



Eleanor Van Gelder
(03-1270-050)
Grades Offered: 03-06
2018-2019

Report Key:

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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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	Bergen
District	Edgewater School District
Principal Name	Mr. Raul Sandoval
Address	251 UNDERCLIFF AVE EDGEWATER, NJ 07020-1112
Phone Number	201-945-4106
Email Address	rsandoval@edgewaterschools.org
Website	https://www.edgewaterschools.org/o/evgs
Facebook	https://www.facebook.com/EdgewaterSchool
Twitter	https://twitter.com/EdgewaterSDNJ



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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
3	123	121	119
4	108	115	106
5	97	102	114
6	84	97	93
Total	412	435	432

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	49.3%	46.7%	44.9%
Male	50.7%	53.3%	55.1%
Economically Disadvantaged Students	17.2%	13.6%	12.7%
Students with Disabilities	10.7%	11.0%	13.0%
English Learners	11.4%	9.4%	10.9%
Homeless Students	1.0%	0.5%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.2%	0.2%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	29.4%	29.0%	29.2%
Hispanic	18.4%	20.7%	20.6%
Black or African American	8.3%	7.4%	6.3%
Asian	35.9%	34.3%	37.7%
Native Hawaiian or Pacific Islander	0.2%	0.5%	0.2%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	7.5%	8.3%	6.0%

Enrollment by Home Language

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

Home Language	% of Students
English	44.0%
Korean	19.0%
Spanish	8.8%
Japanese	5.6%
Russian	5.3%
Other Languages	17.4%

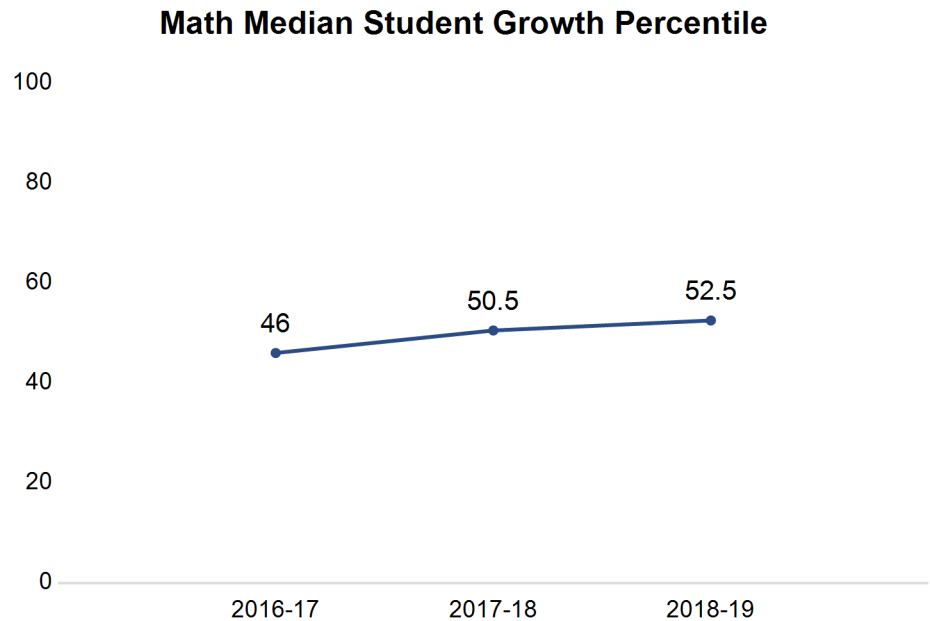
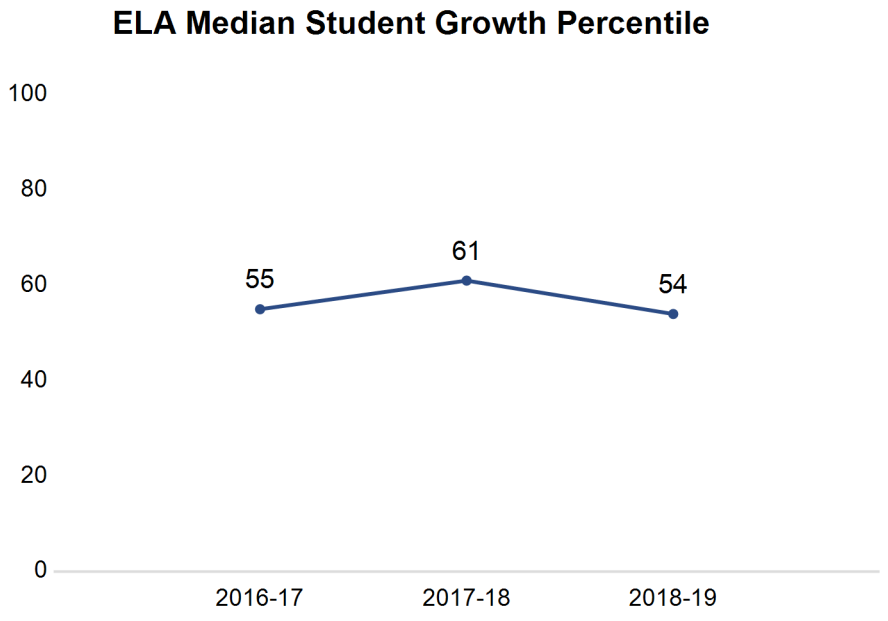


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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is 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	55	61	54	46	50.5	52.5
Met Standard (40-59.5)?	Met Standard	Exceeds 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	54	54	50	Met Standard	52.5	52.5	50	Met Standard
White	47	47	50	Met Standard	44	44	52	Met Standard
Hispanic	56	56	49	Met Standard	52.5	52.5	47	Met Standard
Black or African American	49	49	45	**	51.5	51.5	43	**
Asian, Native Hawaiian, or Pacific Islander	60	60	59	Exceeds Standard	59	59	60	Met Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	45.5	45.5	49	**	63	63	52	**
Female	60	60	53	N	53	53	50	N
Male	49	49	47	N	51	51	51	N
Economically Disadvantaged Students	43	43	48	Met Standard	40	40	46	Met Standard
Students with Disabilities	40	40	43	Met Standard	42.5	42.5	45	Met Standard
English Learners	64	64	52	Exceeds Standard	57	57	50	Met Standard
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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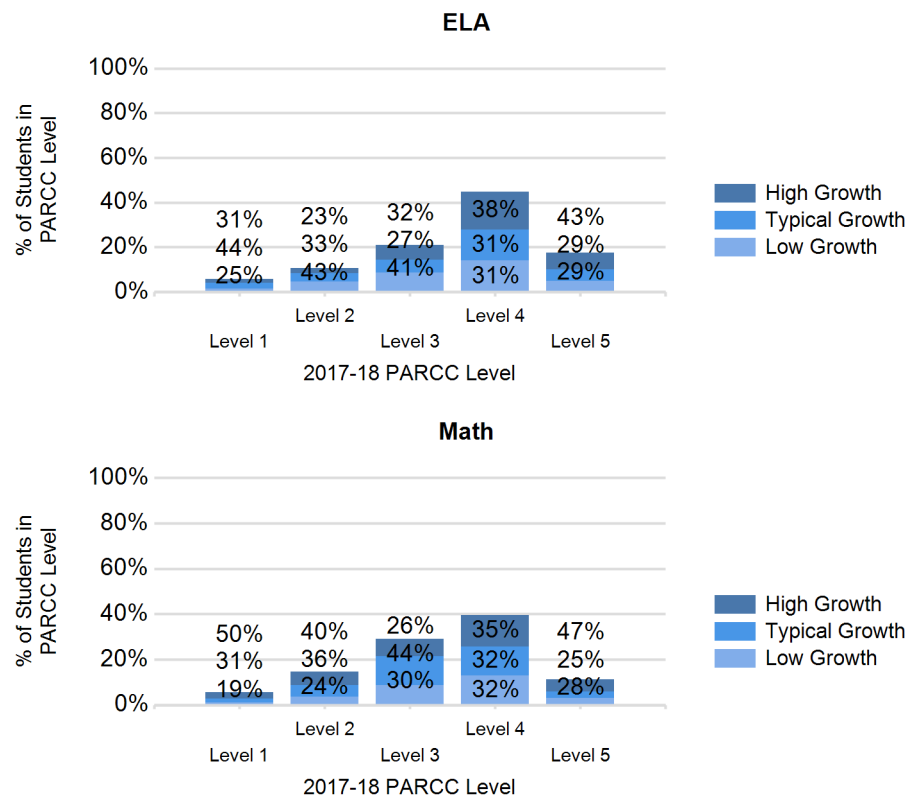
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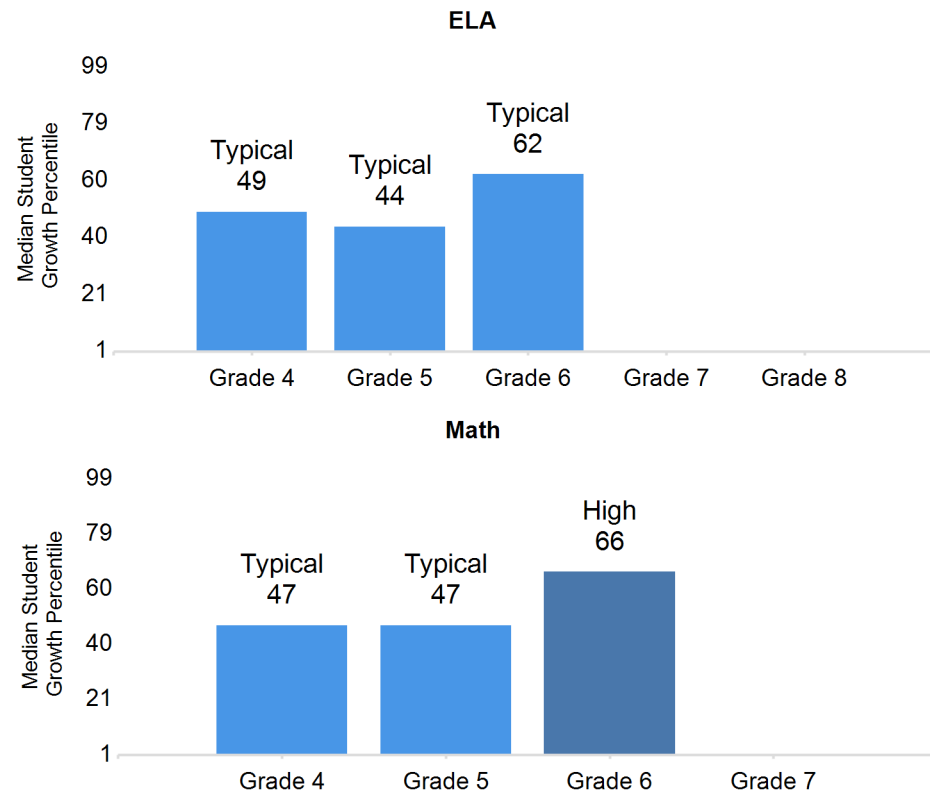
Student Growth by Performance Level

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



Student Growth by Grade

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





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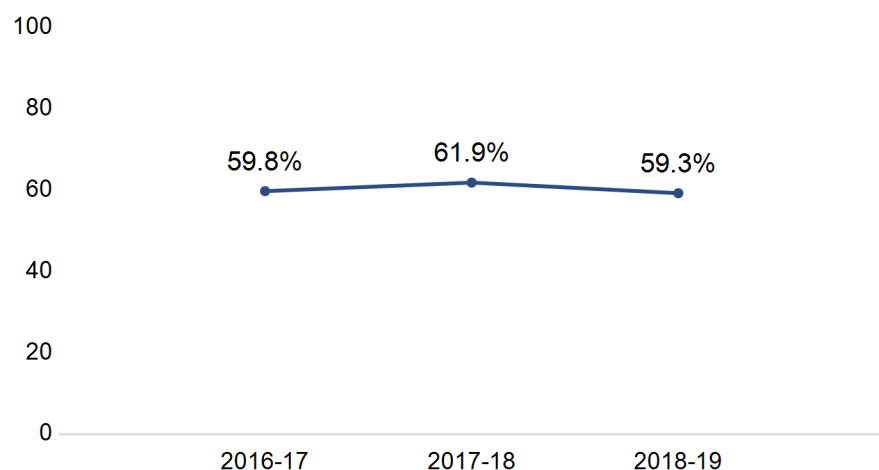
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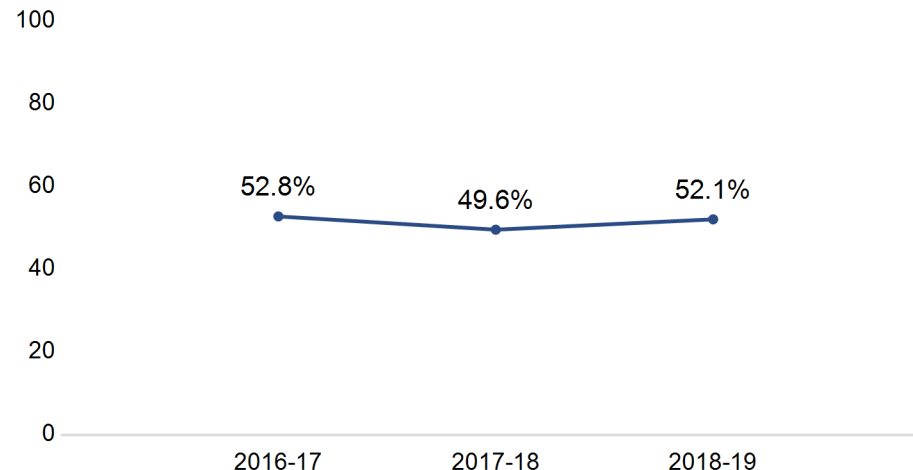
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.4%	96.6%	96.6%	95.5%	96.7%	96.9%
Proficiency Rate for Federal Accountability	59.8%	61.9%	59.3%	52.8%	49.6%	52.1%
Annual Target	58.9%	60.0%	61.1%	60.6%	61.6%	62.7%
Met Annual Target?	Met Target	Met Target	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	415	96.6	59.3	59.3	57.9	59.3	61.1	Met Target†
White	124	98.4	64.5	64.5	66.9	64.5	61.1	Met Target
Hispanic	87	96.7	48.3	48.3	43.9	48.3	36.7	Met Target
Black or African American	25	89.7	32.0	32.0	38.5	30.1	29.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	156	95.8	66.7	66.7	82.9	66.7	74.8	Not Met
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	23	100.0	52.2	52.2	64.4	52.2	73.8	Not Met
Female	185	96.0	69.2	69.2	64.8	69.2		
Male	230	97.1	51.3	51.3	51.3	51.3		
Economically Disadvantaged Students	52	98.1	21.2	21.2	40.0	21.2	29.9	Met Target†
Non-Economically Disadvantaged Students	363	96.4	64.7	64.7	67.9	64.7		
Students with Disabilities	54	94.9	16.7	16.7	22.7	16.6	28	Not Met
Students without Disabilities	361	96.9	65.7	65.7	65.1	65.7		
English Learners	76	92.8	47.4	47.4	29.3	46.8	50.1	Met Target†
Non-English Learners	339	97.5	61.9	61.9	60.6	61.9		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



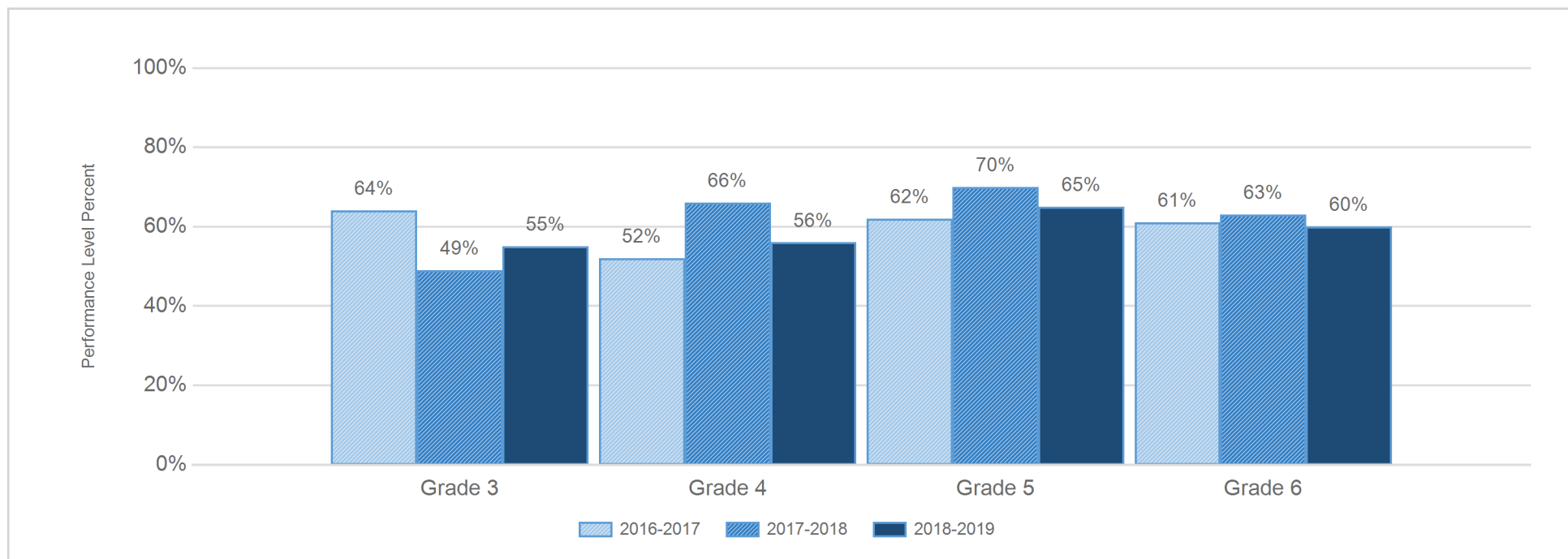
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	115	750	750	748	11%	21%	13%	44%	10%	55%	50%
White	35	765	765	757	*	*	*	*	*	71%	60%
Hispanic	22	732	732	734	*	*	*	*	*	32%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	46	750	750	773	*	*	*	*	*	57%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	56	748	748	753	*	*	*	*	*	54%	55%
Male	59	753	753	743	*	*	*	*	*	56%	46%
Economically Disadvantaged Students	15	719	719	731	*	*	*	*	*	27%	33%
Non-Economically Disadvantaged Students	100	755	755	759	*	*	*	*	*	59%	61%
Students with Disabilities	10	709	709	719	*	*	0%	*	*	20%	24%
Students without Disabilities	105	754	754	754	*	*	14%	*	*	58%	56%
English Learners	14	703	703	713	*	*	*	*	*	*	17%
Non-English Learners	101	757	757	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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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	102	751	751	755	10%	17%	18%	40%	16%	56%	57%
White	28	745	745	763	*	*	*	*	*	43%	67%
Hispanic	26	746	746	743	*	*	*	*	*	50%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	39	760	760	779	*	*	*	*	*	72%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	41	762	762	760	*	*	*	*	*	68%	62%
Male	61	744	744	750	*	*	*	*	*	48%	53%
Economically Disadvantaged Students	12	716	716	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	90	756	756	765	*	*	*	*	*	*	69%
Students with Disabilities	13	722	722	725	*	*	*	*	*	31%	25%
Students without Disabilities	89	756	756	761	*	*	*	*	*	60%	64%
English Learners	10	708	708	720	*	*	*	*	*	10%	17%
Non-English Learners	92	756	756	758	*	*	*	*	*	61%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	763	763	756	*	*	21%	50%	15%	65%	58%
White	36	762	762	764	*	*	*	*	*	72%	68%
Hispanic	17	755	755	743	*	*	*	*	*	53%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	47	771	771	781	*	*	21%	*	*	70%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	50	772	772	761	*	*	*	*	*	76%	64%
Male	62	757	757	750	*	*	*	*	*	56%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	17	711	711	724	*	*	*	*	*	12%	23%
Students without Disabilities	95	773	773	762	*	*	*	*	*	75%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	763	763	754	*	*	22%	35%	25%	60%	56%
White	25	771	771	762	0%	*	*	*	*	68%	65%
Hispanic	22	753	753	743	*	*	*	*	*	59%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	28	772	772	780	*	*	*	*	*	68%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	42	775	775	762	*	*	*	*	*	76%	64%
Male	51	754	754	748	*	*	*	*	*	47%	48%
Economically Disadvantaged Students	17	738	738	740	*	*	*	*	*	24%	39%
Non-Economically Disadvantaged Students	76	769	769	763	*	*	*	*	*	68%	67%
Students with Disabilities	12	716	716	722	*	*	*	*	*	*	19%
Students without Disabilities	81	770	770	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Eleanor Van Gelder
(03-1270-050)
Grades Offered: 03-06
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	422	96.9	52.1	52.1	44.5	52.1	62.7	Not Met
White	127	98.5	51.2	51.2	54.1	51.2	55.3	Met Target†
Hispanic	88	96.7	31.8	31.8	28.8	31.8	37.1	Met Target†
Black or African American	25	89.7	20.0	20.0	23.0	18.8	41.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	158	96.5	69.6	69.6	76.5	69.6	80	Not Met
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	24	100.0	50.0	50.0	53.3	50.0	68.7	Not Met
Female	189	96.1	52.9	52.9	44.9	52.9		
Male	233	97.6	51.5	51.5	44.2	51.5		
Economically Disadvantaged Students	54	98.2	16.7	16.7	26.3	16.7	31.2	Not Met
Non-Economically Disadvantaged Students	368	96.7	57.3	57.3	54.9	57.3		
Students with Disabilities	54	94.9	16.7	16.7	17.4	16.6	28	Not Met
Students without Disabilities	368	97.2	57.3	57.3	50.0	57.3		
English Learners	83	94.6	47.0	47.0	25.0	46.7	64.8	Not Met
Non-English Learners	339	97.5	53.4	53.4	46.5	53.4		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



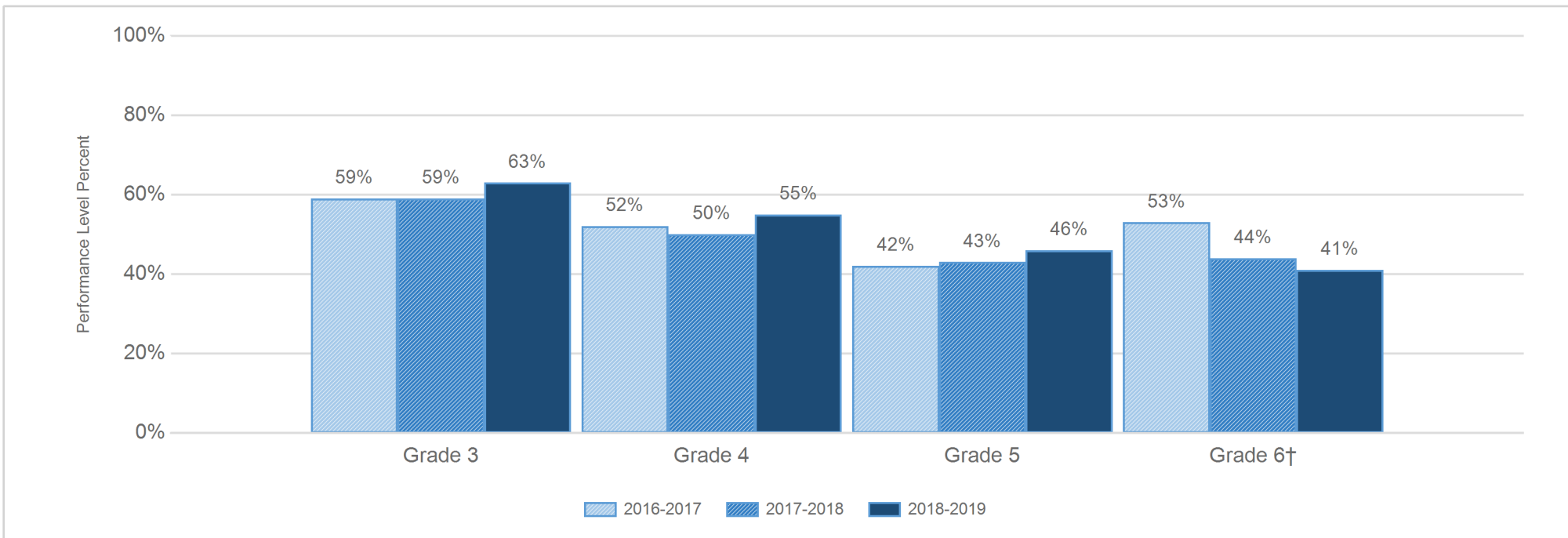
Eleanor Van Gelder
(03-1270-050)
Grades Offered: 03-06
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Mathematics Assessment – Performance Trends

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	118	760	760	752	*	*	23%	43%	19%	63%	55%
White	36	767	767	760	*	*	*	47%	28%	75%	66%
Hispanic	22	735	735	739	*	*	*	*	*	32%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	48	769	769	778	0%	*	*	52%	23%	75%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	57	757	757	751	*	*	21%	*	*	63%	54%
Male	61	763	763	752	*	*	25%	*	*	62%	56%
Economically Disadvantaged Students	15	731	731	737	*	*	*	*	*	27%	37%
Non-Economically Disadvantaged Students	103	764	764	761	*	*	*	*	*	68%	67%
Students with Disabilities	10	732	732	731	*	*	*	*	*	40%	31%
Students without Disabilities	108	762	762	756	*	*	*	*	*	65%	60%
English Learners	17	748	748	728	*	*	*	*	*	47%	26%
Non-English Learners	101	762	762	754	*	*	*	*	*	65%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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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	106	752	752	749	*	19%	25%	*	*	55%	51%
White	29	740	740	757	0%	*	*	38%	0%	38%	62%
Hispanic	26	740	740	737	*	*	*	38%	0%	38%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	41	767	767	776	*	*	*	*	*	78%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	42	760	760	749	*	*	29%	*	*	60%	50%
Male	64	746	746	749	*	*	22%	*	*	52%	52%
Economically Disadvantaged Students	12	716	716	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	94	756	756	759	*	*	*	*	*	*	63%
Students with Disabilities	13	723	723	726	*	*	0%	*	*	31%	25%
Students without Disabilities	93	756	756	754	*	*	28%	*	*	58%	56%
English Learners	14	737	737	722	*	*	*	*	*	29%	18%
Non-English Learners	92	754	754	751	*	*	*	*	*	59%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	749	749	747	*	22%	28%	*	*	46%	47%
White	37	742	742	755	*	*	30%	*	*	43%	58%
Hispanic	17	728	728	735	*	*	*	*	*	24%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	48	763	763	775	*	*	21%	35%	25%	60%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	51	751	751	747	*	24%	33%	*	*	43%	47%
Male	63	748	748	747	*	21%	24%	*	*	48%	47%
Economically Disadvantaged Students	10	722	722	732	*	*	0%	*	*	30%	27%
Non-Economically Disadvantaged Students	104	752	752	757	*	*	31%	*	*	47%	59%
Students with Disabilities	17	708	708	725	*	*	*	*	*	*	19%
Students without Disabilities	97	756	756	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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	94	745	745	741	*	19%	32%	*	*	41%	41%
White	25	746	746	749	*	*	40%	*	*	48%	51%
Hispanic	23	732	732	729	*	43%	*	*	*	30%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	28	761	761	769	*	*	36%	*	*	54%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	43	745	745	742	*	*	33%	*	*	44%	42%
Male	51	745	745	740	*	*	31%	*	*	39%	40%
Economically Disadvantaged Students	18	718	718	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	76	751	751	750	*	*	*	*	*	*	53%
Students with Disabilities	12	713	713	716	*	*	*	*	*	*	12%
Students without Disabilities	82	749	749	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	64.5%	40.9%	<u>Exceeds</u>

† 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	79.2%	20.8%
3-4	13	69.2%	30.8%
5 or more	*	*	*



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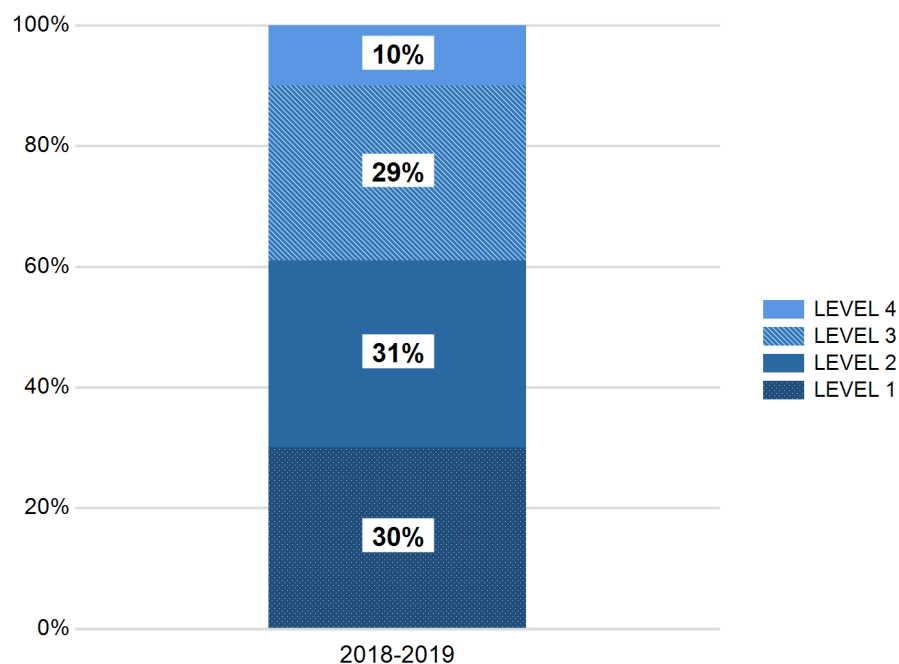
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	30	31	29	10
White	31	31	36	3
Hispanic	47	29	24	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	23	31	27	19
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	20	46	28	6
Male	38	19	30	13
Economically Disadvantaged Students	70	0	30	0
Non-Economically Disadvantaged Students	26	34	29	11
Students with Disabilities	88	12	0	0
Students without Disabilities	20	34	34	11
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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.

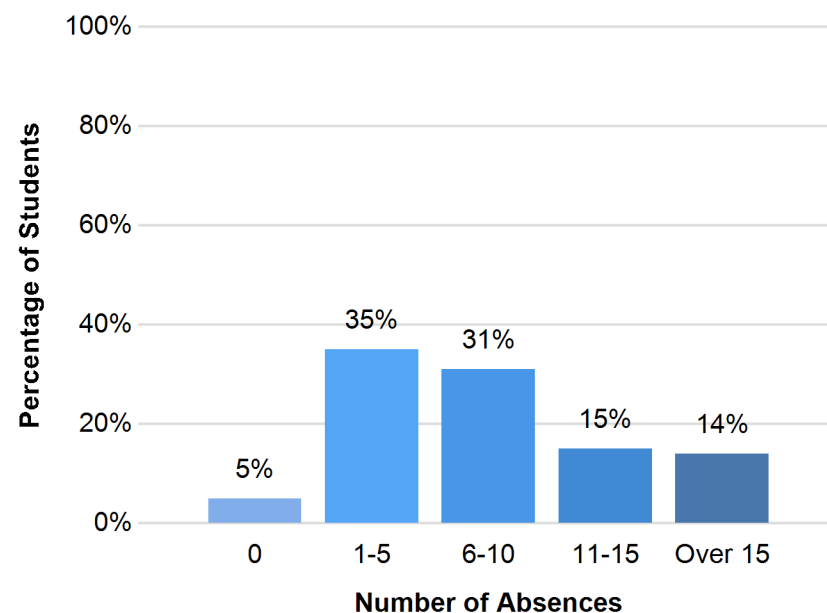
Chronic Absenteeism

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	39	8.9	7.7	Not Met
White	13	9.9	7.7	Not Met
Hispanic	11	12.4	7.7	Not Met
Black or African American	5	18.5	7.7	Not Met
Asian, Native Hawaiian, or Pacific	8	4.8	7.7	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	7.4	7.7	Met
Female	13	6.5		
Male	26	10.9		
Economically Disadvantaged Students	6	10.7	7.7	Not Met
Students with Disabilities	12	18.5	7.7	Not Met
English Learners	2	4.3	7.7	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





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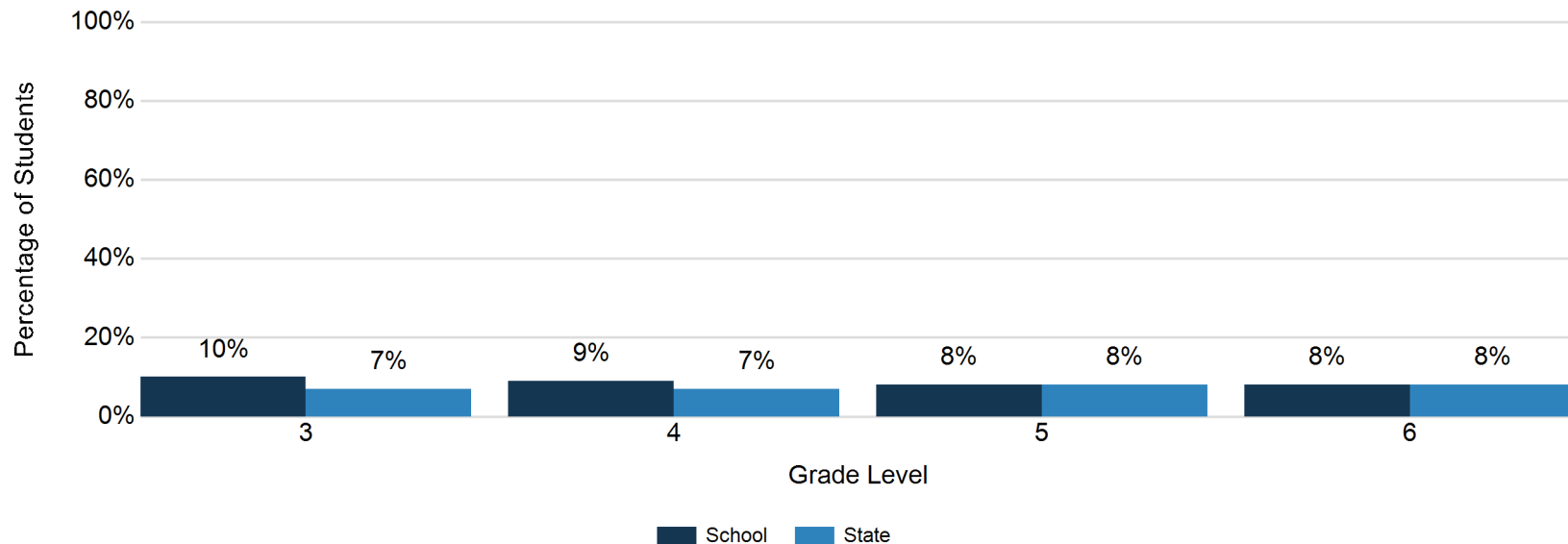
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.85

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	1	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	0	0
No Identified Nature	3		3

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	10	2.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

*



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Grades Offered: 03-06
2018-2019

Report Key:

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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

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



Eleanor Van Gelder
(03-1270-050)
Grades Offered: 03-06
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	38	118,214
Average years experience in public schools	9.7	12.1
Average years experience in district	6.6	10.8
Percentage of Teachers with 4 or more years experience in the district	60.5%	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	6	9,530
Average years experience in public schools	20.3	16.0
Average years experience in district	7.0	12.0
Percentage of Administrators with 4 or more years experience in the district	66.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	14:1
Students to Administrators	86:1	162:1
Teachers to Administrators	8:1	12:1
Students to Librarians/Media Specialists		487:1
Students to Nurses		487:1
Students to Counselors		974:1
Students to Child Study Team Members		325:1



Eleanor Van Gelder
(03-1270-050)
Grades Offered: 03-06
2018-2019

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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	44.9%	92.1%	60.0%	48.4%	77.1%	54.9%
Male	55.1%	7.9%	40.0%	51.6%	22.9%	45.1%
White	29.2%	68.4%	80.0%	42.4%	83.6%	77.4%
Hispanic	20.6%	18.4%	20.0%	29.9%	7.3%	7.2%
Black or African American	6.3%	2.6%	0.0%	15.0%	6.6%	13.9%
Asian	37.7%	7.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.0%	2.6%	0.0%	2.1%	0.2%	0.2%



Eleanor Van Gelder
(03-1270-050)
Grades Offered: 03-06
2018-2019

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Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

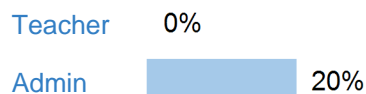
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.7%	90.5%
2017-18 Administrators: Same district 2018-19	66.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.0%



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Per-Pupil Expenditures by Source

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

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

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

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

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



Eleanor Van Gelder
(03-1270-050)
Grades Offered: 03-06
2018-2019

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

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

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

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

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

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

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

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

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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(03-1270-050)
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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	59.8%	61.9%	59.3%
Math Proficiency	52.8%	49.6%	52.1%
ELA Growth	55	61	54
Math Growth	46	50	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		50.0%	64.5%
Chronic Absenteeism	7.7%	7.9%	8.9%

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



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

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

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

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

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

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

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

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



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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- Curriculum includes: GoMath, Reading and Writing Workshop, Pearson Interactive Science and HMH Social Studies programs
- Technology is part of each school day, with all students utilizing 1:1 personal Chromebooks in grades 3-6.
- Comprehensive band and choral program.



Mission, Vision, Theme:

Building a Better World, One Student at a Time



Awards, Recognition, Accomplishments:

Awarded the Bergen County Educator Team of the Year Award.



Eleanor Van Gelder
(03-1270-050)
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**Courses, Curriculum,
Instruction:**

The Eleanor Van Gelder School is committed to providing students with programs of academic excellence, social development, good citizenship, and life-long living skills as they master all areas of the New Jersey Student Learning Standards.



Clubs and Activities:

Clubs are open to students in grades 3-6. Examples of clubs include: Arts and Crafts, Mad Science, STEM, Reading Book Clubs, Math in the World, Language and Cultures, and Theater. Students in grades 4-6 can also join chorus and band.



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Staff and Professional Learning:

The staff at the Eleanor Van Gelder School is devoted to the belief that each student is an individual with unique needs and abilities. Helping each student achieve their fullest potential, while developing a lifelong love for learning, is central to our school's goal.






Eleanor Van Gelder
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 <p>Student Supports and Services:</p>	<p>Student supports and services include: Special Education, Remedial ELA and Math, English Language Learners, and Intervention and Referral Services (IRS) to assist students who are experiencing learning, behavior, or health difficulties. All student supports and services are dedicated to helping students achieve success in the academic, social, and emotional domains.</p>
 <p>Student Health and Wellness:</p>	<p>The school has a registered nurse and school counselor on staff. Students engage in daily physical activity during recess and physical education classes. To support nutrition, breakfast and lunch programs are offered. The school counselor develops programs and lessons to promote student wellness.</p>
 <p>Parent and Community Involvement:</p>	<p>The Parent-Teacher Organization offers additional funding for special activities such as Author's Day, International Day and curriculum-based assemblies. Parents, staff, and the broader community are committed partners to our students' education. The Edgewater Education Foundation (EEF) also supports our students by funding numerous grants, like 3D printers and drones.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Parents, students, and teachers are surveyed periodically. Results are analyzed and actions are taken if needed. Over 88% of parents surveyed agreed or strongly agreed that their child is supported and feel safe at school.</p>
 <p>Facilities:</p>	<p>The Eleanor Van Gelder School, fondly known as EVG, houses Edgewater students in grades 3 through 6. Located in Edgewater on the west bank of the Hudson River, we enjoy a breathtaking view of the New York City skyline. Facilities include: air conditioning, computer labs, science lab, auditorium, gymnasium, media center, and updated playground.</p>



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Technology and STEM:

Students are using the 1:1 technology to explore solutions to real world problems, connect with classes from all over the world, and develop an understanding of computer science. Students are learning the importance of technology in our world and how to be good digital and global citizens.



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Other Information

Technology is critical to the educational experience at Eleanor Van Gelder School. All homerooms are outfitted with Chromebook carts, hand-held devices, internet access, digital media players and short-throw projectors. The school has a stocked science lab and a fully equipped media center featuring touch-screen desktop computers and a Smart Board. In addition, the school features a state-of-the-art Mac lab. Students and teachers have access to a variety of technology tools, including document cameras and iPads. For grades 3 through 6, students have one-to-one access to Chromebooks in their classrooms. Students in grades 5 and 6 are able to take devices home to complete and assignments and collaborate via Google Classroom.



George Washington School
(03-1270-300)
Grades Offered: PK-02
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:



George Washington School
(03-1270-300)
Grades Offered: PK-02
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	Bergen
District	Edgewater School District
Principal Name	Ms. Jarlyn Veras
Address	801 Undercliff Ave Edgewater, NJ 07020
Phone Number	201-945-4106
Email Address	jveras@edgewaterschools.org
Website	https://www.edgewaterschools.org/o/gws
Facebook	https://www.facebook.com/EdgewaterSchool
Twitter	https://twitter.com/EdgewaterSDNJ



George Washington School
(03-1270-300)
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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	78	82	81
KG	127	184	162
1	139	129	185
2	128	130	114
Total	472	525	542

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	50.2%	52.4%	48.9%
Male	49.8%	47.6%	51.1%
Economically Disadvantaged Students	11.0%	6.5%	6.8%
Students with Disabilities	10.4%	9.7%	10.9%
English Learners	22.7%	20.8%	21.2%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.2%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	24.2%	27.2%	29.5%
Hispanic	14.4%	13.3%	14.9%
Black or African American	4.2%	4.8%	4.8%
Asian	51.7%	49.7%	45.8%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.0%
Two or More Races	5.1%	4.8%	5.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	78	82	81
KG - Half Day	0	0	0
KG - Full Day	127	184	162

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	41.0%
Korean	19.2%
Japanese	8.5%
Russian	6.3%
Spanish	5.5%
Other Languages	19.6%



George Washington School
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English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	83.9%	56.6%	Exceeds Target

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	91	67%	33%
3-4	18	72.2%	27.8%
5 or more	*	*	*



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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.

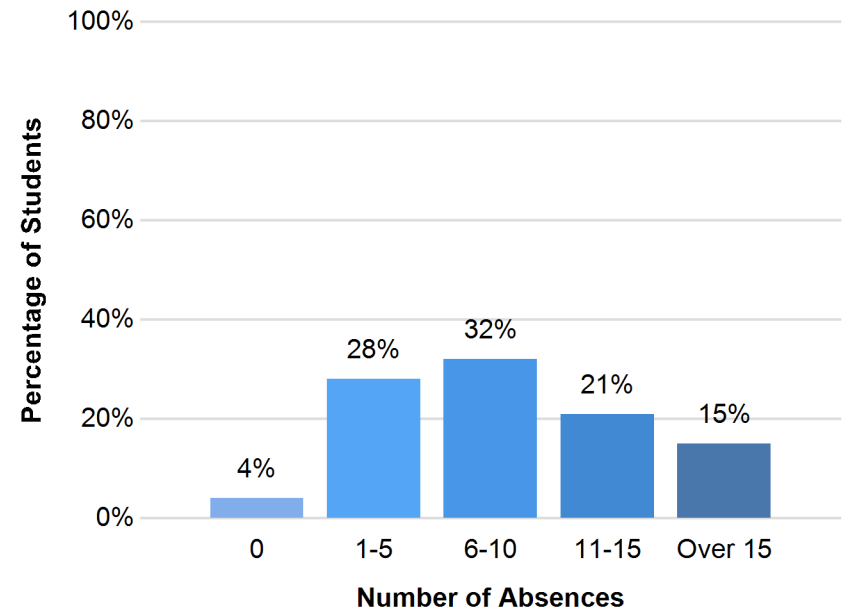
Chronic Absenteeism

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	51	11.0	10.3	Not Met
White	22	15.7	10.3	Not Met
Hispanic	10	13.7	10.3	Not Met
Black or African American	1	4.5	10.3	Met
Asian, Native Hawaiian, or Pacific	17	8.1	10.3	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	5.0	10.3	Met
Female	25	11.0		
Male	26	11.0		
Economically Disadvantaged Students	6	18.2	10.3	Not Met
Students with Disabilities	9	21.4	10.3	Not Met
English Learners	15	13.4	10.3	Not Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





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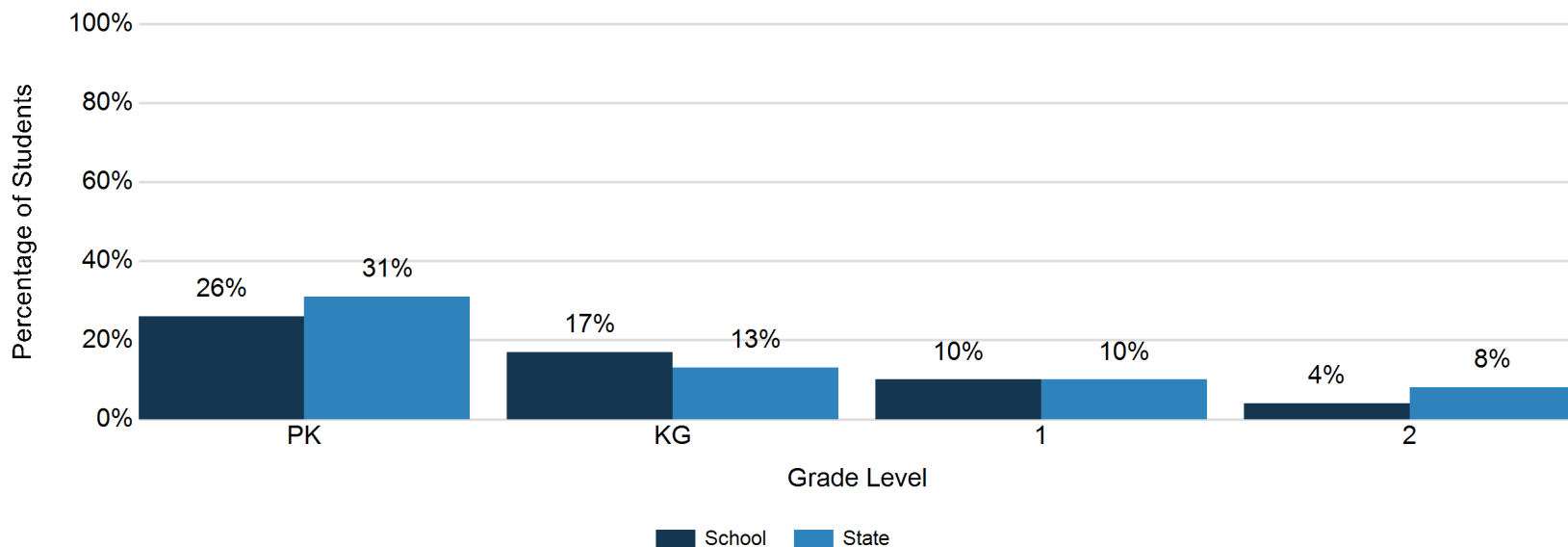
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

N



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School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	38	118,214
Average years experience in public schools	10.4	12.1
Average years experience in district	8.8	10.8
Percentage of Teachers with 4 or more years experience in the district	71.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	6	9,530
Average years experience in public schools	20.3	16.0
Average years experience in district	7.0	12.0
Percentage of Administrators with 4 or more years experience in the district	66.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	14:1
Students to Administrators	136:1	162:1
Teachers to Administrators	10:1	12:1
Students to Librarians/Media Specialists		487:1
Students to Nurses		487:1
Students to Counselors		974:1
Students to Child Study Team Members		325:1



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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	48.9%	97.4%	75.0%	48.4%	77.1%	54.9%
Male	51.1%	2.6%	25.0%	51.6%	22.9%	45.1%
White	29.5%	81.6%	75.0%	42.4%	83.6%	77.4%
Hispanic	14.9%	13.2%	25.0%	29.9%	7.3%	7.2%
Black or African American	4.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	45.8%	2.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.0%	2.6%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

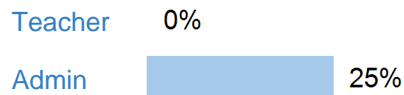
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.7%	90.5%
2017-18 Administrators: Same district 2018-19	66.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	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.



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School Narrative

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



Highlights:

- Curriculum includes: GoMath, Reading and Writing Workshop, Pearson Interactive Science and HMH Social Studies programs
- George Washington School opened its doors in 2012.
- Korean Bilingual program is available, to meet the needs of our community.



Mission, Vision, Theme:

Building a Better World, One Student at a Time



Awards, Recognition, Accomplishments:

Awarded the Mobile Mini-Makerspace Kit for Public and School Library Partners Grant





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 <p>Courses, Curriculum, Instruction:</p>	<p>The George Washington School is committed to providing students with programs of academic excellence, social development, good citizenship, and life-long living skills as they master all areas of the New Jersey Student Learning Standards.</p>
 <p>Clubs and Activities:</p>	<p>Clubs are open to students in grades 3-6. Examples of clubs include: Arts and Crafts, Mad Science, STEM, Reading Book Clubs, Math in the World, Language and Cultures, and Theater. Students in grades 4-6 can also join chorus and band.</p>



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Staff and Professional Learning:

George Washington School provides an optimal learning environment for Edgewater's youngest citizens to begin their educational careers. The dedicated staff utilizes our district's academic programs to deliver the New Jersey Student Learning Standards and individualize learning to meet the needs of our all students.






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 <p>Student Supports and Services:</p>	<p>Student supports and services include: PreSchool, Special Education, Remedial ELA and Math, English Language Learners, and Intervention and Referral Services (IRS) to assist students who are experiencing learning, behavior, or health difficulties. All student supports and services are dedicated to helping students achieve success in the academic, social, and emotional domains.</p>
 <p>Student Health and Wellness:</p>	<p>The school has a registered nurse and school counselor on staff. Students engage in daily physical activity during recess and physical education classes. To support nutrition, breakfast and lunch programs are offered. The school counselor develops programs and lessons to promote student wellness.</p>
 <p>Parent and Community Involvement:</p>	<p>The Parent-Teacher Organization offers additional funding for special activities such as Author's Day, International Day and curriculum-based assemblies. Parents, staff, and the broader community are committed partners to our students' education. The Edgewater Education Foundation (EEF) also supports our students by funding numerous grants, like 3D printers and drones.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Parents, students, and teachers are surveyed periodically. Results are analyzed and actions are taken if needed. Over 88% of parents surveyed agreed or strongly agreed that their child is supported and feel safe at school.</p>
 <p>Facilities:</p>	<p>The George Washington School, built in 2012 with a clear view of the nearby George Washington Bridge, houses students in Pre-K through Grade 2. Facilities include: air conditioning, auditorium, gymnasium, media center, 5 preschool sections and playground.</p>



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Technology and
STEM:

Students at George Washington School attend STEM classes once a week, on a rotating basis. In this program, students explore different real world problems and use the skills they have acquired in their classrooms to create solutions.



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Other Information

While a great focus is placed on academics, equally important is the social development of students at this young age. Students receive ample time at each grade level to develop their skills in working with and interacting with peers. Character development and social groups highlight the activities that students participate in on a regular basis. Technology is critical to the educational experience at George Washington School. Teachers use iPads to prepare and execute lessons. Web-based and multimedia applications are used throughout the school. Internet access, digital media players, desktop computers, hand-held devices, and state of the art projectors in each classroom offer opportunities for students to extend their learning and interactions outside the school walls and across the world. Recent increases in the number of devices in the school building allow for increased use in all grade levels. Online student programs in reading and math allow for students to practice their skills online both in school and at home.