



Abraham Clark High School

(39-4540-010)

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

How to use this report:

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

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows 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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(39-4540-010)

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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	Union
District	Roselle Public Schools
Principal Name	Mr. Rashon Mickens
Address	122 EAST 6TH AVE ROSELLE, NJ 07203-2026
Phone Number	908-298-2000
Email Address	rmickens@roselleschools.org
Website	https://achs.roselleschools.org/



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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	189	209	168
10	179	177	195
11	185	179	178
12	159	184	196
Total	712	749	737

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.2%	48.4%	47.3%
Male	53.8%	51.6%	52.7%
Economically Disadvantaged Students	73.4%	68.6%	74.3%
Students with Disabilities	13.3%	12.3%	12.5%
English Learners	8.2%	8.4%	8.8%
Homeless Students	0.4%	0.4%	0.7%
Students in Foster Care	0.4%	0.4%	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	2.4%	3.1%	2.4%
Hispanic	34.4%	36.9%	44.1%
Black or African American	61.5%	58.4%	51.0%
Asian	1.4%	1.3%	1.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.3%	0.3%	0.7%
Two or More Races	0.0%	0.0%	0.4%

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	708	745	734
Shared Time Students	7	7	5
Full Time Equivalent	712	749	737

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	51.4%
Spanish	31.2%
Haitian	12.6%
Arabic	1.0%
Other Languages	3.8%



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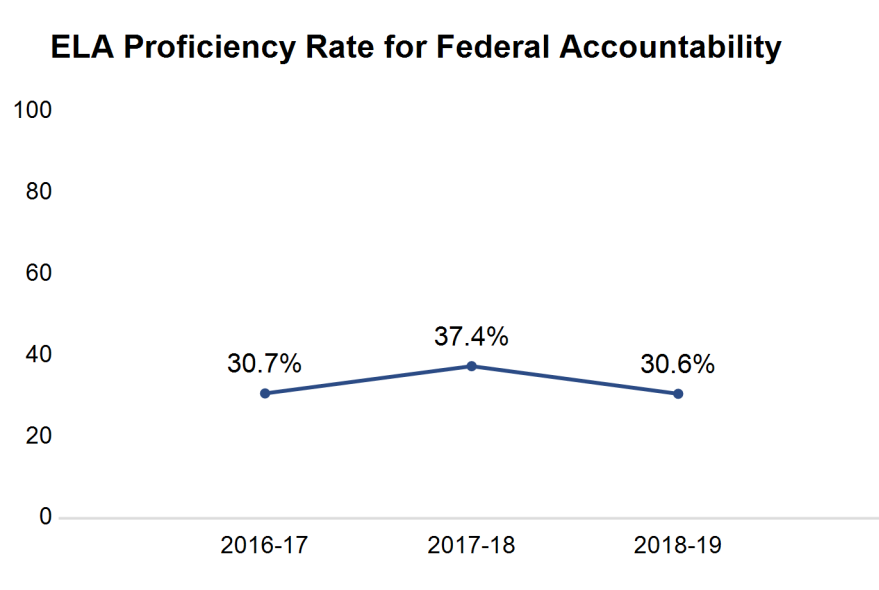
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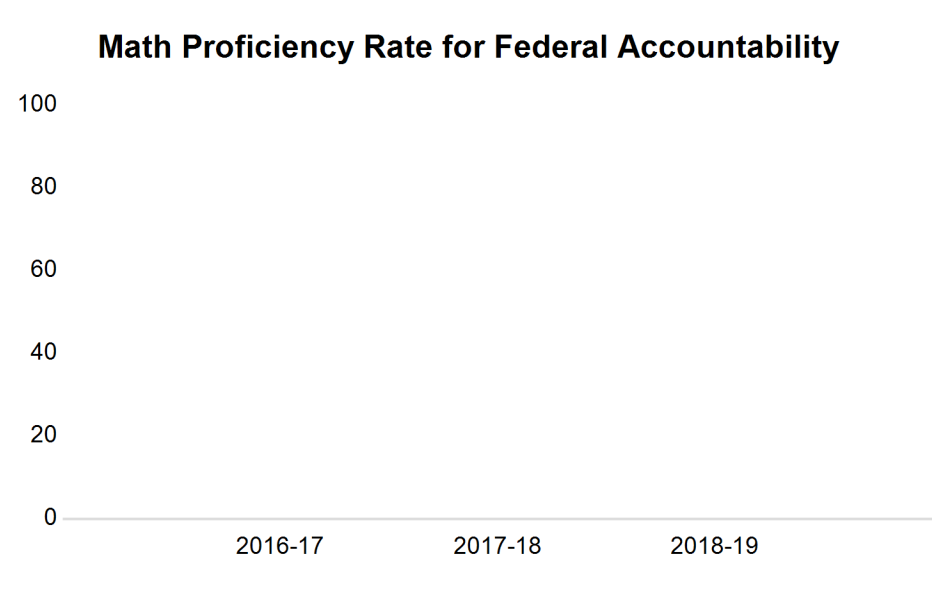
English Language Arts and Mathematics Performance Trends

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	99.4%	99.2%	98.8%	99.5%	100.0%	98.7%
Proficiency Rate for Federal Accountability	30.7%	37.4%	30.6%	*	*	*
Annual Target	35.4%	37.8%	40.1%	9.7%	13.4%	17.1%
Met Annual Target?	Not Met	Met Target†	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	314	98.8	30.6	36.1	57.9	30.6	40.1	Not Met
White	*	*	*	43.2	66.9	*	**	**
Hispanic	149	99.4	34.2	*	43.9	34.2	41.2	Not Met
Black or African American	149	98.7	26.8	32.2	38.5	26.8	39.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	50.0	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	138	99.3	36.2	40.7	64.8	36.2		
Male	176	98.4	26.1	31.8	51.3	26.1		
Economically Disadvantaged Students	216	98.7	28.2	34.0	40.0	28.2	40	Not Met
Non-Economically Disadvantaged Students	98	99.0	35.7	40.9	67.9	35.7		
Students with Disabilities	43	95.7	14.0	*	22.7	14.0	17.9	Met Target†
Students without Disabilities	271	99.3	33.2	*	65.1	33.2		
English Learners	30	100.0	13.3	*	29.3	13.3	29.6	Not Met
Non-English Learners	284	98.7	32.4	*	60.6	32.4		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



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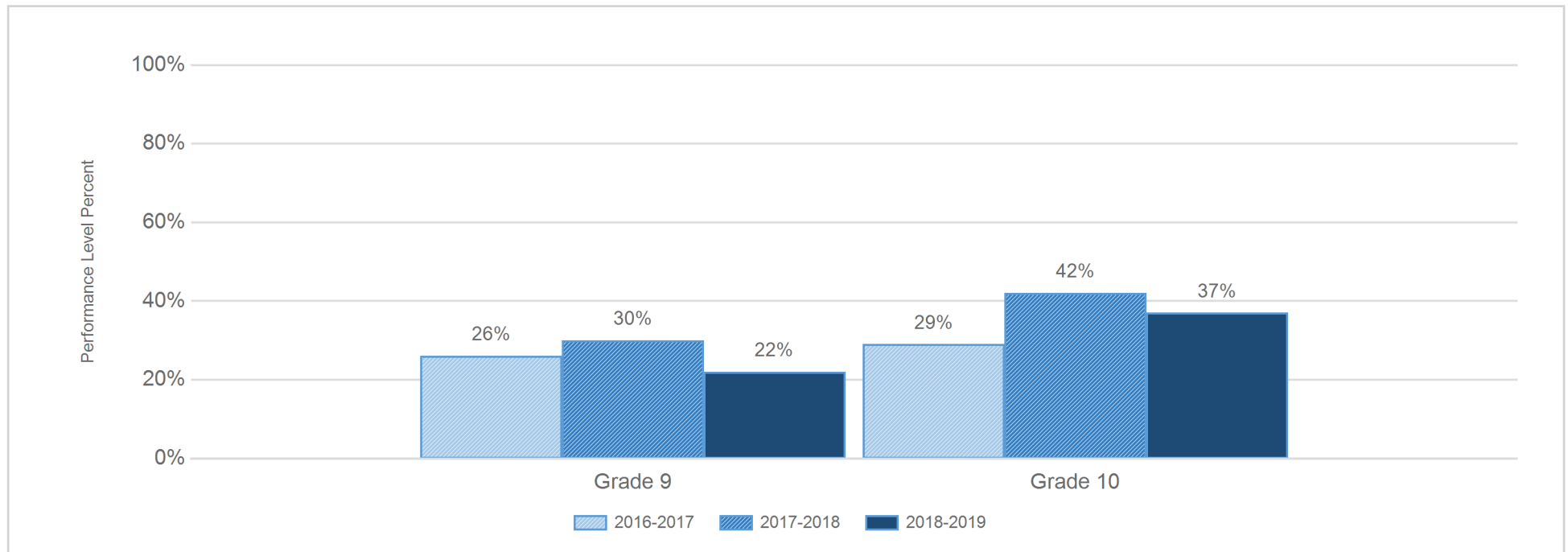
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English Language Arts Assessment - Performance Trends

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	157	721	721	753	30%	21%	27%	*	*	22%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	79	724	724	737	27%	20%	29%	*	*	24%	40%
Black or African American	66	718	718	732	32%	24%	23%	21%	0%	21%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	64	728	728	760	23%	17%	31%	*	*	28%	63%
Male	93	717	717	746	34%	24%	24%	*	*	18%	49%
Economically Disadvantaged Students	116	717	717	734	*	*	24%	*	*	20%	36%
Non-Economically Disadvantaged Students	41	732	732	762	*	*	34%	*	*	29%	65%
Students with Disabilities	20	694	694	717	60%	*	*	*	*	10%	17%
Students without Disabilities	137	725	725	760	26%	*	*	*	*	24%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	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	167	733	733	757	24%	17%	22%	26%	10%	37%	58%
White	*	*	*	767	*	*	*	*	*	*	67%
Hispanic	75	740	740	738	23%	*	28%	*	*	43%	43%
Black or African American	87	728	728	733	24%	26%	18%	*	*	31%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	81	740	740	766	19%	17%	23%	*	*	41%	66%
Male	86	727	727	749	29%	17%	21%	*	*	33%	51%
Economically Disadvantaged Students	108	731	731	735	25%	*	21%	*	*	35%	40%
Non-Economically Disadvantaged Students	59	737	737	767	22%	*	24%	*	*	39%	67%
Students with Disabilities	21	686	686	711	67%	*	0%	*	*	10%	19%
Students without Disabilities	146	740	740	765	18%	*	25%	*	*	40%	65%
English Learners	12	693	693	687	*	*	*	*	*	*	*
Non-English Learners	155	736	736	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	349	98.7	*	*	44.5	*	17.1	Not Met
White	10	100.0	20.0	25.6	54.1	20.0	**	**
Hispanic	163	99.4	*	21.4	28.8	*	19.1	Not Met
Black or African American	168	98.3	*	*	23.0	*	15.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	38.9	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	155	99.4	*	*	44.9	*		
Male	194	98.1	*	*	44.2	*		
Economically Disadvantaged Students	243	98.8	*	16.8	26.3	*	17.4	Not Met
Non-Economically Disadvantaged Students	106	98.2	*	23.3	54.9	*		
Students with Disabilities	46	95.9	*	*	17.4	*	8	Met Target†
Students without Disabilities	303	99.1	*	*	50.0	*		
English Learners	38	100.0	*	17.4	25.0	*	20.5	Not Met
Non-English Learners	311	98.5	*	19.0	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



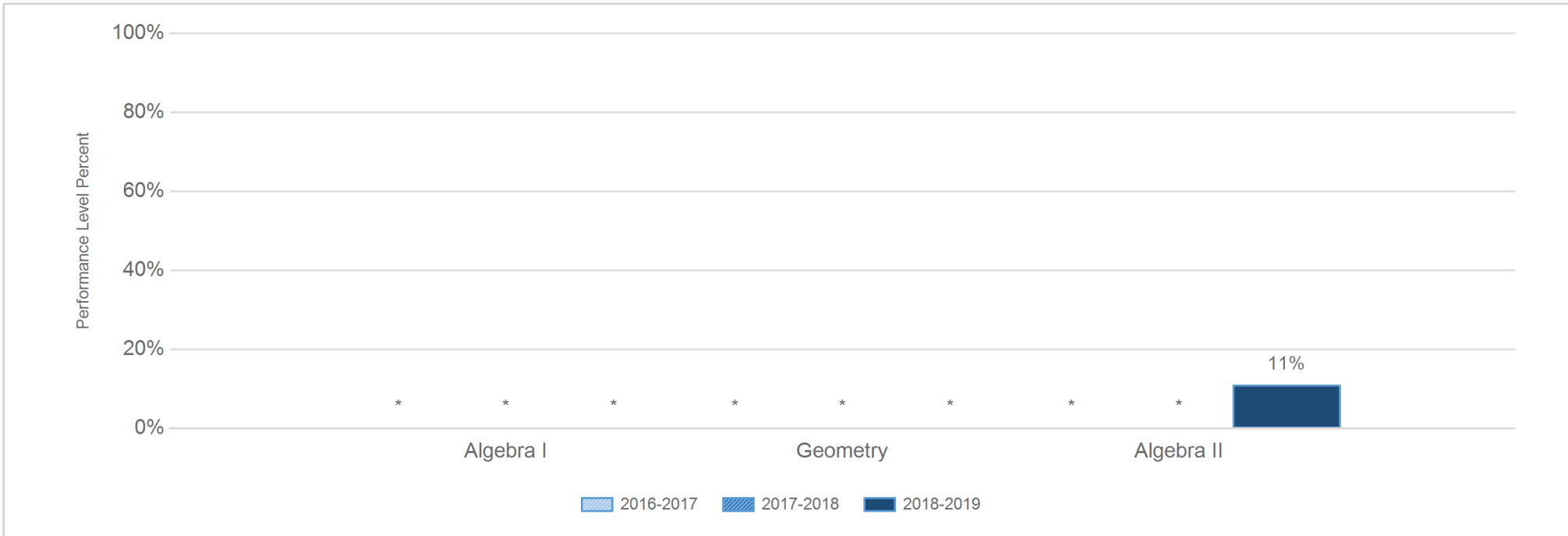
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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	136	712	722	744	*	*	*	*	*	*	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	66	711	720	728	*	*	*	*	*	*	24%
Black or African American	59	714	727	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	63	713	723	745	*	*	*	*	*	*	44%
Male	73	712	722	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	106	713	721	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	30	710	728	752	*	*	*	*	*	*	52%
Students with Disabilities	19	706	706	717	*	*	*	*	*	*	12%
Students without Disabilities	117	713	724	748	*	*	*	*	*	*	47%
English Learners	15	706	706	710	*	*	*	*	*	*	*
Non-English Learners	121	713	724	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	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	182	711	711	737	*	*	*	*	*	*	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	82	715	715	724	*	*	*	*	*	*	17%
Black or African American	93	707	707	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	84	711	711	738	*	*	*	*	*	*	36%
Male	98	711	711	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	121	710	710	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	61	712	712	743	*	*	*	*	*	*	43%
Students with Disabilities	20	701	701	712	*	*	*	*	*	*	*
Students without Disabilities	162	712	712	741	*	*	*	*	*	*	*
English Learners	19	702	702	708	*	*	*	*	*	*	*
Non-English Learners	163	712	712	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	714	714	755	30%	34%	26%	*	*	11%	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	26	712	712	731	*	*	*	*	*	12%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	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	N	N	N	761	N	N	N	N	N	N	65%
Female	19	706	706	752	*	*	*	*	*	*	55%
Male	28	719	719	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	28	710	710	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	19	719	719	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	47	714	714	755	30%	34%	26%	*	*	11%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	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	*



Abraham Clark High School

(39-4540-010)

Grades Offered: 09-12

2018-2019

Report Key:

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
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	23.8%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	36	*	*
3-4	27	*	*
5 or more	*	*	*



Abraham Clark High School

(39-4540-010)

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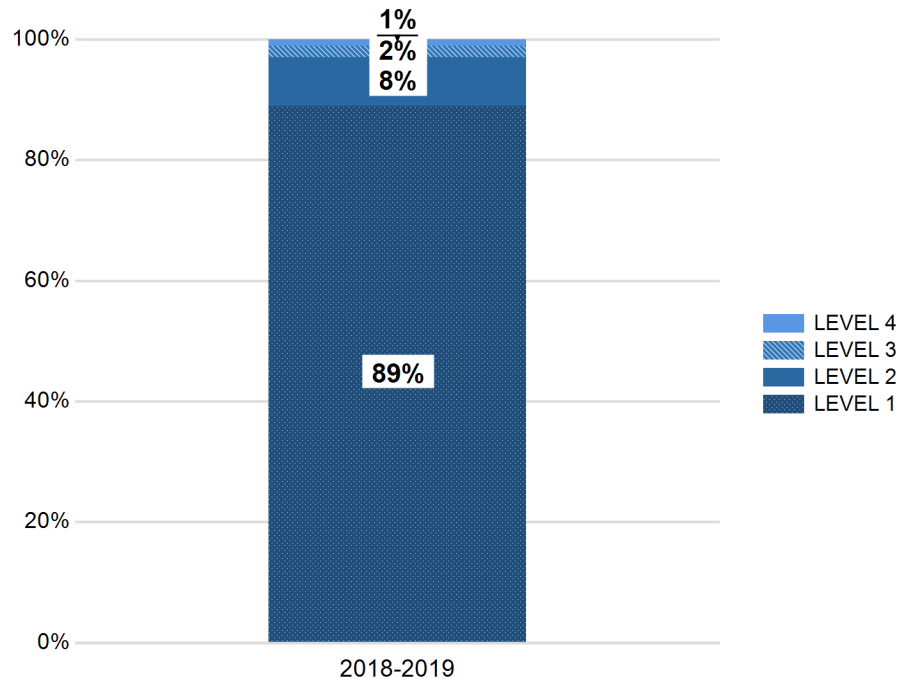
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	89	8	2	1
White	*	*	*	*
Hispanic	89	9	0	2
Black or African American	87	8	3	1
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	89	9	1	1
Male	89	8	2	1
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Abraham Clark High School

(39-4540-010)

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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	85.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	90.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	388	476	Grade 10: 430 Grade 11: 460	24%	61%
PSAT 10/NMSQT - Math	395	477	Grade 10: 480 Grade 11: 510	11%	43%
SAT - Reading and Writing	437	539	480	35%	70%
SAT - Math	428	541	530	16%	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%



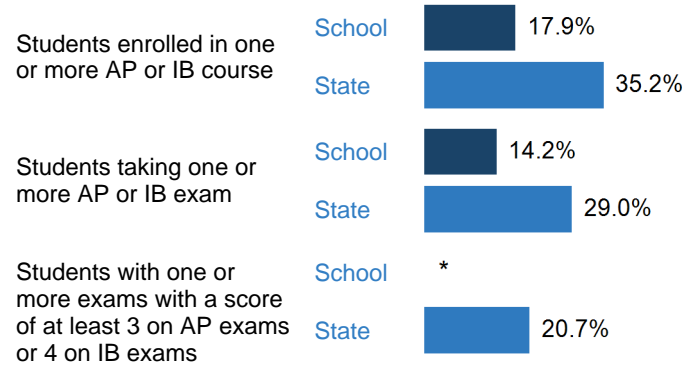
Abraham Clark High School
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International 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.



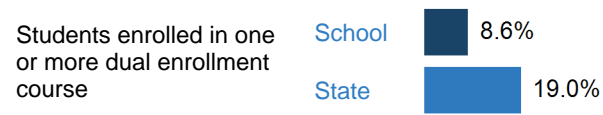
AP/ IB Courses Offered

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	17	12
AP Calculus AB	8	5
AP Chemistry	11	6
AP English Literature and Composition	0	16
AP Spanish Language	13	6
AP U.S. History	37	25
Total Exams taken		70
Exams with scores of at least 3 on AP exams or 4 on IB exams		10

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.





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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.

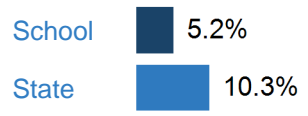
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

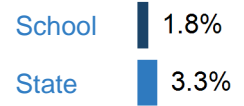
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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





Abraham Clark High School
(39-4540-010)
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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	*	5.2%	7.7%	10.3%
White	0.0%	0.0%	6.1%	9.6%
Hispanic	*	5.5%	10.3%	11.3%
Black or African American	0.0%	5.2%	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	*	*	6.8%	12.1%
Female	*	*	7.3%	10.6%
Male	*	*	8.0%	10.1%
Economically Disadvantaged Students	*	5.5%	10.4%	11.8%
Students with Disabilities	0.0%	*	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Health Science	38	*	*
Hospitality & Tourism	*	*	*
Human Services	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	43	14	14



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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	147	46	2	0	0	0	0
10	19	155	50	0	0	0	0
11	7	34	127	25	0	3	8
12	3	24	39	56	19	49	12
Total	176	259	218	81	19	52	20
Enrolled in AP/IB Course					8	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	183	2	0	4	0	0
10	66	145	0	2	1	10
11	32	74	0	31	65	8
12	24	33	0	45	49	33
Total	305	254	0	82	115	51
Enrolled in AP/IB Course	17	11		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	20



Abraham Clark High School
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2018-2019

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	167	30	0	0	0	0
10	17	200	0	0	0	7
11	5	188	0	0	0	9
12	11	77	0	0	0	21
Total	200	495	0	0	0	37
Enrolled in AP/IB Course	0	37	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	133	53	0	0	0	0	1
10	143	49	0	0	0	0	4
11	99	22	0	0	0	0	6
12	61	25	0	0	0	0	7
Total	436	149	0	0	0	0	18
Enrolled in AP/IB Course	13	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	91	21	0	0	0	0	0



Abraham Clark High School

(39-4540-010)

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2018-2019

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Computer Science and Information Technology – Course Participation

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

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

**Abraham Clark High School**

(39-4540-010)

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2018-2019

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Seal of Bilingual

This table shows the number of Seals of Bilingual earned by language. The New Jersey Department of Education State Seal of Bilingual 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 Bilingual website](#) for more information.

Language	Students Earning a Seal of Bilingual
Total	0



Abraham Clark High School

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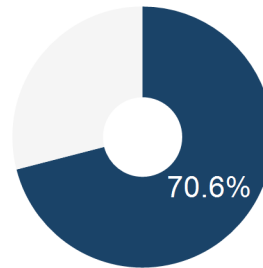
† This indicates a table specific note, see note below table

Visual and Performing Arts – Course Participation

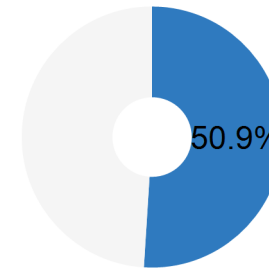
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

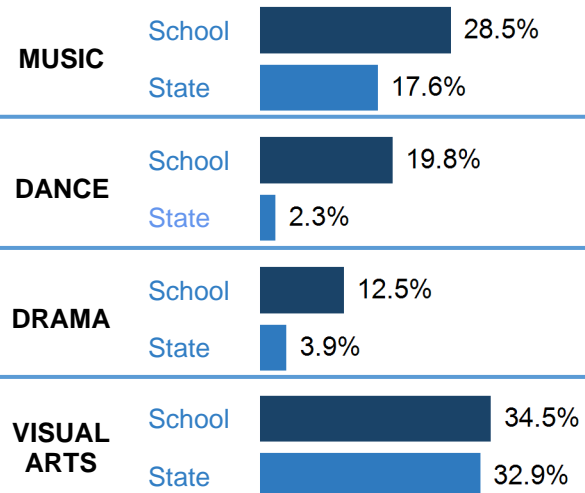


School



State

Students enrolled in one or more classes by discipline:





Abraham Clark High School

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2018-2019

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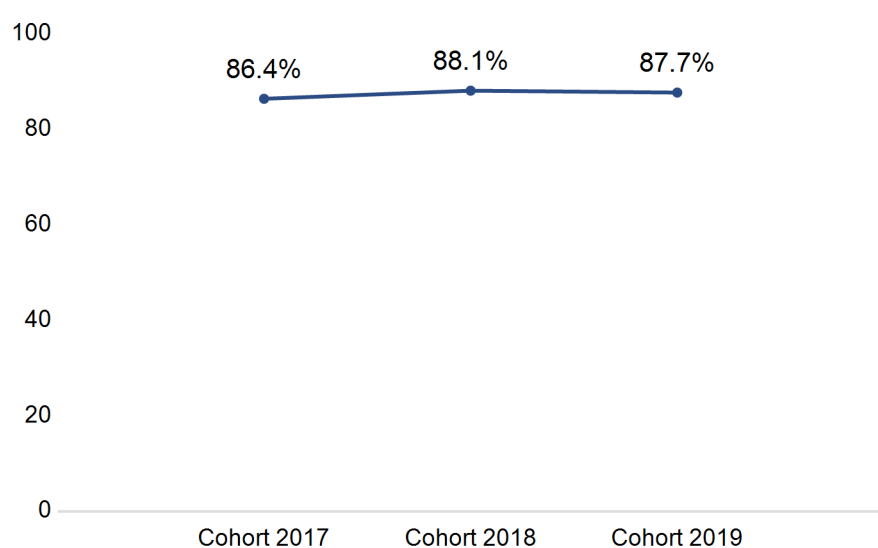
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

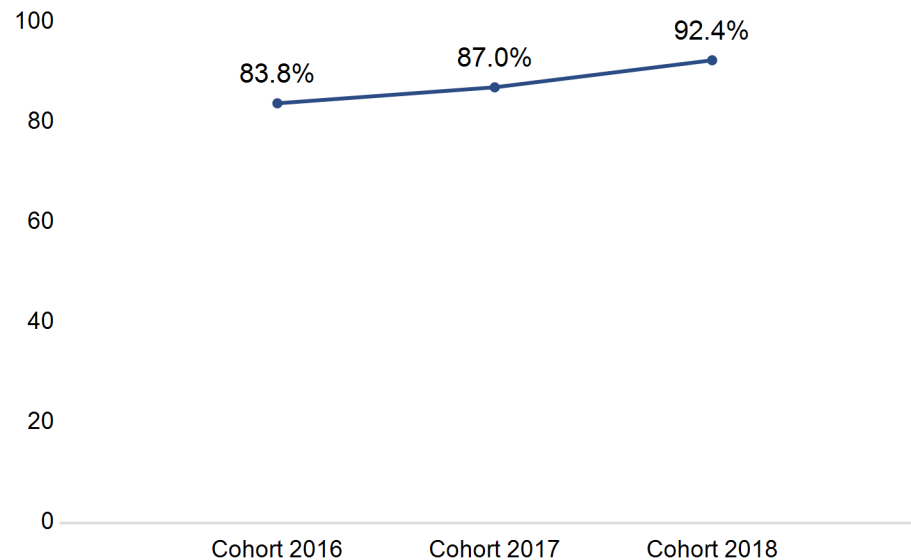
Graduation Rate Trends and Progress

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	86.4%	88.1%	87.7%	83.8%	87.0%	92.4%
Annual Target	90.7%	90.9%		83.4%	84.1%	
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

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	87.7%	90.6%	92.4%	92.5%	88.1%	90.9%	Not Met	87.0%	84.1%	Met Target
White	*	94.9%	*	95.9%	*	**	**	*	**	**
Hispanic	89.8%	84.5%	91.2%	87.3%	86.0%	87.1%	Not Met	83.9%	78.7%	Met Target
Black or African American	86.8%	83.3%	93.3%	87.1%	89.1%	92.4%	Not Met	88.5%	86.1%	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	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	87.5%	92.8%	91.8%	94.4%	88.8%			86.4%		
Male	87.9%	88.5%	93.1%	90.8%	87.5%			87.4%		
Economically Disadvantaged Students	87.1%	84.0%	92.7%	87.3%	87.8%	89.6%	Not Met	83.1%	84.0%	Not Met
Students with Disabilities	76.9%	79.2%	87.0%	83.8%	83.3%	87.9%	Not Met	75.0%	80.7%	Not Met
English Learners	78.3%	75.4%	87.0%	80.1%	79.2%	90.5%	Not Met	71.4%	**	**
Homeless Students	*	74.6%	N	78.3%	N			*		
Students in Foster Care	*	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



Abraham Clark High School

(39-4540-010)

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	78.9%	62.7%
Substitute Competency Test	18.9%	35.1%
Portfolio Appeals Process	1.1%	1.1%
Alternate Requirements specified in IEP	0.0%	0.0%
Unknown	1.1%	1.1%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.7%	1.2%
2017-2018	0.7%	1.2%
2016-2017	1.7%	1.1%



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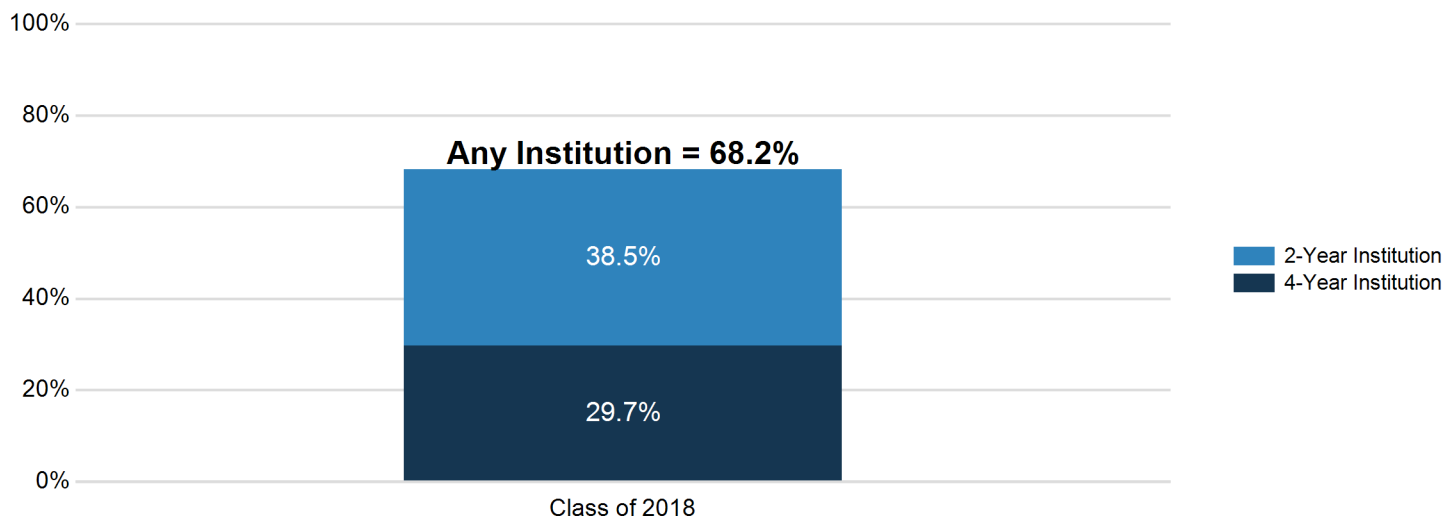
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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	38.5%
% Enrolled in 4-Year Institution	29.7%
% Enrolled in Any Postsecondary Institution	68.1%



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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	55.9%	41%	59%
White	*	*	*
Hispanic	46.9%	55.3%	44.7%
Black or African American	64.1%	33.3%	66.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	58.9%	44.6%	55.4%
Students with Disabilities	19%	50%	50%
English Learners	21.4%	100%	0%

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	68.1%	56.5%	43.5%	87.9%	12.1%	86.3%	13.7%
White	*	*	*	*	*	*	*
Hispanic	58.8%	73.3%	26.7%	93.3%	6.7%	90%	10%
Black or African American	72.6%	48.9%	51.1%	85.6%	14.4%	84.4%	15.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	68.5%	55.3%	44.7%	85.9%	14.1%	84.7%	15.3%
Students with Disabilities	52.6%	70%	30%	80%	20%	100%	0%
English Learners	71.4%	100%	0%	100%	0%	100%	0%



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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.

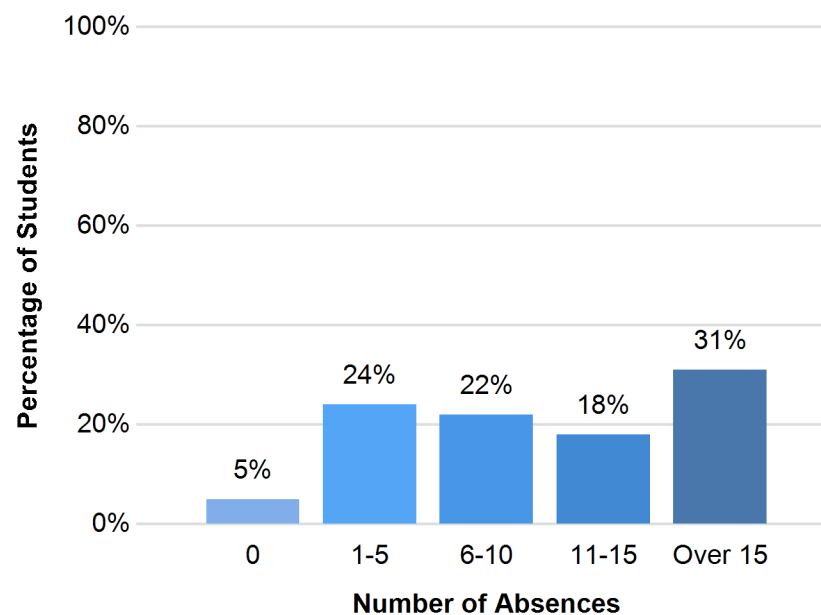
Chronic Absenteeism

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	174	23.3	14.2	Not Met
White	5	25.0	14.2	Not Met
Hispanic	79	23.9	14.2	Not Met
Black or African American	85	22.5	14.2	Not Met
Asian, Native Hawaiian, or Pacific	1	9.1	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	85	24.1		
Male	89	22.5		
Economically Disadvantaged Students	132	24.0	14.2	Not Met
Students with Disabilities	32	30.2	14.2	Not Met
English Learners	12	18.5	14.2	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Abraham Clark High School

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2018-2019

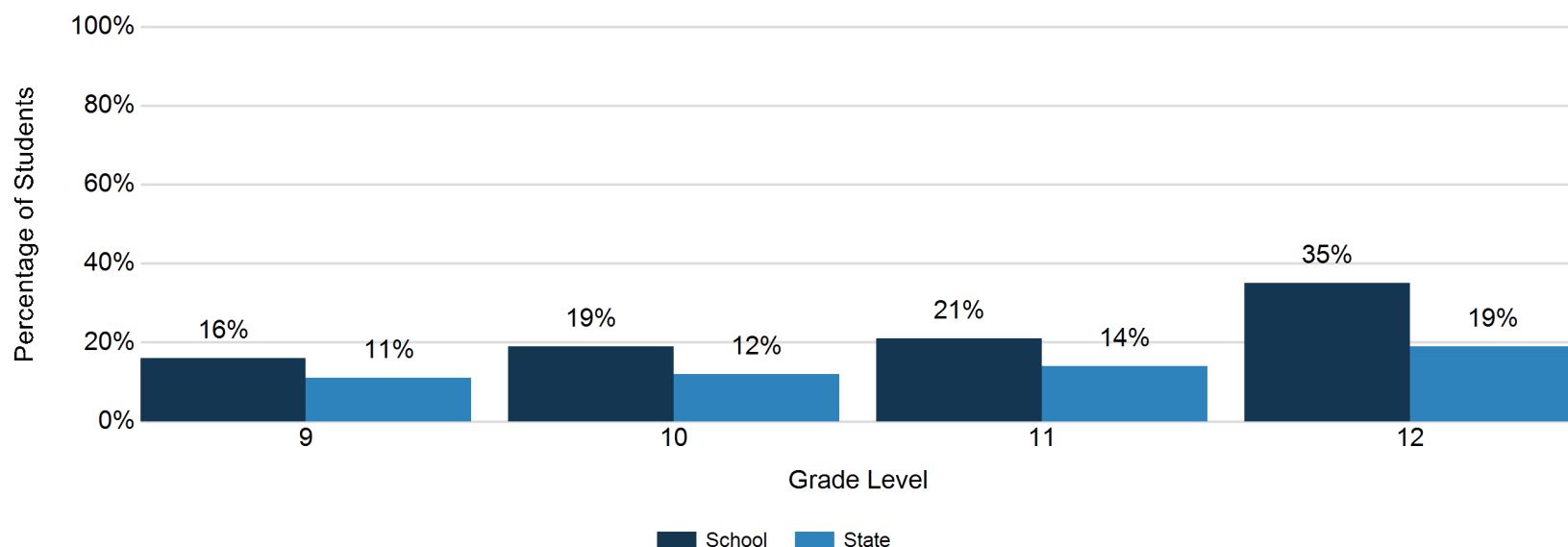
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Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	2
Vandalism	3
Substances	5
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	40
Incidents Per 100 Students Enrolled	5.43

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	180	24.4%
Any Suspension	180	24.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
811



Abraham Clark High 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	8:00 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 20 Mins
Shared Time - Instructional Time	6 Hrs. 20 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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	75	118,214
Average years experience in public schools	9.1	12.1
Average years experience in district	8.5	10.8
Percentage of Teachers with 4 or more years experience in the district	66.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,530
Average years experience in public schools	13.5	16.0
Average years experience in district	11.3	12.0
Percentage of Administrators with 4 or more years experience in the district	80.8%	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	74:1	113:1
Teachers to Administrators	8:1	11:1
Students to Librarians/Media Specialists		N
Students to Nurses		421:1
Students to Counselors		295:1
Students to Child Study Team Members		164:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.3%	61.3%	50.0%	48.4%	77.1%	54.9%
Male	52.7%	38.7%	50.0%	51.6%	22.9%	45.1%
White	2.4%	42.7%	60.0%	42.4%	83.6%	77.4%
Hispanic	44.1%	8.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	51.0%	28.0%	30.0%	15.0%	6.6%	13.9%
Asian	1.2%	21.3%	10.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.7%	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	0.4%	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	84.4%	90.5%
2017-18 Administrators: Same district 2018-19	76.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	73.1%



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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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	30.7%	37.4%	30.6%
Math Proficiency	*	*	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	86.4%	88.1%	87.7%
5-Year Graduation Rate†	83.8%	87.0%	92.4%
Progress toward English Language Proficiency		45.5%	23.8%
Chronic Absenteeism	15.8%	15.5%	23.3%

† 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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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.



Abraham Clark High School
(39-4540-010)
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	Not Met	Not Met	Not Met	Met Target	Met Target†	Not Met	No
White	**	**	**	**	n/a	Not Met	No
Hispanic	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
Black or African American	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	Not Met	Not Met	Not Met	**	**	Not Met	No

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



Abraham Clark High School

(39-4540-010)

Grades Offered: 09-12

2018-2019

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School Narrative

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



Highlights:

- Abraham Clark High School, which is a National Middle Accredited



Mission, Vision, Theme:

The Mission of Abraham Clark High School is to prepare all students for college, work and life in the 21st century



Awards, Recognition, Accomplishments:

Awards/Accomplishments: Removed from the NJDOE's watchlist for schools in need of improvement. Recognized by the NJDOE for school improvement accomplishments from 2012-2018



Abraham Clark High School
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Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys), Softball (Girls), Tennis (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls)



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2018-2019

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Before and After School Programs:

During the 2018-2019 school year, Abraham Clark High School offered after school tutoring programs to students enrolled in general education classes and advanced placement courses. These tutoring sessions focused on the subjects of English, Math, Science, and History. The Title I Department also offered a summer program that provided academic assistance to ACHS students in the areas of language arts and math. Title III offers a before/after the bell program in language arts and math in addition to a summer program providing assistance to students.



Abraham Clark High School

(39-4540-010)

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Parent and Community Involvement:

The Title I, Title III, 21st Century, and G & T Programs also hosted a number parent involvement events including a Parent Resource Night that put parents in touch with community groups and their services. Teachers also attended the event and illustrated how parents can work with their children on their academic studies at home.



Dr. Charles C. Polk School
(39-4540-030)
Grades Offered: 01-04
2018-2019

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How to use this report:

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

Navigating through the reports:

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



Dr. Charles C. Polk School
(39-4540-030)
Grades Offered: 01-04
2018-2019

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School Contact Information

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

Type	Contact Information
County	Union
District	Roselle Public Schools
Principal Name	Ms. Andreea Harry
Address	1100 WARREN ST ROSELLE, NJ 07203-2736
Phone Number	908-298-2061
Email Address	aharry@roselleschools.org
Website	http://www.polk.roselleschools.org
Twitter	https://DrCharlesCPolk



Dr. Charles C. Polk School
(39-4540-030)
Grades Offered: 01-04
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
1	73	85	76
2	79	79	92
3	73	86	73
4	63	80	89
Total	288	330	330

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	53.5%	49.7%	50.0%
Male	46.5%	50.3%	50.0%
Economically Disadvantaged Students	80.2%	75.2%	80.0%
Students with Disabilities	13.2%	12.1%	14.5%
English Learners	4.9%	6.7%	10.0%
Homeless Students	1.0%	0.6%	0.0%
Students in Foster Care	2.4%	1.5%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	4.5%	3.6%	2.7%
Hispanic	26.4%	26.4%	30.0%
Black or African American	69.1%	69.7%	66.7%
Asian	0.0%	0.3%	0.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment 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	66.4%
Spanish	18.2%
Haitian	10.3%
Arabic	1.2%
Other Languages	3.9%



Dr. Charles C. Polk School
 (39-4540-030)
 Grades Offered: 01-04
 2018-2019

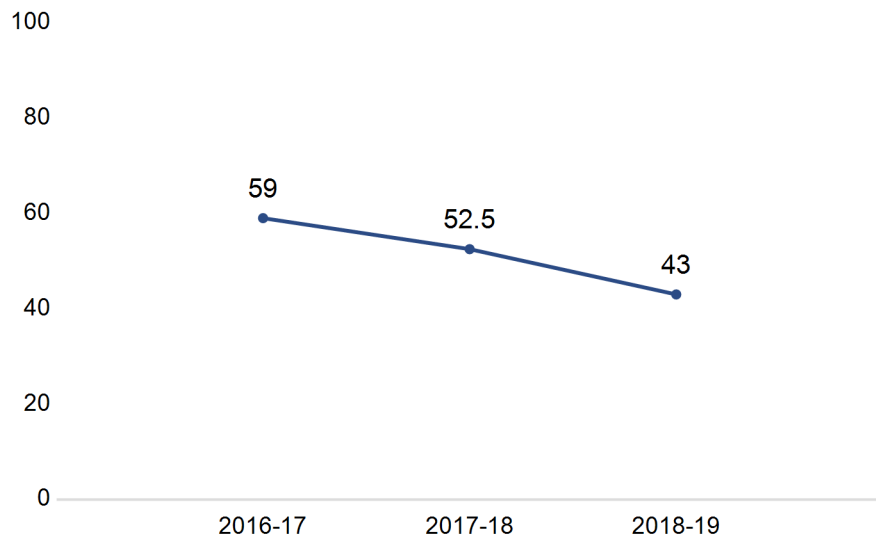
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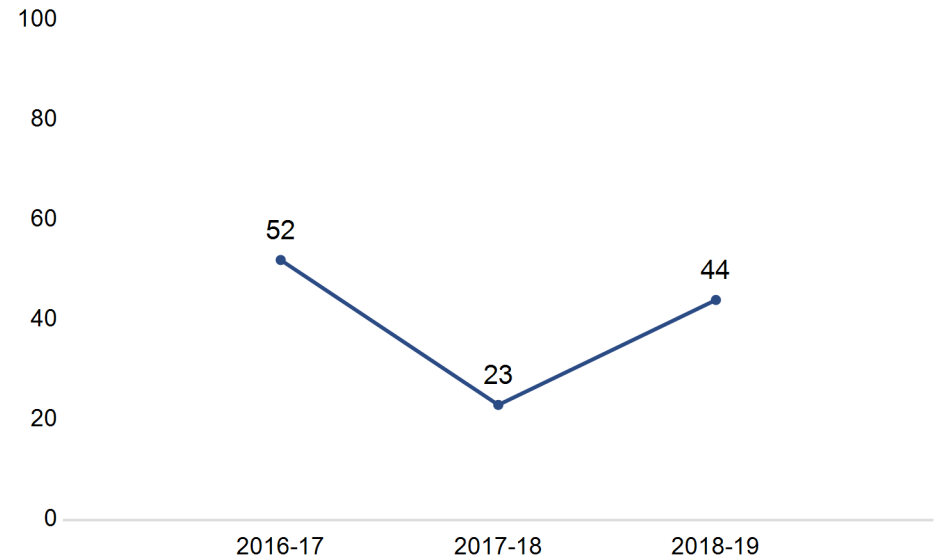
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is 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	59	52.5	43	52	23	44
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	43	45	50	Met Standard	44	34	50	Met Standard
White	*	53.5	50	**	*	51	52	**
Hispanic	36	45	49	Not Met	32.5	34	47	Not Met
Black or African American	49	44	45	Met Standard	47.5	33	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	*	59	**	N	*	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	45.5	47	53	N	45.5	32	50	N
Male	42	44	47	N	36	38	51	N
Economically Disadvantaged Students	42	45	48	Met Standard	44.5	33	46	Met Standard
Students with Disabilities	*	30	43	**	*	25	45	**
English Learners	49.5	49	52	**	34	33.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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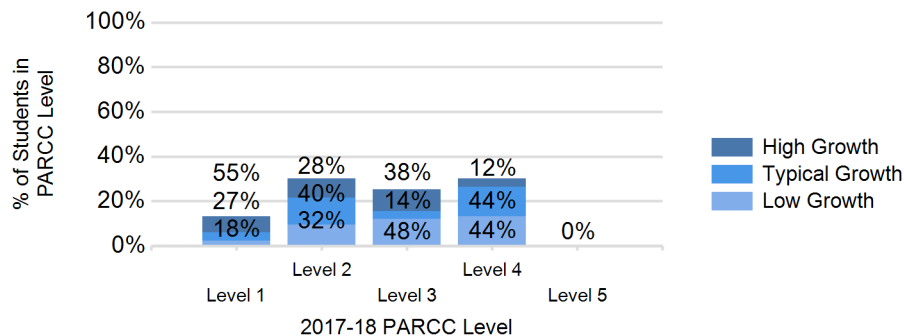
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

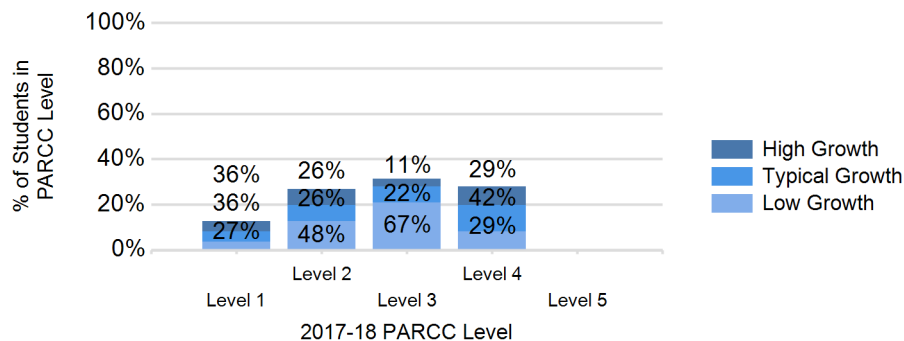
Student Growth by Performance Level

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

ELA



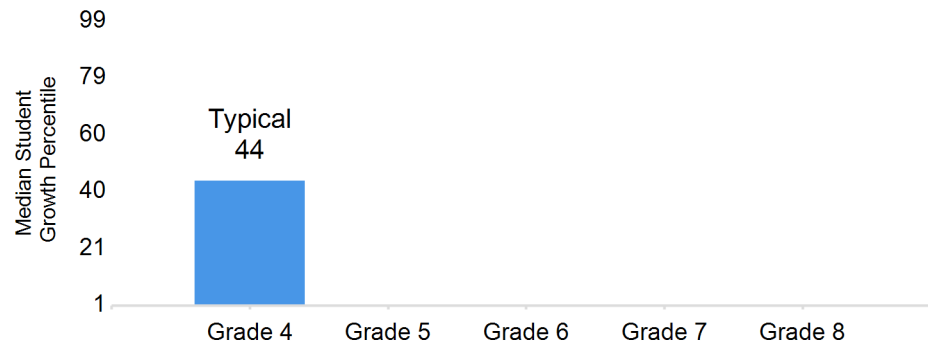
Math



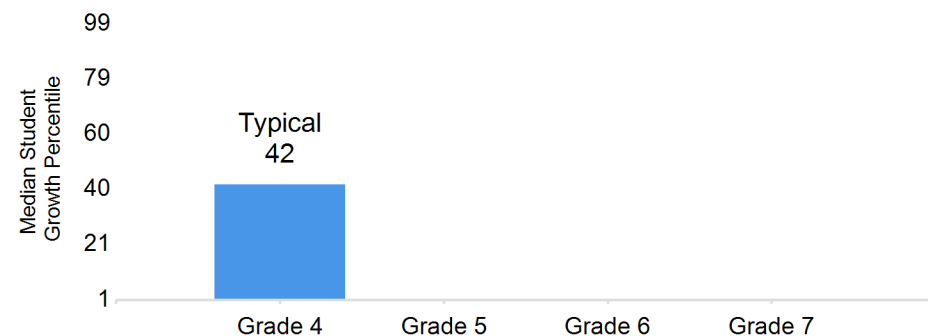
Student Growth by Grade

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

ELA



Math





Dr. Charles C. Polk School
(39-4540-030)
Grades Offered: 01-04
2018-2019

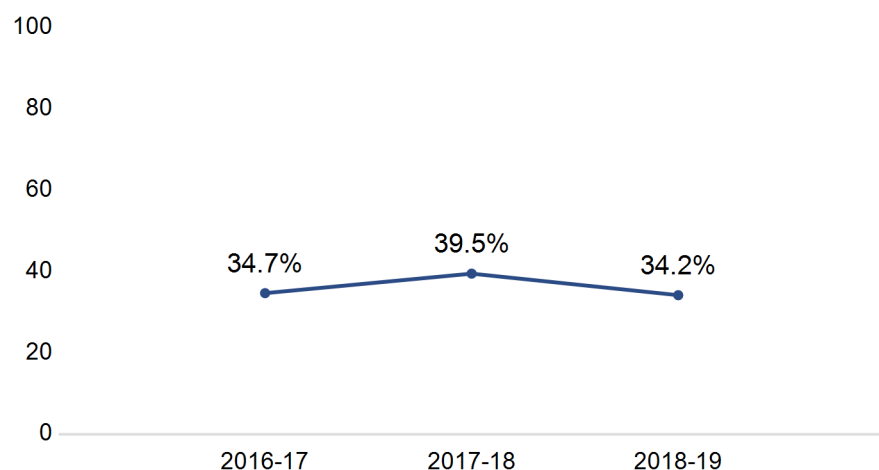
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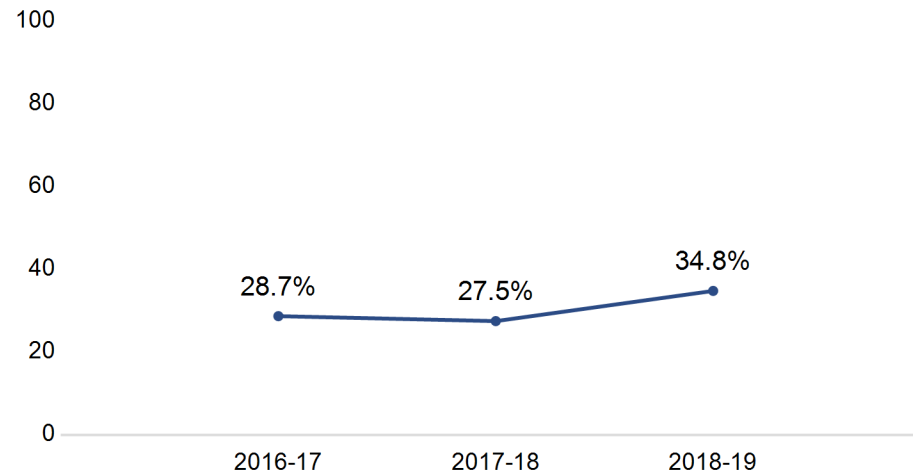
English Language Arts and Mathematics Performance Trends

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	99.3%	100.0%	100.0%	100.0%	100.0%	99.4%
Proficiency Rate for Federal Accountability	34.7%	39.5%	34.2%	28.7%	27.5%	34.8%
Annual Target	37.9%	40.1%	42.3%	28.3%	31.0%	33.8%
Met Annual Target?	Met Target†	Met Target†	Not Met	Met Target	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	161	100.0	34.2	36.1	57.9	34.2	42.3	Not Met
White	*	*	*	43.2	66.9	*	**	**
Hispanic	*	*	*	*	43.9	*	58	Not Met
Black or African American	98	100.0	34.7	32.2	38.5	34.7	36.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	50.0	82.9	N	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	79	100.0	41.8	40.7	64.8	41.8		
Male	82	100.0	26.8	31.8	51.3	26.8		
Economically Disadvantaged Students	127	100.0	26.0	34.0	40.0	26.0	40.9	Not Met
Non-Economically Disadvantaged Students	34	100.0	64.7	40.9	67.9	64.7		
Students with Disabilities	15	100.0	20.0	*	22.7	20.0	**	**
Students without Disabilities	146	100.0	35.6	*	65.1	35.6		
English Learners	25	100.0	*	*	29.3	*	26.1	Not Met
Non-English Learners	136	100.0	*	*	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



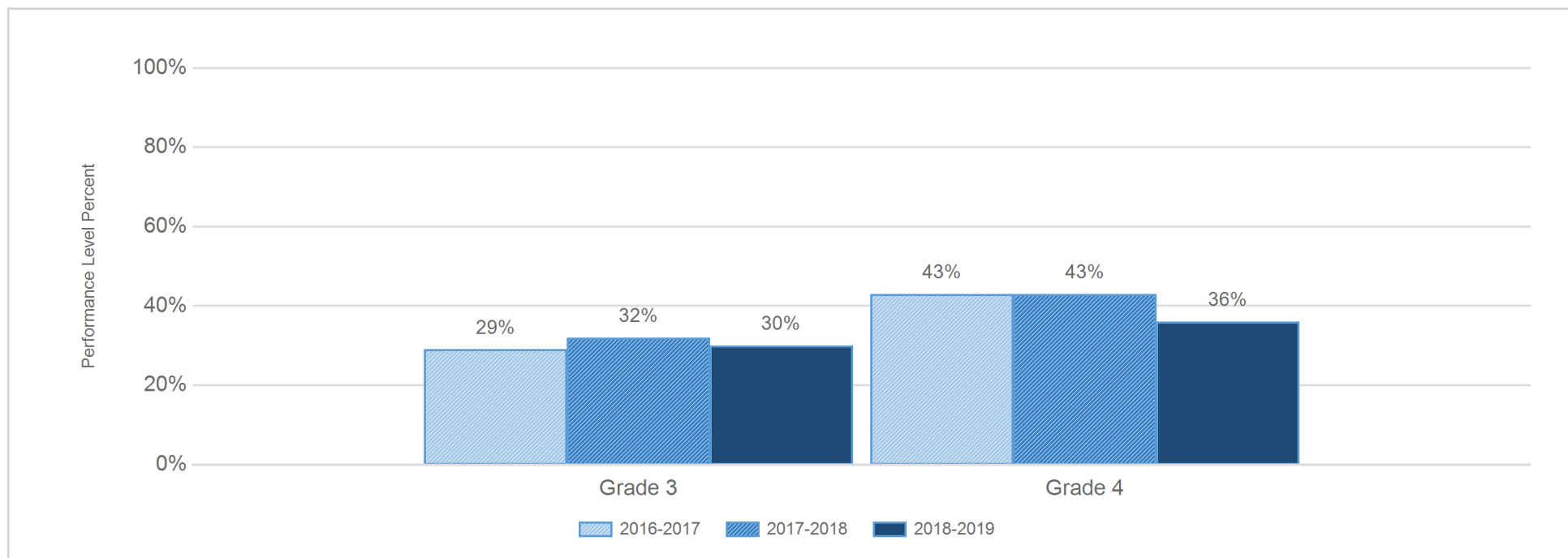
Dr. Charles C. Polk School
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2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 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	736	730	748	14%	14%	41%	*	*	30%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	49	737	733	731	*	*	35%	*	*	33%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	38	739	734	753	*	*	37%	*	*	37%	55%
Male	38	733	727	743	*	*	45%	*	*	24%	46%
Economically Disadvantaged Students	59	729	727	731	19%	*	*	*	*	19%	33%
Non-Economically Disadvantaged Students	17	759	740	759	0%	*	*	*	*	71%	61%
Students with Disabilities	*	*	691	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	734	754	*	*	*	*	*	*	56%
English Learners	*	*	715	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	733	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	737	743	755	11%	24%	29%	*	*	36%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	53	738	740	739	*	*	32%	36%	0%	36%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	44	742	747	760	*	*	25%	*	*	43%	62%
Male	46	731	738	750	*	*	33%	*	*	28%	53%
Economically Disadvantaged Students	72	734	739	740	*	*	*	*	*	31%	40%
Non-Economically Disadvantaged Students	18	746	755	765	*	*	*	*	*	56%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	13	710	722	720	*	*	*	*	*	*	17%
Non-English Learners	77	741	747	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	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%



Dr. Charles C. Polk School
(39-4540-030)
Grades Offered: 01-04
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	161	99.4	34.8	*	44.5	34.8	33.8	Met Target
White	*	*	*	25.6	54.1	*	**	**
Hispanic	*	*	*	21.4	28.8	*	46.4	Met Target†
Black or African American	98	99.1	31.6	*	23.0	31.6	29	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	38.9	76.5	N	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	79	100.0	30.4	*	44.9	30.4		
Male	82	98.9	39.0	*	44.2	39.0		
Economically Disadvantaged Students	127	99.3	31.5	16.8	26.3	31.5	33	Met Target†
Non-Economically Disadvantaged Students	34	100.0	47.1	23.3	54.9	47.1		
Students with Disabilities	15	100.0	33.3	*	17.4	33.3	**	**
Students without Disabilities	146	99.4	34.9	*	50.0	34.9		
English Learners	25	96.4	16.0	17.4	25.0	16.0	20.8	Met Target†
Non-English Learners	136	100.0	38.2	19.0	46.5	38.2		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	10.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



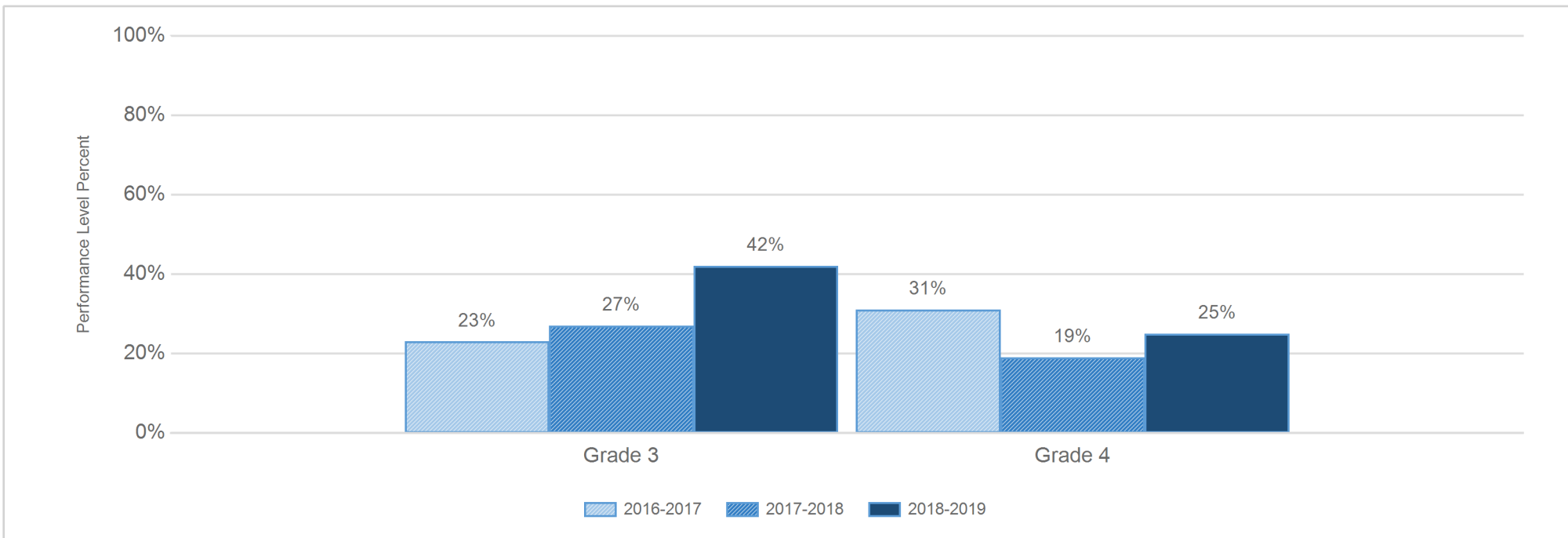
Dr. Charles C. Polk School
(39-4540-030)
Grades Offered: 01-04
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	736	735	752	17%	17%	25%	*	*	42%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	50	735	734	735	*	*	36%	*	*	34%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	38	733	734	751	*	*	*	*	*	34%	54%
Male	39	739	736	752	*	*	*	*	*	49%	56%
Economically Disadvantaged Students	60	733	734	737	*	*	*	*	*	40%	37%
Non-Economically Disadvantaged Students	17	746	739	761	*	*	*	*	*	47%	67%
Students with Disabilities	*	*	695	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	739	756	*	*	*	*	*	*	60%
English Learners	*	*	731	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	736	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	729	734	749	13%	27%	34%	*	*	25%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	*	*	*	737	*	*	*	*	*	*	36%
Black or African American	54	729	729	731	*	30%	31%	*	*	26%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	45	729	732	749	*	29%	38%	*	*	24%	50%
Male	46	729	736	749	*	26%	30%	*	*	26%	52%
Economically Disadvantaged Students	73	727	731	734	*	*	*	*	*	22%	32%
Non-Economically Disadvantaged Students	18	736	742	759	*	*	*	*	*	39%	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	14	712	718	722	*	*	*	*	*	*	18%
Non-English Learners	77	732	737	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	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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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	34.8%	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	13	*	*
3-4	17	88.2%	11.8%
5 or more	N	N	N



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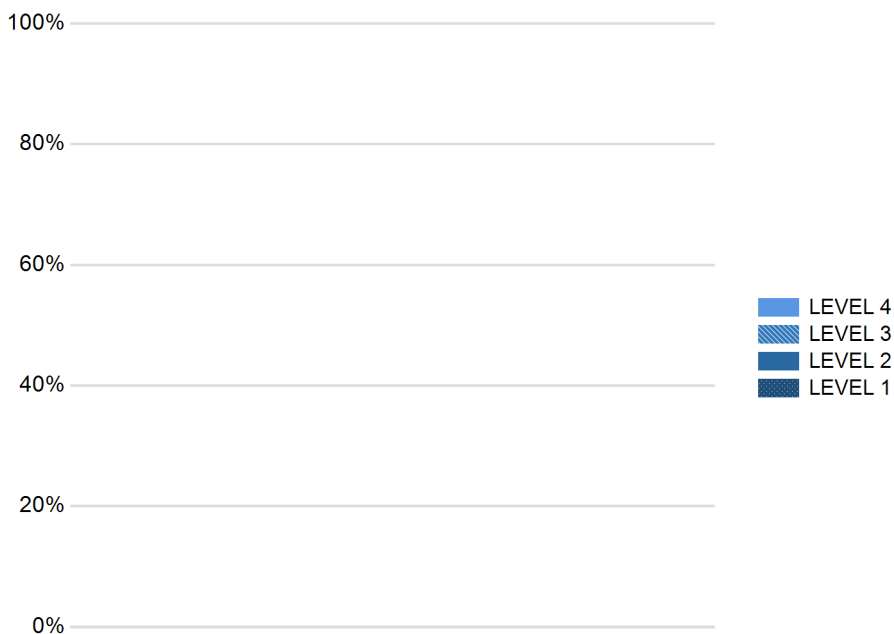
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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.

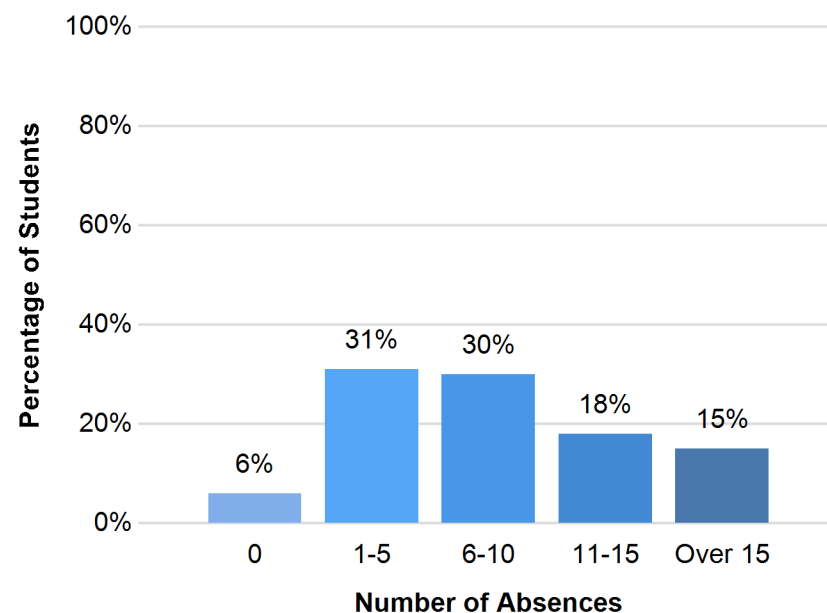
Chronic Absenteeism

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	36	11.3	8.2	Not Met
White	*	*	**	**
Hispanic	14	15.1	8.2	Not Met
Black or African American	20	9.3	8.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	17	10.5		
Male	19	12.2		
Economically Disadvantaged Students	29	11.3	8.2	Not Met
Students with Disabilities	12	30.0	8.2	Not Met
English Learners	2	6.3	8.2	Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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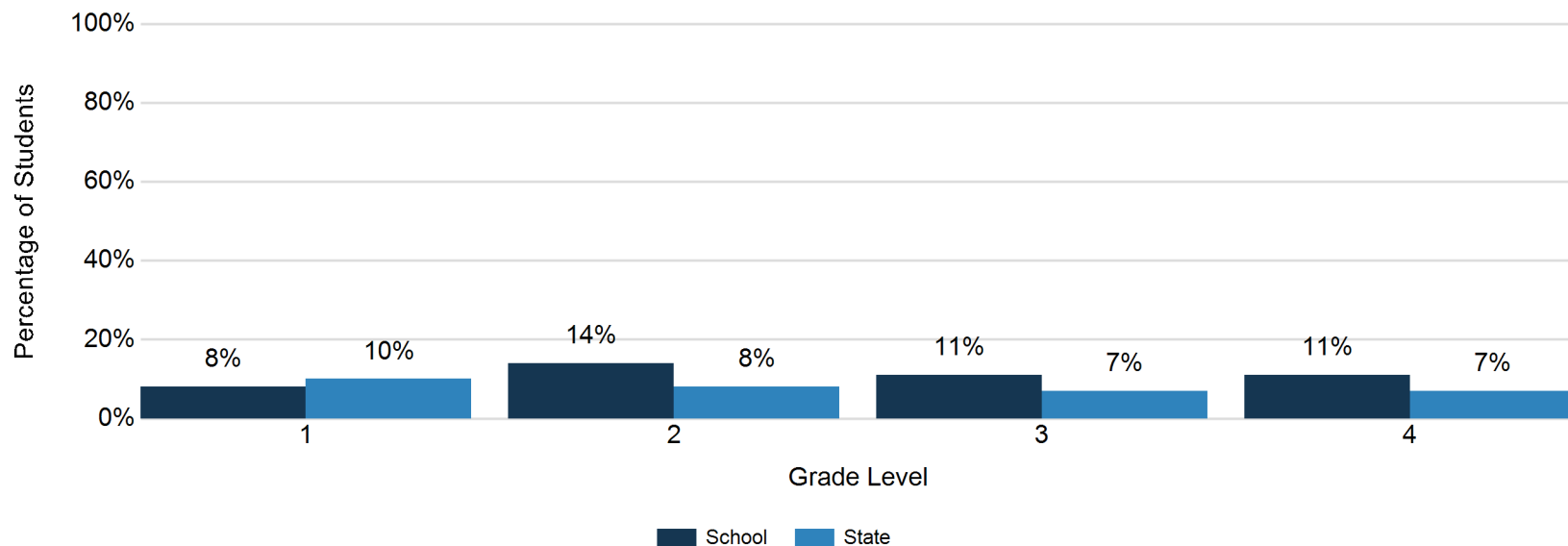
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Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA*, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	0.61

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	5		5

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	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

*

**Dr. Charles C. Polk School**

(39-4540-030)

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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	8:33 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 22 Mins
Full Time - Instructional Time	5 Hrs 42 Mins
Shared Time - Instructional Time	5 Hrs. 42 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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	29	118,214
Average years experience in public schools	7.9	12.1
Average years experience in district	7.8	10.8
Percentage of Teachers with 4 or more years experience in the district	72.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,530
Average years experience in public schools	13.5	16.0
Average years experience in district	11.3	12.0
Percentage of Administrators with 4 or more years experience in the district	80.8%	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	330:1	113:1
Teachers to Administrators	29:1	11:1
Students to Librarians/Media Specialists		N
Students to Nurses		421:1
Students to Counselors		295:1
Students to Child Study Team Members		164:1



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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	50.0%	89.7%	100.0%	48.4%	77.1%	54.9%
Male	50.0%	10.3%	0.0%	51.6%	22.9%	45.1%
White	2.7%	37.9%	0.0%	42.4%	83.6%	77.4%
Hispanic	30.0%	13.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	66.7%	44.8%	100.0%	15.0%	6.6%	13.9%
Asian	0.6%	3.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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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 - 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	84.4%	90.5%
2017-18 Administrators: Same district 2018-19	76.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	87.4%



Dr. Charles C. Polk School
(39-4540-030)
Grades Offered: 01-04
2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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



Dr. Charles C. Polk School
(39-4540-030)
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2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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.



Dr. Charles C. Polk School
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Grades Offered: 01-04
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	34.7%	39.5%	34.2%
Math Proficiency	28.7%	27.5%	34.8%
ELA Growth	59	52	43
Math Growth	52	23	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		17.6%	34.8%
Chronic Absenteeism	11.4%	18.1%	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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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- The Gifted & Talented Program is designed to meet the needs of Polk's most-able learners. Using a multiple criteria screening process, the G&T program provides various learning opportunities.
- Polk Mentoring Program works with youth mentoring, community outreach and educational partnerships. The program is facilitated by the grandson of Dr. Charles C. Polk.



Mission, Vision, Theme:

To prepare All students for college , work and life.



Awards, Recognition, Accomplishments:

Dr. Charles C. Polk Elementary School has won three consecutive National Awards from The Alliance for a Healthier Generation. We are ranked 93rd of 28,000 schools across the nation.



Dr. Charles C. Polk School

(39-4540-030)

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Before and After School Programs:

During the 2018-2019 school year, students in grades 1-4 at Dr. Charles C. Polk School participated in a Before the Bell Program which provided them with homework assistance and tutoring in language arts and math. Polk School students also participated in after school programs that provided them with academic assistance in those subject areas. Additionally, 3rd and 4th grade students at Polk School participated in the 21st Century Community Learning Center Program, which offered after school homework assistance and a myriad of enrichment activities including theatre arts, music, visual art, and recreational sports. Summer Programs were also offered to Polk School students through the 21st Century Program and the Title I Department.





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 <p>Student Health and Wellness:</p>	<p>Social and Emotional Learning Initiatives: Girls On The Run, Girls Who Code Club, Dr. Polk Mentoring for Boys, Teach Kindness, Meditation and Yoga for Children with Anxiety, Weekly Guidance Lessons - (HIB), Student Government, iRead– Summer Partnership Program, Prevention Links, Health Move Minds, Dove Self-Esteem Project, Peer Mediation with Conflict Resolution and Polk School -Star Dollars</p>
 <p>Parent and Community Involvement:</p>	<p>The Title I, Title III, 21st Century, and G & T Programs also hosted a number parent involvement events including a Parent Resource Night that put parents in touch with community groups and their services. Teachers also attended the event and illustrated how parents can work with their children on their academic studies at home.</p>



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Climate Surveys:

Who is surveyed: Students, Parents, Administrators, Teachers Y



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Other Information

POLK has an ESL program. The department is committed to recognizing the potential in each student and in finding a way for each child to fit into our educational family. We believe in individualizing instruction to the needs of the students and guiding them to reach their full potential. We respect the culture, language and resources that the child brings to the school setting by integrating these gifts into our curriculum and classrooms.



Grace Wilday Junior High School
(39-4540-060)
Grades Offered: 07-08
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:



Grace Wilday Junior High School

(39-4540-060)

Grades Offered: 07-08

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	Union
District	Roselle Public Schools
Principal Name	Mr. Tomeeko Hunt
Address	400 BROOKLAWN AVE ROSELLE, NJ 07203
Phone Number	908-298-2066
Email Address	thunt@roselleschools.org
Website	https://wilday.roselleschools.org/
Twitter	https://twitter.com/wildaygrace



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
7	211	220	249
8	222	209	228
Total	433	429	477

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	43.9%	42.4%	47.8%
Male	56.1%	57.6%	52.2%
Economically Disadvantaged Students	73.0%	63.2%	67.3%
Students with Disabilities	14.1%	13.3%	10.9%
English Learners	6.5%	6.3%	7.5%
Homeless Students	1.2%	0.5%	0.4%
Students in Foster Care	0.2%	0.5%	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	3.7%	2.3%	1.7%
Hispanic	38.6%	41.0%	42.3%
Black or African American	54.7%	54.5%	55.3%
Asian	2.3%	1.4%	0.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.0%
Two or More Races	0.5%	0.5%	0.0%

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	50.5%
Spanish	34.0%
Haitian	11.7%
Other Languages	3.8%



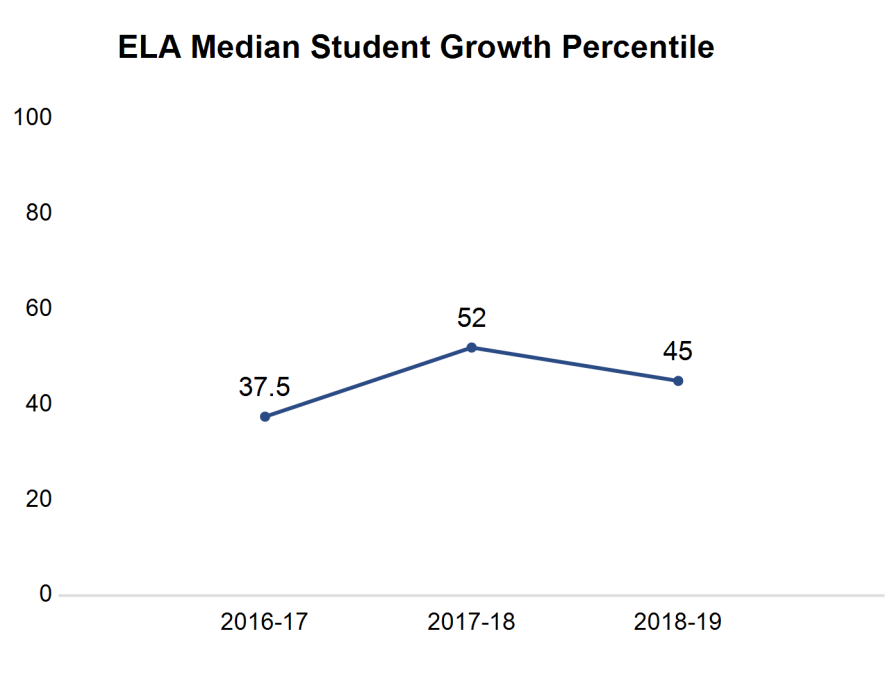
Grace Wilday Junior High School
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 2018-2019

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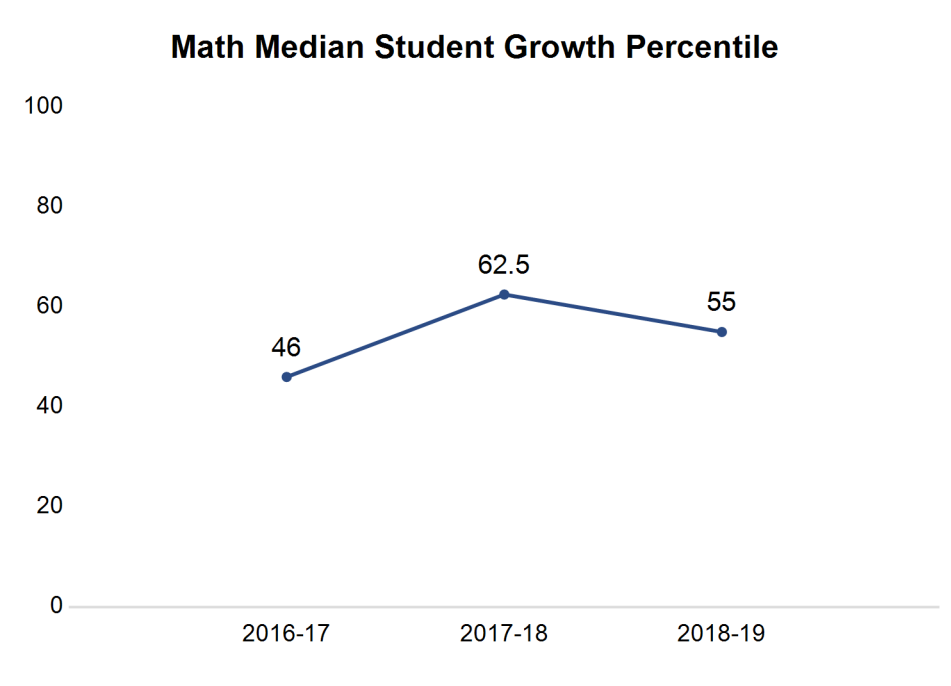
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is 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	37.5	52	45	46	62.5	55
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Grace Wilday Junior High School

(39-4540-060)

Grades Offered: 07-08

2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	45	45	50	Met Standard	55	34	50	Met Standard
White	*	53.5	50	**	*	51	52	**
Hispanic	49	45	49	Met Standard	57	34	47	Met Standard
Black or African American	43	44	45	Met Standard	50	33	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	47	47	53	N	53	32	50	N
Male	44.5	44	47	N	55	38	51	N
Economically Disadvantaged Students	47	45	48	Met Standard	55	33	46	Met Standard
Students with Disabilities	34	30	43	Not Met	30	25	45	**
English Learners	59	49	52	Met Standard	65	33.5	50	Exceeds Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



Grace Wilday Junior High School

(39-4540-060)

Grades Offered: 07-08

2018-2019

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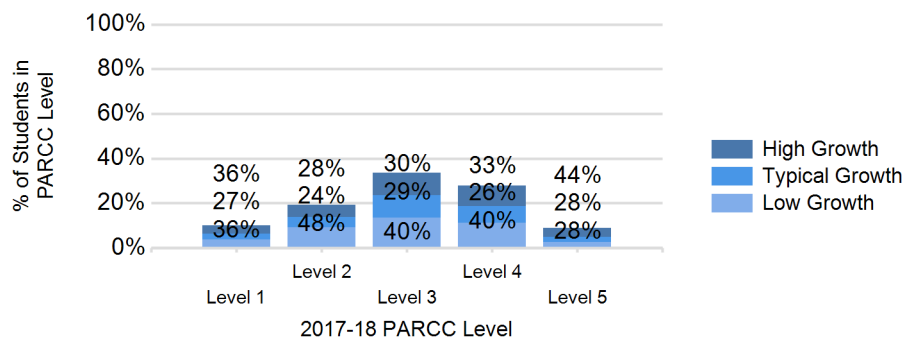
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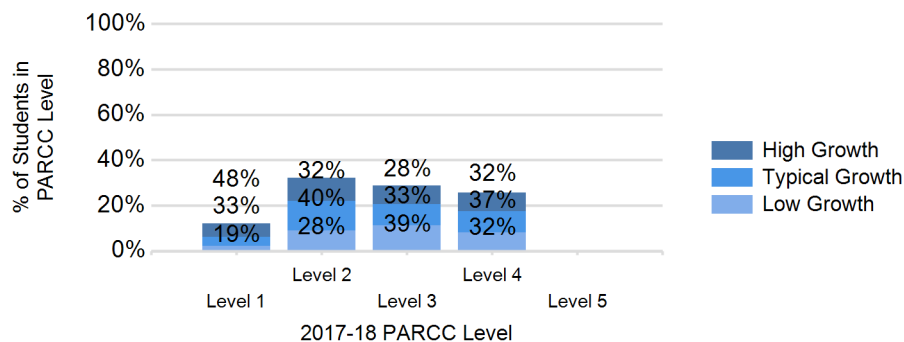
Student Growth by Performance Level

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.

ELA



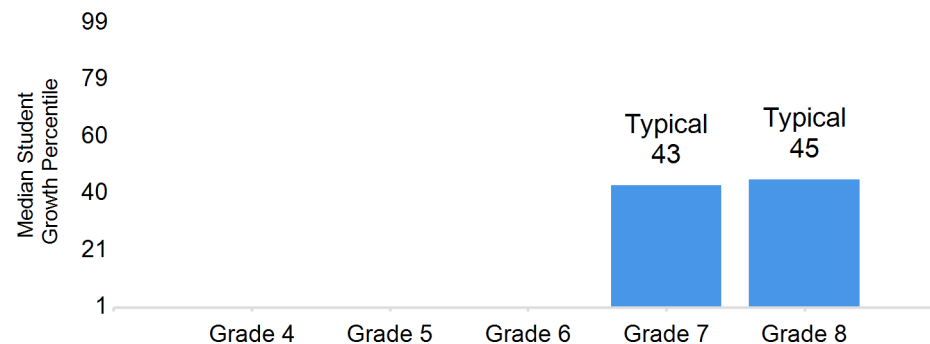
Math



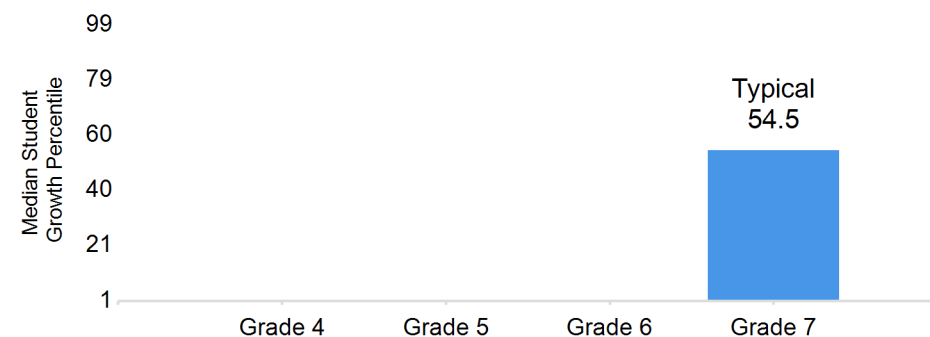
Student Growth by Grade

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

ELA



Math





Grace Wilday Junior High School

(39-4540-060)

Grades Offered: 07-08

2018-2019

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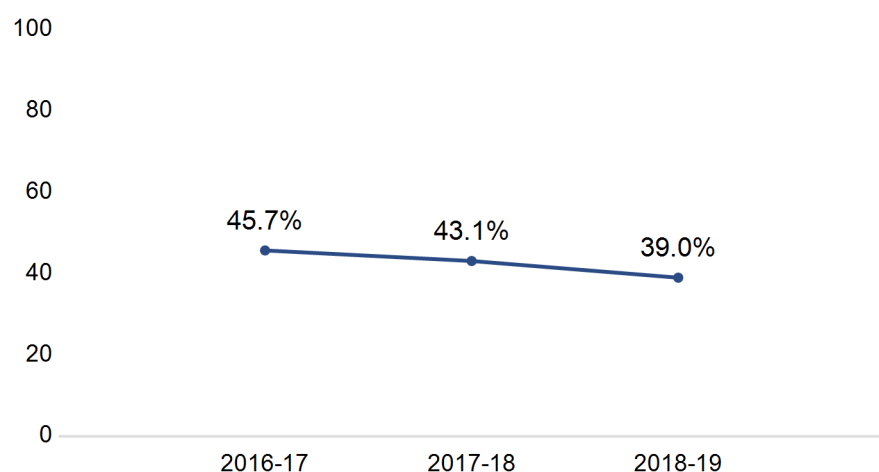
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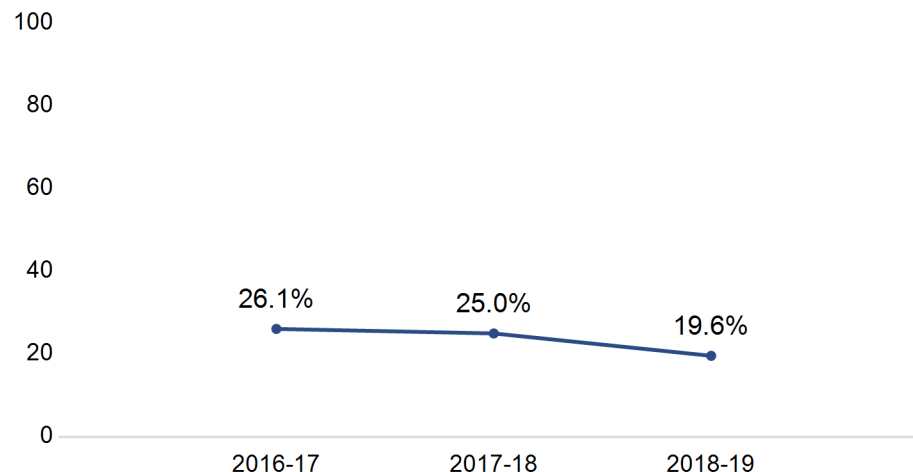
English Language Arts and Mathematics Performance Trends

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	98.8%	99.3%	99.6%	98.6%	99.3%	99.8%
Proficiency Rate for Federal Accountability	45.7%	43.1%	39.0%	26.1%	25.0%	19.6%
Annual Target	48.6%	50.3%	52.0%	27.8%	30.5%	33.2%
Met Annual Target?	Met Target†	Not Met	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Grace Wilday Junior High School

(39-4540-060)

Grades Offered: 07-08

2018-2019

Report Key:

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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	454	99.6	39.0	36.1	57.9	39.0	52	Not Met
White	*	*	*	43.2	66.9	*	**	**
Hispanic	189	99.5	49.7	*	43.9	49.7	52.7	Met Target†
Black or African American	255	99.6	31.0	32.2	38.5	31.0	51.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	50.0	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	215	99.1	44.2	40.7	64.8	44.2		
Male	239	100.0	34.3	31.8	51.3	34.3		
Economically Disadvantaged Students	286	99.7	41.6	34.0	40.0	41.6	49.6	Not Met
Non-Economically Disadvantaged Students	168	99.4	34.5	40.9	67.9	34.5		
Students with Disabilities	49	100.0	10.2	*	22.7	10.2	23.3	Not Met
Students without Disabilities	405	99.5	42.5	*	65.1	42.5		
English Learners	72	100.0	36.1	*	29.3	36.1	32.7	Met Target
Non-English Learners	382	99.5	39.5	*	60.6	39.5		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

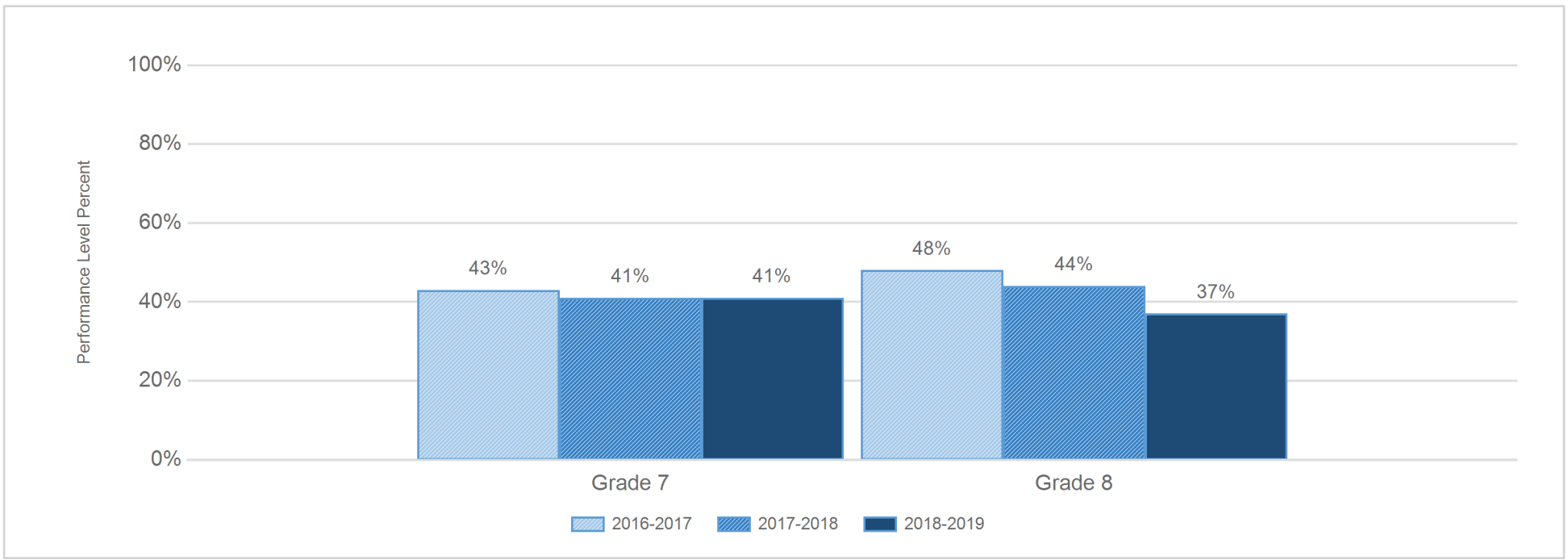


Grace Wilday Junior High School
 (39-4540-060)
 Grades Offered: 07-08
 2018-2019

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 N No Data is available to display
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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.





Grace Wilday Junior High School

(39-4540-060)

Grades Offered: 07-08

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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	233	740	740	761	14%	21%	24%	27%	14%	41%	63%
White	*	*	*	769	*	*	*	*	*	*	72%
Hispanic	101	750	750	747	10%	17%	20%	37%	17%	53%	50%
Black or African American	124	732	732	741	18%	27%	25%	20%	10%	31%	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	N	N	N	768	N	N	N	N	N	N	68%
Female	111	750	750	769	*	19%	25%	*	*	48%	71%
Male	122	732	732	753	*	24%	22%	*	*	34%	55%
Economically Disadvantaged Students	162	743	743	743	14%	20%	23%	*	*	43%	45%
Non-Economically Disadvantaged Students	71	735	735	771	15%	24%	25%	*	*	35%	73%
Students with Disabilities	18	688	688	720	72%	*	0%	*	*	11%	22%
Students without Disabilities	215	745	745	769	9%	*	26%	*	*	43%	71%
English Learners	12	731	731	706	*	*	*	*	*	*	12%
Non-English Learners	221	741	741	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%



Grace Wilday Junior High School

(39-4540-060)

Grades Offered: 07-08

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	222	737	737	762	22%	14%	27%	26%	11%	37%	63%
White	*	*	*	770	*	*	*	*	*	*	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	49%
Black or African American	128	731	731	741	30%	13%	25%	23%	9%	32%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	108	740	740	771	19%	13%	29%	29%	11%	40%	71%
Male	114	734	734	753	25%	16%	25%	23%	11%	34%	55%
Economically Disadvantaged Students	122	740	740	743	17%	14%	30%	29%	11%	39%	45%
Non-Economically Disadvantaged Students	100	733	733	772	27%	15%	24%	22%	12%	34%	72%
Students with Disabilities	22	698	698	721	*	*	*	*	*	*	22%
Students without Disabilities	200	741	741	770	*	*	*	*	*	*	71%
English Learners	14	728	728	708	*	*	*	*	*	29%	12%
Non-English Learners	208	738	738	764	*	*	*	*	*	38%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Grace Wilday Junior High School
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Grades Offered: 07-08
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	460	99.8	19.6	*	44.5	19.6	33.2	Not Met
White	*	*	*	25.6	54.1	*	**	**
Hispanic	192	99.5	25.0	21.4	28.8	25.0	34	Not Met
Black or African American	258	100.0	15.5	*	23.0	15.5	32.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	38.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	219	99.6	17.8	*	44.9	17.8		
Male	241	100.0	21.2	*	44.2	21.2		
Economically Disadvantaged Students	292	100.0	20.2	16.8	26.3	20.2	32.5	Not Met
Non-Economically Disadvantaged Students	168	99.4	18.5	23.3	54.9	18.5		
Students with Disabilities	49	100.0	*	*	17.4	*	13.9	Not Met
Students without Disabilities	411	99.8	*	*	50.0	*		
English Learners	77	100.0	19.5	17.4	25.0	19.5	24.4	Met Target†
Non-English Learners	383	99.7	19.6	19.0	46.5	19.6		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

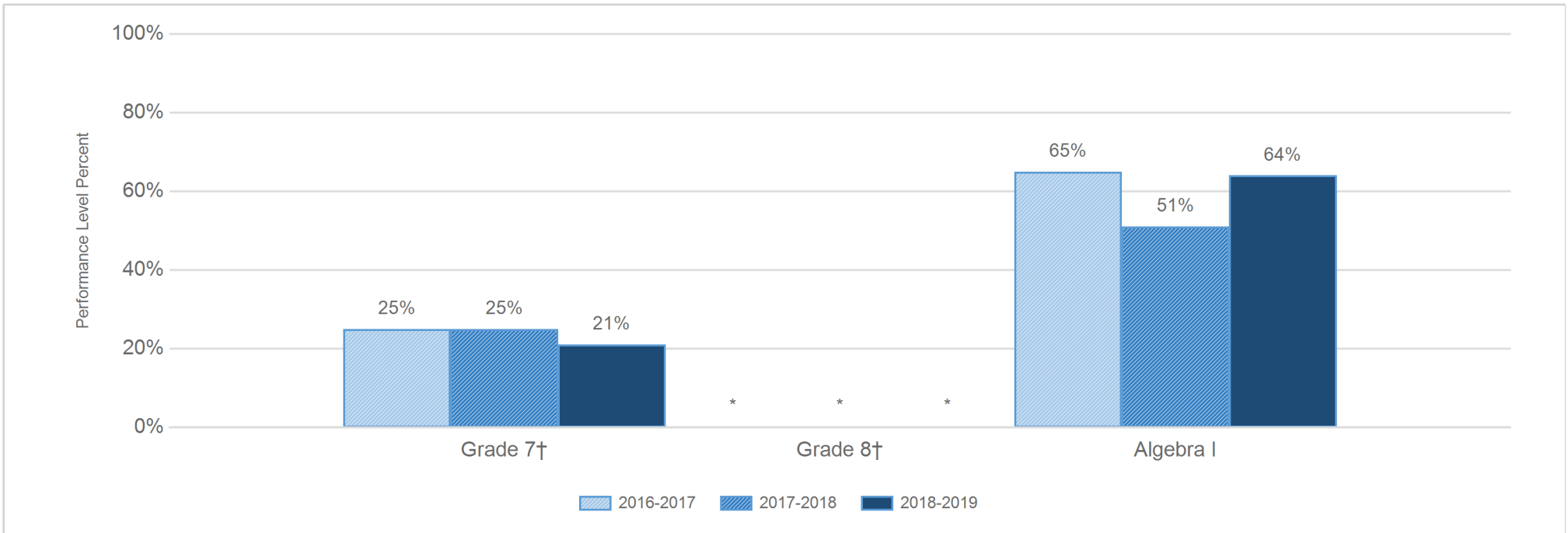


Grace Wilday Junior High School
 (39-4540-060)
 Grades Offered: 07-08
 2018-2019

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Mathematics Assessment – Performance Trends

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



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



Grace Wilday Junior High School
(39-4540-060)
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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	240	729	729	744	11%	36%	32%	*	*	21%	42%
White	*	*	*	751	*	*	*	*	*	*	53%
Hispanic	105	737	737	733	*	29%	35%	*	*	30%	26%
Black or African American	127	723	723	727	15%	43%	28%	14%	0%	14%	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	N	N	N	749	N	N	N	N	N	N	51%
Female	115	728	728	744	10%	37%	38%	*	*	15%	42%
Male	125	731	731	743	11%	35%	26%	*	*	27%	42%
Economically Disadvantaged Students	165	730	730	731	*	35%	33%	*	*	22%	24%
Non-Economically Disadvantaged Students	75	728	728	751	*	39%	29%	*	*	20%	53%
Students with Disabilities	18	704	704	718	*	*	*	*	*	*	13%
Students without Disabilities	222	731	731	749	*	*	*	*	*	*	48%
English Learners	18	720	720	716	*	*	*	*	*	17%	10%
Non-English Learners	222	730	730	745	*	*	*	*	*	22%	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%



Grace Wilday Junior High School

(39-4540-060)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	184	706	706	728	*	*	*	*	*	*	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	108	701	701	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	94	708	708	731	*	*	*	*	*	*	31%
Male	90	704	704	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	98	704	704	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	86	708	708	735	*	*	*	*	*	*	36%
Students with Disabilities	22	684	684	707	*	*	*	*	*	*	10%
Students without Disabilities	162	709	709	734	*	*	*	*	*	*	35%
English Learners	17	709	709	706	*	*	*	*	*	*	10%
Non-English Learners	167	706	706	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	756	722	744	*	*	*	64%	0%	64%	42%
White	N	N	*	752	N	N	N	N	N	N	53%
Hispanic	21	748	720	728	*	*	*	57%	0%	57%	24%
Black or African American	21	764	727	725	*	*	*	71%	0%	71%	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	16	763	723	745	*	*	*	75%	0%	75%	44%
Male	26	752	722	743	*	*	*	58%	0%	58%	41%
Economically Disadvantaged Students	27	752	721	727	*	*	*	59%	0%	59%	23%
Non-Economically Disadvantaged Students	15	763	728	752	*	*	*	73%	0%	73%	52%
Students with Disabilities	N	N	706	717	N	N	N	N	N	N	12%
Students without Disabilities	42	756	724	748	*	*	*	64%	0%	64%	47%
English Learners	N	N	706	710	N	N	N	N	N	N	*
Non-English Learners	42	756	724	745	*	*	*	64%	0%	64%	*
Homeless Students	N	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%



Grace Wilday Junior High 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
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	15.4%	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	15	*	*
3-4	16	87.5%	12.5%
5 or more	*	*	*



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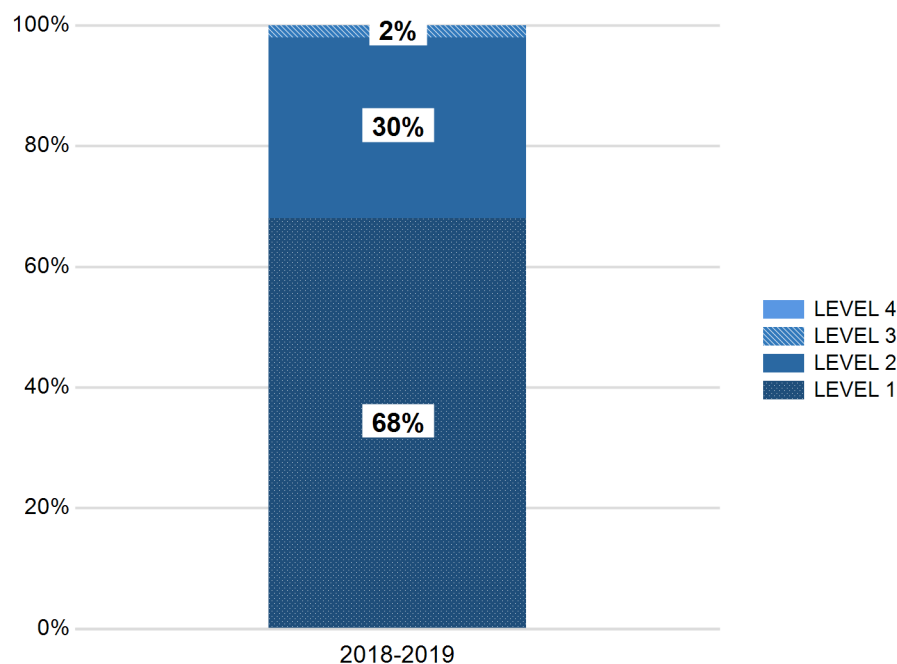
N No Data is available to display

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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	68	30	2	0
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	71	26	2	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	70	27	3	0
Male	66	32	2	0
Economically Disadvantaged Students	70	29	1	0
Non-Economically Disadvantaged Students	66	30	4	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	83	17	0	0
Non-English Learners	67	31	2	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Grace Wilday Junior High School

(39-4540-060)

Grades Offered: 07-08

2018-2019

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

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
7	0	0	268
8	42	0	193
Total	42	0	461

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
7	90	73	0	0	0	0	0
8	93	1	0	0	0	0	75
Total	183	74	0	0	0	0	75



Grace Wilday Junior High School
 (39-4540-060)
 Grades Offered: 07-08
 2018-2019

Report Key:

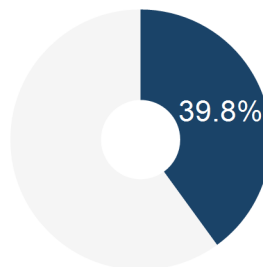
- * Data is not displayed in order to protect student privacy
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Visual and Performing Arts – Course Participation

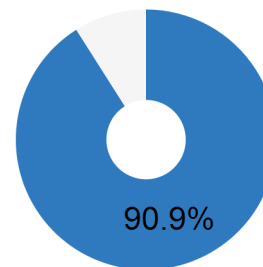
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

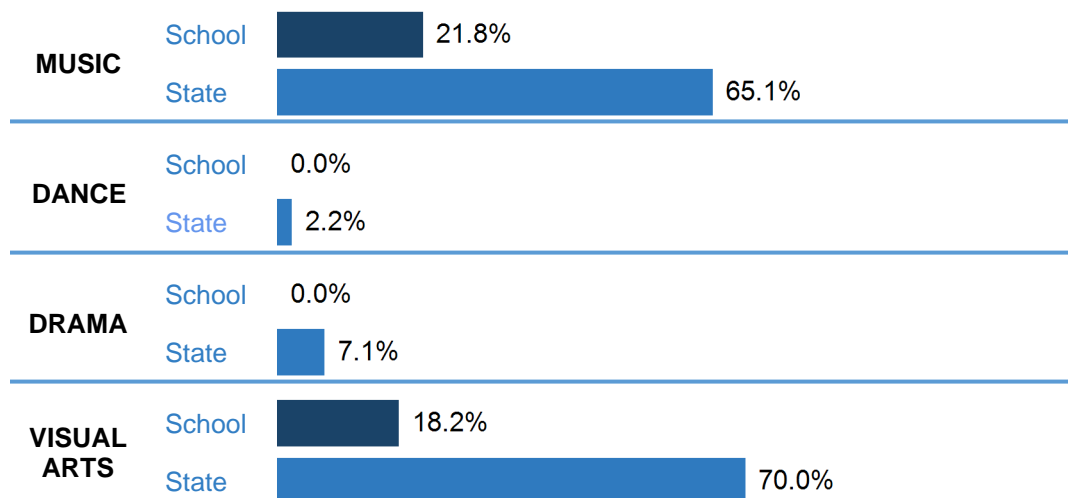


School



State

Students enrolled in one or more classes by discipline:





Grace Wilday Junior High School

(39-4540-060)

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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.

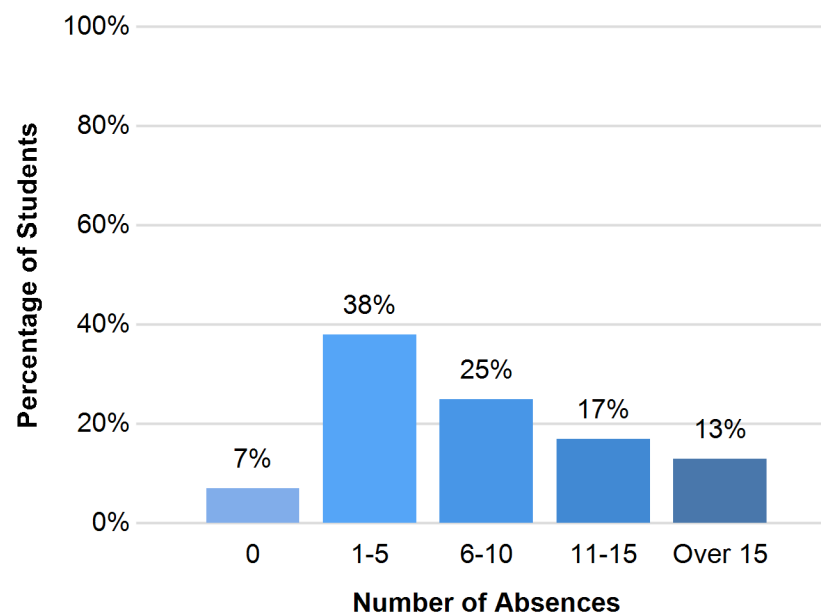
Chronic Absenteeism

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	41	8.6	9.5	Met
White	*	*	**	**
Hispanic	16	8.0	9.5	Met
Black or African American	24	9.1	9.5	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	22	9.6		
Male	19	7.7		
Economically Disadvantaged Students	26	8.2	9.5	Met
Students with Disabilities	8	15.4	9.5	Not Met
English Learners	2	5.6	9.5	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.





Grace Wilday Junior High School

(39-4540-060)

Grades Offered: 07-08

2018-2019

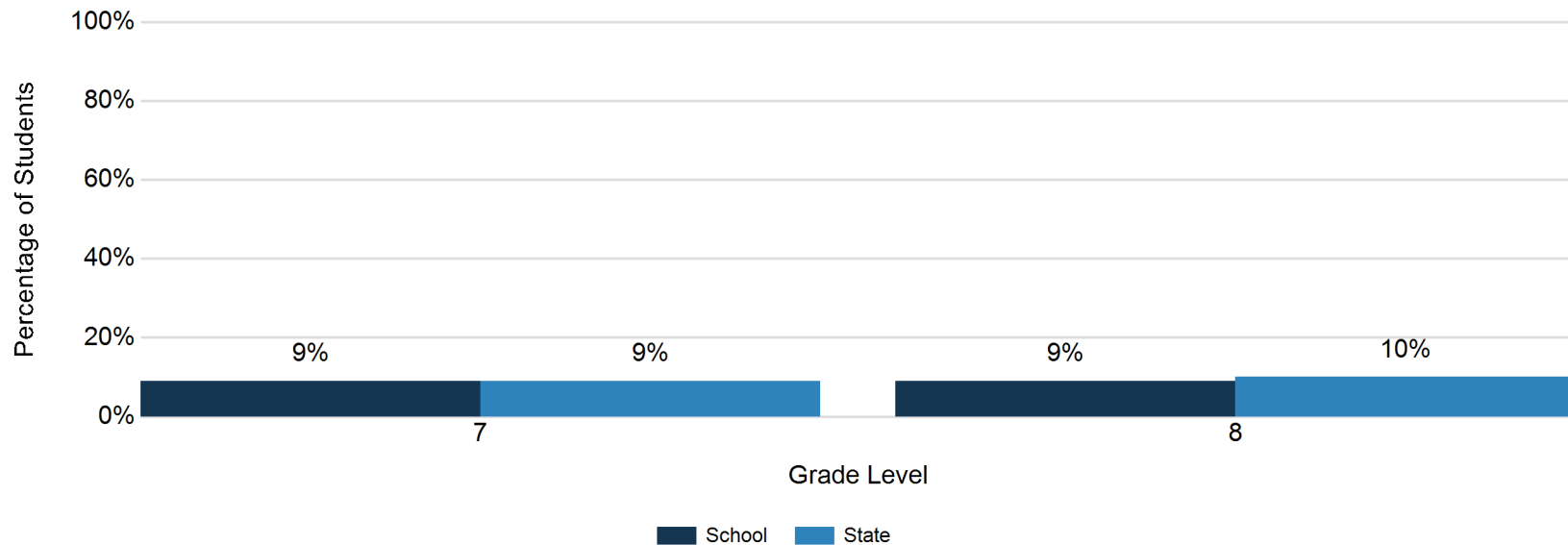
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Chronic Absenteeism by Grade

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





Grace Wilday Junior High School

(39-4540-060)

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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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	32
Weapons	3
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	37
Incidents Per 100 Students Enrolled	7.76

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	4	0	4
No Identified Nature	2		2

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	34	7.1%
Any Suspension	34	7.1%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
261



Grace Wilday Junior High School

(39-4540-060)

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2018-2019

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:55 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



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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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	50	118,214
Average years experience in public schools	8.4	12.1
Average years experience in district	8.2	10.8
Percentage of Teachers with 4 or more years experience in the district	64.0%	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	26	9,530
Average years experience in public schools	13.5	16.0
Average years experience in district	11.3	12.0
Percentage of Administrators with 4 or more years experience in the district	80.8%	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	159:1	113:1
Teachers to Administrators	17:1	11:1
Students to Librarians/Media Specialists		N
Students to Nurses		421:1
Students to Counselors		295:1
Students to Child Study Team Members		164:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.8%	72.0%	100.0%	48.4%	77.1%	54.9%
Male	52.2%	28.0%	0.0%	51.6%	22.9%	45.1%
White	1.7%	72.0%	33.3%	42.4%	83.6%	77.4%
Hispanic	42.3%	4.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	55.3%	20.0%	66.7%	15.0%	6.6%	13.9%
Asian	0.6%	2.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	2.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers: 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 56%

Admin N/A

Master's Degree

Teacher 44%

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	84.4%	90.5%
2017-18 Administrators: Same district 2018-19	76.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	84.6%



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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	45.7%	43.1%	39.0%
Math Proficiency	26.1%	25.0%	19.6%
ELA Growth	38	52	45
Math Growth	46	62	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		43.5%	15.4%
Chronic Absenteeism	9.8%	12.0%	8.6%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- GWJHS has implemented 22 Social Emotional Learning programs for students. The SEL programs allow students to develop their understanding of the SEL competencies while collaborating with staff
- To increase and promote positive behavior (s) GWJHS developed the Blue Carpet Awards which is an award that is given to students quarterly by the teaching staff.
- Grace Wilday JHS's G&T Program offers various options for its most-able learners. A Universal Screening Process identifies students for placement in G&T Honors Classes in Math and/or Language Arts. Grade



Mission, Vision, Theme:

Grace Wilday Junior High School is committed to providing a schooling experience that is supportive and empowers students to reach their highest level of achievement. We strive to develop lifelong learners who are emotionally, socially, and academically prepared for all future endeavors by working collaboratively with families and the community to foster global citizens. Our vision is to empower students to use real-life experiences combined with knowledge and skills to foster learning for the 21st century.



Awards, Recognition, Accomplishments:

Kids Dig Union County Award \$500, New Jersey Field Trip \$ 700.00, Implementation of the Social Emotional Clubs that meet biweekly, Math 180 student award of \$500, I - Ready Student Awards, National Junior Honor Society and Induction of 20 students into the National Honor Society.



Grace Wilday Junior High School

(39-4540-060)

Grades Offered: 07-08

2018-2019

Report Key:

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- N** No Data is available to display
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School Narrative

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



Courses, Curriculum, Instruction:

Language Arts Literacy and Mathematics iReady and benchmark assessments were administered throughout the year to determine the students' reading, writing, and mathematics. Technology was incorporated all content areas and was exemplified by the full use of Starboards, Chromebooks, Google Classroom, flipped classroom, Remind.com, Flocabulary, Kahoot, and a host of other programs too expansive to name. Problem solving techniques and decision-making skills are a part of the classroom experience. We, therefore, believed that our academic and civic expectations modeled the curriculum standards and ensured that our community of learners made valuable contributions to the larger community in which they live. Our Science curricula were revamped to ensure alignment to the NGSS and the newly released model curriculum. Language Arts classes utilized more culturally appropriate novels that better engages, the students as active participants in their learning.



Harrison Elementary School
(39-4540-020)
Grades Offered: 01-04
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Harrison Elementary School**

(39-4540-020)

Grades Offered: 01-04

2018-2019

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School Contact Information

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

Type	Contact Information
County	Union
District	Roselle Public Schools
Principal Name	Mrs. Melissa Nevarez
Address	310 HARRISON AVE ROSELLE, NJ 07203
Phone Number	908-298-2052
Email Address	mnevarez@roselleschools.org
Website	http://twitter.com/HesRoselle
Facebook	http://facebook.com/HESRoselle
Twitter	http://twitter.com/HesRoselle



Harrison Elementary School

(39-4540-020)

Grades Offered: 01-04

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
1	73	78	73
2	95	67	67
3	94	83	65
4	61	93	78
Total	323	321	283

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	52.0%	48.3%	41.7%
Male	48.0%	51.7%	58.3%
Economically Disadvantaged Students	82.0%	76.3%	84.1%
Students with Disabilities	12.1%	11.8%	12.0%
English Learners	44.3%	41.7%	40.6%
Homeless Students	0.3%	0.3%	0.0%
Students in Foster Care	0.3%	1.6%	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	2.5%	2.2%	2.1%
Hispanic	55.7%	57.0%	59.7%
Black or African American	39.6%	38.9%	36.0%
Asian	1.9%	1.9%	2.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	52.7%
English	32.2%
Haitian	11.0%
Other Languages	4.2%



Harrison Elementary School
(39-4540-020)
Grades Offered: 01-04
2018-2019

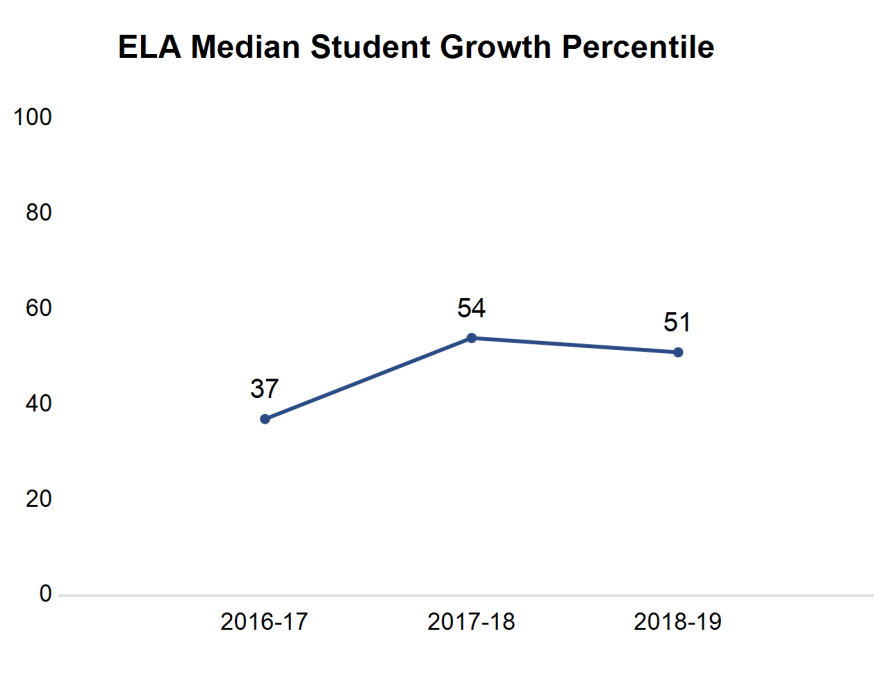
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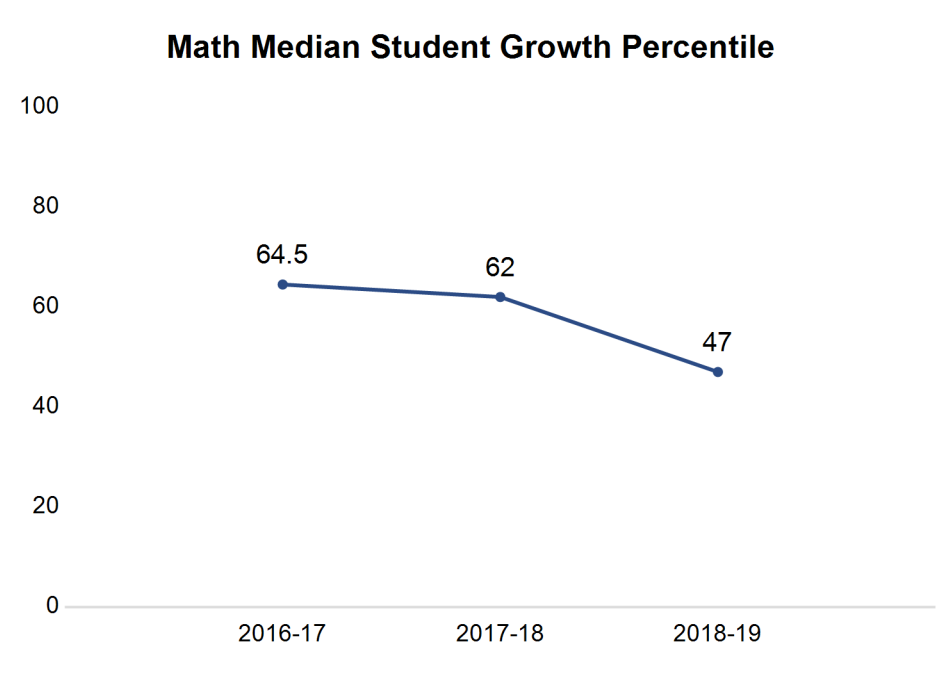
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is 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	37	54	51	64.5	62	47
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Harrison Elementary School

(39-4540-020)

Grades Offered: 01-04

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	51	45	50	Met Standard	47	34	50	Met Standard
White	*	53.5	50	**	*	51	52	**
Hispanic	44	45	49	Met Standard	45.5	34	47	Met Standard
Black or African American	67	44	45	Exceeds Standard	39	33	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	65	47	53	N	45	32	50	N
Male	46.5	44	47	N	52	38	51	N
Economically Disadvantaged Students	46.5	45	48	Met Standard	49	33	46	Met Standard
Students with Disabilities	*	30	43	**	*	25	45	**
English Learners	55	49	52	**	52	33.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



Harrison Elementary School
(39-4540-020)
Grades Offered: 01-04
2018-2019

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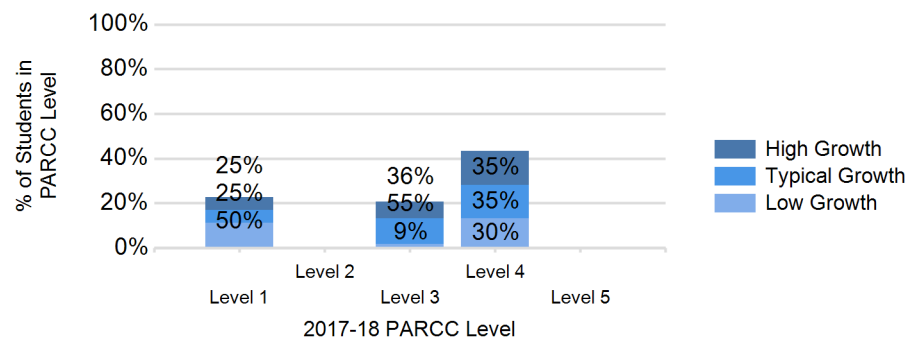
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

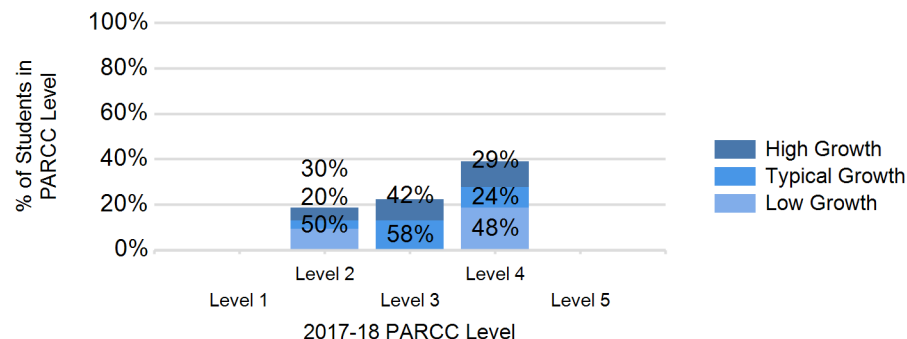
Student Growth by Performance Level

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



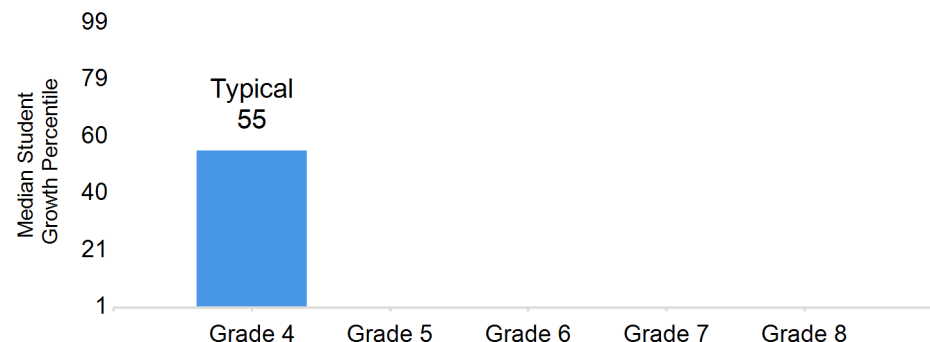
Math



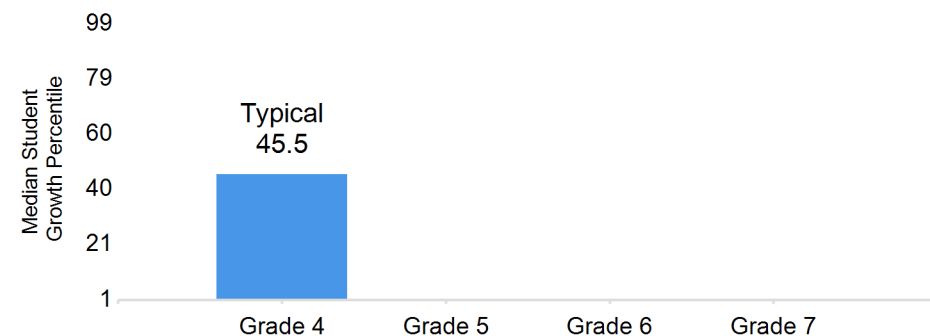
Student Growth by Grade

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

ELA



Math





Harrison Elementary School
(39-4540-020)
Grades Offered: 01-04
2018-2019

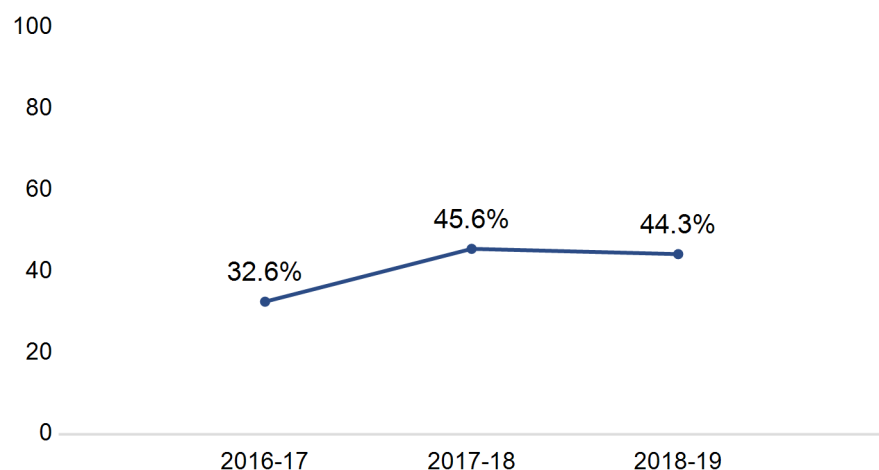
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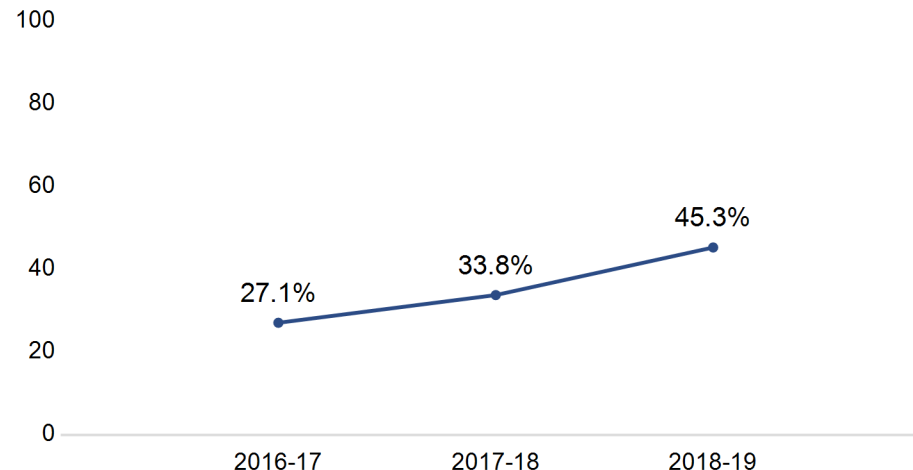
English Language Arts and Mathematics Performance Trends

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	96.8%	98.4%	99.1%	98.7%	98.5%	99.1%
Proficiency Rate for Federal Accountability	32.6%	45.6%	44.3%	27.1%	33.8%	45.3%
Annual Target	40.1%	42.2%	44.3%	31.3%	33.8%	36.4%
Met Annual Target?	Not Met	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.



Harrison Elementary School
(39-4540-020)
Grades Offered: 01-04
2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	106	99.1	44.3	36.1	57.9	44.3	44.3	Met Target
White	*	*	*	43.2	66.9	*	**	**
Hispanic	54	100.0	42.6	*	43.9	42.6	37.2	Met Target
Black or African American	45	98.0	40.0	32.2	38.5	40.0	50.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	50.0	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	47	100.0	46.8	40.7	64.8	46.8		
Male	59	98.4	42.4	31.8	51.3	42.4		
Economically Disadvantaged Students	75	98.7	42.7	34.0	40.0	42.7	41.8	Met Target
Non-Economically Disadvantaged Students	31	100.0	48.4	40.9	67.9	48.4		
Students with Disabilities	15	100.0	*	*	22.7	*	**	**
Students without Disabilities	91	99.0	*	*	65.1	*		
English Learners	31	100.0	48.4	*	29.3	48.4	31.8	Met Target
Non-English Learners	75	98.7	42.7	*	60.6	42.7		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



Harrison Elementary School

(39-4540-020)

Grades Offered: 01-04

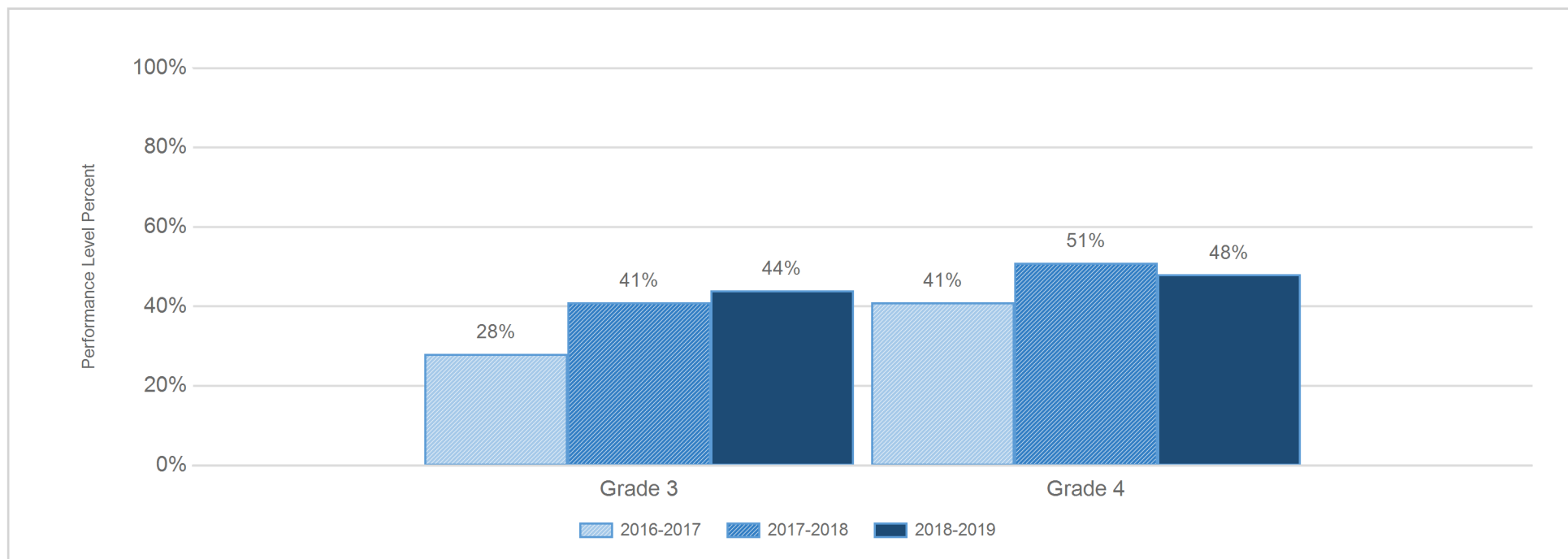
2018-2019

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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.





Harrison Elementary School
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	739	730	748	*	24%	24%	*	*	44%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	24	731	*	734	*	*	*	*	*	38%	36%
Black or African American	22	744	733	731	*	*	*	*	*	45%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	21	745	734	753	*	*	*	*	*	48%	55%
Male	29	735	727	743	*	*	*	*	*	41%	46%
Economically Disadvantaged Students	35	739	727	731	*	*	*	*	*	46%	33%
Non-Economically Disadvantaged Students	15	740	740	759	*	*	*	*	*	40%	61%
Students with Disabilities	*	*	691	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	734	754	*	*	*	*	*	*	56%
English Learners	*	*	715	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	733	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Harrison Elementary School
(39-4540-020)
Grades Offered: 01-04
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	743	743	755	17%	*	19%	*	*	48%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	32	745	*	743	*	*	*	*	*	50%	44%
Black or African American	23	736	740	739	*	*	*	*	*	39%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	26	749	747	760	*	*	*	*	*	50%	62%
Male	32	738	738	750	*	*	*	*	*	47%	53%
Economically Disadvantaged Students	42	738	739	740	*	*	*	*	*	45%	40%
Non-Economically Disadvantaged Students	16	756	755	765	*	*	*	*	*	56%	69%
Students with Disabilities	10	685	*	725	*	*	*	*	*	*	25%
Students without Disabilities	48	755	*	761	*	*	*	*	*	*	64%
English Learners	12	739	722	720	*	*	*	*	*	50%	17%
Non-English Learners	46	744	747	758	*	*	*	*	*	48%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Harrison Elementary School
(39-4540-020)
Grades Offered: 01-04
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	106	99.1	45.3	*	44.5	45.3	36.4	Met Target
White	*	*	*	25.6	54.1	*	**	**
Hispanic	54	100.0	53.7	21.4	28.8	53.7	37.2	Met Target
Black or African American	45	98.0	28.9	*	23.0	28.9	32	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	38.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	47	100.0	38.3	*	44.9	38.3		
Male	59	98.5	50.8	*	44.2	50.8		
Economically Disadvantaged Students	75	98.8	41.3	16.8	26.3	41.3	38.9	Met Target
Non-Economically Disadvantaged Students	31	100.0	54.8	23.3	54.9	54.8		
Students with Disabilities	15	100.0	*	*	17.4	*	**	**
Students without Disabilities	91	99.0	*	*	50.0	*		
English Learners	31	100.0	51.6	17.4	25.0	51.6	41	Met Target
Non-English Learners	75	98.7	42.7	19.0	46.5	42.7		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	10.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Harrison Elementary School

(39-4540-020)

Grades Offered: 01-04

2018-2019

Report Key:

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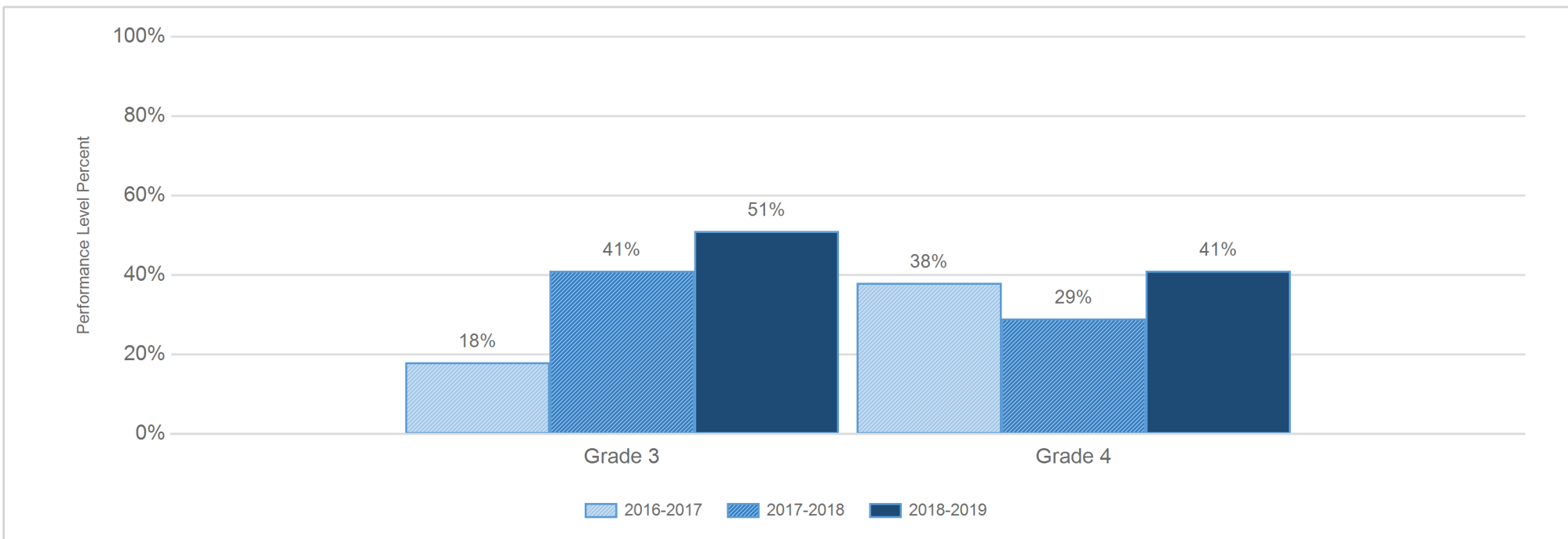
** Accountability calculations require 20 or more students

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.



Harrison Elementary School
(39-4540-020)
Grades Offered: 01-04
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	751	735	752	*	*	37%	*	*	51%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	25	749	*	739	*	0%	*	*	*	56%	40%
Black or African American	22	750	734	735	0%	*	45%	*	*	41%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	21	754	734	751	*	*	*	*	*	52%	54%
Male	30	748	736	752	*	*	*	*	*	50%	56%
Economically Disadvantaged Students	36	749	734	737	*	*	*	*	*	47%	37%
Non-Economically Disadvantaged Students	15	755	739	761	*	*	*	*	*	60%	67%
Students with Disabilities	*	*	695	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	739	756	*	*	*	*	*	*	60%
English Learners	*	*	731	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	736	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Harrison Elementary School
(39-4540-020)
Grades Offered: 01-04
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	738	734	749	17%	*	28%	*	*	41%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	32	743	*	737	*	*	*	*	*	50%	36%
Black or African American	23	724	729	731	*	*	*	*	*	22%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	26	729	732	749	*	*	*	*	*	31%	50%
Male	32	745	736	749	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	42	736	731	734	*	*	*	*	*	38%	32%
Non-Economically Disadvantaged Students	16	743	742	759	*	*	*	*	*	50%	63%
Students with Disabilities	10	684	*	726	*	*	*	*	*	*	25%
Students without Disabilities	48	749	*	754	*	*	*	*	*	*	56%
English Learners	12	735	718	722	*	*	*	*	*	42%	18%
Non-English Learners	46	738	737	751	*	*	*	*	*	41%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Harrison Elementary School

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2018-2019

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DLM Alternate Assessment - Participation

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

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

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	66.4%	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	47	89.4%	10.6%
3-4	46	78.3%	21.7%
5 or more	21	57.1%	42.9%



Harrison Elementary School
 (39-4540-020)
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 2018-2019

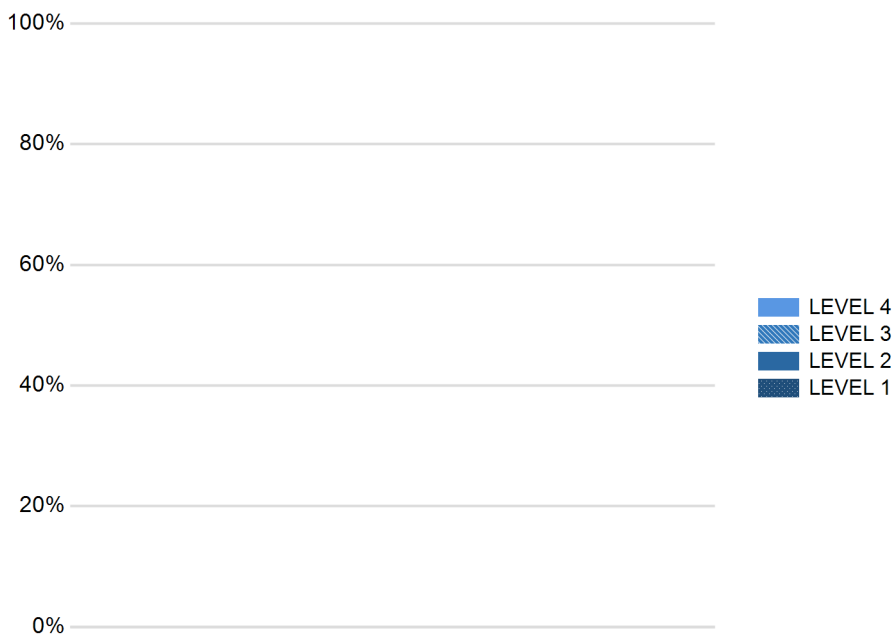
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4



Harrison 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.

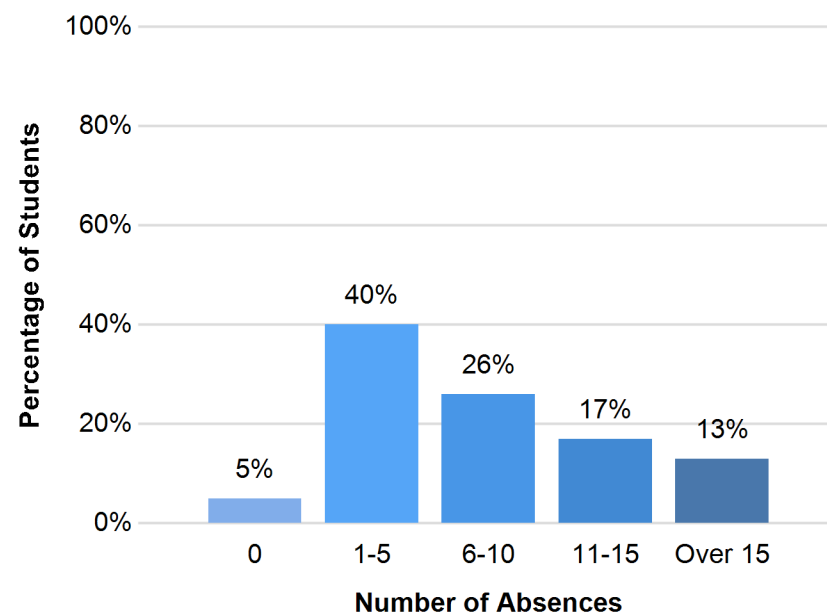
Chronic Absenteeism

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	23	7.9	8.2	Met
White	*	*	**	**
Hispanic	13	7.7	8.2	Met
Black or African American	7	6.5	8.2	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	9	7.4		
Male	14	8.3		
Economically Disadvantaged Students	23	9.5	8.2	Not Met
Students with Disabilities	6	14.6	8.2	Not Met
English Learners	3	2.6	8.2	Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Harrison Elementary School

(39-4540-020)

Grades Offered: 01-04

2018-2019

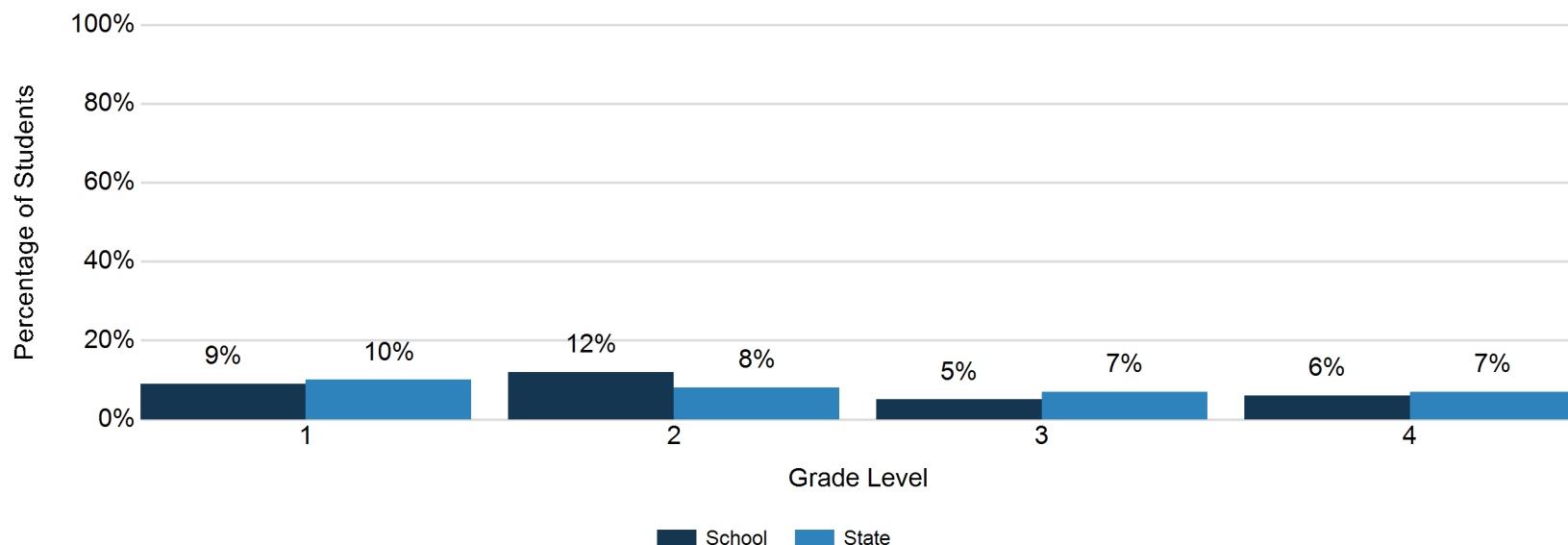
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Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.71

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
26



Harrison 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	8:33 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 22 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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	32	118,214
Average years experience in public schools	10.3	12.1
Average years experience in district	10.1	10.8
Percentage of Teachers with 4 or more years experience in the district	68.8%	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	26	9,530
Average years experience in public schools	13.5	16.0
Average years experience in district	11.3	12.0
Percentage of Administrators with 4 or more years experience in the district	80.8%	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	283:1	113:1
Teachers to Administrators	32:1	11:1
Students to Librarians/Media Specialists		N
Students to Nurses		421:1
Students to Counselors		295:1
Students to Child Study Team Members		164:1



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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	41.7%	93.8%	100.0%	48.4%	77.1%	54.9%
Male	58.3%	6.3%	0.0%	51.6%	22.9%	45.1%
White	2.1%	62.5%	0.0%	42.4%	83.6%	77.4%
Hispanic	59.7%	31.3%	100.0%	29.9%	7.3%	7.2%
Black or African American	36.0%	6.3%	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	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 59%

Admin N/A

Master's Degree

Teacher 41%

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	84.4%	90.5%
2017-18 Administrators: Same district 2018-19	76.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	92.3%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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.



Harrison Elementary School

(39-4540-020)

Grades Offered: 01-04

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

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

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

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

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

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

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

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

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

ESSA Accountability 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	32.6%	45.6%	44.3%
Math Proficiency	27.1%	33.8%	45.3%
ELA Growth	37	54	51
Math Growth	64	62	47
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		65.3%	66.4%
Chronic Absenteeism	5.9%	8.7%	7.9%

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



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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- Harrison Elementary School is a State and National School of Character.
- Students at Harrison Elementary School participate in Student Council, Glee & Performing Arts Clubs, & STEM Clubs
- The Gifted & Talented Program is designed to meet the needs of Harrison's most-able learners. Using a multiple criteria screening process, the G&T program provides various learning opportunities.



Mission, Vision, Theme:

At Harrison, through academic, wellness, and character enriching programs, students develop social awareness, ethical conduct and respect for diversity



Awards, Recognition, Accomplishments:

Harrison Elementary School (HES) has received NJASECD State School of Character Award, Character.Org National School of Character Award and Promising Practice Award. HES also received the Union County Kids! Dig In grant to support our garden and a grant from NJ Field Trip to assist in providing our students with an opportunity to learn outside of the school setting.



Harrison Elementary School

(39-4540-020)

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Courses, Curriculum, Instruction:

The Roselle curriculum is standards-based. At HES, we use the Go Math Program, Wonders Reading Program, and Science Dimensions Program. They all have online components to facilitate teaching and learning and to differentiate each child's learning experience. Our staff and students use I-Ready adaptive Mathematics and Language Arts program to monitor growth, guide instruction and to practice strategies and skills taught. We also use DRA3, Writing Benchmarks, and formative/summative assessments to guide instruction.



Clubs and Activities:

HES learners also participate in various clubs which are offered during the year. These programs encourage higher learning thinking skills and address the variety of learning styles of our student body. HES' activities, including but not limited to, Garden Club, Student Council-encourages learners to assist students throughout the day, tend to school beautification, and conduct the guidance thought of the day. HES learners also have an opportunity to join our Glee Club, Girls who Code Club, Book Club, IMAGE, Girls on the Run Club, Boys Who Run Club, and GLOW.



Harrison Elementary School

(39-4540-020)

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2018-2019

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 <p>Before and After School Programs:</p>	<p>HES learners can participate in the before school I-Ready program that is offered throughout the year. Learners log-on to their accounts and complete assigned lessons targeting their weak areas. After school learners can participate in the Building Math and Reading Bridges Program, the Building Stronger Foundations Phonics and Phonological Awareness Program, an after school STEM Program for students in grades 1 & 2 through Title IV A. Additionally, students in grades 3 & 4 are able to participate in the 21st Century Community Learning Center Program, which offers students homework assistance and a host of enrichment activities including theatre arts, recreational sports, and arts and crafts. Summer programs are also offered to students through the 21st Century Program and the Title I Department.</p>
 <p>Staff and Professional Learning:</p>	<p>Teachers and staff participate in Professional Learning Communities, Common Planning, Instructional Council, and in and out-of-district professional development opportunities which are planned based on staff need, curriculum development and school/district goals. Additionally HES staff engage in peer coaching and shared learning.</p>



Harrison Elementary School

(39-4540-020)

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2018-2019

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 <p>Student Supports and Services:</p>	<p>The HES Intervention and Referral Services Team meets on a regular basis to provide additional support for learners in need. Focusing on differentiated instruction in all classrooms with most classrooms incorporating an inclusive classroom structure. Also, the Bilingual, ESL, Special Needs, and BSI teachers provide Tier 2 and Tier 3 support to the learners. All of our teachers are skilled at modifying the curriculum to meet the individual learning styles and needs of their learners.</p>
 <p>Student Health and Wellness:</p>	<p>Our learners participate in the national food lunch program, which provides nutritionally balanced, low-cost, or free meals to children each day. Our learners participate in the school's health and wellness program which is organized by faculty and parents, emphasizing nutrition and exercise. They participate in daily movement minutes, recess, brain breaks, and our annual Field Day</p>
 <p>Parent and Community Involvement:</p>	<p>The Roselle School District provides access to a Parent Portal via the school's website. Parents have easy access to their children's grades and are able to communicate via e-mail with their children's teachers. Parents and the community are also kept informed of important events and exciting news via our social media platforms. The HES PTA organizes social events that enhance the learners/families school experience, such as slime night, movie night, and holiday shops.</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, Parents, Teachers The New Jersey School Climate Survey is administered to all stakeholders (learners, parents, teachers) on a yearly basis. Previous year's data is discussed during PLCs, Back to School Night for parents and families, and during Parent Workshops. Our data indicates that teachers look forward to coming to work every day due to close working relationships; both learners and staff feel safe and believe the environment is welcoming.</p>
 <p>School Safety:</p>	<p>HES participates in monthly fire drills and lock down drills. A building representative serves on the district's Safety Committee. Staff and students also participate in quarterly Medical Drills.</p>



Harrison Elementary School
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Technology and STEM:

After school STEM Programs are offered to HES students through Title IV A and the 21st Century Community Learning Center Programs.



Harrison Elementary School
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School Narrative

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Other Information

At HES, our learners begin their day by participating in morning meeting. Our learners participate in two blocks of guided reading and two blocks of guided math. They also participate in Technology, World Languages, Music, Art and Physical Education classes. There are Chromebooks and I-Pads available for learner use, as well as a computer lab. Learners utilize I-Ready, BrainPop/BrainPopJr, and the online components of their Reading, Math, Science, and Social Studies programs to enhance and facilitate their learning experiences. At Harrison Elementary School, we provide a safe and nurturing learning environment. Our Safety Team conducts monthly meetings and drills to ensure that proper protocol is being followed. We maintain open communication with learners, staff, and parents through our monthly calendar, our classrooms and school websites, calls home, school meetings, and our social media pages.



Kindergarten Success Academy

(39-4540-300)

Grades Offered: KG-KG

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:



Kindergarten Success Academy

(39-4540-300)

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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	Union
District	Roselle Public Schools
Principal Name	Dr. Nathan Fisher
Address	150 EAST 3RD AVENUE ROSELLE, NJ 07203
Phone Number	908-298-2040
Email Address	nfisher@roselleschools.org
Website	https://ksa.roselleschools.org/
Facebook	https://ksa_roselle
Twitter	https://ksa_roselle



Kindergarten Success Academy

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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	208	221	221
Total	208	221	221

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	41.3%	43.0%	52.9%
Male	58.7%	57.0%	47.1%
Economically Disadvantaged Students	69.2%	70.6%	76.0%
Students with Disabilities	8.7%	7.7%	9.0%
English Learners	31.3%	27.6%	25.3%
Homeless Students	0.0%	0.0%	0.5%
Students in Foster Care	0.5%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	3.8%	3.6%	0.9%
Hispanic	38.9%	39.8%	50.2%
Black or African American	55.3%	53.8%	46.6%
Asian	1.4%	0.9%	1.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.5%	1.8%	0.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	208	221	221

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	47.5%
Spanish	39.4%
Creoles and pidgins, English	4.5%
Haitian	2.7%
Igbo	2.3%
Other Languages	3.6%



Kindergarten Success Academy

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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	100.0%	**	**

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	53	77.4%	22.6%
3-4	*	*	*
5 or more	N	N	N



Kindergarten Success Academy

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

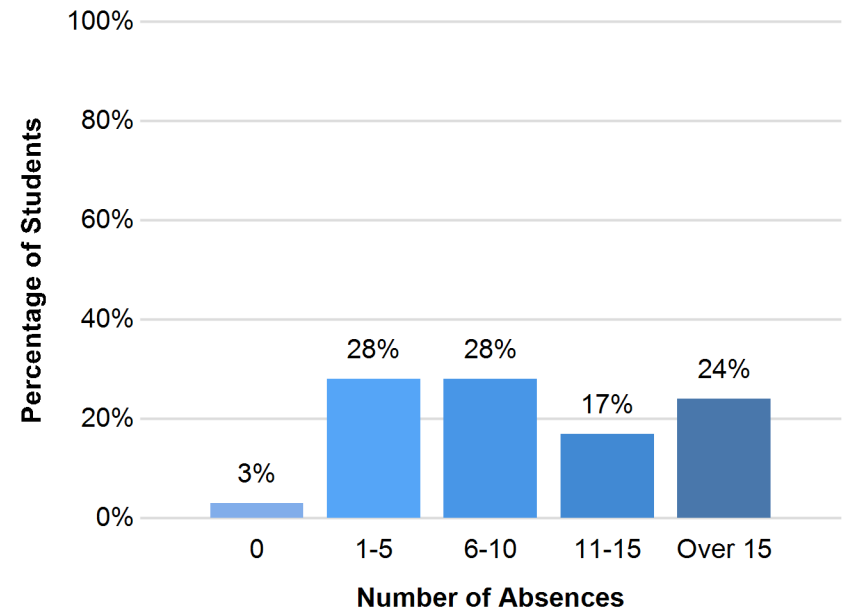
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	38	17.3	13.1	Not Met
White	*	*	**	**
Hispanic	25	22.7	13.1	Not Met
Black or African American	12	11.7	13.1	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	18	15.4		
Male	20	19.4		
Economically Disadvantaged Students	32	19.0	13.1	Not Met
Students with Disabilities	7	33.3	13.1	Not Met
English Learners	7	12.5	13.1	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Kindergarten Success Academy

(39-4540-300)

Grades Offered: KG-KG

2018-2019

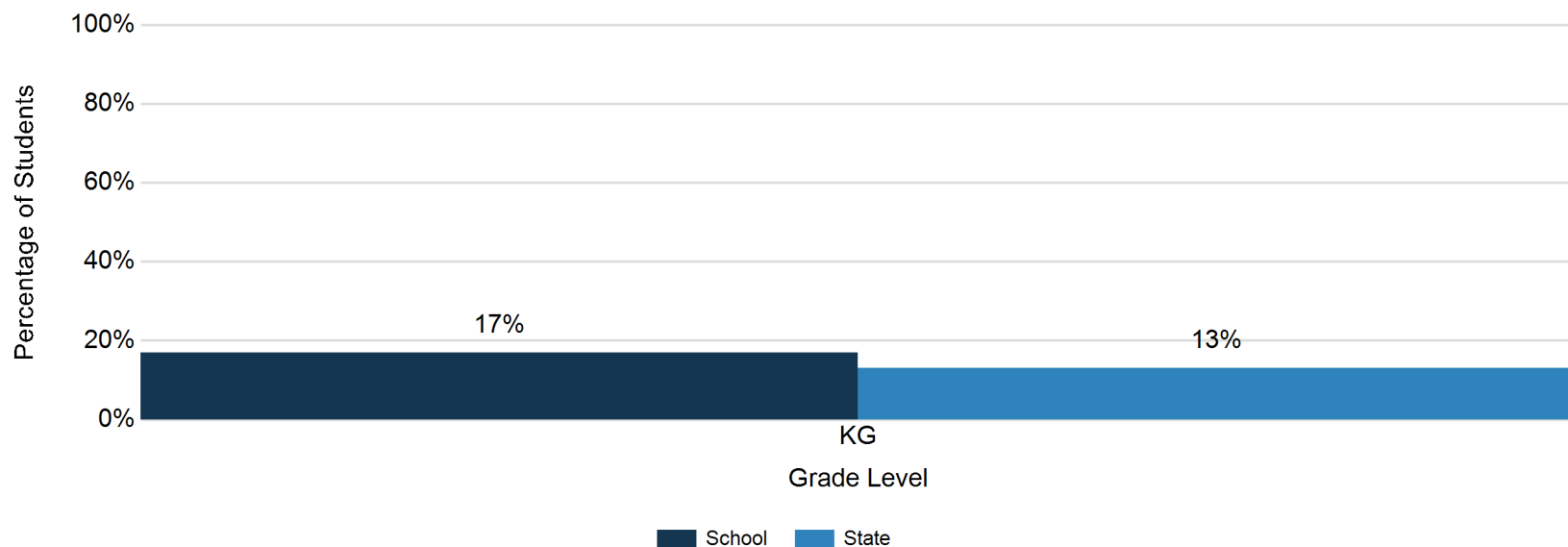
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Chronic Absenteeism by Grade

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





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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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA*, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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



Kindergarten Success Academy

(39-4540-300)

Grades Offered: KG-KG

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	8:33 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 12 Mins
Full Time - Instructional Time	5 Hrs 27 Mins
Shared Time - Instructional Time	5 Hrs. 27 Mins.



Kindergarten Success Academy
(39-4540-300)
Grades Offered: KG-KG
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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	17	118,214
Average years experience in public schools	12.6	12.1
Average years experience in district	12.5	10.8
Percentage of Teachers with 4 or more years experience in the district	70.6%	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	26	9,530
Average years experience in public schools	13.5	16.0
Average years experience in district	11.3	12.0
Percentage of Administrators with 4 or more years experience in the district	80.8%	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	221:1	113:1
Teachers to Administrators	17:1	11:1
Students to Librarians/Media Specialists		N
Students to Nurses		421:1
Students to Counselors		295:1
Students to Child Study Team Members		164:1



Kindergarten Success Academy

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2018-2019

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.9%	94.1%	0.0%	48.4%	77.1%	54.9%
Male	47.1%	5.9%	100.0%	51.6%	22.9%	45.1%
White	0.9%	52.9%	0.0%	42.4%	83.6%	77.4%
Hispanic	50.2%	17.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	46.6%	29.4%	100.0%	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	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	84.4%	90.5%
2017-18 Administrators: Same district 2018-19	76.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.3%



Kindergarten Success Academy

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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.



Kindergarten Success Academy

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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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • KSA's G&T Program meets the needs of its most able learners via a push-in/pull-out approach. All students receive in-class G&T lessons, and identified students receive small-group instruction.
 <p>Mission, Vision, Theme:</p>	<p>To motivate, engage, and inspire students to become academic achievers and lifelong learners in a safe and nurturing environment.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>At the Kindergarten Success Academy (KSA) we were the recipient of the NJ School of Character Honorable Mention for 2019. This prestigious recognition was based on the numerous character traits we exhibited throughout the school year. A few of those highlights were the Character Catapillar, the TapInTap Out SEL Initiative, Mylo the Therapy Dog, and so much more.</p>



Kindergarten Success Academy

(39-4540-300)

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 <p>Courses, Curriculum, Instruction:</p>	<p>Our current ELA curriculum is supported by the Reading Wonders program which aligns the school instructional curriculum to meet the state standards. Literacy is encouraged in and out of the classroom at the KSA. Each student participates in the Read for Success Program (Great Adventure) and the Book It Program (Pizza Hut). These programs allow students to receive monthly incentives for successful reading targeted minutes and books per month. Mathematics: The Go Math Series is used as the math curriculum component for kindergarteners. Teachers engage students in daily activities that align with the NJ Learning Standards. This particular mathematics program acclimates students to standards-based learning activities for kindergarten students.</p>
 <p>Clubs and Activities:</p>	<p>Drama, Science, Joey (Mentoring) Klub, BackYard Band, Guiding Souls, KreativeArts Klub, Big Book Klub, French Klub, Dance, Khorus, Dance Klub, TechArts Klub</p>



Kindergarten Success Academy

(39-4540-300)

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 <p>Before and After School Programs:</p>	<p>During the 2018-2019 school year, Basic Skills students at the KSA participated in the Title I After the Bell Program, which provided tutoring for students in language arts and math. KSA students also participated in the Title IV-A Arts Integration after school program, which taught language arts and math lessons through a new approach by incorporating visual art and music into those two subject areas. A summer program was also offered to KSA students through the Title I Department.</p>
 <p>Staff and Professional Learning:</p>	<p>Through weekly PLC, teachers utilize the Connected Action Roadmap Model to foster an ongoing learning community. In these PLCs, teachers review student data, share best practices, and identify instructional trends.</p>



Kindergarten Success Academy

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2018-2019

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 <p>Student Supports and Services:</p>	<p>The KSA offers weekly in-class Guidance services. Additionally, the students are offered counseling groups by our full-time counselor. The KSA Intervention and Referral Services offer strategies and support for students recording behavioral and/pr academic interventions.</p>
 <p>Student Health and Wellness:</p>	<p>The KSA is a Nationally recognized 2019 Healthy school by the Alliance for a Healthier Generation. Through various initiatives, we foster a healthy school climate through programs and activities that promote a healthy lifestyle for students and staff.</p>
 <p>Parent and Community Involvement:</p>	<p>Title I, Title III, 21st Century, and G & T Programs also hosted a number of parent involvement events including a Parent Resource Night that put parents in touch with community groups and their services. Teachers also attended the event and illustrated how parents can work with their children on academic studies at home.</p>



Kindergarten Success Academy

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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, Parents, Administrators, Teachers</p>
 <p>School Safety:</p>	<p>The KSA Safety team comprised of administration, teachers and a host of support staff. On a monthly basis review safety protocols and practices. These efforts are aimed at reducing risk in all aspects of the school community.</p>



Kindergarten Success Academy

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School Narrative

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Other Information

At the KSA the students participate in the Nationally recognized program called Nike sponsored Marathon Kids. The Nike Marathon Kids is a research-driven youth running program that challenges our KSA kids to run the distance of 1, 2, 3 or 4 marathons over the course of their season. Each student is motivated to run farther than they ever have before by giving them premium tracking tools and exclusive Nike incentives which are achieved when runners reach their goal. KSA has a Bilingual Spanish program and an ESL program. The department is committed to recognizing the potential in each student. We respect the culture, language, and resources that the child brings to the school setting by integrating these gifts into our curriculum and classrooms. We believe that using the native language to build conceptual knowledge and develop cognitive ability while learning English will close the achievement gap effectively.



Leonard V Moore Middle School
(39-4540-040)
Grades Offered: 05-06
2018-2019

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How to use this report:

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

Navigating through the reports:

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

**Leonard V Moore Middle School**

(39-4540-040)

Grades Offered: 05-06

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	Union
District	Roselle Public Schools
Principal Name	Mr. Craig Messmer
Address	720 LOCUST ST ROSELLE, NJ 07203-1919
Phone Number	908-298-2047
Email Address	cmessmer@roselleschools.org
Website	https://lvm.roselleschools.org/
Twitter	https://LVMoore_roselle



Leonard V Moore Middle School

(39-4540-040)

Grades Offered: 05-06

2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
5	245	226	263
6	219	250	232
Total	469	484	502

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	45.0%	48.6%	51.4%
Male	55.0%	51.4%	48.6%
Economically Disadvantaged Students	77.4%	69.8%	74.3%
Students with Disabilities	11.7%	13.6%	14.5%
English Learners	7.2%	7.4%	8.0%
Homeless Students	0.9%	0.6%	0.6%
Students in Foster Care	0.9%	0.6%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.2%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	1.7%	2.3%	1.6%
Hispanic	40.3%	43.6%	42.0%
Black or African American	56.7%	52.3%	55.2%
Asian	1.1%	1.0%	0.8%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.2%	0.2%
Two or More Races	0.2%	0.4%	0.0%

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	52.6%
Spanish	33.1%
Haitian	11.0%
French	1.0%
Other Languages	2.4%



Leonard V Moore Middle School
(39-4540-040)
Grades Offered: 05-06
2018-2019

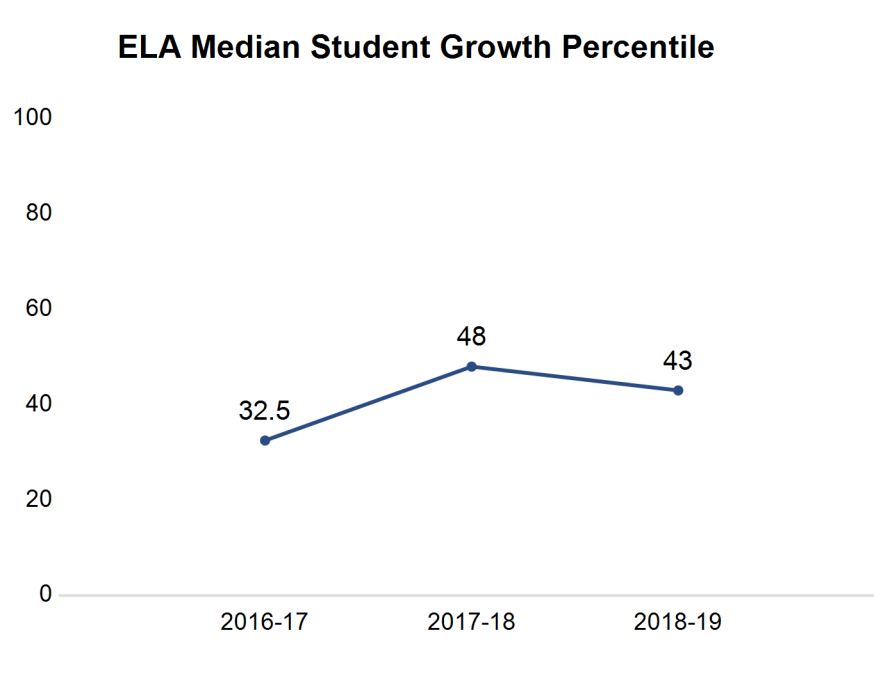
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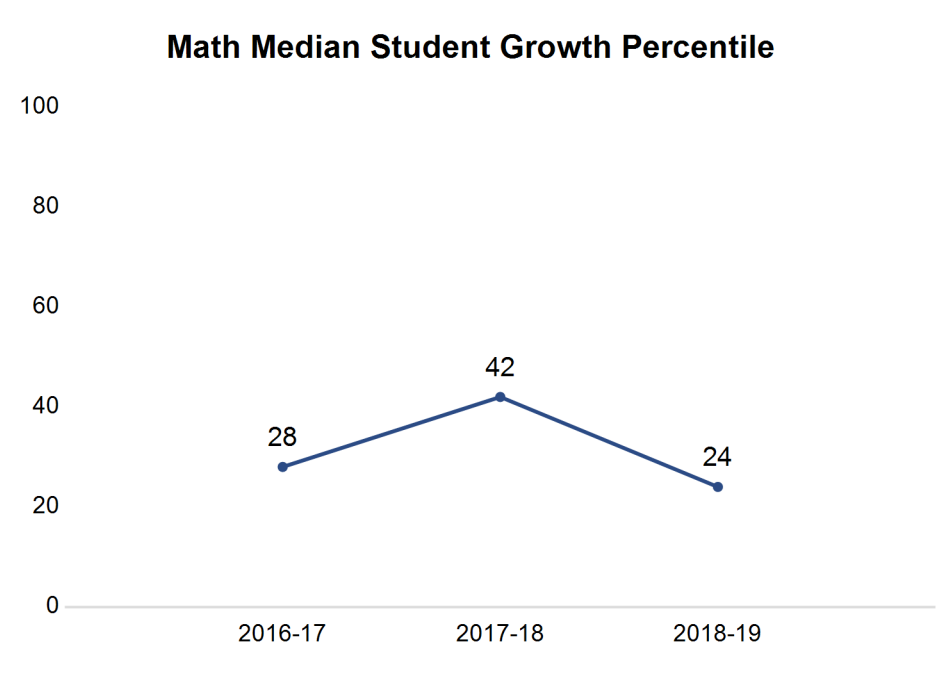
Student Growth Trends and Progress

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	32.5	48	43	28	42	24
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Not Met	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Leonard V Moore Middle School

(39-4540-040)

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	43	45	50	Met Standard	24	34	50	Not Met
White	*	53.5	50	**	*	51	52	**
Hispanic	45	45	49	Met Standard	21	34	47	Not Met
Black or African American	41	44	45	Met Standard	25	33	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	47	47	53	N	23	32	50	N
Male	38	44	47	N	26	38	51	N
Economically Disadvantaged Students	42	45	48	Met Standard	22	33	46	Not Met
Students with Disabilities	36	30	43	Not Met	27	25	45	Not Met
English Learners	46	49	52	Met Standard	18	33.5	50	Not Met
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



Leonard V Moore Middle School
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 Grades Offered: 05-06
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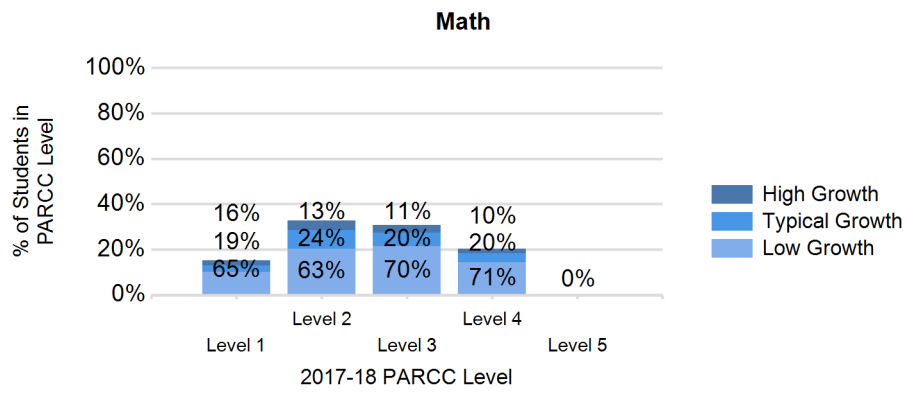
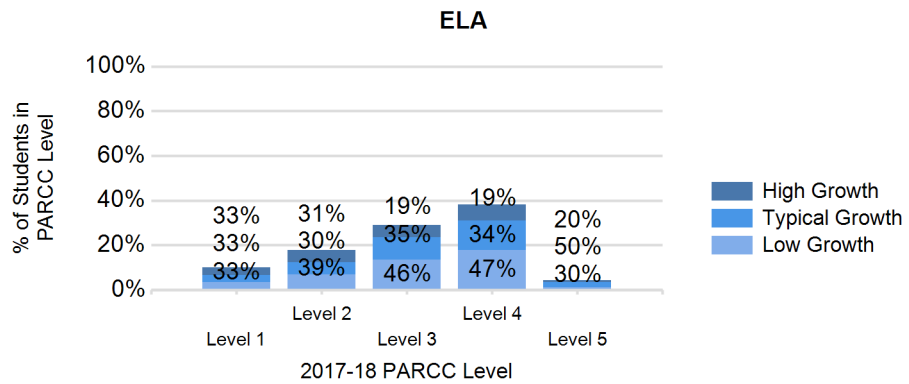
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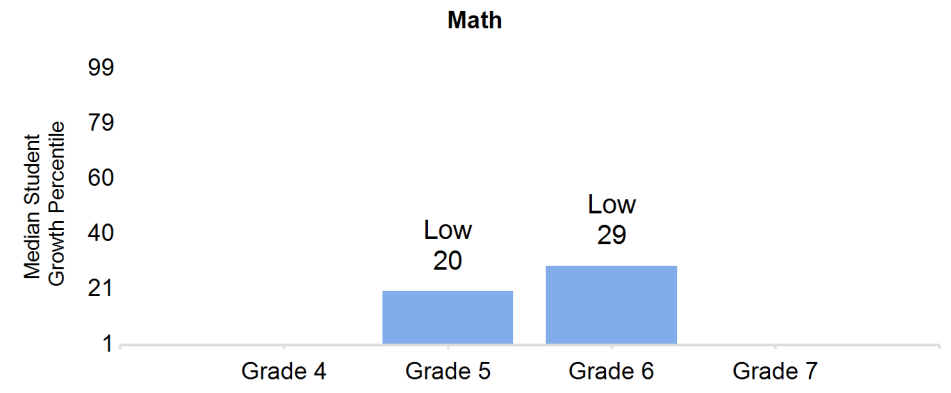
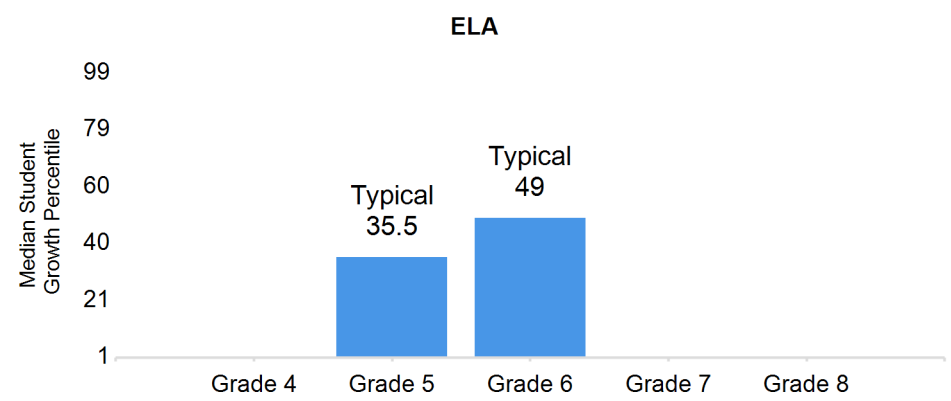
Student Growth by Performance Level

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.





Leonard V Moore Middle School
(39-4540-040)
Grades Offered: 05-06
2018-2019

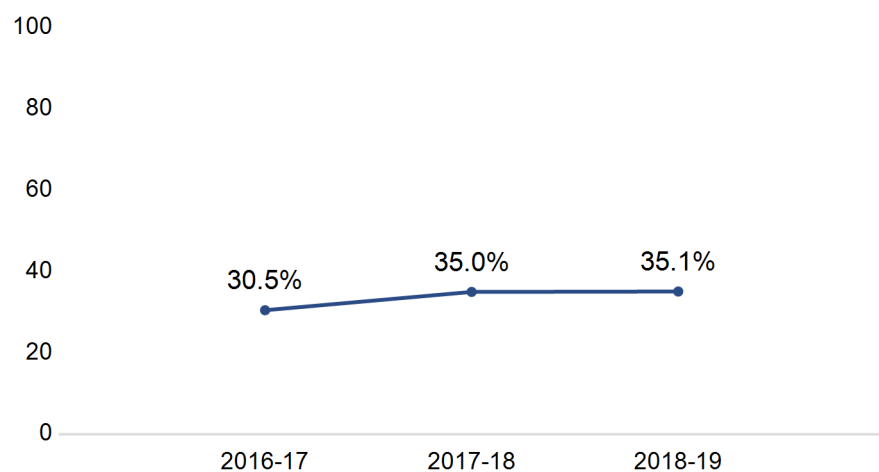
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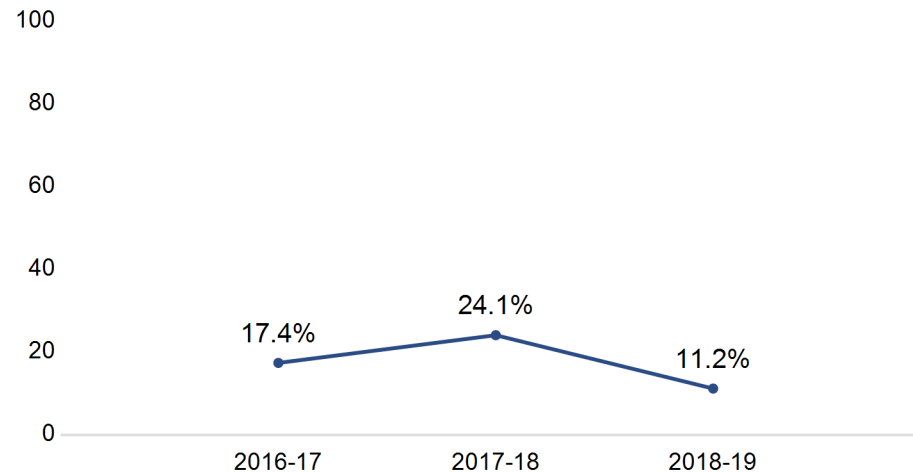
English Language Arts and Mathematics Performance Trends

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	99.3%	98.7%	99.0%	99.4%	98.5%	99.0%
Proficiency Rate for Federal Accountability	30.5%	35.0%	35.1%	17.4%	24.1%	11.2%
Annual Target	39.1%	41.3%	43.5%	30.3%	32.9%	35.5%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Leonard V Moore Middle School
(39-4540-040)
Grades Offered: 05-06
2018-2019

Report Key:

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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	462	99.0	35.1	36.1	57.9	35.1	43.5	Not Met
White	*	*	*	43.2	66.9	*	**	**
Hispanic	193	99.5	36.8	*	43.9	36.8	45.7	Not Met
Black or African American	257	98.5	33.1	32.2	38.5	33.1	41.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	50.0	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	241	98.4	39.4	40.7	64.8	39.4		
Male	221	99.6	30.3	31.8	51.3	30.3		
Economically Disadvantaged Students	339	98.6	32.4	34.0	40.0	32.4	40.6	Not Met
Non-Economically Disadvantaged Students	123	100.0	42.3	40.9	67.9	42.3		
Students with Disabilities	64	100.0	*	*	22.7	*	19.9	Not Met
Students without Disabilities	398	98.8	*	*	65.1	*		
English Learners	88	100.0	21.6	*	29.3	21.6	33.2	Not Met
Non-English Learners	374	98.7	38.2	*	60.6	38.2		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



Leonard V Moore Middle School

(39-4540-040)

Grades Offered: 05-06

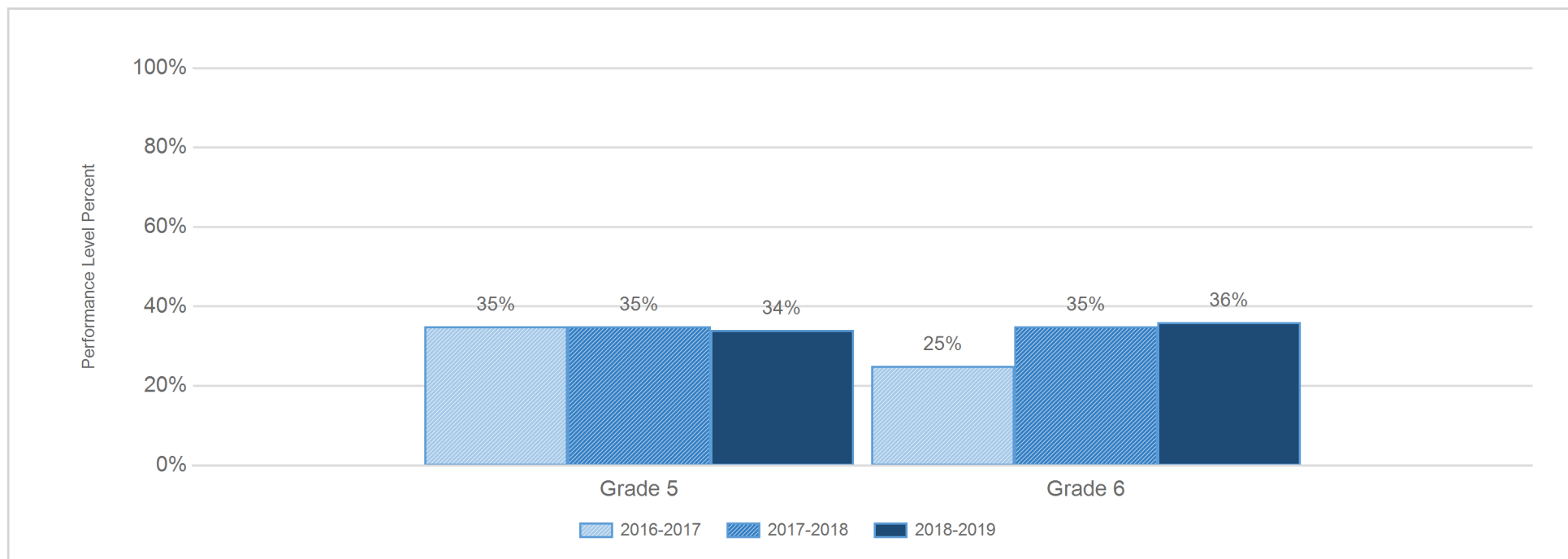
2018-2019

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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.





Leonard V Moore Middle School
(39-4540-040)
Grades Offered: 05-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	253	734	734	756	14%	24%	28%	*	*	34%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	102	737	737	743	15%	22%	24%	*	*	40%	44%
Black or African American	143	732	732	739	14%	26%	31%	*	*	29%	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	N	762	N	N	N	N	N	N	65%
Female	137	738	738	761	9%	23%	31%	*	*	37%	64%
Male	116	729	729	750	19%	26%	25%	*	*	30%	52%
Economically Disadvantaged Students	189	731	731	740	*	26%	26%	*	*	32%	39%
Non-Economically Disadvantaged Students	64	742	742	766	*	19%	34%	*	*	41%	69%
Students with Disabilities	29	693	693	724	*	*	*	*	*	*	23%
Students without Disabilities	224	739	739	762	*	*	*	*	*	*	65%
English Learners	20	711	711	713	*	*	*	*	*	*	11%
Non-English Learners	233	736	736	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Leonard V Moore Middle School
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	222	740	740	754	12%	21%	31%	30%	6%	36%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	100	738	738	743	12%	22%	33%	*	*	33%	43%
Black or African American	116	740	740	738	12%	21%	29%	29%	9%	38%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	108	749	749	762	*	19%	34%	*	*	44%	64%
Male	114	731	731	748	*	23%	27%	*	*	30%	48%
Economically Disadvantaged Students	158	738	738	740	*	20%	34%	*	*	34%	39%
Non-Economically Disadvantaged Students	64	743	743	763	*	25%	23%	*	*	42%	67%
Students with Disabilities	28	707	707	722	57%	*	*	*	*	14%	19%
Students without Disabilities	194	745	745	761	5%	*	*	*	*	40%	64%
English Learners	12	707	707	710	*	*	*	*	*	*	*
Non-English Learners	210	742	742	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	465	99.0	11.2	*	44.5	11.2	35.5	Not Met
White	*	*	*	25.6	54.1	*	**	**
Hispanic	195	99.5	*	21.4	28.8	*	34.4	Not Met
Black or African American	258	98.5	12.8	*	23.0	12.8	34.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	38.9	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	242	98.4	10.7	*	44.9	10.7		
Male	223	99.6	11.7	*	44.2	11.7		
Economically Disadvantaged Students	342	98.6	*	16.8	26.3	*	32.4	Not Met
Non-Economically Disadvantaged Students	123	100.0	*	23.3	54.9	*		
Students with Disabilities	64	100.0	*	*	17.4	*	21.6	Not Met
Students without Disabilities	401	98.8	*	*	50.0	*		
English Learners	91	100.0	*	17.4	25.0	*	27.6	Not Met
Non-English Learners	374	98.7	*	19.0	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



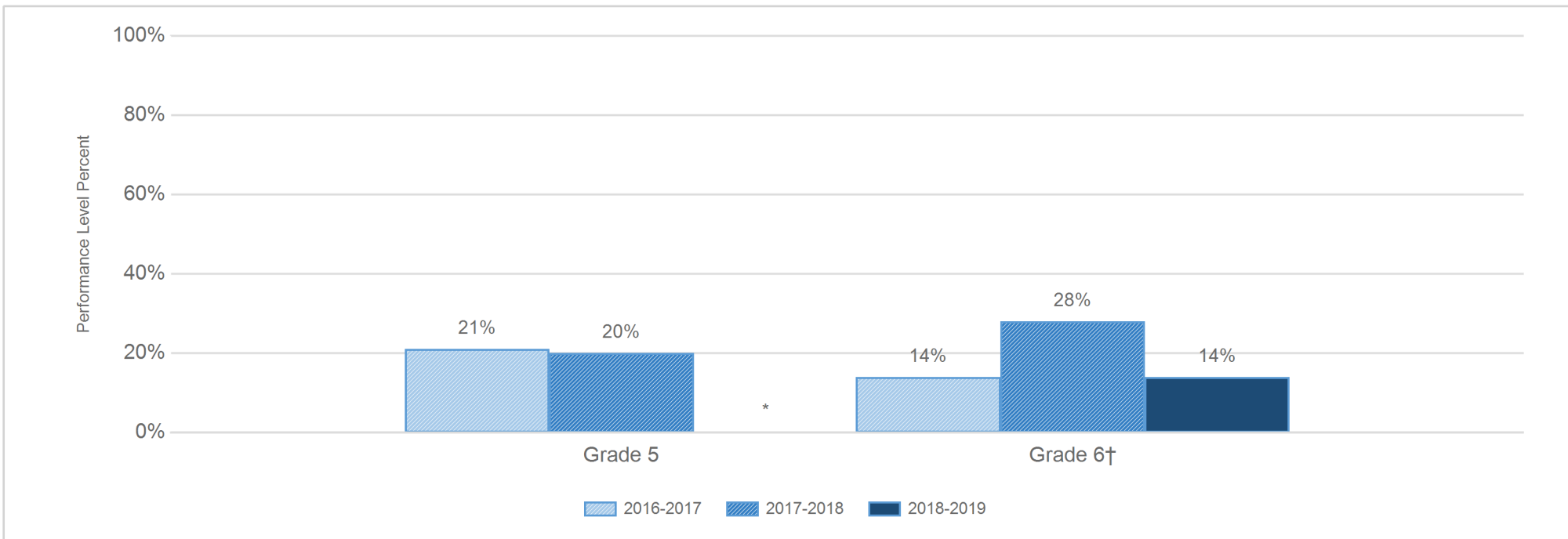
Leonard V Moore Middle School
 (39-4540-040)
 Grades Offered: 05-06
 2018-2019

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Mathematics Assessment – Performance Trends

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



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



Leonard V Moore Middle School
(39-4540-040)
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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	257	715	715	747	*	*	*	*	*	*	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	105	717	717	735	*	*	*	*	*	*	30%
Black or African American	144	712	712	729	31%	49%	10%	*	*	10%	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	N	753	N	N	N	N	N	N	55%
Female	139	716	716	747	*	*	*	*	*	*	47%
Male	118	713	713	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	193	712	712	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	64	722	722	757	*	*	*	*	*	*	59%
Students with Disabilities	29	693	693	725	*	*	*	*	*	*	19%
Students without Disabilities	228	718	718	752	*	*	*	*	*	*	52%
English Learners	23	702	702	718	*	*	*	*	*	*	12%
Non-English Learners	234	716	716	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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	225	715	715	741	28%	38%	21%	*	*	14%	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	101	713	713	729	27%	39%	25%	10%	0%	10%	24%
Black or African American	118	715	715	722	29%	38%	17%	16%	0%	16%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	109	717	717	742	25%	38%	24%	*	*	14%	42%
Male	116	712	712	740	30%	38%	18%	*	*	14%	40%
Economically Disadvantaged Students	161	714	714	726	27%	40%	23%	*	*	11%	21%
Non-Economically Disadvantaged Students	64	716	716	750	30%	33%	16%	*	*	22%	53%
Students with Disabilities	28	692	692	716	*	*	*	*	*	*	12%
Students without Disabilities	197	718	718	746	*	*	*	*	*	*	46%
English Learners	14	701	701	709	*	*	*	*	*	*	*
Non-English Learners	211	716	716	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
5	*	*
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	37.0%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	24	*	*
3-4	*	*	*
5 or more	10	*	*



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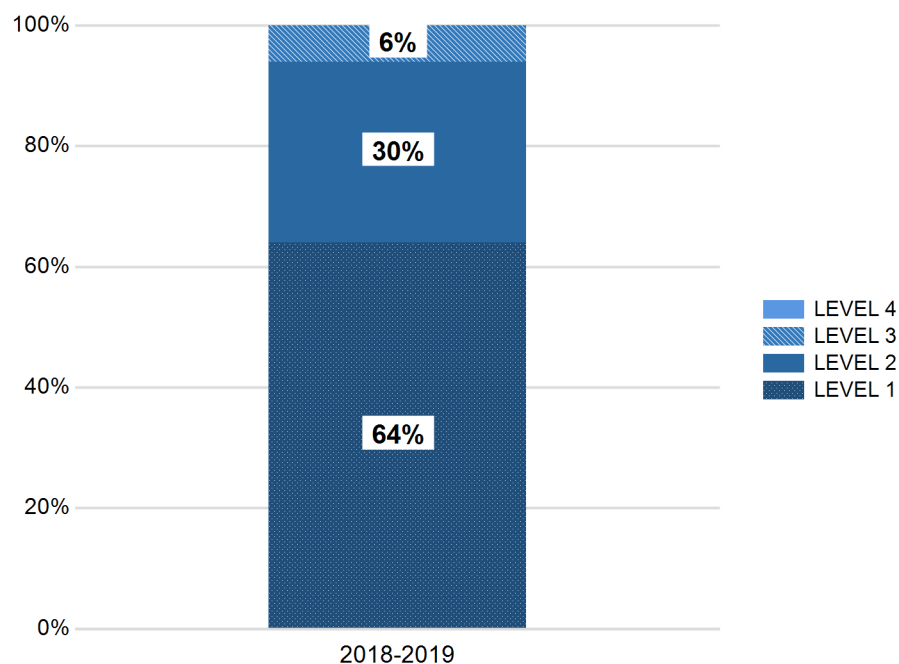
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	64	30	6	0
White	*	*	*	*
Hispanic	60	31	9	0
Black or African American	69	27	4	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	64	29	6	0
Male	64	31	6	0
Economically Disadvantaged Students	71	24	5	0
Non-Economically Disadvantaged Students	42	47	11	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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.

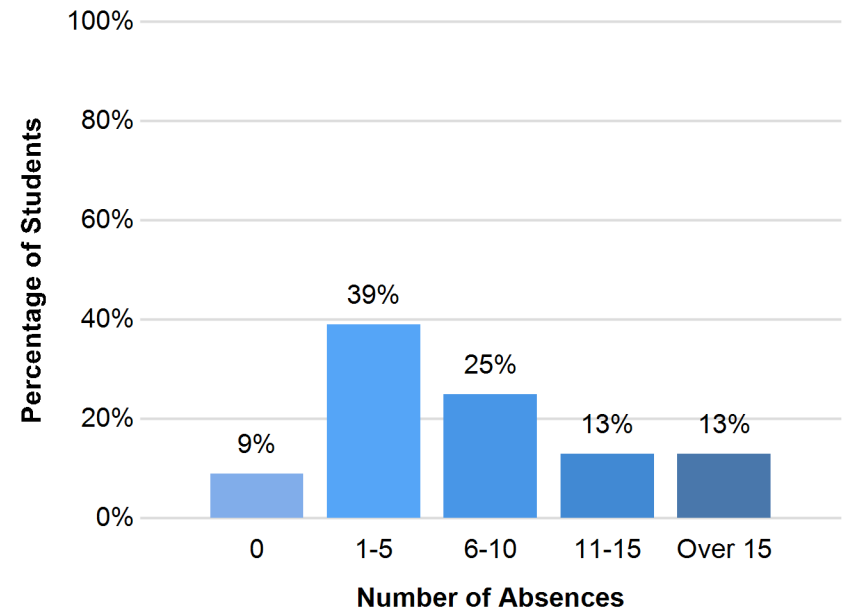
Chronic Absenteeism

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	9.5	8.0	Not Met
White	*	*	**	**
Hispanic	19	9.1	8.0	Not Met
Black or African American	26	9.6	8.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	21	8.2		
Male	26	10.9		
Economically Disadvantaged Students	34	9.2	8.0	Not Met
Students with Disabilities	12	17.6	8.0	Not Met
English Learners	2	5.1	8.0	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Leonard V Moore Middle School

(39-4540-040)

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2018-2019

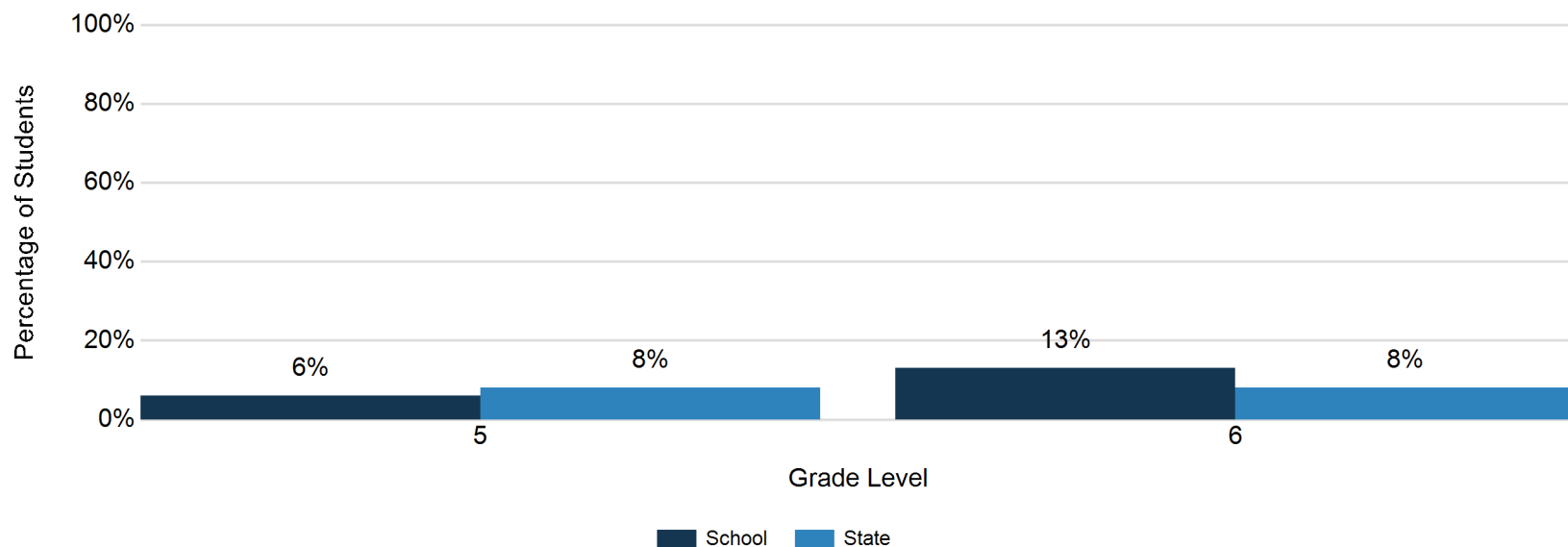
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Chronic Absenteeism by Grade

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





Leonard V Moore Middle School

(39-4540-040)

Grades Offered: 05-06

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	4
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	3.19

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	4
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	37	7.4%
Any Suspension	37	7.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
138



Leonard V Moore Middle School

(39-4540-040)

Grades Offered: 05-06

2018-2019

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School Day

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

Category	School
Typical Start Time	8:33 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 22 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	1.0:1



Leonard V Moore Middle School
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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	46	118,214
Average years experience in public schools	8.4	12.1
Average years experience in district	8.1	10.8
Percentage of Teachers with 4 or more years experience in the district	56.5%	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	26	9,530
Average years experience in public schools	13.5	16.0
Average years experience in district	11.3	12.0
Percentage of Administrators with 4 or more years experience in the district	80.8%	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	251:1	113:1
Teachers to Administrators	23:1	11:1
Students to Librarians/Media Specialists		N
Students to Nurses		421:1
Students to Counselors		295:1
Students to Child Study Team Members		164:1



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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	51.4%	71.7%	50.0%	48.4%	77.1%	54.9%
Male	48.6%	28.3%	50.0%	51.6%	22.9%	45.1%
White	1.6%	52.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	42.0%	19.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	55.2%	28.3%	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	0.2%	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	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

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	84.4%	90.5%
2017-18 Administrators: Same district 2018-19	76.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	90.6%



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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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	30.5%	35.0%	35.1%
Math Proficiency	17.4%	24.1%	11.2%
ELA Growth	32	48	43
Math Growth	28	42	24
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		53.8%	37.0%
Chronic Absenteeism	6.0%	7.6%	9.5%

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



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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- Students at LVM participate in Student Council, Generation On Service Learning Club, Art Club, Robotics Club and Engineering Club.
- L.V.Moore School's 2018-2019 G&T Program offered various options for its most-able learners. A Universal Screening Process identified students for placement in G&T Honors Classes in Math and/or Langu



Mission, Vision, Theme:

To prepare All students for college , work and life.



Awards, Recognition, Accomplishments:

In recent years, the school has been awarded with many honors. LVMMS was one of six nationwide and only two in NJ to be awarded a \$100,000 grant from the National Foundation for Governors' Fitness Councils for a new student-fitness center. The school was also recognized for a national award from ING's "Run for Something Better" grant. Also, we have earned Bronze status for the Healthier Generation "Healthy Schools Program" and a national award for Michelle Obama's "Let's Move Active Schools." The school was recognized for achieving academic growth sufficient enough to warrant removal from "Focus" school status with NJDOE. This was a significant accomplishment and the result of many years of planning and hard work throughout the school's staff of approximately 50. In 2018-2019 the school also received grant funding to plan and develop a community based garden for student learning and health initiatives.



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Courses, Curriculum, Instruction:

The Roselle curriculum is standards-based. At LVM, we use the Go Math Program, Wonders Reading Program, and FOSS Science Program. They all have online components to facilitate teaching and learning and to differentiate each child's learning experience. Our staff and students use I-Ready adaptive Mathematics and Reading program to monitor growth, guide instruction and to practice strategies and skills taught. We also use Writing Benchmarks, i-Ready Standards Mastery to assess NJSLs in math and reading, and formative/summative assessments to guide instruction.



Clubs and Activities:

The school offers a wide range of after-school clubs and activities to provide students with opportunities for learning, growth, and fun outside of the traditional school day. These clubs include, but are not limited to, the following: Art, Drama, Generation On, Robotics, Student Government, Girls on the Run, and Guitar Club.



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 <p>Before and After School Programs:</p>	<p>During the 2018-2019 school year, students at L.V. Moore Middle School participated in a Before the Bell Program which provided them with homework assistance and tutoring in language arts and math. Additionally, students at L.V. Moore Middle School participated in the 21st Century Community Learning Center Program, which offered after school homework assistance and a myriad of enrichment activities including theatre arts, music, visual art, and recreational sports. Summer Programs were also offered to L.V. Moore students through the 21st Century Program and the Title I Department. Additionally, Title III offers before/after the bell programs for the ELL population .</p>
 <p>Staff and Professional Learning:</p>	<p>All staff members are Highly Qualified and certificated in their area of expertise. The staff works well together to collaborate on best practices, student supervision, and professional learning in the forms of PLCs, common planning, in-house PD, out-of-district workshops and seminars, etc. At LVM, we pride ourselves on being a service-oriented school that invests the time and resources to provide each student and their families with the differentiated help and support that they need based on many factors.</p>



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 <p>Student Health and Wellness:</p>	<p>Our learners participate in the national food lunch and breakfast program, which provides nutritionally balanced, low-cost, or free meals to children each day. Our learners participate in the school's health and wellness program which is organized by the school nurse and physical education teachers. In addition, all students receive a 20 minute weather permitting outdoor recess daily.</p>
 <p>Parent and Community Involvement:</p>	<p>The Title I, Title III, 21st Century, and G & T Programs also hosted a number parent involvement events including a Parent Resource Night that put parents in touch with community groups and their services. Teachers also attended the event and illustrated how parents can work with their children on their academic studies at home.</p>



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Technology and STEM:

Students from L.V. Moore Middle School participated in a Summer Robotics/ Advanced Math Program funded through Title IV.



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Other Information

LVM has a newcomer program and an ESL program. The department is committed to recognizing the potential in each student. We respect the culture, language and resources that the student brings to the school setting by integrating these gifts into our curriculum and classrooms. We believe that using the native language to build conceptual knowledge and develop cognitive ability while learning English will close the achievement gap effectively.



Roselle Preschool
(39-4540-120)
Grades Offered: PK-PK
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Roselle Preschool
(39-4540-120)
Grades Offered: PK-PK
2018-2019

Report Key:

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

School 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	Union
District	Roselle Public Schools
Principal Name	Ms. Angela Robinson
Address	1305 St Georges Avenue Roselle, NJ 07203
Phone Number	908-298-2040
Email Address	arobinson@roselleschools.org
Website	http://roselleschools.org



Roselle Preschool
(39-4540-120)
Grades Offered: PK-PK
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	94	82	85
Total	98	86	85

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	33.7%	36.0%	28.2%
Male	66.3%	64.0%	71.8%
Economically Disadvantaged Students	59.2%	64.0%	69.4%
Students with Disabilities	44.9%	48.8%	52.9%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	1.0%	0.0%	2.4%
Hispanic	42.9%	39.5%	43.5%
Black or African American	51.0%	53.5%	47.1%
Asian	4.1%	4.7%	5.9%
Native Hawaiian or Pacific Islander	1.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	2.3%	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
PK - Half Day	39	36	36
PK - Full Day	55	46	49

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	45.9%
Spanish	30.6%
Creoles and pidgins, English	8.2%
French	3.5%
Creoles and pidgins, French-based	2.4%
Other Languages	9.4%



Roselle Preschool
(39-4540-120)
Grades Offered: PK-PK
2018-2019

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

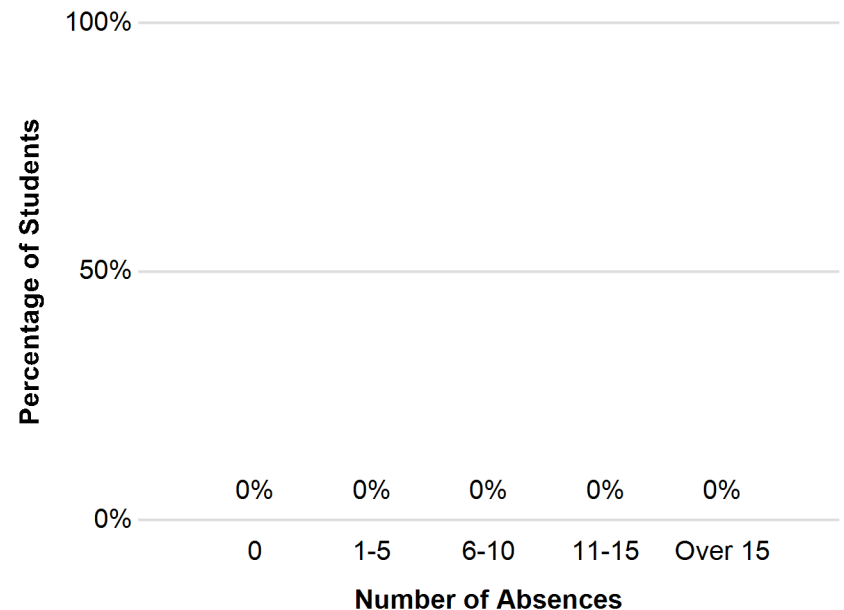
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Roselle Preschool
(39-4540-120)
Grades Offered: PK-PK
2018-2019

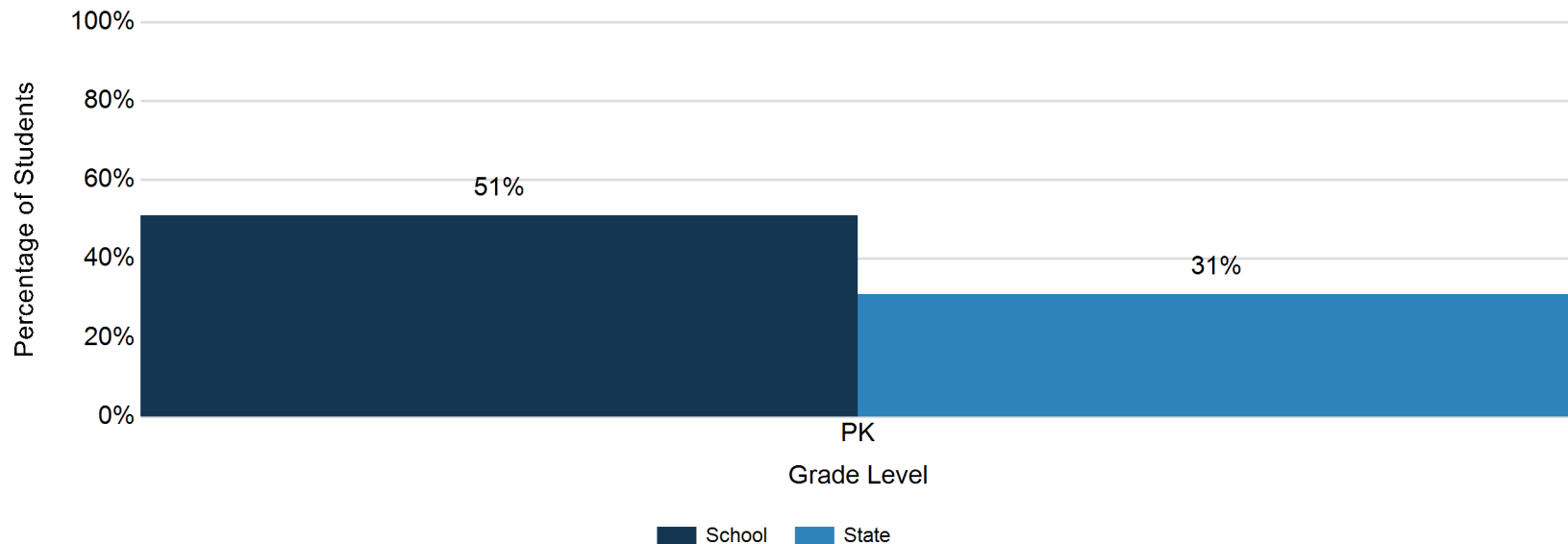
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Chronic Absenteeism by Grade

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





Roselle Preschool
(39-4540-120)
Grades Offered: PK-PK
2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under *ESSA*, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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

**Roselle Preschool**

(39-4540-120)

Grades Offered: PK-PK

2018-2019

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School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	5 Hrs. 20 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	N



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	7	118,214
Average years experience in public schools	9.0	12.1
Average years experience in district	8.6	10.8
Percentage of Teachers with 4 or more years experience in the district	100.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,530
Average years experience in public schools	13.5	16.0
Average years experience in district	11.3	12.0
Percentage of Administrators with 4 or more years experience in the district	80.8%	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	43:1	113:1
Teachers to Administrators	4:1	11:1
Students to Librarians/Media Specialists		N
Students to Nurses		421:1
Students to Counselors		295:1
Students to Child Study Team Members		164:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	28.2%	100.0%	100.0%	48.4%	77.1%	54.9%
Male	71.8%	0.0%	0.0%	51.6%	22.9%	45.1%
White	2.4%	57.1%	50.0%	42.4%	83.6%	77.4%
Hispanic	43.5%	14.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	47.1%	28.6%	50.0%	15.0%	6.6%	13.9%
Asian	5.9%	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	1.2%	0.0%	0.0%	2.1%	0.2%	0.2%



Roselle Preschool
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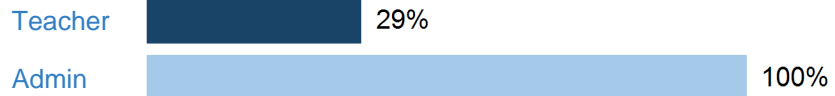
Teachers and Administrators - Level of Education

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	84.4%	90.5%
2017-18 Administrators: Same district 2018-19	76.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	87.5%



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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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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:

- The creation of the "Sensory Room" at the preschool to address students' individual sensory needs.
- Preschool field trips: Melick Farms, States theatre "Rainbow Fish", South Orange Performance Center "Cat in the Hat", In school performances: Science Teller "Wild Wes", Bubble Mania Please/Thank you
-



Mission, Vision, Theme:

To prepare ALL of our students for college, work and life in high achieving Roselle School Public Schools.



Roselle Preschool
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Courses, Curriculum, Instruction:

Roselle Preschool utilizes Teaching Strategies Creative Curriculum as a framework for providing stimulating learning experiences and skill development across all the developmental domains (social-emotional, physical, language and cognitive). Educational outcomes are reached while children select and carry out activities that are fun motivating to them. The Creative Curriculum provides the structure for developing a strong learning environment, with interest is designed to enhance learning and teaching.



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Staff and Professional Learning:

The Roselle Preschool Staff received professional development in the district and out of district training on best practices in Special Education and Social-Emotional Learning/classroom practices.






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 <p>Student Supports and Services:</p>	<p>Services provided at the Roselle Preschool: Speech/Language, OT, PT, ESL, Counseling, BCBA, Parent Group Training, RETHINK Education, and Community Based Instruction.</p>
 <p>Student Health and Wellness:</p>	<p>The staff follows guidelines for Early Childhood Rating Scale (ECERS) Nursing services and participates in daily gross motor movement activities. Students are eligible to participate in the breakfast and lunch program.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents are always welcome at the Roselle Preschool. We have an open door policy and encourage parental involvement. We value the partnership between the child, the family and the school. We are committed to providing activities that enhance this relationship. Parents are encouraged to volunteer to assist on class fieldtrips, attend parent workshops, as well as to participate in classroom activities.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No; Who is surveyed: Parents, Administrators, Teachers</p>
 <p>Facilities:</p>	<p>The Roselle Preschool is an air-conditioned building for staff and students. The students have access to a gymnasium, outdoor play area, and therapy rooms.</p>



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School Narrative

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



Other Information

The Roselle Preschool is a program specifically established to provide inclusive educational opportunities to preschool-age children with and without disabilities residing in Roselle. Each classroom has up to sixteen students, including children with and without special needs ranging from ages 3-5 years old. The school hours- Full day 8:40 am to 3:00 pm, AM Half Day- 8:40 am to 11:20 am PM Half-Day- 12:20 to 3:40 pm.



Washington Elementary School
(39-4540-050)
Grades Offered: 01-04
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Washington Elementary School**

(39-4540-050)

Grades Offered: 01-04

2018-2019

Report Key:

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N No Data is available to display

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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	Union
District	Roselle Public Schools
Principal Name	Ms. Marianne Tankard
Address	501 WASHINGTON AVENUE ROSELLE, NJ 07203-2329
Phone Number	908-298-2072
Email Address	mtankard@roselleschools.org
Website	http://washington.roselleschools.org
Facebook	http://facebook.com/WESPTOSTARS
Twitter	http://twitter.com/WESSTARS15



Washington Elementary School

(39-4540-050)

Grades Offered: 01-04

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
1	67	77	85
2	71	61	73
3	93	71	74
4	83	96	83
Total	315	305	315

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	45.7%	44.6%	44.8%
Male	54.3%	55.4%	55.2%
Economically Disadvantaged Students	72.7%	68.5%	73.0%
Students with Disabilities	10.8%	12.5%	11.1%
English Learners	3.5%	9.2%	12.1%
Homeless Students	0.0%	1.0%	0.0%
Students in Foster Care	0.6%	0.7%	1.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	2.2%	2.0%	2.2%
Hispanic	37.5%	35.1%	41.3%
Black or African American	58.1%	61.0%	54.3%
Asian	1.3%	1.3%	1.0%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.6%	0.0%	0.0%
Two or More Races	0.0%	0.3%	1.0%

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	55.2%
Spanish	26.7%
Haitian	12.1%
French	1.3%
Other Languages	4.8%



Washington Elementary School

(39-4540-050)

Grades Offered: 01-04

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

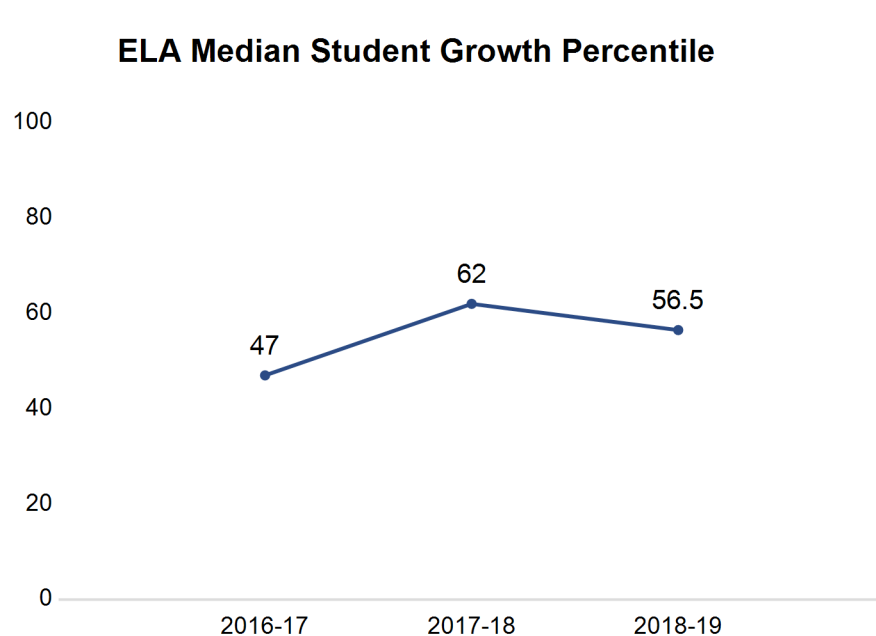
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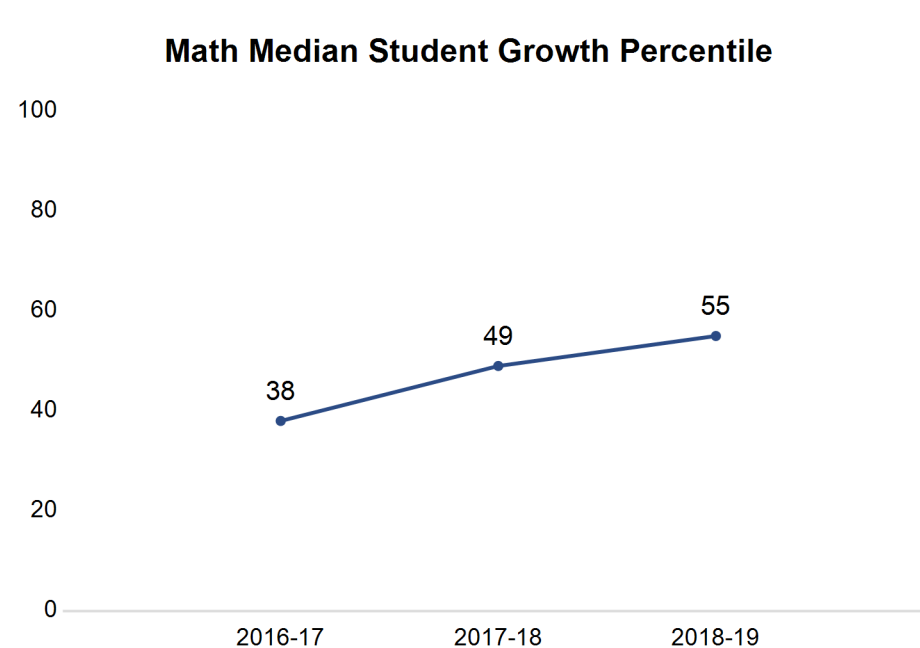
Student Growth Trends and Progress

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	62	56.5	38	49	55
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	56.5	45	50	Met Standard	55	34	50	Met Standard
White	*	53.5	50	**	*	51	52	**
Hispanic	54	45	49	Met Standard	51.5	34	47	Met Standard
Black or African American	61	44	45	Exceeds Standard	56	33	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	48	47	53	N	43.5	32	50	N
Male	57	44	47	N	59	38	51	N
Economically Disadvantaged Students	55	45	48	Met Standard	52.5	33	46	Met Standard
Students with Disabilities	18	30	43	**	12	25	45	**
English Learners	40	49	52	Met Standard	33.5	33.5	50	Not Met
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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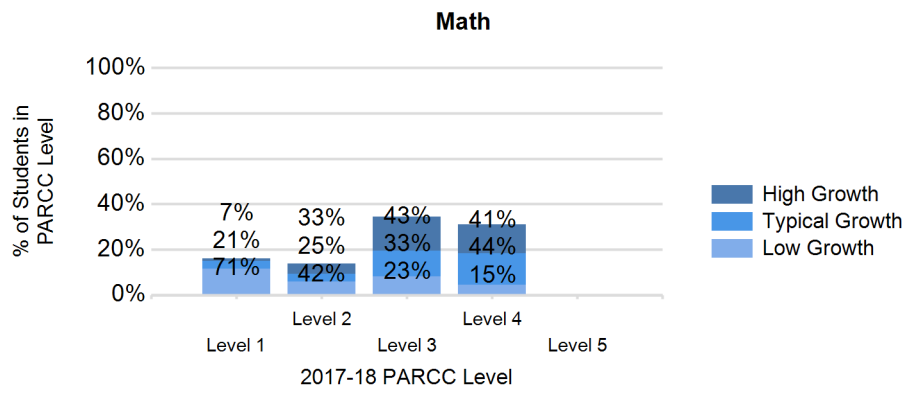
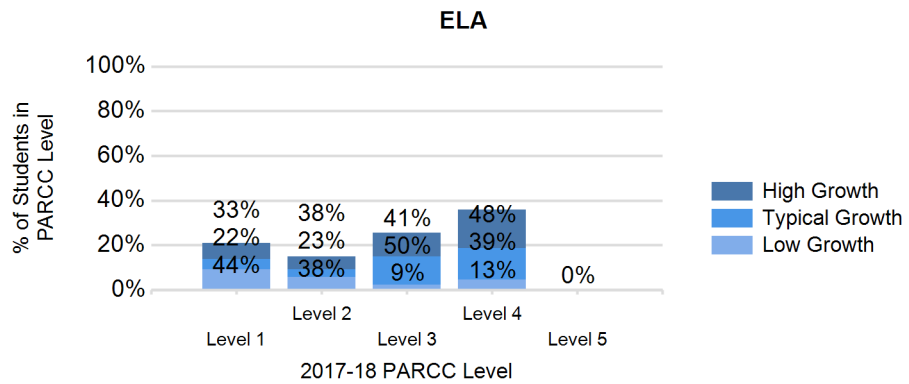
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

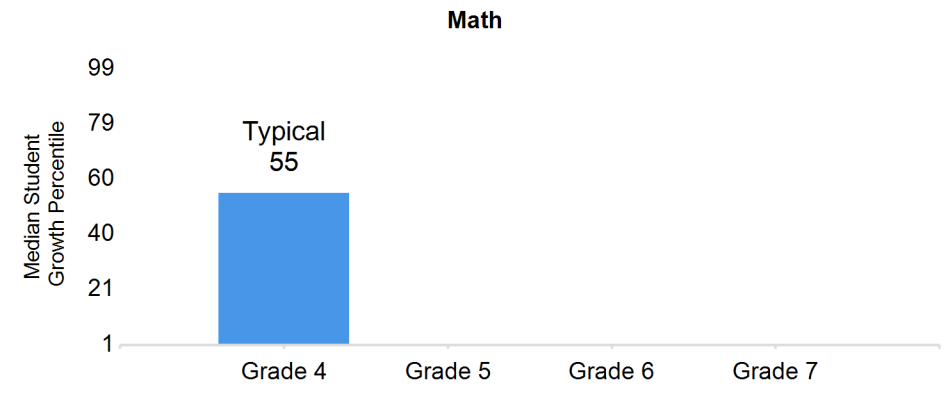
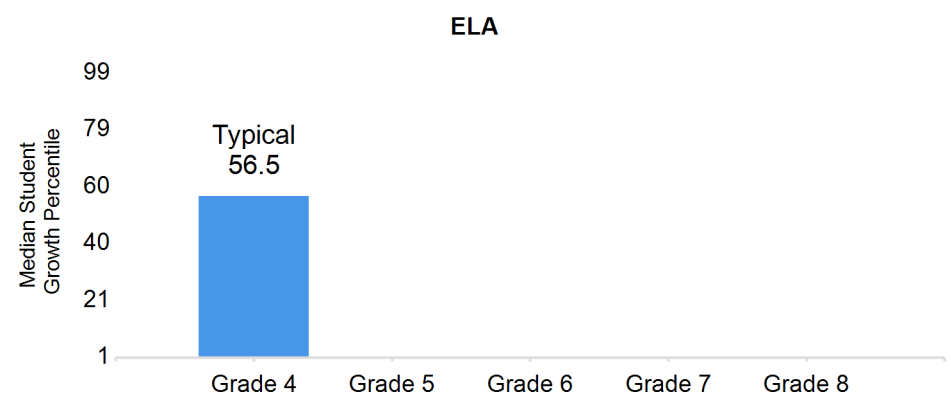
Student Growth by Performance Level

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



Student Growth by Grade

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





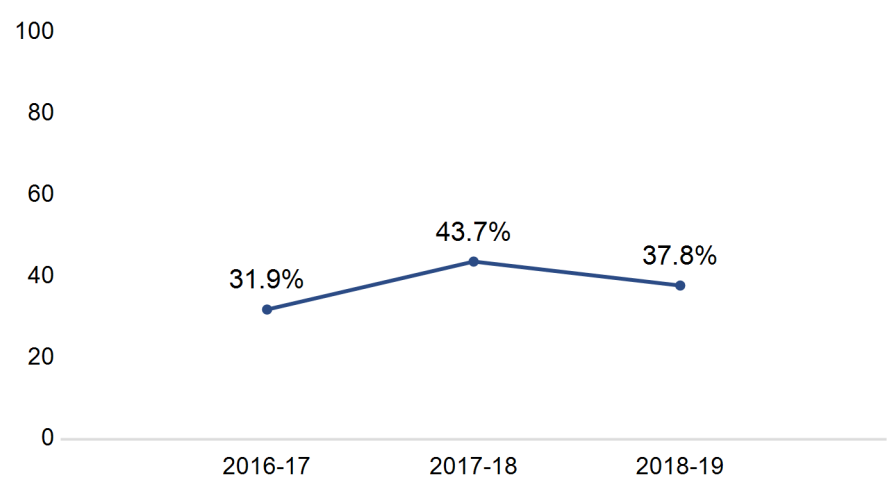
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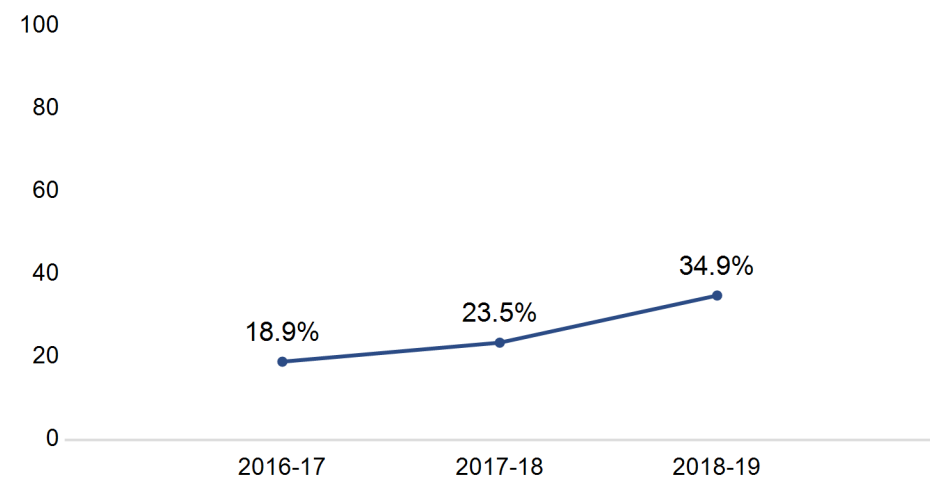
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.6%	97.0%	97.7%	95.5%	97.5%	97.8%
Proficiency Rate for Federal Accountability	31.9%	43.7%	37.8%	18.9%	23.5%	34.9%
Annual Target	43.9%	45.8%	47.7%	34.7%	37.1%	39.5%
Met Annual Target?	Not Met	Met Target†	Not Met	Not Met	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	164	97.7	37.8	36.1	57.9	37.8	47.7	Not Met
White	*	*	*	43.2	66.9	*	**	**
Hispanic	80	100.0	37.5	*	43.9	37.5	43	Met Target†
Black or African American	77	95.2	36.4	32.2	38.5	36.4	49.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	50.0	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	73	98.7	38.4	40.7	64.8	38.4		
Male	91	96.9	37.4	31.8	51.3	37.4		
Economically Disadvantaged Students	124	98.4	33.9	34.0	40.0	33.9	43.2	Not Met
Non-Economically Disadvantaged Students	40	95.7	50.0	40.9	67.9	50.0		
Students with Disabilities	20	96.2	*	*	22.7	*	4	Not Met
Students without Disabilities	144	98.0	*	*	65.1	*		
English Learners	46	100.0	26.1	*	29.3	26.1	24.6	Met Target
Non-English Learners	118	96.9	42.4	*	60.6	42.4		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



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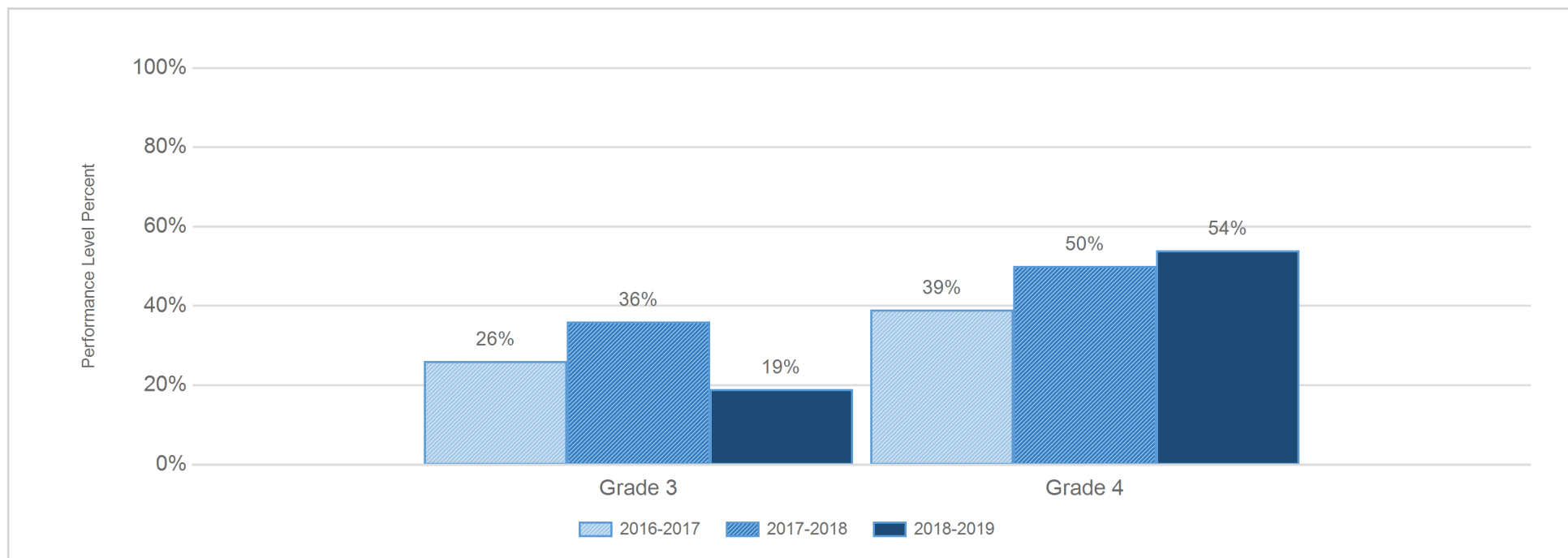
** Accountability calculations require 20 or more students

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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	79	719	730	748	28%	25%	28%	*	*	19%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	32	715	*	734	31%	*	38%	*	*	16%	36%
Black or African American	43	722	733	731	26%	33%	*	*	*	23%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	37	723	734	753	*	*	*	*	*	16%	55%
Male	42	716	727	743	*	*	*	*	*	21%	46%
Economically Disadvantaged Students	58	717	727	731	*	*	*	*	*	17%	33%
Non-Economically Disadvantaged Students	21	725	740	759	*	*	*	*	*	24%	61%
Students with Disabilities	10	669	691	719	*	*	*	*	*	*	24%
Students without Disabilities	69	726	734	754	*	*	*	*	*	*	56%
English Learners	12	710	715	713	*	*	*	*	*	17%	17%
Non-English Learners	67	721	733	751	*	*	*	*	*	19%	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	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	91	748	743	755	18%	*	20%	*	*	54%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	51	747	*	743	*	*	20%	*	*	51%	44%
Black or African American	36	744	740	739	*	*	*	*	*	53%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	41	752	747	760	*	*	*	*	*	56%	62%
Male	50	745	738	750	*	*	*	*	*	52%	53%
Economically Disadvantaged Students	68	744	739	740	*	*	*	*	*	47%	40%
Non-Economically Disadvantaged Students	23	761	755	765	*	*	*	*	*	74%	69%
Students with Disabilities	13	683	*	725	*	*	*	*	*	*	25%
Students without Disabilities	78	759	*	761	*	*	*	*	*	*	64%
English Learners	15	719	722	720	*	*	*	*	*	13%	17%
Non-English Learners	76	754	747	758	*	*	*	*	*	62%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	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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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	166	97.8	34.9	*	44.5	34.9	39.5	Met Target†
White	*	*	*	25.6	54.1	*	**	**
Hispanic	80	100.0	36.3	21.4	28.8	36.3	36.8	Met Target†
Black or African American	79	95.4	32.9	*	23.0	32.9	41.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	38.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	74	98.8	35.1	*	44.9	35.1		
Male	92	96.9	34.8	*	44.2	34.8		
Economically Disadvantaged Students	126	98.5	29.4	16.8	26.3	29.4	38.3	Not Met
Non-Economically Disadvantaged Students	40	95.7	52.5	23.3	54.9	52.5		
Students with Disabilities	20	96.2	*	*	17.4	*	4	Not Met
Students without Disabilities	146	98.0	*	*	50.0	*		
English Learners	48	100.0	29.2	17.4	25.0	29.2	40.3	Not Met
Non-English Learners	118	96.9	37.3	19.0	46.5	37.3		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



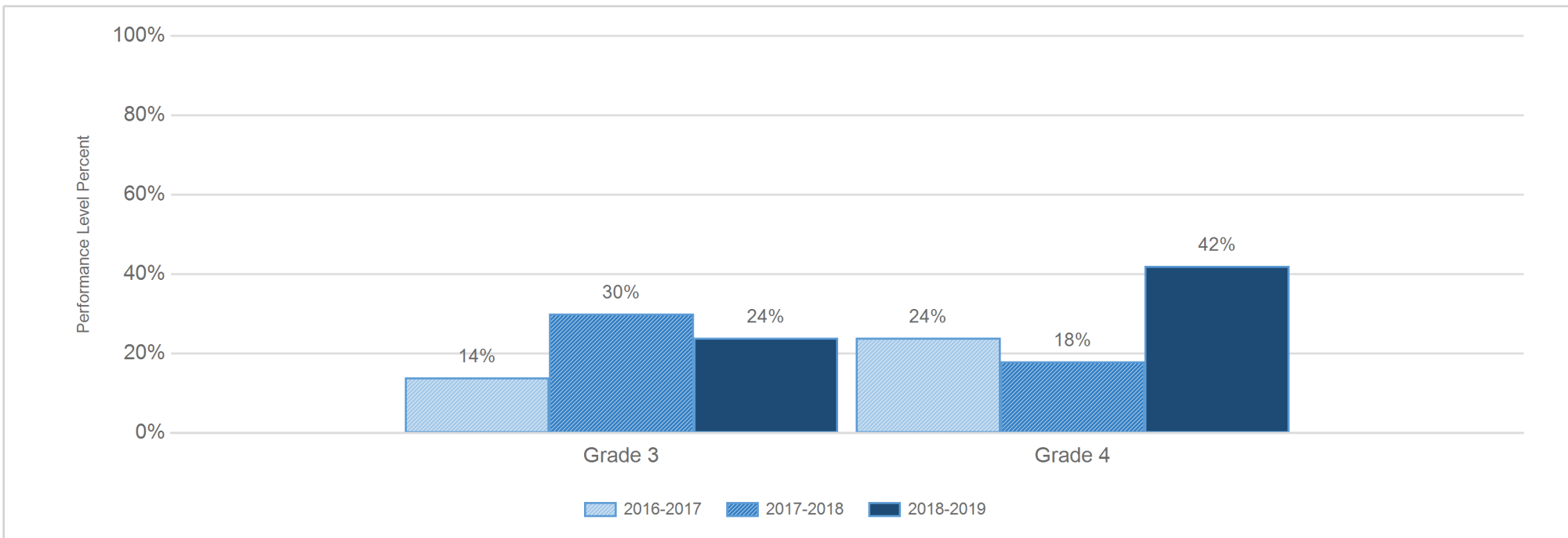
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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by 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	724	735	752	23%	24%	30%	*	*	24%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	32	723	*	739	*	*	*	*	*	25%	40%
Black or African American	44	726	734	735	23%	*	32%	*	*	25%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	37	722	734	751	*	*	32%	*	*	22%	54%
Male	43	725	736	752	*	*	28%	*	*	26%	56%
Economically Disadvantaged Students	59	725	734	737	*	*	*	*	*	20%	37%
Non-Economically Disadvantaged Students	21	721	739	761	*	*	*	*	*	33%	67%
Students with Disabilities	10	671	695	731	*	*	*	*	*	*	31%
Students without Disabilities	70	732	739	756	*	*	*	*	*	*	60%
English Learners	13	729	731	728	*	*	*	*	*	31%	26%
Non-English Learners	67	723	736	754	*	*	*	*	*	22%	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	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	93	737	734	749	18%	14%	26%	*	*	42%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	51	739	*	737	*	20%	27%	*	*	41%	36%
Black or African American	38	731	729	731	29%	*	*	*	*	39%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	43	737	732	749	*	*	28%	*	*	42%	50%
Male	50	736	736	749	*	*	24%	*	*	42%	52%
Economically Disadvantaged Students	70	733	731	734	*	*	*	*	*	36%	32%
Non-Economically Disadvantaged Students	23	747	742	759	*	*	*	*	*	61%	63%
Students with Disabilities	13	674	*	726	*	*	*	*	*	*	25%
Students without Disabilities	80	747	*	754	*	*	*	*	*	*	56%
English Learners	17	712	718	722	*	*	*	*	*	12%	18%
Non-English Learners	76	742	737	751	*	*	*	*	*	49%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	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%



Washington Elementary School

(39-4540-050)

Grades Offered: 01-04

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	N	N
4	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	55.2%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	24	87.5%	12.5%
3-4	11	72.7%	27.3%
5 or more	*	*	*



Washington Elementary School
 (39-4540-050)
 Grades Offered: 01-04
 2018-2019

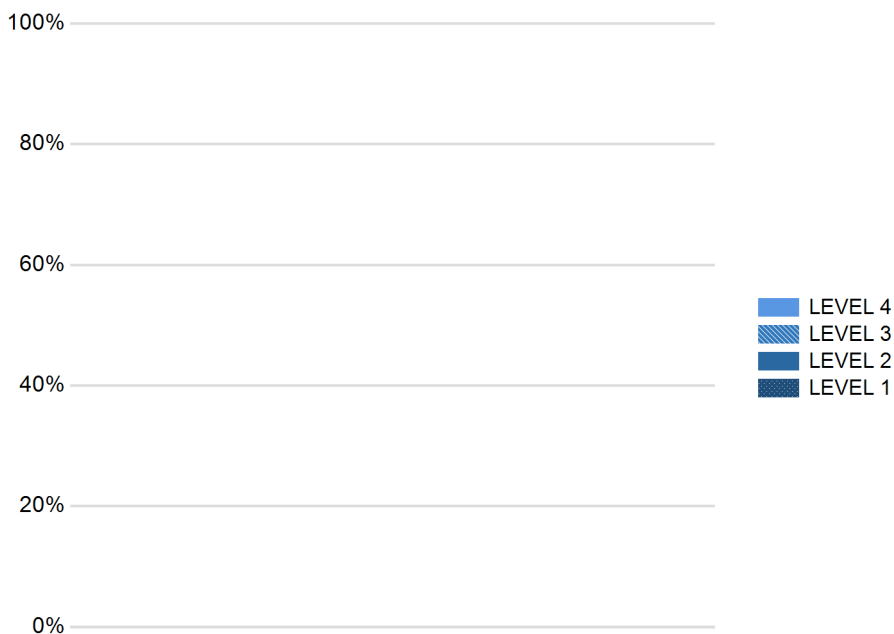
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

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

(39-4540-050)

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2018-2019

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

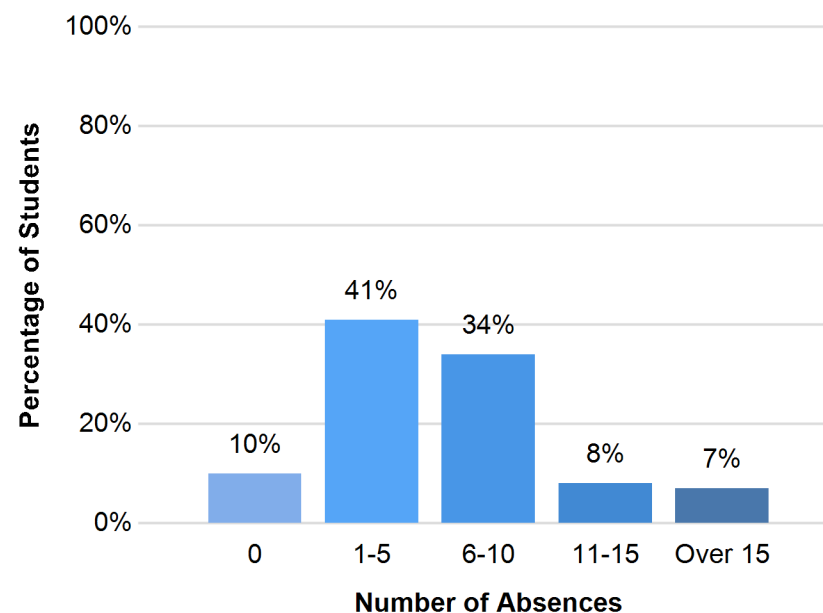
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	17	5.4	8.2	Met
White	*	*	**	**
Hispanic	8	6.0	8.2	Met
Black or African American	9	5.4	8.2	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	5	3.6		
Male	12	6.7		
Economically Disadvantaged Students	15	6.4	8.2	Met
Students with Disabilities	7	17.9	8.2	Not Met
English Learners	0	0	8.2	Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Washington Elementary School

(39-4540-050)

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2018-2019

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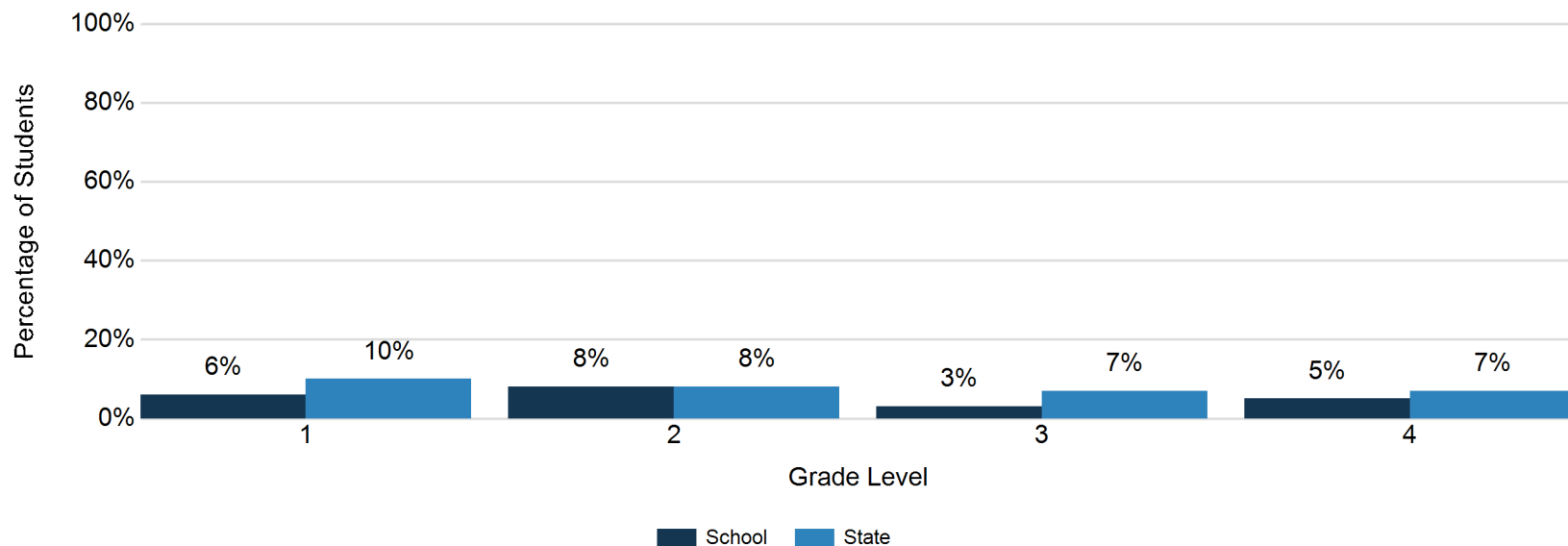
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Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.63

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	1	1
No Identified Nature	6		6

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

0



Washington Elementary School

(39-4540-050)

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School Day

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

Category	School
Typical Start Time	8:33 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 22 Mins
Full Time - Instructional Time	5 Hrs 52 Mins
Shared Time - Instructional Time	5 Hrs. 52 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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	26	118,214
Average years experience in public schools	5.9	12.1
Average years experience in district	5.6	10.8
Percentage of Teachers with 4 or more years experience in the district	53.8%	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	26	9,530
Average years experience in public schools	13.5	16.0
Average years experience in district	11.3	12.0
Percentage of Administrators with 4 or more years experience in the district	80.8%	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	158:1	113:1
Teachers to Administrators	13:1	11:1
Students to Librarians/Media Specialists		N
Students to Nurses		421:1
Students to Counselors		295:1
Students to Child Study Team Members		164:1



Washington Elementary School

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.8%	84.6%	100.0%	48.4%	77.1%	54.9%
Male	55.2%	15.4%	0.0%	51.6%	22.9%	45.1%
White	2.2%	65.4%	50.0%	42.4%	83.6%	77.4%
Hispanic	41.3%	19.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	54.3%	15.4%	0.0%	15.0%	6.6%	13.9%
Asian	1.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	50.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.0%	0.0%	0.0%	2.1%	0.2%	0.2%



Washington Elementary School

(39-4540-050)

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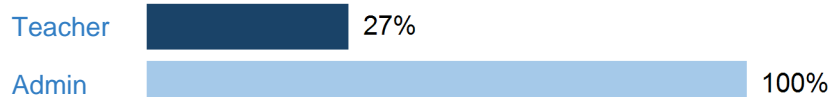
Teachers and Administrators - Level of Education

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	84.4%	90.5%
2017-18 Administrators: Same district 2018-19	76.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	91.6%



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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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.



Washington Elementary School

(39-4540-050)

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2018-2019

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

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	31.9%	43.7%	37.8%
Math Proficiency	18.9%	23.5%	34.9%
ELA Growth	47	62	56
Math Growth	38	49	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		38.1%	55.2%
Chronic Absenteeism	7.0%	5.6%	5.4%

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



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

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

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

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

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

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



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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Washington Elementary School

(39-4540-050)

Grades Offered: 01-04

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:

- Washington Elementary School is a State and National School of Character.
- Washington Elementary School students participate in a variety of clubs including Drama, Art, & STEAM.
- Washington School's G&T Program meets the needs of its most able learners via small-group, pull-out instruction, as well as differentiated lessons provided within the regular classroom.



Mission, Vision, Theme:

Washington Elementary School utilizes best educational practices and rigorous curriculum to empower students to succeed. We believe our main responsibility at WES is to provide a relevant and rigorous education in a safe, positive, productive, and creative environment. Students are driven to excel through high expectations in both academic learning and educational character. Highly qualified teachers provide data-driven instruction utilizing best practices and strategic planning. The teachers work with parents and the community to build respectful relationships focused on the development and support of their children.



Awards, Recognition, Accomplishments:

Washington Elementary School (WES) has received NJASECD State School of Character Award, Character.Org National School of Character Award. WES also received the Union County Kids! Dig in grant.



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Courses, Curriculum, Instruction:

The Roselle curriculum is standards-based. At Washington Elementary School, we use a variety of instructional resources to support instruction. Readers and Writers Workshop, the Go Math program and the Wonders Reading Program are utilized in addition to many other resources. They all have online components to facilitate teaching and learning and to differentiate each child's learning experience. Our staff and students use I-Ready adaptive mathematics and Language Arts program and Leveled Literacy Intervention to monitor growth, guide instruction and to practice strategies and skills taught. We also use DRA2, Writing Benchmarks, and formative/summative assessments to guide instruction.



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 <p>Before and After School Programs:</p>	<p>Washington School has established an After School STAem Program, a before school intervention and remediation program, and participates in Boys and Girls Club of America after school programs.</p>
 <p>Staff and Professional Learning:</p>	<p>WES staff participates in continuous professional development. District professional development opportunities are planned based on staff and student need, curriculum, and program development, and district and state goals. Additionally, WES staff participates in professional development during PLC's and Common Planning as well as afterschool Make and Take sessions. School goals and staff PD surveys are used to develop professional development.</p>



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 <p>Student Supports and Services:</p>	<p>The WES Intervention and Referral Services Team meets on a regular basis to provide additional support for learners in need. Focusing on differentiated instruction in all classrooms with most classrooms incorporating an inclusive classroom structure. Also, the ESL, Special Needs, and BSI teachers provide Tier 2 and Tier 3 support to the learners. All of our teachers are skilled at modifying the curriculum to meet the individual learning styles and needs of their learners.</p>
 <p>Student Health and Wellness:</p>	<p>Washington Elementary School students participate in the national food lunch program, which provides nutritionally balanced, low-cost, or free meals to children each day. Our students participate in the school's health and wellness program which is organized by faculty and parents, emphasizing nutrition and exercise. They participate in daily movement minutes, recess, brain breaks, and our annual Field Day.</p>
 <p>Parent and Community Involvement:</p>	<p>The Title I, Title III, 21st Century, and G & T Programs also hosted a number parent involvement events including a Parent Resource Night that put parents in touch with community groups and their services. Teachers also attended the event and illustrated how parents can work with their children on their academic studies at home.</p>



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers The New Jersey School Climate Survey is administered to all stakeholders (learners, parents, teachers) on a yearly basis. Previous year's data is discussed during PLCs, Back to School Night for parents and families, and during Parent Workshops. Our data indicate that teachers look forward to coming to work every day due to close working relationships, and both learners and staff feel safe and believe the environment is welcoming.



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Technology and STEM:

During the 2018-2019 school year, students grades 1-4 participate in Washginton Elementary School's STEAM lab during the school day, after school, and over the summer. The lab, sponsored by the Title I Department, enables students to investigate a myriad of science, technology engineering, and math concepts through the infusion of visual arts and music.



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Other Information

WES has an ESL program. The department is committed to recognizing the potential in each student. We respect the culture, language and resources that the student brings to the school setting by integrating these gifts into our curriculum and classrooms. Students are identified using a multiple-criteria process. G&T students participate in district and county-wide contests and events, including multi-district problem-solving convocations and the district's annual Breakfast of Champions.