.0	53.1	*	43.9	53.1	40	Met Target
Black or African American	*	*	*	36.3	38.5	*	24.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	25	100.0	68.0	67.2	82.9	68.0	29	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	336	99.4	72.6	66.1	64.8	72.6		
Male	331	99.7	53.8	51.5	51.3	53.8		
Economically Disadvantaged Students	167	98.8	49.7	43.7	40.0	49.7	35.3	Met Target
Non-Economically Disadvantaged Students	500	99.8	67.8	65.7	67.9	67.8		
Students with Disabilities	110	99.1	21.8	*	22.7	21.8	17.2	Met Target
Students without Disabilities	557	99.6	71.5	*	65.1	71.5		
English Learners	18	100.0	22.2	21.5	29.3	22.2	**	**
Non-English Learners	649	99.5	64.4	60.5	60.6	64.4		
Homeless Students	*	*	*	48.1	29.1	*		
Students In Foster Care	*	*	*	33.3	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

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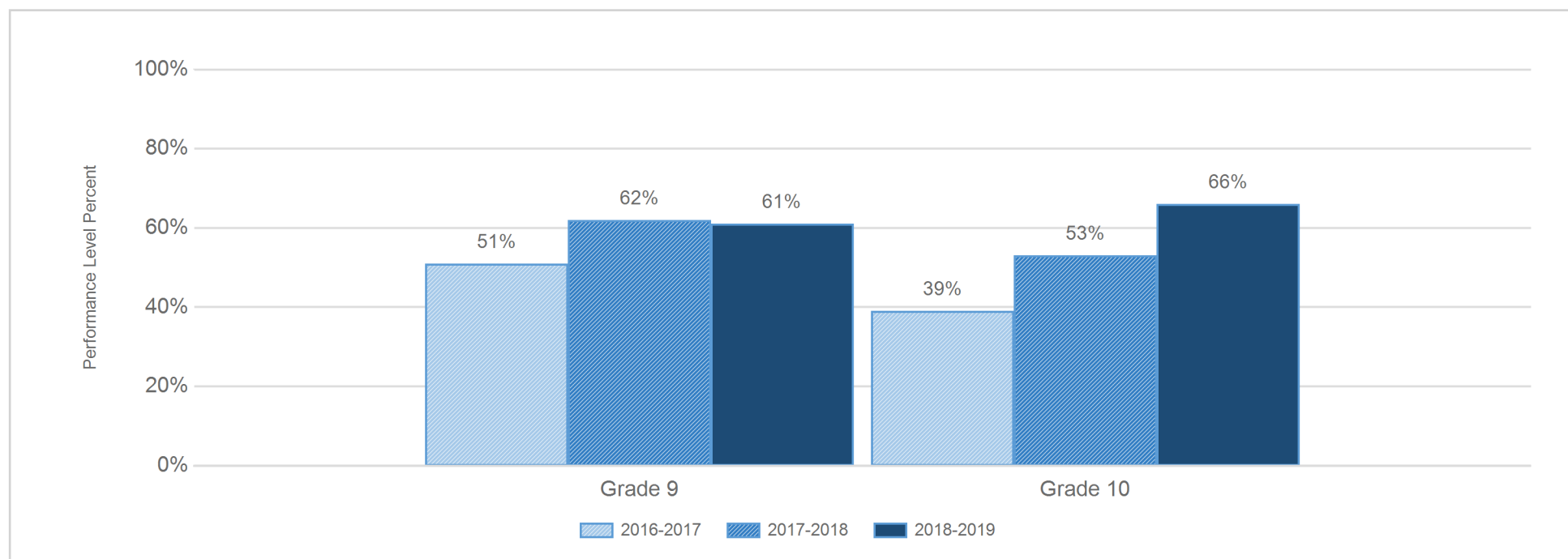
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English Language Arts Assessment - Performance Trends

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 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	319	757	755	753	7%	13%	20%	42%	18%	61%	56%
White	214	760	758	762	6%	10%	20%	43%	21%	64%	65%
Hispanic	74	748	747	737	*	18%	23%	*	*	51%	40%
Black or African American	13	737	725	732	*	*	*	*	*	31%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	162	765	763	760	*	*	16%	44%	27%	72%	63%
Male	157	748	747	746	*	*	25%	39%	10%	49%	49%
Economically Disadvantaged Students	94	749	743	734	*	22%	20%	*	*	50%	36%
Non-Economically Disadvantaged Students	225	760	760	762	*	8%	20%	*	*	65%	65%
Students with Disabilities	51	719	718	717	*	*	20%	*	*	18%	17%
Students without Disabilities	268	764	763	760	*	*	21%	*	*	69%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	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	347	765	760	757	8%	11%	15%	40%	26%	66%	58%
White	269	769	766	767	7%	9%	13%	42%	29%	71%	67%
Hispanic	57	750	746	738	*	21%	19%	*	*	53%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	13	762	*	792	*	*	*	*	*	54%	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	172	773	770	766	*	*	13%	42%	32%	74%	66%
Male	175	757	751	749	*	*	17%	38%	20%	58%	51%
Economically Disadvantaged Students	76	744	740	735	16%	20%	17%	*	*	47%	40%
Non-Economically Disadvantaged Students	271	771	766	767	6%	9%	14%	*	*	72%	67%
Students with Disabilities	52	727	718	711	19%	27%	25%	*	*	29%	19%
Students without Disabilities	295	772	768	765	6%	8%	13%	*	*	73%	65%
English Learners	*	*	689	687	*	*	*	*	*	*	*
Non-English Learners	*	*	762	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	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	604	98.1	35.4	42.1	44.5	35.4	24.3	Met Target
White	432	97.3	35.9	45.9	54.1	35.9	24.2	Met Target
Hispanic	121	100.0	33.9	*	28.8	33.9	24.7	Met Target
Black or African American	*	*	*	21.0	23.0	*	20.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	59.1	66.9	76.5	59.1	43.6	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	295	97.4	33.6	43.0	44.9	33.6		
Male	309	98.8	37.2	41.3	44.2	37.2		
Economically Disadvantaged Students	162	96.0	29.0	29.8	26.3	29.0	18.8	Met Target
Non-Economically Disadvantaged Students	442	98.9	37.8	48.2	54.9	37.8		
Students with Disabilities	108	96.6	*	12.5	17.4	*	12.2	Not Met
Students without Disabilities	496	98.4	*	49.8	50.0	*		
English Learners	18	100.0	33.3	19.3	25.0	33.3	**	**
Non-English Learners	586	98.0	35.5	43.3	46.5	35.5		
Homeless Students	*	*	*	25.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



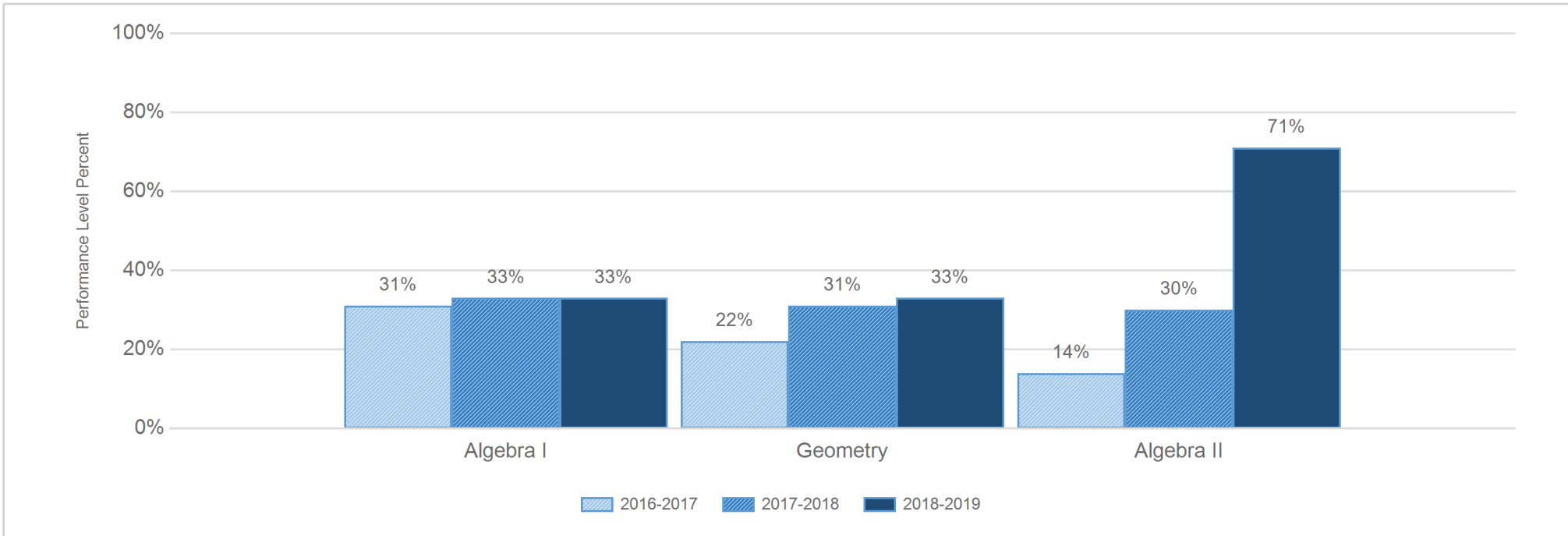
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Mathematics Assessment – Performance Trends

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 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	264	736	743	744	10%	28%	29%	*	*	33%	42%
White	162	736	746	752	9%	25%	34%	31%	0%	31%	53%
Hispanic	71	736	*	728	*	32%	21%	*	*	35%	24%
Black or African American	14	716	*	725	*	*	*	*	*	14%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	123	736	745	745	12%	21%	37%	*	*	29%	44%
Male	141	736	742	743	9%	33%	22%	*	*	36%	41%
Economically Disadvantaged Students	90	732	*	727	12%	34%	27%	*	*	27%	23%
Non-Economically Disadvantaged Students	174	738	*	752	9%	24%	30%	*	*	36%	52%
Students with Disabilities	54	715	714	717	*	*	*	*	*	*	12%
Students without Disabilities	210	741	750	748	*	*	*	*	*	*	47%
English Learners	*	*	727	710	*	*	*	*	*	*	*
Non-English Learners	*	*	744	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	301	737	736	737	5%	26%	36%	*	*	33%	35%
White	228	739	737	743	*	24%	38%	*	*	35%	43%
Hispanic	54	732	729	724	*	31%	33%	*	*	26%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	10	742	*	762	*	*	*	*	*	50%	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	152	738	737	738	*	24%	37%	*	*	34%	36%
Male	149	737	734	736	*	28%	36%	*	*	32%	34%
Economically Disadvantaged Students	71	734	730	722	*	28%	37%	*	*	27%	16%
Non-Economically Disadvantaged Students	230	739	737	743	*	26%	36%	*	*	34%	43%
Students with Disabilities	50	713	709	712	*	*	*	*	*	*	*
Students without Disabilities	251	742	741	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	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	42	766	756	755	*	*	*	*	*	71%	58%
White	38	764	755	758	*	*	*	*	*	68%	62%
Hispanic	*	*	765	731	*	*	*	*	*	*	34%
Black or African American	N	N	N	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	*	761	N	N	N	N	N	N	65%
Female	19	760	750	752	*	*	*	*	*	63%	55%
Male	23	770	762	758	*	*	*	*	*	78%	62%
Economically Disadvantaged Students	*	*	748	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	757	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	42	766	756	756	*	*	*	*	*	71%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	42	766	756	755	*	*	*	*	*	71%	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	*



Brick Township High School
(29-0530-020)
Grades Offered: 09-12
2018-2019

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DLM Alternate Assessment - Participation

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

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

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	40.5%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	23	73.9%	26.1%
3-4	15	*	*
5 or more	*	*	*



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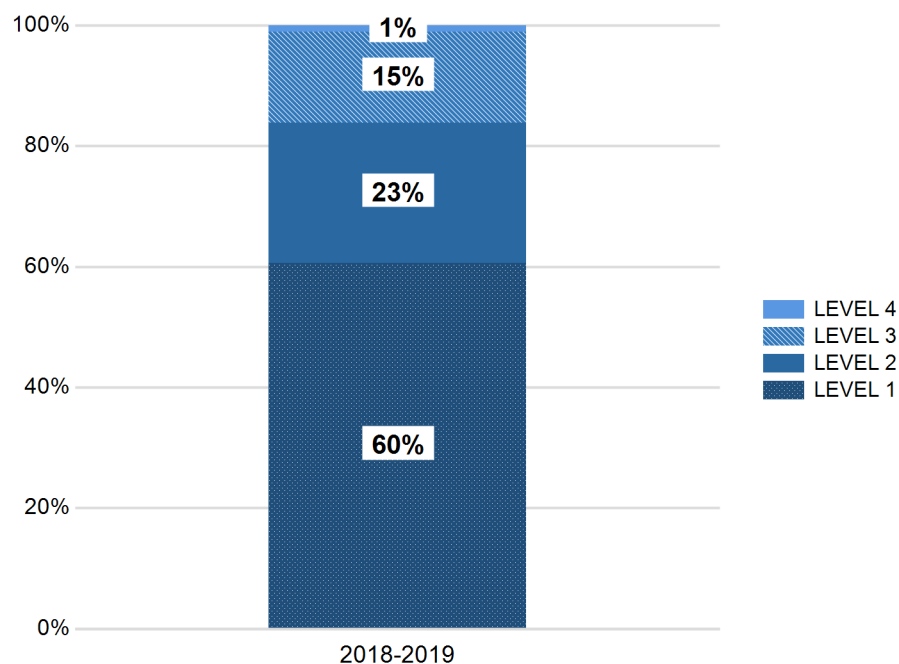
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	60	23	15	1
White	55	25	19	1
Hispanic	80	15	5	0
Black or African American	71	21	7	0
Asian, Native Hawaiian, or Pacific Islander	41	35	24	0
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	61	25	14	1
Male	60	22	17	2
Economically Disadvantaged Students	69	21	9	1
Non-Economically Disadvantaged Students	56	24	18	1
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam 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	26.8%	84.5%
12th graders taking SAT in 2018-19 or prior years	56.9%	72.1%
12th graders taking ACT in 2018-19 or prior years	9.4%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	522	476	Grade 10: 430 Grade 11: 460	84%	61%
PSAT 10/NMSQT - Math	516	477	Grade 10: 480 Grade 11: 510	60%	43%
SAT - Reading and Writing	550	539	480	79%	70%
SAT - Math	529	541	530	51%	53%
ACT - Reading	23	25	22	81%	66%
ACT - English	22	24	18	88%	81%
ACT - Math	22	24	22	54%	65%
ACT - Science	23	24	23	46%	57%



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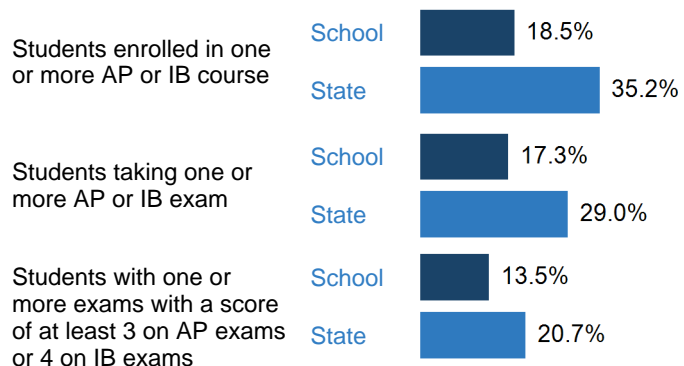
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

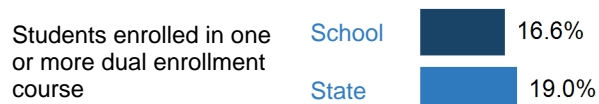
AP/IB Coursework – Participation and Performance

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	0	9
AP Calculus AB	6	6
AP Calculus BC	11	10
AP Chemistry	11	11
AP Computer Science A	14	8
AP English Language and Composition	32	32
AP English Literature and Composition	11	11
AP Environmental Science	28	28
AP Human Geography	35	26
AP Spanish Language	0	2
AP Statistics	29	17
AP U.S. Government and Politics	13	11
AP U.S. History	29	26
IB Music	2	0
Total Exams taken		197
Exams with scores of at least 3 on AP exams or 4 on IB exams		131



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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.

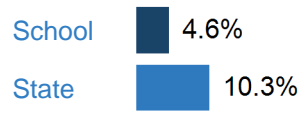
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

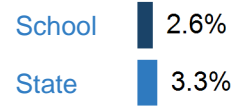
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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	*	4.6%	7.7%	10.3%
White	*	4.2%	6.1%	9.6%
Hispanic	0.0%	6.2%	10.3%	11.3%
Black or African American	0.0%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	*	3.1%	7.3%	10.6%
Male	*	6.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	6.0%	10.4%	11.8%
Students with Disabilities	*	10.3%	6.6%	9.2%
English Learners	0.0%	*	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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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	22		
Arts, AV Technology & Communications	13		
Education and Training	*		
Health Science	12		
Hospitality & Tourism	*		
Human Services	17	14	14
Information Technology	*		
Manufacturing	*		
Marketing	*		
Transportation, Distribution & Logistics	22	11	11
Total (All Clusters)	113	25	25



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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	256	75	19	0	0	0	5
10	33	256	77	34	0	0	8
11	5	35	125	70	14	17	79
12	2	9	6	13	33	54	91
Total	296	375	227	117	47	71	183
Enrolled in AP/IB Course					16	29	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	12

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	89	0	0	172	0	0
10	220	97	0	14	0	6
11	53	148	3	16	20	79
12	76	23	2	19	21	105
Total	438	268	5	221	41	190
Enrolled in AP/IB Course	0	11		28	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	306	0	0	0	0	0
10	10	326	0	0	1	3
11	0	279	0	8	16	34
12	1	34	0	20	61	68
Total	317	639	0	28	78	105
Enrolled in AP/IB Course	0	29	0	0		42
Enrolled in Dual Enrollment Course	0	0	0	28	45	8

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	156	41	54	0	0	0	20
10	200	36	48	0	0	0	17
11	84	16	32	0	0	0	17
12	43	3	12	0	0	0	12
Total	483	96	146	0	0	0	66
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	117	14	37	0	0	0	0



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Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	1	0	0	0	0	0
10	15	0	0	0	0	0
11	20	0	0	0	0	0
12	32	0	0	0	0	0
Total	68	0	0	0	0	0
Enrolled in AP/IB Course	14		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Brick Township High School

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2018-2019

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



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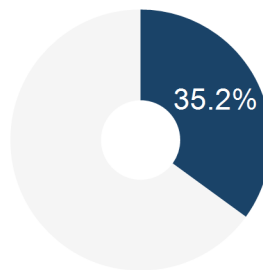
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Visual and Performing Arts – Course Participation

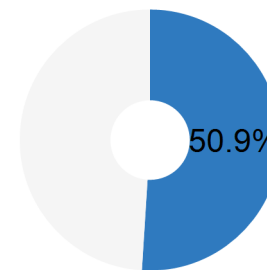
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

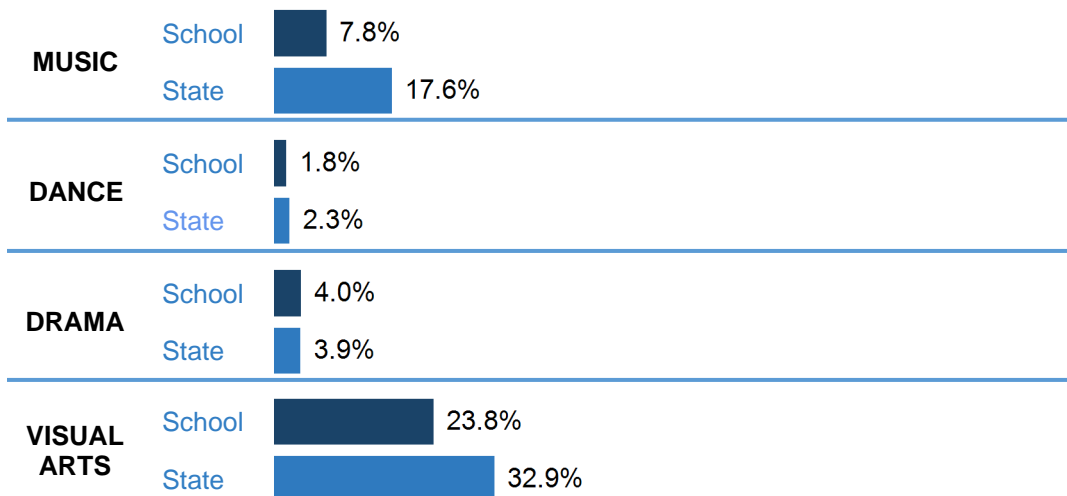


School



State

Students enrolled in one or more classes by discipline:





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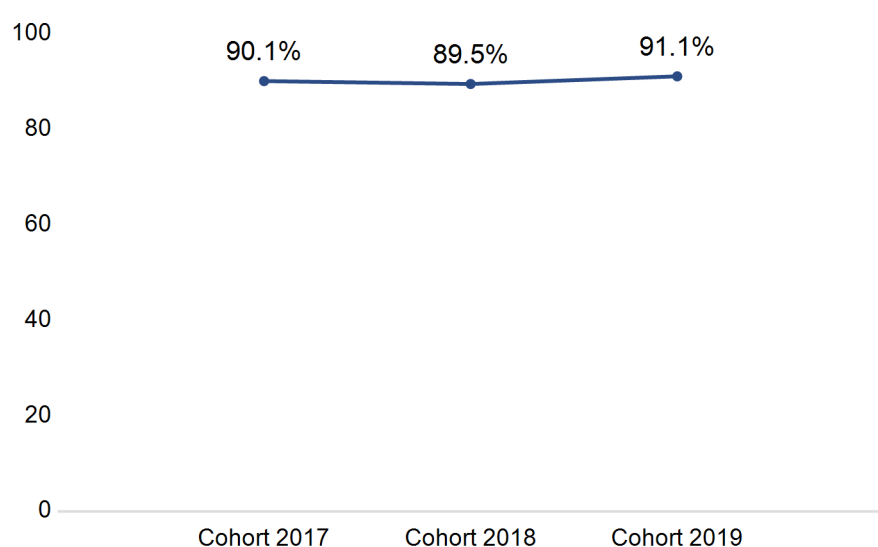
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

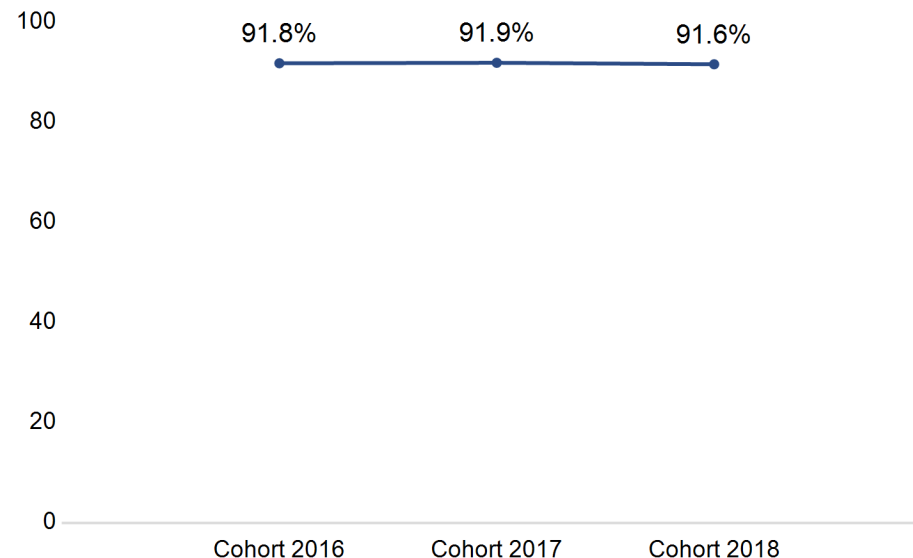
Graduation Rate Trends and Progress

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	90.1%	89.5%	91.1%	91.8%	91.9%	91.6%
Annual Target	88.3%	88.7%		88.9%	89.3%	
Met Annual Target?	Met Target	Met Target		Met Target	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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

Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	91.1%	90.6%	91.6%	92.5%	89.5%	88.7%	Met Target	91.9%	89.3%	Met Target
White	92.0%	94.9%	91.8%	95.9%	89.5%	90.0%	Not Met	91.1%	90.0%	Met Target
Hispanic	88.7%	84.5%	91.7%	87.3%	88.5%	83.8%	Met Target	93.6%	86.4%	Met Target
Black or African American	84.6%	83.3%	*	87.1%	*	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	100.0%	97.8%	100.0%	**	**	90.0%	**	**
American Indian or Alaska Native	*	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	N	91.4%	*	94.2%	*	**	**	N	N	N
Female	91.4%	92.8%	93.3%	94.4%	91.5%			91.4%		
Male	90.8%	88.5%	89.3%	90.8%	87.0%			92.2%		
Economically Disadvantaged Students	87.5%	84.0%	85.2%	87.3%	82.2%	87.0%	Not Met	90.5%	82.2%	Met Target
Students with Disabilities	79.4%	79.2%	85.5%	83.8%	81.2%	80.3%	Met Target	80.3%	80.8%	Not Met
English Learners	*	75.4%	87.5%	80.1%	70.6%	**	**	90.9%	**	**
Homeless Students	*	74.6%	*	78.3%	*			N		
Students in Foster Care	*	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



Brick Township High School

(29-0530-020)

Grades Offered: 09-12

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

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

Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	46.2%	38.1%
Substitute Competency Test	44.8%	50.7%
Portfolio Appeals Process	5.6%	7.3%
Alternate Requirements specified in IEP	3.5%	3.8%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.7%	1.2%
2017-2018	1.2%	1.2%
2016-2017	2.1%	1.1%



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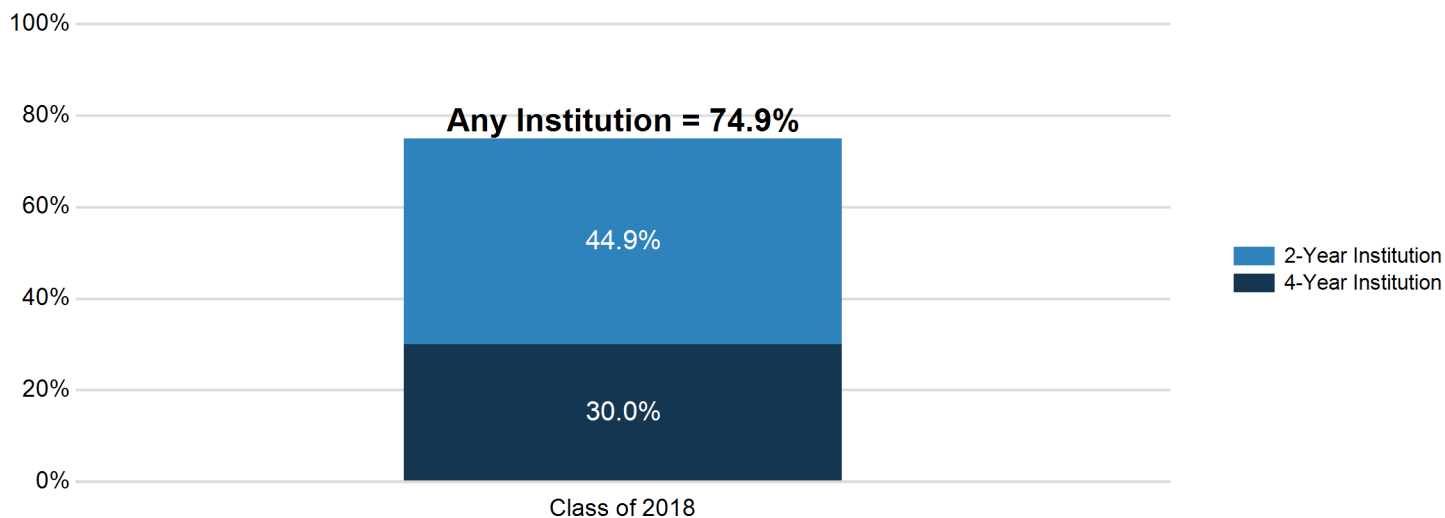
† This indicates a table specific note, see note below table

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

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	44.9%
% Enrolled in 4-Year Institution	30.0%
% Enrolled in Any Postsecondary Institution	74.9%



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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	65.5%	54.2%	45.8%
White	64.6%	51.4%	48.6%
Hispanic	62.5%	66.7%	33.3%
Black or African American	75%	55.6%	44.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	N	N	N
Economically Disadvantaged Students	54.1%	51.5%	48.5%
Students with Disabilities	32.6%	80%	20%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	74.9%	59.9%	40.1%	83.2%	16.8%	77.9%	22.1%
White	77.4%	55.5%	44.5%	81.8%	18.2%	73.7%	26.3%
Hispanic	63%	79.4%	20.6%	88.2%	11.8%	94.1%	5.9%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	87.5%	71.4%	28.6%	85.7%	14.3%	92.9%	7.1%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	69.5%	71.9%	28.1%	87.7%	12.3%	86%	14%
Students with Disabilities	48.5%	90.6%	9.4%	90.6%	9.4%	87.5%	12.5%
English Learners	*	*	*	*	*	*	*



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

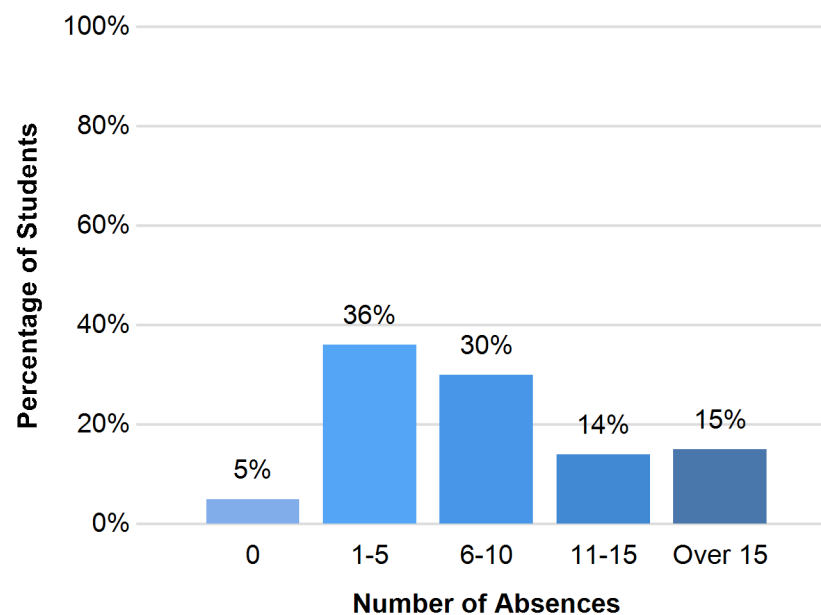
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	169	13.2	14.2	Met
White	128	13.7	14.2	Met
Hispanic	33	13.8	14.2	Met
Black or African American	4	9.5	14.2	Met
Asian, Native Hawaiian, or Pacific	3	6.0	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	85	13.9		
Male	84	12.6		
Economically Disadvantaged Students	66	19.0	14.2	Not Met
Students with Disabilities	52	21.0	14.2	Not Met
English Learners	4	11.8	14.2	Met
Homeless Students	6	40.0		
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.





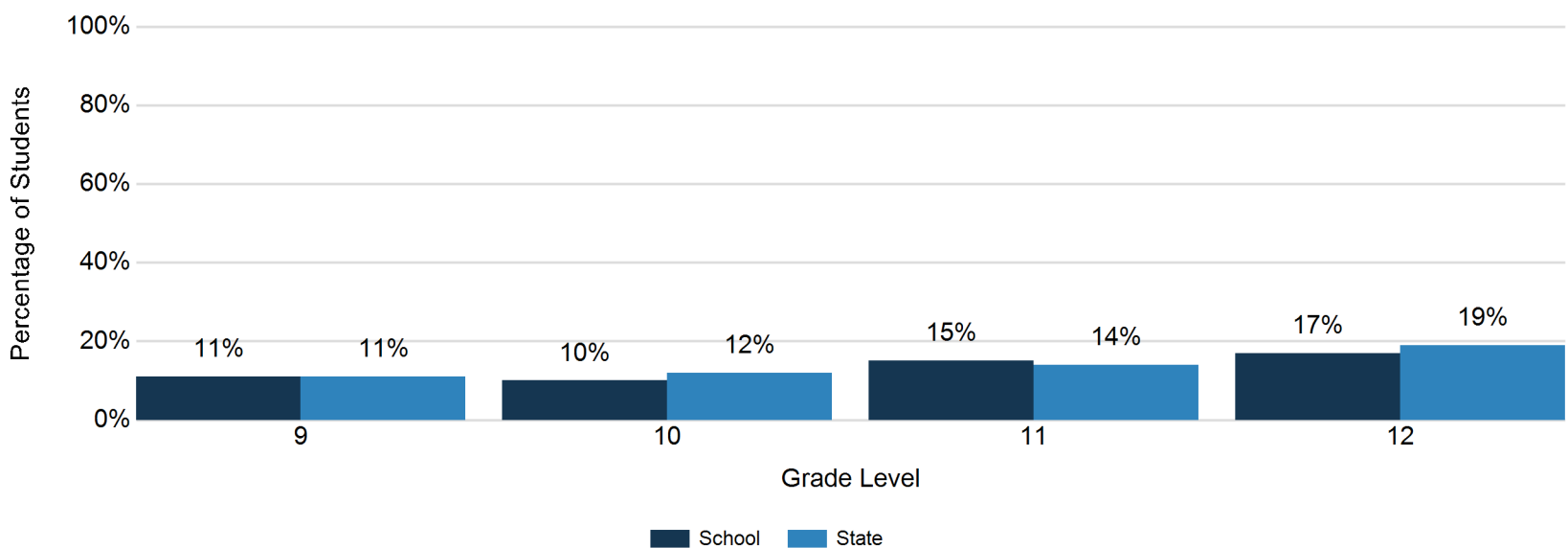
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Chronic Absenteeism by Grade

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	7
Weapons	0
Vandalism	1
Substances	18
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	2.22

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	0	0	0
Sexual Orientation	2	0	2
Disability	1	1	2
Other	2	0	2
No Identified Nature	1		1

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	10	0.8%
Out-of-School Suspensions	46	3.8%
Any Suspension	50	4.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
188



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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	7:10 AM
Typical End Time	1:35 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

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

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



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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	115	118,214
Average years experience in public schools	13.6	12.1
Average years experience in district	13.6	10.8
Percentage of Teachers with 4 or more years experience in the district	87.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,530
Average years experience in public schools	16.6	16.0
Average years experience in district	16.6	12.0
Percentage of Administrators with 4 or more years experience in the district	80.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	243:1	208:1
Teachers to Administrators	23:1	19:1
Students to Librarians/Media Specialists		774:1
Students to Nurses		501:1
Students to Counselors		425:1
Students to Child Study Team Members		208:1



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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	49.3%	69.6%	40.0%	48.4%	77.1%	54.9%
Male	50.7%	30.4%	60.0%	51.6%	22.9%	45.1%
White	71.7%	97.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	19.4%	2.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	4.1%	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	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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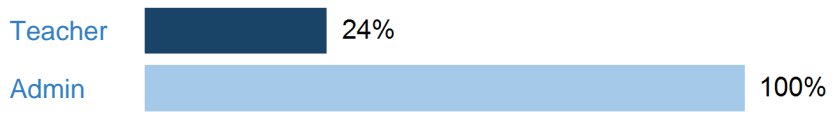
Teachers and Administrators - Level of Education

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

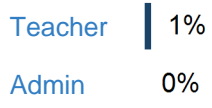
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.1%	90.5%
2017-18 Administrators: Same district 2018-19	90.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.1%



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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	45.6%	57.3%	63.3%
Math Proficiency	28.1%	36.1%	35.4%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	90.1%	89.5%	91.1%
5-Year Graduation Rate†	91.8%	91.9%	91.6%
Progress toward English Language Proficiency		48.3%	40.5%
Chronic Absenteeism	13.7%	13.2%	13.2%

† 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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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.



Brick Township High School
(29-0530-020)
Grades Offered: 09-12
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	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	Not Met	Met Target	n/a	Met	No
Hispanic	Met Target	Met Target	Met Target	Met Target	n/a	Met	No
Black or African American	Met Target	Not Met	**	**	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	Not Met	Met Target	n/a	Not Met	No
Students with Disabilities	Met Target	Not Met	Met Target	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	Met	No

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



Brick Township High School
(29-0530-020)
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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:

- Rigorous AP and Honors sequence of studies
- Stem Academy offered for grades 9-12.
- 28 varsity NJSIAA sports teams and 36 clubs-activities



Mission, Vision, Theme:

At Brick Township High School, we believe that all students can learn. We believe that staff, students, and parents working together, will ensure the success of every child. Our staff recognizes that well designed, standards based curriculum will expose students to concepts, skills, and materials that will cultivate lifelong learning and ensure students are prepared for success upon graduation.



Awards, Recognition, Accomplishments:

Recent graduates have been accepted to colleges and universities that range from community colleges to Ivy League schools and Universities. Our students have been awarded academic athletic scholarships and academic grants. Collectively, 2019 graduates also were awarded over \$130,000 in local scholarship awards. Our staff members include recipients of both County and District Teachers of the Year.






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 <p>Courses, Curriculum, Instruction:</p>	<p>Brick Township HS is a follows a modified 4X4 schedule. As a comprehensive HS, we offer a program of studies for all diverse learners and abilities. We offer 30 honors courses, 20 AP courses, STEM Academy, and 7 dual enrollment college courses on campus.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Coed), Gymnastics (Girls), Ice Hockey (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys & Girls)</p> <p>Girls and Boys Bowling are frequently crowned as State Champions. Football and Wrestling teams are recognized as perennial powers regularly earning Championships and Qualifying for State Tournaments. 2019 Girls Soccer won the CJG3 State Championship.</p>
 <p>Clubs and Activities:</p>	<p>Brick Township High School offers 36 different clubs and activities intended for all students to participate in some activity outside the classroom. Our Interact, National Honor Society, Key Club, and Student Government Association are our largest, most active, and recognized clubs. Interact partners students from our MD program with other students to participate in daily activities. Students are encouraged to start clubs when interested and we add new clubs each year. This year we introduced a ukelele club that has been very popular and active.</p>






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 <p>Before and After School Programs:</p>	<p>Academic support and additional course offerings are available after school. Social and emotional support and programs are provided during the day and after school through our School Based Services provided by Preferred Behavioral Health.</p>
 <p>Staff and Professional Learning:</p>	<p>Professional Development is recognized as need to ensure professional excellence. PD topics and our yearly plan are created in conjunction with staff, school level administration and Central administration. PD opportunities are offered within district during departmental, faculty, professional days, and workshops within and outside the district. Teacher leaders are identified and work with other teacher leaders to design and provide PD.</p>
 <p>Postsecondary Information:</p>	<p>72% of graduates from the class of 2018 are attending two or four year colleges and 2% joined the armed forces. The Guidance department assists students with the use of Naviance, an on-line program used to research, compare, and apply to colleges. BTHS and Beyond is a parent and student information night that includes workshops on financial aid, FAFSA, clearinghouse, and applications, and a Q/A with counselors from colleges in the tri-state area.</p>



Brick Township High School

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Student Supports and Services:

Brick Township High School implements an Intervention and Referral Services team which meets regularly to develop SMART goals for students who demonstrate difficulty achieving academic or social success in the school community. BTHS also hosts an ELL program and an MD program within our building.



Student Health and Wellness:

The school offers a before school breakfast program that provides food to all students for a fee. The school district participates in the National Reduced Lunch program. Health is offered within every Physical Education course offered. Students have an elective structure available for HPE during grades 11 and 12.



Parent and Community Involvement:

BTHS offers a (PTSA) parents Teacher Student Association and a (SEPTA) Special Education Parents Association. Several parent booster clubs are associated with various sports and clubs. Attendance, grades, letters, and other forms of communication is utilized and shared on-line through our Parent Portal.






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers BTHS is currently enrolled in the School Climate Transformation Project (SCTP). The SCTP is a multi-year initiative that involves the use of data to better understand school climate and how it feels to be a member of the school community. This spring, staff members, students, and parents will be encouraged take the New Jersey School Climate Survey (NJSCS) to help us learn more about our school's climate from all points of view.</p>
 <p>Facilities:</p>	<p>Brick Township High School is celebrating our 62nd graduating class in June 2019. Our building has had several renovation projects in recent years that includes science labs, library lighting, air conditioning, boilers, solar panels, gymnasium floors, gymnasium bleachers, outdoor bleachers, and repaved parking lot with improved lines, traffic flow, curbing and drainage, and the track</p>
 <p>School Safety:</p>	<p>The district has completed an security assessment with the assistance of the Brick Police Dept. Recommendations were shared with Administration and the building level Security Committee. Improvements and changes were implemented and shared with staff. On-going drills are designed to identify weaknesses and make appropriate changes.</p>



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Technology and STEM:

BTHS has a STEM program for students in grades 9-12. Technology includes an interactive classroom with macbooks, projection screens, several printers and 3-d printers. STEM students complete a yearly project and participate in several local and state-wide competitions throughout the year, complete a capstone project and internship opportunity.




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Other Information

Laptop computers are utilized as part of a 1:1 student computer plan. The block schedule and use of a fifth block provides students an opportunity to earn well over 180 credits or over 34 separate courses before graduation. The School Security Team works with local officials to ensure the structured practice and preparations for emergency situations are practiced on a regular basis, that our procedures are reviewed for effectiveness, and that adjustments are made whenever necessary.



Brick Township Memorial High School

(29-0530-025)

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2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Brick Township Memorial High School

(29-0530-025)

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	Ocean
District	Brick Township Public School District
Principal Name	Mr. Jonathan Barresi
Address	2001 LANES MILL RD BRICK, NJ 08724-1405
Phone Number	732-785-3000
Email Address	jbarresi@brickschools.org
Website	http://www.brickschools.org/Schools/BrickMemorialHS
Twitter	https://twitter.com/BrickMemorialHS



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	375	356	365
10	387	369	351
11	363	365	353
12	351	348	349
Total	1,476	1,438	1,418

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.4%	50.1%	48.3%
Male	50.6%	49.9%	51.7%
Economically Disadvantaged Students	21.1%	21.8%	23.5%
Students with Disabilities	13.1%	13.3%	14.3%
English Learners	0.1%	0.0%	0.0%
Homeless Students	0.7%	0.5%	0.5%
Students in Foster Care	0.1%	0.3%	0.2%
Military-Connected Students	0.0%	0.0%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	79.6%	78.9%	77.5%
Hispanic	10.0%	10.0%	11.3%
Black or African American	7.3%	7.7%	7.6%
Asian	2.6%	2.4%	2.2%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	0.4%	0.8%	1.1%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,431	1,399	1,379
Shared Time Students	88	75	76
Full Time Equivalent	1,475	1,437	1,417

Enrollment by Home Language

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

Home Language	% of Students
English	95.5%
Spanish	2.8%
Other Languages	1.7%



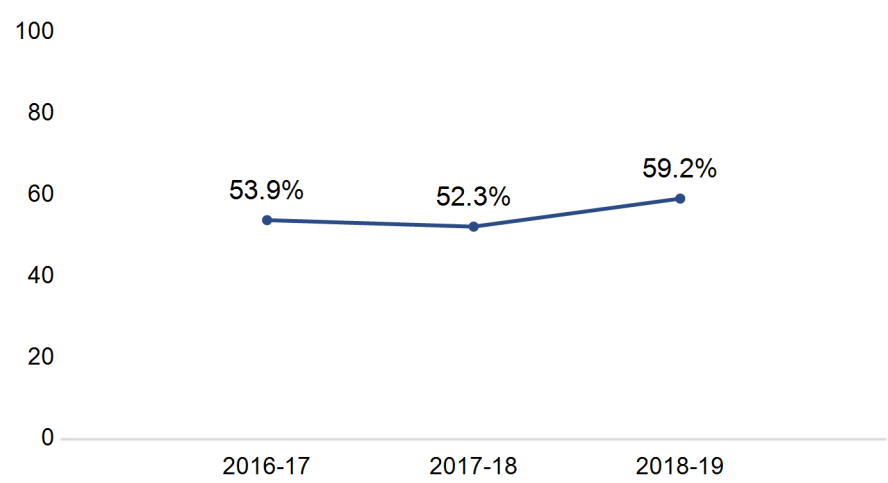
Brick Township Memorial High School
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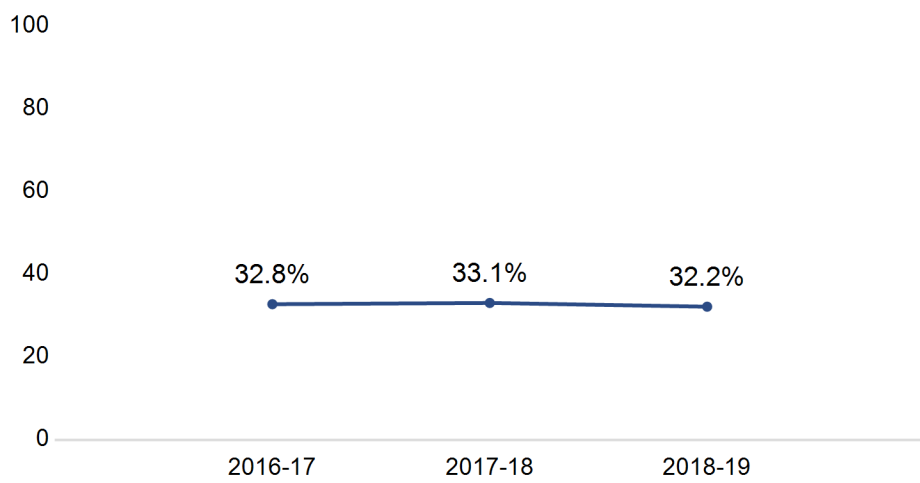
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.8%	98.9%	99.1%	98.2%	98.9%	99.0%
Proficiency Rate for Federal Accountability	53.9%	52.3%	59.2%	32.8%	33.1%	32.2%
Annual Target	44.1%	46.0%	47.9%	26.1%	29.0%	31.8%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	723	99.1	59.2	58.6	57.9	59.2	47.9	Met Target
White	550	99.1	63.5	63.4	66.9	63.5	48.9	Met Target
Hispanic	85	100.0	50.6	*	43.9	50.6	44.8	Met Target
Black or African American	54	96.5	22.2	36.3	38.5	22.2	28.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	17	100.0	52.9	67.2	82.9	52.9	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	351	98.9	68.7	66.1	64.8	68.7		
Male	372	99.2	50.3	51.5	51.3	50.3		
Economically Disadvantaged Students	167	97.7	43.1	43.7	40.0	43.1	41.7	Met Target
Non-Economically Disadvantaged Students	556	99.5	64.0	65.7	67.9	64.0		
Students with Disabilities	118	96.1	14.4	*	22.7	14.4	23	Not Met
Students without Disabilities	605	99.7	67.9	*	65.1	67.9		
English Learners	*	*	*	21.5	29.3	*	**	**
Non-English Learners	*	*	*	60.5	60.6	*		
Homeless Students	*	*	*	48.1	29.1	*		
Students In Foster Care	*	*	*	33.3	27.6	*		
Military-Connected Students	*	*	*	*	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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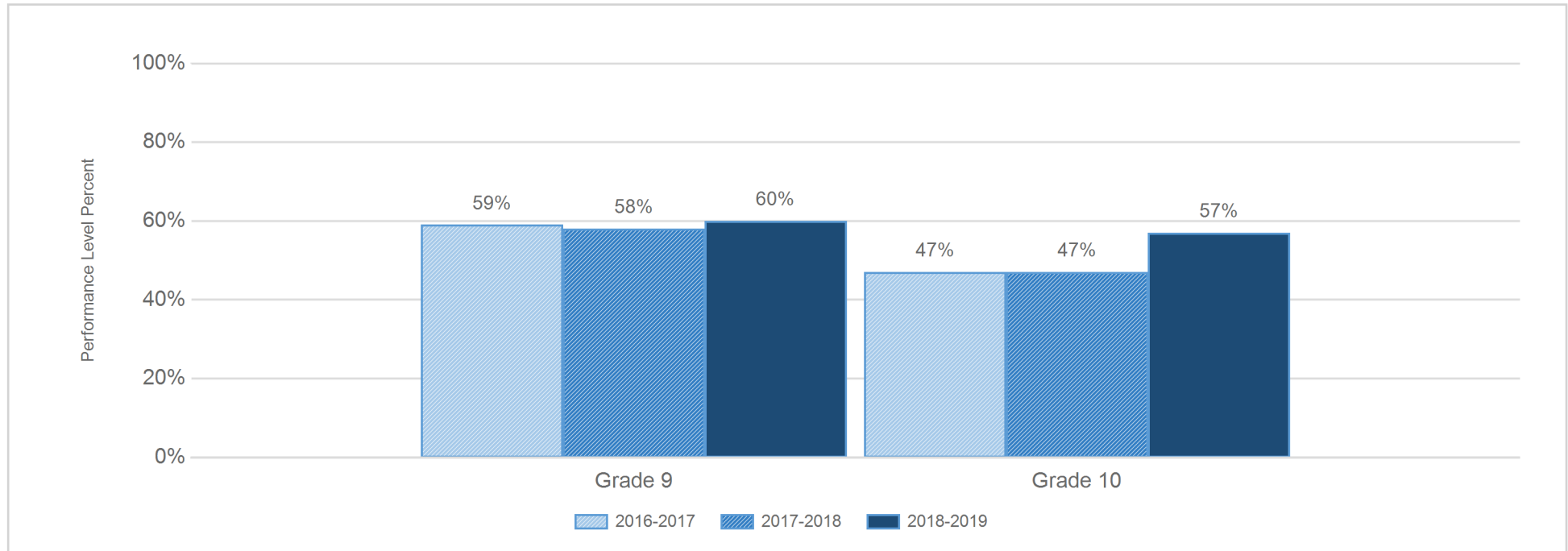
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	374	754	755	753	9%	10%	21%	46%	14%	60%	56%
White	282	757	758	762	6%	8%	21%	50%	15%	65%	65%
Hispanic	44	747	747	737	*	*	25%	*	*	52%	40%
Black or African American	28	720	725	732	*	*	*	*	*	18%	33%
Asian, Native Hawaiian, or Pacific Islander	11	778	*	783	0%	*	*	*	*	73%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	179	761	763	760	*	*	17%	51%	18%	69%	63%
Male	195	746	747	746	*	*	26%	42%	10%	52%	49%
Economically Disadvantaged Students	98	737	743	734	18%	15%	24%	*	*	42%	36%
Non-Economically Disadvantaged Students	276	759	760	762	5%	8%	20%	*	*	67%	65%
Students with Disabilities	68	717	718	717	31%	21%	32%	16%	0%	16%	17%
Students without Disabilities	306	762	763	760	4%	7%	19%	53%	17%	70%	63%
English Learners	N	N	*	693	N	N	N	N	N	N	*
Non-English Learners	374	754	*	755	9%	10%	21%	46%	14%	60%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	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	359	756	760	757	12%	11%	19%	36%	21%	57%	58%
White	272	762	766	767	9%	9%	21%	37%	25%	61%	67%
Hispanic	45	742	746	738	*	*	*	*	*	47%	43%
Black or African American	26	718	*	733	*	*	*	*	*	27%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	178	767	770	766	7%	7%	19%	39%	28%	67%	66%
Male	181	745	751	749	17%	14%	20%	34%	14%	48%	51%
Economically Disadvantaged Students	73	735	740	735	26%	15%	15%	*	*	44%	40%
Non-Economically Disadvantaged Students	286	761	766	767	9%	10%	21%	*	*	61%	67%
Students with Disabilities	53	710	718	711	38%	32%	19%	*	*	11%	19%
Students without Disabilities	306	764	768	765	8%	7%	20%	*	*	65%	65%
English Learners	*	*	689	687	*	*	*	*	*	*	*
Non-English Learners	*	*	762	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



Brick Township Memorial High School
(29-0530-025)
Grades Offered: 09-12
2018-2019

Report Key:

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	668	99.0	32.2	42.1	44.5	32.2	31.8	Met Target
White	506	99.4	35.2	45.9	54.1	35.2	33.2	Met Target
Hispanic	83	98.9	24.1	*	28.8	24.1	22.1	Met Target
Black or African American	53	98.2	11.3	21.0	23.0	11.3	18.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	13	93.3	61.5	66.9	76.5	60.1	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	324	99.1	35.2	43.0	44.9	35.2		
Male	344	98.9	29.4	41.3	44.2	29.4		
Economically Disadvantaged Students	164	97.1	22.0	29.8	26.3	22.0	27.1	Met Target†
Non-Economically Disadvantaged Students	504	99.6	35.5	48.2	54.9	35.5		
Students with Disabilities	120	98.4	*	12.5	17.4	*	20.4	Not Met
Students without Disabilities	548	99.1	*	49.8	50.0	*		
English Learners	*	*	*	19.3	25.0	*	**	**
Non-English Learners	*	*	*	43.3	46.5	*		
Homeless Students	*	*	*	25.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Brick Township Memorial High School

(29-0530-025)

Grades Offered: 09-12

2018-2019

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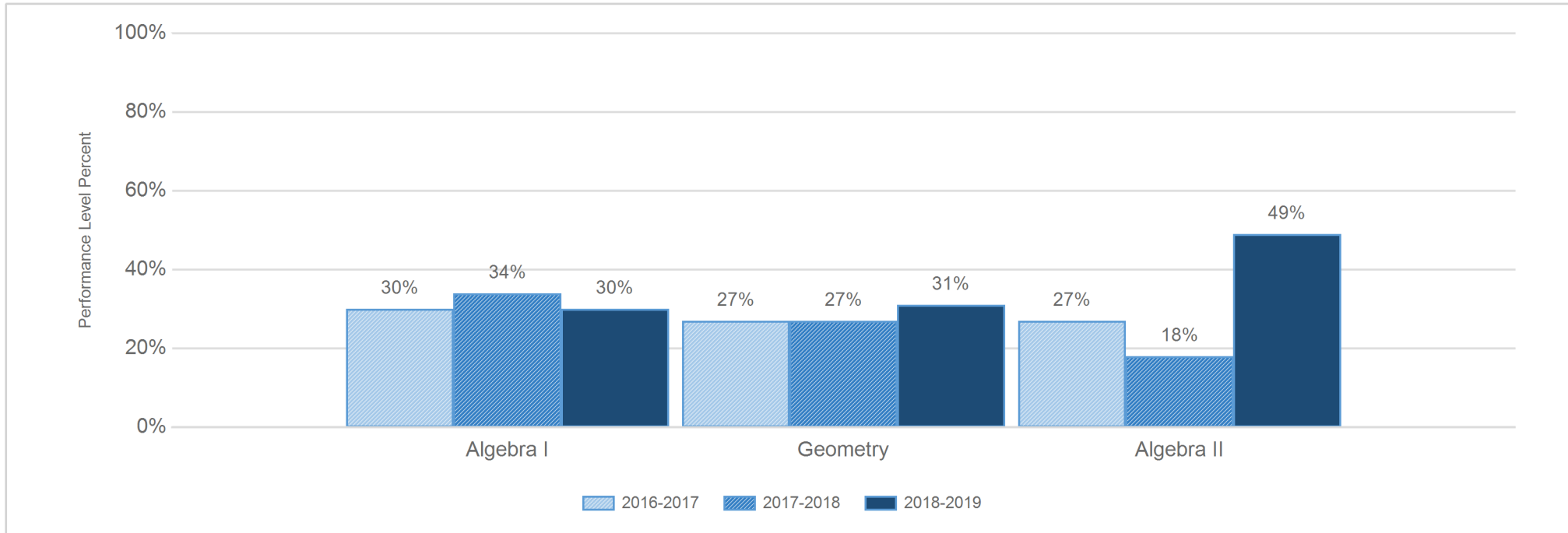
** Accountability calculations require 20 or more students

N No Data is available to display

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Mathematics Assessment – Performance Trends

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



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



Brick Township Memorial High School
(29-0530-025)
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	311	734	743	744	10%	29%	31%	30%	0%	30%	42%
White	218	737	746	752	9%	25%	30%	36%	0%	36%	53%
Hispanic	48	728	*	728	*	33%	40%	*	*	17%	24%
Black or African American	34	719	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	137	735	745	745	9%	28%	29%	33%	0%	33%	44%
Male	174	733	742	743	10%	30%	32%	28%	0%	28%	41%
Economically Disadvantaged Students	100	727	*	727	16%	32%	30%	22%	0%	22%	23%
Non-Economically Disadvantaged Students	211	737	*	752	7%	28%	31%	34%	0%	34%	52%
Students with Disabilities	75	714	714	717	*	*	*	*	*	*	12%
Students without Disabilities	236	740	750	748	*	*	*	*	*	*	47%
English Learners	*	*	727	710	*	*	*	*	*	*	*
Non-English Learners	*	*	744	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Brick Township Memorial High School
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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	310	734	736	737	10%	28%	32%	*	*	31%	35%
White	245	736	737	743	7%	28%	33%	*	*	32%	43%
Hispanic	30	724	729	724	*	*	*	*	*	20%	17%
Black or African American	19	719	*	720	*	*	*	*	*	16%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	162	737	737	738	9%	23%	35%	*	*	34%	36%
Male	148	731	734	736	11%	33%	29%	*	*	27%	34%
Economically Disadvantaged Students	63	725	730	722	19%	27%	37%	*	*	17%	16%
Non-Economically Disadvantaged Students	247	736	737	743	7%	28%	31%	*	*	34%	43%
Students with Disabilities	48	704	709	712	*	*	*	*	*	*	*
Students without Disabilities	262	739	741	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



Brick Township Memorial High School
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	749	756	755	*	*	32%	*	*	49%	58%
White	48	747	755	758	*	*	35%	*	*	46%	62%
Hispanic	*	*	765	731	*	*	*	*	*	*	34%
Black or African American	N	N	N	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	32	744	750	752	*	*	*	*	*	47%	55%
Male	25	754	762	758	*	*	*	*	*	52%	62%
Economically Disadvantaged Students	*	*	748	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	757	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	57	749	756	756	*	*	32%	*	*	49%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	57	749	756	755	*	*	32%	*	*	49%	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	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



Brick Township Memorial High School

(29-0530-025)

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2018-2019

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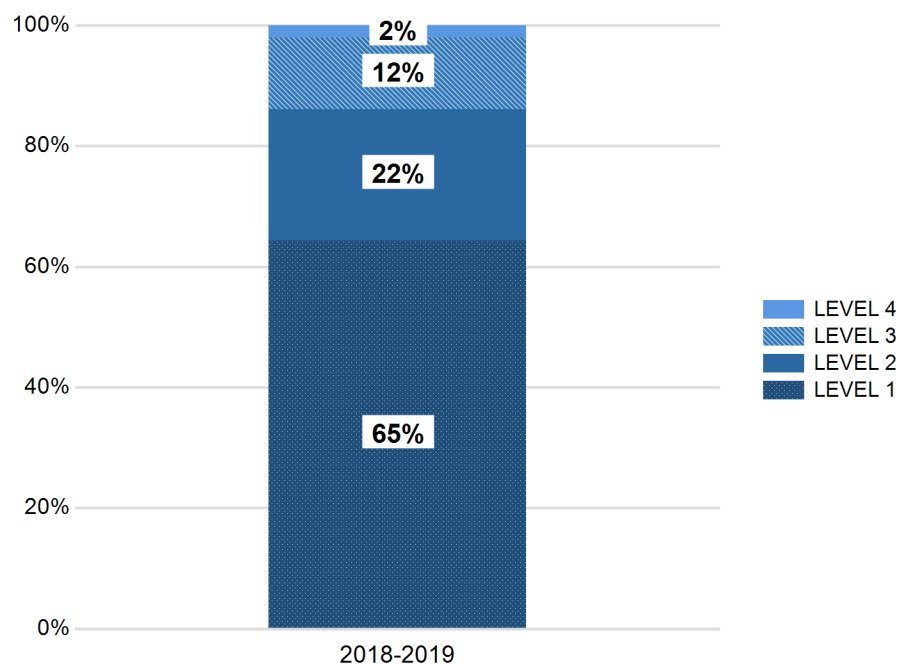
N No Data is available to display

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

NJSLA Science Assessment: Grade 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	65	22	12	2
White	60	24	15	2
Hispanic	81	17	2	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	63	23	12	2
Male	66	21	12	2
Economically Disadvantaged Students	76	13	8	2
Non-Economically Disadvantaged Students	61	24	13	2
Students with Disabilities	90	7	3	0
Students without Disabilities	60	25	14	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Brick Township Memorial High School

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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	42.5%	84.5%
12th graders taking SAT in 2018-19 or prior years	71.6%	72.1%
12th graders taking ACT in 2018-19 or prior years	18.3%	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	516	476	Grade 10: 430 Grade 11: 460	81%	61%
PSAT 10/NMSQT - Math	504	477	Grade 10: 480 Grade 11: 510	56%	43%
SAT - Reading and Writing	537	539	480	78%	70%
SAT - Math	527	541	530	49%	53%
ACT - Reading	22	25	22	55%	66%
ACT - English	21	24	18	80%	81%
ACT - Math	22	24	22	52%	65%
ACT - Science	22	24	23	45%	57%



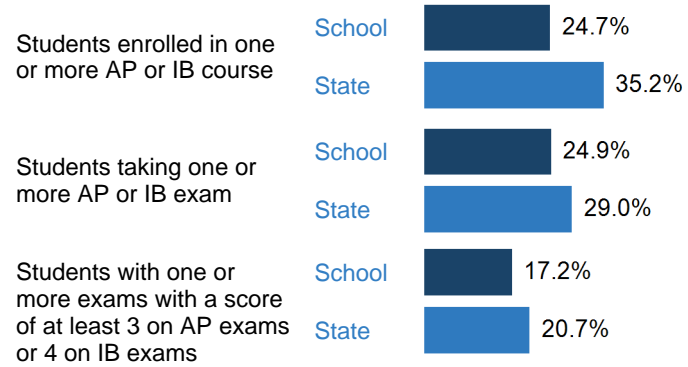
Brick Township Memorial High School
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)**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

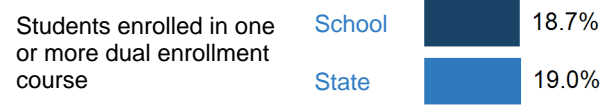
AP/IB Coursework – Participation and Performance

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	15	15
AP Calculus AB	9	8
AP Calculus BC	29	29
AP Chemistry	38	36
AP Computer Science A	14	4
AP English Language and Composition	47	47
AP English Literature and Composition	29	28
AP Environmental Science	45	40
AP European History	16	14
AP Macroeconomics	0	24
AP Microeconomics	0	29
AP Music Theory	6	4
AP Physics 1	0	17
AP Physics 2	0	10
AP Physics B	17	0
AP Physics C: Electricity and Magnetism	0	1



Brick Township Memorial High School

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Mechanics	0	3
AP Spanish Language	7	6
AP Statistics	9	7
AP Studio Art—Drawing Portfolio	1	1
AP U.S. Government and Politics	11	5
AP U.S. History	19	19
AP World History	11	11
Total Exams taken		358
Exams with scores of at least 3 on AP exams or 4 on IB exams		236



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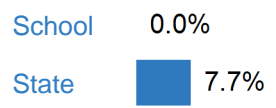
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

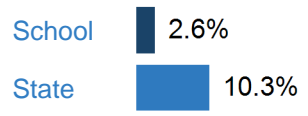
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

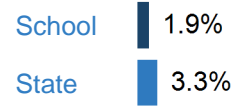
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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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2018-2019

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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	2.6%	7.7%	10.3%
White	0.0%	2.5%	6.1%	9.6%
Hispanic	0.0%	*	10.3%	11.3%
Black or African American	0.0%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	0.0%	2.4%	7.3%	10.6%
Male	0.0%	2.7%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	3.0%	10.4%	11.8%
Students with Disabilities	0.0%	*	6.6%	9.2%
English Learners	N	N	8.7%	3.2%
Homeless Students	*	*	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%	*



Brick Township Memorial High School

(29-0530-025)

Grades Offered: 09-12

2018-2019

Report Key:

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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	12		
Arts, AV Technology & Communications	11		
Education and Training	*		
Health Science	13		
Hospitality & Tourism	*		
Human Services	12	*	*
Information Technology	*		
Manufacturing	*		
Marketing	*		
Transportation, Distribution & Logistics	*	*	*
Total (All Clusters)	73	15	15



Brick Township Memorial High School
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2018-2019

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	320	62	19	0	0	0	5
10	28	271	81	27	0	1	5
11	3	28	147	106	28	4	115
12	0	7	45	56	92	79	80
Total	351	368	292	189	120	84	205
Enrolled in AP/IB Course					38	9	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	18

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	69	0	0	296	0	6
10	253	96	0	24	3	4
11	55	250	8	27	47	50
12	65	22	33	22	91	125
Total	442	368	41	369	141	185
Enrolled in AP/IB Course	15	38		45	17	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	369	1	0	0	0	1
10	16	352	3	0	0	4
11	7	336	0	5	5	27
12	11	56	4	85	25	95
Total	403	745	7	90	30	127
Enrolled in AP/IB Course	11	19	0	0		23
Enrolled in Dual Enrollment Course	0	0	0	90	11	8

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	232	38	46	0	0	0	0
10	217	29	51	0	0	0	22
11	139	26	32	0	0	0	16
12	42	15	26	0	0	0	17
Total	630	108	155	0	0	0	55
Enrolled in AP/IB Course	7	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	160	38	48	0	0	0	0



Brick Township Memorial High School

(29-0530-025)

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2018-2019

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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	22	0	0	0	0	0
12	11	0	0	0	0	0
Total	33	0	0	0	0	0
Enrolled in AP/IB Course	14		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Brick Township Memorial High School

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



Brick Township Memorial High School
 (29-0530-025)
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 2018-2019

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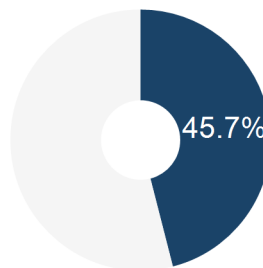
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Visual and Performing Arts – Course Participation

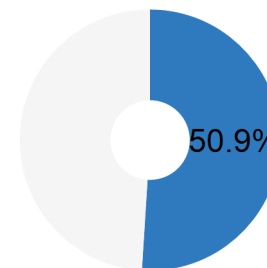
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

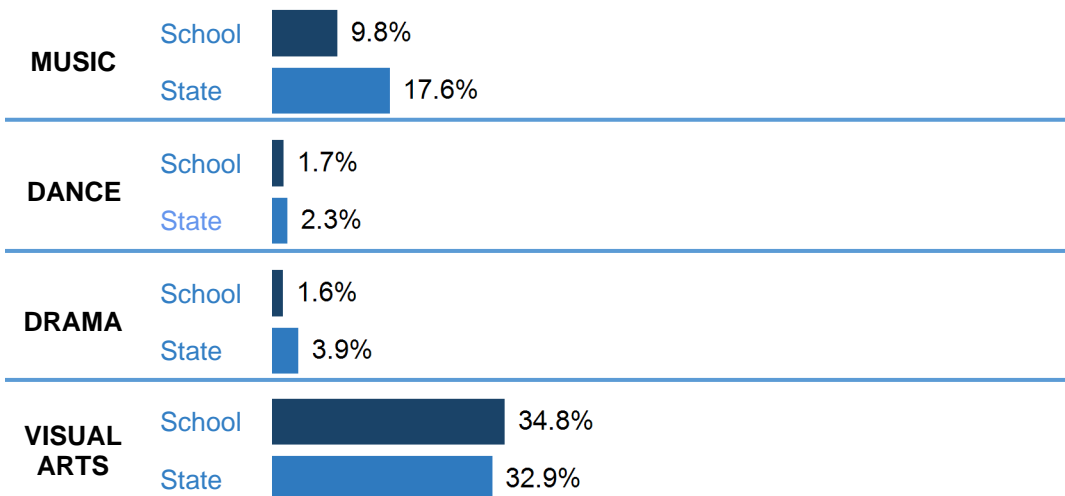


School



State

Students enrolled in one or more classes by discipline:





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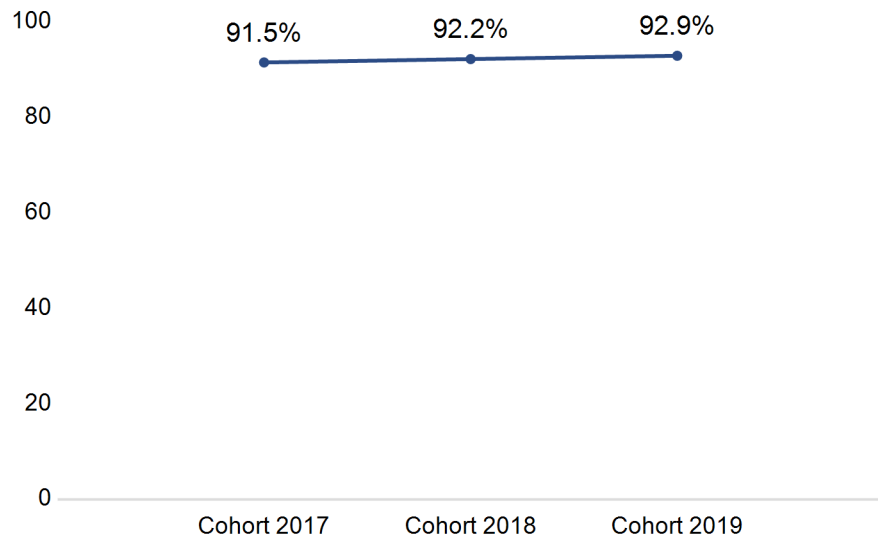
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

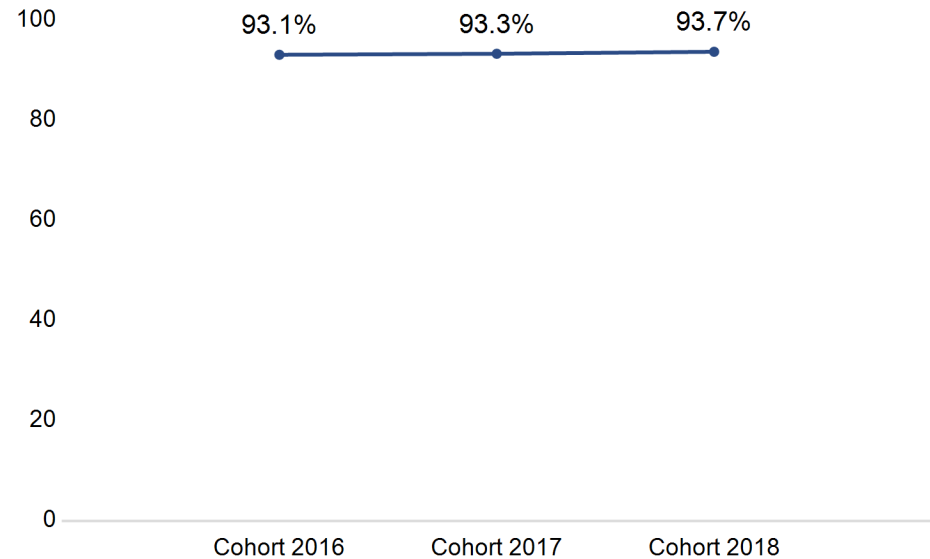
Graduation Rate Trends and Progress

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	91.5%	92.2%	92.9%	93.1%	93.3%	93.7%
Annual Target	92.1%	92.3%		92.8%	92.9%	
Met Annual Target?	Not Met	Not Met		Met Target	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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

Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	92.9%	90.6%	93.7%	92.5%	92.2%	92.3%	Not Met	93.3%	92.9%	Met Target
White	94.6%	94.9%	94.7%	95.9%	92.8%	92.8%	Met Target	94.1%	94.3%	Not Met
Hispanic	85.0%	84.5%	88.2%	87.3%	90.9%	87.4%	Met Target	92.3%	87.2%	Met Target
Black or African American	83.3%	83.3%	88.2%	87.1%	85.3%	89.1%	Not Met	84.6%	80.2%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	93.8%	92.8%	93.9%	94.4%	92.5%			94.8%		
Male	92.1%	88.5%	93.5%	90.8%	91.8%			91.8%		
Economically Disadvantaged Students	88.8%	84.0%	87.6%	87.3%	85.7%	86.3%	Not Met	85.3%	82.6%	Met Target
Students with Disabilities	80.0%	79.2%	88.1%	83.8%	87.9%	83.4%	Met Target	81.1%	89.3%	Not Met
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	N	74.6%	*	78.3%	*			*		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	59.6%	58.3%
Substitute Competency Test	29.5%	28.2%
Portfolio Appeals Process	6.2%	8.7%
Alternate Requirements specified in IEP	4.6%	4.9%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.4%	1.2%
2017-2018	1.4%	1.2%
2016-2017	1.2%	1.1%



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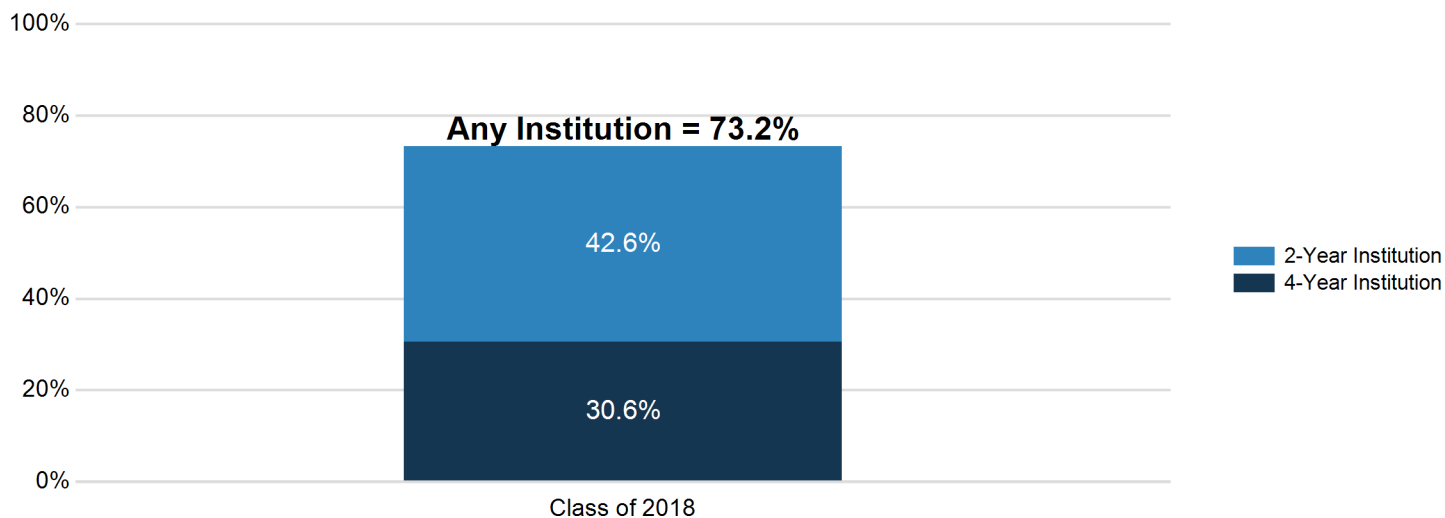
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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	42.6%
% Enrolled in 4-Year Institution	30.6%
% Enrolled in Any Postsecondary Institution	73.3%



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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	63.2%	50%	50%
White	62.7%	49.5%	50.5%
Hispanic	61.8%	57.1%	42.9%
Black or African American	62.1%	55.6%	44.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	59.7%	52.2%	47.8%
Students with Disabilities	13.5%	100%	0%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	73.3%	58.2%	41.8%	76.4%	23.6%	78.7%	21.3%
White	74%	59.3%	40.7%	76.2%	23.8%	79.9%	20.1%
Hispanic	79.3%	60.9%	39.1%	82.6%	17.4%	87%	13%
Black or African American	65.5%	57.9%	42.1%	78.9%	21.1%	63.2%	36.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	63.1%	51.2%	48.8%	70.7%	29.3%	70.7%	29.3%
Students with Disabilities	37.3%	68.4%	31.6%	73.7%	26.3%	84.2%	15.8%
English Learners	N	N	N	N	N	N	N



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

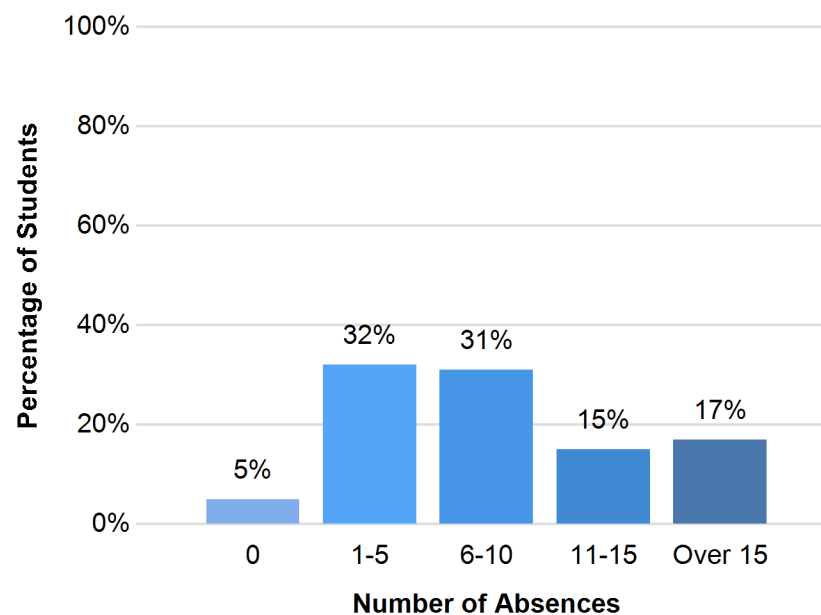
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	196	13.0	14.2	Met
White	129	11.2	14.2	Met
Hispanic	34	19.2	14.2	Not Met
Black or African American	28	23.9	14.2	Not Met
Asian, Native Hawaiian, or Pacific	3	8.1	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	94	13.1		
Male	102	13.0		
Economically Disadvantaged Students	94	26.6	14.2	Not Met
Students with Disabilities	48	19.8	14.2	Not Met
English Learners	1	6.7	**	**
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.





Brick Township Memorial High School

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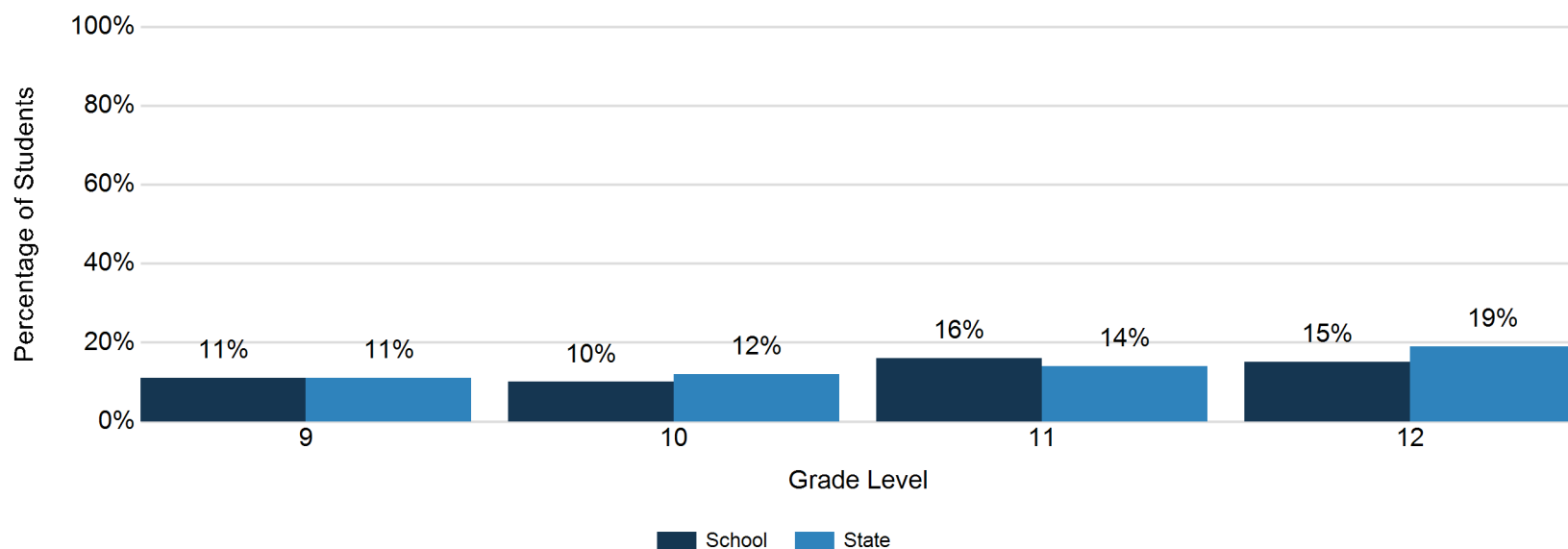
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Chronic Absenteeism by Grade

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





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 (29-0530-025)
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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	34
Weapons	2
Vandalism	1
Substances	33
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	73
Incidents Per 100 Students Enrolled	5.15

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	1
Substances	4
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	77	5.4%
Out-of-School Suspensions	104	7.3%
Any Suspension	146	10.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
753



Brick Township Memorial High School

(29-0530-025)

Grades Offered: 09-12

2018-2019

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School Day

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

Category	School
Typical Start Time	7:10 AM
Typical End Time	1:35 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

Device Ratios

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

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



Brick Township Memorial High School

(29-0530-025)

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2018-2019

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	124	118,214
Average years experience in public schools	12.1	12.1
Average years experience in district	12.1	10.8
Percentage of Teachers with 4 or more years experience in the district	87.9%	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	41	9,530
Average years experience in public schools	16.6	16.0
Average years experience in district	16.6	12.0
Percentage of Administrators with 4 or more years experience in the district	80.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	236:1	208:1
Teachers to Administrators	21:1	19:1
Students to Librarians/Media Specialists		774:1
Students to Nurses		501:1
Students to Counselors		425:1
Students to Child Study Team Members		208:1



Brick Township Memorial High School

(29-0530-025)

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2018-2019

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.3%	59.7%	50.0%	48.4%	77.1%	54.9%
Male	51.7%	40.3%	50.0%	51.6%	22.9%	45.1%
White	77.5%	93.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.3%	2.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.6%	4.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.1%	0.0%	0.0%	2.1%	0.2%	0.2%



Brick Township Memorial High School
 (29-0530-025)
 Grades Offered: 09-12
 2018-2019

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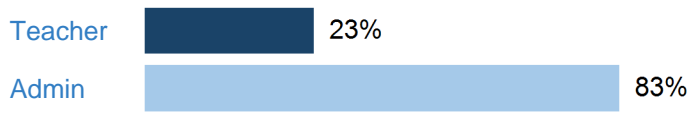
Teachers and Administrators - Level of Education

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.

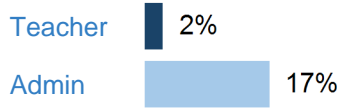
Bachelor's Degree



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	94.1%	90.5%
2017-18 Administrators: Same district 2018-19	90.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.6%



Brick Township Memorial High School

(29-0530-025)

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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.



Brick Township Memorial High School

(29-0530-025)

Grades Offered: 09-12

2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	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.



Brick Township Memorial High School

(29-0530-025)

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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	53.9%	52.3%	59.2%
Math Proficiency	32.8%	33.1%	32.2%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	91.5%	92.2%	92.9%
5-Year Graduation Rate†	93.1%	93.3%	93.7%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	10.9%	10.8%	13.0%

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



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

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

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

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

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

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



Brick Township Memorial High School
(29-0530-025)
Grades Offered: 09-12
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	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	Not Met	Met Target	N	Met	No
White	Met Target	Met Target	Met Target	Not Met	n/a	Met	No
Hispanic	Met Target	Met Target	Met Target	Met Target	n/a	Not Met	No
Black or African American	Met Target†	Not Met	Not Met	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Not Met	Met Target	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Target	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



Brick Township Memorial High School

(29-0530-025)

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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.



Highlights:

- All classrooms are equipped with multimedia computer projection systems
- Rigorous STEM Academy available
- 28 Varsity athletic programs and over 40 extra-curricular clubs and activities



Mission, Vision, Theme:

The Brick Township Public School District, in partnership with our families and community, is committed to supporting student growth through cultivating each student's unique strengths and talents in an engaging, safe, and nurturing environment.



Awards, Recognition, Accomplishments:

Brick Memorial High School is home to an award winning and internationally recognized Key Club with over 200 members. Additionally, the school Marching Band is a perennial powerhouse and frequent Atlantic Coast Champions.



Brick Township Memorial High School

(29-0530-025)

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Courses, Curriculum, Instruction:

Brick Memorial High School has a modified 4 x 4 block schedule. Diverse course offerings, special services, vocational/community partnerships, and curricular activities assist in producing high achieving students, life-long learners, and productive citizens. Our students have the opportunity to select from 20 Advanced Placement courses and earn college credits through dual enrollment. There are practical applications including computer-assisted drafting, STEM Academy, digital art labs, sign language, culinary arts, science labs, TV Production, early childhood center, and a new HPE elective, Hooked on Fishing Not on Drugs. Students can also develop their leadership potential through the Air Force JR ROTC program.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys & Girls), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys & Girls)

Brick Memorial High School is home to several high performing athletic programs. Recently recognized teams include Gymnastics (State recognition), Wrestling (State recognition), Bowling (boys and girls State Champions), Girls Volleyball (State recognition), and Softball (State recognition).



Clubs and Activities:

Brick Memorial High School offers more than 40 clubs and extra curricular activities to engage students outside of regular school hours. Students can choose from a vast array of academic, social, recreational, community service, and fitness related clubs. There truly is something for everyone to participate in at BMHS outside normal school hours.



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(29-0530-025)

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 <p>Before and After School Programs:</p>	<p>In addition to having the option to choose from a wide range of athletic and extracurricular programs, BMHS also has counseling services available after school for students who may need assistance in managing the stresses that many students face in navigating life in high school. School Based counselors are provided by Preferred Behavioral Health and are available every day on a walk-in basis.</p>
 <p>Staff and Professional Learning:</p>	<p>There are a wide array of Professional Development opportunities for staff on topics which are aligned to annual district and school professional development plans. Opportunities include, but are not limited to: attendance at in and out of district workshops, staff professional days, faculty meetings, department meetings, and committee participation.</p>
 <p>Postsecondary Information:</p>	<p>77.1% of students are accepted to colleges and universities, 2.4% of students enlist in the military, 13.3% enter the workforce and 10% continue their education at vocational/trade schools. Financial Aid Night, Naviance and financial aid planning events assist students in applying for financial aid. Students taking college entrance exams receive assistance in applying for fee waivers, taking SAT/ACT Prep courses, and attending in district administration of the SAT and ACT.</p>



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Student Supports and Services:

Brick Memorial High School implements an Intervention and Referral Services team which meets regularly to develop SMART goals for students who demonstrate difficulty achieving academic and/or social success in the school community.



Student Health and Wellness:

As a part of a comprehensive Physical Education Program, students at BMHS have the option of taking courses in fishing, total body conditioning, and foundations of wellness program over the course of their High School career. There is also a Mindful Immersion elective course offered. Additionally, Brick Memorial High School is a participant in the National School Lunch Program and breakfast is offered every day to all students.



Parent and Community Involvement:

The Student Information System employed at Brick Memorial High School provides parents with access to view their child's current grades and attendance online via the "parent portal". Additionally, there is an active Special Education Parent Teacher Association as well as a multitude of involved parent booster clubs which support many of the athletic and extracurricular organizations at the school.



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(29-0530-025)

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2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No</p>
 <p>Facilities:</p>	<p>Brick Memorial High School opened in 1980. In 1998, an addition of 28 classrooms was completed. The facilities at BMHS continue to be monitored and upgraded regularly in accordance with the district facilities management plan.</p>
 <p>School Safety:</p>	<p>BMHS has a school resource officer and two security officers that work with administration and staff to ensure student safety. BMHS utilizes the newest protocols in school evacuation and safety procedures as recommended by Homeland Security; including the 4 point evacuation model. Emergency drills are practiced routinely throughout each school year and are revised with local law enforcement on an on-going basis.</p>



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Technology and STEM:

The Brick Township S.T.E.M. Academy provides the opportunity for students to engage in a focused curriculum and develop strong skills in S.T.E.M. fields. This innovative approach provides an enriched program with the benefits of being in a comprehensive high school setting.



Brick Township Memorial High School

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Other Information

Brick Memorial High School boasts a 1:1 student to laptop ratio. This access to technology allows staff to implement collaborative and "cloud" based activities that prepares students for life and work in the 21st century. BMHS is also host to the Brick Township Public School's RISE Academy. The RISE academy is an alternative education program that utilizes a respectful and differentiated approach to instruction within a therapeutic environment designed to maximize potential and teach responsible citizenship.

**Drum Point Road Elementary School**

(29-0530-030)

Grades Offered: KG-05

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Drum Point Road Elementary School**

(29-0530-030)

Grades Offered: KG-05

2018-2019

Report Key:

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School Contact Information

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

Type	Contact Information
County	Ocean
District	Brick Township Public School District
Principal Name	Ms. Colleen Kerr
Address	41 DRUM POINT RD BRICK TOWN, NJ 08723-6021
Phone Number	732-785-3000
Email Address	ckerr@brickschools.org
Website	http://www.brickschools.org/Schools/Drum-Point-ES
Twitter	https://twitter.com/DPESDragons



Drum Point Road Elementary School
(29-0530-030)
Grades Offered: KG-05
2018-2019

Report Key:

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- N No Data is available to display
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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	50	61	74
1	66	59	64
2	59	74	63
3	86	64	76
4	72	85	76
5	96	72	86
Total	431	417	439

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.6%	49.6%	49.9%
Male	52.4%	50.4%	50.1%
Economically Disadvantaged Students	28.5%	32.9%	31.7%
Students with Disabilities	24.8%	22.1%	20.0%
English Learners	0.0%	0.7%	0.9%
Homeless Students	0.5%	0.7%	0.2%
Students in Foster Care	0.0%	0.0%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	83.1%	78.4%	76.8%
Hispanic	11.1%	14.9%	16.9%
Black or African American	2.8%	2.9%	3.0%
Asian	1.2%	1.2%	1.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.0%
Two or More Races	1.6%	2.4%	2.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	50	61	74

Enrollment by Home Language

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

Home Language	% of Students
English	90.9%
Spanish	6.2%
Other Languages	3.0%



Drum Point Road Elementary School
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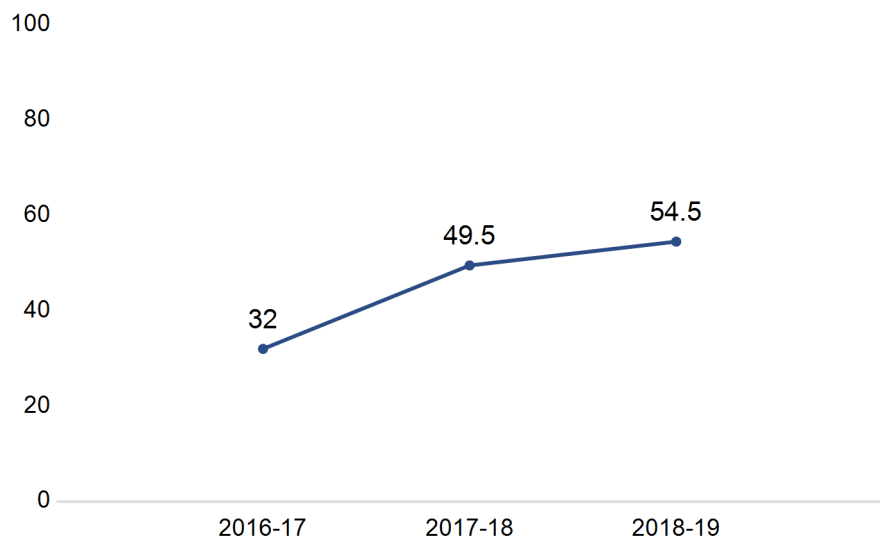
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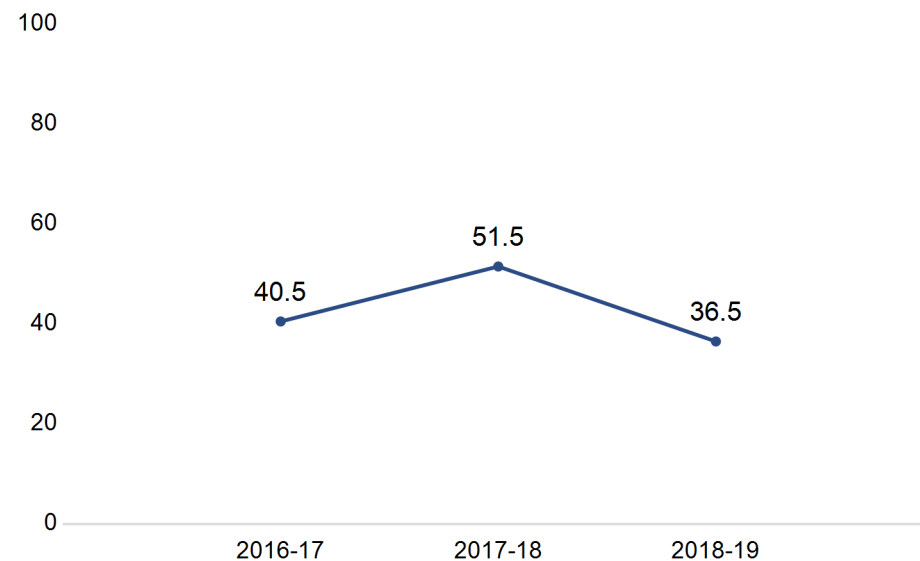
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	32	49.5	54.5	40.5	51.5	36.5
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	54.5	54	50	Met Standard	36.5	49	50	Not Met
White	55	55	50	Met Standard	37	48	52	Not Met
Hispanic	41	51	49	Met Standard	40.5	49.5	47	Met Standard
Black or African American	*	46.5	45	**	*	44	43	**
Asian, Native Hawaiian, or Pacific Islander	*	58.5	59	**	*	64	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	65	49	**	*	70.5	52	**
Female	56.5	58	53	N	35.5	49	50	N
Male	51.5	51	47	N	38.5	48	51	N
Economically Disadvantaged Students	54.5	52	48	Met Standard	33.5	50	46	Not Met
Students with Disabilities	36	52	43	Not Met	40	43	45	Met Standard
English Learners	*	57	52	**	*	55	50	**
Homeless Students	*	57	43	N	*	46.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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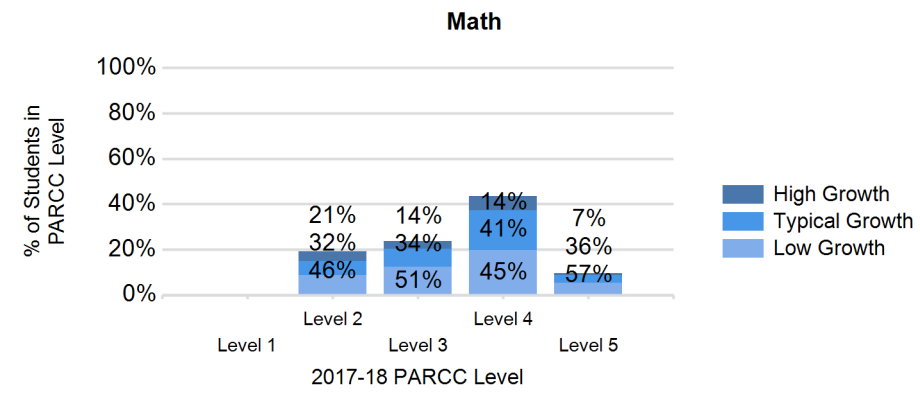
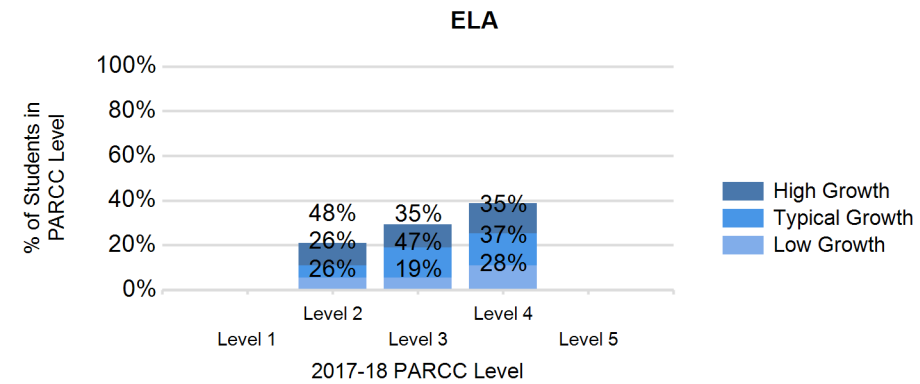
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

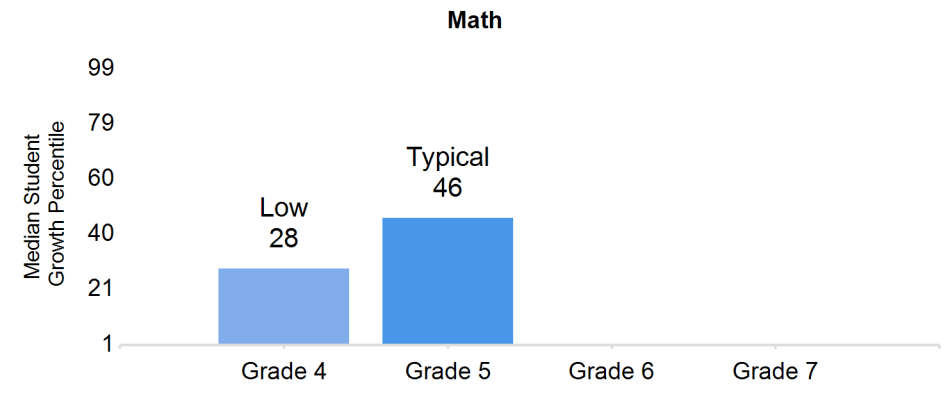
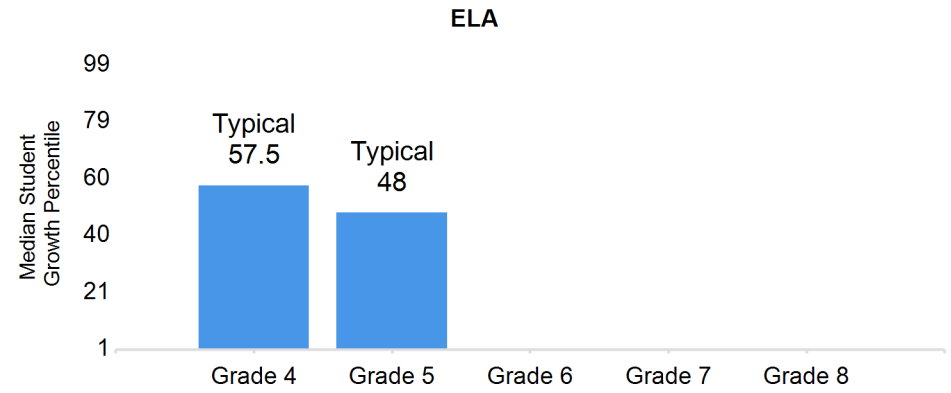
Student Growth by Performance Level

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



Student Growth by Grade

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





Drum Point Road Elementary School
(29-0530-030)
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2018-2019

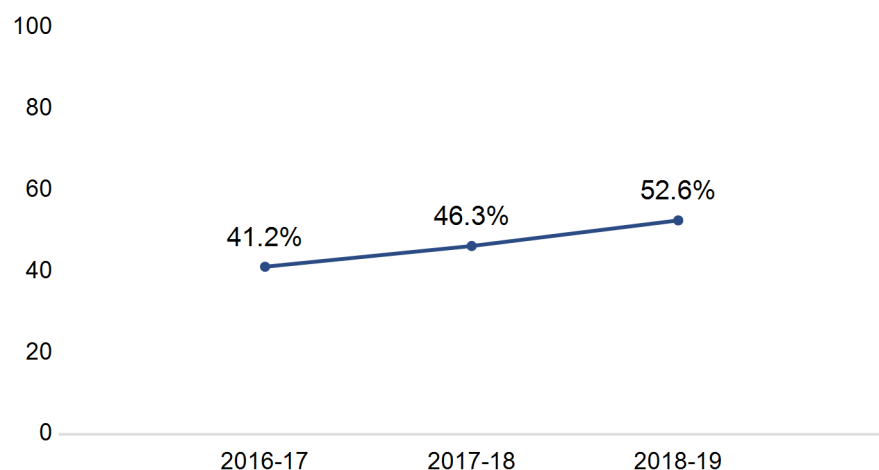
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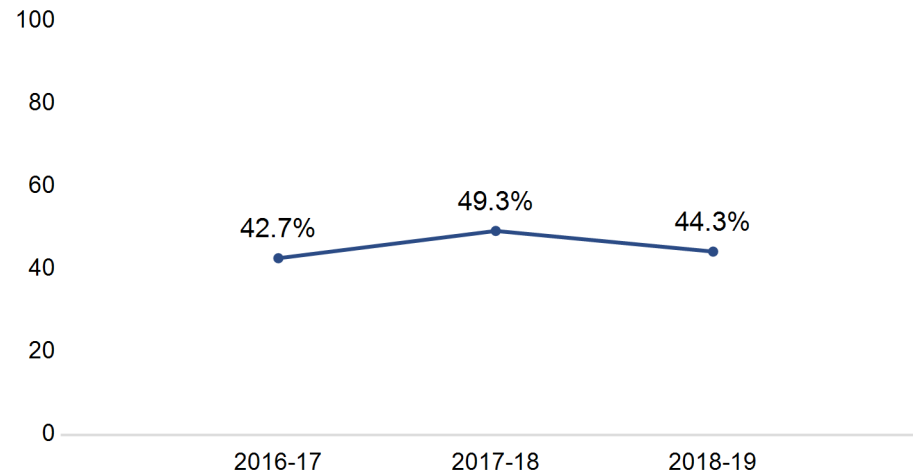
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.8%	98.5%	99.6%	98.8%	98.5%	99.2%
Proficiency Rate for Federal Accountability	41.2%	46.3%	52.6%	42.7%	49.3%	44.3%
Annual Target	41.5%	43.5%	45.6%	47.7%	49.4%	51.1%
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	230	99.6	52.6	58.6	57.9	52.6	45.6	Met Target
White	166	99.4	57.2	63.4	66.9	57.2	46.6	Met Target
Hispanic	53	100.0	35.8	*	43.9	35.8	45.4	Met Target†
Black or African American	*	*	*	36.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.2	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	109	100.0	58.7	66.1	64.8	58.7		
Male	121	99.2	47.1	51.5	51.3	47.1		
Economically Disadvantaged Students	81	100.0	38.3	43.7	40.0	38.3	38.9	Met Target†
Non-Economically Disadvantaged Students	149	99.3	60.4	65.7	67.9	60.4		
Students with Disabilities	48	100.0	10.4	*	22.7	10.4	19	Not Met
Students without Disabilities	182	99.5	63.7	*	65.1	63.7		
English Learners	19	100.0	31.6	21.5	29.3	31.6	N	N
Non-English Learners	211	99.5	54.5	60.5	60.6	54.5		
Homeless Students	*	*	*	48.1	29.1	*		
Students In Foster Care	*	*	*	33.3	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



Drum Point Road Elementary School

(29-0530-030)

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2018-2019

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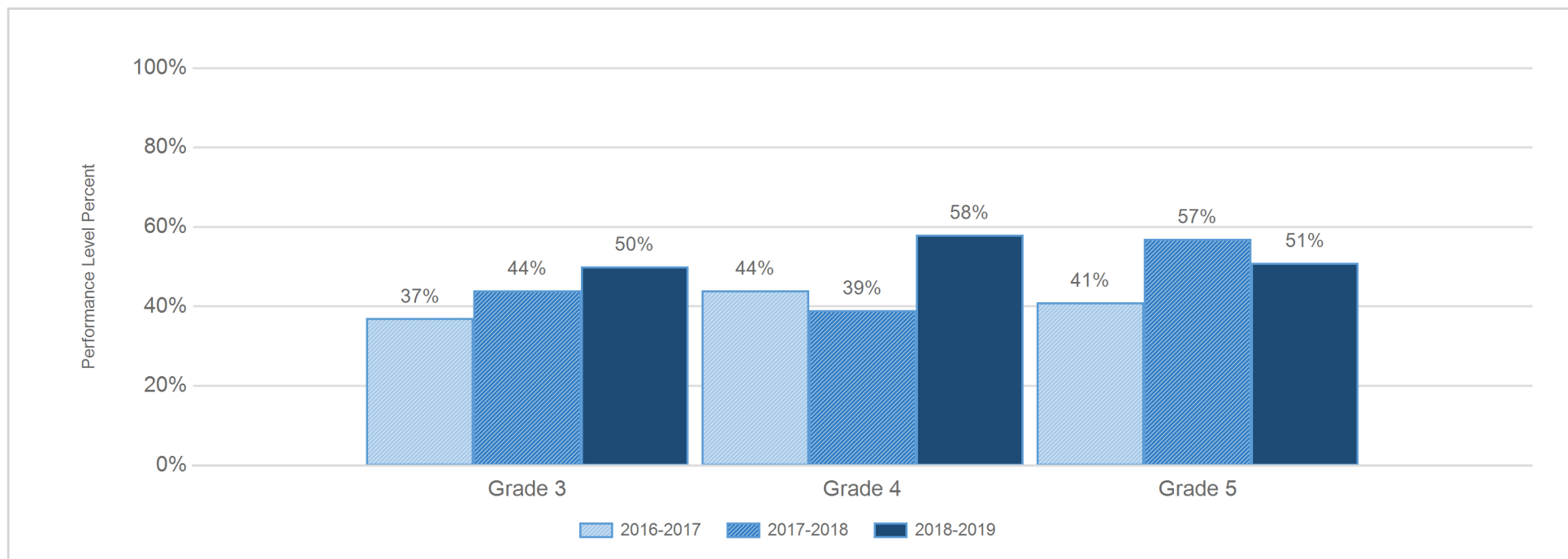
** Accountability calculations require 20 or more students

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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	76	749	740	748	*	17%	29%	*	*	50%	50%
White	54	755	747	757	*	*	28%	*	*	59%	60%
Hispanic	19	732	723	734	*	*	*	*	*	21%	36%
Black or African American	N	N	722	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	733	756	*	*	*	*	*	*	58%
Female	36	746	744	753	*	*	33%	*	*	42%	55%
Male	40	752	736	743	*	*	25%	*	*	58%	46%
Economically Disadvantaged Students	27	732	727	731	*	*	*	*	*	26%	33%
Non-Economically Disadvantaged Students	49	758	749	759	*	*	*	*	*	63%	61%
Students with Disabilities	15	729	716	719	*	*	*	*	*	27%	24%
Students without Disabilities	61	754	746	754	*	*	*	*	*	56%	56%
English Learners	10	714	710	713	*	*	*	*	*	*	17%
Non-English Learners	66	754	743	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	758	751	755	*	*	31%	44%	14%	58%	57%
White	50	761	*	763	*	*	32%	*	*	60%	67%
Hispanic	18	747	738	743	*	*	*	*	*	44%	44%
Black or African American	*	*	737	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	35	763	*	760	*	*	*	*	*	69%	62%
Male	37	754	*	750	*	*	*	*	*	49%	53%
Economically Disadvantaged Students	27	753	*	740	*	*	*	*	*	59%	40%
Non-Economically Disadvantaged Students	45	761	*	765	*	*	*	*	*	58%	69%
Students with Disabilities	*	*	726	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	758	761	*	*	*	*	*	*	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	754	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	746	748	756	*	*	27%	*	*	51%	58%
White	61	747	754	764	*	*	28%	*	*	54%	68%
Hispanic	18	742	729	743	*	*	*	*	*	44%	44%
Black or African American	*	*	729	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	39	754	753	761	*	*	*	*	*	67%	64%
Male	43	738	744	750	*	*	*	*	*	37%	52%
Economically Disadvantaged Students	28	734	734	740	*	*	*	*	*	32%	39%
Non-Economically Disadvantaged Students	54	752	756	766	*	*	*	*	*	61%	69%
Students with Disabilities	22	706	*	724	*	*	*	*	*	*	23%
Students without Disabilities	60	760	*	762	*	*	*	*	*	*	65%
English Learners	N	N	706	713	N	N	N	N	N	N	11%
Non-English Learners	82	746	749	758	*	*	27%	*	*	51%	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	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	230	99.2	44.3	42.1	44.5	44.3	51.1	Not Met
White	165	98.8	48.5	45.9	54.1	48.5	52	Met Target†
Hispanic	54	100.0	35.2	*	28.8	35.2	54.5	Not Met
Black or African American	*	*	*	21.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	66.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	109	100.0	45.9	43.0	44.9	45.9		
Male	121	98.4	43.0	41.3	44.2	43.0		
Economically Disadvantaged Students	82	100.0	24.4	29.8	26.3	24.4	45.4	Not Met
Non-Economically Disadvantaged Students	148	98.7	55.4	48.2	54.9	55.4		
Students with Disabilities	48	100.0	18.8	12.5	17.4	18.8	25.9	Met Target†
Students without Disabilities	182	98.9	51.1	49.8	50.0	51.1		
English Learners	20	100.0	25.0	19.3	25.0	25.0	N	N
Non-English Learners	210	99.1	46.2	43.3	46.5	46.2		
Homeless Students	*	*	*	25.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Drum Point Road Elementary School

(29-0530-030)

Grades Offered: KG-05

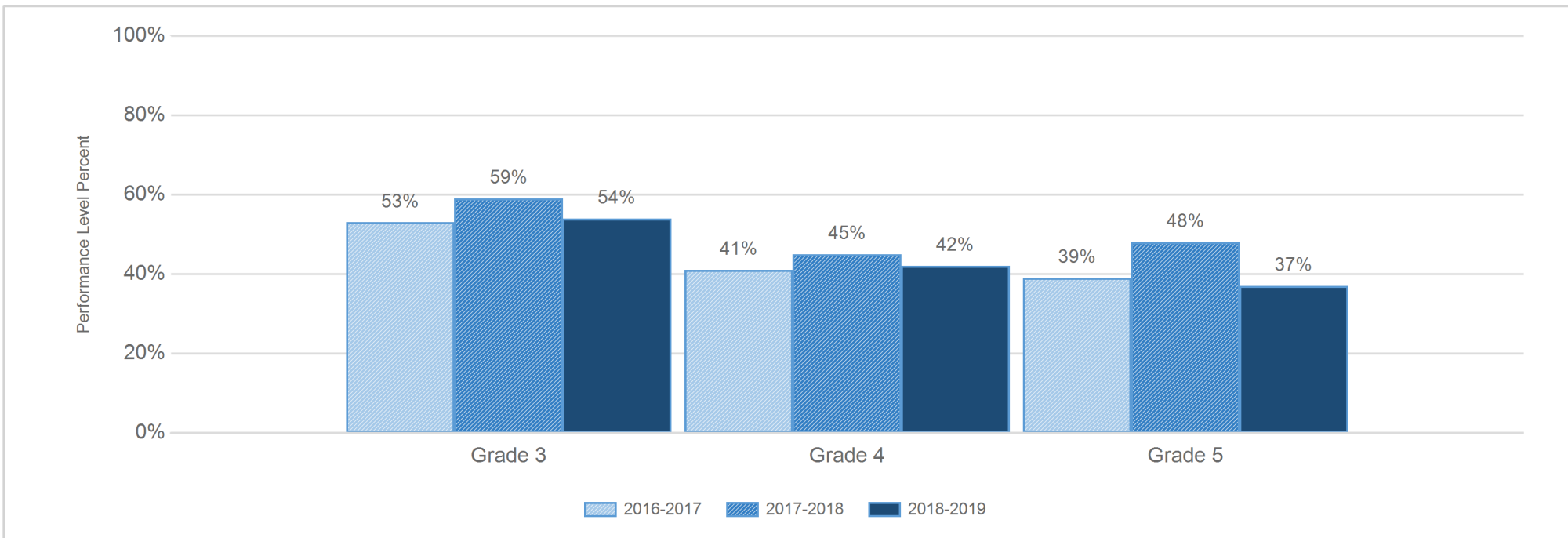
2018-2019

Report Key:

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Mathematics Assessment – Performance Trends

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



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



Drum Point Road Elementary School
(29-0530-030)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	752	747	752	*	13%	29%	*	*	54%	55%
White	54	756	752	760	*	*	26%	*	*	59%	66%
Hispanic	19	741	733	739	*	*	*	*	*	42%	40%
Black or African American	N	N	733	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	747	758	*	*	*	*	*	*	62%
Female	36	751	747	751	*	*	31%	*	*	47%	54%
Male	40	753	747	752	*	*	28%	*	*	60%	56%
Economically Disadvantaged Students	27	735	735	737	*	*	41%	*	*	30%	37%
Non-Economically Disadvantaged Students	49	762	755	761	*	*	22%	*	*	67%	67%
Students with Disabilities	15	738	730	731	*	*	*	*	*	40%	31%
Students without Disabilities	61	756	751	756	*	*	*	*	*	57%	60%
English Learners	10	723	725	728	*	*	*	*	*	20%	26%
Non-English Learners	66	757	749	754	*	*	*	*	*	59%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



Drum Point Road Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	743	748	749	*	22%	26%	*	*	42%	51%
White	49	747	*	757	*	*	27%	*	*	49%	62%
Hispanic	20	731	736	737	*	*	*	*	*	30%	36%
Black or African American	*	*	734	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	35	740	*	749	*	*	*	*	*	40%	50%
Male	38	745	*	749	*	*	*	*	*	45%	52%
Economically Disadvantaged Students	29	733	*	734	*	*	*	*	*	28%	32%
Non-Economically Disadvantaged Students	44	749	*	759	*	*	*	*	*	52%	63%
Students with Disabilities	*	*	731	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	752	754	*	*	*	*	*	*	56%
English Learners	*	*	728	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	749	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Drum Point Road Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	741	744	747	*	32%	30%	*	*	37%	47%
White	61	742	748	755	*	26%	34%	*	*	38%	58%
Hispanic	18	737	732	735	0%	*	*	*	*	33%	30%
Black or African American	*	*	729	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	39	747	745	747	*	*	28%	*	*	49%	47%
Male	43	735	743	747	*	*	33%	*	*	26%	47%
Economically Disadvantaged Students	28	730	734	732	*	57%	*	*	*	18%	27%
Non-Economically Disadvantaged Students	54	747	750	757	*	19%	*	*	*	46%	59%
Students with Disabilities	22	717	*	725	*	*	*	*	*	*	19%
Students without Disabilities	60	750	*	752	*	*	*	*	*	*	52%
English Learners	N	N	719	718	N	N	N	N	N	N	12%
Non-English Learners	82	741	745	749	*	32%	30%	*	*	37%	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	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Drum Point Road Elementary School

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† 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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2018-2019

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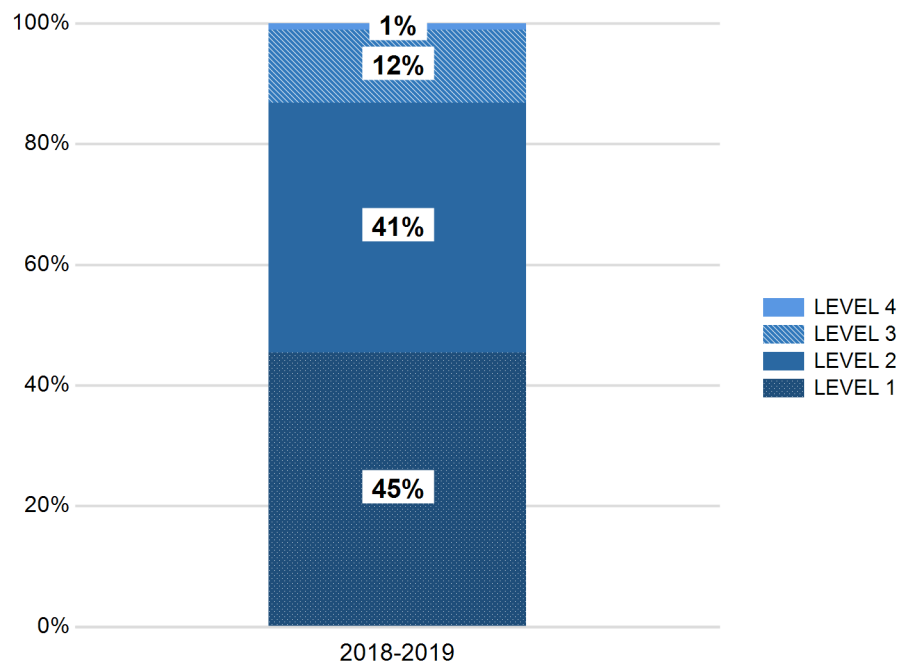
N No Data is available to display

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

NJSLA Science Assessment: Grade 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	45	41	12	1
White	46	43	10	2
Hispanic	39	44	17	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	33	54	13	0
Male	56	30	12	2
Economically Disadvantaged Students	68	25	7	0
Non-Economically Disadvantaged Students	33	50	15	2
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	45	41	12	1
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Drum Point Road Elementary School

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2018-2019

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

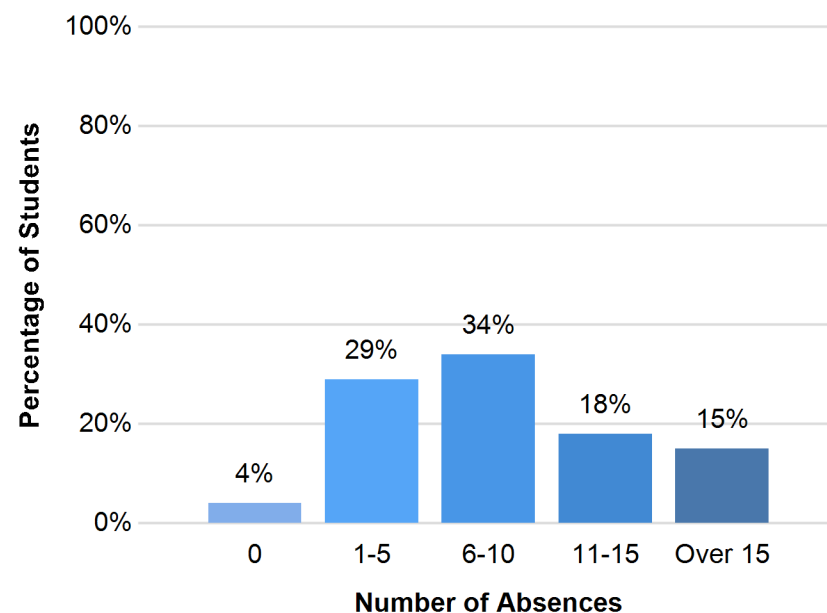
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	46	9.7	8.9	Not Met
White	32	9.6	8.9	Not Met
Hispanic	10	9.0	8.9	Not Met
Black or African American	3	27.3	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	23	10.1		
Male	23	9.4		
Economically Disadvantaged Students	23	13.5	8.9	Not Met
Students with Disabilities	12	13.2	8.9	Not Met
English Learners	3	7.7	8.9	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Drum Point Road Elementary School
(29-0530-030)
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2018-2019

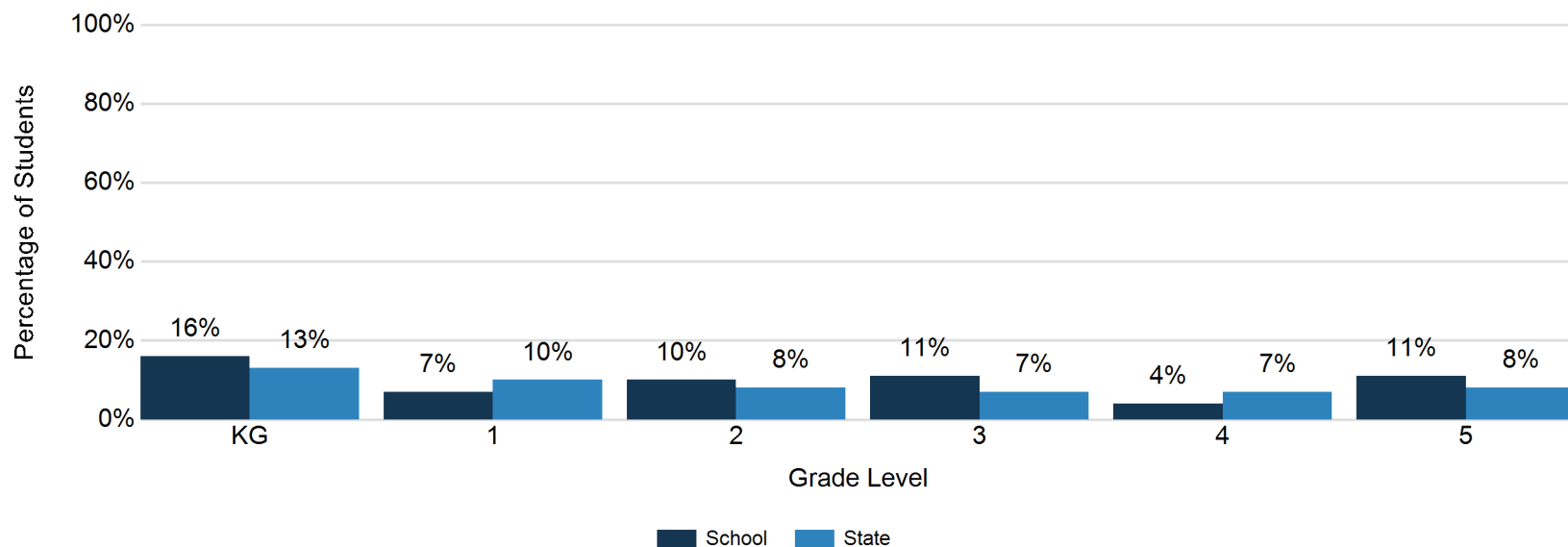
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Chronic Absenteeism by Grade

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





Drum Point Road Elementary School

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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	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.46

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	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

*



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School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	43	118,214
Average years experience in public schools	15.3	12.1
Average years experience in district	14.9	10.8
Percentage of Teachers with 4 or more years experience in the district	95.3%	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	41	9,530
Average years experience in public schools	16.6	16.0
Average years experience in district	16.6	12.0
Percentage of Administrators with 4 or more years experience in the district	80.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	220:1	208:1
Teachers to Administrators	22:1	19:1
Students to Librarians/Media Specialists		774:1
Students to Nurses		501:1
Students to Counselors		425:1
Students to Child Study Team Members		208:1



Drum Point Road Elementary School
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Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.9%	95.3%	100.0%	48.4%	77.1%	54.9%
Male	50.1%	4.7%	0.0%	51.6%	22.9%	45.1%
White	76.8%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	16.9%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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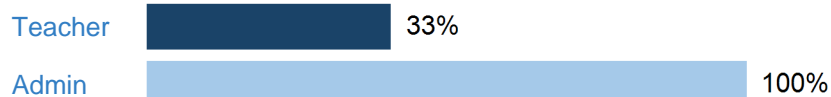
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.1%	90.5%
2017-18 Administrators: Same district 2018-19	90.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.4%



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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.



Drum Point Road Elementary School
(29-0530-030)
Grades Offered: KG-05
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.



Drum Point Road Elementary School
(29-0530-030)
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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	41.2%	46.3%	52.6%
Math Proficiency	42.7%	49.3%	44.3%
ELA Growth	32	50	54
Math Growth	40	52	36
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	9.8%	9.9%	9.7%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Drum Point Road Elementary School

(29-0530-030)

Grades Offered: KG-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.



Highlights:

- Technology is infused in daily lessons using interactive whiteboards. Students utilize Chromebooks & Ipads.
- Leadership skills are developed through participation in a wide variety of clubs and service learning projects.
- The Daily Dish, a live-streamed news program, serves as a virtual classroom. Students broadcast live each day.



Mission, Vision, Theme:

The Drum Point Road School learning community shares the responsibility of creating an engaging, safe, & nurturing environment for all learners. Through a partnership of home, school, & community, we strive to ensure that all students explore, investigate, & critically examine their world in order to develop into strong, well-rounded young adults equipped to meet the demands of an ever-changing society.



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Courses, Curriculum, Instruction:

Using balanced literacy, teachers present instruction in whole & small group settings. Guided reading reinforces skills at students' instructional levels. Writer's Workshop provides modeled, shared, & independent writing experiences. Through objects, drawings, & real-world examples, the math program helps students learn through exploration, modeling, & discussion. Science & Social Studies lessons support literacy & math skills. The EXCEL Program provides enrichment and S.T.E.M. activities.



Clubs and Activities:

Drum Point Road School offers a variety of clubs & activities. Students can express themselves creatively in Band, Chorus, Daily Dish News, Art Club, & when participating in instrumental groups to accompany the Chorus. World Language and Book Clubs support curriculum. Early Act Club develops core values & fosters service learning. Student Council, Safety Patrol, & Kindergarten Helpers provide opportunities for students to develop leadership skills.



Drum Point Road Elementary School

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 <p>Before and After School Programs:</p>	<p>Identified students attend an Extended Day Program to receive additional support. Instruction is provided after school; students attend two days per week, and late bus transportation is available. As part of the program, teachers provide small group instruction and students utilize computer programs to reinforce language arts and mathematics skills. Throughout the year, teachers volunteer their time to provide extra help to students as needed. A Before- and After-care program is available.</p>
 <p>Staff and Professional Learning:</p>	<p>Staff participates in on-going professional development provided by district staff & quality professional development organizations at the district's professional development center, as well as, outside the district. Professional Days, weekly PLCs, & monthly committee meetings are utilized at the building level as opportunities for collegial collaboration on a variety of topics impacting student achievement.</p>



Drum Point Road Elementary School

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 <p>Student Supports and Services:</p>	<p>Identified students attend the Extended Day Program. Basic Skills teachers reinforce skills using small group intervention. An I&RS Committee creates plans with strategies for success for students. The school counselor, occupational, physical, & speech therapists offer supports. The nurse monitors health needs & collaborates with staff to develop IHPs & 504 Plans. The Child Study Team meets regularly. A variety of special education programs meet the needs of students with learning differences.</p>
 <p>Student Health and Wellness:</p>	<p>Students learn about healthy lifestyles at Drum Point Road School. Led by the physical education teachers, school nurse, & school counselor, teachers encourage active, healthy lifestyles. Breakfast and lunch are served daily. Students participate in formal physical education classes two days per week & recess daily. Daily Meeting supports these initiatives. D.A.R.E. instruction is offered through a partnership with Brick Police Dept., & teaches strategies for remaining drug & alcohol free.</p>
 <p>Parent and Community Involvement:</p>	<p>The Drum Point Road PTA supports district & school initiatives while offering students & their families opportunities to remain involved in the school community. The PTA provides assemblies & materials/resources that enrich classroom programs. They also sponsor family activities throughout the year such as Theater Week & the Fifth Grade Celebration. Parent information nights are scheduled throughout the year, & information is shared via school newsletter, Honeywell phone messages & website.</p>



Drum Point Road Elementary School

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students Through the creation of a positive school culture, teachers and students will be best prepared for maximum achievement. Student perception of their learning environment is crucial in establishing an environment where individuality, risk taking, and positive character choices are fostered on a daily basis. Our School Counselor administered a district-created climate survey to all students in grades 3-5; the survey consisted of 23 questions. Through the collection of student responses in December and June, the climate of our learning community was monitored. The results of the school climate survey were shared with staff, and utilized to make targeted decisions to improve the school culture and environment.</p>
 <p>Facilities:</p>	<p>Built in 1961, Drum Point Road School serves students in kindergarten through fifth grade. In 2008, through a partnership of school, parents & community, a playground, amphitheater, outdoor classroom area, & gardens enhanced the school grounds. Recent improvements have been made to increase security in the building; all windows and doors have been replaced & additional security cameras have been installed. Several classrooms have been air conditioned to meet the health needs of our students.</p>
 <p>School Safety:</p>	<p>School Safety and security is of utmost importance. Security cameras and a PA alert system have been upgraded and expanded. Increased security measures continue to be explored and implemented in cooperation with district officials and local law enforcement. A school security officer visits daily. Monthly fire and security drills prepare students and staff for emergency situations.</p>



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Technology and STEM:

All classes utilize an interactive class projection system which allows teachers to access internet resources. The Daily Dish, a student news program, is broadcast daily. All students in kindergarten through first grade have 1:1 access to ipads and students in grades 2-5 have 1:1 access to chromebooks, which are used daily. Teachers and students utilize Google Classroom, IXL, Achieve 3000, and many other resources to research, explore, and reinforce skills.



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Other Information

Drum Point Road School is a partnership of educators, parents, and community. We strive to provide a safe and engaging learning environment, fostering a life-long love of learning. Our outstanding professional staff seek innovative ways to deliver challenging curricula aligned to the New Jersey Student Learning Standards. Instruction is child-centered and based on current research. Multi-sensory strategies are used as teachers differentiate instruction to meet the needs of all students. The Social, Emotional, and Academic growth of every student is nurtured & unique strengths & talents are celebrated. Character Education is infused throughout the day, encouraging good choices and inspiring students to become good citizens in school and the community. By sharing a vision and working as a team, we are committed to helping every child reach his/her full potential.

**Emma Havens Young Elementary School**

(29-0530-035)

Grades Offered: KG-05

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Emma Havens Young Elementary School

(29-0530-035)

Grades Offered: KG-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	Ocean
District	Brick Township Public School District
Principal Name	Mr. David Kasyan
Address	43 DRUM POINT RD BRICK, NJ 08723-6021
Phone Number	732-785-3000
Email Address	dkasyan@brickschools.org
Website	http://www.brickschools.org/Schools/EmmaHavensYoungES.aspx
Twitter	https://twitter.com/EHYDolphins



Emma Havens Young Elementary School
(29-0530-035)
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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	101	121	121
1	117	97	121
2	111	128	98
3	158	122	132
4	130	172	129
5	149	131	165
Total	766	771	766

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	52.3%	54.3%	52.3%
Male	47.7%	45.7%	47.7%
Economically Disadvantaged Students	41.6%	43.5%	43.1%
Students with Disabilities	13.6%	13.1%	11.0%
English Learners	5.6%	9.2%	11.1%
Homeless Students	1.0%	0.8%	0.7%
Students in Foster Care	0.1%	0.6%	0.5%
Military-Connected Students	0.3%	0.3%	0.3%
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	73.0%	70.7%	68.5%
Hispanic	19.7%	20.8%	22.7%
Black or African American	2.2%	3.4%	4.0%
Asian	3.5%	3.2%	2.7%
Native Hawaiian or Pacific Islander	0.7%	0.6%	0.4%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	0.9%	1.2%	1.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	101	121	121

Enrollment by Home Language

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

Home Language	% of Students
English	81.3%
Spanish	14.5%
Arabic	1.4%
Other Languages	2.7%



Emma Havens Young Elementary School
(29-0530-035)
Grades Offered: KG-05
2018-2019

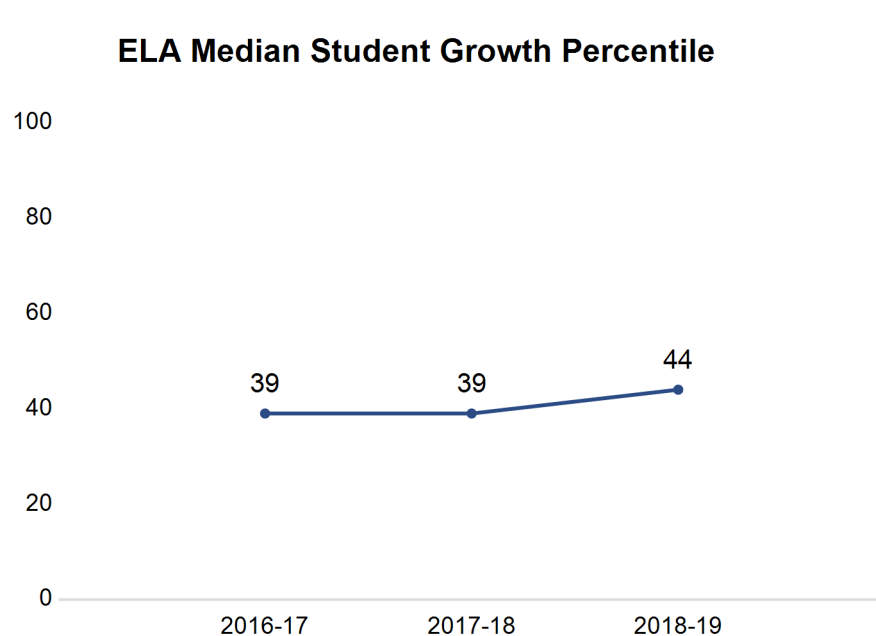
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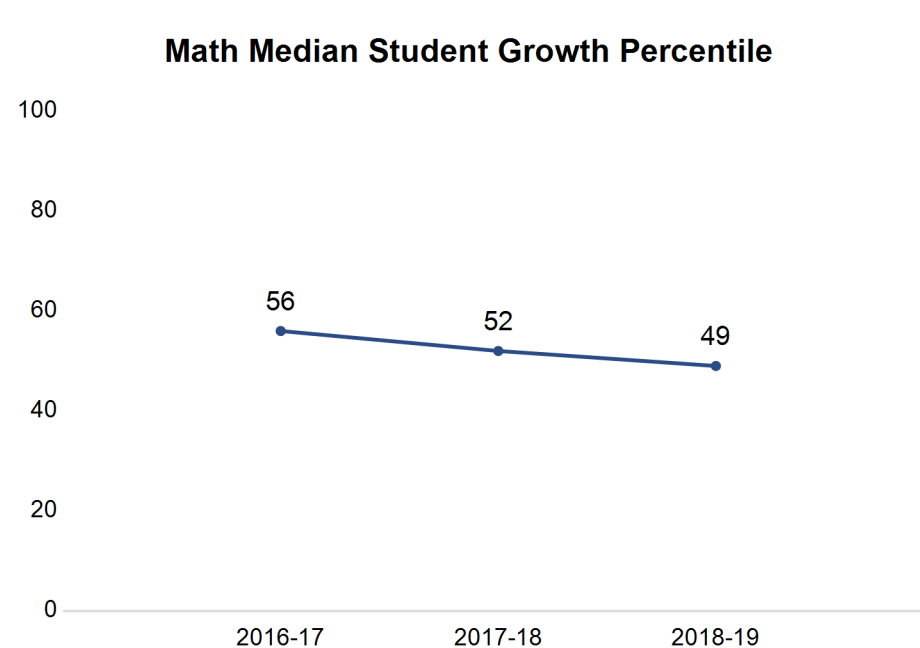
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	39	39	44	56	52	49
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Emma Havens Young Elementary School

(29-0530-035)

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2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	44	54	50	Met Standard	49	49	50	Met Standard
White	43	55	50	Met Standard	44	48	52	Met Standard
Hispanic	42	51	49	Met Standard	56.5	49.5	47	Met Standard
Black or African American	50	46.5	45	**	34.5	44	43	**
Asian, Native Hawaiian, or Pacific Islander	50	58.5	59	**	58	64	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	N	65	49	**	N	70.5	52	**
Female	46	58	53	N	50	49	50	N
Male	41	51	47	N	47.5	48	51	N
Economically Disadvantaged Students	40.5	52	48	Met Standard	50	50	46	Met Standard
Students with Disabilities	37	52	43	Not Met	52	43	45	Met Standard
English Learners	34	57	52	Not Met	57	55	50	Met Standard
Homeless Students	*	57	43	N	*	46.5	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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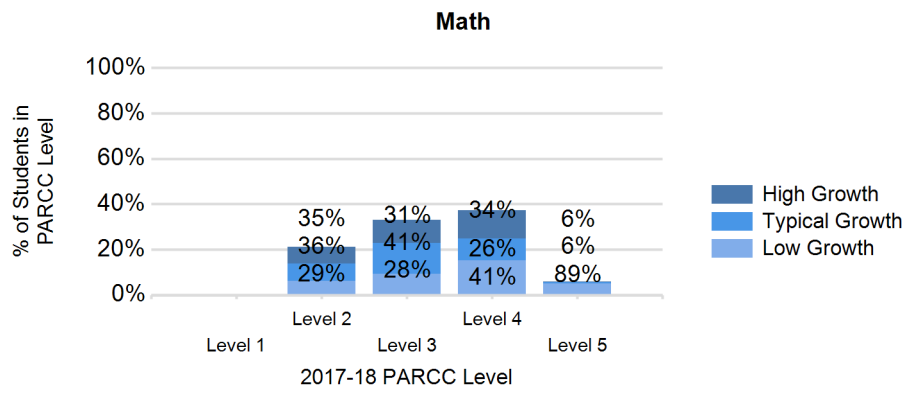
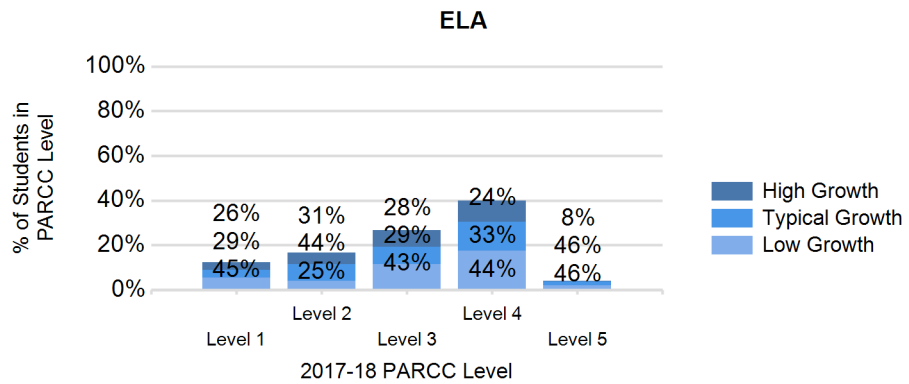
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores 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.

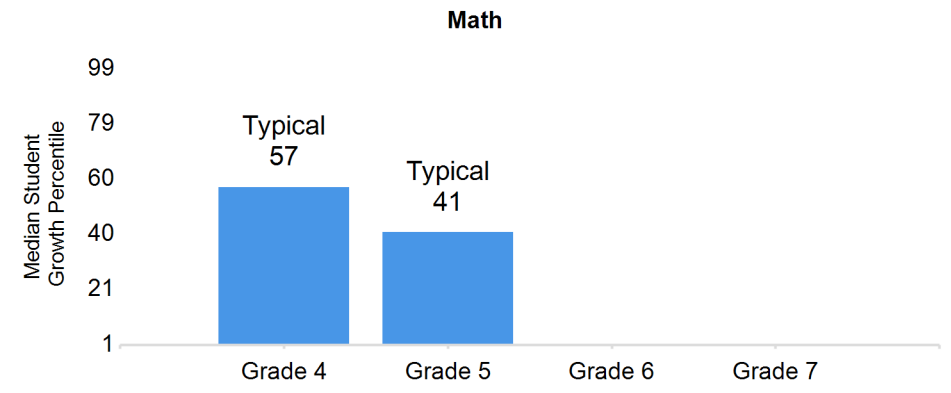
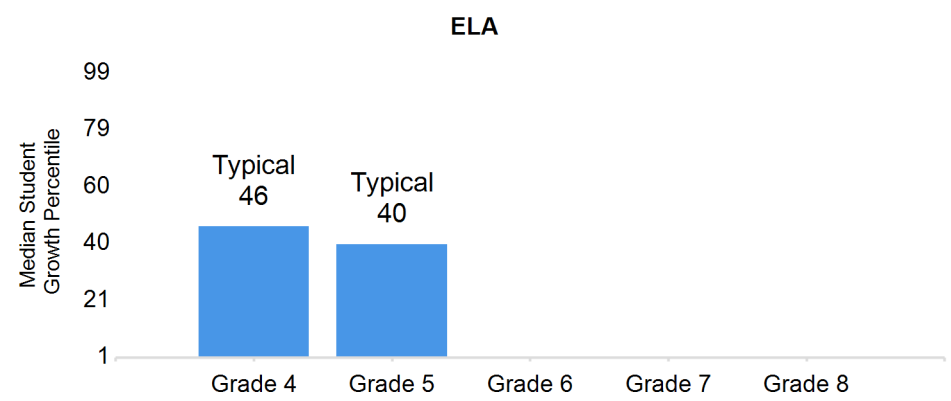
Student Growth by Performance Level

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.





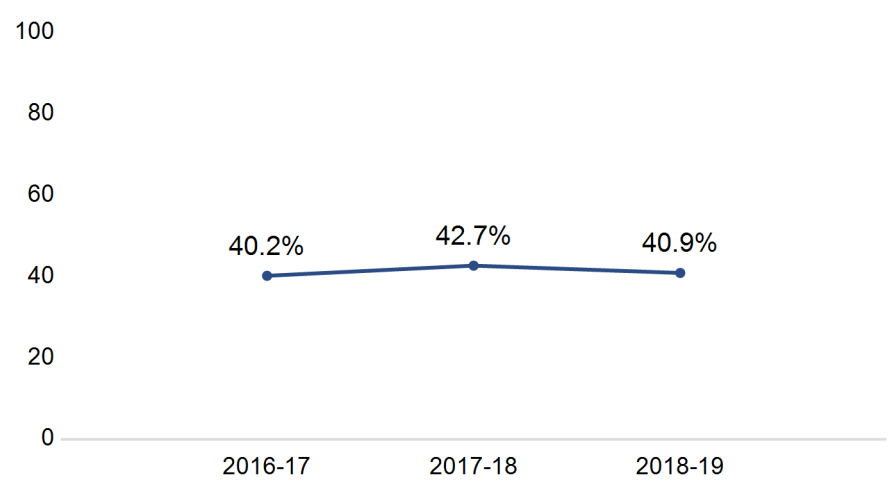
Emma Havens Young Elementary School
 (29-0530-035)
 Grades Offered: KG-05
 2018-2019

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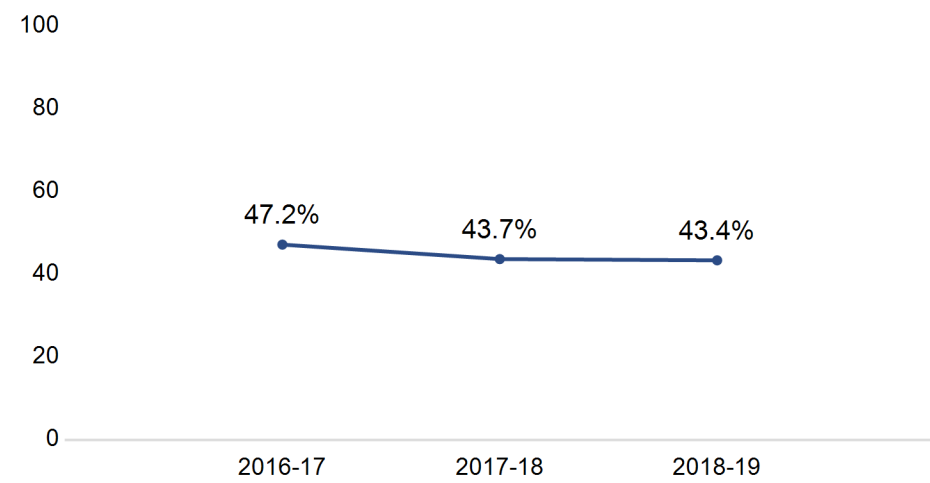
English Language Arts and Mathematics Performance Trends

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%	99.5%	99.1%	99.2%	99.5%	99.4%
Proficiency Rate for Federal Accountability	40.2%	42.7%	40.9%	47.2%	43.7%	43.4%
Annual Target	39.1%	41.3%	43.5%	45.1%	47.0%	48.8%
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	457	99.1	40.9	58.6	57.9	40.9	43.5	Met Target†
White	310	99.4	49.0	63.4	66.9	49.0	46.4	Met Target
Hispanic	116	98.3	18.1	*	43.9	18.1	33.7	Not Met
Black or African American	13	100.0	38.5	36.3	38.5	38.5	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	61.5	67.2	82.9	61.5	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	237	98.8	43.9	66.1	64.8	43.9		
Male	220	99.6	37.7	51.5	51.3	37.7		
Economically Disadvantaged Students	216	99.1	31.0	43.7	40.0	31.0	35	Met Target†
Non-Economically Disadvantaged Students	241	99.2	49.8	65.7	67.9	49.8		
Students with Disabilities	89	96.7	14.6	*	22.7	14.6	17.2	Met Target†
Students without Disabilities	368	99.7	47.3	*	65.1	47.3		
English Learners	71	100.0	12.7	21.5	29.3	12.7	20.5	Not Met
Non-English Learners	386	99.0	46.1	60.5	60.6	46.1		
Homeless Students	*	*	*	48.1	29.1	*		
Students In Foster Care	*	*	*	33.3	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



Emma Havens Young Elementary School

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Grades Offered: KG-05

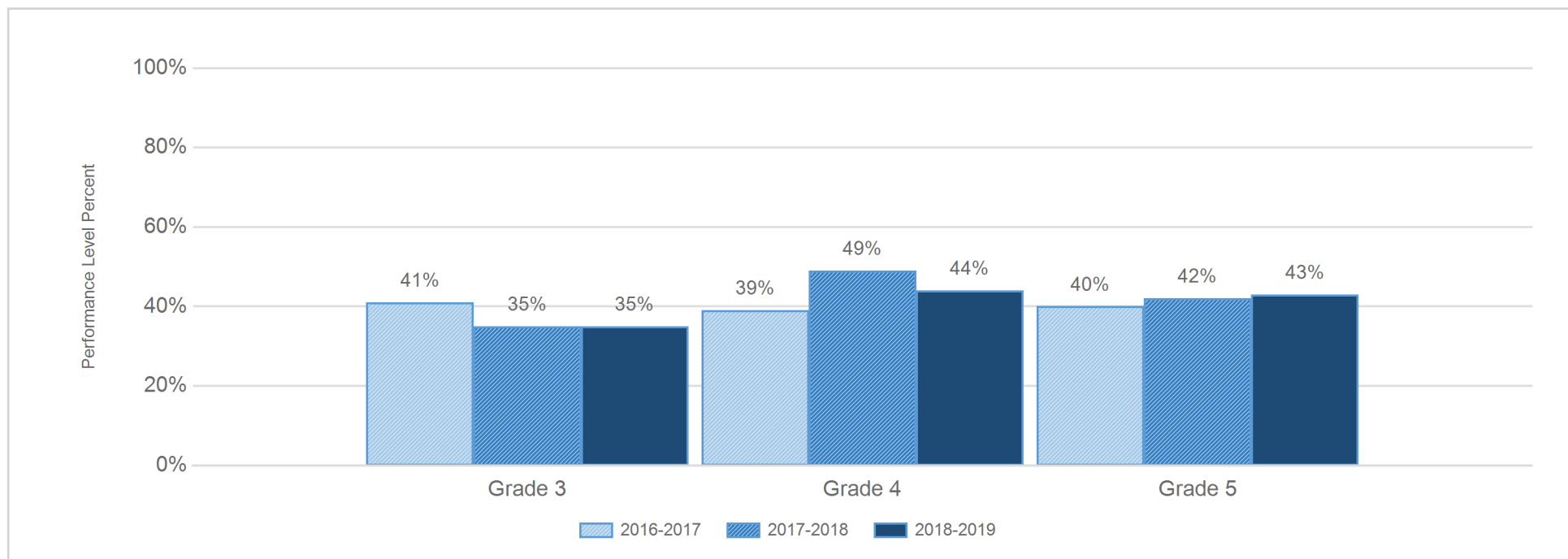
2018-2019

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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.





Emma Havens Young Elementary School
(29-0530-035)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	143	733	740	748	19%	24%	22%	*	*	35%	50%
White	95	741	747	757	16%	17%	24%	*	*	43%	60%
Hispanic	41	717	723	734	*	44%	*	*	*	15%	36%
Black or African American	*	*	722	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	733	756	*	*	*	*	*	*	58%
Female	76	735	744	753	14%	22%	26%	*	*	37%	55%
Male	67	731	736	743	24%	25%	18%	*	*	33%	46%
Economically Disadvantaged Students	76	724	727	731	22%	29%	21%	*	*	28%	33%
Non-Economically Disadvantaged Students	67	743	749	759	15%	18%	24%	*	*	43%	61%
Students with Disabilities	25	715	716	719	*	*	*	*	*	16%	24%
Students without Disabilities	118	737	746	754	*	*	*	*	*	39%	56%
English Learners	20	708	710	713	*	*	*	*	*	10%	17%
Non-English Learners	123	737	743	751	*	*	*	*	*	39%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	140	743	751	755	11%	16%	29%	36%	9%	44%	57%
White	84	749	*	763	*	*	29%	*	*	51%	67%
Hispanic	43	729	738	743	*	28%	26%	*	*	28%	44%
Black or African American	*	*	737	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	70	749	*	760	*	*	24%	*	*	51%	62%
Male	70	738	*	750	*	*	33%	*	*	37%	53%
Economically Disadvantaged Students	68	732	*	740	*	*	26%	*	*	34%	40%
Non-Economically Disadvantaged Students	72	753	*	765	*	*	31%	*	*	54%	69%
Students with Disabilities	33	718	726	725	*	*	*	*	*	15%	25%
Students without Disabilities	107	751	758	761	*	*	*	*	*	53%	64%
English Learners	20	713	719	720	*	*	*	*	*	*	17%
Non-English Learners	120	748	754	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	175	744	748	756	7%	18%	31%	*	*	43%	58%
White	131	750	754	764	*	18%	27%	*	*	52%	68%
Hispanic	33	720	729	743	*	*	45%	*	*	12%	44%
Black or African American	*	*	729	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	93	745	753	761	*	14%	33%	*	*	45%	64%
Male	82	743	744	750	*	23%	29%	*	*	41%	52%
Economically Disadvantaged Students	76	737	734	740	*	20%	37%	*	*	32%	39%
Non-Economically Disadvantaged Students	99	750	756	766	*	17%	27%	*	*	53%	69%
Students with Disabilities	25	710	*	724	*	*	*	*	*	*	23%
Students without Disabilities	150	750	*	762	*	*	*	*	*	*	65%
English Learners	13	701	706	713	*	*	*	*	*	*	11%
Non-English Learners	162	748	749	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Emma Havens Young 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	458	99.4	43.4	42.1	44.5	43.4	48.8	Not Met
White	310	99.4	51.3	45.9	54.1	51.3	52.8	Met Target†
Hispanic	117	99.2	23.9	*	28.8	23.9	33.5	Not Met
Black or African American	13	100.0	23.1	21.0	23.0	23.1	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	61.5	66.9	76.5	61.5	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	237	99.2	42.2	43.0	44.9	42.2		
Male	221	99.6	44.8	41.3	44.2	44.8		
Economically Disadvantaged Students	217	99.1	32.7	29.8	26.3	32.7	35.5	Met Target†
Non-Economically Disadvantaged Students	241	99.6	53.1	48.2	54.9	53.1		
Students with Disabilities	89	97.8	20.2	12.5	17.4	20.2	27.6	Not Met
Students without Disabilities	369	99.7	49.1	49.8	50.0	49.1		
English Learners	72	100.0	18.1	19.3	25.0	18.1	20.5	Met Target†
Non-English Learners	386	99.2	48.2	43.3	46.5	48.2		
Homeless Students	*	*	*	25.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Emma Havens Young Elementary School

(29-0530-035)

Grades Offered: KG-05

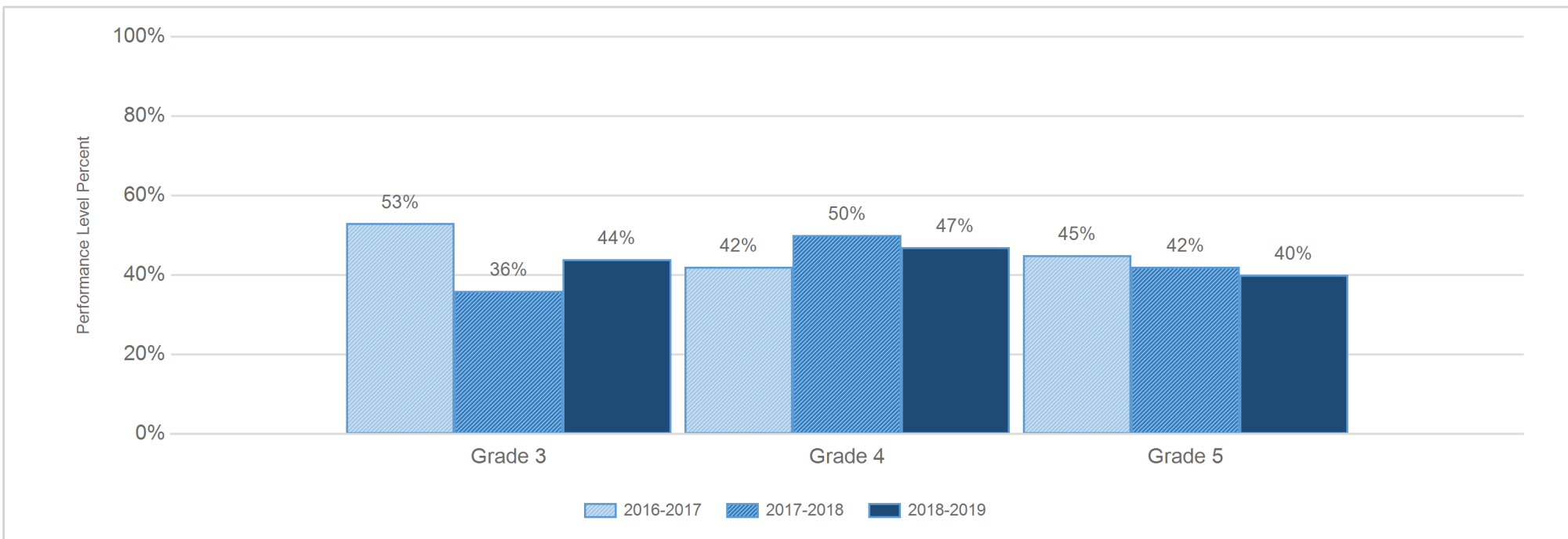
2018-2019

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Mathematics Assessment – Performance Trends

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



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



Emma Havens Young Elementary School
(29-0530-035)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	143	740	747	752	13%	19%	24%	*	*	44%	55%
White	95	746	752	760	16%	*	21%	*	*	55%	66%
Hispanic	41	730	733	739	*	39%	32%	*	*	22%	40%
Black or African American	*	*	733	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	747	758	*	*	*	*	*	*	62%
Female	76	740	747	751	*	18%	29%	*	*	42%	54%
Male	67	741	747	752	*	19%	19%	*	*	46%	56%
Economically Disadvantaged Students	76	733	735	737	*	22%	29%	*	*	32%	37%
Non-Economically Disadvantaged Students	67	749	755	761	*	15%	19%	*	*	58%	67%
Students with Disabilities	25	730	730	731	*	*	*	*	*	28%	31%
Students without Disabilities	118	743	751	756	*	*	*	*	*	47%	60%
English Learners	20	721	725	728	*	*	*	*	*	10%	26%
Non-English Learners	123	744	749	754	*	*	*	*	*	50%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	141	747	748	749	*	13%	35%	*	*	47%	51%
White	84	751	*	757	*	*	32%	*	*	54%	62%
Hispanic	44	735	736	737	*	*	43%	*	*	30%	36%
Black or African American	*	*	734	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	70	748	*	749	*	*	34%	*	*	49%	50%
Male	71	746	*	749	*	*	35%	*	*	45%	52%
Economically Disadvantaged Students	69	736	*	734	*	*	42%	*	*	30%	32%
Non-Economically Disadvantaged Students	72	757	*	759	*	*	28%	*	*	63%	63%
Students with Disabilities	33	728	731	726	*	*	48%	*	*	18%	25%
Students without Disabilities	108	752	752	754	*	*	31%	*	*	56%	56%
English Learners	21	727	728	722	*	*	48%	*	*	14%	18%
Non-English Learners	120	750	749	751	*	*	33%	*	*	53%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	176	742	744	747	*	25%	31%	*	*	40%	47%
White	131	746	748	755	*	20%	29%	*	*	48%	58%
Hispanic	34	727	732	735	*	47%	29%	*	*	18%	30%
Black or African American	*	*	729	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	94	738	745	747	*	30%	30%	*	*	36%	47%
Male	82	745	743	747	*	20%	33%	*	*	45%	47%
Economically Disadvantaged Students	76	739	734	732	*	34%	*	*	*	36%	27%
Non-Economically Disadvantaged Students	100	743	750	757	*	18%	*	*	*	44%	59%
Students with Disabilities	26	721	*	725	*	54%	*	*	*	12%	19%
Students without Disabilities	150	745	*	752	*	20%	*	*	*	45%	52%
English Learners	13	717	719	718	*	*	*	*	*	*	12%
Non-English Learners	163	743	745	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Emma Havens Young Elementary School

(29-0530-035)

Grades Offered: KG-05

2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	35.6%	56.6%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	44	*	*
3-4	20	*	*
5 or more	19	68.4%	31.6%



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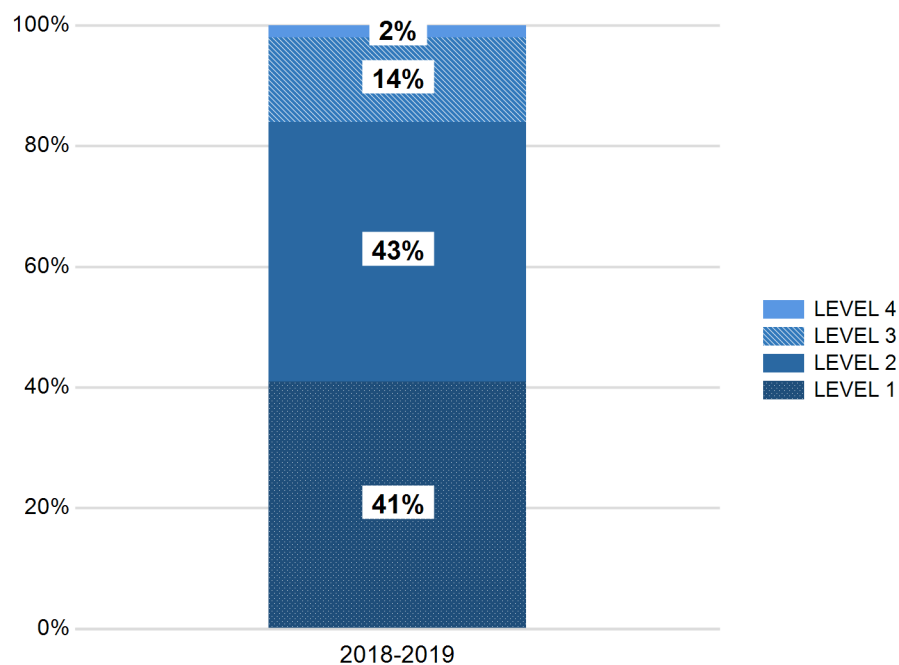
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	41	43	14	2
White	34	46	18	2
Hispanic	67	30	3	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	45	41	13	1
Male	37	45	16	2
Economically Disadvantaged Students	52	35	12	1
Non-Economically Disadvantaged Students	33	49	16	2
Students with Disabilities	80	16	4	0
Students without Disabilities	35	47	16	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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

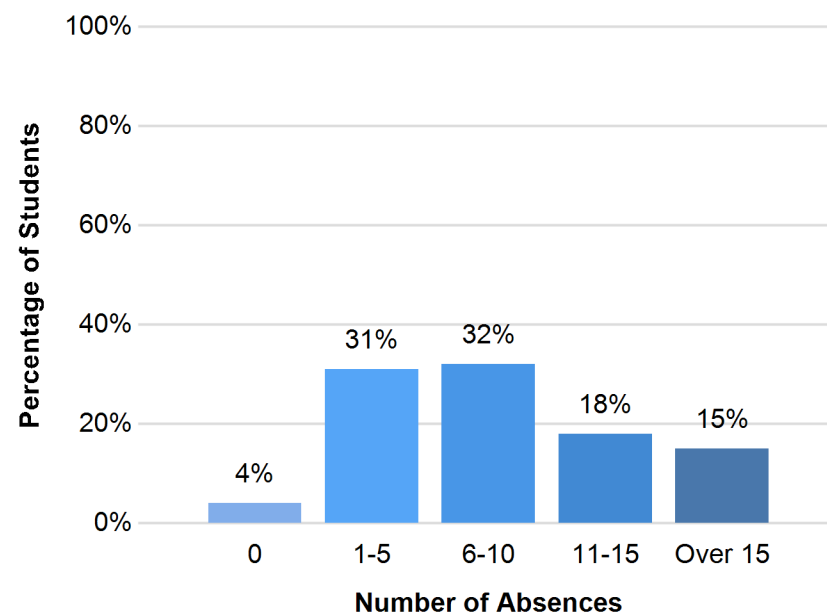
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	105	12.6	8.9	Not Met
White	75	13.6	8.9	Not Met
Hispanic	21	9.9	8.9	Not Met
Black or African American	6	17.6	8.9	Not Met
Asian, Native Hawaiian, or Pacific	1	4.2	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	59	13.8		
Male	46	11.4		
Economically Disadvantaged Students	64	16.6	8.9	Not Met
Students with Disabilities	22	14.6	8.9	Not Met
English Learners	12	11.1	8.9	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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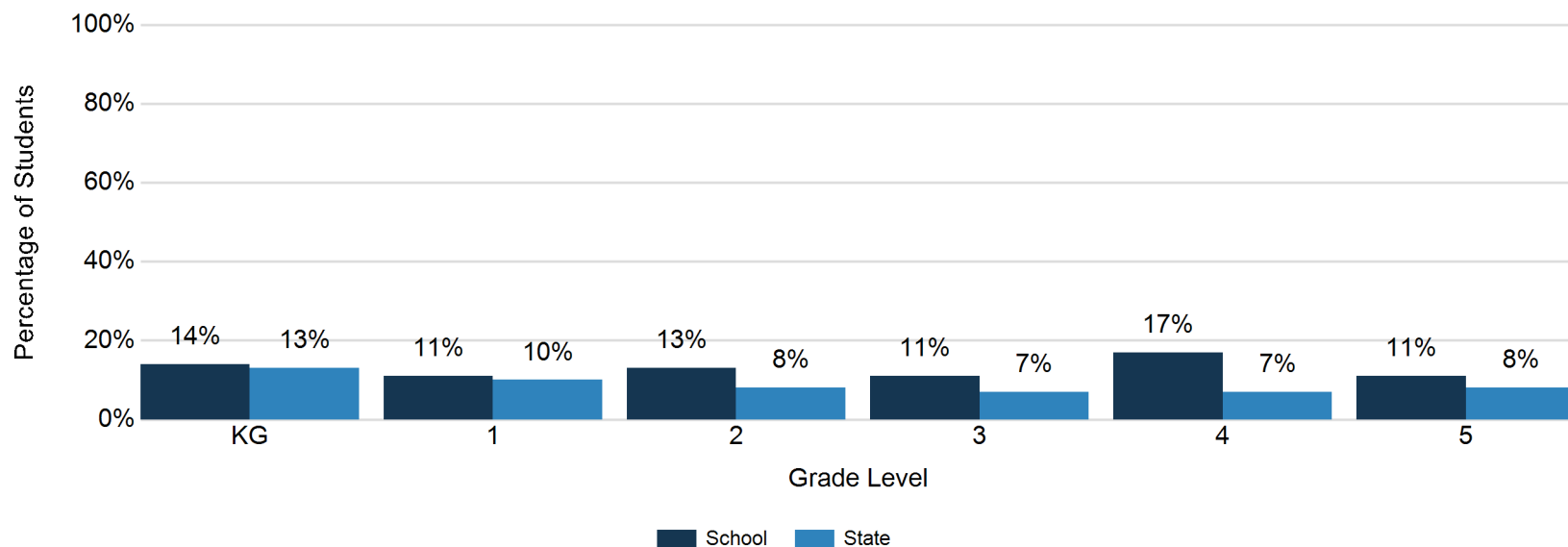
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.13

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	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	0	1
No Identified Nature	0		0

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*



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School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	65	118,214
Average years experience in public schools	13.9	12.1
Average years experience in district	13.8	10.8
Percentage of Teachers with 4 or more years experience in the district	89.2%	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	41	9,530
Average years experience in public schools	16.6	16.0
Average years experience in district	16.6	12.0
Percentage of Administrators with 4 or more years experience in the district	80.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	383:1	208:1
Teachers to Administrators	33:1	19:1
Students to Librarians/Media Specialists		774:1
Students to Nurses		501:1
Students to Counselors		425:1
Students to Child Study Team Members		208:1



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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	52.3%	87.7%	50.0%	48.4%	77.1%	54.9%
Male	47.7%	12.3%	50.0%	51.6%	22.9%	45.1%
White	68.5%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	22.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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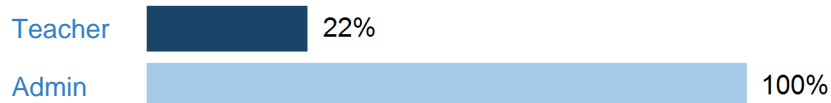
Teachers and Administrators - Level of Education

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	94.1%	90.5%
2017-18 Administrators: Same district 2018-19	90.2%	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	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	40.2%	42.7%	40.9%
Math Proficiency	47.2%	43.7%	43.4%
ELA Growth	39	39	44
Math Growth	56	52	49
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		38.0%	35.6%
Chronic Absenteeism	11.2%	10.6%	12.6%

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Emma Havens Young Elementary School

(29-0530-035)

Grades Offered: KG-05

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

† 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:

- Emma Havens Young is an inclusive learning community committed to developing the whole child in a developmentally appropriate, safe, and nurturing environment.
- Emma Havens Young is focused on cultivating positive citizenship and SEL practices within each member of the learning organization. Students and staff are actively engaged in best practices.
- Students in grades 2-5 are 1:1 with Chromebook devices. Teachers have access to document cameras, projection devices, and computer workstation to facilitate instruction.



Mission, Vision, Theme:

The mission of the Emma Havens Young Elementary School is to provide a safe, inclusive learning environment for each student. The staff at Emma Havens Young is committed to providing a rigorous comprehensive educational program while fostering a learning environment that enhances student's self-esteem, maximizes student growth potential, highlights positive character traits, and fosters respect for each learner.



Emma Havens Young Elementary School

(29-0530-035)

Grades Offered: KG-05



2018-2019

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 <p>Courses, Curriculum, Instruction:</p>	<p>Emma Havens Young Elementary School provides a balanced literacy program and engaging mathematics curriculum aligned directly to the NJSLS for students in grades kindergarten through fifth. In addition to the core discipline periods of Literacy, Math, Science, and Social Studies instruction, Emma Havens Young Elementary School offers an Excel/Enrichment program to increase the educational rigor for students consistently performing above grade level expectations.</p>
 <p>Clubs and Activities:</p>	<p>The Emma Havens Young Elementary School believes in growing the whole child by promoting citizenship and stewardship through opportunities to participate in various clubs. These clubs include Early Act, Student Council, Chorus, Band, Green Team, and Safety Patrol. Student opportunities to highlight unique talents and strengths occur through the participating in an Academic Bowl, Talent Show, Chorus Concerts, and Band Concerts.</p>



Emma Havens Young Elementary School

(29-0530-035)

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2018-2019

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School Narrative

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 <p>Before and After School Programs:</p>	<p>Emma Havens Young offers student support programs outside the confines of the school day. Students performing below grade level in math and/or literacy are offered an opportunity to attend an Extended Day Program where their needs are targeted with intervention. English Language Learners are offered an after school program to address identified learning challenges.</p>
 <p>Staff and Professional Learning:</p>	<p>Teachers within the Brick Township School District are offered opportunities to attend workshops offered through partnerships with quality professional development providers and hosted at the district professional development building. Ongoing professional development is offered on site to teachers through the process of empowering teacher leaders, academic coaches, and district supervisors to provide targeted training. Teachers support one another through scheduled PLC meetings.</p>



Emma Havens Young Elementary School

(29-0530-035)

Grades Offered: KG-05




2018-2019

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 <p>Student Supports and Services:</p>	<p>Emma Havens Young School supports an inclusive environment, servicing students of diverse backgrounds and needs. Support services are in place for Special Education Students, English Language Learners, and Basic Skills Students. Additionally, the process of I&RS is followed with fidelity to ensure that all students struggling academically, behaviorally, socially, or emotionally are provided targeted supports to facilitate growth.</p>
 <p>Student Health and Wellness:</p>	<p>The Emma Havens Young Elementary School promotes physical and mental well being through the process of providing DARE lessons to fifth grade students, Character Education Programs to students in grades K-5, and targeted wellness lessons from the Ocean County Health Department in grades K-1. Additionally, healthy eating habits are promoted daily by offering all students opportunities for breakfast and lunch.</p>
 <p>Parent and Community Involvement:</p>	<p>The Emma Havens Young Elementary School has an active PTA organization, supporting district and school initiatives while offering students and families opportunities to remain involved in their school community. Emma Havens Young Elementary School believes in active communication between all parties to promote a positive learning experience for each student.</p>



Emma Havens Young Elementary School

(29-0530-035)

Grades Offered: KG-05




2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Climate surveys are utilized to monitor the perceived well being of the learning community. Students and staff are offered separate surveys tailored to offer reflection on school procedures, interpersonal relationships, and personal well being.</p>
 <p>Facilities:</p>	<p>Built in 1965, the Emma Havens Young Elementary School is currently 59 years old. The facility is monitored and improved on an as needed basis.</p>
 <p>School Safety:</p>	<p>Building administration is vigilant in ensuring a safe and secure learning environment. In response to this effort, administration regularly performs building walkthroughs, security drills, and targeted conversations with the study body to review expectations. School safety procedures are an emphasis in all established building routines and procedures. Visitors must present ID upon arrival, prior to being buzzed into the building vestibule.</p>



Emma Havens Young Elementary School

(29-0530-035)

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2018-2019

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School Narrative

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Other Information

The Emma Havens Young Elementary School provides rigorous instruction to students in grades K-5, facilitating student learning through active engagement with district curriculum. Students and staff are offered technology resources for lesson integration in the form of iPads, Chromebooks, Document Cameras, and Presentation Work Stations. Students in grades 2-5 are 1:1 with chromebook availability. Emma Havens Young promotes staff collaboration through participation in building based committees, attendance at bi-monthly grade level PLC meetings, and empowering teacher leaders to present professional development. The Emma Havens Young organization believes in an inclusive community, working directly with the PTA and community members to provide opportunities to connect with one another through family based activities.



Herbertsville Elementary School
(29-0530-040)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Herbertsville Elementary School

(29-0530-040)

Grades Offered: KG-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	Ocean
District	Brick Township Public School District
Principal Name	Mr. Walter Hrycenko
Address	2282 LANES MILL RD BRICK, NJ 08724-1003
Phone Number	732-785-3000
Email Address	whrycenko@brickschools.org
Website	http://www.bricschools.org/Schools/Herbertsville-ES
Twitter	https://twitter.com/stars_hes/



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	44	46	31
1	41	49	58
2	33	39	44
3	46	31	41
4	37	45	28
5	28	38	48
Total	229	248	250

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.3%	46.8%	42.8%
Male	53.7%	53.2%	57.2%
Economically Disadvantaged Students	22.3%	25.0%	26.4%
Students with Disabilities	22.7%	23.0%	24.8%
English Learners	0.0%	0.8%	1.2%
Homeless Students	0.4%	0.4%	0.8%
Students in Foster Care	0.0%	0.0%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	84.7%	81.9%	83.2%
Hispanic	8.7%	9.7%	9.6%
Black or African American	5.2%	6.0%	5.2%
Asian	0.4%	1.2%	0.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.4%	0.4%	0.0%
Two or More Races	0.4%	0.8%	1.2%

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	44	46	31

Enrollment by Home Language

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

Home Language	% of Students
English	98.0%
Spanish	1.6%
Other Languages	0.4%



Herbertsville Elementary School
(29-0530-040)
Grades Offered: KG-05
2018-2019

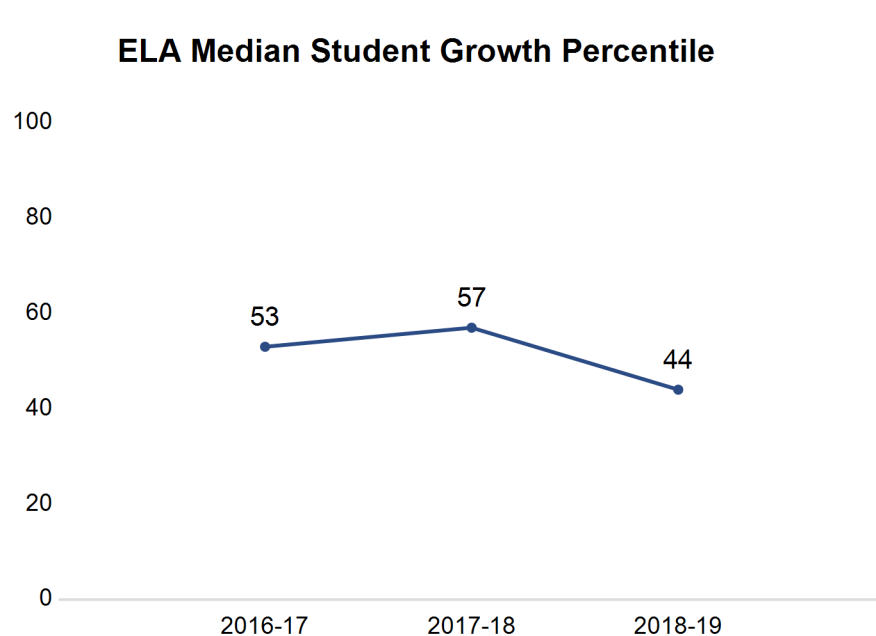
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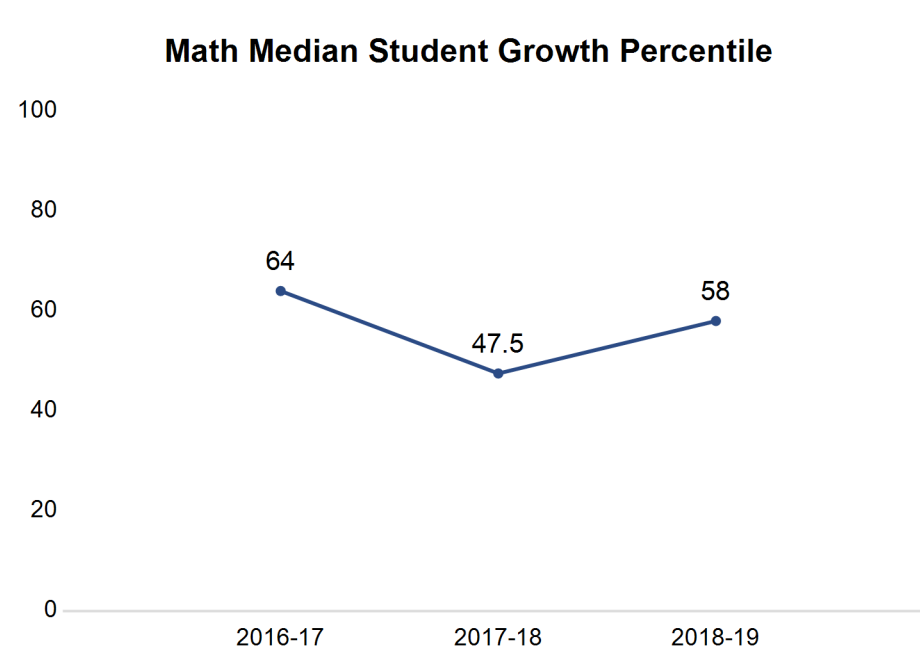
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	53	57	44	64	47.5	58
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	44	54	50	Met Standard	58	49	50	Met Standard
White	51.5	55	50	Met Standard	58.5	48	52	Met Standard
Hispanic	45	51	49	**	44	49.5	47	**
Black or African American	*	46.5	45	**	*	44	43	**
Asian, Native Hawaiian, or Pacific Islander	N	58.5	59	**	N	64	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	65	49	**	*	70.5	52	**
Female	44	58	53	N	58	49	50	N
Male	45	51	47	N	59	48	51	N
Economically Disadvantaged Students	40	52	48	**	50	50	46	**
Students with Disabilities	54	52	43	**	29	43	45	**
English Learners	*	57	52	**	*	55	50	**
Homeless Students	N	57	43	N	N	46.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Herbertsville Elementary School
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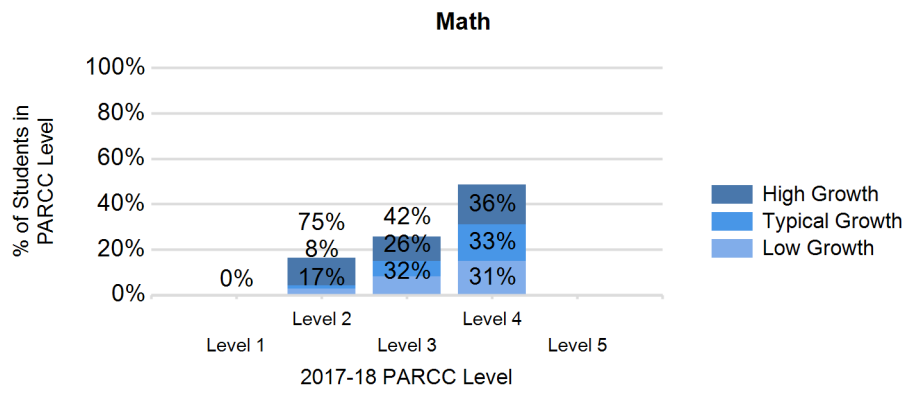
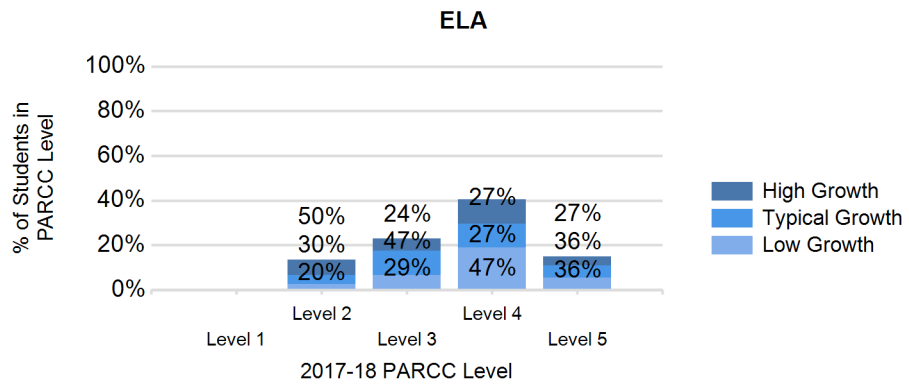
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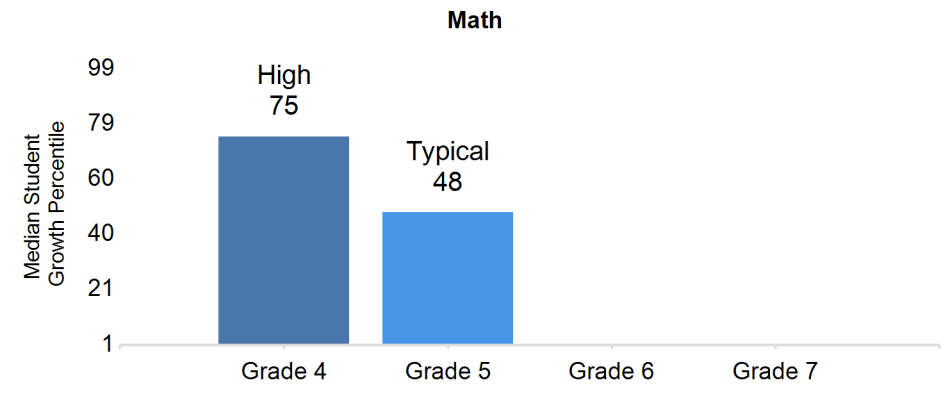
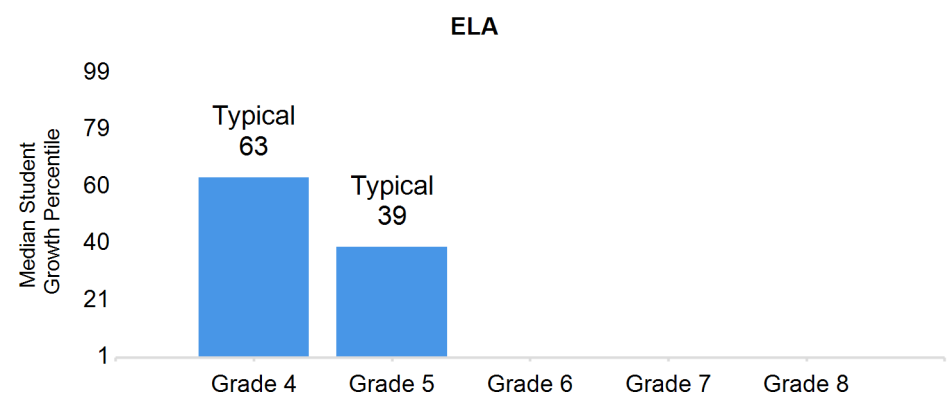
Student Growth by Performance Level

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.





Herbertsville Elementary School
(29-0530-040)
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2018-2019

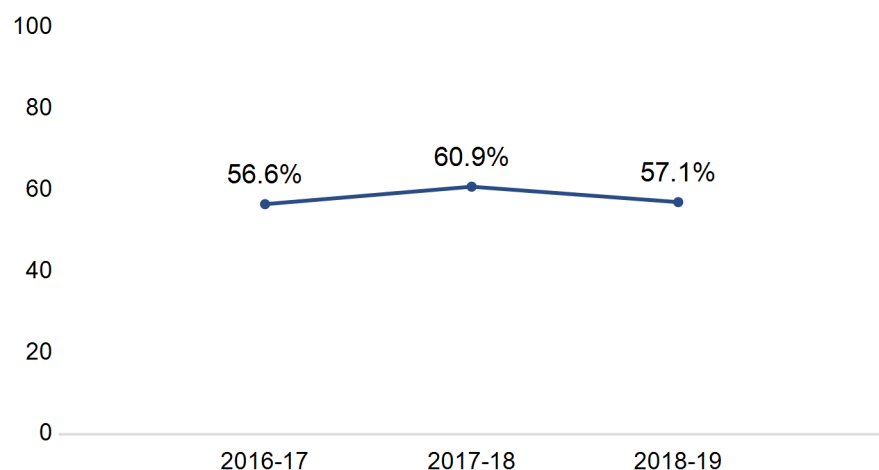
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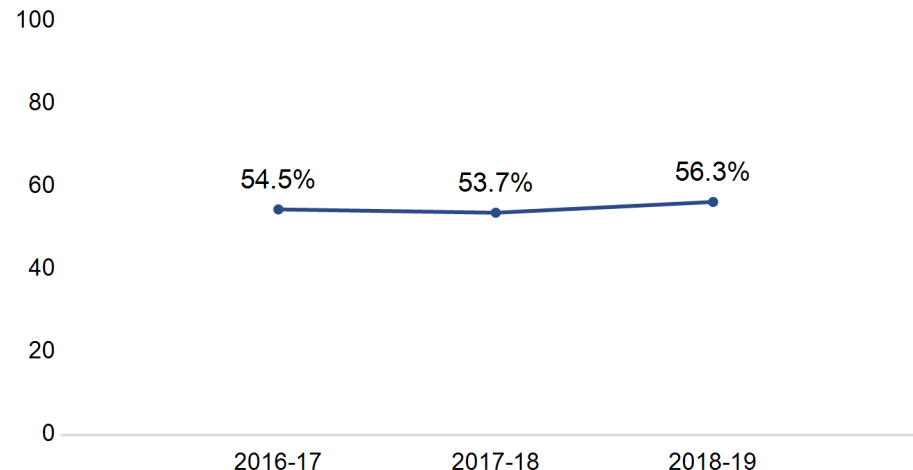
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	99.1%	98.3%	100.0%	99.1%	98.3%
Proficiency Rate for Federal Accountability	56.6%	60.9%	57.1%	54.5%	53.7%	56.3%
Annual Target	54.7%	56.1%	57.4%	60.1%	61.2%	62.2%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target†	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	112	98.3	57.1	58.6	57.9	57.1	57.4	Met Target†
White	91	97.9	62.6	63.4	66.9	62.6	58.8	Met Target
Hispanic	13	100.0	46.2	*	43.9	46.2	**	**
Black or African American	*	*	*	36.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.2	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	48	100.0	58.3	66.1	64.8	58.3		
Male	64	97.1	56.3	51.5	51.3	56.3		
Economically Disadvantaged Students	32	100.0	31.3	43.7	40.0	31.3	36.6	Met Target†
Non-Economically Disadvantaged Students	80	97.6	67.5	65.7	67.9	67.5		
Students with Disabilities	20	91.3	25.0	*	22.7	25.0	29.1	Met Target†
Students without Disabilities	92	100.0	64.1	*	65.1	64.1		
English Learners	*	*	*	21.5	29.3	*	**	**
Non-English Learners	*	*	*	60.5	60.6	*		
Homeless Students	N	N	N	48.1	29.1	N		
Students In Foster Care	N	N	N	33.3	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



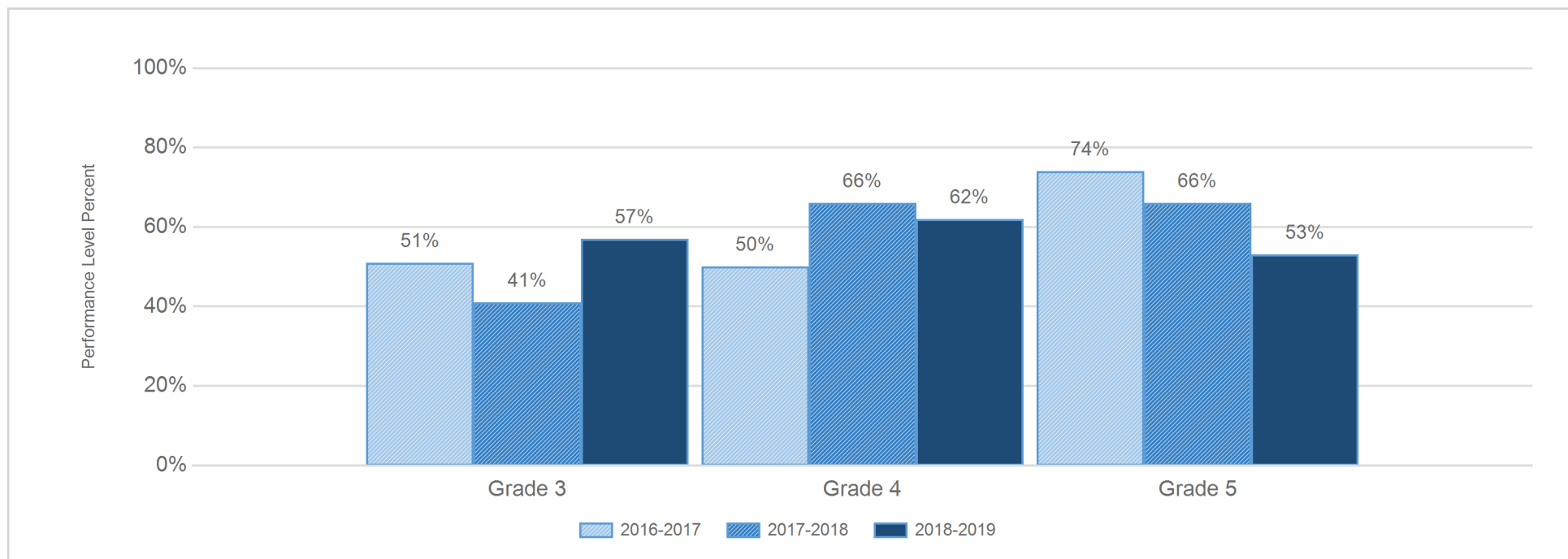
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	752	740	748	*	*	*	*	*	57%	50%
White	31	756	747	757	*	*	*	*	*	61%	60%
Hispanic	*	*	723	734	*	*	*	*	*	*	36%
Black or African American	*	*	722	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	733	756	N	N	N	N	N	N	58%
Female	18	762	744	753	*	*	*	*	*	50%	55%
Male	19	742	736	743	*	*	*	*	*	63%	46%
Economically Disadvantaged Students	13	734	727	731	*	*	*	*	*	31%	33%
Non-Economically Disadvantaged Students	24	761	749	759	*	*	*	*	*	71%	61%
Students with Disabilities	*	*	716	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	746	754	*	*	*	*	*	*	56%
English Learners	*	*	710	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	743	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



Herbertsville Elementary School
(29-0530-040)
Grades Offered: KG-05
2018-2019

Report Key:

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	26	756	751	755	0%	*	*	*	*	62%	57%
White	23	758	*	763	0%	*	*	*	*	65%	67%
Hispanic	*	*	738	743	*	*	*	*	*	*	44%
Black or African American	*	*	737	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	*	*	*	760	*	*	*	*	*	*	62%
Male	*	*	*	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	726	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	758	761	*	*	*	*	*	*	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	754	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	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Herbertsville Elementary School
(29-0530-040)
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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	51	753	748	756	*	*	33%	*	*	53%	58%
White	38	760	754	764	*	0%	34%	*	*	61%	68%
Hispanic	*	*	729	743	*	*	*	*	*	*	44%
Black or African American	*	*	729	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	23	764	753	761	*	*	*	*	*	61%	64%
Male	28	744	744	750	*	*	*	*	*	46%	52%
Economically Disadvantaged Students	17	729	734	740	*	*	*	*	*	24%	39%
Non-Economically Disadvantaged Students	34	765	756	766	*	*	*	*	*	68%	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	*	*	706	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	749	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	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	112	98.3	56.3	42.1	44.5	56.3	62.2	Met Target†
White	91	97.9	61.5	45.9	54.1	61.5	61.9	Met Target†
Hispanic	13	100.0	30.8	*	28.8	30.8	**	**
Black or African American	*	*	*	21.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	66.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	48	100.0	58.3	43.0	44.9	58.3		
Male	64	97.1	54.7	41.3	44.2	54.7		
Economically Disadvantaged Students	32	100.0	28.1	29.8	26.3	28.1	40.8	Met Target†
Non-Economically Disadvantaged Students	80	97.6	67.5	48.2	54.9	67.5		
Students with Disabilities	20	91.3	25.0	12.5	17.4	25.0	37.6	Met Target†
Students without Disabilities	92	100.0	63.0	49.8	50.0	63.0		
English Learners	*	*	*	19.3	25.0	*	**	**
Non-English Learners	*	*	*	43.3	46.5	*		
Homeless Students	N	N	N	25.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



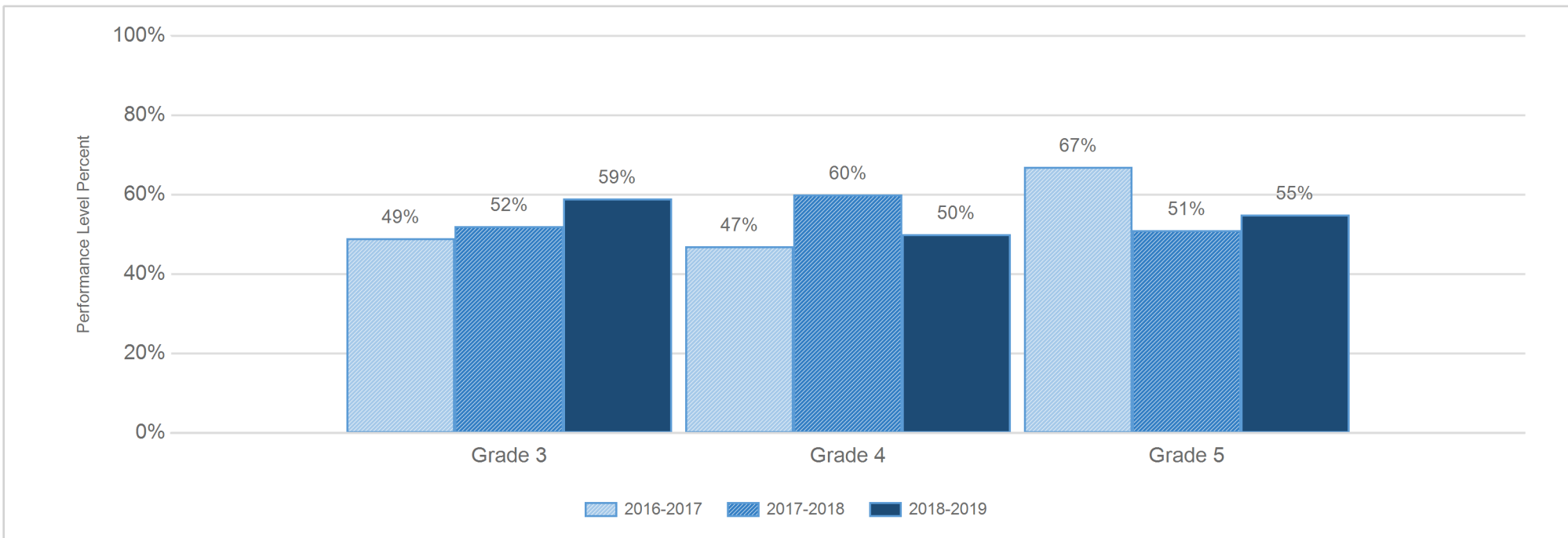
Herbertsville Elementary School
(29-0530-040)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	757	747	752	*	*	30%	*	*	59%	55%
White	31	759	752	760	*	*	*	*	*	61%	66%
Hispanic	*	*	733	739	*	*	*	*	*	*	40%
Black or African American	*	*	733	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	747	758	N	N	N	N	N	N	62%
Female	18	758	747	751	*	*	*	*	*	56%	54%
Male	19	756	747	752	*	*	*	*	*	63%	56%
Economically Disadvantaged Students	13	743	735	737	*	*	*	*	*	31%	37%
Non-Economically Disadvantaged Students	24	764	755	761	*	*	*	*	*	75%	67%
Students with Disabilities	*	*	730	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	751	756	*	*	*	*	*	*	60%
English Learners	*	*	725	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	749	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	26	753	748	749	0%	*	38%	*	*	50%	51%
White	23	754	*	757	0%	*	*	*	*	52%	62%
Hispanic	*	*	736	737	*	*	*	*	*	*	36%
Black or African American	*	*	734	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	*	*	*	749	*	*	*	*	*	*	50%
Male	*	*	*	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	731	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	752	754	*	*	*	*	*	*	56%
English Learners	*	*	728	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	749	751	*	*	*	*	*	*	54%
Homeless Students	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	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	51	749	744	747	*	*	25%	*	*	55%	47%
White	38	755	748	755	*	*	*	*	*	66%	58%
Hispanic	*	*	732	735	*	*	*	*	*	*	30%
Black or African American	*	*	729	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	23	755	745	747	*	*	*	*	*	65%	47%
Male	28	745	743	747	*	*	*	*	*	46%	47%
Economically Disadvantaged Students	17	728	734	732	*	*	*	*	*	24%	27%
Non-Economically Disadvantaged Students	34	760	750	757	*	*	*	*	*	71%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	*	*	719	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	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	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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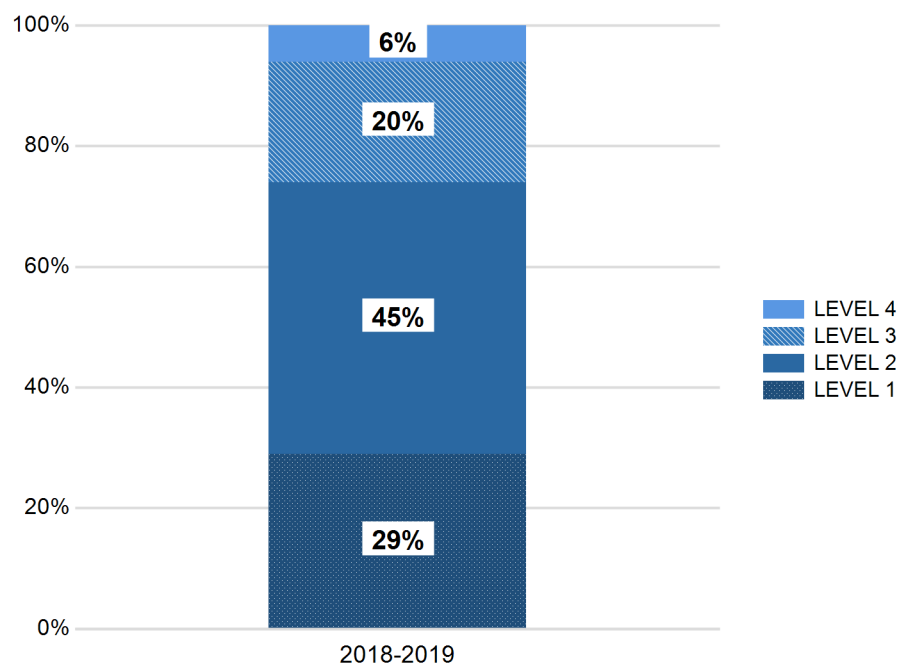
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	29	45	20	6
White	18	47	26	8
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	22	48	22	9
Male	36	43	18	4
Economically Disadvantaged Students	59	35	6	0
Non-Economically Disadvantaged Students	15	50	26	9
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Herbertsville Elementary School

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2018-2019

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

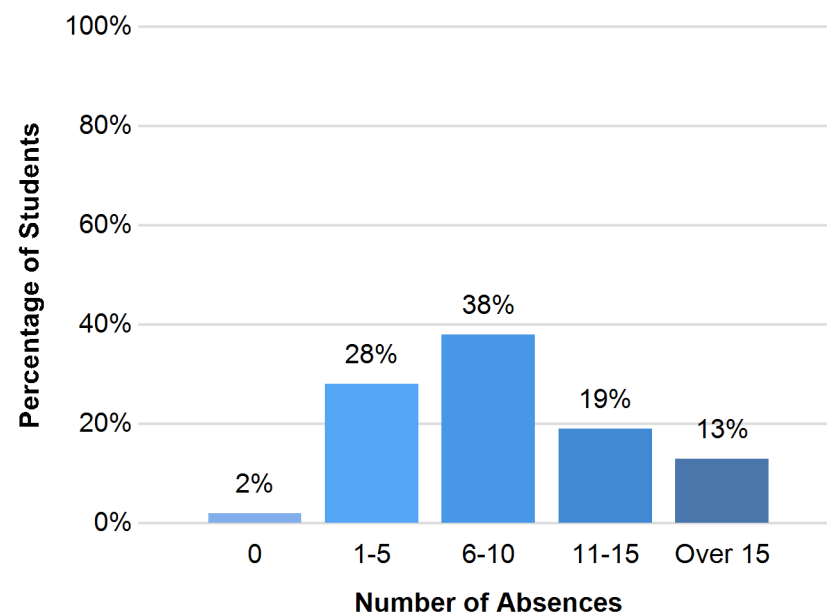
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	27	11.3	8.9	Not Met
White	19	9.6	8.9	Not Met
Hispanic	2	8.0	8.9	Met
Black or African American	4	33.3	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	12	11.4		
Male	15	11.1		
Economically Disadvantaged Students	15	24.2	8.9	Not Met
Students with Disabilities	10	20.0	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Herbertsville Elementary School

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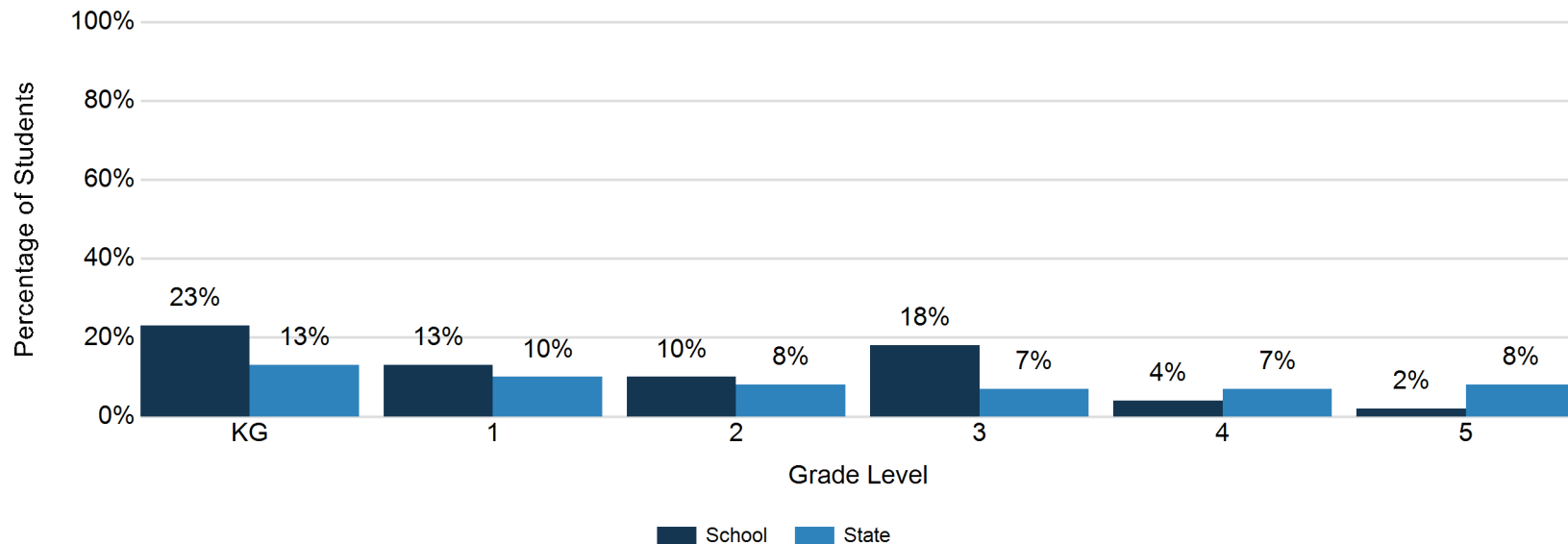
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select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

Chronic Absenteeism by Grade

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





Herbertsville Elementary School

(29-0530-040)

Grades Offered: KG-05

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	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.80

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*



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School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	25	118,214
Average years experience in public schools	11.6	12.1
Average years experience in district	11.6	10.8
Percentage of Teachers with 4 or more years experience in the district	80.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,530
Average years experience in public schools	16.6	16.0
Average years experience in district	16.6	12.0
Percentage of Administrators with 4 or more years experience in the district	80.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	250:1	208:1
Teachers to Administrators	25:1	19:1
Students to Librarians/Media Specialists		774:1
Students to Nurses		501:1
Students to Counselors		425:1
Students to Child Study Team Members		208:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	42.8%	92.0%	0.0%	48.4%	77.1%	54.9%
Male	57.2%	8.0%	100.0%	51.6%	22.9%	45.1%
White	83.2%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	9.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.2%	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	94.1%	90.5%
2017-18 Administrators: Same district 2018-19	90.2%	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	56.6%	60.9%	57.1%
Math Proficiency	54.5%	53.7%	56.3%
ELA Growth	53	57	44
Math Growth	64	48	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	12.3%	7.2%	11.3%

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



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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- In addition to integrating the Six Pillars of Character into the school day, Herbertsville ES provides opportunities for students to participate in both a Peer Buddy Program and a Kindness Club.
- Technology is infused into daily lessons and activities. Every student in grades 2-5 has the use of a ChromeBook. Every classroom has an Epson projector with an interactive pen.
- As a recipient of a Sustainable Jersey for Schools Grant, Herbertsville School was able to install both a hydroponics and aquaponics system as well as a tower garden into our new science room.



Mission, Vision, Theme:

It is our mission at Herbertsville School to establish a safe and nurturing learning community in which all students are challenged to achieve their highest potential in their journey towards becoming life long learners, problem-solvers and responsible citizens.



Awards, Recognition, Accomplishments:

Herbertsville Elementary received a Sustainable Jersey for Schools Grant. This grant will fund the development of aqua/hydroponics systems within the school to supplement the school garden and enhance the science curriculum.



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 <p>Courses, Curriculum, Instruction:</p>	<p>Herbertsville Elementary School provides a balanced literacy program and engaging mathematics curriculum aligned directly to the NJSLs for students in grades kindergarten through five. In addition to the core discipline periods of Literacy, Math, Science, and Social Studies instruction, Herbertsville Elementary School offers an EXCEL/Enrichment program and a fifth-grade STEAM class to increase the educational rigor for students consistently performing above grade level expectations.</p>
 <p>Clubs and Activities:</p>	<p>Herbertsville Elementary School believes in growing the whole child by promoting citizenship and stewardship through opportunities to participate in various clubs. These clubs include Chorus, Early Act, and STEM Club. Our school counselor and 4th and 5th grade teachers coordinate a Peer Buddy program and a Kindness Club. Students also work with faculty members to provide family engineering, math, and literacy evenings.</p>



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 <p>Before and After School Programs:</p>	<p>A before and after school program (BEST) is offered to provide a safe environment for students and to engage them in developmentally appropriate activities, at an affordable cost.</p>
 <p>Staff and Professional Learning:</p>	<p>Teachers within the Brick Township School District are offered opportunities to attend workshops offered by quality professional development organizations at the district professional development center, as well as venues outside the district. Ongoing professional development is offered on site to teachers by teacher leaders, academic coaches, and district supervisors who provide targeted training in specific areas of instruction. Teachers support one another through scheduled PLC meetings.</p>



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 <p>Student Supports and Services:</p>	<p>Herbertsville Elementary School supports an inclusive environment, servicing students of diverse backgrounds and needs. Support services are in place for Special Education and Basic Skills Students. Additionally, the process of I & RS is followed with fidelity to ensure that all students struggling academically, behaviorally, socially, or emotionally are provided targeted supports to facilitate growth.</p>
 <p>Student Health and Wellness:</p>	<p>Herbertsville Elementary School promotes physical and mental well-being through D.A.R.E. lessons for fifth grade students and Character Education Programs for all students. Additionally, healthy eating habits are promoted daily by offering all students opportunities for a healthy breakfast and lunch. With the produce being produced in our science lab, students are learning about healthy eating habits as well as sharing the excess with those less fortunate.</p>
 <p>Parent and Community Involvement:</p>	<p>Herbertsville School is a partnership of educators, parents, and community. The PTA devotes countless hours to support our students and teachers and to enhance the curriculum while sponsoring numerous assemblies and events. The fifth grade D.A.R.E. Program is offered in collaboration with the Brick Township Police Department. The program provides students with techniques to confront many situations and make good decisions.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students A School Climate Survey was developed through a collaboration of all of the district's elementary school counselors. Students in all grades completed the survey on Chromebooks. Fifth grade students assisted students in Kindergarten through second grade in completing the survey. Students believe Herbertsville School is a safe and caring learning environment and know how to respond in any emergency situation.</p>
 <p>Facilities:</p>	<p>Herbertsville School captures the history of Brick Township. The school began as a one-room schoolhouse in 1858. The original section of our current building was opened in 1949. A dedicated staff of highly qualified professionals educates our students in grades kindergarten through fifth grade in a caring and nurturing learning environment.</p>
 <p>School Safety:</p>	<p>Students and staff participate in a minimum of one fire drill and one security drill per month. There is a police officer present at student arrival every morning. One of the District's security officers visits Herbertsville every day, walks through the building, and assists in drills and other situations as needed.</p>



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Technology and STEM:

Each Student in grades 2, 3, 4, and 5 has an individual Chromebook for their use during the school day. Students in Kindergarten and grade 1 continue to use iPads. The fifth grade classroom at Herbertsville incorporate the STEAM philosophy in every lesson. The setup of this classroom as well as the lessons themselves encourage students to inquire and explore all aspects of the curriculum.



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



Other Information

The talented staff members of Herbertsville Elementary School work together to ensure that all of our students attend a school where students' unique and wonderful attributes are celebrated. We are committed to maintaining a learning environment that is safe, positive, and academically challenging. Our "Stars" truly become independent, life-long learners who aspire to make dreams a reality. By sharing a vision and working as a team, the future of our children is secure and promising. "Reach for the Stars at Herbertsville School!"



Lake Riviera Middle School
(29-0530-043)
Grades Offered: 06-08
2018-2019

Report Key:

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- N** No Data is available to display
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Lake Riviera Middle School**

(29-0530-043)

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2018-2019

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School Contact Information

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

Type	Contact Information
County	Ocean
District	Brick Township Public School District
Principal Name	Mr. Kevin Campbell
Address	171 BEAVERSON BOULEVARD BRICK, NJ 08723
Phone Number	732-785-3000
Email Address	kcampbell2@brickschools.org
Website	http://www.brickschools.org/Schools/LakeRivieraMS
Twitter	http://twitter.com/LRMSLakers



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	307	321	293
7	319	310	323
8	342	317	322
Total	968	948	938

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.7%	49.3%	48.6%
Male	49.3%	50.7%	51.4%
Economically Disadvantaged Students	34.8%	34.2%	38.4%
Students with Disabilities	19.7%	19.9%	20.1%
English Learners	1.9%	3.3%	4.1%
Homeless Students	1.7%	1.7%	1.6%
Students in Foster Care	0.3%	0.2%	0.2%
Military-Connected Students	0.1%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	72.5%	70.7%	69.9%
Hispanic	18.8%	20.8%	21.4%
Black or African American	4.2%	4.2%	3.9%
Asian	3.1%	3.2%	3.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	1.2%	1.2%	1.5%

Enrollment by Home Language

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

Home Language	% of Students
English	83.2%
Spanish	12.7%
Other Languages	4.2%

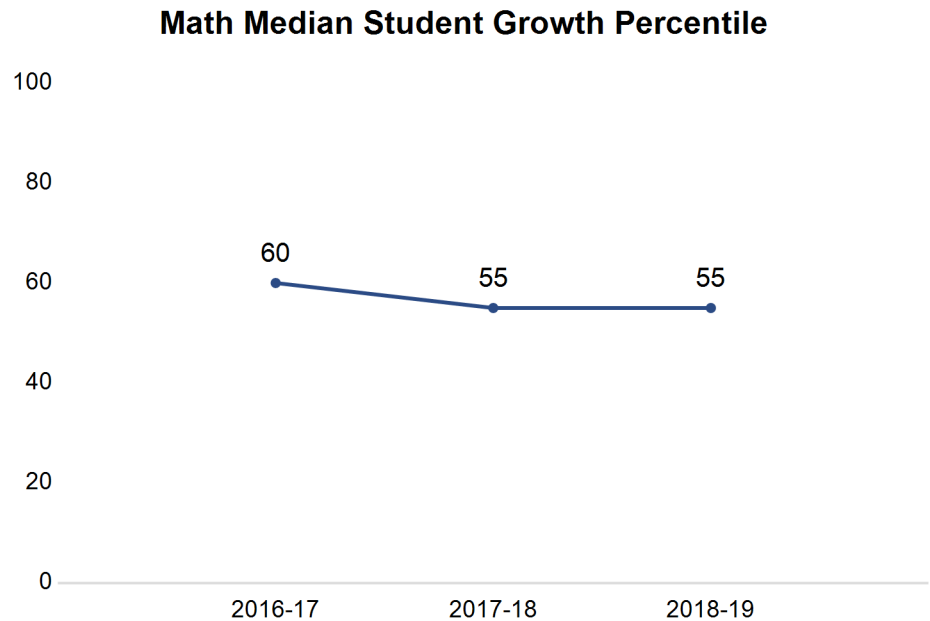
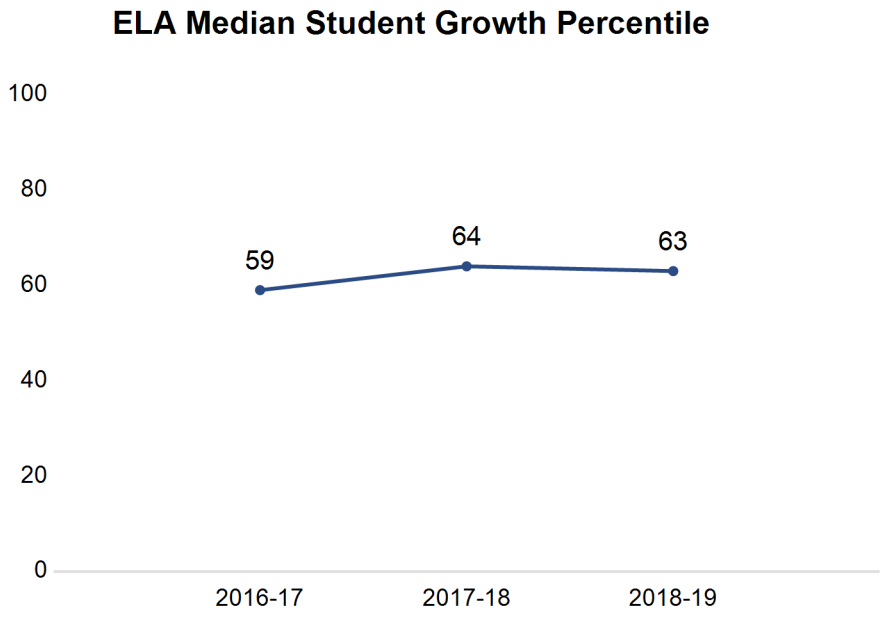


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Student Growth Trends and Progress

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	59	64	63	60	55	55
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	63	54	50	Exceeds Standard	55	49	50	Met Standard
White	63	55	50	Exceeds Standard	52.5	48	52	Met Standard
Hispanic	60	51	49	Exceeds Standard	57	49.5	47	Met Standard
Black or African American	56.5	46.5	45	Met Standard	72.5	44	43	**
Asian, Native Hawaiian, or Pacific Islander	67	58.5	59	Exceeds Standard	80	64	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	73	65	49	**	*	70.5	52	**
Female	64	58	53	N	57	49	50	N
Male	59	51	47	N	54	48	51	N
Economically Disadvantaged Students	64.5	52	48	Exceeds Standard	57	50	46	Met Standard
Students with Disabilities	71	52	43	Exceeds Standard	50.5	43	45	Met Standard
English Learners	70	57	52	Exceeds Standard	61.5	55	50	Exceeds Standard
Homeless Students	46.5	57	43	N	*	46.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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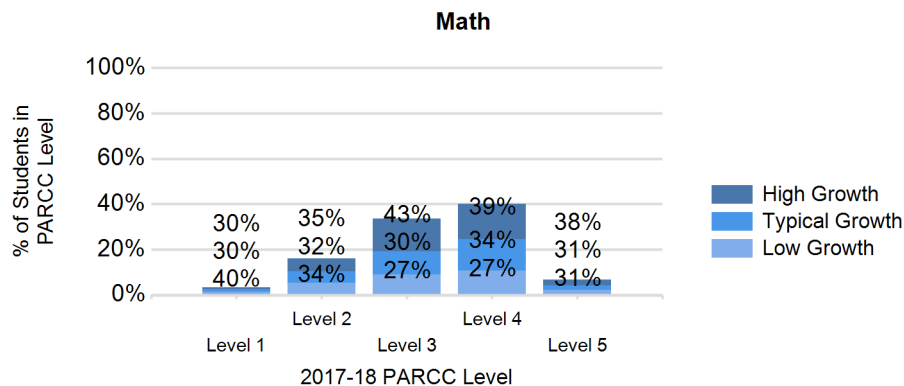
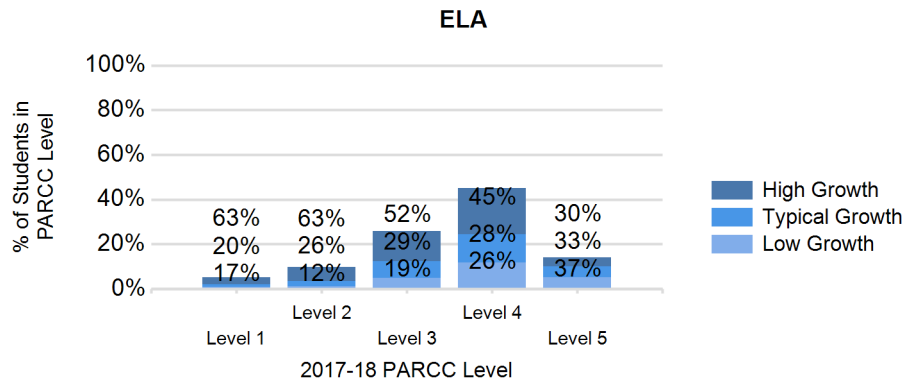
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

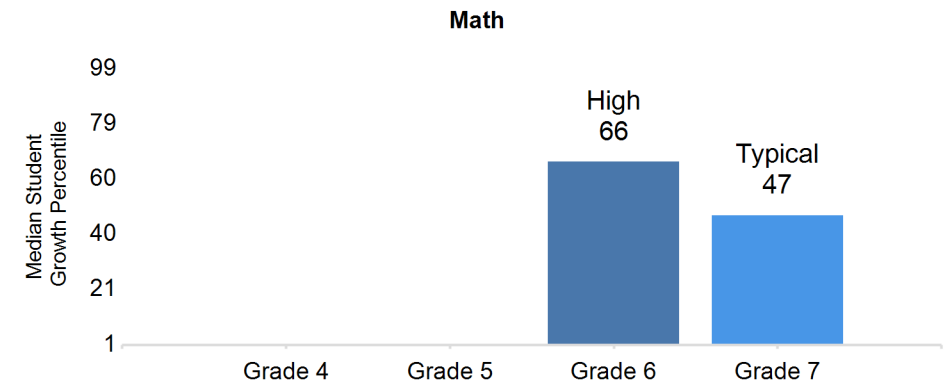
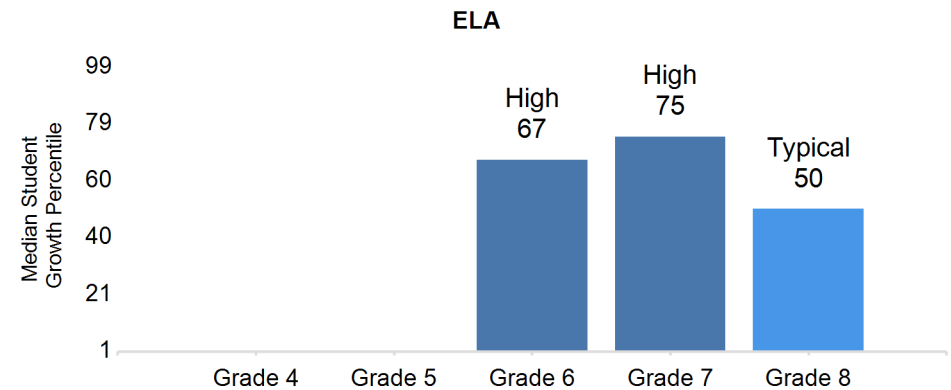
Student Growth by Performance Level

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



Student Growth by Grade

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





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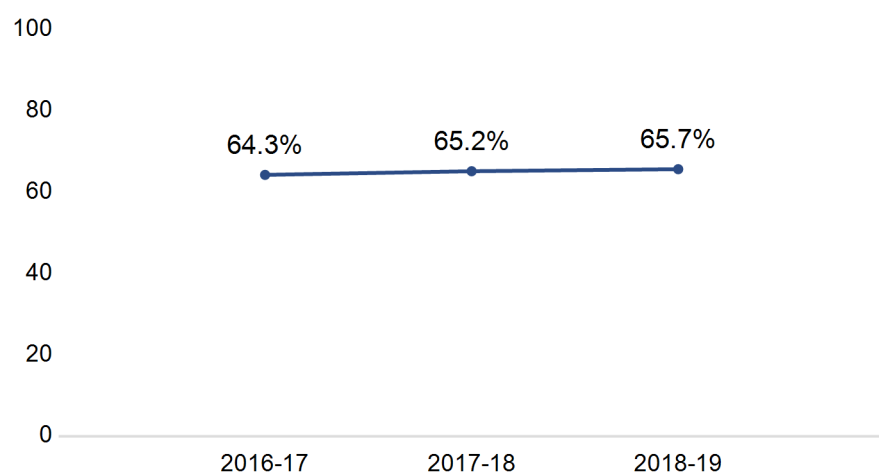
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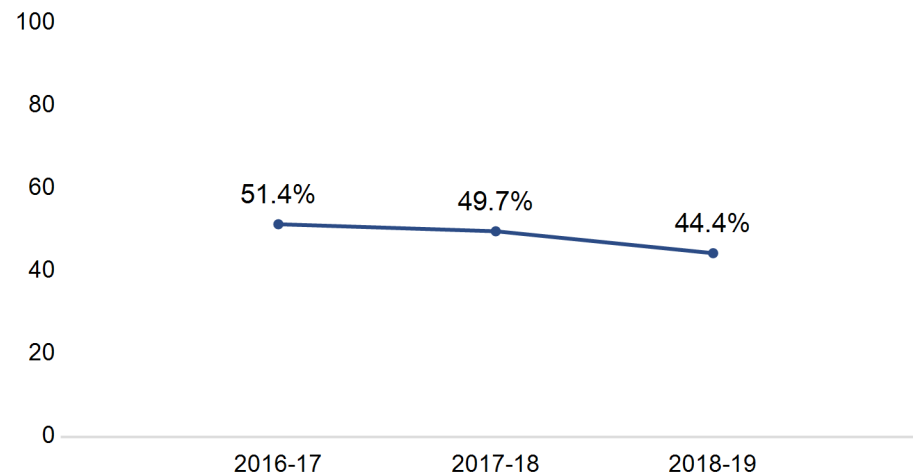
English Language Arts and Mathematics Performance Trends

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	98.5%	98.1%	98.8%	98.1%	97.9%	98.6%
Proficiency Rate for Federal Accountability	64.3%	65.2%	65.7%	51.4%	49.7%	44.4%
Annual Target	66.8%	67.5%	68.2%	50.2%	51.7%	53.3%
Met Annual Target?	Met Target†	Met Target†	Met Target†	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	909	98.8	65.7	58.6	57.9	65.7	68.2	Met Target†
White	649	98.4	67.2	63.4	66.9	67.2	70.1	Met Target†
Hispanic	180	100.0	57.2	*	43.9	57.2	60.6	Met Target†
Black or African American	34	100.0	70.6	36.3	38.5	70.6	54.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	32	100.0	78.1	67.2	82.9	78.1	77.8	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	14	100.0	64.3	*	64.4	64.3	**	**
Female	434	98.4	72.8	66.1	64.8	72.8		
Male	475	99.2	59.2	51.5	51.3	59.2		
Economically Disadvantaged Students	329	99.1	51.7	43.7	40.0	51.7	59.5	Not Met
Non-Economically Disadvantaged Students	580	98.7	73.6	65.7	67.9	73.6		
Students with Disabilities	192	98.5	25.5	*	22.7	25.5	36	Not Met
Students without Disabilities	717	98.9	76.4	*	65.1	76.4		
English Learners	61	100.0	29.5	21.5	29.3	29.5	19.6	Met Target
Non-English Learners	848	98.7	68.3	60.5	60.6	68.3		
Homeless Students	16	100.0	56.3	48.1	29.1	56.3		
Students In Foster Care	*	*	*	33.3	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

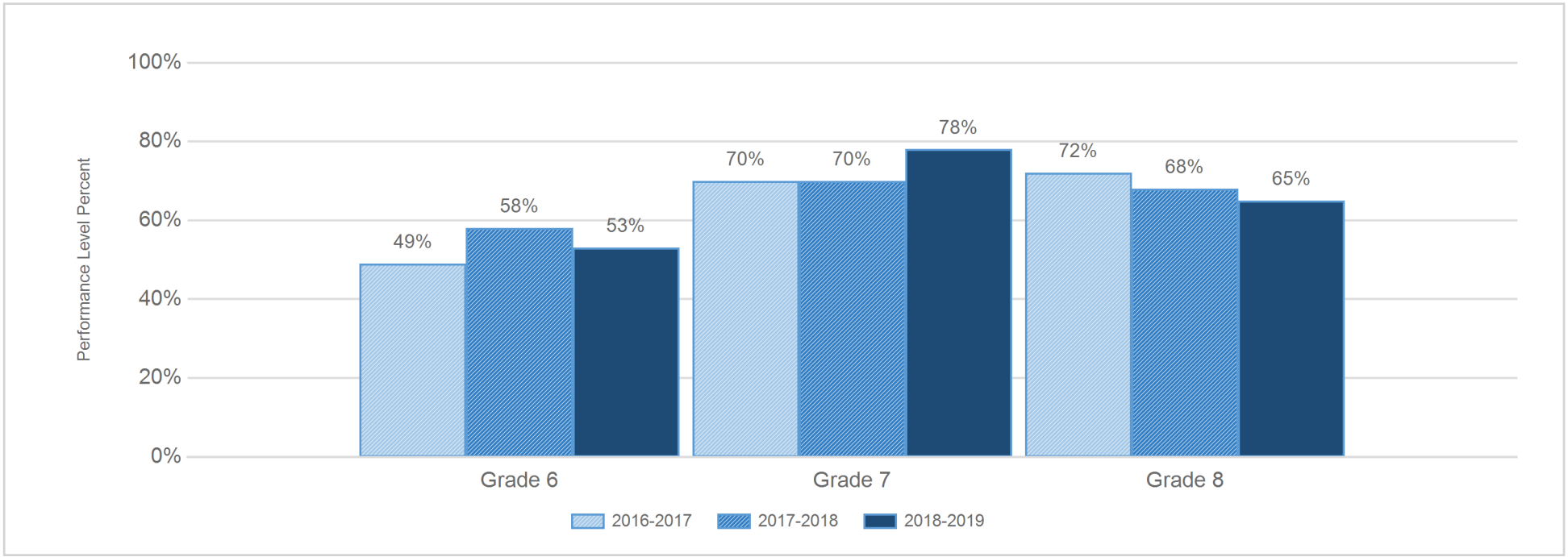


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 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	285	755	758	754	4%	11%	32%	42%	11%	53%	56%
White	205	756	759	762	*	*	33%	43%	12%	55%	65%
Hispanic	55	747	751	743	*	*	35%	*	*	44%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	11	767	*	780	0%	0%	*	*	*	64%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	142	762	766	762	*	*	25%	*	*	63%	64%
Male	143	748	749	748	*	*	39%	*	*	43%	48%
Economically Disadvantaged Students	117	748	748	740	*	*	36%	*	*	42%	39%
Non-Economically Disadvantaged Students	168	760	763	763	*	*	30%	*	*	61%	67%
Students with Disabilities	59	730	729	722	*	*	51%	*	*	12%	19%
Students without Disabilities	226	762	766	761	*	*	27%	*	*	64%	64%
English Learners	*	*	718	710	*	*	*	*	*	*	*
Non-English Learners	*	*	759	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	313	772	770	761	4%	4%	15%	41%	37%	78%	63%
White	227	775	773	769	*	*	13%	40%	41%	80%	72%
Hispanic	67	760	763	747	*	*	19%	48%	21%	69%	50%
Black or African American	11	780	750	741	0%	0%	*	*	*	82%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	138	778	777	769	*	*	12%	36%	46%	82%	71%
Male	175	768	763	753	*	*	18%	45%	30%	74%	55%
Economically Disadvantaged Students	106	763	761	743	*	*	24%	42%	25%	67%	45%
Non-Economically Disadvantaged Students	207	777	775	771	*	*	11%	41%	43%	83%	73%
Students with Disabilities	66	738	738	720	*	*	29%	*	*	41%	22%
Students without Disabilities	247	781	778	769	*	*	11%	*	*	87%	71%
English Learners	*	*	734	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	771	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	317	762	762	762	*	*	24%	48%	16%	65%	63%
White	219	764	765	770	*	*	24%	48%	18%	66%	72%
Hispanic	65	752	756	747	*	15%	25%	*	*	54%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	157	767	773	771	*	*	17%	55%	18%	73%	71%
Male	160	757	752	753	*	*	30%	42%	14%	56%	55%
Economically Disadvantaged Students	112	751	752	743	*	*	34%	*	*	46%	45%
Non-Economically Disadvantaged Students	205	768	767	772	*	*	18%	*	*	75%	72%
Students with Disabilities	63	734	727	721	*	*	49%	*	*	19%	22%
Students without Disabilities	254	769	771	770	*	*	17%	*	*	76%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	752	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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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	908	98.6	44.4	42.1	44.5	44.4	53.3	Not Met
White	648	98.1	46.5	45.9	54.1	46.5	56.7	Not Met
Hispanic	180	100.0	35.0	*	28.8	35.0	42.3	Not Met
Black or African American	34	100.0	38.2	21.0	23.0	38.2	30.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	32	100.0	71.9	66.9	76.5	71.9	69.5	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	14	100.0	21.4	*	53.3	21.4	**	**
Female	433	98.0	45.0	43.0	44.9	45.0		
Male	475	99.2	43.8	41.3	44.2	43.8		
Economically Disadvantaged Students	329	99.1	32.8	29.8	26.3	32.8	42	Not Met
Non-Economically Disadvantaged Students	579	98.3	50.9	48.2	54.9	50.9		
Students with Disabilities	191	97.5	*	12.5	17.4	*	21.1	Not Met
Students without Disabilities	717	98.9	*	49.8	50.0	*		
English Learners	61	100.0	16.4	19.3	25.0	16.4	22.5	Met Target†
Non-English Learners	847	98.5	46.4	43.3	46.5	46.4		
Homeless Students	15	93.7	26.7	25.0	17.1	26.3		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Lake Riviera Middle School

(29-0530-043)

Grades Offered: 06-08

2018-2019

Report Key:

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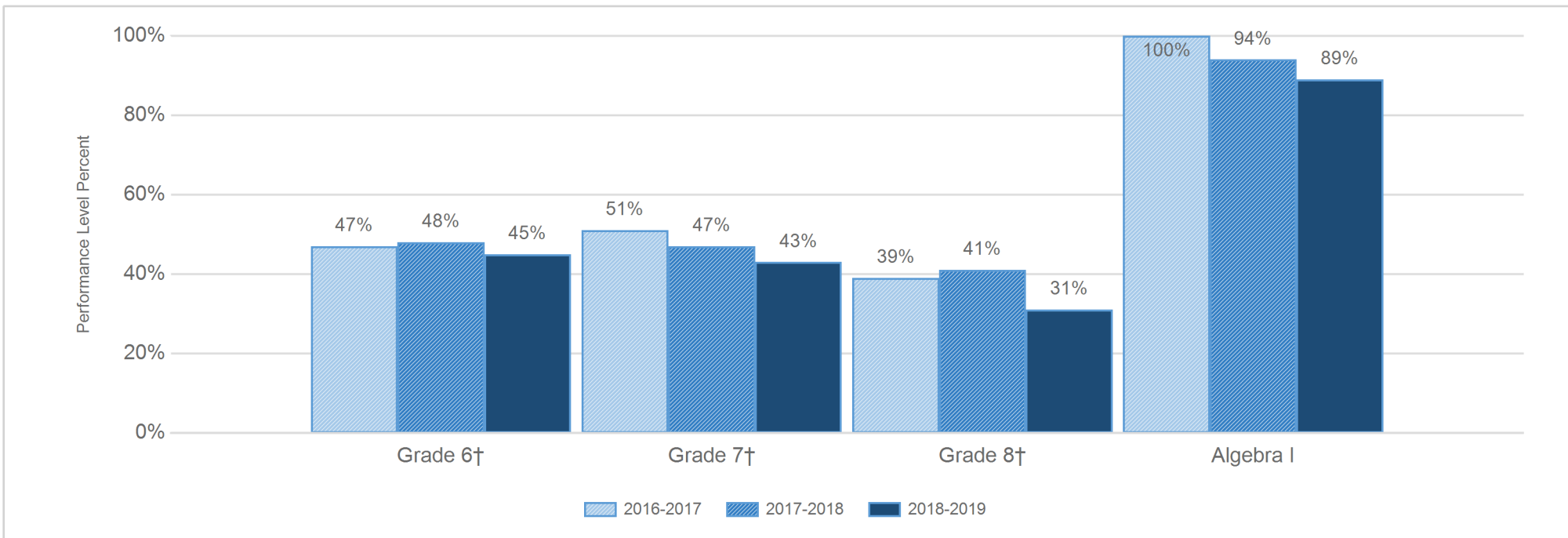
** Accountability calculations require 20 or more students

N No Data is available to display

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

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.



Lake Riviera Middle School
(29-0530-043)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	286	745	745	741	5%	18%	32%	38%	6%	45%	41%
White	204	745	747	749	*	18%	33%	*	*	45%	51%
Hispanic	56	742	738	729	*	20%	32%	*	*	39%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	11	767	*	769	0%	*	*	*	*	73%	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	142	747	747	742	*	15%	30%	*	*	50%	42%
Male	144	743	742	740	*	20%	35%	*	*	40%	40%
Economically Disadvantaged Students	119	741	737	726	*	21%	31%	*	*	39%	21%
Non-Economically Disadvantaged Students	167	748	749	750	*	16%	33%	*	*	49%	53%
Students with Disabilities	58	724	719	716	*	45%	28%	*	*	14%	12%
Students without Disabilities	228	750	751	746	*	11%	33%	*	*	53%	46%
English Learners	11	719	*	709	*	*	*	*	*	18%	*
Non-English Learners	275	746	*	743	*	*	*	*	*	46%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Lake Riviera Middle School
(29-0530-043)
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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	313	746	745	744	4%	19%	33%	36%	7%	43%	42%
White	226	749	748	751	*	17%	33%	*	*	47%	53%
Hispanic	68	734	737	733	*	26%	37%	*	*	28%	26%
Black or African American	11	743	725	727	0%	*	*	*	*	36%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	138	745	745	744	*	21%	36%	*	*	38%	42%
Male	175	747	746	743	*	18%	31%	*	*	47%	42%
Economically Disadvantaged Students	106	737	737	731	*	29%	35%	*	*	30%	24%
Non-Economically Disadvantaged Students	207	751	750	751	*	14%	32%	*	*	50%	53%
Students with Disabilities	65	717	718	718	*	*	*	*	*	*	13%
Students without Disabilities	248	753	752	749	*	*	*	*	*	*	48%
English Learners	*	*	731	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	746	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	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%



Lake Riviera 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	236	735	732	728	13%	22%	34%	*	*	31%	29%
White	158	738	735	737	10%	22%	35%	*	*	33%	38%
Hispanic	53	724	725	722	26%	21%	30%	23%	0%	23%	22%
Black or African American	14	733	725	714	*	*	*	*	*	29%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	112	736	737	731	10%	22%	38%	*	*	29%	31%
Male	124	733	728	726	16%	22%	31%	*	*	31%	27%
Economically Disadvantaged Students	101	728	727	719	16%	26%	38%	*	*	21%	20%
Non-Economically Disadvantaged Students	135	740	736	735	11%	19%	32%	*	*	38%	36%
Students with Disabilities	63	718	713	707	*	*	*	*	*	*	10%
Students without Disabilities	173	741	739	734	*	*	*	*	*	*	35%
English Learners	*	*	704	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	733	730	*	*	*	*	*	*	30%
Homeless Students	*	*	737	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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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	82	776	743	744	0%	0%	*	*	*	89%	42%
White	61	775	746	752	0%	0%	*	*	*	87%	53%
Hispanic	13	776	*	728	0%	0%	0%	100%	0%	100%	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	45	775	745	745	0%	0%	*	*	*	89%	44%
Male	37	778	742	743	0%	0%	*	*	*	89%	41%
Economically Disadvantaged Students	12	783	*	727	0%	0%	*	*	*	100%	23%
Non-Economically Disadvantaged Students	70	775	*	752	0%	0%	*	*	*	87%	52%
Students with Disabilities	N	N	714	717	N	N	N	N	N	N	12%
Students without Disabilities	82	776	750	748	0%	0%	*	*	*	89%	47%
English Learners	N	N	727	710	N	N	N	N	N	N	*
Non-English Learners	82	776	744	745	0%	0%	*	*	*	89%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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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%	40.9%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	20	*	*
3-4	10	90.0%	10.0%
5 or more	*	*	*



Lake Riviera Middle School
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2018-2019

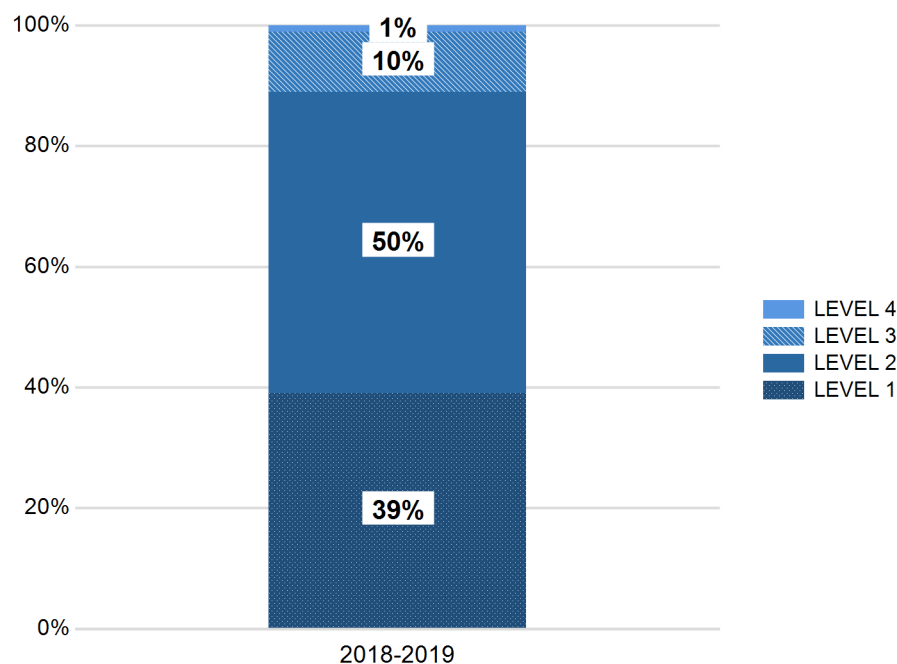
Report Key:

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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	39	50	10	1
White	33	54	12	0
Hispanic	55	41	5	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	38	52	8	1
Male	40	47	12	0
Economically Disadvantaged Students	58	39	4	0
Non-Economically Disadvantaged Students	29	56	14	1
Students with Disabilities	65	33	2	0
Students without Disabilities	33	54	13	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	299
7	0	0	331
8	56	0	160
Total	56	0	790

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	246	0	0	0	0	0	0
7	98	0	0	0	0	0	0
8	67	0	0	0	0	0	0
Total	411	0	0	0	0	0	0



Lake Riviera Middle School
 (29-0530-043)
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 2018-2019

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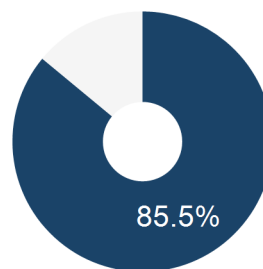
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Visual and Performing Arts – Course Participation

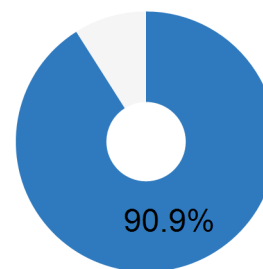
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

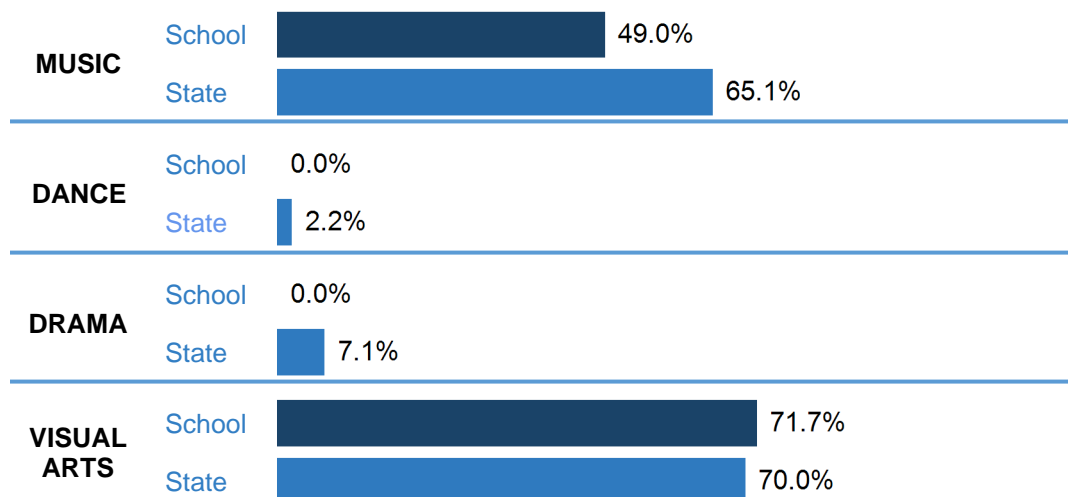


School



State

Students enrolled in one or more classes by discipline:





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

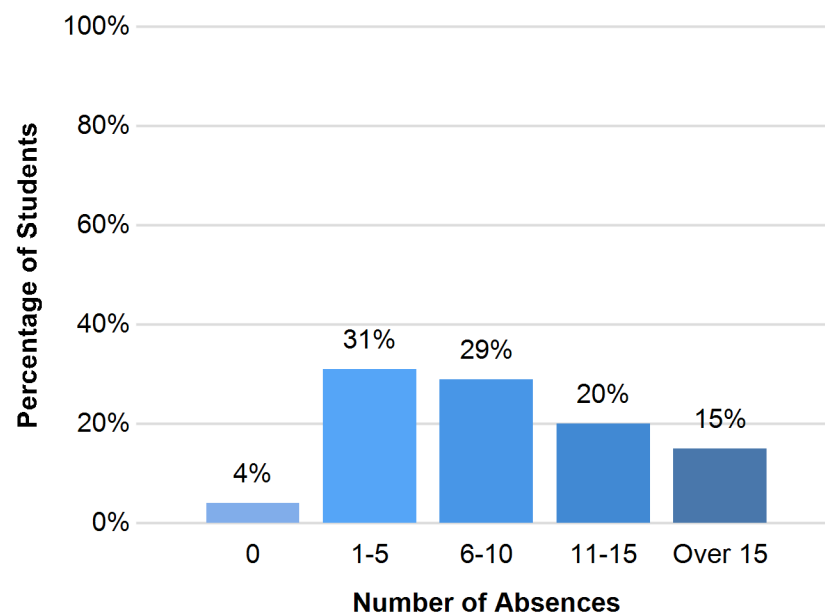
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	98	10.5	9.1	Not Met
White	81	12.2	9.1	Not Met
Hispanic	11	5.8	9.1	Met
Black or African American	3	8.6	9.1	Met
Asian, Native Hawaiian, or Pacific	2	6.3	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	7.1	**	**
Female	50	11.1		
Male	48	9.9		
Economically Disadvantaged Students	49	14.2	9.1	Not Met
Students with Disabilities	20	10.2	9.1	Not Met
English Learners	1	4.3	9.1	Met
Homeless Students	6	40.0		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Lake Riviera Middle School
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2018-2019

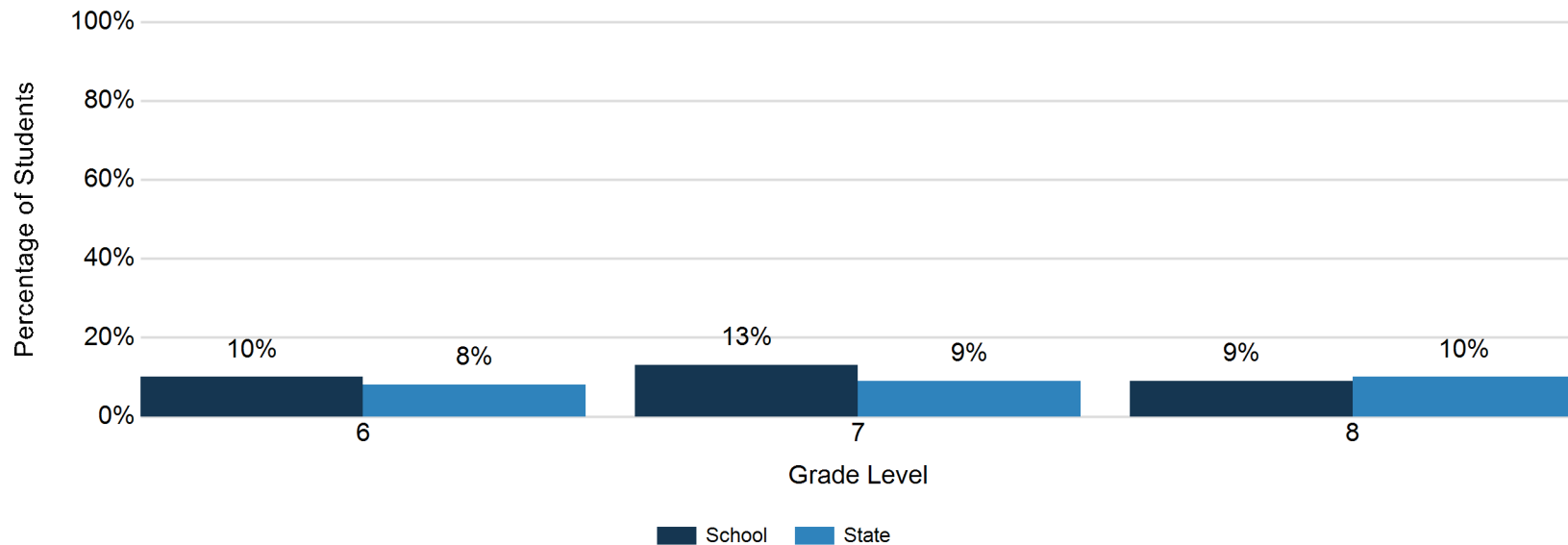
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Chronic Absenteeism by Grade

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





Lake Riviera Middle School

(29-0530-043)

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2018-2019

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** Accountability calculations require 20 or more students

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

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	1
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	2.56

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	97	10.3%
Out-of-School Suspensions	35	3.7%
Any Suspension	116	12.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
80



Lake Riviera Middle School

(29-0530-043)

Grades Offered: 06-08

2018-2019

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School Day

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

Category	School
Typical Start Time	7:40 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	87	118,214
Average years experience in public schools	13.4	12.1
Average years experience in district	13.0	10.8
Percentage of Teachers with 4 or more years experience in the district	80.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,530
Average years experience in public schools	16.6	16.0
Average years experience in district	16.6	12.0
Percentage of Administrators with 4 or more years experience in the district	80.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	313:1	208:1
Teachers to Administrators	29:1	19:1
Students to Librarians/Media Specialists		774:1
Students to Nurses		501:1
Students to Counselors		425:1
Students to Child Study Team Members		208:1



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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	48.6%	77.0%	33.3%	48.4%	77.1%	54.9%
Male	51.4%	23.0%	66.7%	51.6%	22.9%	45.1%
White	69.9%	98.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	21.4%	1.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	3.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	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.

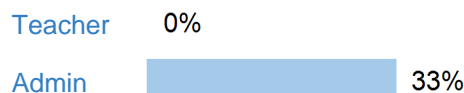
Bachelor's Degree



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	94.1%	90.5%
2017-18 Administrators: Same district 2018-19	90.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.6%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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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	64.3%	65.2%	65.7%
Math Proficiency	51.4%	49.7%	44.4%
ELA Growth	59	64	63
Math Growth	60	55	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		32.0%	20.0%
Chronic Absenteeism	9.5%	9.6%	10.5%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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Highlights:

- National School of Character
- Recipient, \$26,000 FUSE Grant for student-lead STEM activities
- 1st Place Ocean County College Robotics Competition



Mission, Vision, Theme:

Our school motto, "Aim for Excellence", is more than an aspiration; it is our obligation. The Lake Riviera Middle School staff is dedicated to delivering a rigorous academic program, a character education program that enhances social and emotional development, a variety of extra-curricular activities, and a commitment to our community. We strive to develop well-rounded students who demonstrate respect, responsibility, and commitment to academic excellence, and community service.



Awards, Recognition, Accomplishments:

LRMS is one of only four middle schools in the entire country that was honored as a "National School of Character." We have also recently received the following awards: Sustainable Jersey for Schools, Bronze Level Certification; \$26,000 FUSE Grant from Northwestern University; Coding Grant from TCNJ; Food Science Training Grant sponsored by the Food & Drug Assoc. & National Science Teachers Assoc.; Power Save Schools Grant; Sustainable Jersey for Schools grant from NJEA; Crayola Champion Creatively Alive Children Grant; National PTA School of Excellence, Our 7th graders placed 2nd and our 8th graders fourth in the Academic Bowl; and Kelly Cerbone, one of our 7th grade teachers, was selected as Ocean County Teacher of the Year.






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 <p>Courses, Curriculum, Instruction:</p>	<p>Our English Language Arts program, CodeX, incorporates research-based best practices to help students analyze complex text. In mathematics, our students use mathematical reasoning and number sense to solve real world problems with the Big Ideas program. We also offer accelerated math courses in grades 7 and 8. Our science program, aligned to the Next Generation Science Standards, engages students in authentic real world experiences. We offer the EXCEL program for gifted and talented students.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Coed)</p> <p>In 2019, the Baseball Team won the Blue Division title.</p>
 <p>Clubs and Activities:</p>	<p>Some of the activities open to all students include Science Club, Drama Club, Art Club, Kettle Creek Environmental Crusaders, Newspaper, Student Council, and the Interact service organization. Students may also become a member of the Lead and Seed Team, an anti-drug Youth Prevention Coalition. Last year, our Robotics Club won 1st place in the Ocean County Robotics Competition and is looking forward to defending the title. Students may also apply to become members of the prestigious LRMS National Junior Honor Society.</p>





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 <p>Before and After School Programs:</p>	<p>LRMS students in need of ELA and math enhancement attend the "Laker Pride" Title I after school program. English Language Learners receive after school enrichment via the Learning English After School Program. The Tut-R-Us program provides peer tutoring homework help for students and is offered twice a week in the library.</p>
 <p>Staff and Professional Learning:</p>	<p>LRMS staff participates in professional development with a focus on rigor, differentiation, (Universal Design for Learning) and Growth Mindset. The school utilizes the Professional Learning Community model for teacher collaboration and learning. Teachers also attend workshops at the district professional development center, as well as venues outside the district. Twenty teacher leaders facilitated an EdCamp for innovative student-centered practices that maximize learning.</p>






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 <p>Student Supports and Services:</p>	<p>Lake Riviera Middle School supports an inclusive environment, servicing students of diverse backgrounds and needs. Support services are in place for Special Education Students, English Language Learners, and Basic Skills Students. Additionally, the I&RS process is followed with fidelity to ensure that all students struggling academically, behaviorally, socially, or emotionally are provided targeted supports to facilitate growth.</p>
 <p>Student Health and Wellness:</p>	<p>Our school follows the Federal guidelines for childhood nutrition. To that point, we participate in the "Breakfast after the Bell" program to ensure students start the day with proper nutrition. In addition, our physical education curriculum consists of student-centered rotations in a 55-minute class period. This program is extended via events such as our annual community Harvey Lynch Color Run, which raises money to combat childhood obesity.</p>
 <p>Parent and Community Involvement:</p>	<p>Our PTA was recognized as a National PTA School of Excellence. They sponsor family activities including 6th grade Welcome Dance, Book Fair, Civil War Re-enactment, and 7th Grade World's Fair. Other events include Title 1 Family Nights; Family Engineering Night; Character Education Committee's Green & White Family Night; as well as Drama, Chorus and Band performances. Student progress is tracked by parents via Parent Portal, which is a tool that allows our parents to view their child's grades and attendance from home. This ensures that there is a strong home school connection. In addition, parents receive communication regarding school news and events via the bimonthly school newsletter, The Laker Ledger, and through twitter.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No</p>
 <p>Facilities:</p>	<p>Lake Riviera recently celebrated its 50th anniversary with a semi-centennial plaza created around our flag pole. There is a bucolic courtyard with a pond and ducks that is used to hold special events and ceremonies. Classes use the lake as an outdoor classroom to engage in environmental studies. All of our classrooms at Lake Riviera Middle School have new interactive projectors, document cameras, and laptop carts to equip students with 21st century technical skills. We also have 2 computer labs, a state-of-the-art STEM lab with two new 3-D printers, three IPAD labs, and Promethean Tables. In addition, our building is considered a "green" facility. Recently, solar panels were installed, and LRMS received Bronze Level certification by Sustainable Jersey for Schools.</p>
 <p>School Safety:</p>	<p>LRMS has a school resource officer and a security guard that work closely with administration to ensure the safety of students and staff. The school utilizes evacuation and safety protocols recommend by Homeland Security. Emergency drills are routinely practiced throughout each school year in consultation and collaboration with the district Safety Officer, the School Resource Officer, and the local police department.</p>



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Technology and STEM:

All of our classrooms at Lake Riviera Middle School have new interactive projectors, document cameras, and chromebook carts to equip students with 21st century technical skills. We also have two state-of-the-art STEM labs, two computer labs, two science labs, and a Food Science lab. Additionally, we have two new 3-D printers, 3 IPAD mobile labs, and Promethean Tables. Our school offers a STEM elective course, Science Technology course, and a Coding unit within our Computer courses.



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



Other Information

Our school day structure follows the successful "school within a school" model which consists of three mixed-grade units and an electives unit. We have approximately 1:1 technology usage and utilize the Google Classroom platform throughout the district. This year, technology teacher, Mrs. Osborne, incorporated into her curriculum the "Computer Discoveries" Coding Curriculum from a grant-sponsored program offered at TCNJ.. In October, LRMS has guest speakers and activities planned that emphasize safety during "School Violence Awareness" with lessons aligned to the Sandy Hook Promise Organization's "Say Something" Program. Our safe and inclusive school culture is also supported by our comprehensive character education program and anti-bullying curriculum. Social and emotional learning is integrated into our academic, elective, physical education, and extracurricular programs. The school's mission is reinforced with staff and students each quarter at "Laker Pride" assemblies where school goals are identified; personal goals are established; student leadership is recognized; and individual, team, and school success is celebrated. Student leadership is a hallmark of Lake Riviera Middle School. New students are inducted into the "Laker" family through a New Student Orientation Program and by NJHS student leaders, who facilitate an orientation for incoming sixth graders each May. "Laker Leaders" are recognized monthly; the Character Education Troupe performs during the "Week of Respect;" seventh grade student ambassadors escort first grade students through our annual World's Fair; the Student Council and Cheer Squad organize Spirit Week; and on Student Leadership Day in May, our eighth grade students assume the role of school teachers and leaders.



Lanes Mill Elementary School
(29-0530-045)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Ocean
District	Brick Township Public School District
Principal Name	Mr. Jeffrey Luckenbach
Address	1891 LANES MILL RD BRICK, NJ 08724-1445
Phone Number	732-785-3000
Email Address	jluckenbach@brickschools.org
Website	http://www.brickschools.org/Schools/LanesMillIES
Twitter	https://twitter.com/LMESColts



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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	89	94	73
1	87	89	97
2	98	85	91
3	103	103	91
4	86	108	110
5	102	85	107
Total	565	564	569

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.1%	47.0%	47.6%
Male	51.9%	53.0%	52.4%
Economically Disadvantaged Students	36.8%	37.8%	38.8%
Students with Disabilities	29.4%	29.8%	28.3%
English Learners	5.0%	6.9%	8.1%
Homeless Students	1.6%	1.1%	1.6%
Students in Foster Care	0.4%	0.4%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	71.7%	69.0%	65.9%
Hispanic	14.0%	16.3%	18.5%
Black or African American	10.1%	9.6%	9.8%
Asian	1.9%	2.5%	2.8%
Native Hawaiian or Pacific Islander	0.2%	0.4%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.1%	2.3%	3.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	89	94	73

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	84.7%
Spanish	9.0%
Arabic	1.6%
Portuguese	1.4%
Other Languages	3.3%



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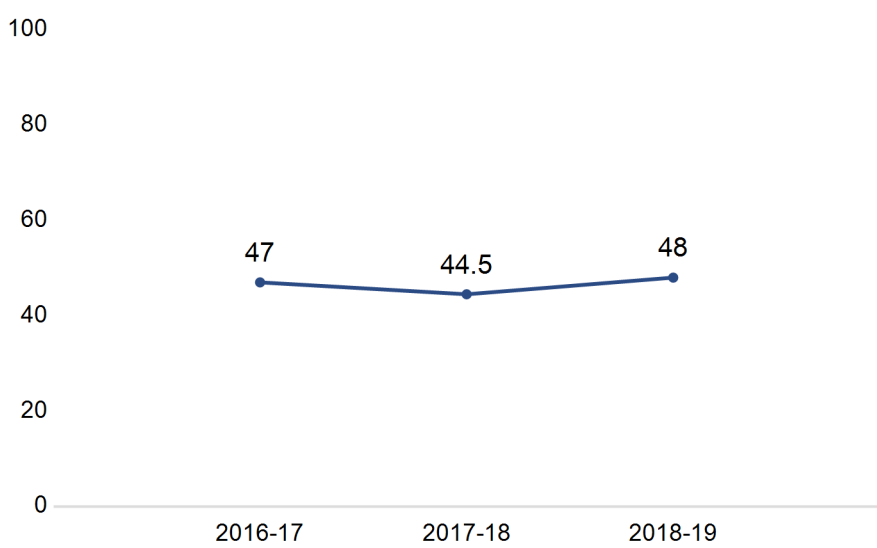
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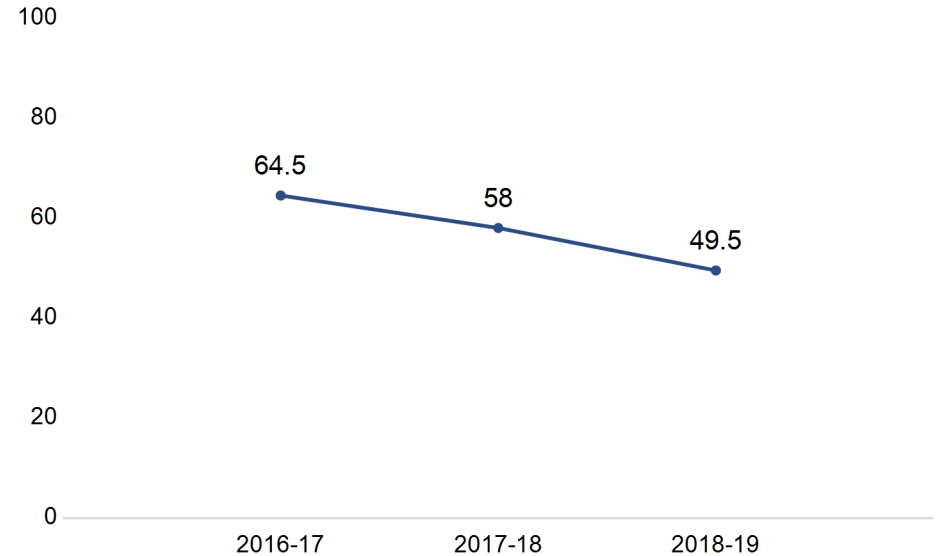
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47	44.5	48	64.5	58	49.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	48	54	50	Met Standard	49.5	49	50	Met Standard
White	52	55	50	Met Standard	50	48	52	Met Standard
Hispanic	52	51	49	Met Standard	47	49.5	47	Met Standard
Black or African American	31	46.5	45	Not Met	54	44	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	58.5	59	**	*	64	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	65	49	**	*	70.5	52	**
Female	48	58	53	N	53	49	50	N
Male	50	51	47	N	48	48	51	N
Economically Disadvantaged Students	47	52	48	Met Standard	49.5	50	46	Met Standard
Students with Disabilities	43	52	43	Met Standard	51	43	45	Met Standard
English Learners	51	57	52	**	52	55	50	**
Homeless Students	*	57	43	N	*	46.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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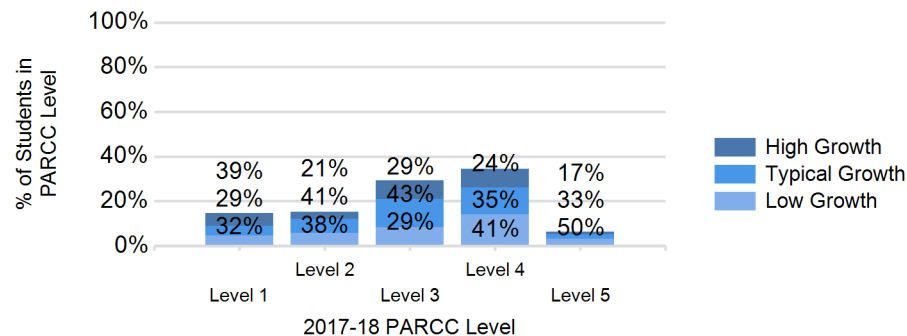
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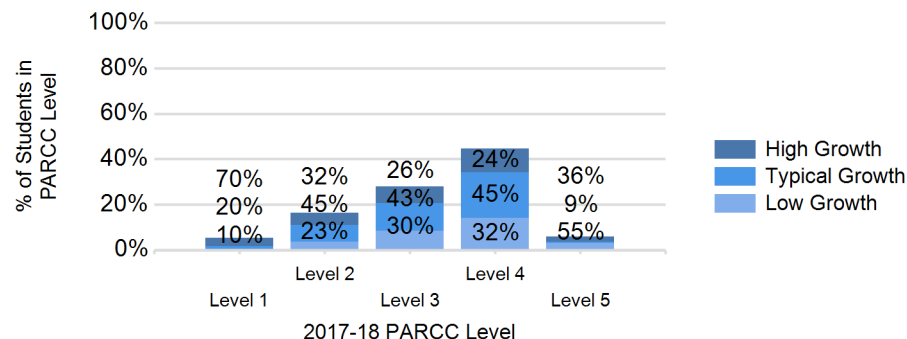
Student Growth by Performance Level

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.

ELA



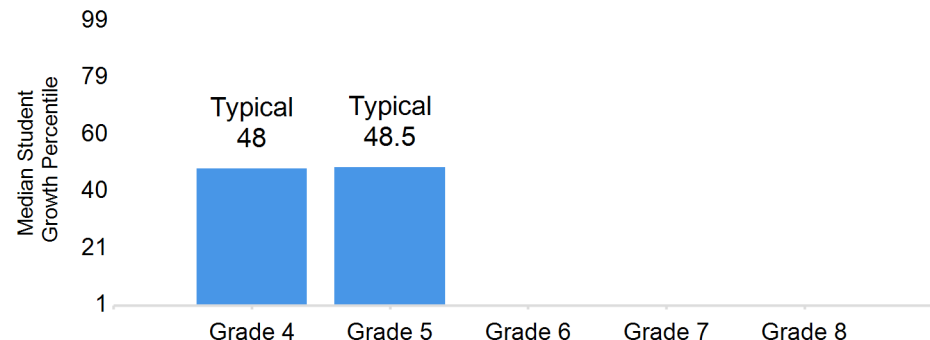
Math



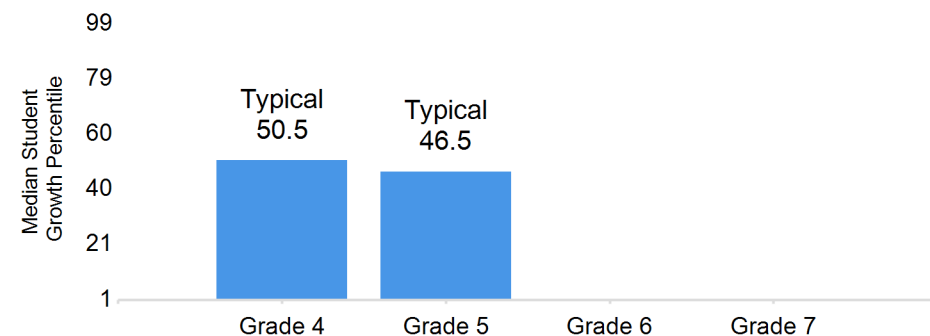
Student Growth by Grade

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

ELA



Math





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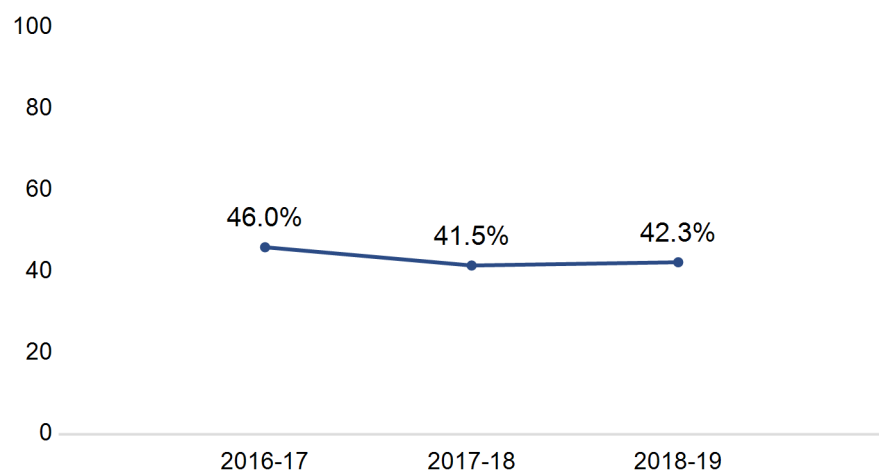
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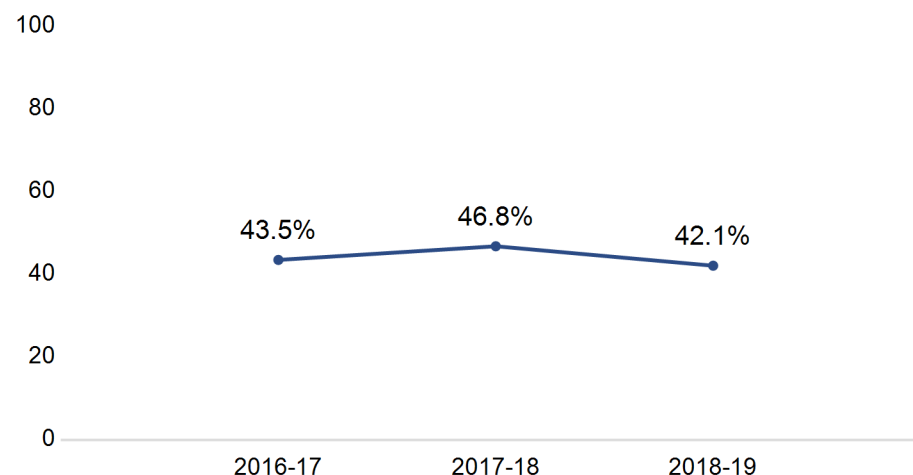
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.2%	98.6%	99.3%	98.2%	98.9%	98.6%
Proficiency Rate for Federal Accountability	46.0%	41.5%	42.3%	43.5%	46.8%	42.1%
Annual Target	44.7%	46.5%	48.4%	48.0%	49.7%	51.4%
Met Annual Target?	Met Target	Met Target†	Not Met	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	274	99.3	42.3	58.6	57.9	42.3	48.4	Not Met
White	191	99.0	45.5	63.4	66.9	45.5	47.5	Met Target†
Hispanic	39	100.0	43.6	*	43.9	43.6	52.6	Met Target†
Black or African American	32	100.0	21.9	36.3	38.5	21.9	46	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.2	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	129	98.5	45.7	66.1	64.8	45.7		
Male	145	100.0	39.3	51.5	51.3	39.3		
Economically Disadvantaged Students	106	100.0	34.0	43.7	40.0	34.0	37.2	Met Target†
Non-Economically Disadvantaged Students	168	98.8	47.6	65.7	67.9	47.6		
Students with Disabilities	79	98.8	24.1	*	22.7	24.1	26.7	Met Target†
Students without Disabilities	195	99.5	49.7	*	65.1	49.7		
English Learners	15	100.0	33.3	21.5	29.3	33.3	**	**
Non-English Learners	259	99.2	42.9	60.5	60.6	42.9		
Homeless Students	*	*	*	48.1	29.1	*		
Students In Foster Care	N	N	N	33.3	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



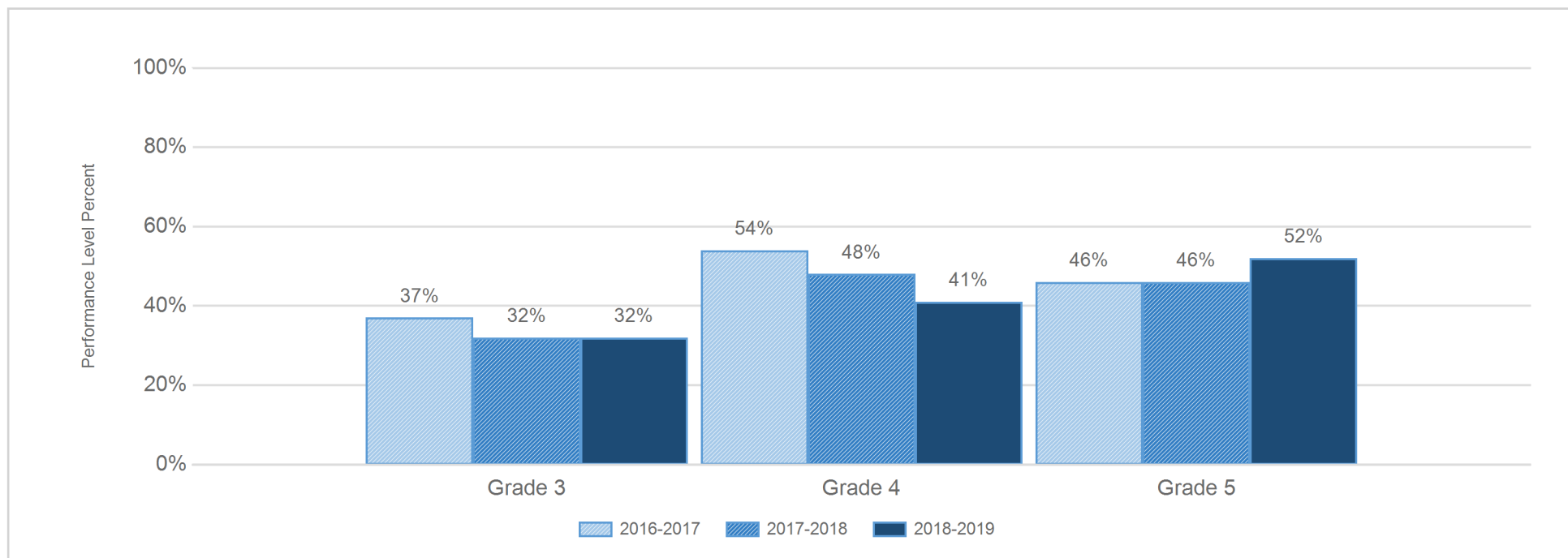
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	736	740	748	16%	25%	27%	*	*	32%	50%
White	56	738	747	757	*	*	29%	36%	0%	36%	60%
Hispanic	13	733	723	734	*	*	*	*	*	23%	36%
Black or African American	*	*	722	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	733	756	*	*	*	*	*	*	58%
Female	44	738	744	753	*	*	23%	*	*	34%	55%
Male	37	733	736	743	*	*	32%	*	*	30%	46%
Economically Disadvantaged Students	31	732	727	731	*	*	*	*	*	26%	33%
Non-Economically Disadvantaged Students	50	738	749	759	*	*	*	*	*	36%	61%
Students with Disabilities	21	717	716	719	*	*	*	*	*	24%	24%
Students without Disabilities	60	742	746	754	*	*	*	*	*	35%	56%
English Learners	*	*	710	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	743	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	742	751	755	*	22%	28%	*	*	41%	57%
White	66	748	*	763	*	20%	30%	*	*	45%	67%
Hispanic	15	742	738	743	*	*	*	*	*	53%	44%
Black or African American	15	715	737	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	43	745	*	760	*	*	23%	*	*	47%	62%
Male	55	740	*	750	*	*	31%	*	*	36%	53%
Economically Disadvantaged Students	41	736	*	740	*	27%	*	*	*	39%	40%
Non-Economically Disadvantaged Students	57	747	*	765	*	19%	*	*	*	42%	69%
Students with Disabilities	30	725	726	725	*	33%	*	*	*	20%	25%
Students without Disabilities	68	750	758	761	*	18%	*	*	*	50%	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	754	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	747	748	756	*	17%	24%	*	*	52%	58%
White	68	751	754	764	*	18%	25%	*	*	53%	68%
Hispanic	13	737	729	743	*	*	*	*	*	54%	44%
Black or African American	11	732	729	739	*	*	*	*	*	45%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	40	753	753	761	*	*	25%	*	*	60%	64%
Male	56	743	744	750	*	*	23%	*	*	46%	52%
Economically Disadvantaged Students	35	735	734	740	*	*	34%	*	*	34%	39%
Non-Economically Disadvantaged Students	61	754	756	766	*	*	18%	*	*	62%	69%
Students with Disabilities	26	718	*	724	*	*	*	*	*	27%	23%
Students without Disabilities	70	758	*	762	*	*	*	*	*	61%	65%
English Learners	*	*	706	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	749	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	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%



Lanes Mill Elementary School
(29-0530-045)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	273	98.6	42.1	42.1	44.5	42.1	51.4	Not Met
White	191	98.5	44.5	45.9	54.1	44.5	53.4	Not Met
Hispanic	39	100.0	38.5	*	28.8	38.5	45.2	Met Target†
Black or African American	31	96.9	22.6	21.0	23.0	22.6	33.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	66.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	129	97.7	37.2	43.0	44.9	37.2		
Male	144	99.3	46.5	41.3	44.2	46.5		
Economically Disadvantaged Students	106	99.1	34.9	29.8	26.3	34.9	37.2	Met Target†
Non-Economically Disadvantaged Students	167	98.2	46.7	48.2	54.9	46.7		
Students with Disabilities	79	98.8	22.8	12.5	17.4	22.8	38.4	Not Met
Students without Disabilities	194	98.5	50.0	49.8	50.0	50.0		
English Learners	16	100.0	31.3	19.3	25.0	31.3	**	**
Non-English Learners	257	98.5	42.8	43.3	46.5	42.8		
Homeless Students	*	*	*	25.0	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



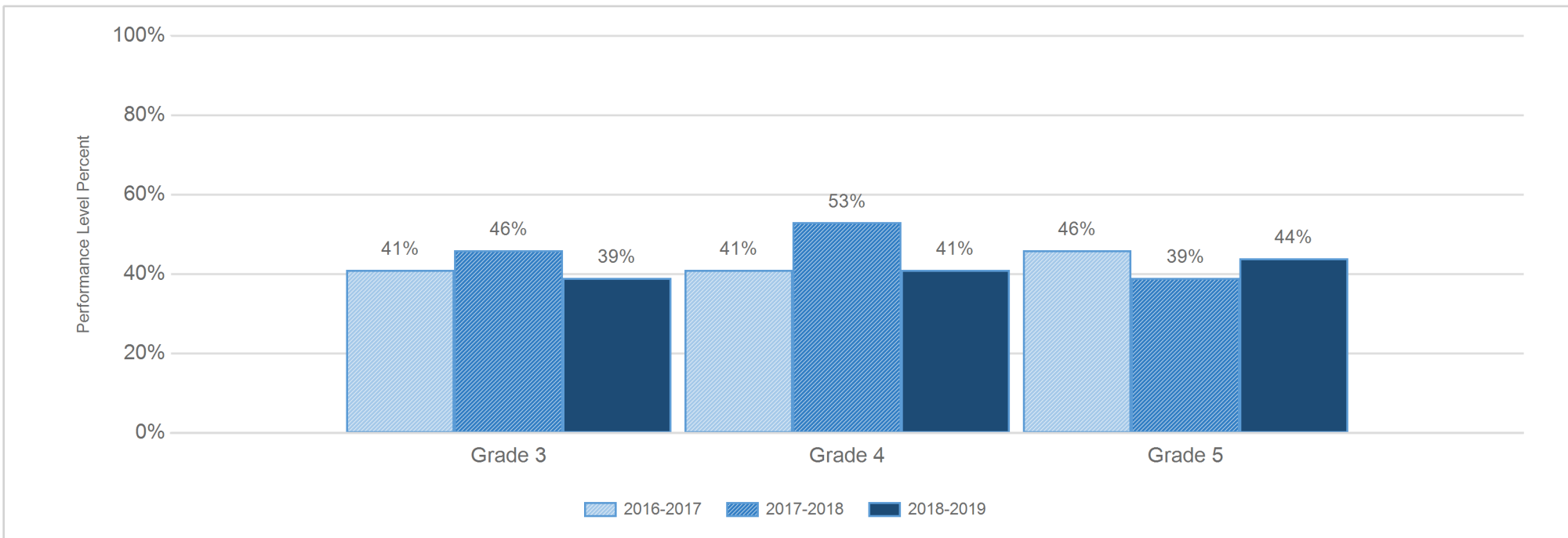
Lanes Mill Elementary School
(29-0530-045)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	743	747	752	*	16%	38%	*	*	39%	55%
White	56	745	752	760	*	*	46%	*	*	36%	66%
Hispanic	13	733	733	739	*	*	*	*	*	31%	40%
Black or African American	*	*	733	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	747	758	*	*	*	*	*	*	62%
Female	44	741	747	751	*	*	39%	*	*	36%	54%
Male	36	746	747	752	*	*	36%	*	*	42%	56%
Economically Disadvantaged Students	31	735	735	737	*	*	35%	*	*	32%	37%
Non-Economically Disadvantaged Students	49	748	755	761	*	*	39%	*	*	43%	67%
Students with Disabilities	21	731	730	731	*	*	57%	*	*	10%	31%
Students without Disabilities	59	748	751	756	*	*	31%	*	*	49%	60%
English Learners	*	*	725	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	749	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	746	748	749	*	19%	37%	*	*	41%	51%
White	65	751	*	757	*	15%	37%	*	*	46%	62%
Hispanic	15	744	736	737	*	*	*	*	*	47%	36%
Black or African American	15	730	734	731	*	*	*	*	*	13%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	42	744	*	749	*	*	50%	*	*	31%	50%
Male	55	748	*	749	*	*	27%	*	*	49%	52%
Economically Disadvantaged Students	40	738	*	734	*	*	30%	*	*	35%	32%
Non-Economically Disadvantaged Students	57	752	*	759	*	*	42%	*	*	46%	63%
Students with Disabilities	30	739	731	726	*	*	*	*	*	40%	25%
Students without Disabilities	67	750	752	754	*	*	*	*	*	42%	56%
English Learners	*	*	728	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	749	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	745	744	747	*	22%	32%	*	*	44%	47%
White	69	747	748	755	*	20%	29%	*	*	49%	58%
Hispanic	13	737	732	735	0%	*	*	*	*	31%	30%
Black or African American	11	734	729	729	*	*	*	*	*	27%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	41	747	745	747	*	*	37%	*	*	46%	47%
Male	56	744	743	747	*	*	29%	*	*	43%	47%
Economically Disadvantaged Students	36	738	734	732	*	31%	33%	*	*	33%	27%
Non-Economically Disadvantaged Students	61	749	750	757	*	16%	31%	*	*	51%	59%
Students with Disabilities	26	728	*	725	*	42%	38%	*	*	12%	19%
Students without Disabilities	71	751	*	752	*	14%	30%	*	*	56%	52%
English Learners	*	*	719	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	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
3	N	N
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	57.9%	56.6%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	22	*	*
3-4	18	66.7%	33.3%
5 or more	*	*	*



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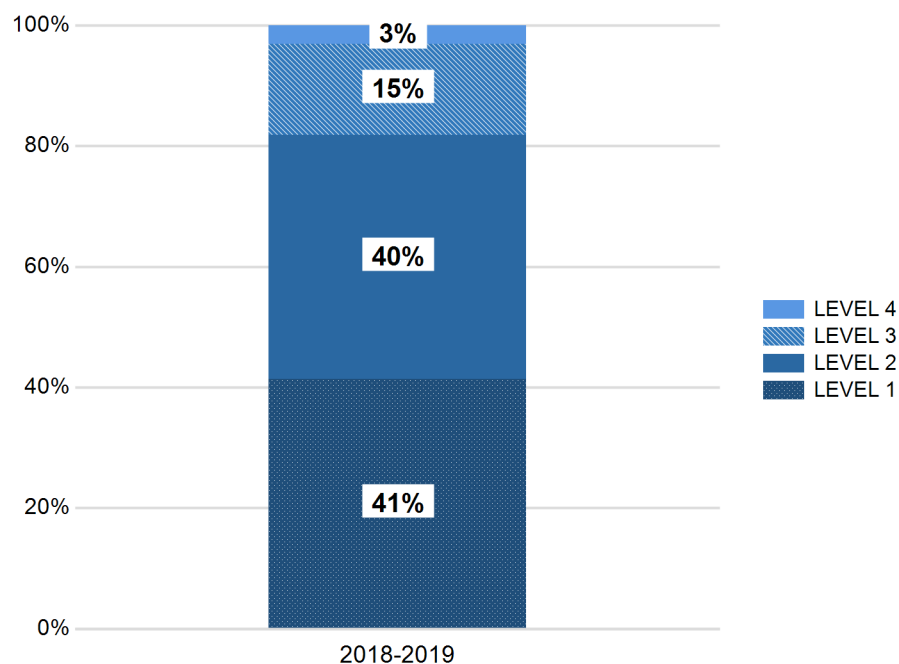
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	41	40	15	3
White	36	43	17	3
Hispanic	54	38	8	0
Black or African American	55	36	9	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	41	44	12	2
Male	41	38	18	4
Economically Disadvantaged Students	49	31	17	3
Non-Economically Disadvantaged Students	37	45	15	3
Students with Disabilities	73	19	8	0
Students without Disabilities	30	48	18	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

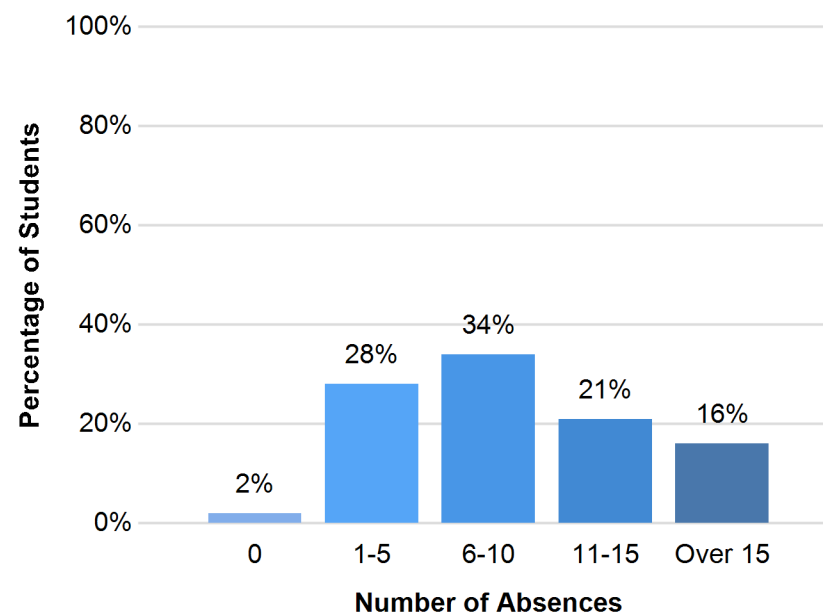
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	70	13.1	8.9	Not Met
White	47	12.9	8.9	Not Met
Hispanic	13	16.3	8.9	Not Met
Black or African American	8	13.6	8.9	Not Met
Asian, Native Hawaiian, or Pacific	2	20.0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	33	12.7		
Male	37	13.5		
Economically Disadvantaged Students	37	19.4	8.9	Not Met
Students with Disabilities	23	15.1	8.9	Not Met
English Learners	0	0	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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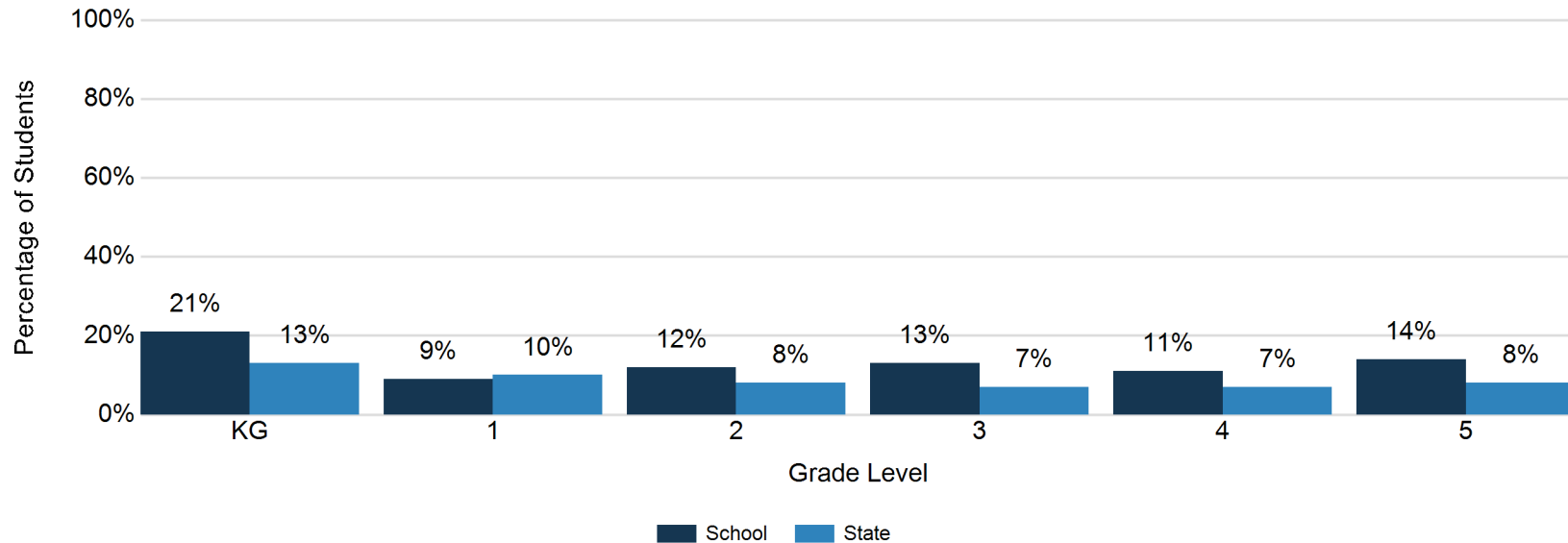
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.18

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

15



Lanes Mill 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	8:25 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	53	118,214
Average years experience in public schools	14.4	12.1
Average years experience in district	14.0	10.8
Percentage of Teachers with 4 or more years experience in the district	83.0%	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	41	9,530
Average years experience in public schools	16.6	16.0
Average years experience in district	16.6	12.0
Percentage of Administrators with 4 or more years experience in the district	80.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	569:1	208:1
Teachers to Administrators	53:1	19:1
Students to Librarians/Media Specialists		774:1
Students to Nurses		501:1
Students to Counselors		425:1
Students to Child Study Team Members		208:1



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Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.6%	90.6%	0.0%	48.4%	77.1%	54.9%
Male	52.4%	9.4%	100.0%	51.6%	22.9%	45.1%
White	65.9%	98.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	18.5%	1.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.0%	0.0%	0.0%	2.1%	0.2%	0.2%



Lanes Mill Elementary School
(29-0530-045)
Grades Offered: KG-05
2018-2019

Report Key:

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Key terms for staff data:

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

Teachers: All classroom teachers

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

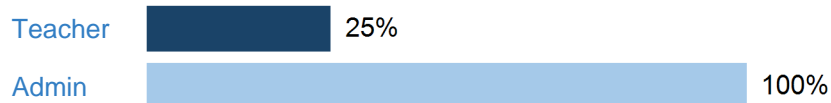
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.1%	90.5%
2017-18 Administrators: Same district 2018-19	90.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.9%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	46.0%	41.5%	42.3%
Math Proficiency	43.5%	46.8%	42.1%
ELA Growth	47	44	48
Math Growth	64	58	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		50.0%	57.9%
Chronic Absenteeism	14.3%	12.4%	13.1%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- Maintained Bronze Medal status from NJ Sustainable Schools
- Technology enhances all lessons at each grade level.
- Received several awards from Monmouth/Ocean Food Bank Hunger Challenge



Mission, Vision, Theme:

At the Lanes Mill Elementary School, we embrace the notion that "Learning has no Limit". Our staff and community are dedicated to developing the academic, social and emotional growth for each of our students. Our diverse population enhances the learning experiences for all members of our community. All members of our community are truly vested in our mission to foster life-long learners and to develop positive members of our community.



Awards, Recognition, Accomplishments:

Lanes Mill School has received the prestigious recognition from Sustainable Schools. The school was bestowed with Bronze Medal status for our efforts in promoting energy conservation. Lanes Mill has received several awards from the Monmouth-Ocean Food Bank for our efforts during their "Hunger Challenge". Our school has received recognition from the U.S. Department of Veteran Affairs for our "Salute to Veterans" program.



Lanes Mill Elementary School

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2018-2019

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Courses, Curriculum, Instruction:

A balanced literacy program highlights a rigorous academic program that challenges the students at all grade levels. A "hands-on" approach to math supports the skills needed for future success. Social Studies and Science are integrated into lessons which reinforce Literacy and Mathematical skills. Our EXCEL program provides students with many challenging activities which include S.T.E.M. projects. Students also received directed instruction to support our students' Social and Emotional growth.



Clubs and Activities:

Our school supports two service organizations that promote a positive school and community climate. Our Student Council develop student-leaders into promoting school-wide initiatives that benefit all members of our community. Our Early Act club provides charitable services for many members of our community. This group works with Senior Assisted-Living Centers and local charity groups.



Lanes Mill Elementary School

(29-0530-045)

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2018-2019

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 <p>Before and After School Programs:</p>	<p>The Lanes Mill School offers the Extended Day program to assist some students with additional support with Literacy and/or Math skills. The LEAP program provides additional support for our English Language Learners. All of our teachers offer additional instruction for our students outside the normal school day.</p>
 <p>Staff and Professional Learning:</p>	<p>The staff at Lanes Mill Elementary are offered a variety of professional development opportunities throughout the year. We utilize the workshops that are offered through the Brick Township Professional Development Center as well as venues outside the district. Ongoing professional development is offered on site to teachers through the process of empowering teacher leaders, academic coaches and district supervisors.</p>






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 <p>Student Supports and Services:</p>	<p>Our school provides many supports for all of our learners. We support many specialized programs for students with disabilities. The school provides speech, occupational and physical therapy to support the needs of our students. A school counselor is on site to provide services to all students. Lanes Mill also services English Language Learners for students who reside on the northern side of our township.</p>
 <p>Student Health and Wellness:</p>	<p>Our Health/Physical Education department leads our school's wellness program. Their classes provide instruction to enhance their students' nutritional knowledge as well as encouraging sound physical fitness routines. Our school, in conjunction with the Ocean County Health Department, provides direct instruction regarding a variety of health and hygiene topics. Daily meetings are infused into the regular curriculum which specifically targets students' wellness and social development.</p>
 <p>Parent and Community Involvement:</p>	<p>The Lanes Mill Parent-Teacher Association is very involved in many facets of our school. They support many of our academic programs by funding assemblies that are aligned to our curriculum. They also provide many opportunities for school-wide activities that promote a strong sense of community. Our fourth graders annually perform a "Tribute to our Veterans" as a celebration of their service. Annually, the school host a "Night at the Museum" which showcases students' work throughout the year. Our community is invited to this event where all visitors celebrate the efforts of every student.</p>



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2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students The Student Climate survey was given to fifth grade students to elicit data regarding their perceptions of a variety of topics. This District-wide survey addresses areas of safety, inclusiveness, respectfulness and some self-perception. This information is shared with the staff through the school's Data Committee. The information helps our staff to implement our Character Education program as well as each teacher's lessons regarding Social/Emotional Learning.</p>
 <p>Facilities:</p>	<p>The Lanes Mill Elementary School was established in 1964. Over the years, our school has received many upgrades. Most recently, our exterior windows were replaced with more energy efficient models. The interior lighting was also upgraded to a more efficient system. Our school and facilities provide an additional venues for many community organizations during the after school hours. Local organizations use our facilities for various meetings and recreational activities.</p>



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Other Information

The Lanes Mill Elementary School strives to provide a structured and safe learning environment for all of our students. Our outstanding educators seek innovative ways to deliver a challenging curriculum to all of our students. Our Character Education program supports the development of our students to become good citizens in the school and community. Our goals include fostering a life-long love of learning and to encourage every child to seek new challenges. In partnership with parents, guardians and community members, we will continue to commit ourselves to helping every child to reach his/her full potential.



Midstreams Elementary School

(29-0530-060)

Grades Offered: KG-05

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Midstreams Elementary School**

(29-0530-060)

Grades Offered: KG-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	Ocean
District	Brick Township Public School District
Principal Name	Dr. John Billen
Address	500 MIDSTREAMS RD BRICK TOWN, NJ 08724-3816
Phone Number	732-785-3000
Email Address	jbillen@brickschools.org
Website	http://www.brickschools.org/Schools/MidstreamsES
Twitter	https://twitter.com/MESJaguars/



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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	62	71	90
1	70	74	67
2	63	73	77
3	92	72	74
4	86	93	73
5	84	92	92
Total	457	475	473

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.9%	50.3%	50.3%
Male	50.1%	49.7%	49.7%
Economically Disadvantaged Students	18.8%	16.0%	18.6%
Students with Disabilities	19.3%	20.6%	18.4%
English Learners	0.0%	0.2%	0.2%
Homeless Students	1.5%	1.1%	0.2%
Students in Foster Care	0.4%	0.4%	0.6%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	90.8%	89.9%	87.5%
Hispanic	5.0%	5.7%	8.7%
Black or African American	1.3%	1.5%	1.3%
Asian	0.7%	0.8%	0.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	2.2%	2.1%	1.7%

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	62	71	90

Enrollment by Home Language

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

Home Language	% of Students
English	97.9%
Spanish	2.1%



Midstreams Elementary School
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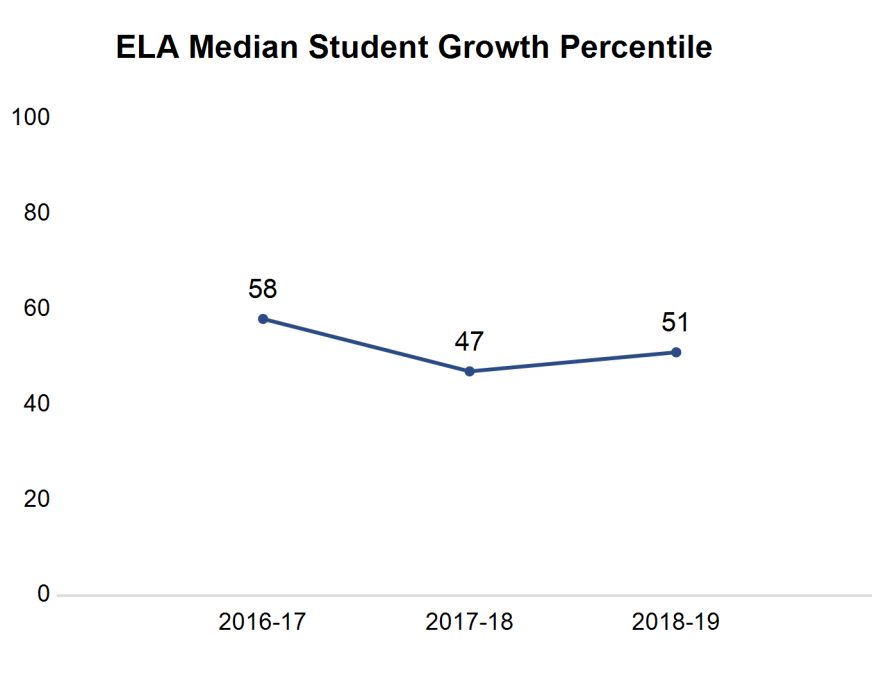
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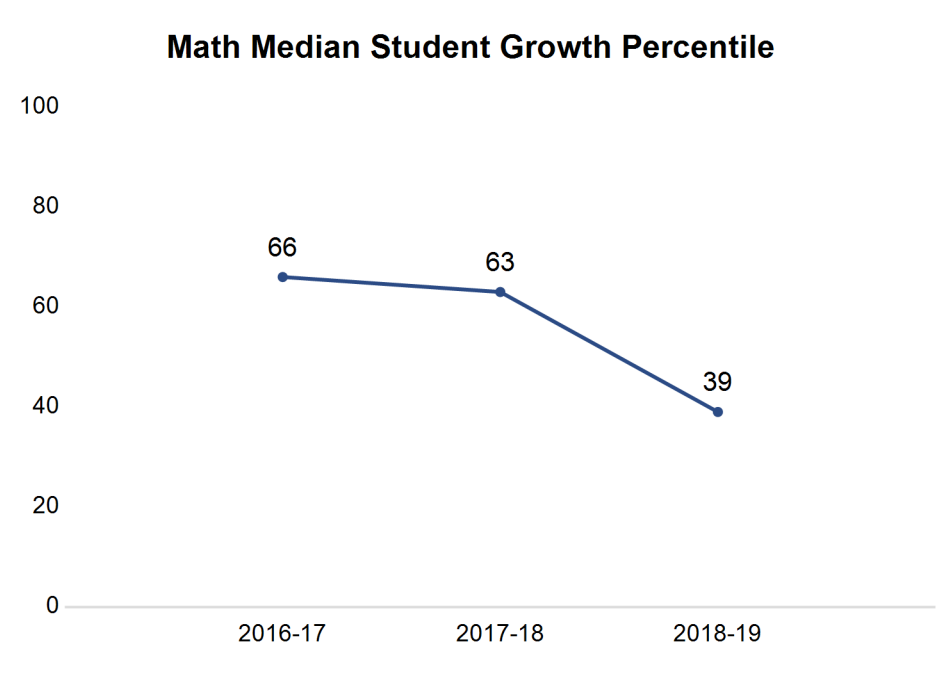
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	58	47	51	66	63	39
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	51	54	50	Met Standard	39	49	50	Not Met
White	52	55	50	Met Standard	37	48	52	Not Met
Hispanic	*	51	49	**	*	49.5	47	**
Black or African American	*	46.5	45	**	*	44	43	**
Asian, Native Hawaiian, or Pacific Islander	N	58.5	59	**	N	64	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	65	49	**	*	70.5	52	**
Female	55.5	58	53	N	30	49	50	N
Male	50	51	47	N	47	48	51	N
Economically Disadvantaged Students	56	52	48	Met Standard	60	50	46	Exceeds Standard
Students with Disabilities	56.5	52	43	Met Standard	36	43	45	Not Met
English Learners	*	57	52	**	*	55	50	**
Homeless Students	N	57	43	N	N	46.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Midstreams Elementary School
(29-0530-060)
Grades Offered: KG-05
2018-2019

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

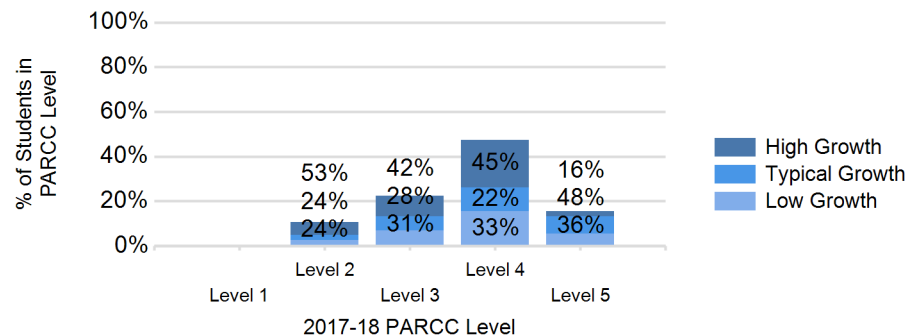
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

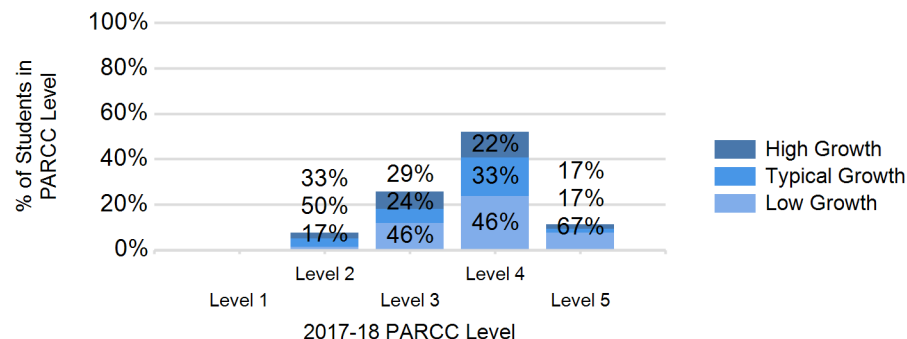
Student Growth by Performance Level

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

ELA



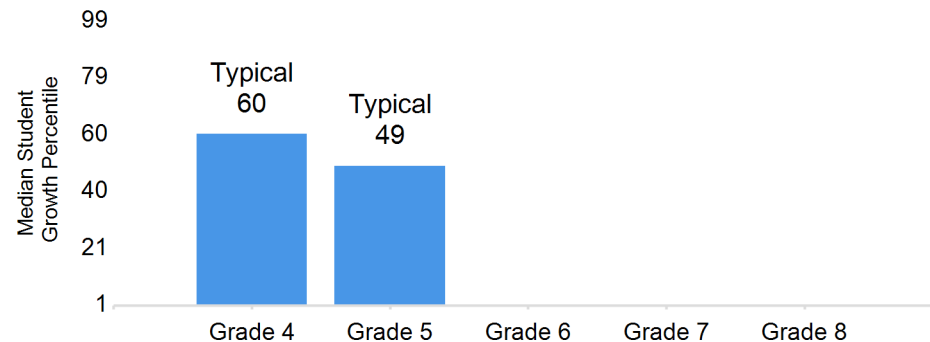
Math



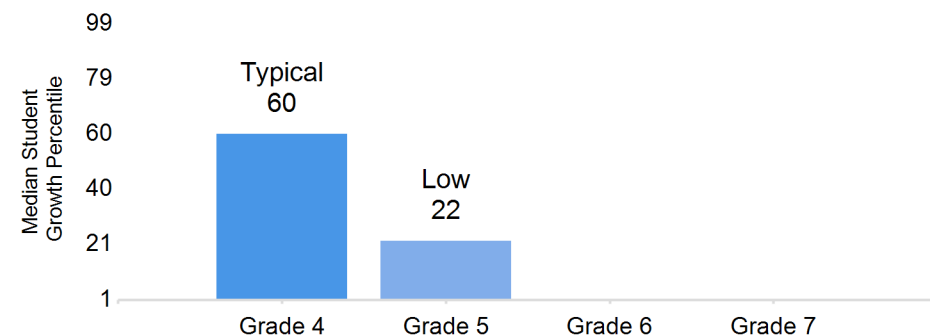
Student Growth by Grade

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

ELA



Math





Midstreams Elementary School
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2018-2019

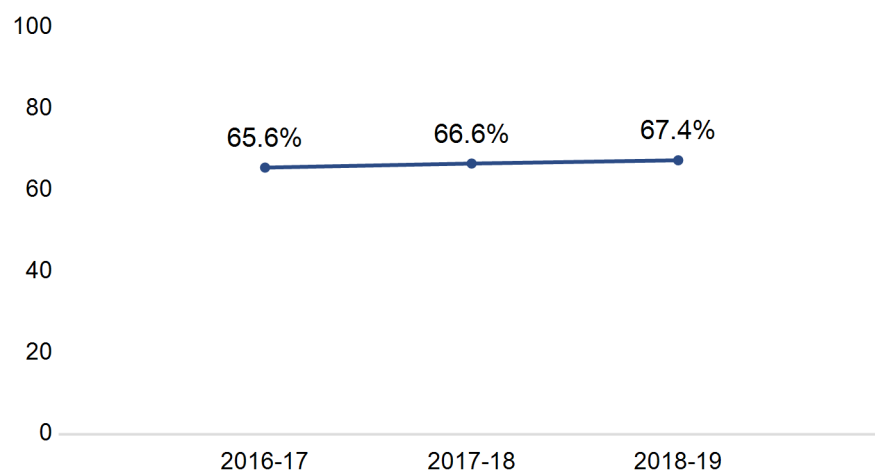
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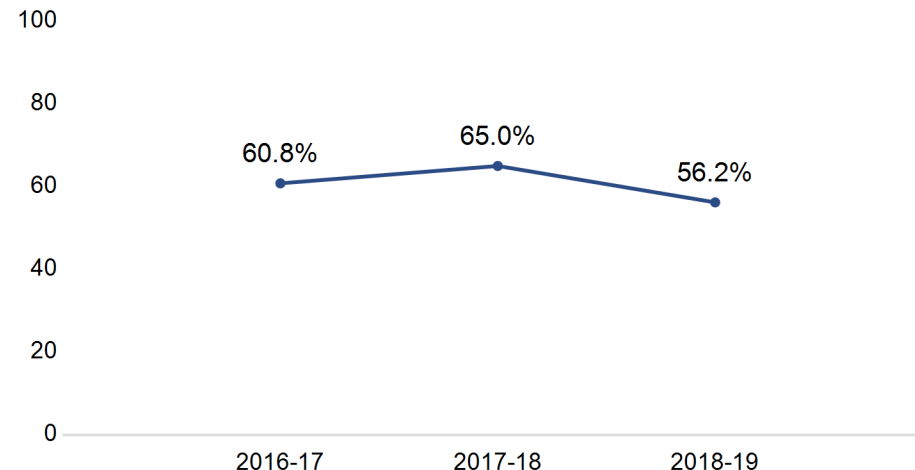
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.5%	98.9%	98.8%	98.5%	98.9%	98.8%
Proficiency Rate for Federal Accountability	65.6%	66.6%	67.4%	60.8%	65.0%	56.2%
Annual Target	56.3%	57.6%	58.8%	54.9%	56.2%	57.6%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Midstreams Elementary School
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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	242	98.8	67.4	58.6	57.9	67.4	58.8	Met Target
White	219	98.7	69.9	63.4	66.9	69.9	60.2	Met Target
Hispanic	13	100.0	38.5	*	43.9	38.5	**	**
Black or African American	*	*	*	36.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	67.2	82.9	N	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	107	99.1	72.0	66.1	64.8	72.0		
Male	135	98.6	63.7	51.5	51.3	63.7		
Economically Disadvantaged Students	49	100.0	46.9	43.7	40.0	46.9	34.8	Met Target
Non-Economically Disadvantaged Students	193	98.5	72.5	65.7	67.9	72.5		
Students with Disabilities	57	96.7	33.3	*	22.7	33.3	38.2	Met Target†
Students without Disabilities	185	99.5	77.8	*	65.1	77.8		
English Learners	*	*	*	21.5	29.3	*	**	**
Non-English Learners	*	*	*	60.5	60.6	*		
Homeless Students	*	*	*	48.1	29.1	*		
Students In Foster Care	*	*	*	33.3	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



Midstreams Elementary School

(29-0530-060)

Grades Offered: KG-05

2018-2019

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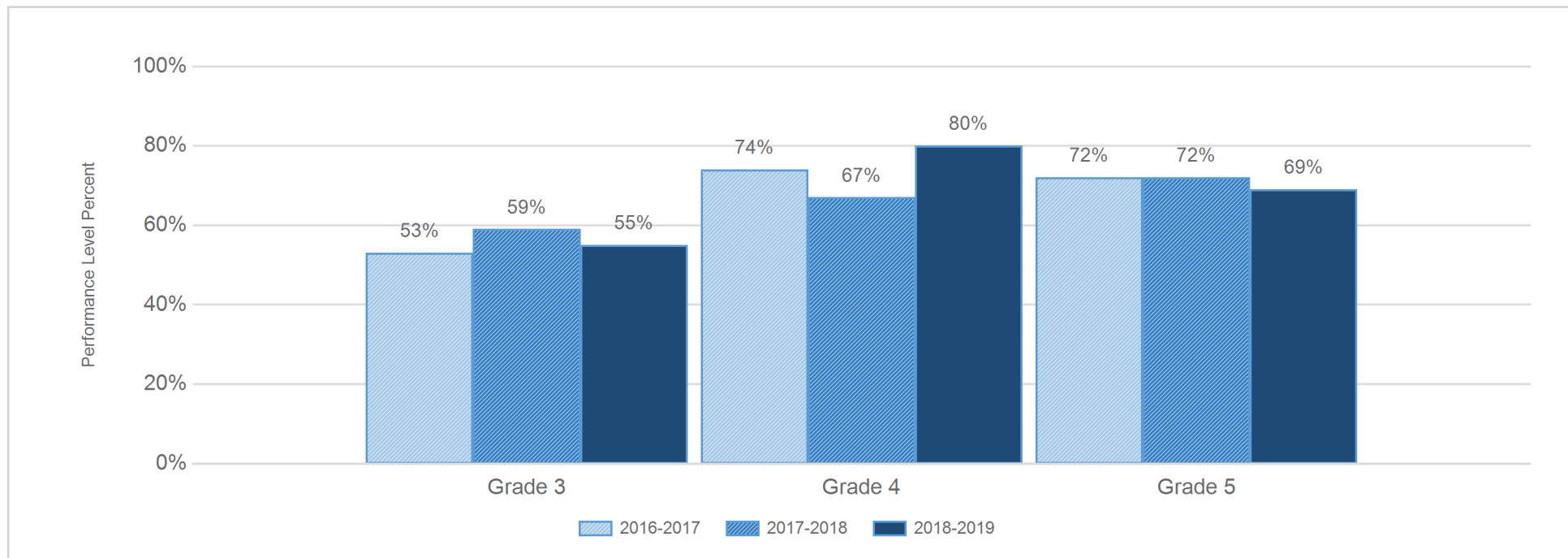
** Accountability calculations require 20 or more students

N No Data is available to display

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

English Language Arts Assessment - Performance 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.





Midstreams Elementary School
(29-0530-060)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	750	740	748	*	13%	25%	*	*	55%	50%
White	63	753	747	757	*	*	24%	*	*	60%	60%
Hispanic	*	*	723	734	*	*	*	*	*	*	36%
Black or African American	*	*	722	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	733	756	*	*	*	*	*	*	58%
Female	41	754	744	753	*	*	*	*	*	59%	55%
Male	34	746	736	743	*	*	*	*	*	50%	46%
Economically Disadvantaged Students	15	729	727	731	*	*	*	*	*	20%	33%
Non-Economically Disadvantaged Students	60	756	749	759	*	*	*	*	*	63%	61%
Students with Disabilities	17	732	716	719	*	*	*	*	*	35%	24%
Students without Disabilities	58	756	746	754	*	*	*	*	*	60%	56%
English Learners	*	*	710	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	743	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



Midstreams 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	69	767	751	755	*	*	*	59%	20%	80%	57%
White	64	766	*	763	*	*	*	59%	19%	78%	67%
Hispanic	*	*	738	743	*	*	*	*	*	*	44%
Black or African American	*	*	737	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	32	775	*	760	*	*	*	*	*	84%	62%
Male	37	761	*	750	*	*	*	*	*	76%	53%
Economically Disadvantaged Students	16	760	*	740	*	*	*	*	*	75%	40%
Non-Economically Disadvantaged Students	53	770	*	765	*	*	*	*	*	81%	69%
Students with Disabilities	14	747	726	725	*	*	*	*	*	50%	25%
Students without Disabilities	55	773	758	761	*	*	*	*	*	87%	64%
English Learners	N	N	719	720	N	N	N	N	N	N	17%
Non-English Learners	69	767	754	758	*	*	*	59%	20%	80%	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	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	761	748	756	*	*	21%	*	*	69%	58%
White	90	762	754	764	*	*	19%	*	*	71%	68%
Hispanic	*	*	729	743	*	*	*	*	*	*	44%
Black or African American	*	*	729	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	33	768	753	761	*	*	*	*	*	76%	64%
Male	63	757	744	750	*	*	*	*	*	65%	52%
Economically Disadvantaged Students	18	749	734	740	*	*	*	*	*	44%	39%
Non-Economically Disadvantaged Students	78	764	756	766	*	*	*	*	*	74%	69%
Students with Disabilities	24	730	*	724	*	*	42%	*	*	21%	23%
Students without Disabilities	72	771	*	762	*	*	14%	*	*	85%	65%
English Learners	N	N	706	713	N	N	N	N	N	N	11%
Non-English Learners	96	761	749	758	*	*	21%	*	*	69%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	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%



Midstreams Elementary School
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2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	242	98.8	56.2	42.1	44.5	56.2	57.6	Met Target†
White	219	98.7	55.3	45.9	54.1	55.3	57.7	Met Target†
Hispanic	13	100.0	53.8	*	28.8	53.8	**	**
Black or African American	*	*	*	21.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	66.9	76.5	N	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	107	99.1	57.0	43.0	44.9	57.0		
Male	135	98.6	55.6	41.3	44.2	55.6		
Economically Disadvantaged Students	49	100.0	46.9	29.8	26.3	46.9	32.7	Met Target
Non-Economically Disadvantaged Students	193	98.5	58.5	48.2	54.9	58.5		
Students with Disabilities	57	96.7	26.3	12.5	17.4	26.3	39.5	Not Met
Students without Disabilities	185	99.5	65.4	49.8	50.0	65.4		
English Learners	*	*	*	19.3	25.0	*	**	**
Non-English Learners	*	*	*	43.3	46.5	*		
Homeless Students	*	*	*	25.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



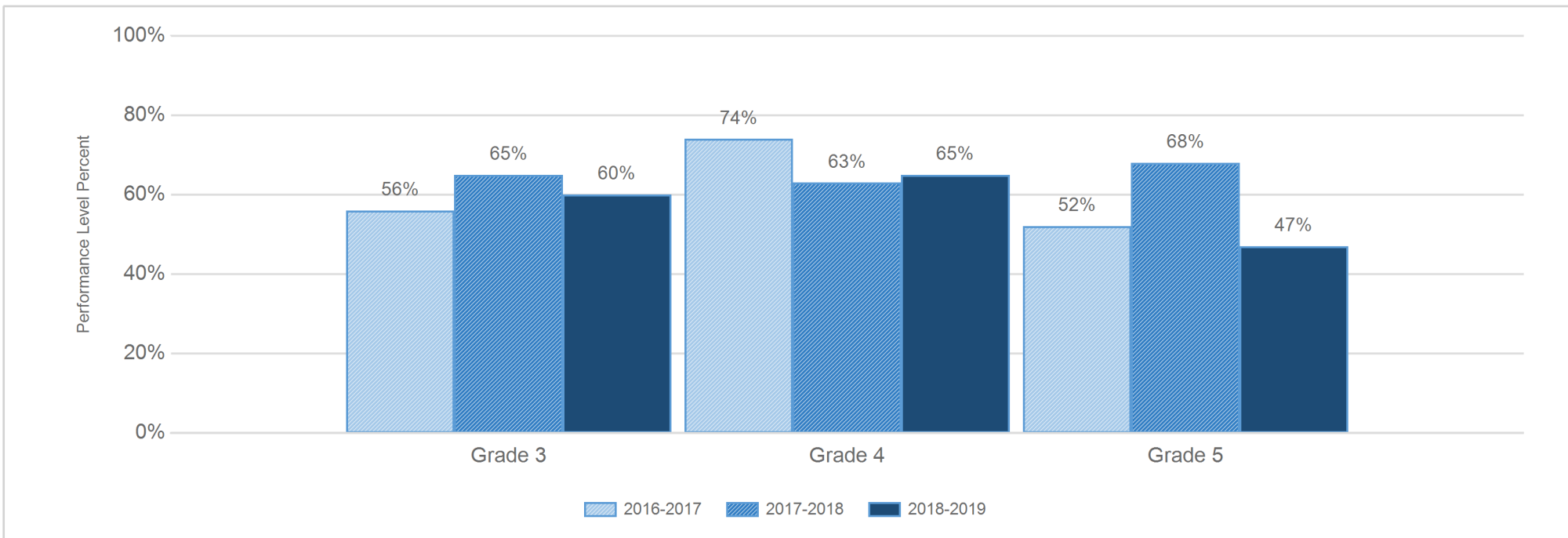
Midstreams Elementary School
(29-0530-060)
Grades Offered: KG-05
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Mathematics Assessment – Performance Trends

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	75	756	747	752	*	*	28%	45%	15%	60%	55%
White	63	756	752	760	*	*	27%	44%	16%	60%	66%
Hispanic	*	*	733	739	*	*	*	*	*	*	40%
Black or African American	*	*	733	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	754	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	747	758	*	*	*	*	*	*	62%
Female	41	754	747	751	*	*	*	*	*	54%	54%
Male	34	757	747	752	*	*	*	*	*	68%	56%
Economically Disadvantaged Students	15	742	735	737	*	*	*	*	*	47%	37%
Non-Economically Disadvantaged Students	60	759	755	761	*	*	*	*	*	63%	67%
Students with Disabilities	17	741	730	731	*	*	*	*	*	53%	31%
Students without Disabilities	58	760	751	756	*	*	*	*	*	62%	60%
English Learners	*	*	725	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	749	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	759	748	749	*	*	26%	*	*	65%	51%
White	64	757	*	757	*	*	28%	*	*	63%	62%
Hispanic	*	*	736	737	*	*	*	*	*	*	36%
Black or African American	*	*	734	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	32	760	*	749	*	*	*	*	*	69%	50%
Male	37	757	*	749	*	*	*	*	*	62%	52%
Economically Disadvantaged Students	16	760	*	734	*	*	*	*	*	56%	32%
Non-Economically Disadvantaged Students	53	758	*	759	*	*	*	*	*	68%	63%
Students with Disabilities	14	739	731	726	*	*	*	*	*	21%	25%
Students without Disabilities	55	763	752	754	*	*	*	*	*	76%	56%
English Learners	N	N	728	722	N	N	N	N	N	N	18%
Non-English Learners	69	759	749	751	*	*	26%	*	*	65%	54%
Homeless Students	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	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Midstreams Elementary School
(29-0530-060)
Grades Offered: KG-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	96	746	744	747	*	26%	26%	*	*	47%	47%
White	90	746	748	755	*	27%	26%	*	*	47%	58%
Hispanic	*	*	732	735	*	*	*	*	*	*	30%
Black or African American	*	*	729	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	33	745	745	747	*	*	*	*	*	48%	47%
Male	63	747	743	747	*	*	*	*	*	46%	47%
Economically Disadvantaged Students	18	737	734	732	*	*	*	*	*	39%	27%
Non-Economically Disadvantaged Students	78	748	750	757	*	*	*	*	*	49%	59%
Students with Disabilities	24	722	*	725	*	*	*	*	*	*	19%
Students without Disabilities	72	754	*	752	*	*	*	*	*	*	52%
English Learners	N	N	719	718	N	N	N	N	N	N	12%
Non-English Learners	96	746	745	749	*	26%	26%	*	*	47%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	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
3	*	*
4	*	*
5	N	N

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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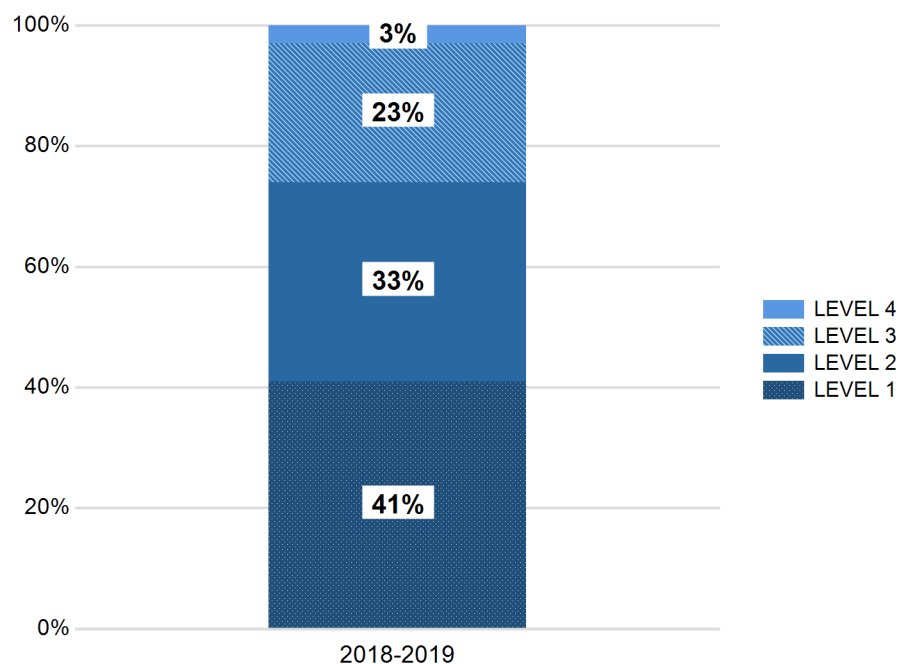
N No Data is available to display

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	41	33	23	3
White	40	34	22	3
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	33	39	24	3
Male	44	30	22	3
Economically Disadvantaged Students	56	33	11	0
Non-Economically Disadvantaged Students	37	33	26	4
Students with Disabilities	83	8	8	0
Students without Disabilities	26	42	28	4
English Learners	N	N	N	N
Non-English Learners	41	33	23	3
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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.

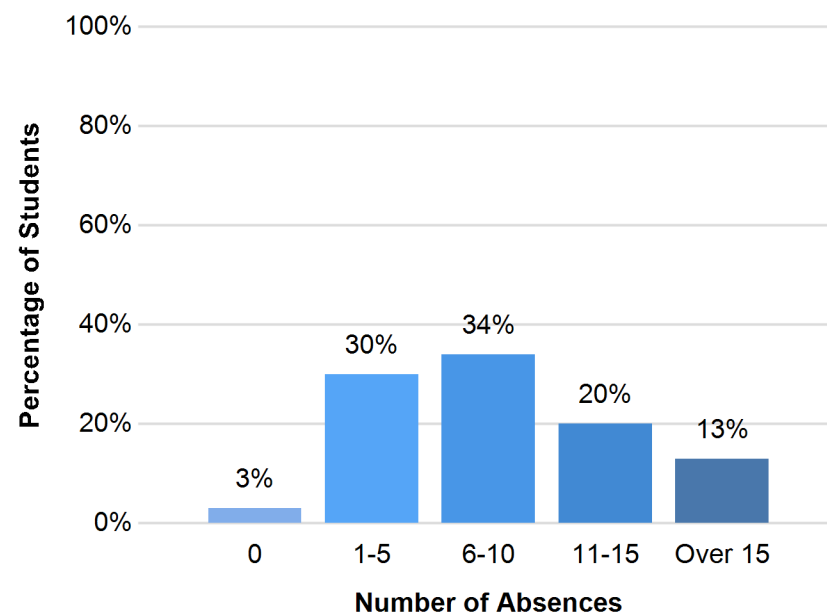
Chronic Absenteeism

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	47	9.7	8.9	Not Met
White	41	9.6	8.9	Not Met
Hispanic	4	9.1	8.9	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	21	8.7		
Male	26	10.6		
Economically Disadvantaged Students	11	11.8	8.9	Not Met
Students with Disabilities	20	20.0	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Midstreams Elementary School

(29-0530-060)

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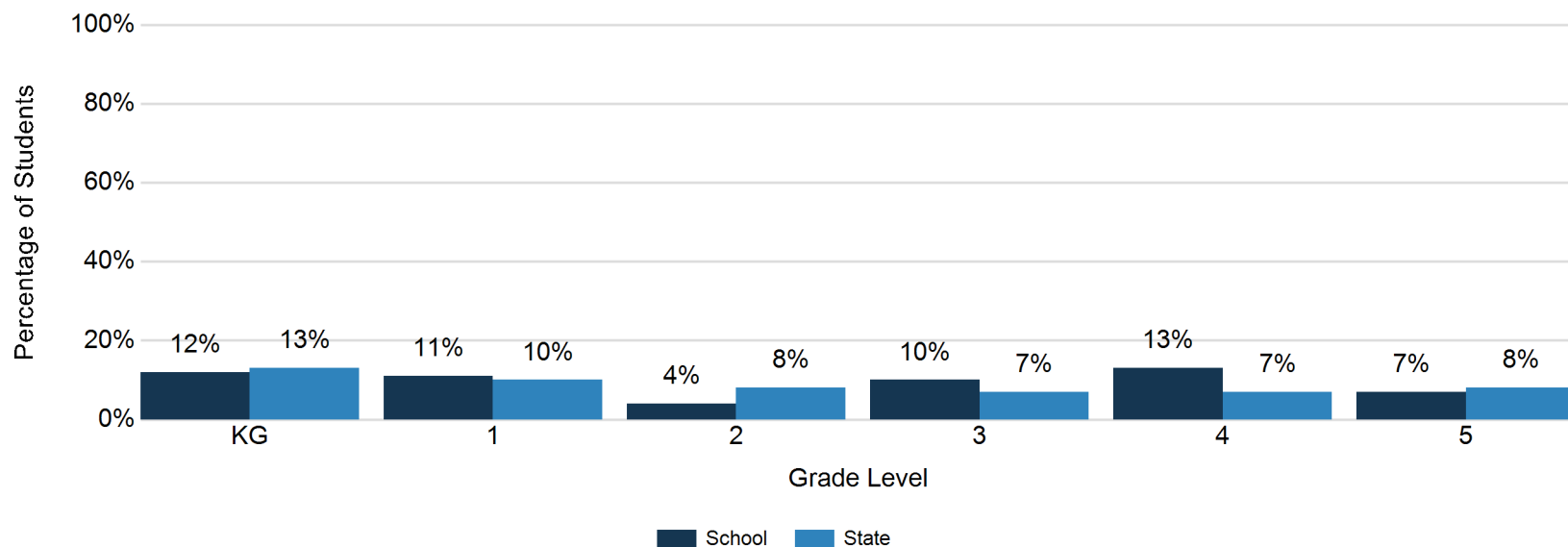
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Chronic Absenteeism by Grade

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	0.85

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	0		0

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*



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School Day

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

Category	School
Typical Start Time	9:05 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	44	118,214
Average years experience in public schools	15.5	12.1
Average years experience in district	15.4	10.8
Percentage of Teachers with 4 or more years experience in the district	88.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,530
Average years experience in public schools	16.6	16.0
Average years experience in district	16.6	12.0
Percentage of Administrators with 4 or more years experience in the district	80.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	237:1	208:1
Teachers to Administrators	22:1	19:1
Students to Librarians/Media Specialists		774:1
Students to Nurses		501:1
Students to Counselors		425:1
Students to Child Study Team Members		208:1



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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	50.3%	88.6%	50.0%	48.4%	77.1%	54.9%
Male	49.7%	11.4%	50.0%	51.6%	22.9%	45.1%
White	87.5%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	8.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.7%	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	94.1%	90.5%
2017-18 Administrators: Same district 2018-19	90.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.7%



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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	65.6%	66.6%	67.4%
Math Proficiency	60.8%	65.0%	56.2%
ELA Growth	58	47	51
Math Growth	66	63	39
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	N
Chronic Absenteeism	7.5%	6.9%	9.7%

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



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

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

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

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

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

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



Midstreams Elementary School
(29-0530-060)
Grades Offered: KG-05
2018-2019

Report Key:

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Midstreams Elementary School

(29-0530-060)

Grades Offered: KG-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.



Highlights:

- Midstreams School is proud of its parent community and school and parent partnership in achieving academic excellence.
- Midstreams School provides multiple avenues for parents to feel part of their children's education.
- Midstreams staff always has the best interests of students in mind.



Mission, Vision, Theme:

Midstreams mission is to do what's best for kids and make sure all kids learn. The staff and community cooperatively work to support our students. We are committed to ensuring a climate of high expectations through nurturing the academic, technological, social, and emotional growth of all students. Our aim is for all students to ultimately become successful citizens in a global society.



Awards, Recognition, Accomplishments:

Midstreams School has been awarded for its contributions to Fulfill's (Ocean/Monmouth County Food Bank) annual holiday food drive for the past few years. Staff and students strive to participate in community oriented projects. This accomplishment is just one of many to highlight the commitment of staff and students to our surrounding community.



Midstreams Elementary School

(29-0530-060)

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Courses, Curriculum, Instruction:

Midstreams provides a balanced literacy approach to reading with time for whole group, guided reading and independent reading with differentiated activities to address targeted skills. The Journeys Program is the primary vehicle for literacy instruction. Math Expressions provides students with a variety of strategies to solve algorithms and word problems. Instruction focuses on inquiry-based learning to enhance problem-solving and critical thinking skills.



Clubs and Activities:

Midstreams school believes in growing the whole child by promoting citizenship and stewardship through opportunities to participate in various clubs and activities. These clubs and activities include the Poetry Club, Jazzy Players (Theatre), Student Council, Early Act and the Junior Jaguars.



Midstreams Elementary School

(29-0530-060)

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2018-2019

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 <p>Before and After School Programs:</p>	<p>Midstreams Elementary School offers student support programs outside the confines of the school day. Specifically, Midstreams provides a BEST program that provides before and after care for students.</p>
 <p>Staff and Professional Learning:</p>	<p>Teachers within the Brick Township School District are offered opportunities to attend workshops offered by quality professional development organizations at the district professional development center, as well as venues outside the district. Ongoing professional development is also offered on site to teachers through the process of empowering teacher leaders, academic coaches, and district supervisors to provide targeted training. PLC meetings also occur at the building level.</p>



Midstreams Elementary School

(29-0530-060)

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 <p>Student Supports and Services:</p>	<p>Midstreams School incorporates an I&RS (intervention and referral services) Committee. In-class resource, pull-out replacement, and self contained special education services are provided for those students who qualify.</p>
 <p>Student Health and Wellness:</p>	<p>Midstreams has a school wide breakfast program that is offered every morning. Physical education classes occur two times a week for forty minutes. Additionally, the school promotes physical and mental well-being through DARE and Character Education Programs.</p>
 <p>Parent and Community Involvement:</p>	<p>Midstreams School has a very active Parent Teacher Organization (PTO), a Father's Club, and a Mom's Club. These parent groups highlight the home-school connection that makes Midstreams School an outstanding educational institution. Additionally this year, the Parent Portal was added to ensure parents would have easier access to student documents and records.</p>



Midstreams Elementary School

(29-0530-060)

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2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Teachers A school climate survey is issued to school staff at the end of each year. This ensures that a positive and caring learning environment is provided to students every year.</p>
 <p>Facilities:</p>	<p>Midstreams School was built in 1955. Currently Midstreams houses 481 students from grades Kindergarten through Fifth Grade. Four years ago the entrance was upgraded to enhance security.</p>



Midstreams Elementary School

(29-0530-060)

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Other Information

Midstreams School prides itself on having a highly dedicated staff that ensures students receive the highest academic rigor. Staff members are reflective practitioners delivering high quality instruction to their students. Teachers focus on a balanced literacy program as well as maintaining high expectations. Of course technology is an integral part of teaching. Recently, several technological upgrades to the school have been delivered for this school year including updated teacher workstations. This has enhanced learning through interactive media and innovative technology.

**Osbornville Elementary School**

(29-0530-070)

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2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Osbornville Elementary School**

(29-0530-070)

Grades Offered: KG-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	Ocean
District	Brick Township Public School District
Principal Name	Ms. Michelle Michelle
Address	218 DRUM POINT RD BRICK, NJ 08723-6312
Phone Number	732-785-3000
Email Address	mcloud@brickschools.org
Website	http://www.brickschools.org/Schools/OsbornvilleES.aspx
Twitter	http://twitter.com/OEBears



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	61	43	42
1	77	74	65
2	83	82	77
3	69	58	70
4	72	64	59
5	75	66	63
Total	437	387	376

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.2%	47.0%	44.4%
Male	50.8%	53.0%	55.6%
Economically Disadvantaged Students	45.3%	42.1%	44.4%
Students with Disabilities	23.1%	25.6%	27.4%
English Learners	16.5%	14.7%	18.6%
Homeless Students	5.0%	4.1%	2.1%
Students in Foster Care	0.5%	0.3%	0.8%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	64.3%	68.0%	62.8%
Hispanic	28.4%	26.4%	30.6%
Black or African American	3.0%	2.3%	4.0%
Asian	0.9%	0.8%	0.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.7%	0.3%	0.3%
Two or More Races	2.7%	2.3%	1.6%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	61	43	42

Enrollment by Home Language

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

Home Language	% of Students
English	76.6%
Spanish	22.3%
Other Languages	1.1%



Osbornville Elementary School
 (29-0530-070)
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 2018-2019

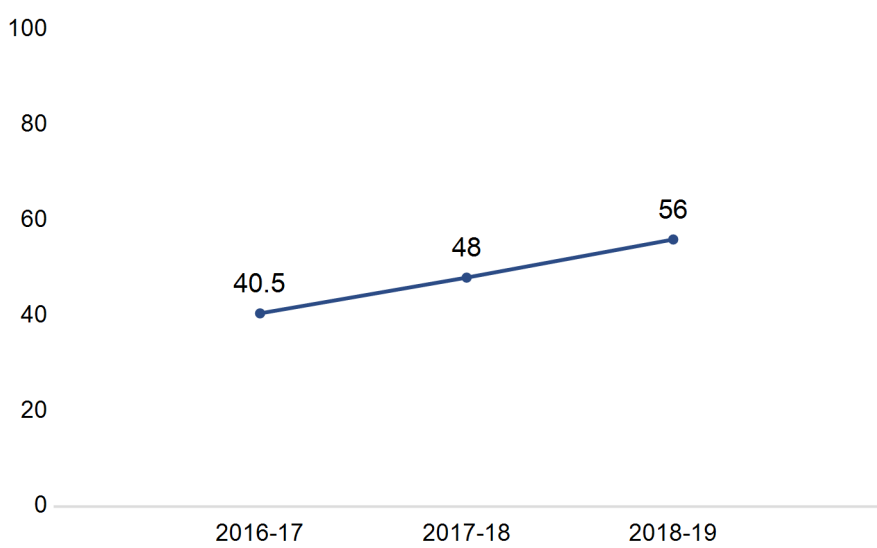
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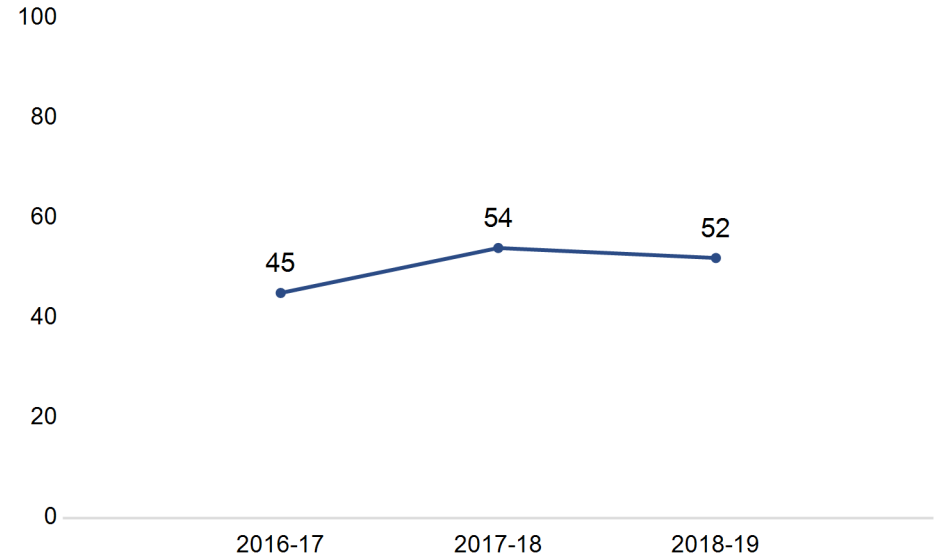
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	40.5	48	56	45	54	52
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	56	54	50	Met Standard	52	49	50	Met Standard
White	55	55	50	Met Standard	50.5	48	52	Met Standard
Hispanic	49.5	51	49	**	59	49.5	47	**
Black or African American	*	46.5	45	**	*	44	43	**
Asian, Native Hawaiian, or Pacific Islander	N	58.5	59	**	N	64	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	65	49	**	N	70.5	52	**
Female	58.5	58	53	N	53.5	49	50	N
Male	46	51	47	N	51	48	51	N
Economically Disadvantaged Students	59	52	48	Met Standard	50	50	46	Met Standard
Students with Disabilities	56	52	43	**	56.5	43	45	**
English Learners	*	57	52	**	*	55	50	**
Homeless Students	*	57	43	N	*	46.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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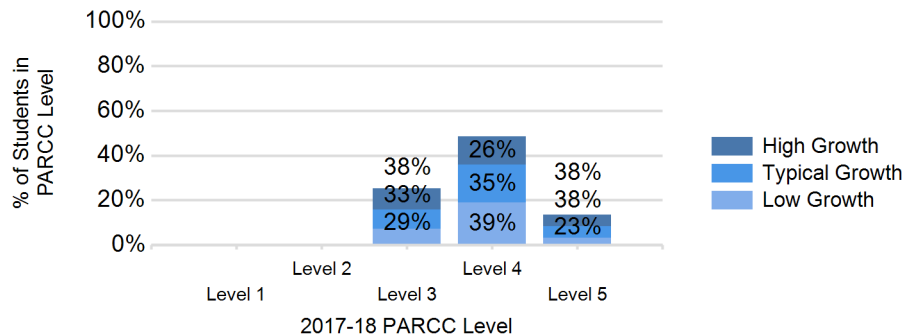
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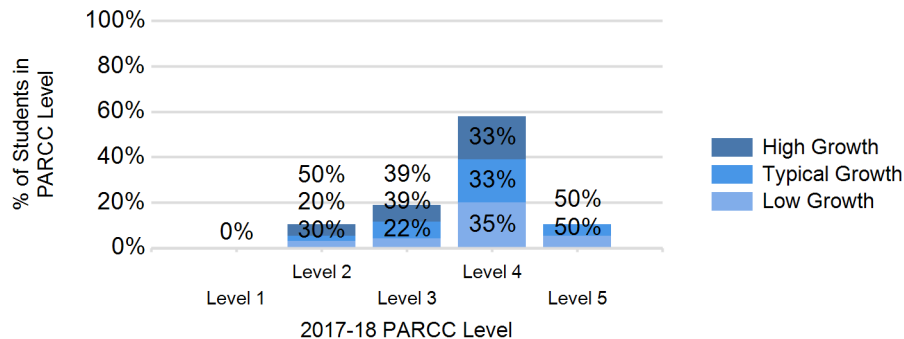
Student Growth by Performance Level

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.

ELA



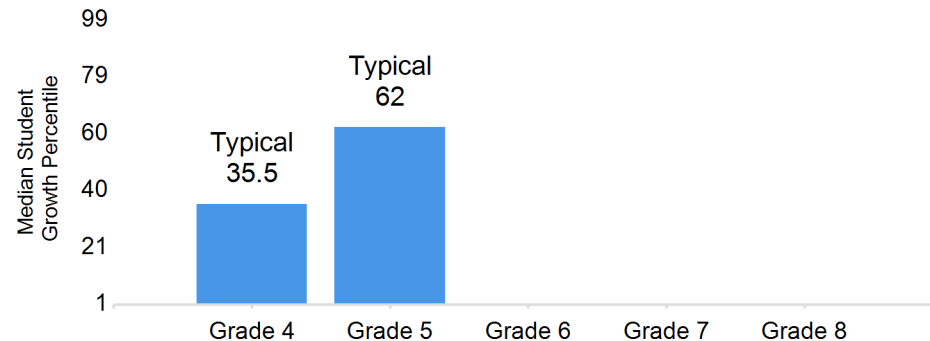
Math



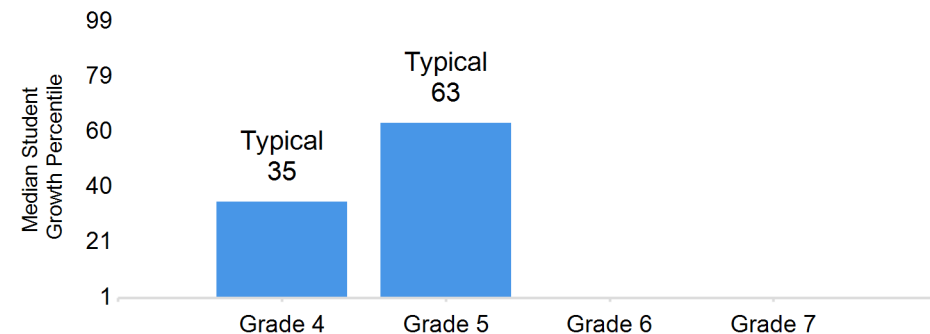
Student Growth by Grade

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

ELA



Math





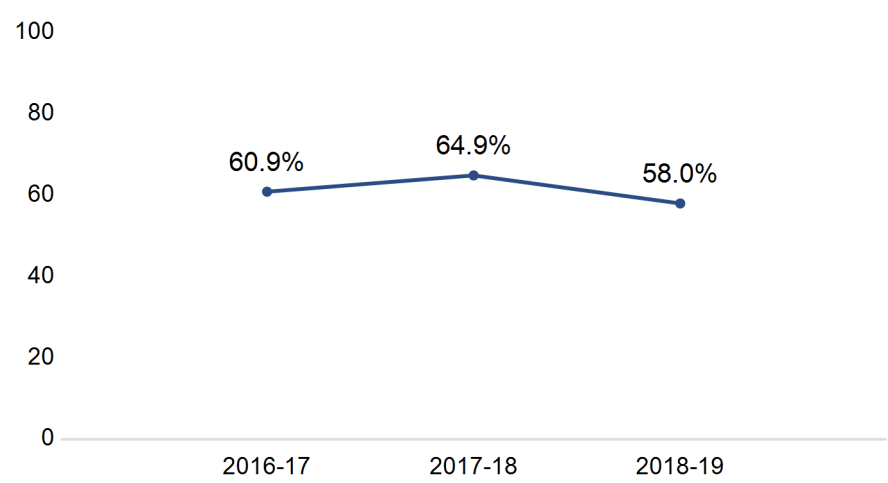
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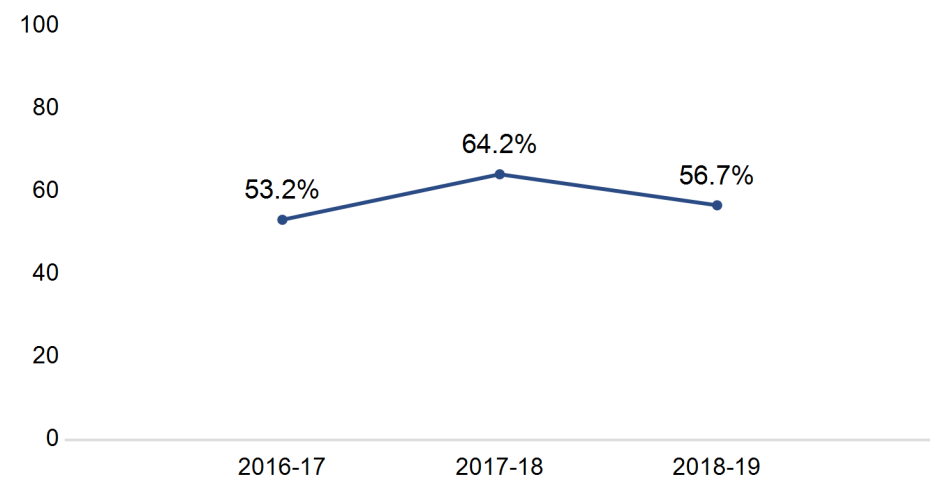
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.8%	100.0%	99.4%	98.8%	100.0%	99.4%
Proficiency Rate for Federal Accountability	60.9%	64.9%	58.0%	53.2%	64.2%	56.7%
Annual Target	59.3%	60.4%	61.5%	54.1%	55.4%	56.8%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target†	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	150	99.4	58.0	58.6	57.9	58.0	61.5	Met Target†
White	119	99.2	61.3	63.4	66.9	61.3	63.8	Met Target†
Hispanic	23	100.0	47.8	*	43.9	47.8	33.2	Met Target
Black or African American	*	*	*	36.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	67.2	82.9	N	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	63	100.0	66.7	66.1	64.8	66.7		
Male	87	98.9	51.7	51.5	51.3	51.7		
Economically Disadvantaged Students	44	100.0	54.5	43.7	40.0	54.5	55.9	Met Target†
Non-Economically Disadvantaged Students	106	99.1	59.4	65.7	67.9	59.4		
Students with Disabilities	32	97.1	15.6	*	22.7	15.6	15.2	Met Target
Students without Disabilities	118	100.0	69.5	*	65.1	69.5		
English Learners	*	*	*	21.5	29.3	*	**	**
Non-English Learners	*	*	*	60.5	60.6	*		
Homeless Students	*	*	*	48.1	29.1	*		
Students In Foster Care	*	*	*	33.3	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



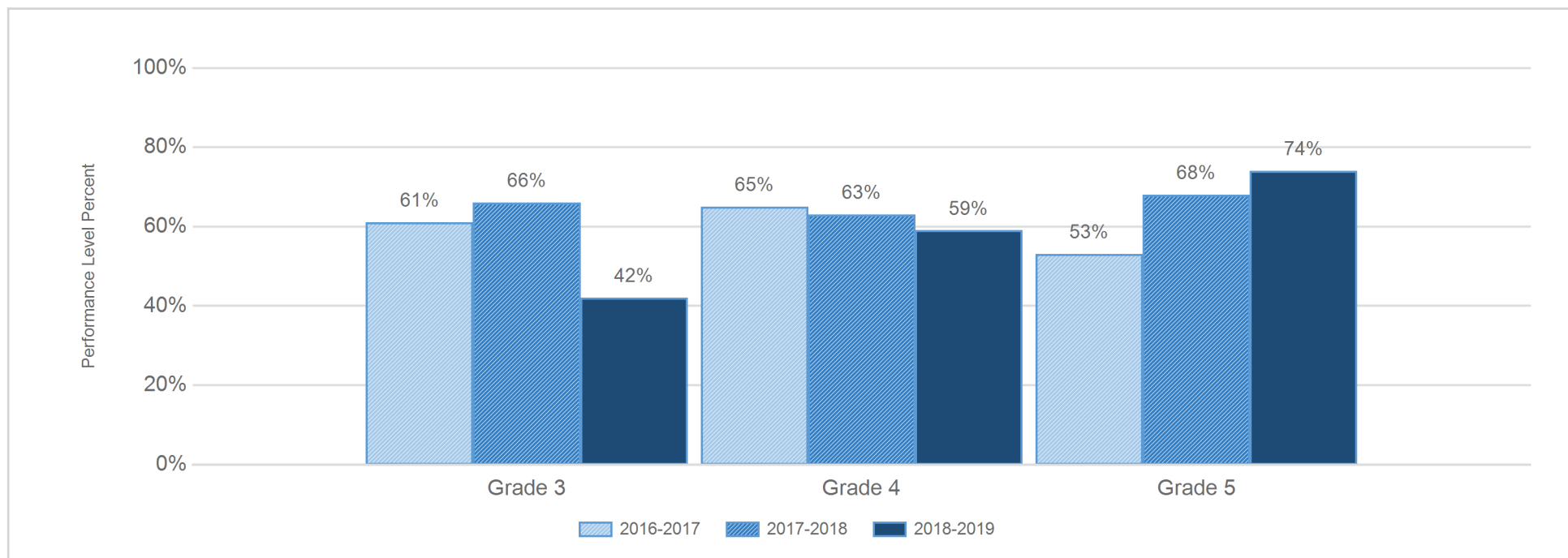
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	744	740	748	*	*	36%	*	*	42%	50%
White	41	747	747	757	*	*	34%	*	*	46%	60%
Hispanic	*	*	723	734	*	*	*	*	*	*	36%
Black or African American	*	*	722	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	733	756	*	*	*	*	*	*	58%
Female	21	753	744	753	*	*	*	*	*	52%	55%
Male	34	738	736	743	*	*	*	*	*	35%	46%
Economically Disadvantaged Students	18	730	727	731	*	*	*	*	*	33%	33%
Non-Economically Disadvantaged Students	37	750	749	759	*	*	*	*	*	46%	61%
Students with Disabilities	12	695	716	719	*	*	*	*	*	*	24%
Students without Disabilities	43	757	746	754	*	*	*	*	*	*	56%
English Learners	*	*	710	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	743	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



Osbornville Elementary School
(29-0530-070)
Grades Offered: KG-05
2018-2019

Report Key:

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	755	751	755	0%	*	30%	*	*	59%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	*	*	738	743	*	*	*	*	*	*	44%
Black or African American	N	N	737	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	18	762	*	760	0%	*	*	*	*	67%	62%
Male	26	751	*	750	0%	*	*	*	*	54%	53%
Economically Disadvantaged Students	12	753	*	740	0%	*	*	*	*	75%	40%
Non-Economically Disadvantaged Students	32	756	*	765	0%	*	*	*	*	53%	69%
Students with Disabilities	*	*	726	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	758	761	*	*	*	*	*	*	64%
English Learners	N	N	719	720	N	N	N	N	N	N	17%
Non-English Learners	44	755	754	758	0%	*	30%	*	*	59%	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	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Osbornville Elementary School
(29-0530-070)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	766	748	756	0%	*	*	52%	22%	74%	58%
White	43	771	754	764	0%	*	*	56%	26%	81%	68%
Hispanic	*	*	729	743	*	*	*	*	*	*	44%
Black or African American	*	*	729	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	25	774	753	761	0%	*	*	*	*	76%	64%
Male	29	759	744	750	0%	*	*	*	*	72%	52%
Economically Disadvantaged Students	15	754	734	740	0%	*	*	*	*	67%	39%
Non-Economically Disadvantaged Students	39	770	756	766	0%	*	*	*	*	77%	69%
Students with Disabilities	11	730	*	724	0%	*	*	*	*	27%	23%
Students without Disabilities	43	775	*	762	0%	*	*	*	*	86%	65%
English Learners	*	*	706	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	749	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%



Osbornville Elementary School
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2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	150	99.4	56.7	42.1	44.5	56.7	56.8	Met Target†
White	119	99.2	62.2	45.9	54.1	62.2	61.8	Met Target
Hispanic	23	100.0	34.8	*	28.8	34.8	36.8	Met Target†
Black or African American	*	*	*	21.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	66.9	76.5	N	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	63	100.0	57.1	43.0	44.9	57.1		
Male	87	98.9	56.3	41.3	44.2	56.3		
Economically Disadvantaged Students	44	100.0	43.2	29.8	26.3	43.2	50.5	Met Target†
Non-Economically Disadvantaged Students	106	99.1	62.3	48.2	54.9	62.3		
Students with Disabilities	32	97.1	*	12.5	17.4	*	24.8	Not Met
Students without Disabilities	118	100.0	*	49.8	50.0	*		
English Learners	*	*	*	19.3	25.0	*	**	**
Non-English Learners	*	*	*	43.3	46.5	*		
Homeless Students	*	*	*	25.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Osbornville Elementary School

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Grades Offered: KG-05

2018-2019

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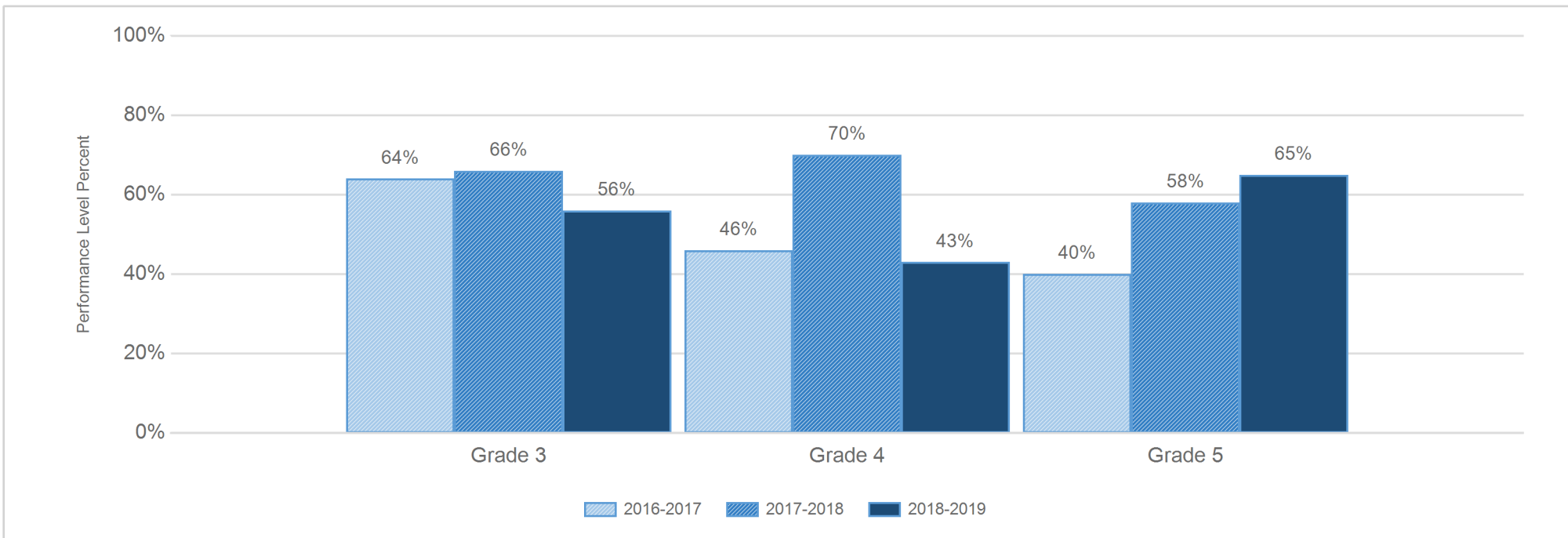
** Accountability calculations require 20 or more students

N No Data is available to display

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

Mathematics Assessment – Performance 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.



Osbornville 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	55	749	747	752	*	*	22%	*	*	56%	55%
White	41	752	752	760	*	*	*	*	*	63%	66%
Hispanic	*	*	733	739	*	*	*	*	*	*	40%
Black or African American	*	*	733	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	754	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	747	758	*	*	*	*	*	*	62%
Female	21	750	747	751	*	*	*	*	*	57%	54%
Male	34	748	747	752	*	*	*	*	*	56%	56%
Economically Disadvantaged Students	18	735	735	737	*	*	*	*	*	39%	37%
Non-Economically Disadvantaged Students	37	756	755	761	*	*	*	*	*	65%	67%
Students with Disabilities	12	714	730	731	*	*	*	*	*	*	31%
Students without Disabilities	43	759	751	756	*	*	*	*	*	*	60%
English Learners	*	*	725	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	749	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	747	748	749	*	*	34%	*	*	43%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	*	*	736	737	*	*	*	*	*	*	36%
Black or African American	N	N	734	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	18	750	*	749	*	*	*	*	*	39%	50%
Male	26	745	*	749	*	*	*	*	*	46%	52%
Economically Disadvantaged Students	12	747	*	734	*	*	*	*	*	50%	32%
Non-Economically Disadvantaged Students	32	747	*	759	*	*	*	*	*	41%	63%
Students with Disabilities	*	*	731	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	752	754	*	*	*	*	*	*	56%
English Learners	N	N	728	722	N	N	N	N	N	N	18%
Non-English Learners	44	747	749	751	*	*	34%	*	*	43%	54%
Homeless Students	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	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	54	762	744	747	0%	*	24%	*	*	65%	47%
White	43	767	748	755	0%	*	*	*	*	74%	58%
Hispanic	*	*	732	735	*	*	*	*	*	*	30%
Black or African American	*	*	729	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	25	766	745	747	0%	*	*	*	*	68%	47%
Male	29	759	743	747	0%	*	*	*	*	62%	47%
Economically Disadvantaged Students	15	744	734	732	0%	*	*	*	*	40%	27%
Non-Economically Disadvantaged Students	39	769	750	757	0%	*	*	*	*	74%	59%
Students with Disabilities	11	731	*	725	*	*	*	*	*	*	19%
Students without Disabilities	43	770	*	752	*	*	*	*	*	*	52%
English Learners	*	*	719	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	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
3	*	*
4	*	*
5	N	N

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	25.0%	56.6%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	24	*	*
3-4	32	*	*
5 or more	15	*	*



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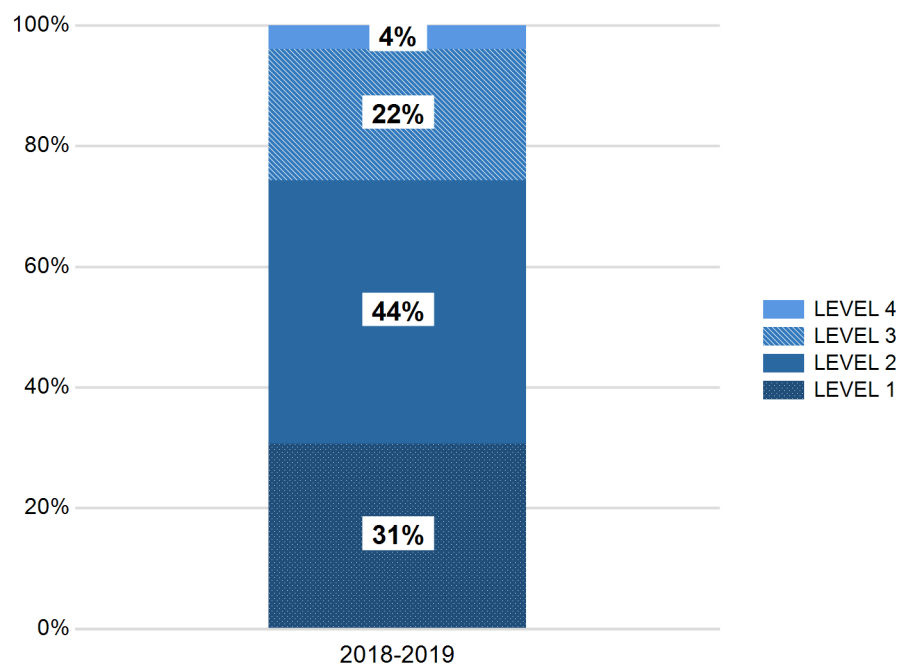
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	31	44	22	4
White	19	53	23	5
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	35	38	23	4
Male	28	48	21	3
Economically Disadvantaged Students	63	13	25	0
Non-Economically Disadvantaged Students	18	56	21	5
Students with Disabilities	83	8	0	8
Students without Disabilities	16	53	28	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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.

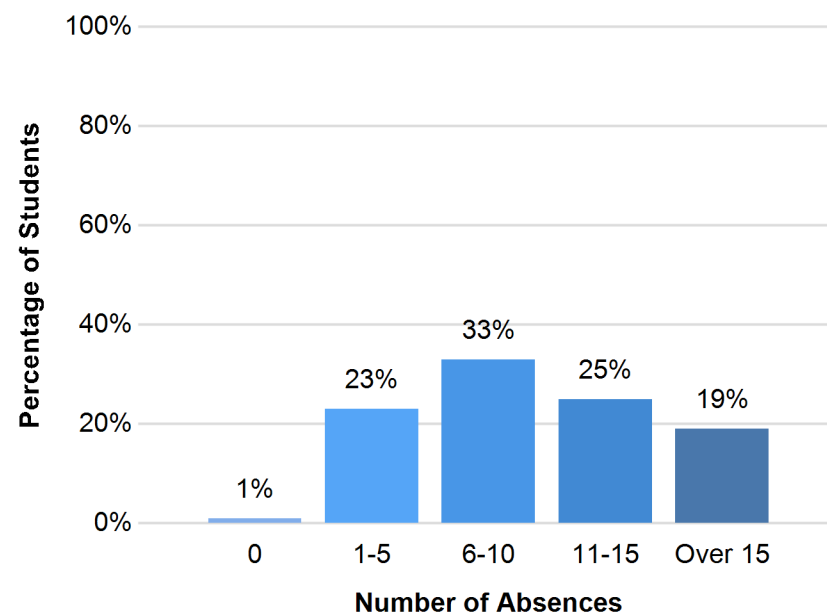
Chronic Absenteeism

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	40	13.1	8.9	Not Met
White	34	14.7	8.9	Not Met
Hispanic	4	7.7	8.9	Met
Black or African American	2	15.4	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	21	16.2		
Male	19	10.9		
Economically Disadvantaged Students	20	20.6	8.9	Not Met
Students with Disabilities	14	20.0	8.9	Not Met
English Learners	0	0	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Osbornville Elementary School

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2018-2019

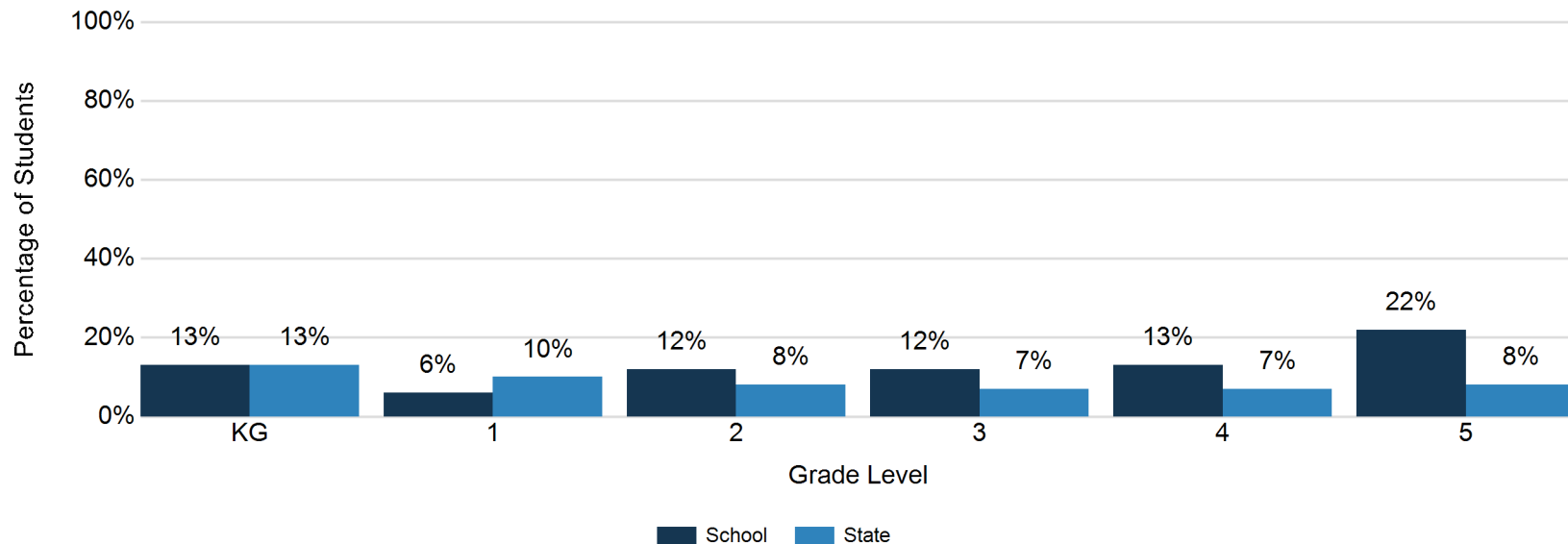
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select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

Chronic Absenteeism by Grade

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





Osbornville Elementary School

(29-0530-070)

Grades Offered: KG-05

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)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	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	9:05 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	40	118,214
Average years experience in public schools	14.0	12.1
Average years experience in district	13.5	10.8
Percentage of Teachers with 4 or more years experience in the district	87.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,530
Average years experience in public schools	16.6	16.0
Average years experience in district	16.6	12.0
Percentage of Administrators with 4 or more years experience in the district	80.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	11:1
Students to Administrators	376:1	208:1
Teachers to Administrators	40:1	19:1
Students to Librarians/Media Specialists		774:1
Students to Nurses		501:1
Students to Counselors		425:1
Students to Child Study Team Members		208:1



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Teachers: All classroom teachers

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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	44.4%	82.5%	100.0%	48.4%	77.1%	54.9%
Male	55.6%	17.5%	0.0%	51.6%	22.9%	45.1%
White	62.8%	95.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	30.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.0%	2.5%	0.0%	15.0%	6.6%	13.9%
Asian	0.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	2.5%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.6%	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	94.1%	90.5%
2017-18 Administrators: Same district 2018-19	90.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.6%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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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	60.9%	64.9%	58.0%
Math Proficiency	53.2%	64.2%	56.7%
ELA Growth	40	48	56
Math Growth	45	54	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		33.3%	25.0%
Chronic Absenteeism	11.8%	9.0%	13.1%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- Technology is an integral part of all daily lessons .
- OurPower Save Team was honored.
- Recipient of Ocean First Model Classroom Grant.



Mission, Vision, Theme:

At Osbornville Elementary School, we believe that each student has the capacity to achieve lifelong success in a well balanced learning environment. Our partnership with families and community, helps to enhance student growth in a safe, engaging, and nurturing environment.



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Courses, Curriculum, Instruction:

All students have the opportunity to become successful learners through a balanced literacy curriculum and hands on math program aligned directly to the NJSLs. The Excel/Enrichment program is offered to increase the educational rigor for students consistently performing above grade levels. The program allows students discovery learning due to STEM projects. Social Studies lessons and Science units are integrated into the literacy lessons.



Clubs and Activities:

Osbornville Elementary School offers a multitude of experiences to provide all students with different opportunities. Band Club, Student Council, Media Club, Art Club and Wellness Club are some of the activities which are offered to our students. Students also have the ability to join the Early Act Club which joins together with the community to assist in areas of need.



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Before and After School Programs:

The Extended Day Program, which is held after school, provides additional instructional time for our. The LEAP program, which is held after school, provides additional instruction for our bilingual / ELL students.



Staff and Professional Learning:

Teachers within the Brick Township School district are offered opportunities to attend workshops offered by quality professional development organizations at the district professional development center, as well as venues outside the district. Ongoing professional development is offered on site to teachers through the process of empowering teacher leaders, academic coaches, and district supervisors to provided targeted training. Teachers support one another through scheduled PLC meetings.



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 <p>Student Supports and Services:</p>	<p>Osbornville Elementary School provides all students with services such as occupational therapy, physical therapy, speech, and counseling as needed. I&RS meetings and CST evaluations are held monthly. A school counselor is available every day during the school year for personal/school issues. The school nurse prepares 504 plans which provide modifications for students who would benefit from these modifications.</p>
 <p>Student Health and Wellness:</p>	<p>Students continuously learn that wellness means a combination of nutrition, exercise, sleep/rest and being happy. Throughout every lesson these goals are incorporated due to a well balanced/integrated health and physical education program.</p>
 <p>Parent and Community Involvement:</p>	<p>The Osbornville Elementary School PTA provides all members of the school community with a wealth of resources and materials. Assemblies per grade level are planned and provided. Family events such as : Spring Fling Dance, Family Fitness Nights, Family Bingo and other related family events are offered to the families free of charge.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Administrators, Teachers Our School Counselor administered a district-created climate survey to all students in grades 3-5. The questions asked centered around students' feeling safe, respected and understood. Through the collection of student responses in December and June, the climate of our learning community was monitored. The majority of students responded positively to all questions. In fact, 100% of students responded "yes" to their teacher encourages them to be successful. The results of the school climate survey were shared with staff, and utilized to make targeted school improvement decisions.</p>
 <p>Facilities:</p>	<p>Osbornville Elementary School captures the history of Brick Township. Much like the township, Osbornville School has grown extensively over the past 79 years. It was built in 1938 as a small school with only six classrooms. It has since expanded to twenty four classrooms with additional instructional areas including a media room, art room and several small and large instructional areas.</p>



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Other Information

Osbornville Elementary School is truly a partnership of educators, parents and community providing an unsurpassed supportive and safe learning experience. The teachers are designers and leaders of instruction, engaging students in every task. A multitude of instructional materials are used to ensure each student succeeds in learning. Teachers utilize technology on a daily basis to be sure the needs of the 21st Century learner are being met. The ultimate goal of the Osbornville School community is to instill a sense of pride in the achievements of every student. We here at Osbornville School celebrate every child's learning. As one enters our school the following quote can be seen "You are historians. You are artists. You are important. You are scientists. You are loved. You are mathematicians. You are authors. You are the reason we are here."

**Veterans Memorial Elementary School**

(29-0530-080)

Grades Offered: KG-05

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Veterans Memorial Elementary School

(29-0530-080)

Grades Offered: KG-05

2018-2019

Report Key:

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School Contact Information

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

Type	Contact Information
County	Ocean
District	Brick Township Public School District
Principal Name	Mr. Ryan Blessing
Address	103 HENDRICKSON AVENUE BRICK, NJ 08724
Phone Number	732-785-3000
Email Address	rblessing@brickschools.org
Website	http://www.brickschools.org/Schools/Veterans-Memorial-ES
Twitter	https://twitter.com/VMESMustangs/



Veterans Memorial Elementary School

(29-0530-080)

Grades Offered: KG-05

2018-2019

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

Enrollment Trends by Grade

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	118	108	90
1	97	104	101
2	117	86	109
3	138	103	86
4	108	124	103
5	130	109	118
Total	708	634	607

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	45.3%	45.6%	45.3%
Male	54.7%	54.4%	54.7%
Economically Disadvantaged Students	41.9%	40.9%	40.5%
Students with Disabilities	21.6%	21.3%	19.9%
English Learners	0.1%	0.5%	0.8%
Homeless Students	1.7%	0.9%	1.0%
Students in Foster Care	0.8%	0.8%	0.5%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	67.7%	63.6%	63.1%
Hispanic	14.4%	17.0%	18.9%
Black or African American	14.0%	14.4%	12.7%
Asian	2.3%	2.5%	2.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.3%	0.3%	0.2%
Two or More Races	1.4%	2.2%	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	118	108	90

Enrollment by Home Language

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

Home Language	% of Students
English	90.9%
Spanish	5.9%
Other Languages	3.1%



Veterans Memorial Elementary School
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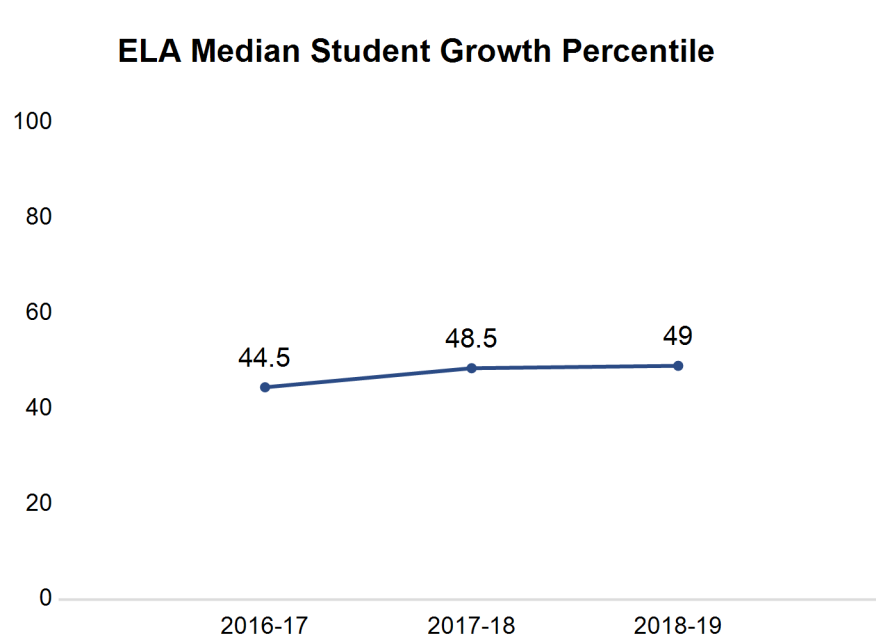
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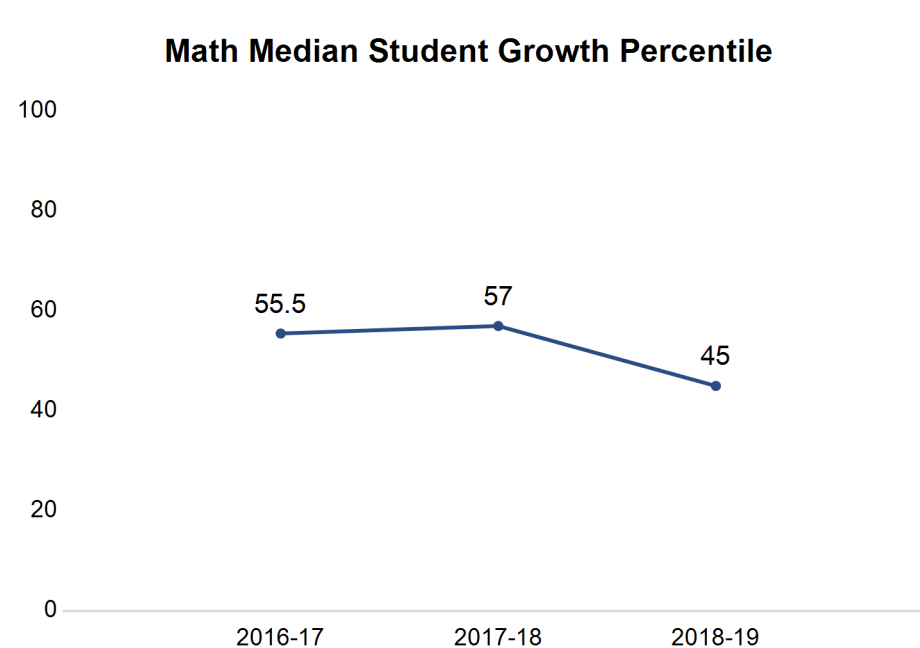
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	44.5	48.5	49	55.5	57	45
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	49	54	50	Met Standard	45	49	50	Met Standard
White	51	55	50	Met Standard	51	48	52	Met Standard
Hispanic	34	51	49	Not Met	36	49.5	47	Not Met
Black or African American	51	46.5	45	Met Standard	37	44	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	58.5	59	**	*	64	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	65	49	**	*	70.5	52	**
Female	54	58	53	N	44	49	50	N
Male	46	51	47	N	48	48	51	N
Economically Disadvantaged Students	45	52	48	Met Standard	43	50	46	Met Standard
Students with Disabilities	40	52	43	Met Standard	34	43	45	Not Met
English Learners	57	57	52	**	40	55	50	**
Homeless Students	*	57	43	N	*	46.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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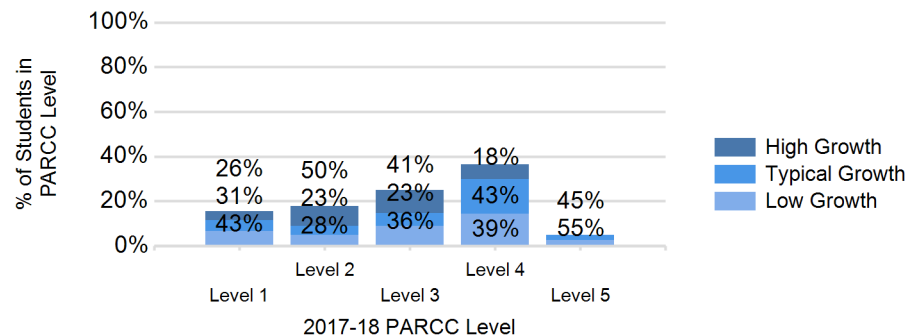
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

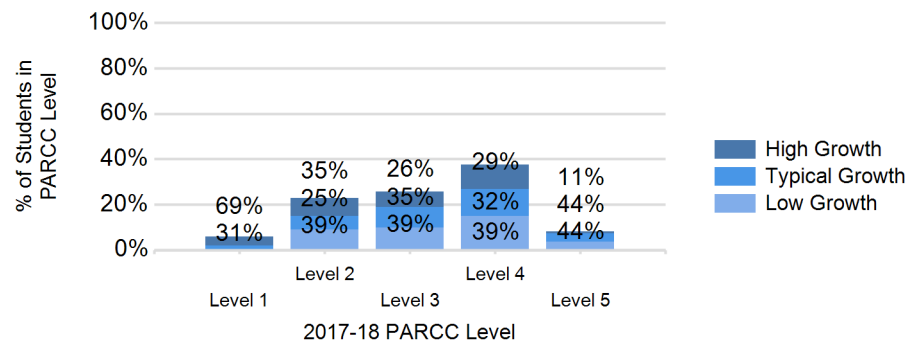
Student Growth by Performance Level

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

ELA



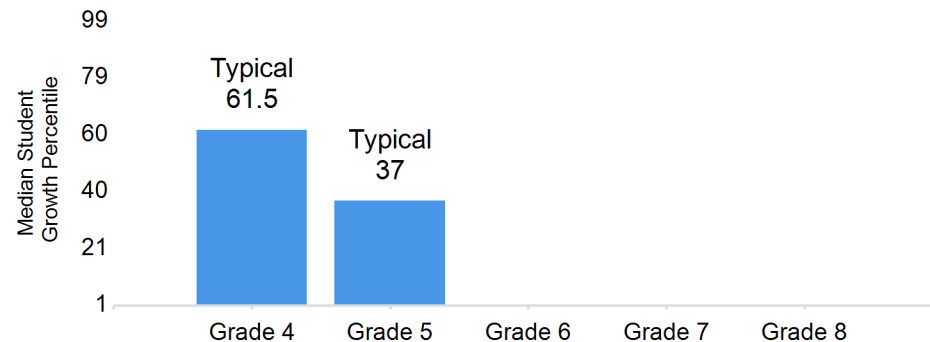
Math



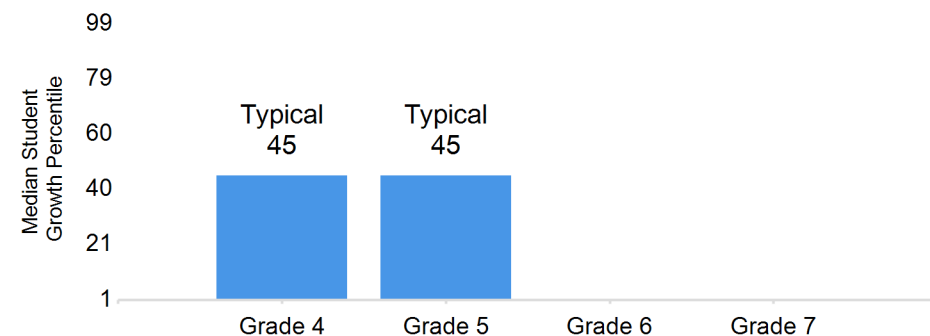
Student Growth by Grade

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

ELA



Math





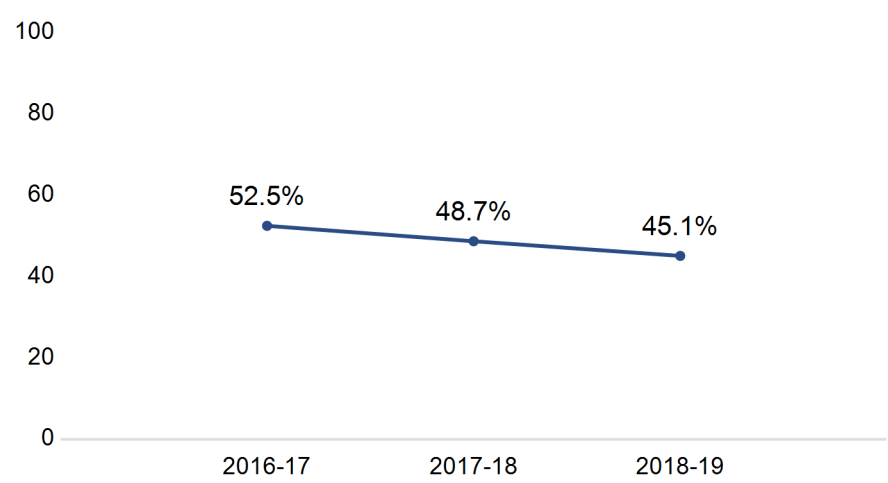
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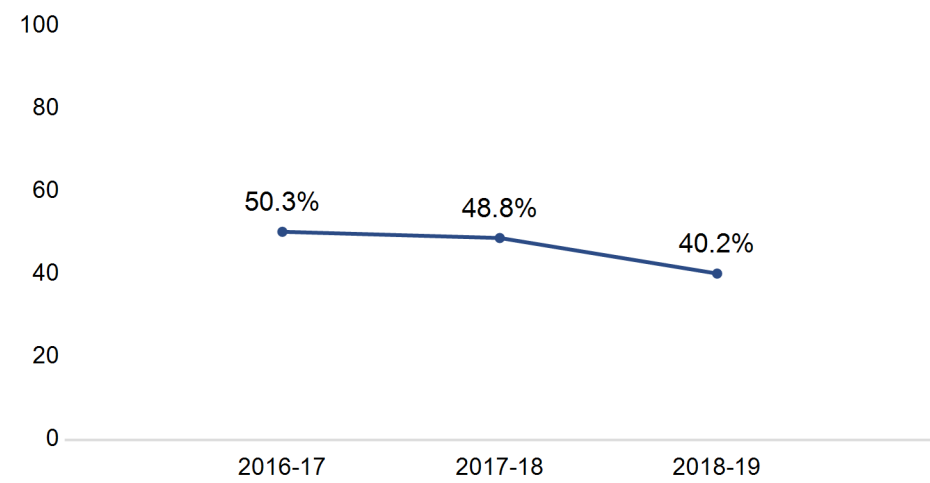
English Language Arts and Mathematics Performance Trends

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%	98.9%	99.4%	99.2%	98.9%	99.4%
Proficiency Rate for Federal Accountability	52.5%	48.7%	45.1%	50.3%	48.8%	40.2%
Annual Target	56.5%	57.8%	59.0%	51.0%	52.5%	54.1%
Met Annual Target?	Met Target†	Not Met	Not Met	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	319	99.4	45.1	58.6	57.9	45.1	59	Not Met
White	191	99.0	60.7	63.4	66.9	60.7	64.3	Met Target†
Hispanic	68	100.0	14.7	*	43.9	14.7	52.5	Not Met
Black or African American	48	100.0	27.1	36.3	38.5	27.1	35.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.2	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	146	99.3	52.1	66.1	64.8	52.1		
Male	173	99.4	39.3	51.5	51.3	39.3		
Economically Disadvantaged Students	142	100.0	26.8	43.7	40.0	26.8	43.9	Not Met
Non-Economically Disadvantaged Students	177	98.9	59.9	65.7	67.9	59.9		
Students with Disabilities	77	98.7	13.0	*	22.7	13.0	37.7	Not Met
Students without Disabilities	242	99.6	55.4	*	65.1	55.4		
English Learners	20	100.0	10.0	21.5	29.3	10.0	N	N
Non-English Learners	299	99.3	47.5	60.5	60.6	47.5		
Homeless Students	*	*	*	48.1	29.1	*		
Students In Foster Care	*	*	*	33.3	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



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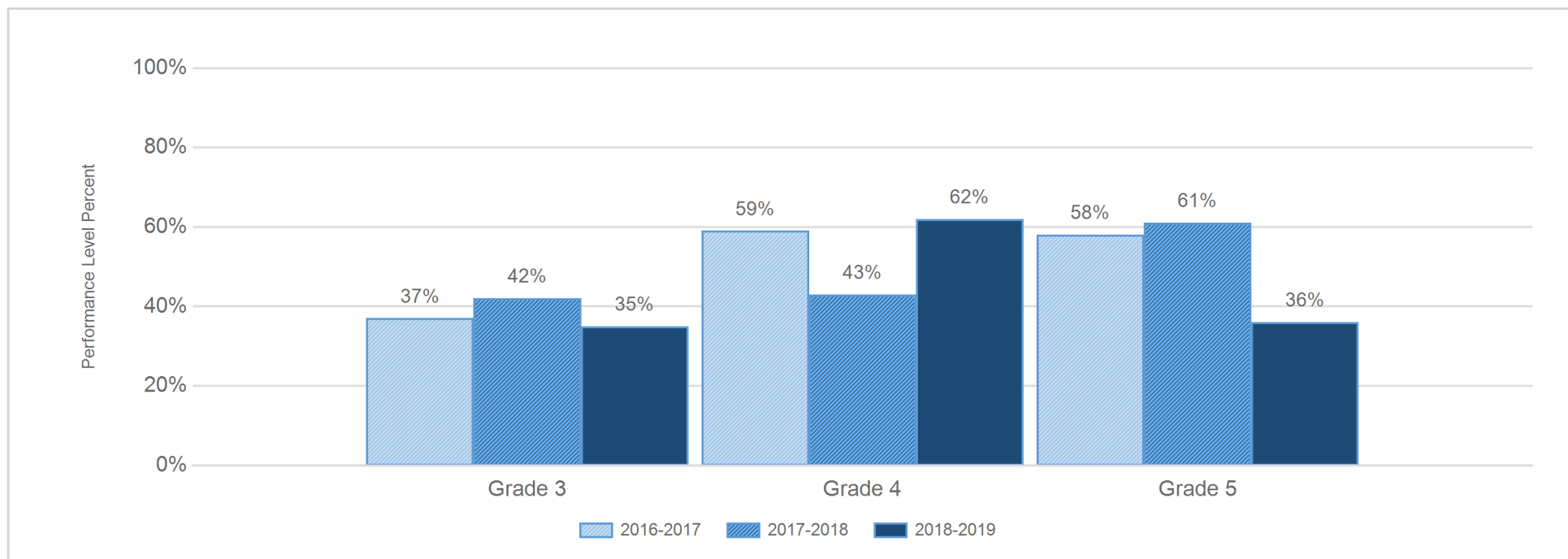
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	728	740	748	26%	25%	15%	*	*	35%	50%
White	43	743	747	757	*	*	*	56%	0%	56%	60%
Hispanic	24	702	723	734	*	*	*	*	*	*	36%
Black or African American	18	719	722	731	*	*	*	*	*	17%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	733	756	*	*	*	*	*	*	58%
Female	48	738	744	753	*	*	*	*	*	42%	55%
Male	41	716	736	743	*	*	*	*	*	27%	46%
Economically Disadvantaged Students	40	712	727	731	*	*	*	*	*	18%	33%
Non-Economically Disadvantaged Students	49	741	749	759	*	*	*	*	*	49%	61%
Students with Disabilities	15	694	716	719	*	*	*	*	*	*	24%
Students without Disabilities	74	735	746	754	*	*	*	*	*	*	56%
English Learners	*	*	710	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	743	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	*	*	*	727	*	*	*	*	*	*	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	752	751	755	*	15%	16%	*	*	62%	57%
White	76	758	*	763	*	*	*	*	*	74%	67%
Hispanic	18	730	738	743	*	*	*	*	*	22%	44%
Black or African American	*	*	737	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	49	757	*	760	*	*	*	*	*	67%	62%
Male	62	749	*	750	*	*	*	*	*	58%	53%
Economically Disadvantaged Students	50	740	*	740	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	61	762	*	765	*	*	*	*	*	80%	69%
Students with Disabilities	20	723	726	725	*	*	0%	*	*	35%	25%
Students without Disabilities	91	759	758	761	*	*	20%	*	*	68%	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	754	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	735	748	756	18%	17%	29%	*	*	36%	58%
White	71	745	754	764	14%	*	28%	*	*	49%	68%
Hispanic	28	720	729	743	*	*	*	*	*	18%	44%
Black or African American	*	*	729	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	52	743	753	761	*	*	31%	*	*	44%	64%
Male	69	729	744	750	*	*	28%	*	*	29%	52%
Economically Disadvantaged Students	56	723	734	740	*	*	27%	*	*	20%	39%
Non-Economically Disadvantaged Students	65	746	756	766	*	*	31%	*	*	49%	69%
Students with Disabilities	37	704	*	724	*	*	*	*	*	*	23%
Students without Disabilities	84	749	*	762	*	*	*	*	*	*	65%
English Learners	*	*	706	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	749	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	316	99.4	40.2	42.1	44.5	40.2	54.1	Not Met
White	190	99.0	51.1	45.9	54.1	51.1	59.1	Not Met
Hispanic	68	100.0	22.1	*	28.8	22.1	48.7	Not Met
Black or African American	46	100.0	19.6	21.0	23.0	19.6	33.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	66.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	144	99.3	44.4	43.0	44.9	44.4		
Male	172	99.4	36.6	41.3	44.2	36.6		
Economically Disadvantaged Students	140	100.0	22.1	29.8	26.3	22.1	39.7	Not Met
Non-Economically Disadvantaged Students	176	98.9	54.5	48.2	54.9	54.5		
Students with Disabilities	75	98.7	13.3	12.5	17.4	13.3	36	Not Met
Students without Disabilities	241	99.6	48.5	49.8	50.0	48.5		
English Learners	20	100.0	15.0	19.3	25.0	15.0	N	N
Non-English Learners	296	99.3	41.9	43.3	46.5	41.9		
Homeless Students	*	*	*	25.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Veterans Memorial Elementary School

(29-0530-080)

Grades Offered: KG-05

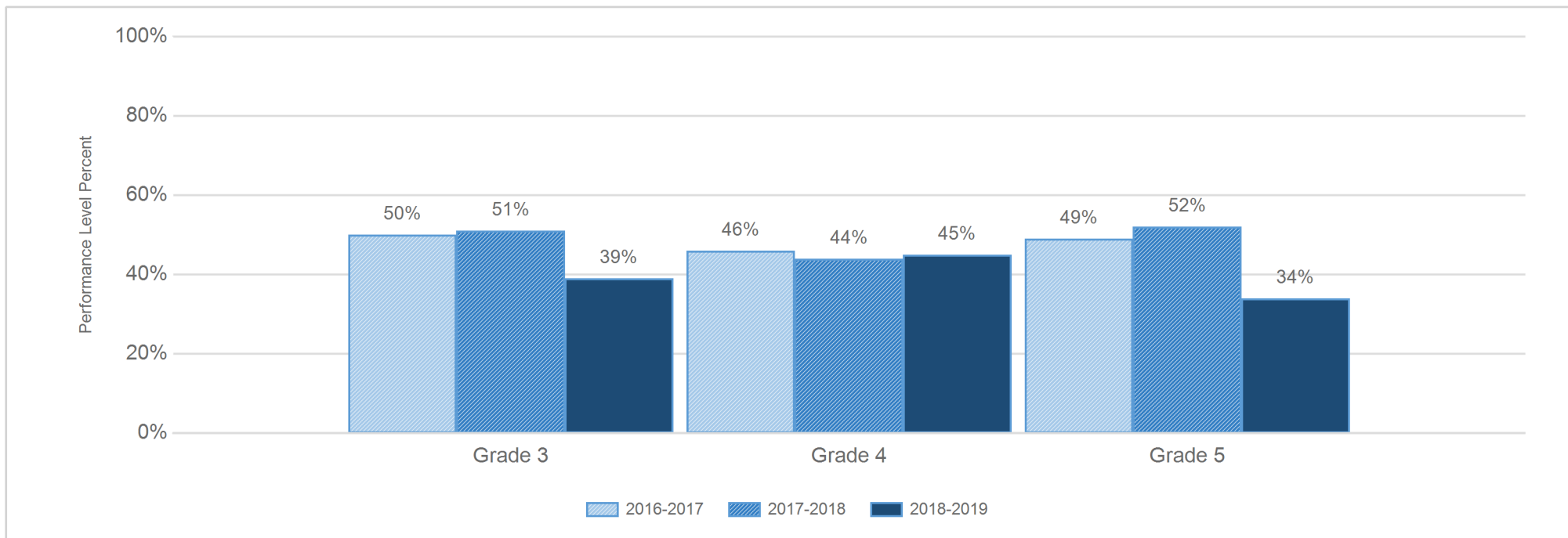
2018-2019

Report Key:

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Mathematics Assessment – Performance Trends

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



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



Veterans Memorial Elementary School
(29-0530-080)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	741	747	752	*	25%	27%	*	*	39%	55%
White	43	752	752	760	*	*	26%	*	*	53%	66%
Hispanic	25	724	733	739	*	52%	*	*	*	20%	40%
Black or African American	16	734	733	735	*	*	*	*	*	19%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	747	758	*	*	*	*	*	*	62%
Female	47	746	747	751	*	*	*	*	*	43%	54%
Male	41	735	747	752	*	*	*	*	*	34%	56%
Economically Disadvantaged Students	39	730	735	737	*	*	28%	*	*	23%	37%
Non-Economically Disadvantaged Students	49	749	755	761	*	*	27%	*	*	51%	67%
Students with Disabilities	13	716	730	731	*	*	*	*	*	15%	31%
Students without Disabilities	75	745	751	756	*	*	*	*	*	43%	60%
English Learners	*	*	725	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	749	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	*	*	*	728	*	*	*	*	*	*	28%



Veterans Memorial Elementary School
(29-0530-080)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	746	748	749	*	18%	32%	*	*	45%	51%
White	76	753	*	757	*	*	29%	*	*	57%	62%
Hispanic	18	730	736	737	*	*	*	*	*	17%	36%
Black or African American	*	*	734	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	49	745	*	749	*	*	35%	*	*	43%	50%
Male	62	747	*	749	*	*	29%	*	*	47%	52%
Economically Disadvantaged Students	50	735	*	734	*	*	40%	*	*	24%	32%
Non-Economically Disadvantaged Students	61	755	*	759	*	*	25%	*	*	62%	63%
Students with Disabilities	20	721	731	726	*	*	*	*	*	20%	25%
Students without Disabilities	91	751	752	754	*	*	*	*	*	51%	56%
English Learners	*	*	728	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	749	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	738	744	747	8%	28%	30%	*	*	34%	47%
White	70	748	748	755	*	20%	36%	*	*	43%	58%
Hispanic	28	724	732	735	*	36%	*	*	*	21%	30%
Black or African American	*	*	729	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	52	741	745	747	*	25%	23%	*	*	44%	47%
Male	68	736	743	747	*	29%	35%	*	*	26%	47%
Economically Disadvantaged Students	56	725	734	732	*	36%	32%	*	*	16%	27%
Non-Economically Disadvantaged Students	64	749	750	757	*	20%	28%	*	*	50%	59%
Students with Disabilities	37	715	*	725	*	*	*	*	*	*	19%
Students without Disabilities	83	748	*	752	*	*	*	*	*	*	52%
English Learners	*	*	719	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	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
3	*	*
4	*	*
5	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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2018-2019

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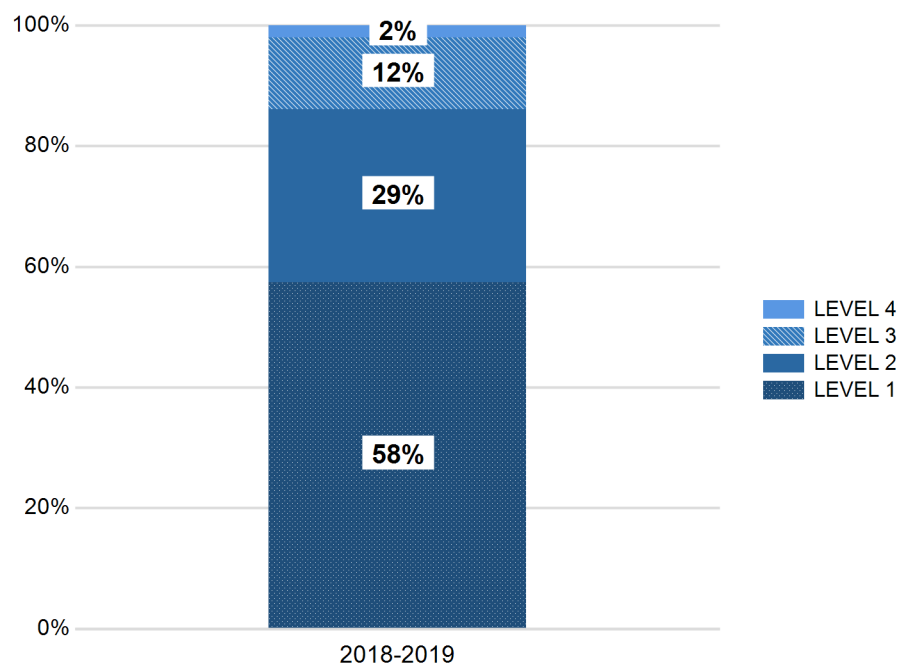
N No Data is available to display

† 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	58	29	12	2
White	44	35	18	3
Hispanic	74	22	4	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	60	23	17	0
Male	57	33	7	3
Economically Disadvantaged Students	73	23	4	0
Non-Economically Disadvantaged Students	45	34	18	3
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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2018-2019

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

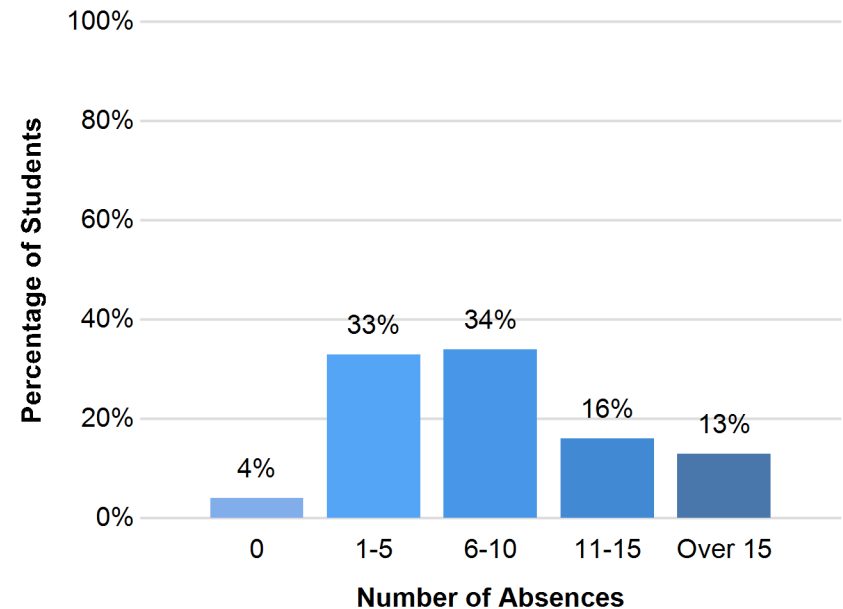
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	71	10.8	8.9	Not Met
White	29	7.4	8.9	Met
Hispanic	26	17.7	8.9	Not Met
Black or African American	13	16.3	8.9	Not Met
Asian, Native Hawaiian, or Pacific	3	14.3	8.9	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	26	8.7		
Male	45	12.5		
Economically Disadvantaged Students	50	17.5	8.9	Not Met
Students with Disabilities	24	16.6	8.9	Not Met
English Learners	7	16.3	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Veterans Memorial Elementary School

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2018-2019

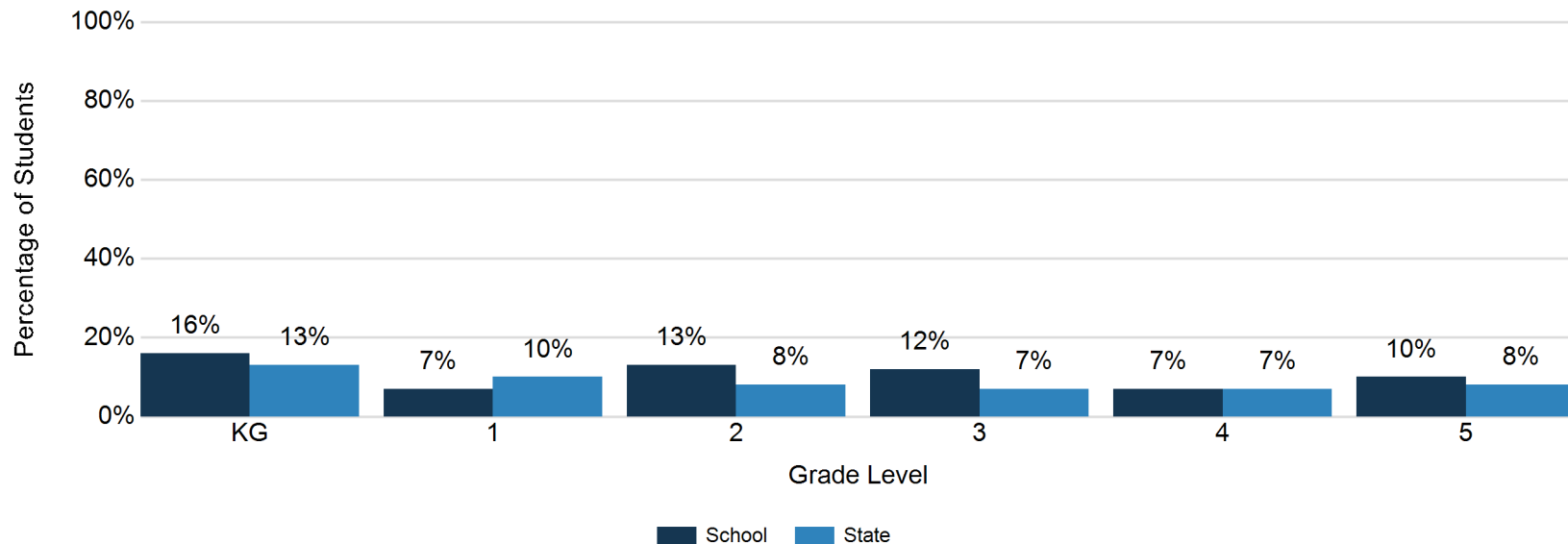
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	10
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	1.98

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	17	2.8%
Out-of-School Suspensions	*	*
Any Suspension	17	2.8%
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	9:05 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	56	118,214
Average years experience in public schools	12.8	12.1
Average years experience in district	12.8	10.8
Percentage of Teachers with 4 or more years experience in the district	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	41	9,530
Average years experience in public schools	16.6	16.0
Average years experience in district	16.6	12.0
Percentage of Administrators with 4 or more years experience in the district	80.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	304:1	208:1
Teachers to Administrators	28:1	19:1
Students to Librarians/Media Specialists		774:1
Students to Nurses		501:1
Students to Counselors		425:1
Students to Child Study Team Members		208:1



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2018-2019

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.3%	91.1%	0.0%	48.4%	77.1%	54.9%
Male	54.7%	8.9%	100.0%	51.6%	22.9%	45.1%
White	63.1%	96.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	18.9%	1.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	12.7%	1.8%	0.0%	15.0%	6.6%	13.9%
Asian	2.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.3%	0.0%	0.0%	2.1%	0.2%	0.2%



Veterans Memorial Elementary School

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Teachers: All classroom teachers

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

Teachers and Administrators - 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	94.1%	90.5%
2017-18 Administrators: Same district 2018-19	90.2%	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	97.3%



Veterans Memorial Elementary School

(29-0530-080)

Grades Offered: KG-05

2018-2019

Report Key:

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Per-Pupil Expenditures by Source

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

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

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

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

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



Veterans Memorial Elementary School

(29-0530-080)

Grades Offered: KG-05

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.



Veterans Memorial Elementary School

(29-0530-080)

Grades Offered: KG-05

2018-2019

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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	52.5%	48.7%	45.1%
Math Proficiency	50.3%	48.8%	40.2%
ELA Growth	44	48	49
Math Growth	56	57	45
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	11.7%	9.9%	10.8%

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



Veterans Memorial Elementary School

(29-0530-080)

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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.



Veterans Memorial Elementary School

(29-0530-080)

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Veterans Memorial Elementary School

(29-0530-080)

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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:

- A diverse learning community committed to educating the whole child in a developmentally appropriate, safe, and nurturing environment.
- A robust technology integration including access to interactive projectors, Chromebooks, iPads, and a robotics and computer programming lab.
- An extremely active PTA that sponsors many events that are designed to strengthen the home school connection.



Mission, Vision, Theme:

Veterans Memorial Elementary School, in partnership with our families and community, is committed to supporting student growth through cultivating each student's unique strengths and talents in an engaging, safe, and nurturing environment.



Veterans Memorial Elementary School

(29-0530-080)

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Courses, Curriculum, Instruction:

Our highly qualified professionals provide an engaging academic program aligned with the NJSL. They utilize research based strategies and contemporary pedagogy to meet the needs of a diverse student population. All students are challenged to achieve their academic potential through differentiated instruction and services such as, basic skills instruction, in-class support, resource room instruction, after school programs, and the enrichment program.



Clubs and Activities:

VMES offers many choices for students to participate in clubs and activities that promote social skills and leadership opportunities. Band, Chorus, Safety Patrol, Early Act Club, and Student Council are some of the available activities.



Veterans Memorial Elementary School

(29-0530-080)

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 <p>Before and After School Programs:</p>	<p>VMES offers student support programs outside the confines of the school day. Students in grades 3-5 that perform below grade level in math and/or literacy are offered an opportunity to attend an Extended Day Program where their academic challenges are targeted with intervention.</p>
 <p>Staff and Professional Learning:</p>	<p>Teachers within the Brick Township School District are offered a multitude of opportunities to attend workshops offered by quality professional development organizations at the district professional development center, as well as venues outside the district. Ongoing professional development is offered on site to teachers through the process of empowering teacher leaders, academic coaches, and district supervisors to provide targeted training. Additionally, teachers support one another through Professional Learning Community meetings.</p>



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 <p>Student Supports and Services:</p>	<p>VMES Elementary School supports an inclusive environment, servicing students of diverse backgrounds and needs. Support services are in place for Special Education Students and Basic Skills Students. Additionally, the process of I&RS is followed with fidelity to ensure that all students struggling academically, behaviorally, socially, or emotionally are provided targeted supports to facilitate growth. VMES has two school counselors and two nurses.</p>
 <p>Student Health and Wellness:</p>	<p>Students are given an opportunity for recess on a daily basis. Students also receive instruction in Physical Education and Health and learn about nutrition and proper exercise to maintain a happy, healthy life. Fifth grade students participate in the D.A.R.E. program in collaboration with the Brick Township Police Department. There is a robust Character Education Program in place at VMES where students are taught life and educational success skills of being Responsible, Respectful, and Ready to Learn. Healthy eating habits are promoted at VMES daily by offering all students opportunities for breakfast and lunch.</p>
 <p>Parent and Community Involvement:</p>	<p>VMES is fortunate to have a very active and supportive PTA. Our PTA has provided many grade level assemblies and programs to benefit our students. Fun activities such as, dances, ice cream socials, and Fifth Grade Celebration are available for our students. Our Back To School Night is well attended and parents are able to interact with their child's teacher.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers The School Climate Student Survey was given to first and fifth grade students. The survey was created by district elementary school counselors and administrators. It was designed to gather data on such topics as school safety, student rapport with teachers and staff, peer relationships, and self regulating strategies. The survey results were analyzed and shared with the VMES Data and SciP Committees to strengthen the character education programs.</p>
 <p>Facilities:</p>	<p>VMES was erected in 1970. Many recent improvements have been made to both the outside and indoor facility. New windows and doors have been added throughout the school to improve the aesthetics and security in the school. Solar panels were added to the roof in an effort to promote efficiency and implement green practices by conserving natural resources. The parking lot is the most recent improvement. It has been completely redesigned, paved, and lined.</p>
 <p>School Safety:</p>	<p>Building administration is committed to ensuring a safe and secure learning environment for both students and staff. Administration performs building walkthroughs, security drills, and targeted conversations with student body to review expectations. Visitors must present ID upon arrival, prior to being allowed into the building.</p>



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Technology and STEM:

The students at VMES currently have access to a STEM robotics and computer programming lab where children in grades K-5 can learn early programming skills in an effort to become as prepared as possible for success in the 21st century workforce.



Veterans Memorial Elementary School
(29-0530-080)
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2018-2019

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Other Information

VMES supports a partnership of highly effective professionals, families, and community. Our school emphasizes the importance of character education and educating the whole child. Students are encouraged to have pride in their school and their personal achievements. As a school, we promote the importance of student attendance and continue to emphasize to students that their attendance is essential for success.



Veterans Memorial Middle School
(29-0530-090)
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 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:



Veterans Memorial Middle School

(29-0530-090)

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	Ocean
District	Brick Township Public School District
Principal Name	Ms. Renee Kotsianas
Address	105 HENDRICKSON AVENUE BRICK TOWN, NJ 08724
Phone Number	732-785-3000
Email Address	rkotsianas@brickschools.org
Website	http://www.brickschools.org/VeteransMemorialMiddleSchool
Twitter	http://twitter.com/VeteransMemorialMiddleSchool



Veterans Memorial Middle School
(29-0530-090)
Grades Offered: 06-08
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	363	344	312
7	380	363	347
8	360	387	373
Total	1,103	1,094	1,032

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.0%	49.6%	51.8%
Male	51.0%	50.4%	48.2%
Economically Disadvantaged Students	27.7%	31.8%	30.8%
Students with Disabilities	20.3%	20.1%	21.1%
English Learners	0.0%	0.2%	0.3%
Homeless Students	0.6%	1.2%	1.1%
Students in Foster Care	0.5%	0.3%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	77.4%	75.4%	74.9%
Hispanic	11.3%	12.6%	13.1%
Black or African American	7.5%	8.4%	8.9%
Asian	2.3%	2.4%	2.1%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.0%
American Indian or Alaska Native	0.2%	0.3%	0.3%
Two or More Races	1.1%	0.8%	0.7%

Enrollment by Home Language

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

Home Language	% of Students
English	94.6%
Spanish	4.2%
Other Languages	1.3%



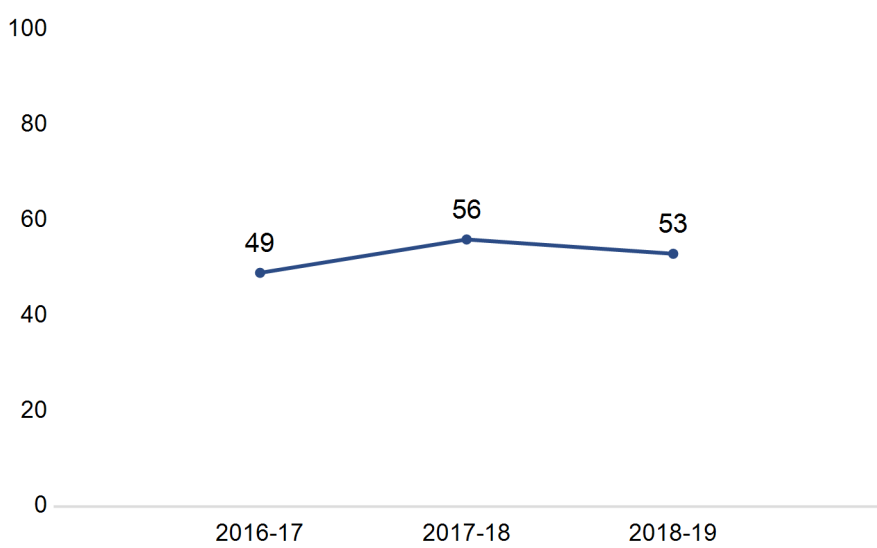
Veterans Memorial Middle School
 (29-0530-090)
 Grades Offered: 06-08
 2018-2019

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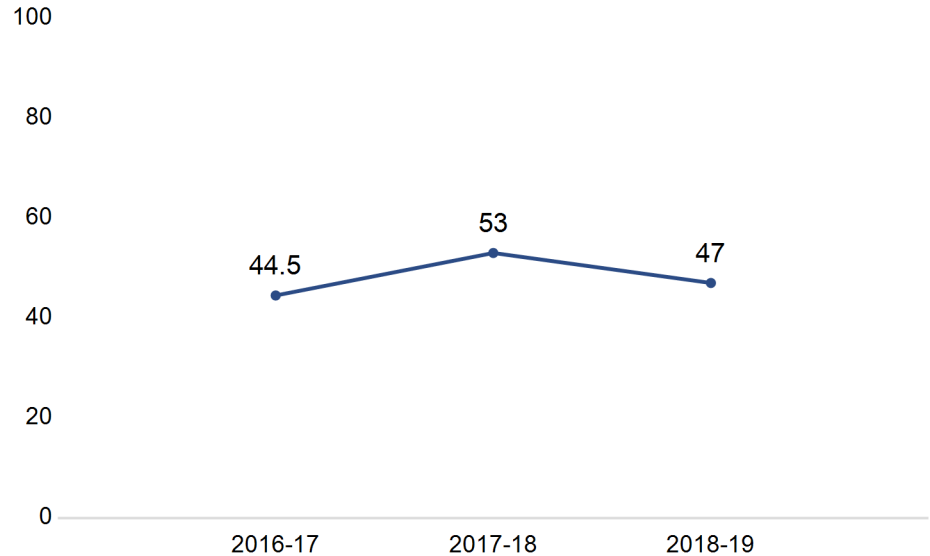
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	49	56	53	44.5	53	47
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



Veterans Memorial Middle School
(29-0530-090)
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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	53	54	50	Met Standard	47	49	50	Met Standard
White	54	55	50	Met Standard	47	48	52	Met Standard
Hispanic	50	51	49	Met Standard	44	49.5	47	Met Standard
Black or African American	48	46.5	45	Met Standard	37	44	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	59.5	58.5	59	Met Standard	71	64	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	65	49	**	*	70.5	52	**
Female	58	58	53	N	49.5	49	50	N
Male	48	51	47	N	43.5	48	51	N
Economically Disadvantaged Students	53	52	48	Met Standard	50	50	46	Met Standard
Students with Disabilities	48	52	43	Met Standard	31	43	45	Not Met
English Learners	78	57	52	**	58	55	50	**
Homeless Students	*	57	43	N	*	46.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Veterans Memorial Middle School
 (29-0530-090)
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 2018-2019

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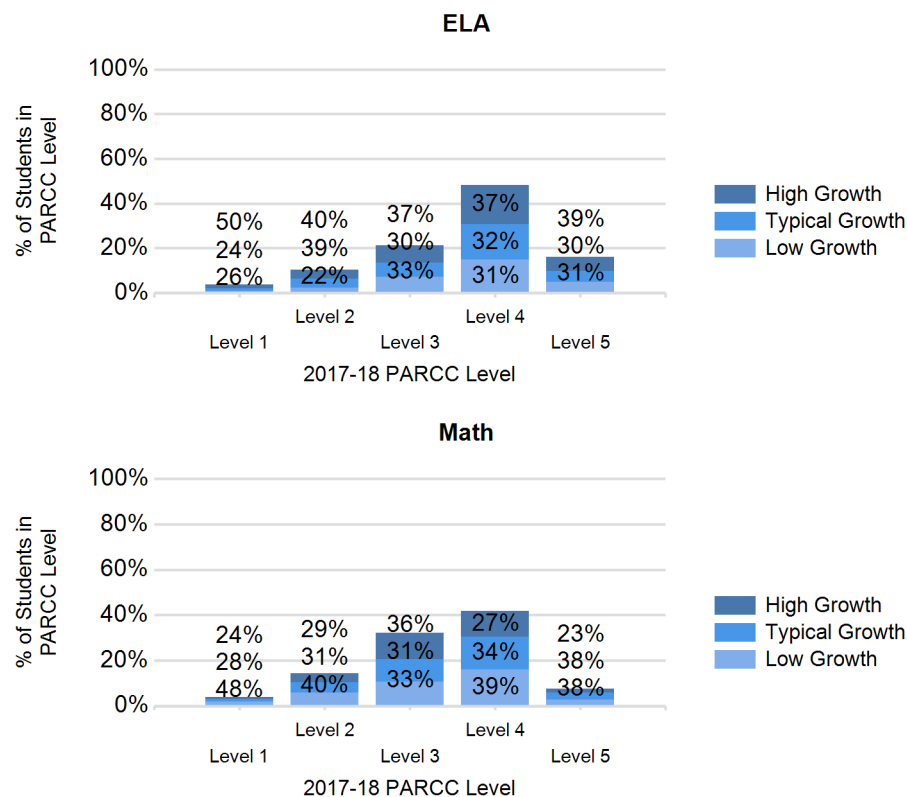
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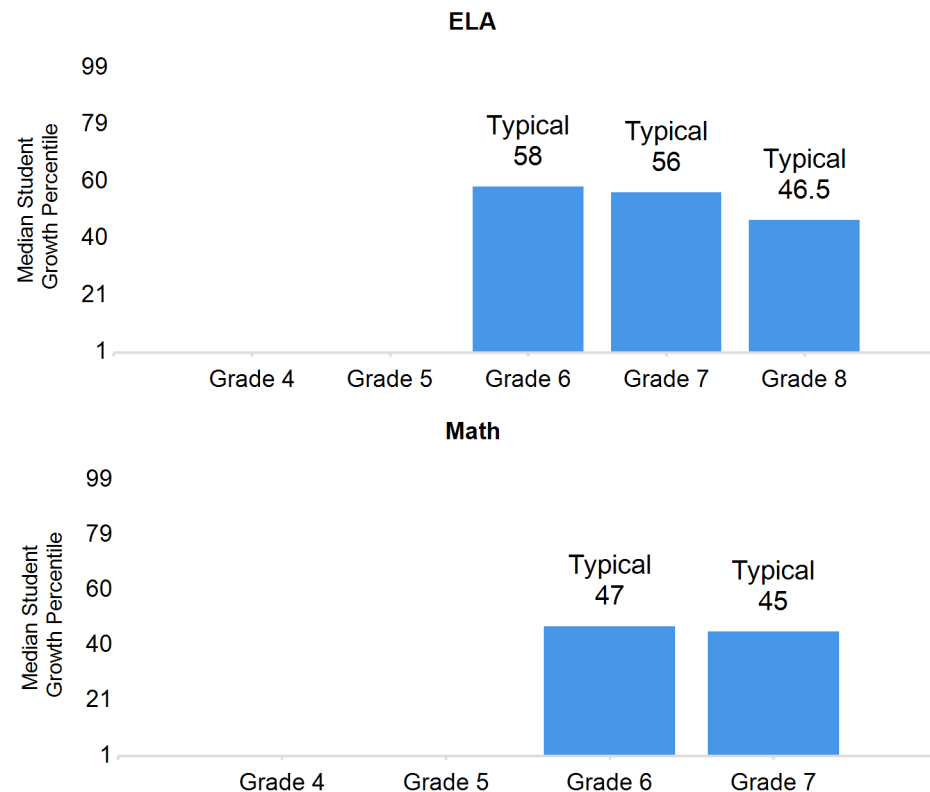
Student Growth by Performance Level

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.





Veterans Memorial Middle School
(29-0530-090)
Grades Offered: 06-08
2018-2019

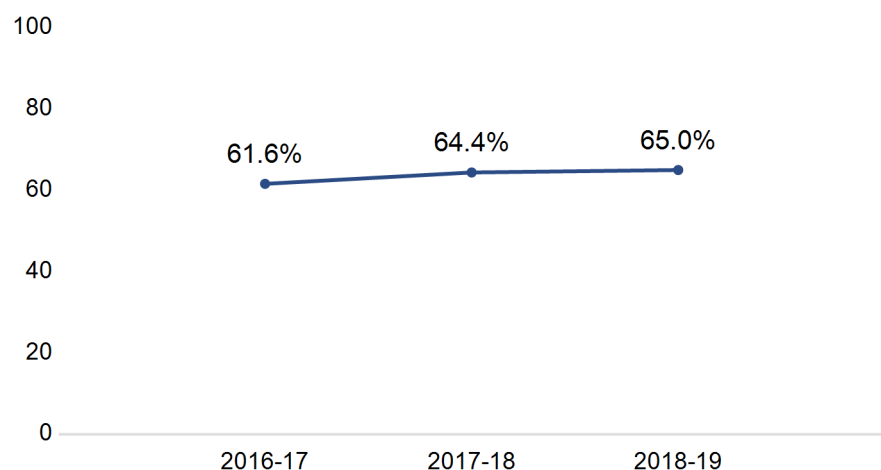
Report Key:

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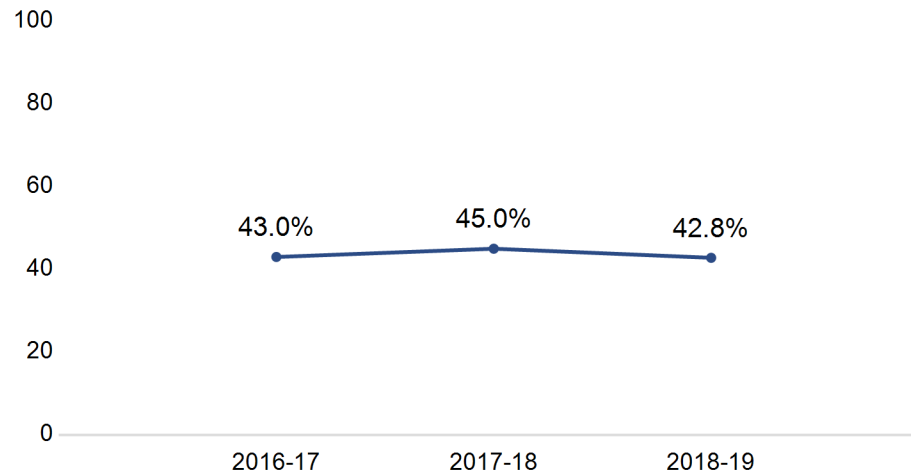
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.7%	98.5%	97.6%	97.4%	98.2%	97.3%
Proficiency Rate for Federal Accountability	61.6%	64.4%	65.0%	43.0%	45.0%	42.8%
Annual Target	62.6%	63.5%	64.4%	43.5%	45.4%	47.4%
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.



Veterans Memorial Middle School
(29-0530-090)
Grades Offered: 06-08
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	999	97.6	65.0	58.6	57.9	65.0	64.4	Met Target
White	744	97.3	68.8	63.4	66.9	68.8	67	Met Target
Hispanic	137	98.6	55.5	*	43.9	55.5	55	Met Target
Black or African American	88	97.9	43.2	36.3	38.5	43.2	39.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	20	100.0	85.0	67.2	82.9	85.0	63.8	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	517	96.9	74.9	66.1	64.8	74.9		
Male	482	98.4	54.4	51.5	51.3	54.4		
Economically Disadvantaged Students	303	96.6	52.8	43.7	40.0	52.8	55	Met Target†
Non-Economically Disadvantaged Students	696	98.0	70.3	65.7	67.9	70.3		
Students with Disabilities	209	97.7	24.4	*	22.7	24.4	29.2	Met Target†
Students without Disabilities	790	97.6	75.7	*	65.1	75.7		
English Learners	19	91.7	36.8	21.5	29.3	35.0	32.5	Met Target
Non-English Learners	980	97.7	65.5	60.5	60.6	65.5		
Homeless Students	*	*	*	48.1	29.1	*		
Students In Foster Care	*	*	*	33.3	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

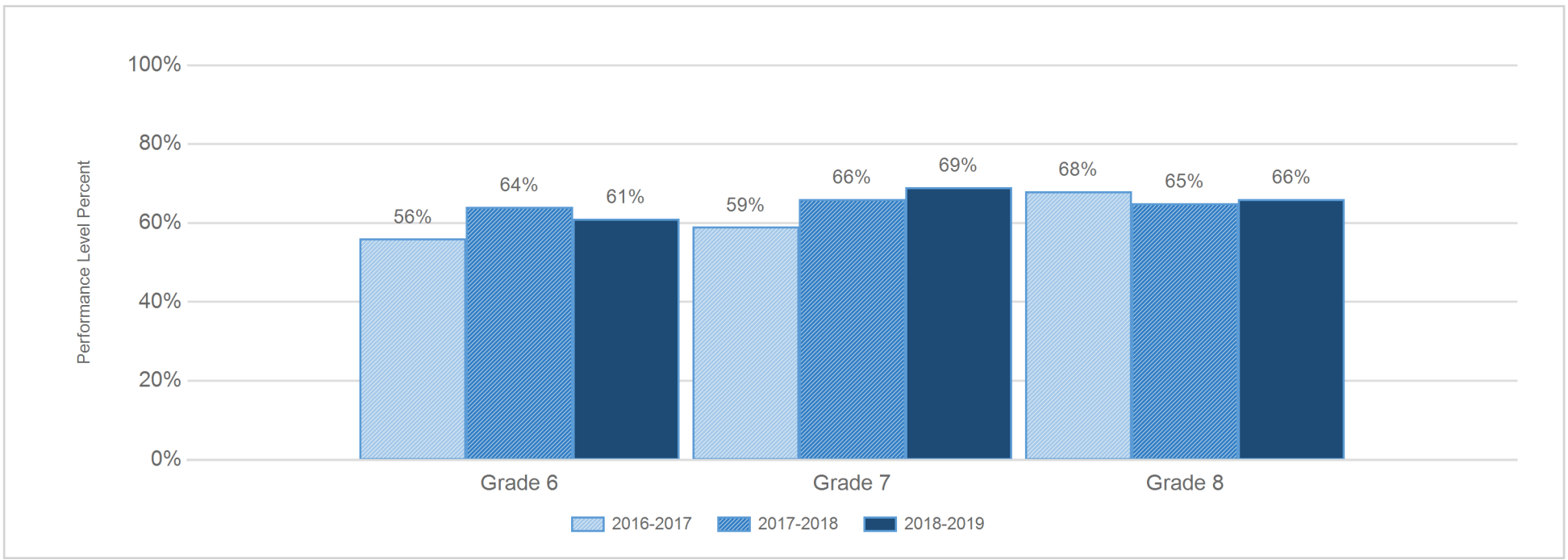


Veterans Memorial Middle School
 (29-0530-090)
 Grades Offered: 06-08
 2018-2019

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English Language Arts Assessment - Performance Trends

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





Veterans Memorial 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	301	761	758	754	4%	11%	24%	43%	19%	61%	56%
White	227	762	759	762	*	*	21%	43%	21%	63%	65%
Hispanic	34	756	751	743	*	*	35%	*	*	53%	43%
Black or African American	27	752	*	738	*	*	*	*	*	48%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	160	769	766	762	*	*	20%	48%	24%	71%	64%
Male	141	751	749	748	*	*	28%	37%	13%	50%	48%
Economically Disadvantaged Students	86	749	748	740	*	*	27%	*	*	48%	39%
Non-Economically Disadvantaged Students	215	765	763	763	*	*	23%	*	*	67%	67%
Students with Disabilities	63	727	729	722	*	*	40%	*	*	16%	19%
Students without Disabilities	238	769	766	761	*	*	20%	*	*	73%	64%
English Learners	*	*	718	710	*	*	*	*	*	*	*
Non-English Learners	*	*	759	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Veterans Memorial 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	339	768	770	761	3%	8%	19%	36%	33%	69%	63%
White	253	771	773	769	*	*	16%	38%	37%	75%	72%
Hispanic	47	767	763	747	*	*	26%	30%	28%	57%	50%
Black or African American	32	739	750	741	*	*	41%	*	*	38%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	178	776	777	769	*	*	19%	35%	40%	75%	71%
Male	161	759	763	753	*	*	20%	37%	25%	62%	55%
Economically Disadvantaged Students	123	759	761	743	*	*	27%	33%	24%	57%	45%
Non-Economically Disadvantaged Students	216	772	775	771	*	*	15%	37%	39%	76%	73%
Students with Disabilities	66	739	738	720	*	*	27%	*	*	38%	22%
Students without Disabilities	273	775	778	769	*	*	18%	*	*	77%	71%
English Learners	*	*	734	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	771	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	353	763	762	762	7%	9%	18%	44%	22%	66%	63%
White	257	765	765	770	7%	7%	16%	45%	25%	70%	72%
Hispanic	55	761	756	747	*	*	29%	36%	20%	56%	49%
Black or African American	31	740	*	741	*	*	*	*	*	45%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	177	778	773	771	*	*	13%	46%	33%	80%	71%
Male	176	748	752	753	*	*	24%	42%	10%	52%	55%
Economically Disadvantaged Students	94	753	752	743	*	14%	27%	*	*	52%	45%
Non-Economically Disadvantaged Students	259	766	767	772	*	7%	15%	*	*	71%	72%
Students with Disabilities	66	720	727	721	*	*	26%	21%	0%	21%	22%
Students without Disabilities	287	773	771	770	*	*	17%	49%	26%	76%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	752	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	997	97.3	42.8	42.1	44.5	42.8	47.4	Not Met
White	741	96.9	47.0	45.9	54.1	47.0	49.1	Met Target†
Hispanic	138	99.3	31.2	*	28.8	31.2	43.6	Not Met
Black or African American	88	96.8	20.5	21.0	23.0	20.5	24.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	20	100.0	80.0	66.9	76.5	80.0	56.4	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	514	96.1	46.5	43.0	44.9	46.5		
Male	483	98.6	38.9	41.3	44.2	38.9		
Economically Disadvantaged Students	303	96.3	27.7	29.8	26.3	27.7	35.6	Not Met
Non-Economically Disadvantaged Students	694	97.8	49.4	48.2	54.9	49.4		
Students with Disabilities	207	96.4	*	12.5	17.4	*	21.6	Not Met
Students without Disabilities	790	97.6	*	49.8	50.0	*		
English Learners	20	96.3	15.0	19.3	25.0	15.0	18.3	Met Target†
Non-English Learners	977	97.3	43.4	43.3	46.5	43.4		
Homeless Students	*	*	*	25.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



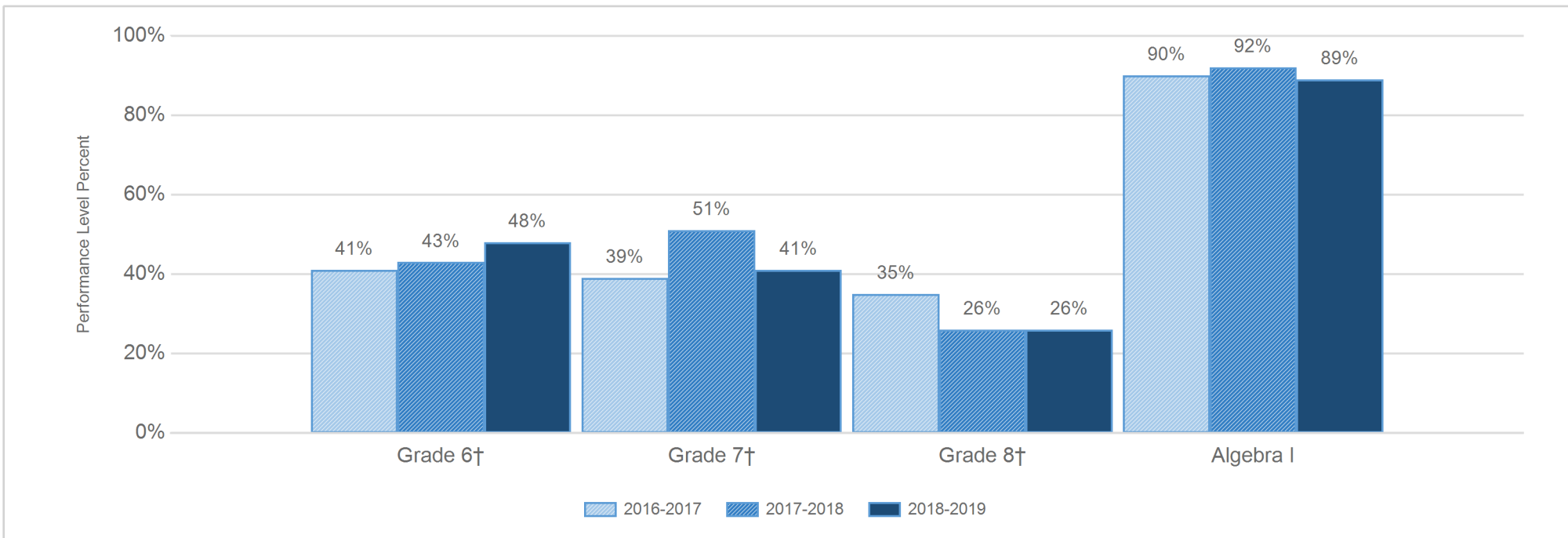
Veterans Memorial Middle School
(29-0530-090)
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2018-2019

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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	303	745	745	741	10%	13%	30%	43%	5%	48%	41%
White	227	748	747	749	7%	11%	29%	47%	6%	52%	51%
Hispanic	36	733	738	729	*	*	42%	31%	0%	31%	24%
Black or African American	27	726	*	722	*	*	*	*	*	33%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	161	747	747	742	6%	14%	30%	*	*	50%	42%
Male	142	741	742	740	13%	12%	30%	*	*	45%	40%
Economically Disadvantaged Students	88	733	737	726	22%	15%	31%	*	*	33%	21%
Non-Economically Disadvantaged Students	215	750	749	750	5%	12%	29%	*	*	54%	53%
Students with Disabilities	63	715	719	716	*	35%	21%	*	*	13%	12%
Students without Disabilities	240	752	751	746	*	7%	32%	*	*	57%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	336	745	745	744	4%	21%	34%	36%	5%	41%	42%
White	250	748	748	751	*	18%	34%	*	*	46%	53%
Hispanic	48	742	737	733	*	25%	38%	*	*	35%	26%
Black or African American	31	719	725	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	174	745	745	744	*	22%	34%	*	*	41%	42%
Male	162	744	746	743	*	20%	34%	*	*	41%	42%
Economically Disadvantaged Students	122	737	737	731	*	29%	43%	*	*	25%	24%
Non-Economically Disadvantaged Students	214	749	750	751	*	17%	29%	*	*	50%	53%
Students with Disabilities	64	719	718	718	*	53%	20%	*	*	11%	13%
Students without Disabilities	272	750	752	749	*	14%	38%	*	*	48%	48%
English Learners	*	*	731	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	746	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	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	265	730	732	728	17%	22%	34%	26%	0%	26%	29%
White	184	733	735	737	14%	21%	36%	29%	0%	29%	38%
Hispanic	47	725	725	722	21%	30%	32%	*	*	17%	22%
Black or African American	29	721	725	714	*	*	*	*	*	21%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	129	737	737	731	11%	19%	36%	34%	0%	34%	31%
Male	136	724	728	726	24%	24%	33%	19%	0%	19%	27%
Economically Disadvantaged Students	86	726	727	719	22%	28%	29%	21%	0%	21%	20%
Non-Economically Disadvantaged Students	179	732	736	735	15%	19%	37%	29%	0%	29%	36%
Students with Disabilities	65	709	713	707	*	*	*	*	*	*	10%
Students without Disabilities	200	737	739	734	*	*	*	*	*	*	35%
English Learners	*	*	704	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	733	730	*	*	*	*	*	*	30%
Homeless Students	*	*	737	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Veterans Memorial Middle School
(29-0530-090)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	770	743	744	0%	0%	11%	*	*	89%	42%
White	73	771	746	752	0%	0%	*	*	*	88%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	49	770	745	745	0%	0%	*	*	*	92%	44%
Male	40	770	742	743	0%	0%	*	*	*	85%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	714	717	N	N	N	N	N	N	12%
Students without Disabilities	89	770	750	748	0%	0%	11%	*	*	89%	47%
English Learners	N	N	727	710	N	N	N	N	N	N	*
Non-English Learners	89	770	744	745	0%	0%	11%	*	*	89%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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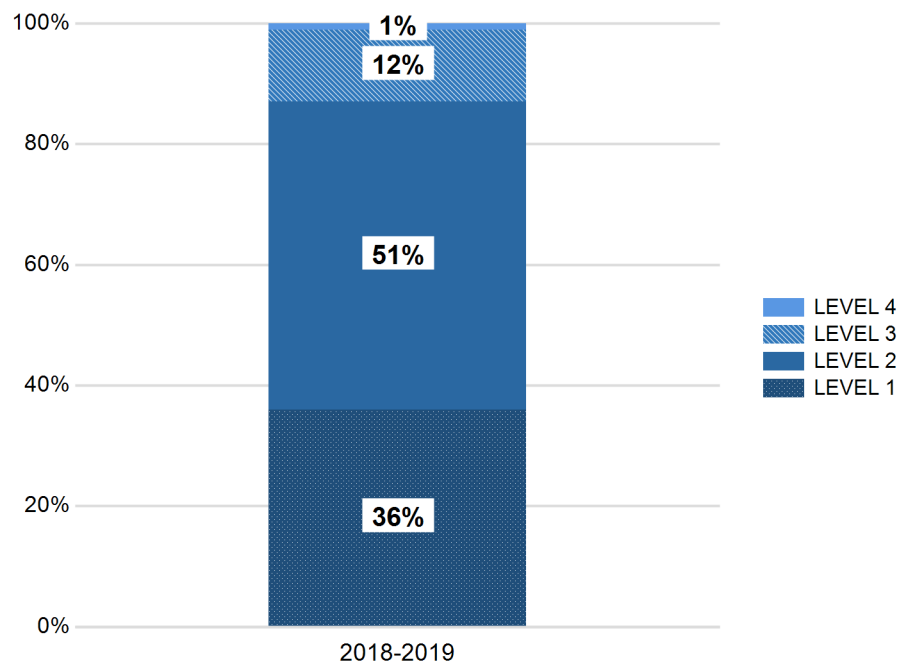
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	36	51	12	1
White	31	55	13	1
Hispanic	52	34	14	0
Black or African American	55	45	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	33	52	15	1
Male	39	51	9	1
Economically Disadvantaged Students	54	41	5	0
Non-Economically Disadvantaged Students	29	55	14	1
Students with Disabilities	80	15	5	0
Students without Disabilities	26	60	13	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	315
7	0	0	354
8	90	0	290
Total	90	0	959

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	169	0	0	0	0	0	0
8	167	0	0	0	0	0	0
Total	336	0	0	0	0	0	0



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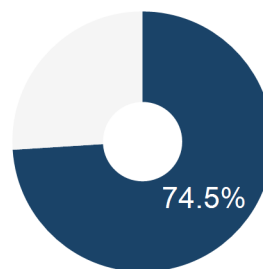
† This indicates a table specific note, see note below table

Visual and Performing Arts – Course Participation

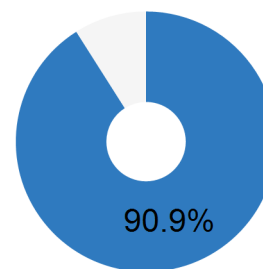
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

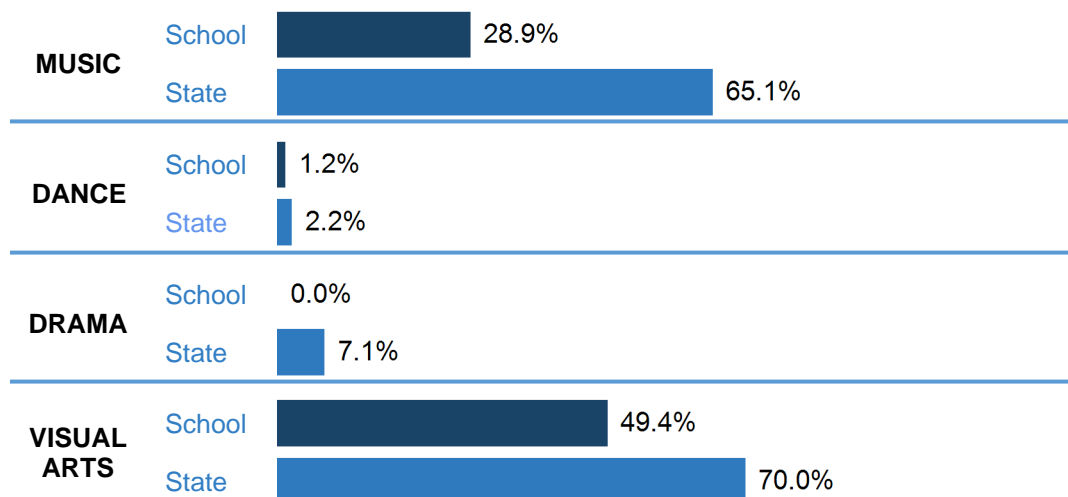


School



State

Students enrolled in one or more classes by discipline:





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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.

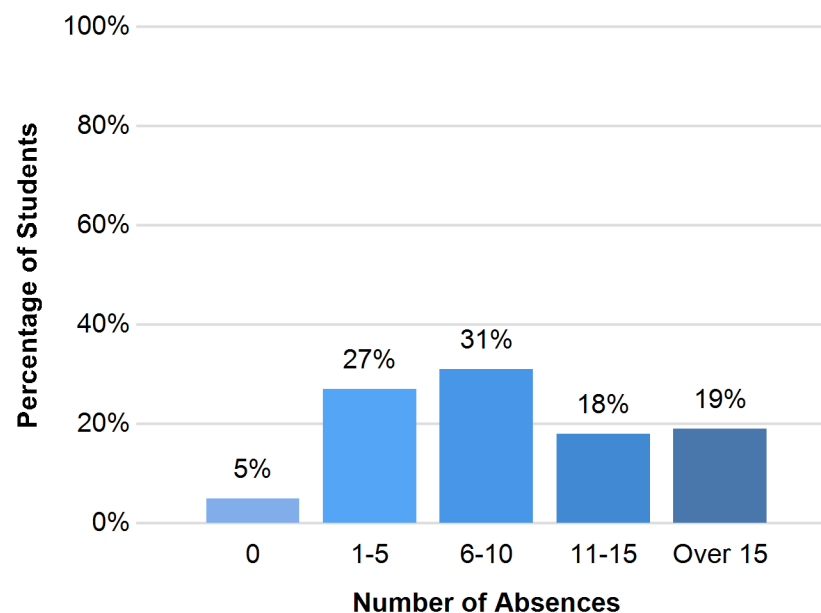
Chronic Absenteeism

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	146	14.0	9.1	Not Met
White	104	13.4	9.1	Not Met
Hispanic	24	16.6	9.1	Not Met
Black or African American	16	16.8	9.1	Not Met
Asian, Native Hawaiian, or Pacific	1	5.0	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	79	14.5		
Male	67	13.3		
Economically Disadvantaged Students	72	21.8	9.1	Not Met
Students with Disabilities	47	21.0	9.1	Not Met
English Learners	3	16.7	**	**
Homeless Students	5	50.0		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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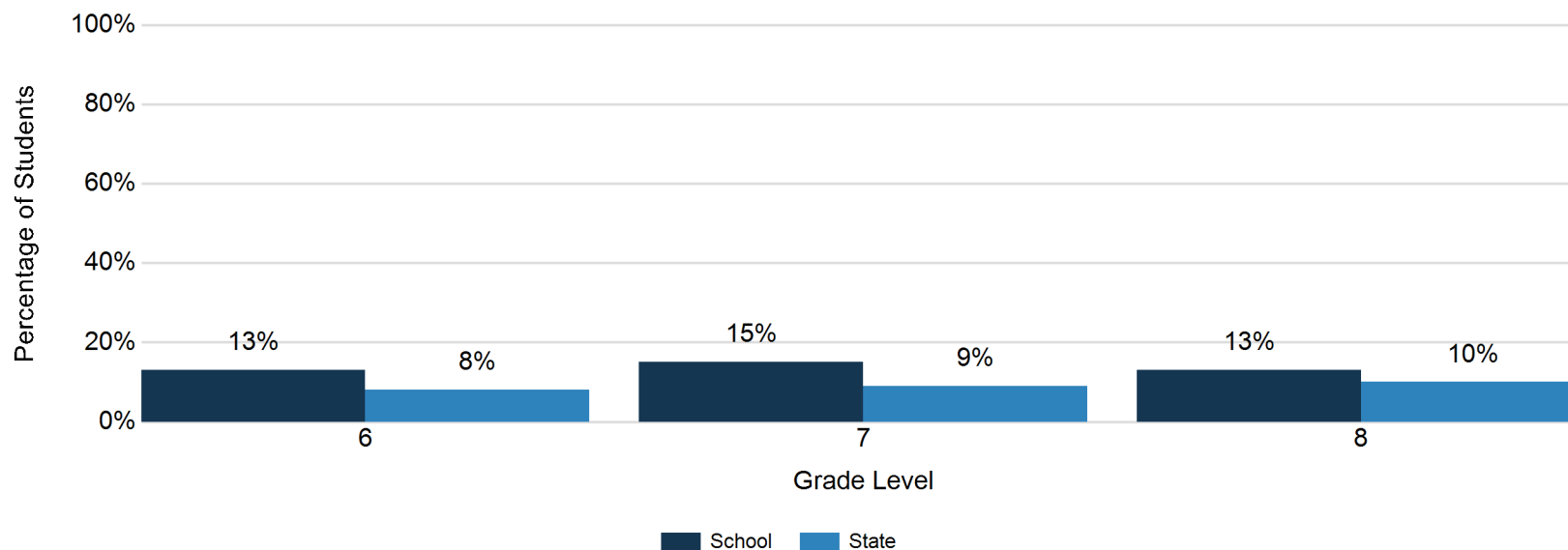
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Chronic Absenteeism by Grade

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	29
Weapons	4
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	34
Incidents Per 100 Students Enrolled	3.29

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	3
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	67	6.5%
Out-of-School Suspensions	48	4.7%
Any Suspension	96	9.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
186



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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	7:45 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	100	118,214
Average years experience in public schools	14.4	12.1
Average years experience in district	14.3	10.8
Percentage of Teachers with 4 or more years experience in the district	88.0%	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	41	9,530
Average years experience in public schools	16.6	16.0
Average years experience in district	16.6	12.0
Percentage of Administrators with 4 or more years experience in the district	80.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	344:1	208:1
Teachers to Administrators	33:1	19:1
Students to Librarians/Media Specialists		774:1
Students to Nurses		501:1
Students to Counselors		425:1
Students to Child Study Team Members		208:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.8%	73.0%	33.3%	48.4%	77.1%	54.9%
Male	48.2%	27.0%	66.7%	51.6%	22.9%	45.1%
White	74.9%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	13.1%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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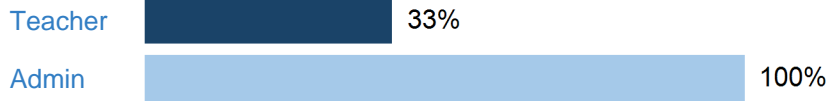
Teachers and Administrators - Level of Education

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	94.1%	90.5%
2017-18 Administrators: Same district 2018-19	90.2%	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	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	Low Performing Student Group (ATSI)
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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



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

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	61.6%	64.4%	65.0%
Math Proficiency	43.0%	45.0%	42.8%
ELA Growth	49	56	53
Math Growth	44	53	47
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	9.7%	12.2%	14.0%

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



Veterans Memorial Middle School
(29-0530-090)
Grades Offered: 06-08
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).

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Veterans Memorial Middle School

(29-0530-090)

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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.



Highlights:

- 2nd place in the annual NJ State Bar Association Law Fair Contest
- Girls Cross Country Team won first place in the Ocean County Championship Meet
- Band and Chorus won Superior Awards in NJ Musical Festival Competition



Mission, Vision, Theme:

The Veterans Memorial Middle School programs include state of the art technology, interest based activities, core academic curricula and interdisciplinary teaching teams. To complement a strong academic curriculum, we also address the social and emotional needs of the adolescent student. Our many extra-curricular activities provide students the opportunity to participate and explore their diverse interests. Character values are imparted daily through the curriculum.



Awards, Recognition, Accomplishments:

VMMS engages in a variety of academic competitions to showcase the talents and gifts of its students. We have received recognition at the Monmouth University Spelldown, National Geography Bee, NJSBF Law Fair, SIFMA Stock Market game and Capitol Hill challenge.



Veterans Memorial Middle School

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2018-2019

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 <p>Courses, Curriculum, Instruction:</p>	<p>Our academic programs foster critical thinking and problem solving skills. Literacy strategies include research based best practices to increase reading fluency and comprehension of complex text. Students receive differentiated text based on their Lexile level. In math, our students utilize reasoning to solve real world problems. Students engage in authentic experiences in science and STEM classes. Social Studies promotes patriotism and an appreciation for the democratic process.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)</p> <p>Girls Cross Country teams were first place varsity champions in the Ocean County Meet.</p>
 <p>Clubs and Activities:</p>	<p>Students participating in school clubs and activities develop a strong connection with the school community, learn time management, which benefit their academic achievement. Ass students have the opportunity to participate in variuos clubs including the Yearbook Club, Intergenerational Club, Rotary Club, Student Council, Drama, Math Team, School Newspaper, Chess Club, and Robotics. Students may also apply to be a member of the prestigious National Junior Honor Society.</p>



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Before and After School Programs:

The VMMS "Strive for Success" Title I Extended Day Tutoring Program is an effort to help offer remediation to specific students, within our school community, who have been identified as needing extra help in either English Language Arts or Mathematics. Once identified, these students are placed into specific grade level/content area classes and offered small group assistance by a member of our school teaching staff.



Staff and Professional Learning:

PLC's are in place for teaching teams to focus on formative assessments to drive instruction. Strategies for differentiated instruction utilizing Universal Design for Learning are designed to meet the needs of our diverse learners by promoting a growth mindset for all students. Teachers in the district are offered opportunities to attend workshops offered by quality professional development organizations at the district professional development center, as well as venues outside the district.



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Student Supports and Services:

We offer a variety of programs for students to enable them to achieve academic success. VMMS offers a DTI (Diagnostic Tiered Intervention) period every day for students to receive additional support in Language Arts and Math. The period is designed to offer remediation through our basic skills program and enrichment for our G&T students. Reinforcement of essential skills is also the focus of the teaching teams during this period. Our Strive for Success Tutoring Program provides after school help for struggling students. A matrix is utilized to identify at risk students and a individualized curriculum is used to target specific skill deficiencies in math and literacy. Our I&RS Team and a 504 committees assist students who are experiencing learning, behavioral or health difficulties.



Student Health and Wellness:

Students are offered breakfast after the bell every day. Students participate in 50 minute physical education classes daily that offer a variety of activities designed to promote health and physical fitness. A weekly wellness program is offered which is a comprehensive physical fitness circuit specially designed with developmentally appropriate exercises for middle school aged students. The health program promotes the physical, mental, emotional, and social development of students with an emphasis on communication and the importance of these life skills.



Parent and Community Involvement:

Parent Portal is a tool that allows our parents to view their child's grades and attendance from home. This tool is an effective strategy for parent teacher communications. Access to the portal from any location can be found at <http://parents.brickschools.org>. VMMS offers quarterly information nights to inform and educate the community on the dangers of adolescent risky behaviors and available resources to assist struggling learners. VMMS has an active PTA whose mission is to make every child's potential a reality by engaging and empowering families and communities to advocate for all children.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Administrators, Teachers Staff members and administrators completed the New Jersey School Climate Survey (NJSCS)</p>
 <p>Facilities:</p>	<p>VMMS was built in 1971. Additional classrooms were added in 1996, 1998 and 2002. A multipurpose room was added in 1998. The building has a media/resource center, 2 computer labs, 2 science labs, and 2 STEM rooms. Portions of the building were constructed in PODS for small learning communities which foster the school within a school concept.</p>
 <p>School Safety:</p>	<p>VMMS has a school resource officer and a security guard that work closely with administration to ensure the safety of students and staff. The school utilizes evacuation and safety protocols recommend by Homeland Security. Emergency drills are practiced routinely throughout each school year and are revised and monitoed in collaboaration with the local police department.</p>



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Technology and STEM:

All classrooms have interactive projectors, document cameras and a 1 to 1 ratio of chromebooks for students to master 21st century technical skills. VMMS has two state of the art computer labs and a STEM lab equipped with 3-D printers and laptops designed for PBL investigative activities. Our STEM program is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real world lessons where students apply science, technology, engineering and mathematics to find solutions to problems utilizing engineering design protocols.



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Other Information

The Veterans Memorial Middle School is a sixth, seventh and eighth grade facility that successfully functions as a contemporary middle school. Our programs include state of the art technology, interest based activities, core academic curricula and interdisciplinary teaching teams, all of which provide a comprehensive educational program. We foster the beliefs of the American Middle Level Association pledge, "This We Believe". We have high expectations for student achievement and provide students with appropriate opportunities for success. To complement a strong academic curriculum, we also address the social and emotional needs of the adolescent student. Our many extra-curricular activities provide students the opportunity to participate and explore their diverse interests. Community values are imparted daily through the curriculum. Students' academic accomplishments are recognized and rewarded through quarterly Mustang Success assemblies.



Warren H. Wolf Elementary School

(29-0530-027)

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:



Warren H. Wolf Elementary School

(29-0530-027)

Grades Offered: PK-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	Ocean
District	Brick Township Public School District
Principal Name	Ms. Theresa Goodfellow
Address	224 260 CHAMBERS BRIDGE RD BRICK, NJ 08723-9999
Phone Number	732-785-3000
Email Address	tgoodfellow@brickschools.org
Website	https://www.brickschools.org/Schools/Warren-H-Wolf-Preschool
Twitter	http://twitter.com/WhwWolfpack



Warren H. Wolf Elementary School

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	180	182	266
KG	94	87	58
1	40	57	51
2	10	28	31
3	0	10	22
4	0	0	0
5	0	0	0
Total	324	364	428

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	42.3%	40.7%	41.6%
Male	57.7%	59.3%	58.4%
Economically Disadvantaged Students	39.5%	40.9%	37.9%
Students with Disabilities	49.4%	46.2%	44.4%
English Learners	14.2%	12.9%	6.5%
Homeless Students	1.5%	0.3%	0.7%
Students in Foster Care	0.9%	1.4%	0.7%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	68.5%	65.7%	68.7%
Hispanic	22.2%	26.6%	23.8%
Black or African American	4.3%	3.0%	2.6%
Asian	3.7%	2.5%	1.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.2%	2.2%	3.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	156	167	187
PK - Full Day	24	15	79
KG - Half Day	0	0	0
KG - Full Day	94	87	58

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	82.0%
Spanish	15.0%
Other Languages	3.0%



Warren H. Wolf Elementary School
(29-0530-027)
Grades Offered: PK-03
2018-2019

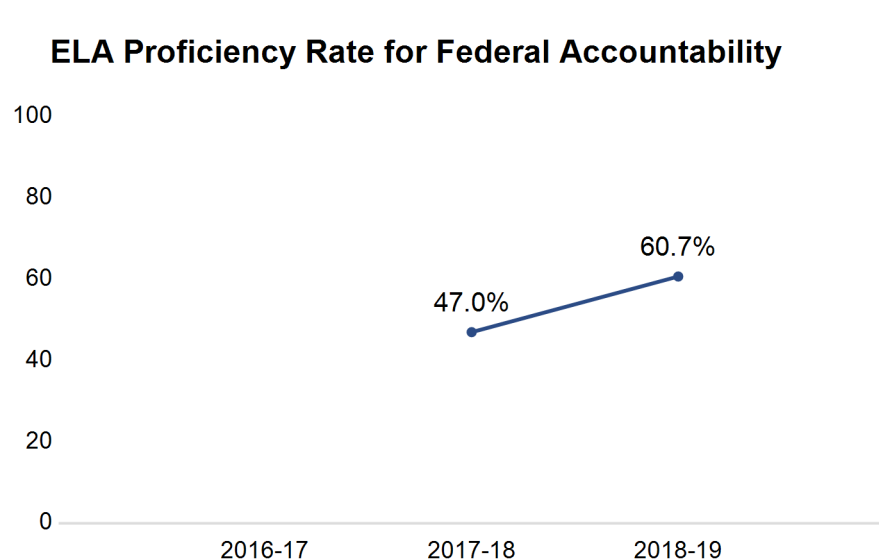
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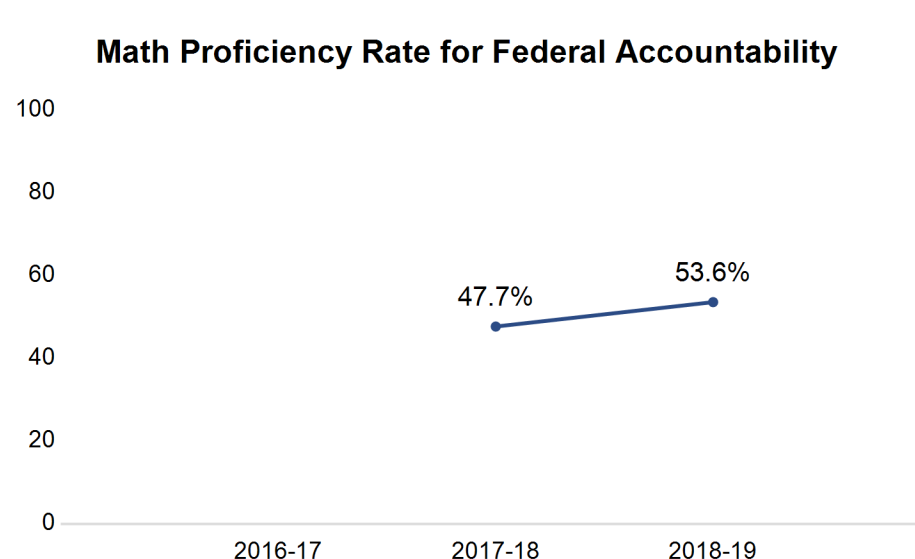
English Language Arts and Mathematics Performance Trends

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	N	100.0%	100.0%	N	100.0%	100.0%
Proficiency Rate for Federal Accountability	N	47.0%	60.7%	N	47.7%	53.6%
Annual Target	N	N	48.7%	N	N	49.3%
Met Annual Target?		N	Met Target		N	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	28	100.0	60.7	58.6	57.9	60.7	48.7	Met Target
White	17	100.0	64.7	63.4	66.9	64.7	**	**
Hispanic	*	*	*	*	43.9	*	**	**
Black or African American	*	*	*	36.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.2	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	16	100.0	62.5	66.1	64.8	62.5		
Male	12	100.0	58.3	51.5	51.3	58.3		
Economically Disadvantaged Students	12	100.0	50.0	43.7	40.0	50.0	**	**
Non-Economically Disadvantaged Students	16	100.0	68.8	65.7	67.9	68.8		
Students with Disabilities	*	*	*	*	22.7	*	**	**
Students without Disabilities	*	*	*	*	65.1	*		
English Learners	*	*	*	21.5	29.3	*	**	**
Non-English Learners	*	*	*	60.5	60.6	*		
Homeless Students	N	N	N	48.1	29.1	N		
Students In Foster Care	N	N	N	33.3	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

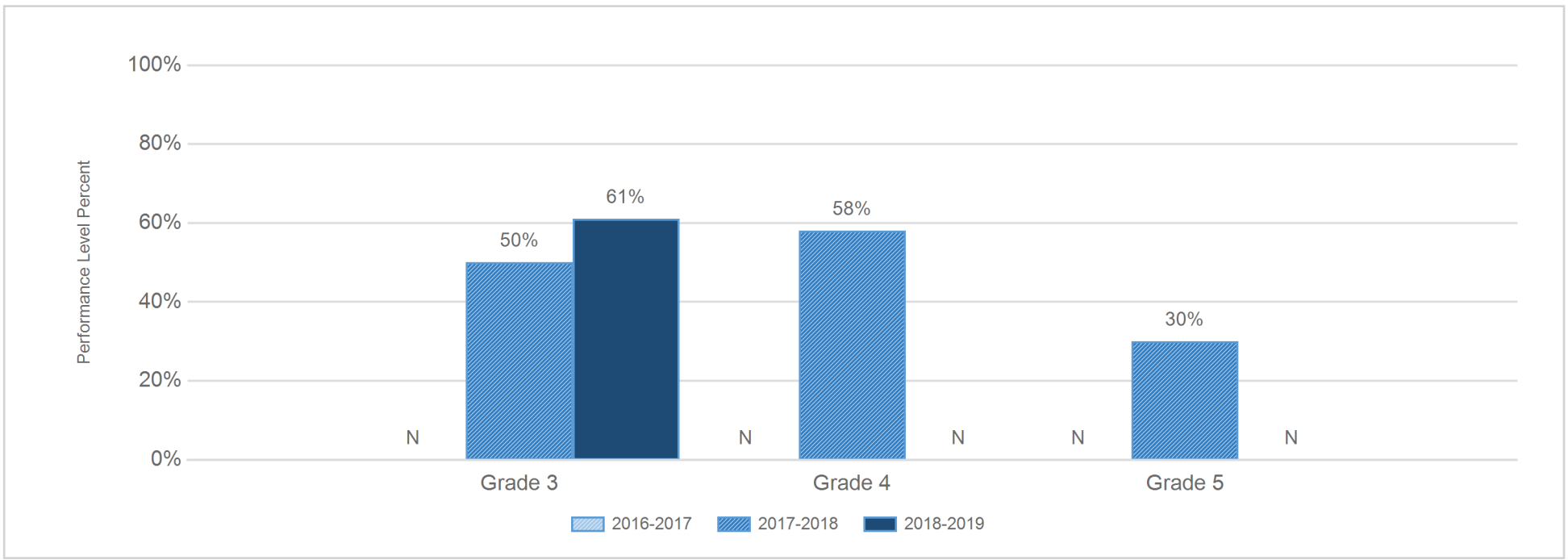


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 2018-2019

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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	28	755	740	748	*	*	*	61%	0%	61%	50%
White	17	761	747	757	*	*	*	65%	0%	65%	60%
Hispanic	*	*	723	734	*	*	*	*	*	*	36%
Black or African American	*	*	722	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	733	756	N	N	N	N	N	N	58%
Female	16	757	744	753	*	*	*	*	*	63%	55%
Male	12	753	736	743	*	*	*	*	*	58%	46%
Economically Disadvantaged Students	12	750	727	731	*	*	*	*	*	50%	33%
Non-Economically Disadvantaged Students	16	759	749	759	*	*	*	*	*	69%	61%
Students with Disabilities	*	*	716	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	746	754	*	*	*	*	*	*	56%
English Learners	*	*	710	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	743	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



Warren H. Wolf Elementary School
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2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	28	100.0	53.6	42.1	44.5	53.6	49.3	Met Target
White	17	100.0	64.7	45.9	54.1	64.7	**	**
Hispanic	*	*	*	*	28.8	*	**	**
Black or African American	*	*	*	21.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	66.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	16	100.0	43.8	43.0	44.9	43.8		
Male	12	100.0	66.7	41.3	44.2	66.7		
Economically Disadvantaged Students	12	100.0	33.3	29.8	26.3	33.3	**	**
Non-Economically Disadvantaged Students	16	100.0	68.8	48.2	54.9	68.8		
Students with Disabilities	*	*	*	12.5	17.4	*	**	**
Students without Disabilities	*	*	*	49.8	50.0	*		
English Learners	*	*	*	19.3	25.0	*	**	**
Non-English Learners	*	*	*	43.3	46.5	*		
Homeless Students	N	N	N	25.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



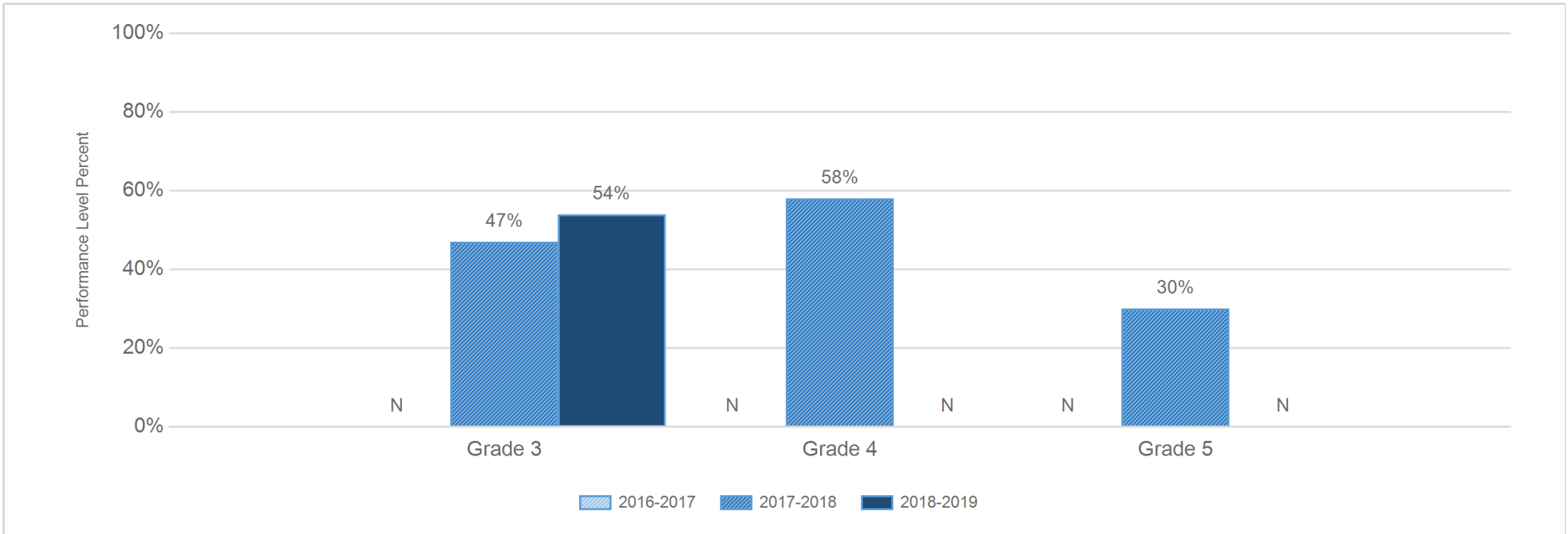
Warren H. Wolf Elementary School
(29-0530-027)
Grades Offered: PK-03
2018-2019

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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	28	751	747	752	*	*	*	*	*	54%	55%
White	17	759	752	760	*	*	*	*	*	65%	66%
Hispanic	*	*	733	739	*	*	*	*	*	*	40%
Black or African American	*	*	733	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	747	758	N	N	N	N	N	N	62%
Female	16	748	747	751	*	*	*	*	*	44%	54%
Male	12	755	747	752	*	*	*	*	*	67%	56%
Economically Disadvantaged Students	12	741	735	737	*	*	*	*	*	33%	37%
Non-Economically Disadvantaged Students	16	759	755	761	*	*	*	*	*	69%	67%
Students with Disabilities	*	*	730	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	751	756	*	*	*	*	*	*	60%
English Learners	*	*	725	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	749	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	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	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	54.5%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	19	*	*
3-4	*	*	*
5 or more	*	*	*



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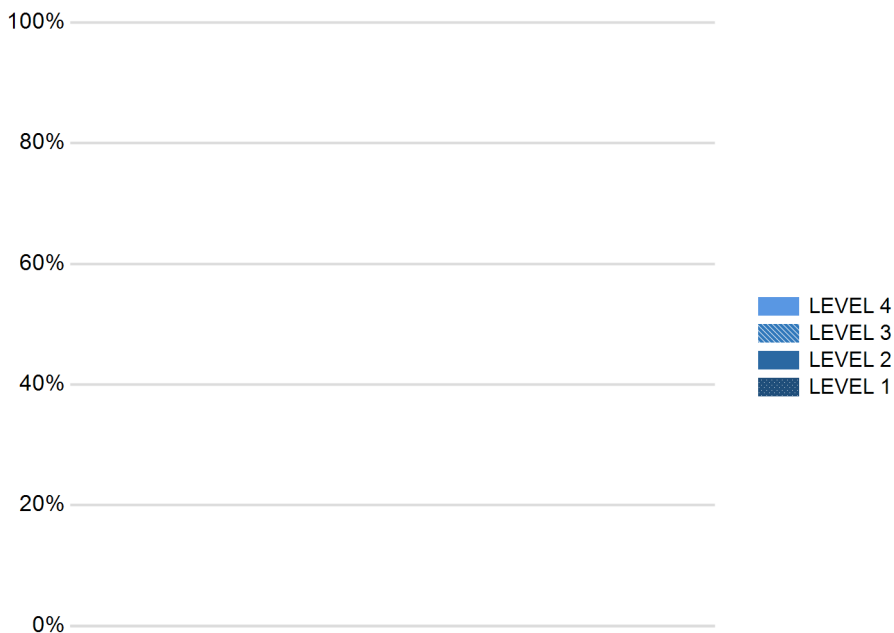
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 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.

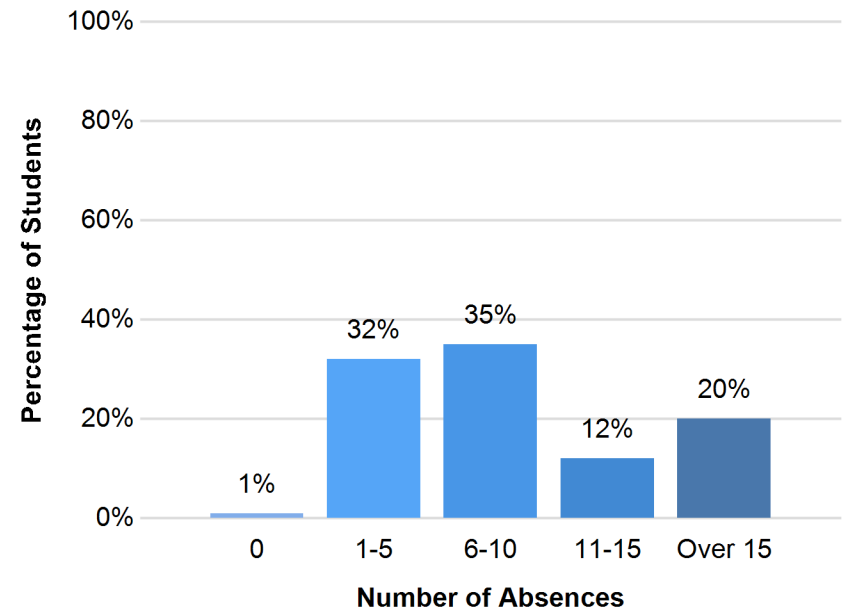
Chronic Absenteeism

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	19	15.7	8.9	Not Met
White	12	15.0	8.9	Not Met
Hispanic	2	6.7	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	4	6.6		
Male	15	25.0		
Economically Disadvantaged Students	12	24.5	8.9	Not Met
Students with Disabilities	9	36.0	8.9	Not Met
English Learners	2	14.3	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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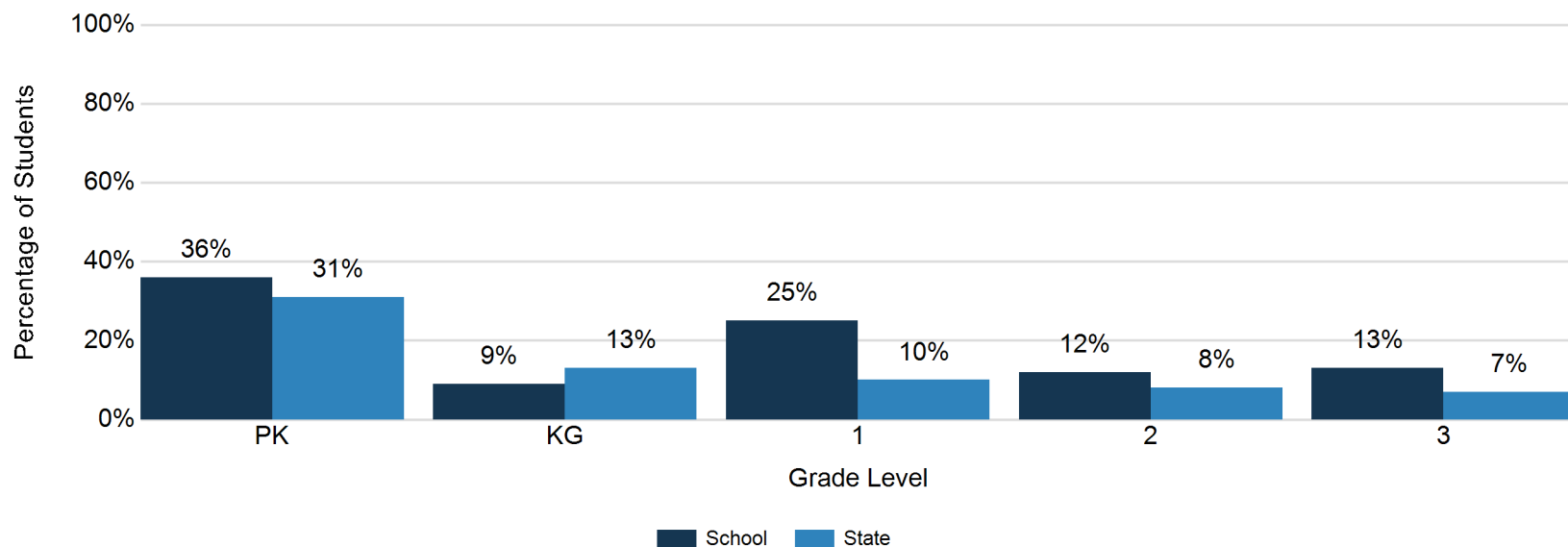
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.23

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*



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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	8:40 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

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

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



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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	33	118,214
Average years experience in public schools	11.0	12.1
Average years experience in district	11.0	10.8
Percentage of Teachers with 4 or more years experience in the district	72.7%	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	41	9,530
Average years experience in public schools	16.6	16.0
Average years experience in district	16.6	12.0
Percentage of Administrators with 4 or more years experience in the district	80.5%	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	11:1
Students to Administrators	428:1	208:1
Teachers to Administrators	33:1	19:1
Students to Librarians/Media Specialists		774:1
Students to Nurses		501:1
Students to Counselors		425:1
Students to Child Study Team Members		208:1



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Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	41.6%	90.9%	100.0%	48.4%	77.1%	54.9%
Male	58.4%	9.1%	0.0%	51.6%	22.9%	45.1%
White	68.7%	97.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	23.8%	3.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 73%

Admin N/A

Master's Degree

Teacher 27%

Admin 100%

Doctoral Degree

Teacher 0%

Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.1%	90.5%
2017-18 Administrators: Same district 2018-19	90.2%	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%



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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.



Warren H. Wolf Elementary School

(29-0530-027)

Grades Offered: PK-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 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	N	47.0%	60.7%
Math Proficiency	N	47.7%	53.6%
ELA Growth	N	44	N
Math Growth	N	52	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		73.9%	54.5%
Chronic Absenteeism	9.6%	10.4%	15.7%

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

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



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School Narrative

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Highlights:

- Students in second and third grades had an opportunity to participate in our first musical The Lion King.
- School based Character Education Program. Each month we recognize student who exhibit the character trait of the month at a school wide assembly.
- Partnerships with various high schools clubs. High School clubs come and work with our students to foster and build relationships within the community.



Mission, Vision, Theme:

The learning community of Warren H Wolf Elementary School is committed to celebrating the growth of our students both academically and socially through student centered learning. Student centered learning that fosters compassion, courage, knowledge and a vision for each student to reach their full potential in a safe nurturing educational environment.



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Courses, Curriculum, Instruction:

Warren H Wolf Elementary School provides a balanced literacy program and a hands on math program tightly aligned to the NJSLs for grades kindergarten through third grade. Our preschool program uses a theme approach that is tightly aligned to the Preschool Teaching and Learning Standards. This program allows for our students to learn through discovery and play.



Clubs and Activities:

Students at Warren Wolf Elementary School are given the opportunity to participate in our Green Team. Students worked to make our school more efficient. Their culminating activity was to build a greenhouse out of soda bottles. Their exhibit was displayed at the Township Green Fair. Students who participated in our Drama Club performed the musical The Lion King.



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Staff and Professional Learning:

Brick Township Public Schools provides staff with opportunities for professional development through partnerships with quality professional development organizations and the continued development of our teacher leaders and our administrative leadership team. Teachers support one another through scheduled PLC meetings.



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 <p>Student Supports and Services:</p>	<p>Warren H Wolf Elementary School serves bilingual children in kindergarten. We have an array of special education programs ranging from preschool disabled, integrated preschool, LLD, MD as well as inclass support. Those students could also be eligible for occupational therapy, physical therapy, school counseling or speech therapy. Students who are struggling with grade level curriculum are provided interventions using the Response to Intervention Model as well as basic skills instruction.</p>
 <p>Student Health and Wellness:</p>	<p>Our health and physical education program focuses on providing students with the knowledge and tools to live an active healthy lifestyle inside and outside of school. Our goal is to motivate all students in engaging activities with movement and music. Our overall program is geared towards physical fitness, overall wellness, teamwork, sportsmanship, communication and social skills.</p>
 <p>Parent and Community Involvement:</p>	<p>The PTO at Warren H Wolf provides our students, parents and staff with many resources such as assemblies, pumpkin patch, and fun after school activities. We conduct Parent Universities for our bilingual population to assist parents help their children at home. We have community members come in each week who volunteer their services to our classrooms. We also have students from the multiply disabled classes at the high school come in to assist our preschool students.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students Our climate survey is conducted twice a year, for students in preschool through third grade. Students in preschool were asked seven questions in a one to one setting, students answered by pointing to a smile face or sad face, all data was recorded by the teacher. Students in grades kindergarten through second grade were read each question and asked to respond on a paper ballot either yes or no. These questions included topics such as whether students like coming to school, if they have someone to play with at recess and if they feel safe at school. Students in grade 3 took a google survey of 15 questions that included topics such as naming a trusted adult in the building to feeling safe in the hallways and bathrooms. All data was analyzed by the School Improvement Panel as well as the Data Team. Information was collected and disseminated to the staff so they could make informed decisions about instruction. The school counselor also designed her lessons around the findings.</p>
 <p>Facilities:</p>	<p>Warren H Wolf Elementary School was named in June of 2014 after the dedicated educator and coach of Brick Township Schools for many years. The original opening of the school was in September of 1996, where the building served only kindergarten and preschool children. Currently, the building serves preschool to third grade students.</p>



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Early Childhood Education:

Warren H Wolf is home to our preschool integrated program as well as our preschool disabled program. The integrated program serves children from the community as well as students with Individualized Education Programs, there is one teacher and one paraprofessional in each classroom. There is also self contained classrooms in which all students have Individualized Education Plans and there is one teacher and two classroom paraprofessionals. In January, we began the transition to our full day preschool program utilizing the PEEA Grant. The program serves a total of 267 students ranging in ages three and four. The focus of the program is for children to learn through play and discovery.



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Other Information

Warren H Wolf Elementary School provides high quality student centered instruction for students in grades preschool through third grade. The highly qualified, dedicated staff works collaboratively and cooperatively to create a safe, compassionate, encouraging learning environment for all of our students. Our teachers create educational opportunities while our paraprofessionals help to assist students in the learning process. An emphasis is placed on character development at Warren H Wolf, all of our staff emphasize the importance and value in respecting each other as students grow into responsible and life long learners.