



C. Richard Applegate School
(25-1660-021)
Grades Offered: KG-05
2018-2019

Report Key:

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- ** Accountability calculations require 20 or more students
- N** No Data is available to display
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Freehold Township School District
Principal Name	Mr. Bradley Millaway
Address	47 JEANNE BRENNAN DRIVE FREEHOLD, NJ 07728-1328
Phone Number	732-431-5460
Email Address	bmillaway@freeholdtp.k12.nj.us
Website	https://cra.freeholdtp.k12.nj.us/



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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	74	63	47
1	63	78	67
2	82	65	80
3	77	85	74
4	81	79	80
5	76	84	77
Total	453	454	425

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	43.0%	44.5%	42.6%
Male	57.0%	55.5%	57.4%
Economically Disadvantaged Students	10.4%	11.0%	12.0%
Students with Disabilities	20.5%	20.7%	20.7%
English Learners	0.2%	0.0%	0.0%
Homeless Students	0.2%	0.7%	0.2%
Students in Foster Care	0.0%	0.2%	0.5%
Military-Connected Students	0.4%	0.2%	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	73.1%	71.1%	70.8%
Hispanic	10.4%	11.2%	11.1%
Black or African American	4.9%	5.5%	4.7%
Asian	9.9%	10.1%	10.4%
Native Hawaiian or Pacific Islander	0.9%	1.3%	1.6%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	0.7%	0.7%	1.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	74	63	47

Enrollment by Home Language

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

Home Language	% of Students
English	93.9%
Spanish	3.5%
Other Languages	2.6%



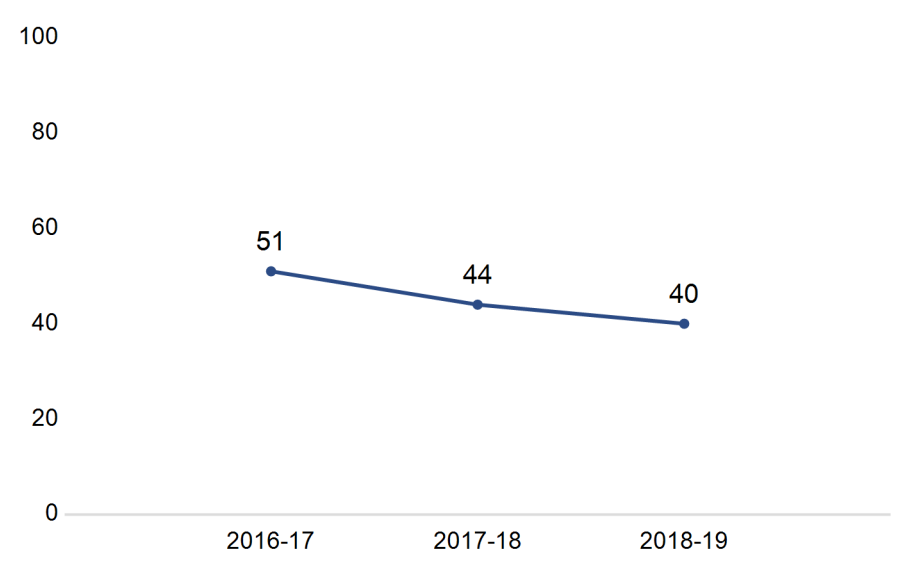
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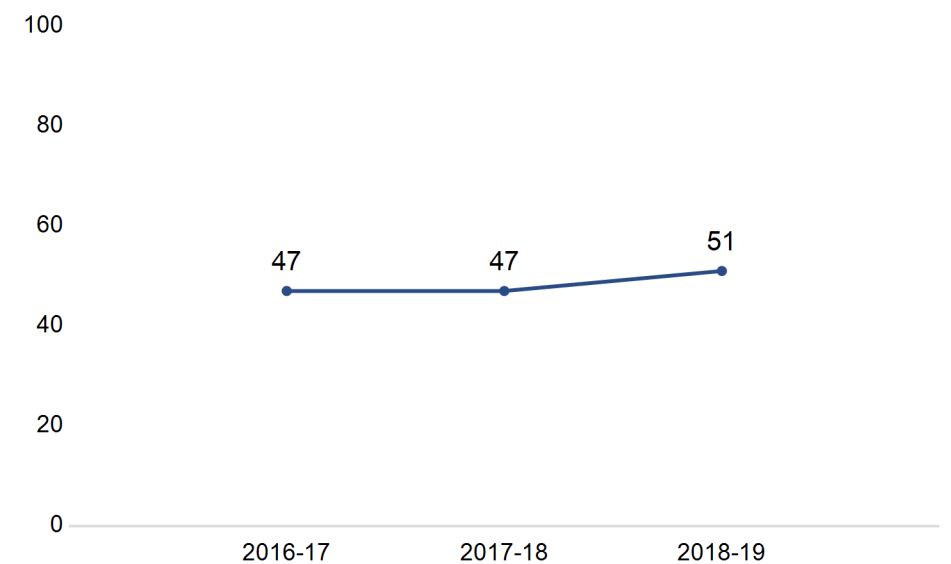
Student Growth Trends and Progress

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	51	44	40	47	47	51
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	40	52	50	Met Standard	51	57	50	Met Standard
White	39	52	50	Not Met	50	57	52	Met Standard
Hispanic	25	49	49	**	53	53.5	47	**
Black or African American	*	43	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	49.5	55	59	**	57.5	62.5	60	**
American Indian or Alaska Native	N	21	56	**	N	64	51.5	**
Two or More Races	*	56.5	49	**	*	64.5	52	**
Female	43	56	53	N	54	58	50	N
Male	34	48	47	N	49.5	57	51	N
Economically Disadvantaged Students	29	42.5	48	**	64	60	46	**
Students with Disabilities	23	41	43	Not Met	47	51	45	Met Standard
English Learners	*	66.5	52	**	*	46	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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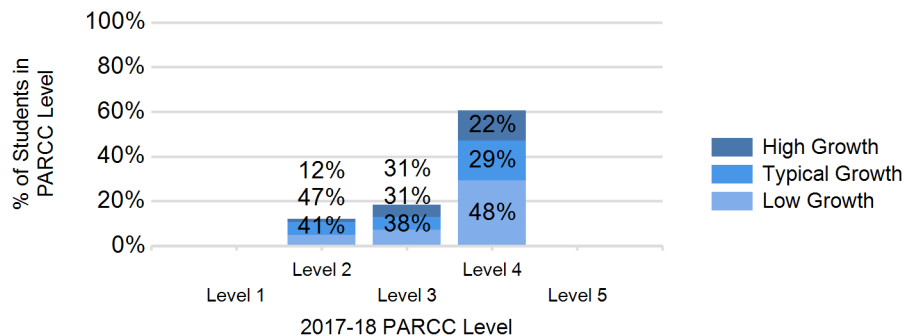
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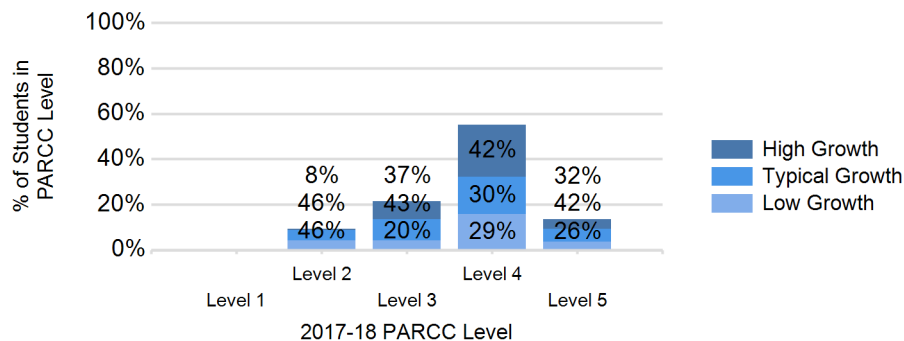
Student Growth by Performance Level

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

ELA



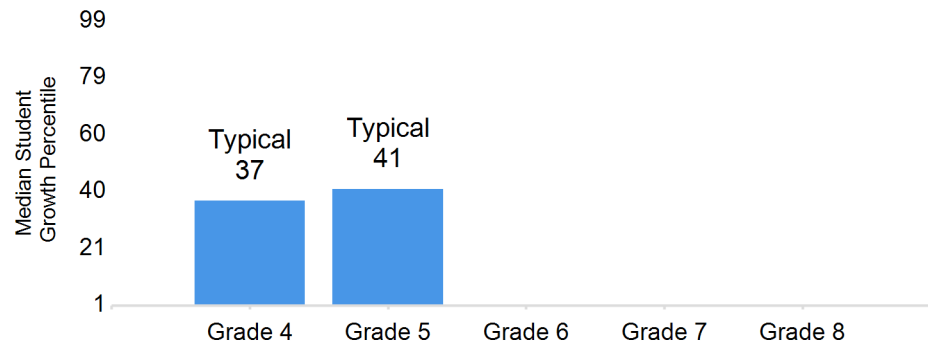
Math



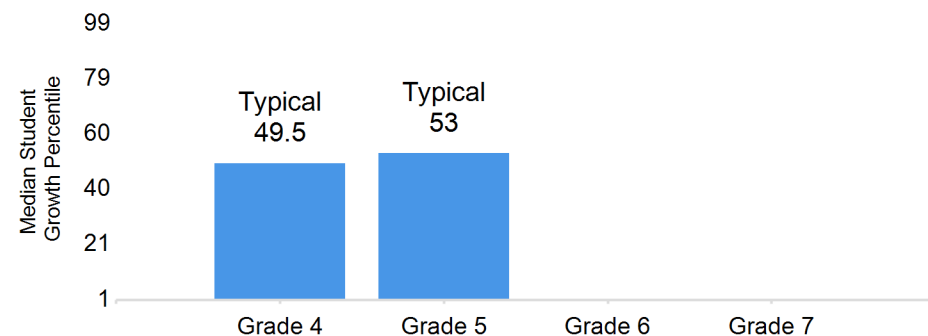
Student Growth by Grade

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

ELA



Math





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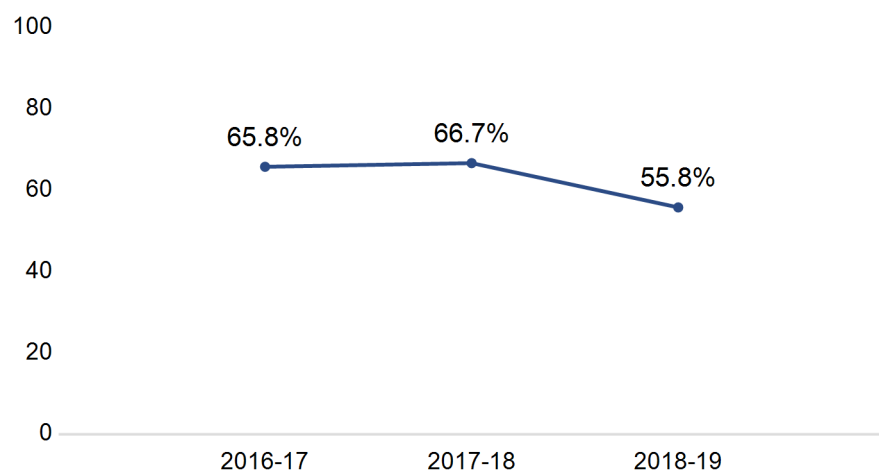
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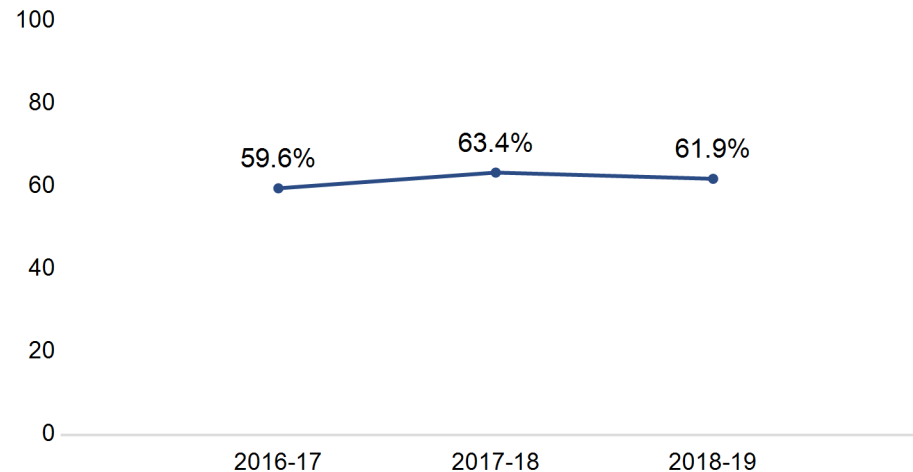
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.0%	98.4%	97.0%	97.0%	98.8%	97.0%
Proficiency Rate for Federal Accountability	65.8%	66.7%	55.8%	59.6%	63.4%	61.9%
Annual Target	66.5%	67.2%	67.9%	62.7%	63.6%	64.5%
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	226	97.0	55.8	68.7	57.9	55.8	67.9	Not Met
White	163	97.0	57.1	70.3	66.9	57.1	68.5	Not Met
Hispanic	22	92.0	27.3	50.8	43.9	26.3	57.5	Not Met
Black or African American	*	*	*	49.0	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	29	100.0	69.0	84.5	82.9	69.0	74.1	Met Target†
American Indian or Alaska Native	N	N	N	68.4	56.0	N	**	**
Two or More Races	*	*	*	83.3	64.4	*	**	**
Female	93	98.9	64.5	76.5	64.8	64.5		
Male	133	95.7	49.6	61.5	51.3	49.6		
Economically Disadvantaged Students	19	90.9	31.6	47.7	40.0	30.0	48.1	Not Met
Non-Economically Disadvantaged Students	207	97.6	58.0	71.1	67.9	58.0		
Students with Disabilities	47	92.3	27.7	*	22.7	27.4	40.3	Not Met
Students without Disabilities	179	98.4	63.1	*	65.1	63.1		
English Learners	*	*	*	25.6	29.3	*	**	**
Non-English Learners	*	*	*	69.4	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



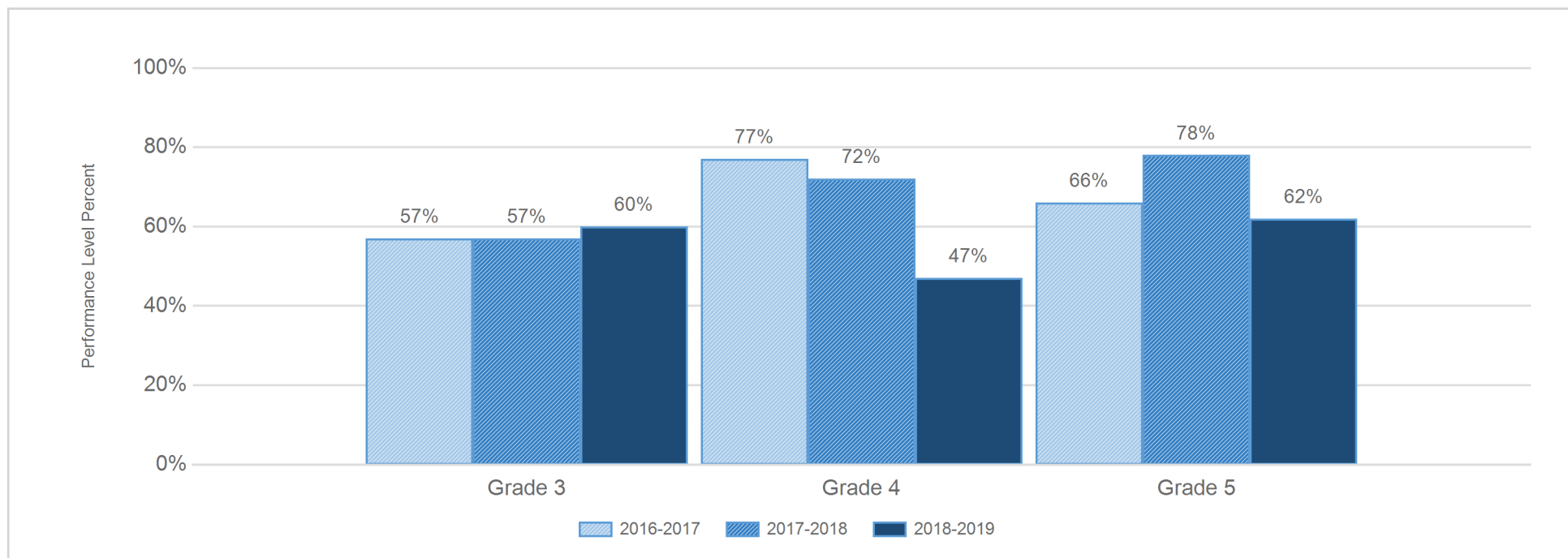
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	752	758	748	*	*	16%	*	*	60%	50%
White	48	754	760	757	*	*	*	*	*	58%	60%
Hispanic	*	*	740	734	*	*	*	*	*	*	36%
Black or African American	*	*	748	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	11	761	766	773	*	0%	*	*	*	73%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	33	760	762	753	*	*	*	*	*	67%	55%
Male	37	745	753	743	*	*	*	*	*	54%	46%
Economically Disadvantaged Students	*	*	734	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	761	759	*	*	*	*	*	*	61%
Students with Disabilities	15	719	*	719	*	*	*	*	*	27%	24%
Students without Disabilities	55	761	*	754	*	*	*	*	*	69%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	70	752	*	751	*	*	16%	*	*	60%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	750	757	755	*	*	35%	*	*	47%	57%
White	54	748	760	763	*	*	31%	*	*	48%	67%
Hispanic	*	*	737	743	*	*	*	*	*	*	44%
Black or African American	*	*	740	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	29	753	766	760	*	*	34%	*	*	55%	62%
Male	45	748	750	750	*	*	36%	*	*	42%	53%
Economically Disadvantaged Students	*	*	737	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	760	765	*	*	*	*	*	*	69%
Students with Disabilities	14	728	*	725	*	*	*	*	*	29%	25%
Students without Disabilities	60	755	*	761	*	*	*	*	*	52%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	74	750	*	758	*	*	35%	*	*	47%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	754	764	756	*	14%	20%	*	*	62%	58%
White	55	756	768	764	*	*	20%	*	*	65%	68%
Hispanic	*	*	749	743	*	*	*	*	*	*	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	29	759	770	761	*	*	*	*	*	72%	64%
Male	45	751	759	750	*	*	*	*	*	56%	52%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	769	766	*	*	*	*	*	*	69%
Students with Disabilities	10	728	*	724	*	*	*	*	*	20%	23%
Students without Disabilities	64	758	*	762	*	*	*	*	*	69%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	74	754	*	758	*	14%	20%	*	*	62%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	226	97.0	61.9	62.3	44.5	61.9	64.5	Met Target†
White	163	97.0	62.0	64.9	54.1	62.0	67.4	Met Target†
Hispanic	22	92.0	50.0	40.7	28.8	48.2	35	Met Target
Black or African American	*	*	*	33.3	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	29	100.0	79.3	81.0	76.5	79.3	71.8	Met Target
American Indian or Alaska Native	N	N	N	52.6	42.7	N	**	**
Two or More Races	*	*	*	63.3	53.3	*	**	**
Female	93	98.9	61.3	62.9	44.9	61.3		
Male	133	95.7	62.4	61.8	44.2	62.4		
Economically Disadvantaged Students	19	90.9	21.1	37.1	26.3	20.0	33.8	Met Target†
Non-Economically Disadvantaged Students	207	97.6	65.7	65.2	54.9	65.7		
Students with Disabilities	47	92.3	42.6	24.0	17.4	42.1	49.3	Met Target†
Students without Disabilities	179	98.4	67.0	69.9	50.0	67.0		
English Learners	*	*	*	17.1	25.0	*	**	**
Non-English Learners	*	*	*	63.1	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



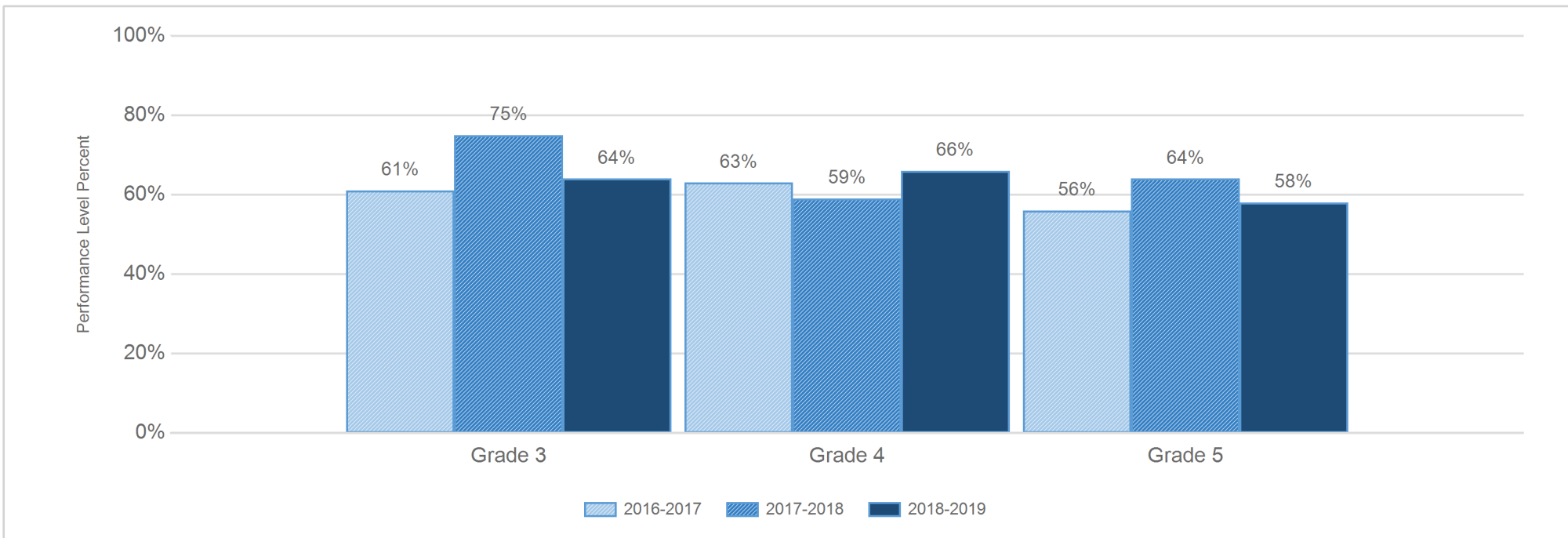
C. Richard Applegate School
(25-1660-021)
Grades Offered: KG-05
2018-2019

Report Key:

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Mathematics Assessment – Performance Trends

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



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



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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	70	764	764	752	*	*	21%	44%	20%	64%	55%
White	48	762	765	760	*	*	23%	42%	21%	63%	66%
Hispanic	*	*	750	739	*	*	*	*	*	*	40%
Black or African American	*	*	747	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	11	783	780	778	0%	0%	*	*	*	91%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	33	762	761	751	*	*	*	*	*	67%	54%
Male	37	766	768	752	*	*	*	*	*	62%	56%
Economically Disadvantaged Students	*	*	746	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	767	761	*	*	*	*	*	*	67%
Students with Disabilities	15	740	*	731	*	*	*	*	*	40%	31%
Students without Disabilities	55	770	*	756	*	*	*	*	*	71%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	70	764	*	754	*	*	21%	44%	20%	64%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	760	758	749	*	*	23%	*	*	66%	51%
White	54	759	761	757	*	*	24%	*	*	65%	62%
Hispanic	*	*	742	737	*	*	*	*	*	*	36%
Black or African American	*	*	739	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	29	758	762	749	*	*	*	*	*	62%	50%
Male	45	762	755	749	*	*	*	*	*	69%	52%
Economically Disadvantaged Students	*	*	741	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	63%
Students with Disabilities	14	743	*	726	*	*	*	*	*	57%	25%
Students without Disabilities	60	764	*	754	*	*	*	*	*	68%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	74	760	*	751	*	*	23%	*	*	66%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	*	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	757	757	747	0%	*	32%	*	*	58%	47%
White	55	757	759	755	0%	*	31%	*	*	60%	58%
Hispanic	*	*	740	735	*	*	*	*	*	*	30%
Black or African American	*	*	735	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	29	755	756	747	0%	*	34%	*	*	55%	47%
Male	45	758	757	747	0%	*	31%	*	*	60%	47%
Economically Disadvantaged Students	*	*	737	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	760	757	*	*	*	*	*	*	59%
Students with Disabilities	10	737	*	725	0%	*	*	*	*	30%	19%
Students without Disabilities	64	760	*	752	0%	*	*	*	*	63%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	74	757	*	749	0%	*	32%	*	*	58%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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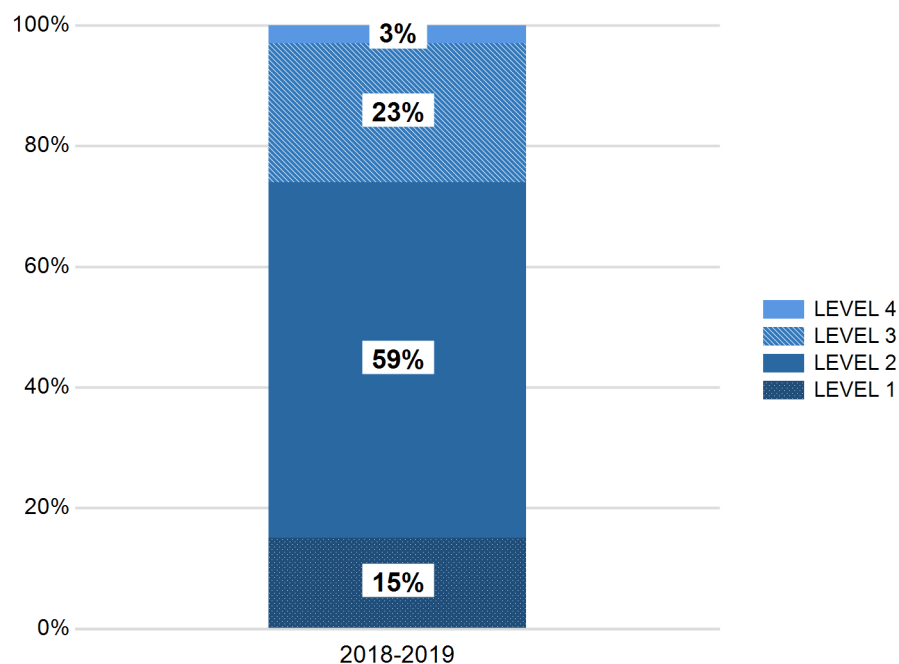
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	15	59	23	3
White	11	65	22	2
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	14	69	17	0
Male	16	52	27	5
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	15	59	23	3
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

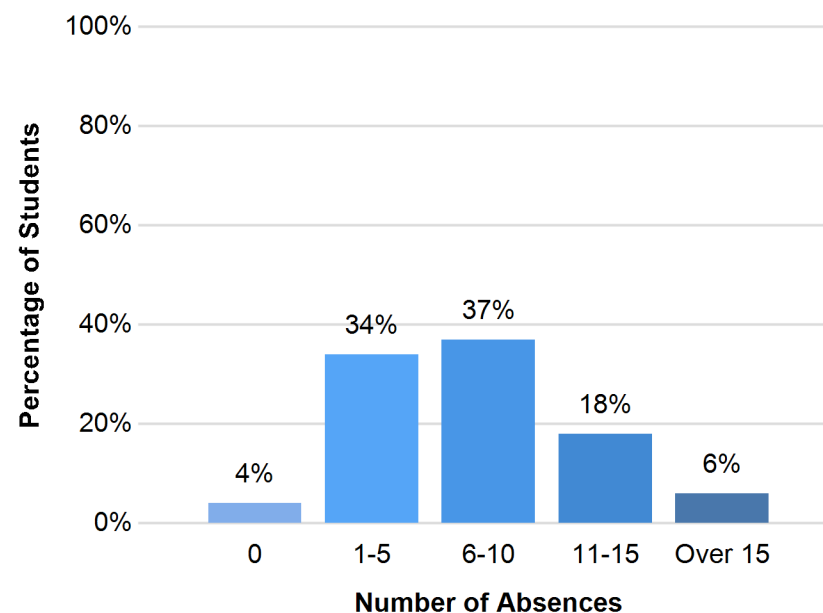
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	15	3.7	8.9	Met
White	7	2.4	8.9	Met
Hispanic	2	3.9	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	5	10.6	8.9	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	6	3.3		
Male	9	3.9		
Economically Disadvantaged Students	3	6.3	8.9	Met
Students with Disabilities	4	5.8	8.9	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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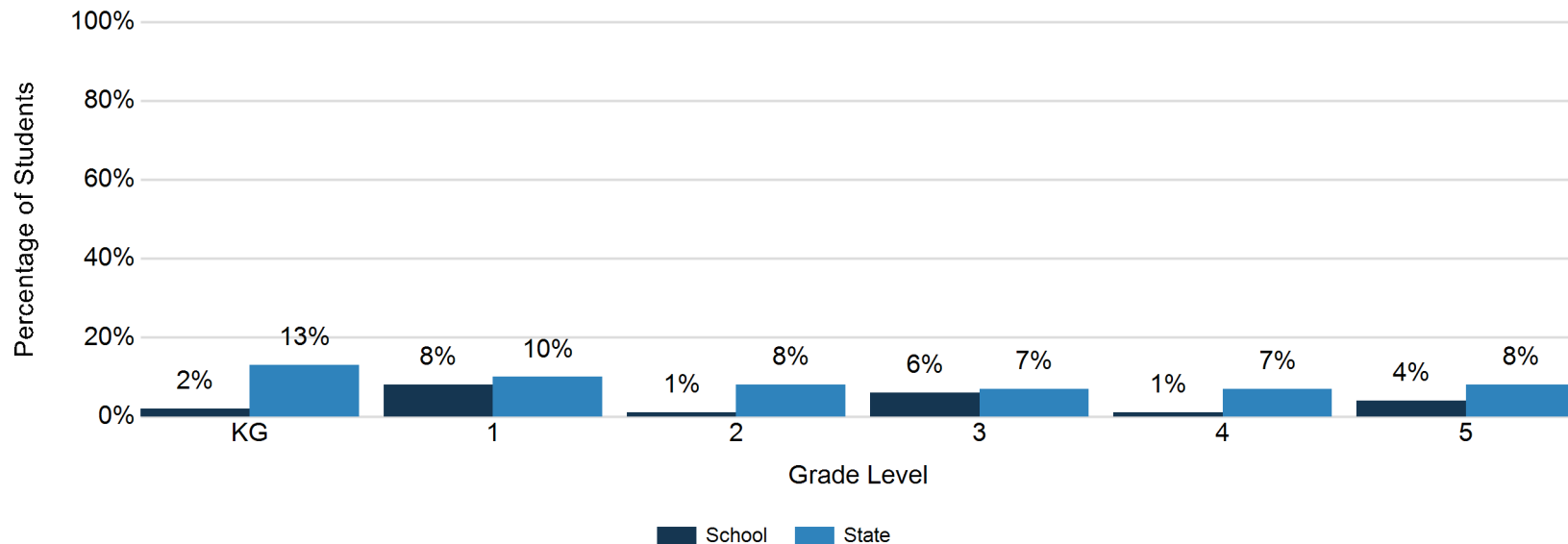
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.88

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	2	2
Sexual Orientation	1	0	1
Disability	0	1	1
Other	4	5	9
No Identified Nature	0		0

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

0



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School Day

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 10 Mins
Shared Time - Instructional Time	6 Hrs. 10 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.0:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	41	118,214
Average years experience in public schools	11.8	12.1
Average years experience in district	10.7	10.8
Percentage of Teachers with 4 or more years experience in the district	75.6%	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	23	9,530
Average years experience in public schools	17.8	16.0
Average years experience in district	13.0	12.0
Percentage of Administrators with 4 or more years experience in the district	95.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	213:1	163:1
Teachers to Administrators	21:1	15:1
Students to Librarians/Media Specialists		750:1
Students to Nurses		469:1
Students to Counselors		417:1
Students to Child Study Team Members		208:1



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Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	42.6%	97.6%	50.0%	48.4%	77.1%	54.9%
Male	57.4%	2.4%	50.0%	51.6%	22.9%	45.1%
White	70.8%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.1%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.7%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	10.4%	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	1.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.1%	0.2%	0.2%



C. Richard Applegate School
(25-1660-021)
Grades Offered: KG-05
2018-2019

Report Key:

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Key terms for staff data:

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

Teachers: All classroom teachers

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

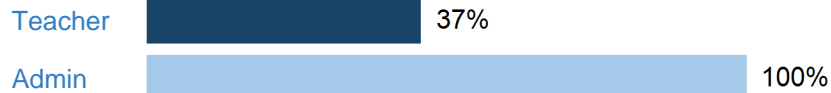
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.9%	90.5%
2017-18 Administrators: Same district 2018-19	87.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.1%



C. Richard Applegate School

(25-1660-021)

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2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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



C. Richard Applegate School
(25-1660-021)
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2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	65.8%	66.7%	55.8%
Math Proficiency	59.6%	63.4%	61.9%
ELA Growth	51	44	40
Math Growth	47	47	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	3.5%	5.1%	3.7%

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



C. Richard Applegate School

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



C. Richard Applegate School
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School Narrative

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



Highlights:

- Applegate School takes a personalized learning approach to support every student on an individual level to encourage and promote 21st Century Skills.
- With a focus on Social Emotional Learning (SEL) and ensuring equity for all students, Applegate School follows the Positive Behavioral Supports (PBS) model for schools.
- At Applegate we are leveraging all facets of technology to help maximize student learning. Applegate's STEAM Center offers a student-centered, technology-infused personalized learning environment.



Mission, Vision, Theme:

The C. Richard Applegate School community envisions positive partnerships in which children are educated through collaboration among students, educators, families, and the community. We believe that all students can attain their full potential by maintaining high expectations and embracing diversity through a collaborative learning environment resulting in life-long learners. Our students will be empowered with the ability to utilize their knowledge in order to overcome challenges and reach their goals. Students will have success today in order to be prepared for tomorrow.



Awards, Recognition, Accomplishments:

Applegate School's Community Service program works to support the community at large with the implementation of a variety of service projects throughout the year. Food drives for the local food pantry, fundraising efforts for Autism Speaks, and holiday gifts for families in need represent a few of the many service projects completed throughout the year.



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Clubs and Activities:

There are a number of PTO sponsored clubs and activities offered throughout the school year, including Running Club, Exercise Club, Soccer Club, STEAM Club, Garden Club, and more. The clubs are designed to encourage students with any number of interests or talents, both academic and athletic, to participate with peers outside the school day.



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Before and After School Programs:

The local YMCA operates a before and after school care program for all students in grades K-5.



C. Richard Applegate School

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Student Supports and Services:

Applegate School hosts the district's self-contained special education classrooms for K-5 students with Autism, Multiple Disabilities, and Behavioral Disabilities. The school provides a full time child study team that serve as a support to students, teachers, and families.



Parent and Community Involvement:

Applegate is home to a productive, energetic, and proud PTO. Parent volunteers organize and facilitate a variety of fundraising and community based events that engage all students and families. Programs hosted throughout the year include Back to School Movie Night, Trunk or Treat, family game nights, holiday events, and the biggest fundraising night of the year - Ladies Night Out. The PTO also facilitates a monthly Community Service program to benefit a variety of community programs and organizations.



C. Richard Applegate School

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Facilities:

Through the hard work and dedication of the Our Place 2 Play committee, a new inclusive playground was added to the Applegate School campus to allow students of all abilities to play together on a unique, accommodating, and inclusive play structure.



School Safety:

Applegate's School Safety Team meets twice a year to review school climate and culture, plan for identified needs, and collaborate for continuous improvement in the areas of school climate, culture, and safety.



C. Richard Applegate School

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Technology and STEM:

Applegate's STEAM Center and STEAM Lab support student exploration, innovation, and learning with two flexible design spaces that offer an abundance of supplies and opportunities for students to investigate, discover, connect, create and reflect. It is through the hands-on experiences, working with peers or independently, that students explore, experiment, try, evaluate, and try again.



C. Richard Applegate School
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Other Information

C. R. Applegate School is committed to the mission of the Freehold Township School District, which is to prepare all students to be responsible citizens and leaders of their own learning. In reaching their full potential, our children will develop individual and civic responsibility as well as respect for themselves and their environment.



Clifton T. Barkalow School
(25-1660-023)
Grades Offered: 06-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Clifton T. Barkalow School**

(25-1660-023)

Grades Offered: 06-08

2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Freehold Township School District
Principal Name	Mr. Thomas Smith
Address	498 STILLWELLS CORNER ROAD FREEHOLD, NJ 07728-2982
Phone Number	732-431-4403
Email Address	tsmith@freeholdtp.k12.nj.us
Website	https://ctb.freeholdtp.k12.nj.us/



Clifton T. Barkalow 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
6	209	210	243
7	241	215	211
8	235	250	216
Total	685	675	670

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.3%	48.0%	48.4%
Male	50.7%	52.0%	51.6%
Economically Disadvantaged Students	9.3%	9.2%	11.9%
Students with Disabilities	15.9%	16.4%	14.9%
English Learners	0.7%	1.5%	1.3%
Homeless Students	0.4%	0.4%	0.3%
Students in Foster Care	0.0%	0.1%	0.0%
Military-Connected Students	0.1%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	80.6%	79.9%	79.3%
Hispanic	8.9%	9.3%	9.7%
Black or African American	3.5%	3.4%	3.7%
Asian	5.8%	5.3%	5.1%
Native Hawaiian or Pacific Islander	0.6%	0.7%	0.3%
American Indian or Alaska Native	0.0%	0.6%	0.9%
Two or More Races	0.6%	0.7%	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	88.4%
Spanish	6.7%
Arabic	1.0%
Other Languages	3.9%



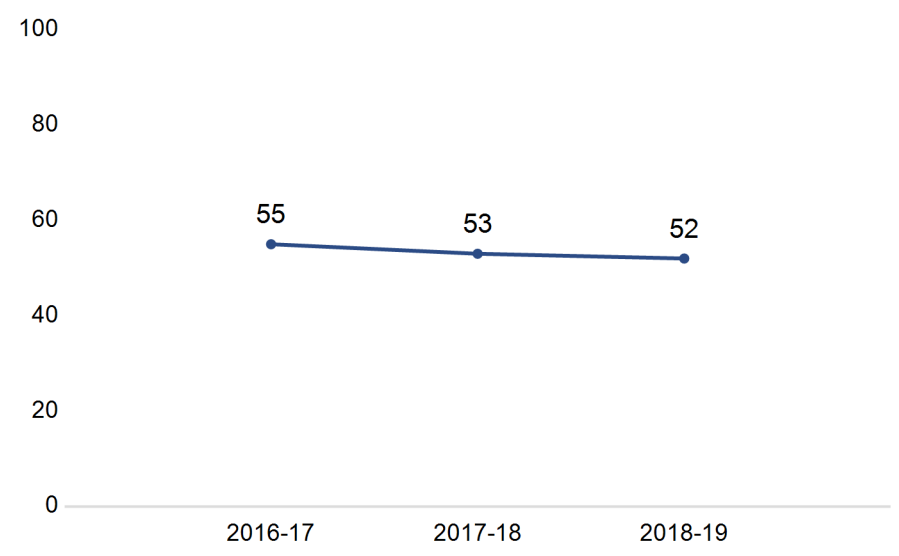
Clifton T. Barkalow School
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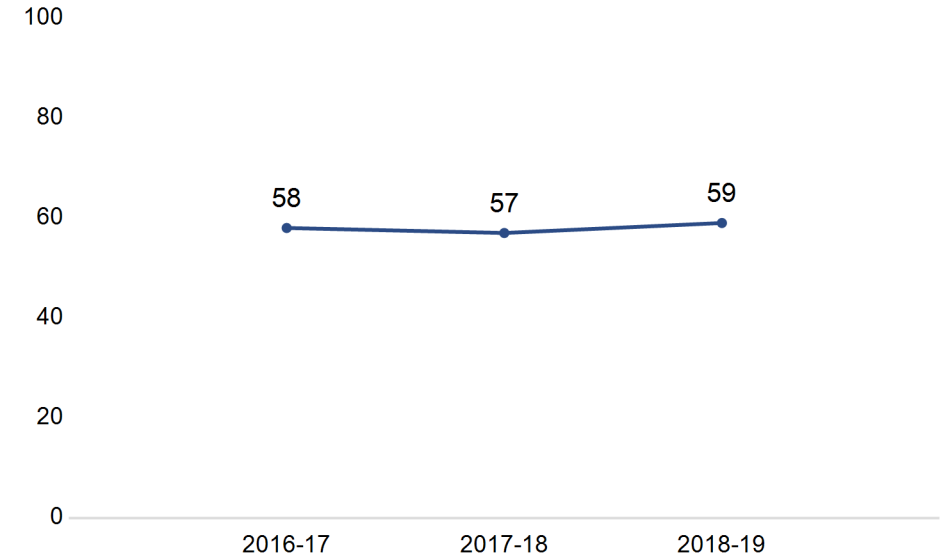
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is 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	55	53	52	58	57	59
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Clifton T. Barkalow 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	52	52	50	Met Standard	59	57	50	Met Standard
White	53	52	50	Met Standard	59	57	52	Met Standard
Hispanic	49	49	49	Met Standard	54	53.5	47	Met Standard
Black or African American	45	43	45	Met Standard	36	46	43	**
Asian, Native Hawaiian, or Pacific Islander	40.5	55	59	Met Standard	67	62.5	60	Exceeds Standard
American Indian or Alaska Native	*	21	56	**	*	64	51.5	**
Two or More Races	*	56.5	49	**	*	64.5	52	**
Female	57	56	53	N	58.5	58	50	N
Male	44	48	47	N	60	57	51	N
Economically Disadvantaged Students	56	42.5	48	Met Standard	67	60	46	Exceeds Standard
Students with Disabilities	44.5	41	43	Met Standard	55	51	45	Met Standard
English Learners	*	66.5	52	**	*	46	50	**
Homeless Students	*	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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

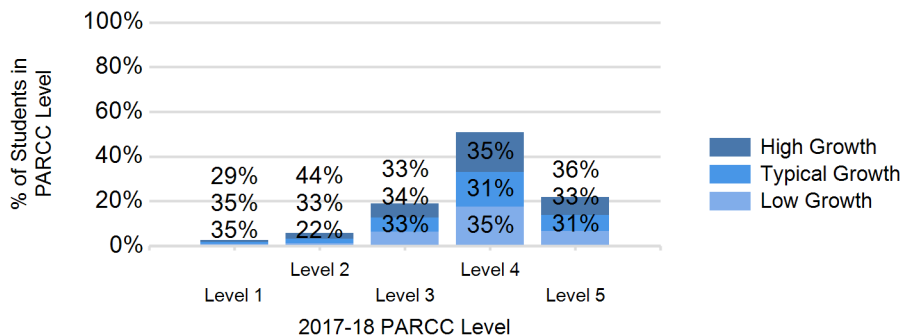
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

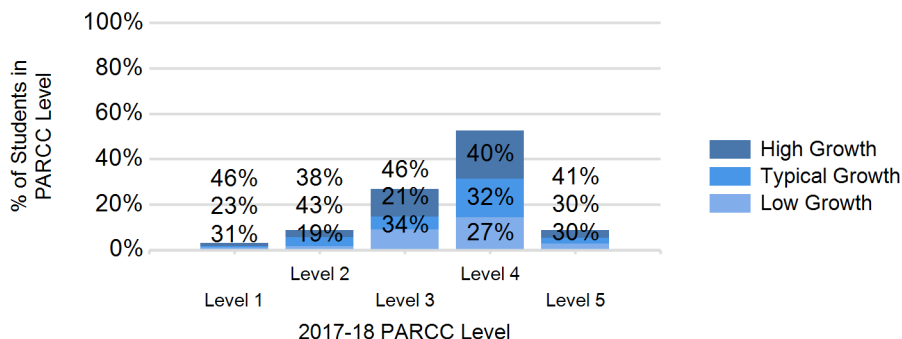
Student Growth by Performance Level

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

ELA



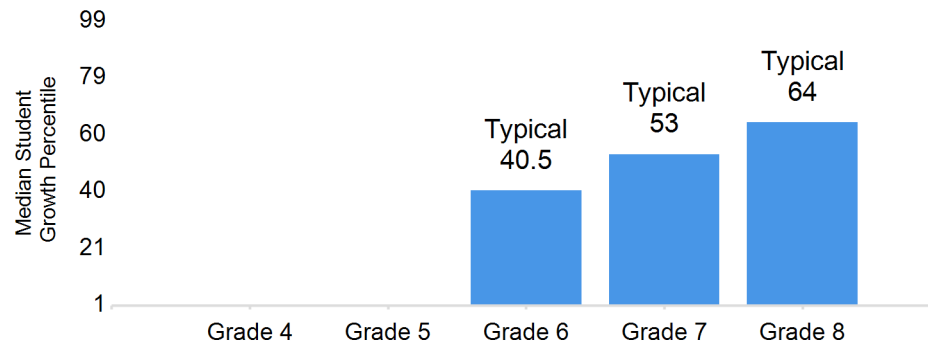
Math



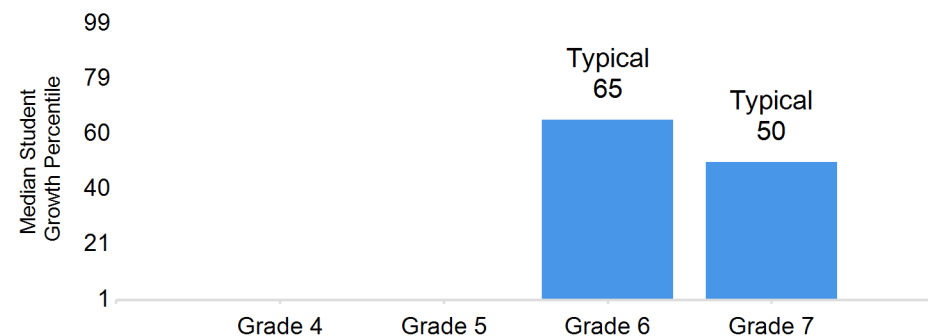
Student Growth by Grade

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

ELA



Math





Clifton T. Barkalow School
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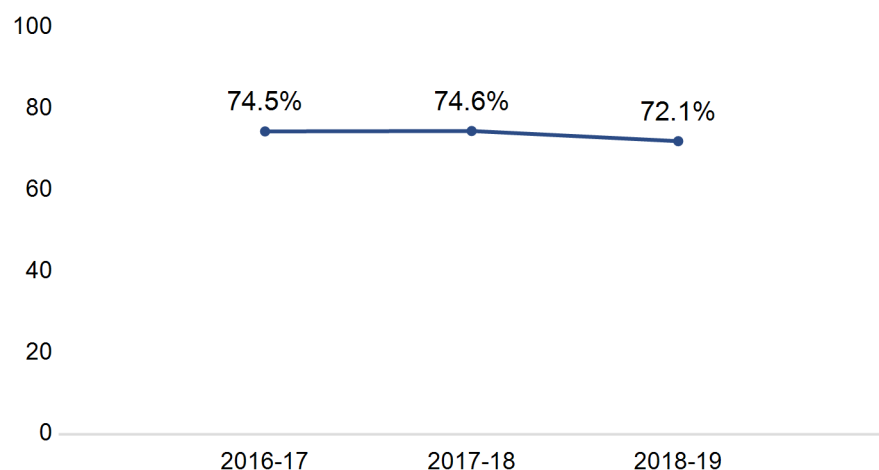
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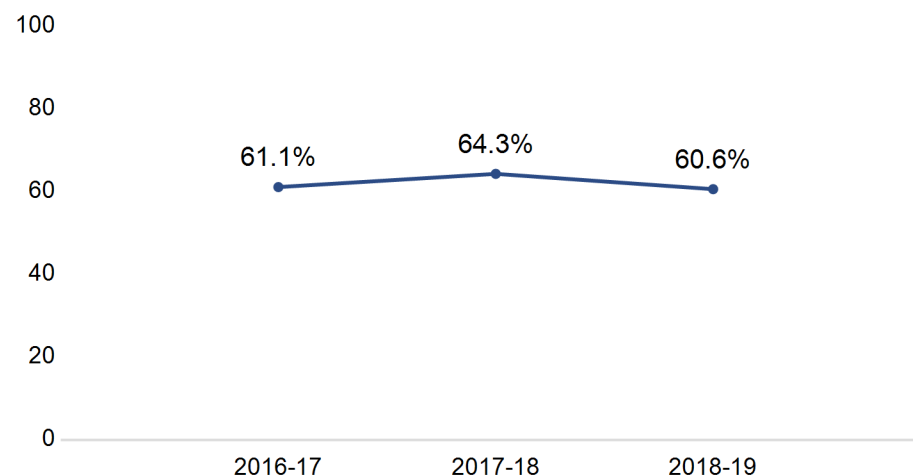
English Language Arts and Mathematics Performance Trends

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	97.1%	98.5%	99.1%	96.8%	98.7%	99.3%
Proficiency Rate for Federal Accountability	74.5%	74.6%	72.1%	61.1%	64.3%	60.6%
Annual Target	66.3%	67.0%	67.8%	55.6%	56.9%	58.2%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	648	99.1	72.1	68.7	57.9	72.1	67.8	Met Target
White	517	99.4	72.9	70.3	66.9	72.9	67.8	Met Target
Hispanic	61	100.0	52.5	50.8	43.9	52.5	57.2	Met Target†
Black or African American	21	88.5	61.9	49.0	38.5	57.0	58.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	36	100.0	94.4	84.5	82.9	94.4	80	Met Goal
American Indian or Alaska Native	*	*	*	68.4	56.0	*	**	**
Two or More Races	*	*	*	83.3	64.4	*	**	**
Female	315	98.8	80.6	76.5	64.8	80.6		
Male	333	99.4	64.0	61.5	51.3	64.0		
Economically Disadvantaged Students	63	95.6	50.8	47.7	40.0	50.8	47.1	Met Target
Non-Economically Disadvantaged Students	585	99.5	74.4	71.1	67.9	74.4		
Students with Disabilities	97	99.0	26.8	*	22.7	26.8	30.4	Met Target†
Students without Disabilities	551	99.1	80.0	*	65.1	80.0		
English Learners	12	100.0	*	25.6	29.3	*	**	**
Non-English Learners	636	99.1	*	69.4	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



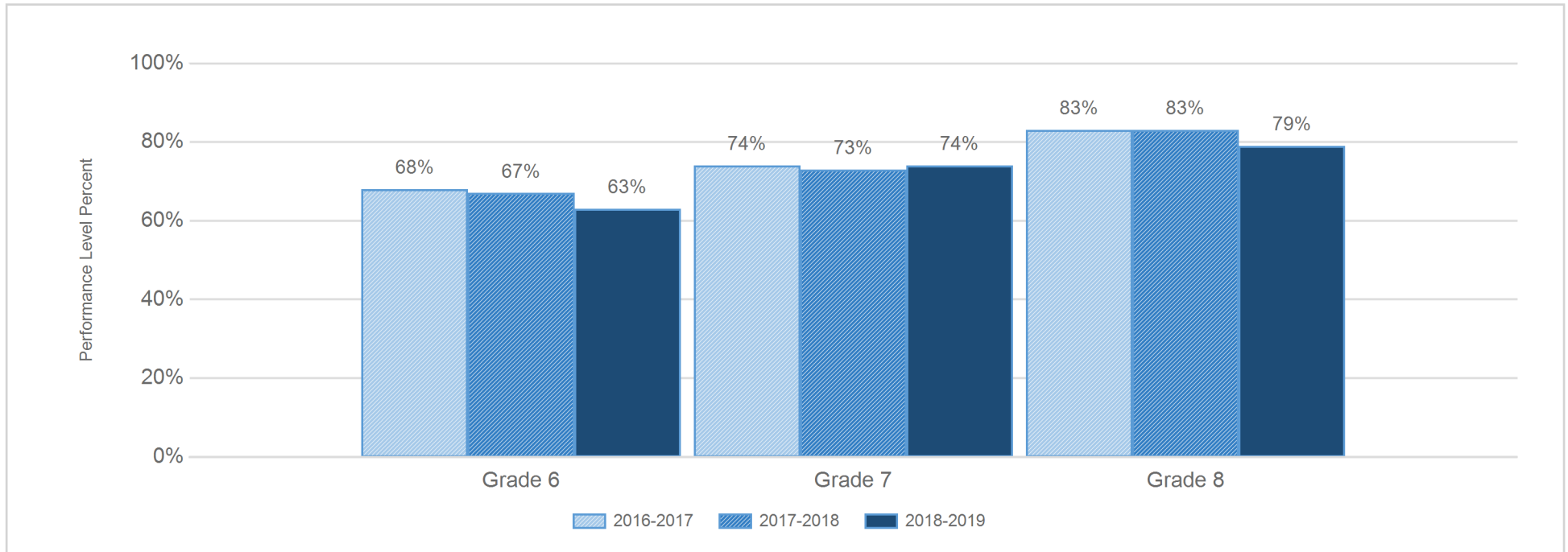
Clifton T. Barkalow School
 (25-1660-023)
 Grades Offered: 06-08
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	231	759	764	754	*	*	23%	50%	13%	63%	56%
White	173	759	765	762	*	*	28%	49%	12%	61%	65%
Hispanic	25	743	753	743	*	*	*	*	*	48%	43%
Black or African American	10	757	745	738	0%	*	0%	*	*	70%	36%
Asian, Native Hawaiian, or Pacific Islander	16	778	780	780	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	117	770	775	762	*	*	16%	*	*	79%	64%
Male	114	747	753	748	*	*	31%	*	*	47%	48%
Economically Disadvantaged Students	27	746	748	740	*	*	*	*	*	56%	39%
Non-Economically Disadvantaged Students	204	761	766	763	*	*	*	*	*	64%	67%
Students with Disabilities	32	724	726	722	*	*	38%	*	*	13%	19%
Students without Disabilities	199	765	771	761	*	*	21%	*	*	71%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	208	772	774	761	*	*	18%	36%	38%	74%	63%
White	169	774	775	769	*	*	20%	36%	39%	75%	72%
Hispanic	15	753	761	747	*	0%	*	*	*	67%	50%
Black or African American	*	*	749	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	10	782	785	790	0%	*	0%	*	*	90%	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	100	783	785	769	*	*	14%	31%	52%	83%	71%
Male	108	761	764	753	*	*	22%	41%	25%	66%	55%
Economically Disadvantaged Students	14	745	743	743	*	*	*	*	*	50%	45%
Non-Economically Disadvantaged Students	194	774	776	771	*	*	*	*	*	76%	73%
Students with Disabilities	27	722	722	720	*	*	*	*	*	26%	22%
Students without Disabilities	181	779	782	769	*	*	*	*	*	81%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	212	781	781	762	*	*	12%	39%	40%	79%	63%
White	178	785	782	770	*	*	11%	40%	43%	83%	72%
Hispanic	21	751	*	747	*	*	*	*	*	48%	49%
Black or African American	*	*	756	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	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	101	783	786	771	*	*	14%	35%	45%	79%	71%
Male	111	780	777	753	*	*	11%	43%	36%	79%	55%
Economically Disadvantaged Students	23	743	757	743	*	*	*	*	*	39%	45%
Non-Economically Disadvantaged Students	189	786	784	772	*	*	*	*	*	84%	72%
Students with Disabilities	30	738	742	721	*	*	*	*	*	37%	22%
Students without Disabilities	182	788	789	770	*	*	*	*	*	86%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	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%



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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	650	99.3	60.6	62.3	44.5	60.6	58.2	Met Target
White	518	99.6	62.2	64.9	54.1	62.2	57.9	Met Target
Hispanic	62	100.0	43.5	40.7	28.8	43.5	44.6	Met Target†
Black or African American	21	88.5	28.6	33.3	23.0	26.3	50.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	36	100.0	86.1	81.0	76.5	86.1	80	Met Goal
American Indian or Alaska Native	*	*	*	52.6	42.7	*	**	**
Two or More Races	*	*	*	63.3	53.3	*	**	**
Female	317	99.1	61.5	62.9	44.9	61.5		
Male	333	99.4	59.8	61.8	44.2	59.8		
Economically Disadvantaged Students	64	95.7	35.9	37.1	26.3	35.9	31.3	Met Target
Non-Economically Disadvantaged Students	586	99.7	63.3	65.2	54.9	63.3		
Students with Disabilities	97	99.0	17.5	24.0	17.4	17.5	26.2	Not Met
Students without Disabilities	553	99.3	68.2	69.9	50.0	68.2		
English Learners	13	100.0	15.4	17.1	25.0	15.4	**	**
Non-English Learners	637	99.2	61.5	63.1	46.5	61.5		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

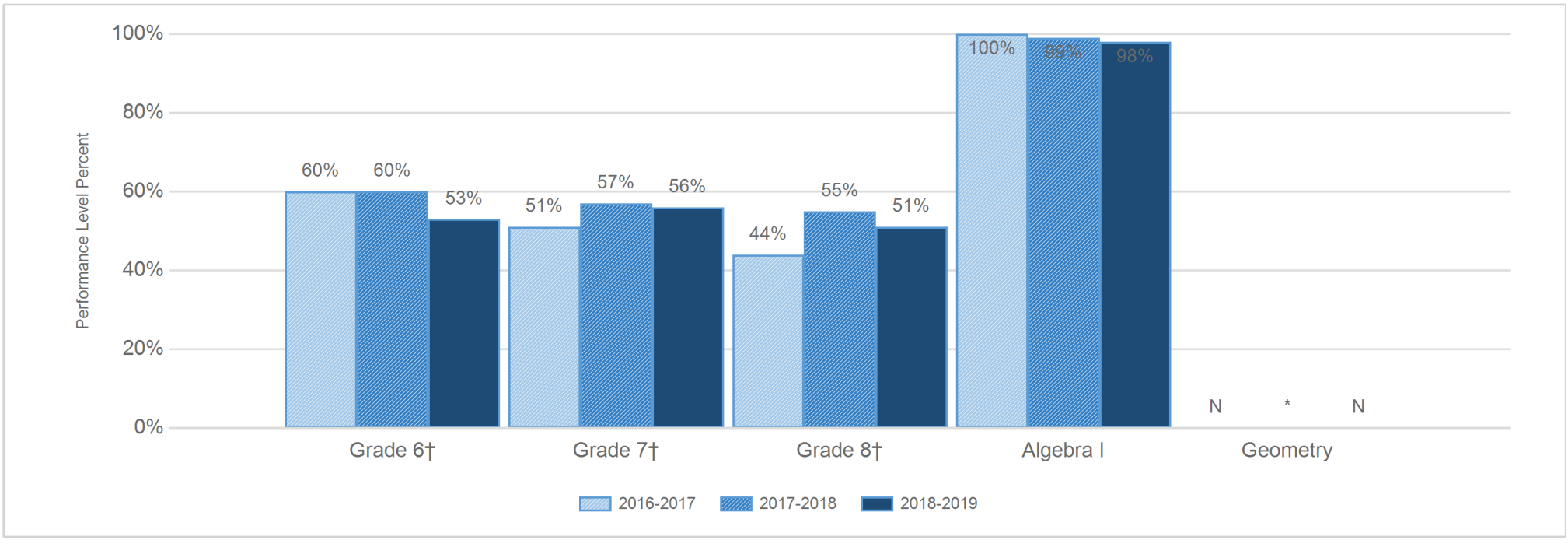


Clifton T. Barkalow School
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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	232	751	753	741	*	15%	29%	*	*	53%	41%
White	174	751	755	749	*	14%	32%	*	*	52%	51%
Hispanic	25	732	738	729	*	*	*	*	*	36%	24%
Black or African American	10	740	733	722	0%	*	*	*	*	30%	19%
Asian, Native Hawaiian, or Pacific Islander	16	783	777	769	0%	*	0%	*	*	94%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	117	755	757	742	*	*	26%	*	*	61%	42%
Male	115	746	750	740	*	*	32%	*	*	44%	40%
Economically Disadvantaged Students	27	742	740	726	*	*	*	*	*	52%	21%
Non-Economically Disadvantaged Students	205	752	755	750	*	*	*	*	*	53%	53%
Students with Disabilities	32	717	720	716	*	38%	31%	*	*	13%	12%
Students without Disabilities	200	756	759	746	*	11%	29%	*	*	59%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	209	755	757	744	*	14%	28%	*	*	56%	42%
White	169	757	757	751	*	*	31%	44%	13%	57%	53%
Hispanic	16	737	747	733	*	*	*	*	*	44%	26%
Black or African American	*	*	735	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	10	764	766	768	0%	0%	*	*	*	80%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	101	754	757	744	*	*	29%	*	*	52%	42%
Male	108	756	756	743	*	*	28%	*	*	59%	42%
Economically Disadvantaged Students	15	731	735	731	*	*	*	*	*	20%	24%
Non-Economically Disadvantaged Students	194	757	758	751	*	*	*	*	*	59%	53%
Students with Disabilities	27	721	723	718	*	48%	*	*	*	15%	13%
Students without Disabilities	182	760	762	749	*	9%	*	*	*	62%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	746	739	728	*	*	31%	51%	0%	51%	29%
White	89	748	740	737	*	*	29%	54%	0%	54%	38%
Hispanic	18	739	734	722	*	*	*	*	*	44%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	57	745	738	731	*	*	26%	51%	0%	51%	31%
Male	55	747	741	726	*	*	36%	51%	0%	51%	27%
Economically Disadvantaged Students	22	732	732	719	*	*	45%	*	*	18%	20%
Non-Economically Disadvantaged Students	90	749	740	735	*	*	28%	*	*	59%	36%
Students with Disabilities	30	734	724	707	*	*	50%	*	*	23%	10%
Students without Disabilities	82	750	745	734	*	*	24%	*	*	61%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	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%



Clifton T. Barkalow School
(25-1660-023)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	788	787	744	0%	0%	*	*	*	98%	42%
White	90	788	786	752	0%	0%	*	*	*	98%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	45	786	786	745	0%	0%	*	*	*	96%	44%
Male	56	791	789	743	0%	0%	*	*	*	100%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	12%
Students without Disabilities	101	788	*	748	0%	0%	*	*	*	98%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	101	788	787	745	0%	0%	*	*	*	98%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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

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

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



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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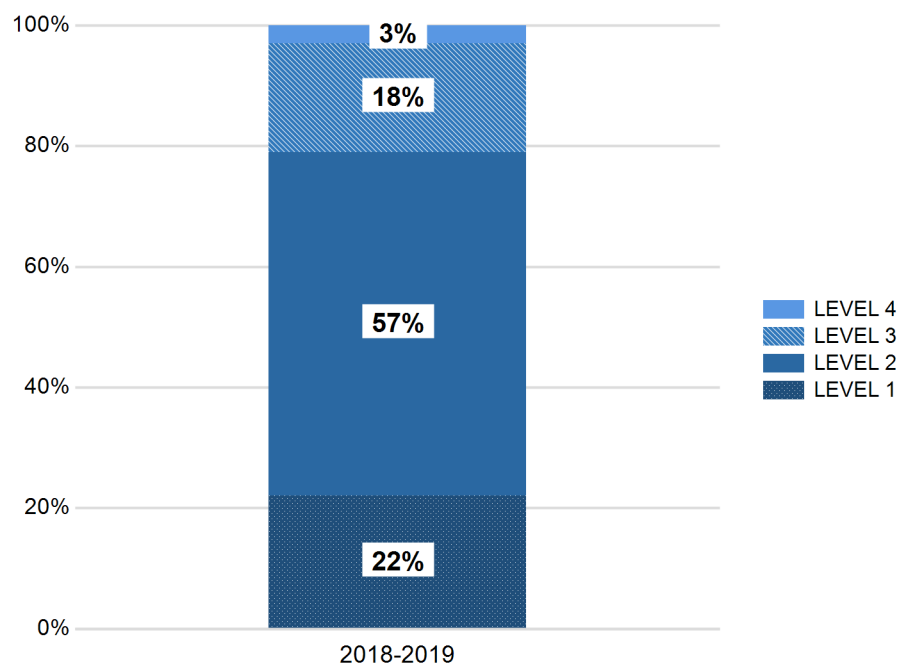
Report Key:

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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	22	57	18	3
White	18	60	18	3
Hispanic	57	33	10	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	23	61	12	4
Male	22	53	23	3
Economically Disadvantaged Students	61	35	4	0
Non-Economically Disadvantaged Students	18	59	19	4
Students with Disabilities	62	38	0	0
Students without Disabilities	16	60	20	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	238
7	0	0	212
8	104	0	120
Total	104	0	570

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	220	0	0	0	0	0	0
7	198	0	0	0	0	0	0
8	207	0	0	0	0	0	0
Total	625	0	0	0	0	0	0



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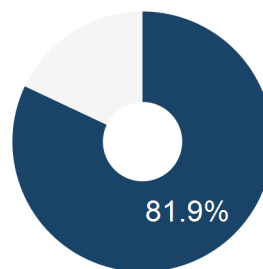
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Visual and Performing Arts – Course Participation

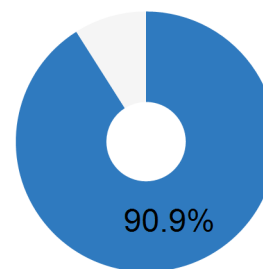
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

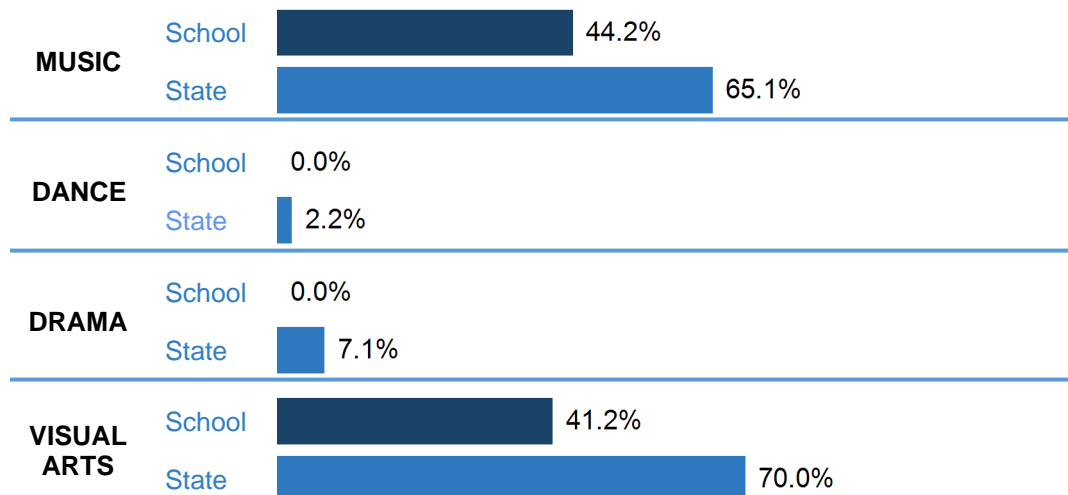


School



State

Students enrolled in one or more classes by discipline:





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

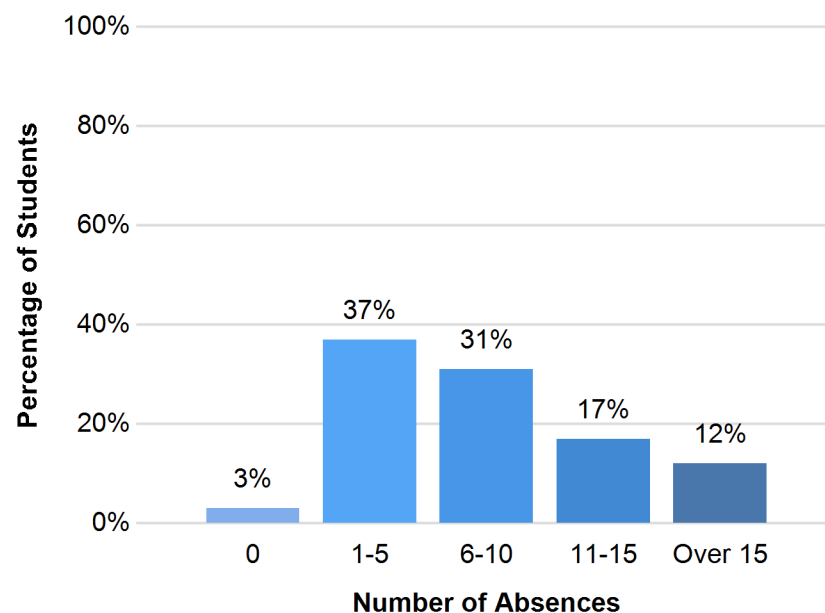
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	53	7.9	9.1	Met
White	47	8.9	9.1	Met
Hispanic	3	4.8	9.1	Met
Black or African American	1	4.0	9.1	Met
Asian, Native Hawaiian, or Pacific	1	2.7	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	29	9.0		
Male	24	6.9		
Economically Disadvantaged Students	12	15.4	9.1	Not Met
Students with Disabilities	11	11.0	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Clifton T. Barkalow School

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Grades Offered: 06-08

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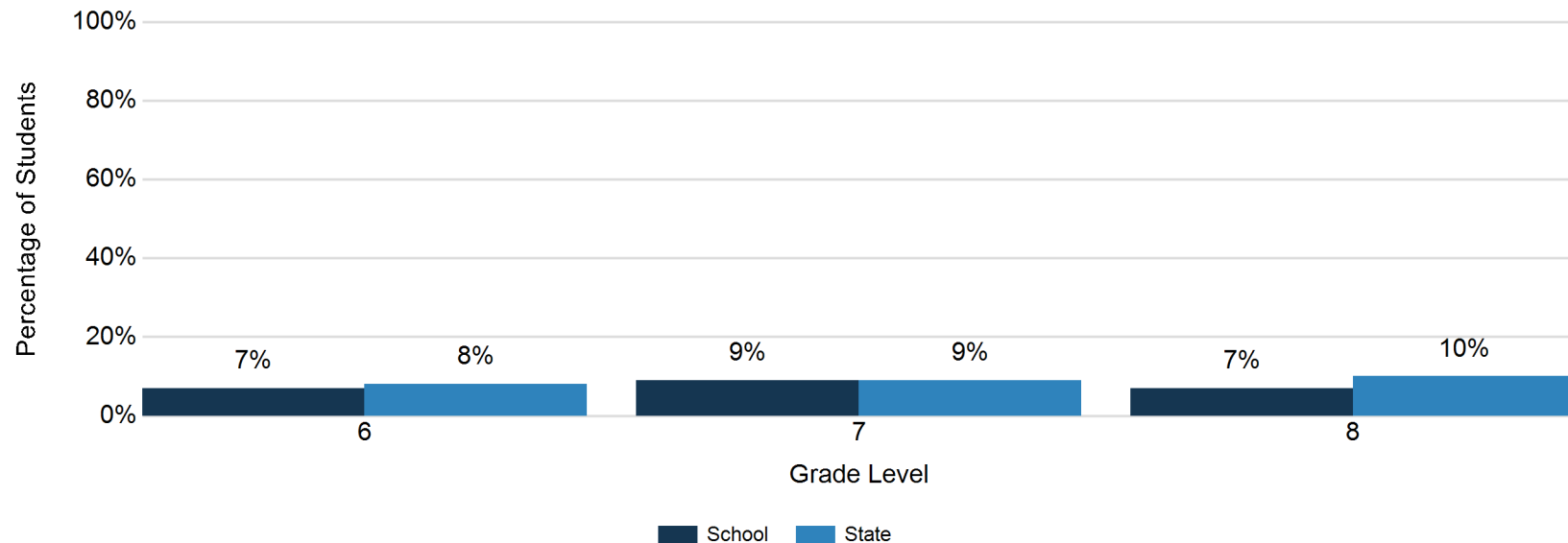
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.49

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	1	4	5
No Identified Nature	0		0

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*



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School Day

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

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 24 Mins
Shared Time - Instructional Time	6 Hrs. 24 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.0:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	63	118,214
Average years experience in public schools	13.8	12.1
Average years experience in district	12.0	10.8
Percentage of Teachers with 4 or more years experience in the district	87.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	23	9,530
Average years experience in public schools	17.8	16.0
Average years experience in district	13.0	12.0
Percentage of Administrators with 4 or more years experience in the district	95.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	223:1	163:1
Teachers to Administrators	21:1	15:1
Students to Librarians/Media Specialists		750:1
Students to Nurses		469:1
Students to Counselors		417:1
Students to Child Study Team Members		208:1



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Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.4%	82.5%	33.3%	48.4%	77.1%	54.9%
Male	51.6%	17.5%	66.7%	51.6%	22.9%	45.1%
White	79.3%	95.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	9.7%	4.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.7%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	5.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.9%	0.0%	0.0%	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%



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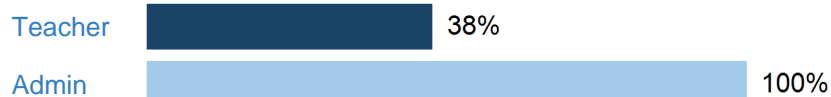
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.9%	90.5%
2017-18 Administrators: Same district 2018-19	87.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.9%



Clifton T. Barkalow School
(25-1660-023)
Grades Offered: 06-08
2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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



Clifton T. Barkalow School
(25-1660-023)
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2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



Clifton T. Barkalow School
(25-1660-023)
Grades Offered: 06-08
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	74.5%	74.6%	72.1%
Math Proficiency	61.1%	64.3%	60.6%
ELA Growth	55	53	52
Math Growth	58	57	59
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	8.4%	11.7%	7.9%

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



Clifton T. Barkalow School
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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Clifton T. Barkalow School
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School Narrative

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



Highlights:

- 8th grade students participated in the You Be The Chemist challenge. After a rigorous series of elimination rounds at the state level, one CTB student placed 3rd overall.
- Barkalow Middle School Teachers utilize a personalized learning framework to promote 21st Century Skills.



Mission, Vision, Theme:

...empowering students with skills and attitudes needed to succeed in a culturally diverse changing world



Awards, Recognition, Accomplishments:

Girls and Boys Track Barkalow Girls Track were Division Champion The district competition band won first place in the division with a superior rating, the highest possible rating you can achieve.



Clifton T. Barkalow School
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**Courses, Curriculum,
Instruction:**

The Barkalow Middle School provides balanced program in all core content areas. Our Enrichment Cluster Group Approach to identifying and teaching gifted students provides teachers with a platform to differentiate their teaching practices. Further, The Barkalow Middle School embraces the use of technology by providing a 1:1 Chromebook program, digital content, and dynamic assessment tools that measure student progress.



Clubs and Activities:

Barkalow Middle School has many after-school activities that are funded by our Parent Teacher Organization.



Clifton T. Barkalow School
(25-1660-023)
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2018-2019

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School Narrative

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Student Supports and Services:

Barkalow Middle School provides the least restrictive environment for students with special needs. Resource Rooms, and Inclusion settings provide students with instruction that is tailored to their individual needs. Our Response to Intervention Protocols provide a systematic way to identify struggling learners and provide interventions.



Parent and Community Involvement:

Barkalow Middle School has an active and generous Parent Teacher Organization that supports all school initiatives. Additionally, the Freehold Township Education Foundation is a major contributor to our district's strategic plan. PTO meetings, PTO liaison meetings, Parent-Teacher Conferences, and Back to School Night all provide opportunities for our school to engage with the community. The Parent Portal provides easy access to view student grades, school events, and attendance data. has an active and generous Parent Teacher Organization that supports all school initiatives. Additionally, the Freehold Township Education Foundation is a major contributor to our district's strategic plan. PTO meetings, PTO liaison meetings, Parent-Teacher Conferences, and Back to School Night all provide opportunities for our school to engage with the community. The Parent Portal provides easy access to view student grades, school events, and attendance data.



Dwight D. Eisenhower School
(25-1660-024)
Grades Offered: 06-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Dwight D. Eisenhower School**

(25-1660-024)

Grades Offered: 06-08

2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Freehold Township School District
Principal Name	Mrs. Lori Gambino
Address	279 BURLINGTON ROAD FREEHOLD, NJ 07728-1599
Phone Number	732-431-3910
Email Address	lgambino@freeholdtp.k12.nj.us
Website	https://dde.freeholdtp.k12.nj.us/



Dwight D. Eisenhower School
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 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
6	237	207	233
7	221	237	208
8	220	219	238
Total	678	663	679

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.8%	45.7%	47.6%
Male	51.2%	54.3%	52.4%
Economically Disadvantaged Students	9.4%	11.2%	10.9%
Students with Disabilities	16.8%	17.2%	16.8%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.6%	0.5%	0.6%
Students in Foster Care	0.0%	0.2%	0.0%
Military-Connected Students	0.0%	0.2%	0.3%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	74.2%	72.5%	73.0%
Hispanic	8.7%	10.4%	9.7%
Black or African American	4.4%	4.1%	4.3%
Asian	12.2%	12.4%	11.2%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.7%
American Indian or Alaska Native	0.1%	0.0%	0.3%
Two or More Races	0.0%	0.3%	0.7%

Enrollment by Home Language

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

Home Language	% of Students
English	91.2%
Spanish	3.1%
Russian	1.5%
Other Languages	4.3%



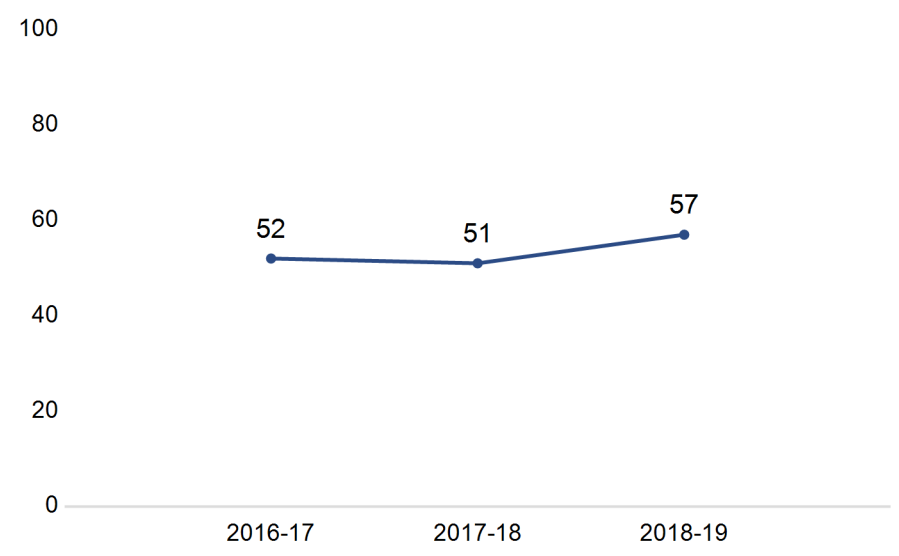
Dwight D. Eisenhower School
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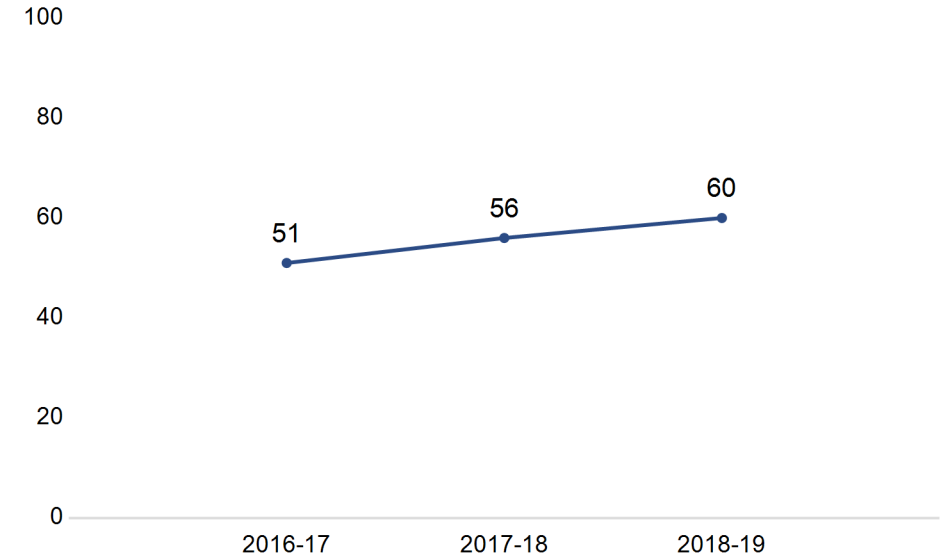
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is 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	52	51	57	51	56	60
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Dwight D. Eisenhower School

(25-1660-024)

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2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	57	52	50	Met Standard	60	57	50	Exceeds Standard
White	57.5	52	50	Met Standard	61	57	52	Exceeds Standard
Hispanic	51.5	49	49	Met Standard	55.5	53.5	47	Met Standard
Black or African American	55	43	45	Met Standard	59.5	46	43	**
Asian, Native Hawaiian, or Pacific Islander	62.5	55	59	Exceeds Standard	62.5	62.5	60	Exceeds Standard
American Indian or Alaska Native	*	21	56	**	*	64	51.5	**
Two or More Races	*	56.5	49	**	*	64.5	52	**
Female	64	56	53	N	58	58	50	N
Male	53	48	47	N	62	57	51	N
Economically Disadvantaged Students	60	42.5	48	Exceeds Standard	58.5	60	46	Met Standard
Students with Disabilities	45	41	43	Met Standard	54	51	45	Met Standard
English Learners	*	66.5	52	**	N	46	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Dwight D. Eisenhower School
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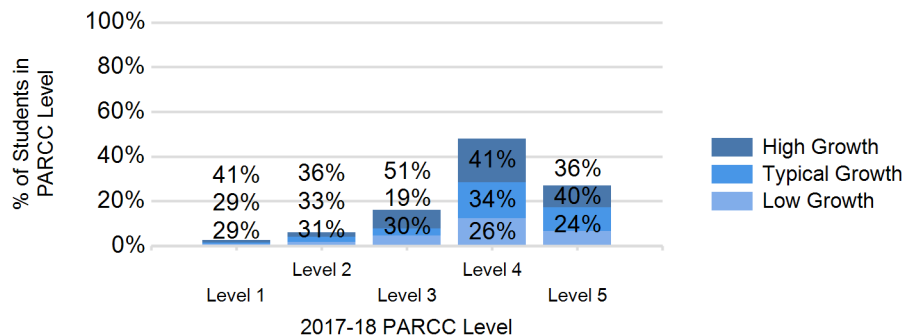
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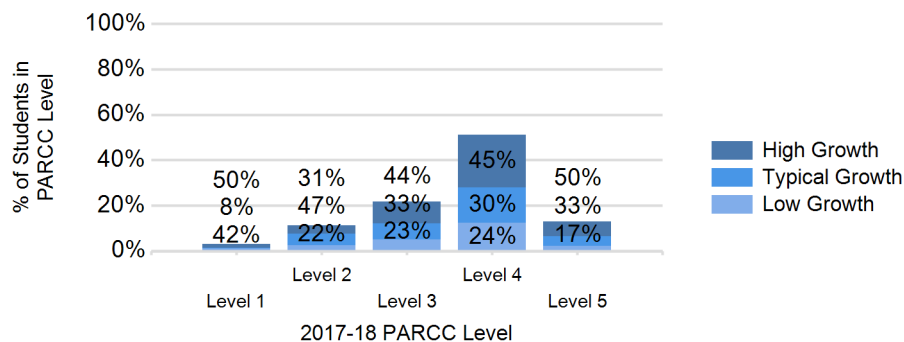
Student Growth by Performance Level

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

ELA



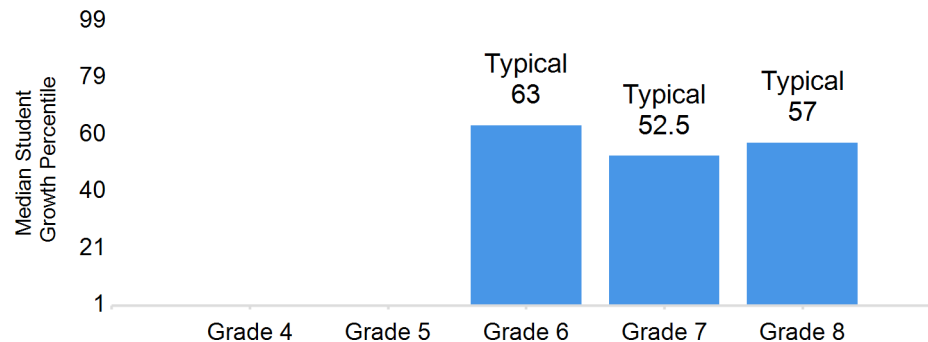
Math



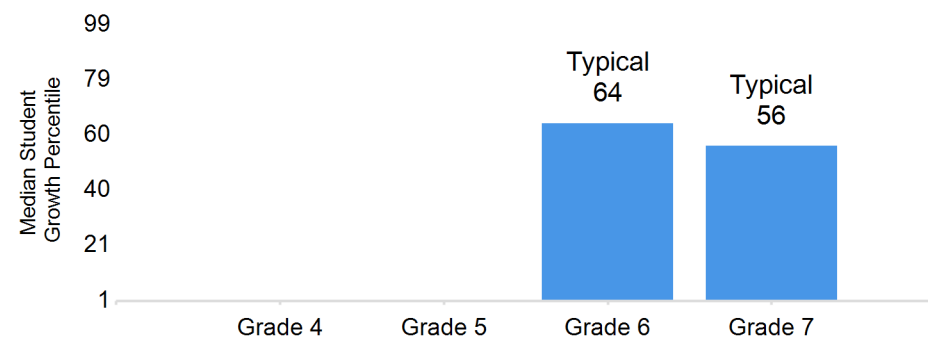
Student Growth by Grade

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

ELA



Math





Dwight D. Eisenhower School
(25-1660-024)
Grades Offered: 06-08
2018-2019

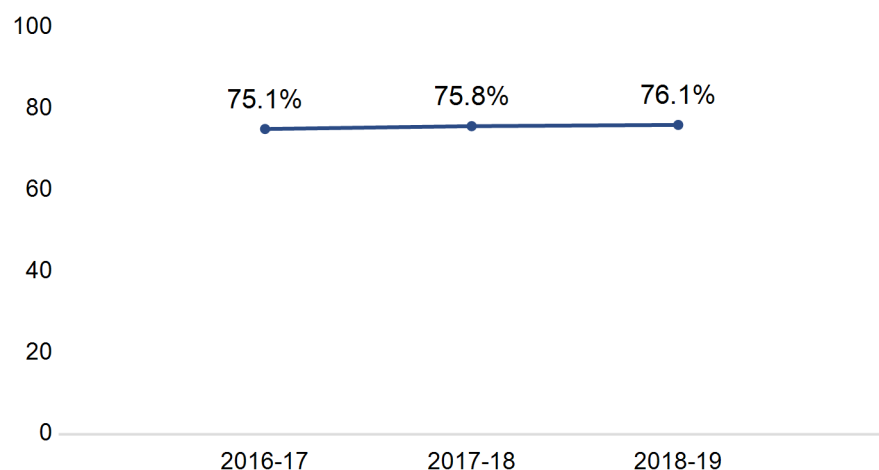
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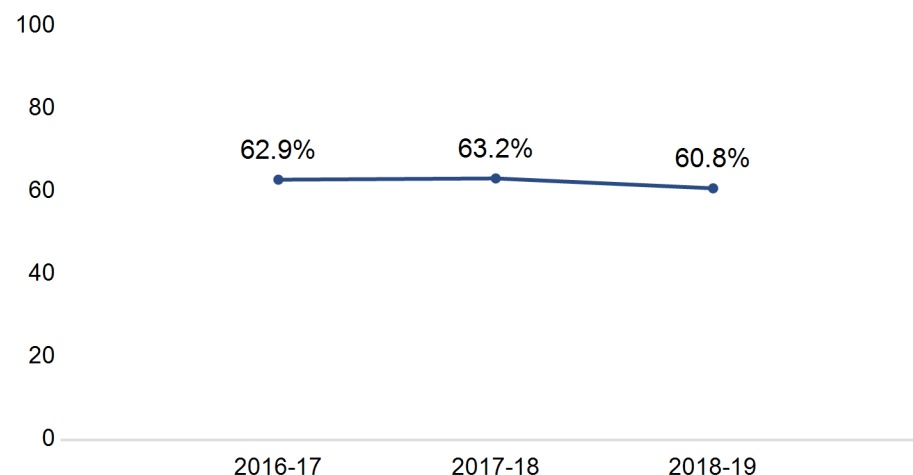
English Language Arts and Mathematics Performance Trends

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

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	96.3%	96.6%	95.2%	96.5%	96.4%	95.3%
Proficiency Rate for Federal Accountability	75.1%	75.8%	76.1%	62.9%	63.2%	60.8%
Annual Target	76.7%	76.8%	77.0%	68.7%	69.3%	69.9%
Met Annual Target?	Met Target†	Met Target†	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Dwight D. Eisenhower School
(25-1660-024)
Grades Offered: 06-08
2018-2019

Report Key:

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

English Language Arts Assessment - 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	652	95.2	76.1	68.7	57.9	76.1	77	Met Target†
White	475	95.8	76.8	70.3	66.9	76.8	78	Met Target†
Hispanic	63	92.8	68.3	50.8	43.9	66.6	55.9	Met Target
Black or African American	28	84.8	50.0	49.0	38.5	46.1	66.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	79	97.5	88.6	84.5	82.9	88.6	80	Met Goal
American Indian or Alaska Native	*	*	*	68.4	56.0	*	**	**
Two or More Races	*	*	*	83.3	64.4	*	**	**
Female	306	94.5	85.3	76.5	64.8	84.8		
Male	346	95.9	67.9	61.5	51.3	67.9		
Economically Disadvantaged Students	63	94.0	61.9	47.7	40.0	61.9	59.5	Met Target
Non-Economically Disadvantaged Students	589	95.3	77.6	71.1	67.9	77.6		
Students with Disabilities	114	92.8	26.3	*	22.7	26.1	30.6	Met Target†
Students without Disabilities	538	95.7	86.6	*	65.1	86.6		
English Learners	*	*	*	25.6	29.3	*	**	**
Non-English Learners	*	*	*	69.4	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

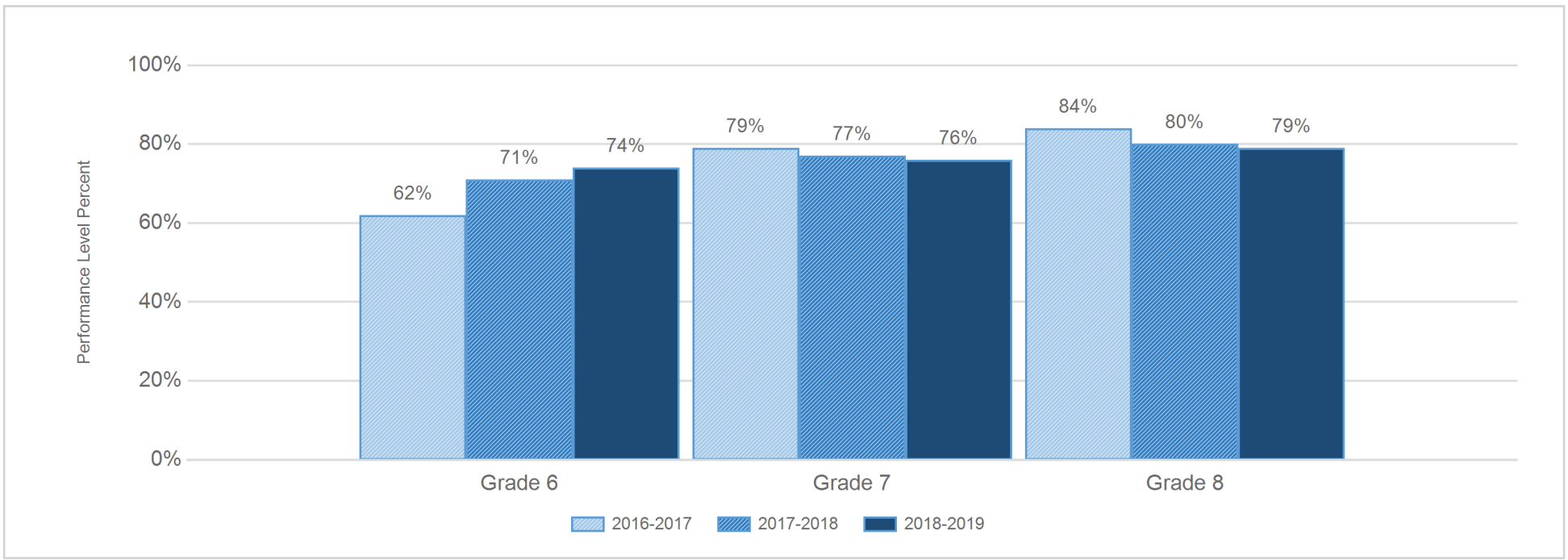


Dwight D. Eisenhower School
 (25-1660-024)
 Grades Offered: 06-08
 2018-2019

Report Key:
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English Language Arts Assessment - Performance Trends

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





Dwight D. Eisenhower School
(25-1660-024)
Grades Offered: 06-08
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	224	769	764	754	*	*	14%	46%	28%	74%	56%
White	167	771	765	762	*	*	14%	44%	31%	75%	65%
Hispanic	23	764	753	743	*	*	*	*	*	83%	43%
Black or African American	13	736	745	738	*	*	*	*	*	31%	36%
Asian, Native Hawaiian, or Pacific Islander	17	783	780	780	0%	0%	*	*	*	88%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	107	780	775	762	*	*	*	54%	36%	90%	64%
Male	117	759	753	748	*	*	*	39%	21%	60%	48%
Economically Disadvantaged Students	23	751	748	740	*	*	*	*	*	52%	39%
Non-Economically Disadvantaged Students	201	771	766	763	*	*	*	*	*	77%	67%
Students with Disabilities	39	727	726	722	*	*	38%	*	*	18%	19%
Students without Disabilities	185	778	771	761	*	*	9%	*	*	86%	64%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	224	769	*	756	*	*	14%	46%	28%	74%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Dwight D. Eisenhower School
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2018-2019

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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	198	776	774	761	*	*	14%	36%	40%	76%	63%
White	148	776	775	769	*	*	14%	37%	40%	77%	72%
Hispanic	18	767	761	747	*	*	*	*	*	61%	50%
Black or African American	*	*	749	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	24	786	785	790	0%	0%	*	*	*	83%	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	83	787	785	769	*	*	*	30%	53%	83%	71%
Male	115	768	764	753	*	*	*	40%	30%	70%	55%
Economically Disadvantaged Students	17	743	743	743	*	*	*	*	*	53%	45%
Non-Economically Disadvantaged Students	181	779	776	771	*	*	*	*	*	78%	73%
Students with Disabilities	31	722	722	720	*	*	*	*	*	16%	22%
Students without Disabilities	167	786	782	769	*	*	*	*	*	87%	71%
English Learners	N	N	*	706	N	N	N	N	N	N	12%
Non-English Learners	198	776	*	763	*	*	14%	36%	40%	76%	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Dwight D. Eisenhower School
(25-1660-024)
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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	228	781	781	762	*	*	15%	42%	37%	79%	63%
White	160	780	782	770	*	*	16%	44%	35%	79%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	49%
Black or African American	*	*	756	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	37	804	*	794	0%	0%	*	*	*	95%	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	116	788	786	771	*	*	11%	38%	46%	84%	71%
Male	112	774	777	753	*	*	20%	46%	28%	74%	55%
Economically Disadvantaged Students	23	770	757	743	*	*	*	*	*	78%	45%
Non-Economically Disadvantaged Students	205	782	784	772	*	*	*	*	*	79%	72%
Students with Disabilities	41	745	742	721	*	*	*	*	*	41%	22%
Students without Disabilities	187	789	789	770	*	*	*	*	*	87%	71%
English Learners	N	N	*	708	N	N	N	N	N	N	12%
Non-English Learners	228	781	*	764	*	*	15%	42%	37%	79%	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%



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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	653	95.3	60.8	62.3	44.5	60.8	69.9	Not Met
White	475	95.8	62.5	64.9	54.1	62.5	70.7	Not Met
Hispanic	64	94.2	40.6	40.7	28.8	40.3	54.3	Not Met
Black or African American	28	84.8	32.1	33.3	23.0	29.6	41.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	79	97.5	79.7	81.0	76.5	79.7	80	Met Target†
American Indian or Alaska Native	*	*	*	52.6	42.7	*	**	**
Two or More Races	*	*	*	63.3	53.3	*	**	**
Female	307	94.8	61.9	62.9	44.9	61.7		
Male	346	95.9	59.8	61.8	44.2	59.8		
Economically Disadvantaged Students	63	94.0	39.7	37.1	26.3	39.7	41.2	Met Target†
Non-Economically Disadvantaged Students	590	95.5	63.1	65.2	54.9	63.1		
Students with Disabilities	113	92.0	19.5	24.0	17.4	19.1	23.5	Met Target†
Students without Disabilities	540	96.1	69.4	69.9	50.0	69.4		
English Learners	*	*	*	17.1	25.0	*	**	**
Non-English Learners	*	*	*	63.1	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



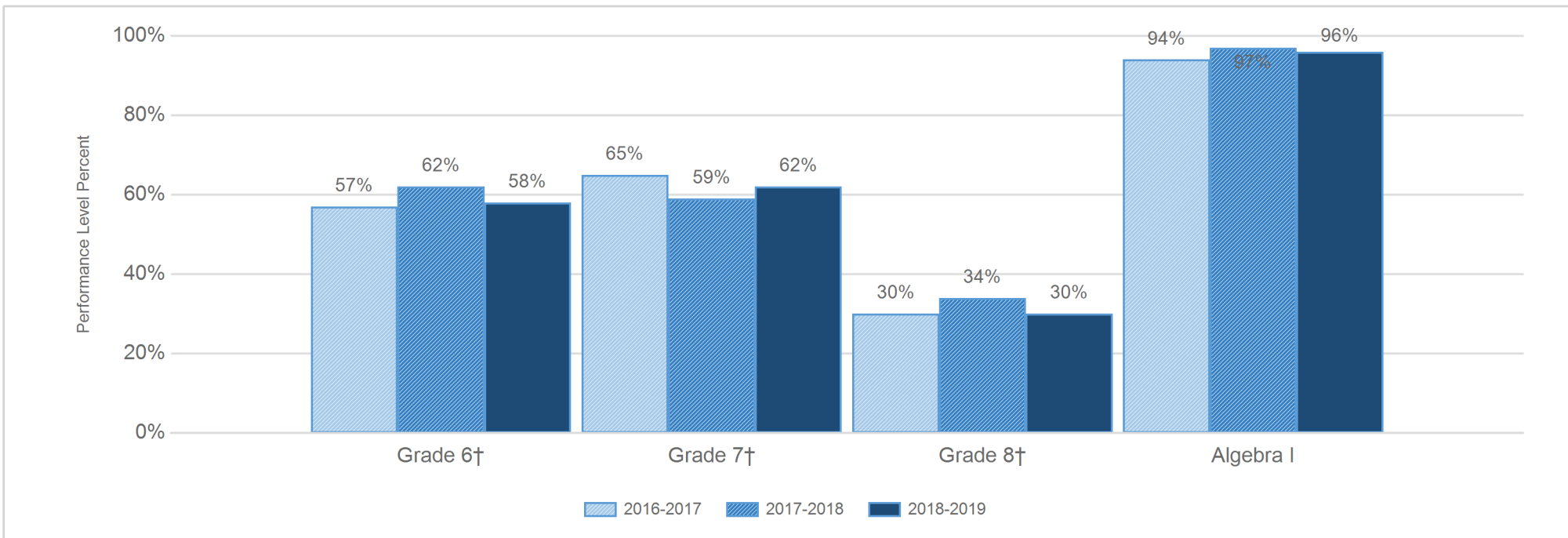
Dwight D. Eisenhower School
(25-1660-024)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment – Performance Trends

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



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



Dwight D. Eisenhower School
(25-1660-024)
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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	223	756	753	741	*	17%	22%	*	*	58%	41%
White	166	758	755	749	*	*	21%	43%	17%	61%	51%
Hispanic	23	746	738	729	0%	*	43%	*	*	35%	24%
Black or African American	13	729	733	722	*	*	*	*	*	31%	19%
Asian, Native Hawaiian, or Pacific Islander	17	771	777	769	0%	0%	*	*	*	94%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	106	758	757	742	*	*	25%	*	*	63%	42%
Male	117	754	750	740	*	*	20%	*	*	54%	40%
Economically Disadvantaged Students	23	737	740	726	*	*	*	*	*	26%	21%
Non-Economically Disadvantaged Students	200	758	755	750	*	*	*	*	*	62%	53%
Students with Disabilities	38	723	720	716	*	*	*	*	*	16%	12%
Students without Disabilities	185	763	759	746	*	*	*	*	*	67%	46%
English Learners	N	N	*	709	N	N	N	N	N	N	*
Non-English Learners	223	756	*	743	*	17%	22%	*	*	58%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Dwight D. Eisenhower School
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	198	759	757	744	*	*	24%	46%	16%	62%	42%
White	147	758	757	751	*	*	24%	49%	15%	64%	53%
Hispanic	19	755	747	733	*	*	*	*	*	42%	26%
Black or African American	*	*	735	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	24	767	766	768	0%	*	*	*	*	71%	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	83	761	757	744	*	*	27%	42%	19%	61%	42%
Male	115	757	756	743	*	*	22%	49%	14%	63%	42%
Economically Disadvantaged Students	17	739	735	731	*	*	*	*	*	35%	24%
Non-Economically Disadvantaged Students	181	761	758	751	*	*	*	*	*	65%	53%
Students with Disabilities	31	726	723	718	*	45%	*	*	*	23%	13%
Students without Disabilities	167	765	762	749	*	6%	*	*	*	69%	48%
English Learners	N	N	*	716	N	N	N	N	N	N	10%
Non-English Learners	198	759	*	745	*	*	24%	46%	16%	62%	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Dwight D. Eisenhower School
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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	732	739	728	13%	25%	32%	30%	0%	30%	29%
White	79	732	740	737	14%	27%	29%	30%	0%	30%	38%
Hispanic	19	729	734	722	*	*	*	*	*	32%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	59	731	738	731	*	*	34%	27%	0%	27%	31%
Male	55	734	741	726	*	*	31%	33%	0%	33%	27%
Economically Disadvantaged Students	15	733	732	719	*	*	*	*	*	33%	20%
Non-Economically Disadvantaged Students	99	732	740	735	*	*	*	*	*	29%	36%
Students with Disabilities	36	716	724	707	*	*	*	*	*	14%	10%
Students without Disabilities	78	740	745	734	*	*	*	*	*	37%	35%
English Learners	N	N	*	706	N	N	N	N	N	N	10%
Non-English Learners	114	732	*	730	13%	25%	32%	30%	0%	30%	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%



Dwight D. Eisenhower School
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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	786	787	744	0%	0%	*	*	*	96%	42%
White	83	784	786	752	0%	0%	*	*	*	95%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	27	796	*	775	0%	0%	*	*	*	96%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	59	786	786	745	0%	0%	*	*	*	97%	44%
Male	57	787	789	743	0%	0%	*	*	*	95%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	116	786	787	745	0%	0%	*	*	*	96%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	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%



Dwight D. Eisenhower School

(25-1660-024)

Grades Offered: 06-08

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
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



Dwight D. Eisenhower School

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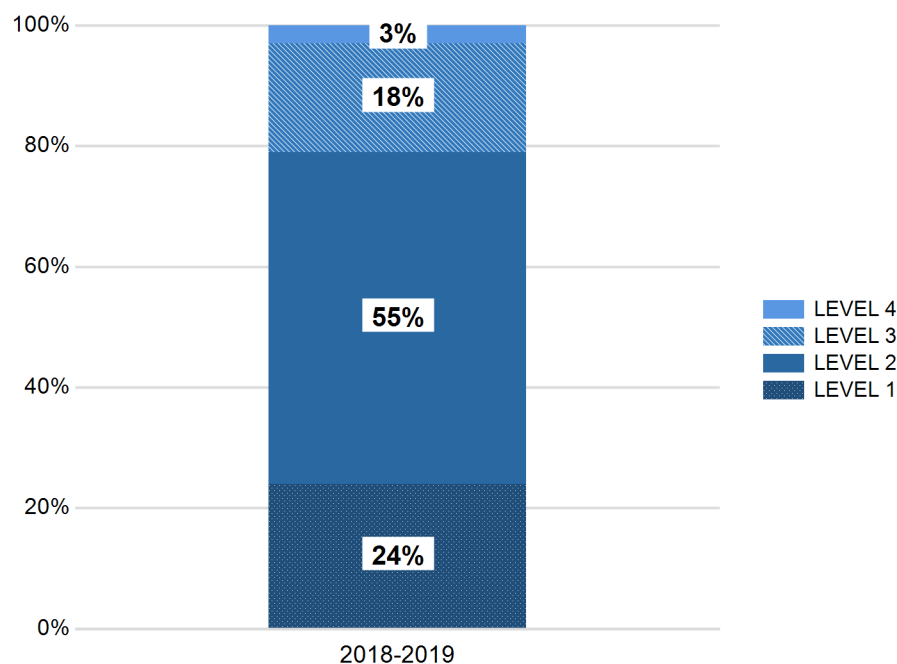
N No Data is available to display

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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	24	55	18	3
White	24	57	17	2
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	11	46	32	11
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	23	61	16	0
Male	25	49	20	6
Economically Disadvantaged Students	29	58	13	0
Non-Economically Disadvantaged Students	23	55	18	3
Students with Disabilities	49	46	2	2
Students without Disabilities	19	57	21	3
English Learners	N	N	N	N
Non-English Learners	24	55	18	3
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Dwight D. Eisenhower School

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	239
7	0	0	214
8	116	0	124
Total	116	0	577

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	114	0	0	0	0	0	0
7	100	0	0	0	0	0	0
8	112	0	0	0	0	0	0
Total	326	0	0	0	0	0	0



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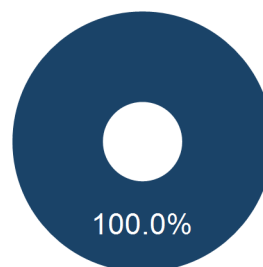
† This indicates a table specific note, see note below table

Visual and Performing Arts – Course Participation

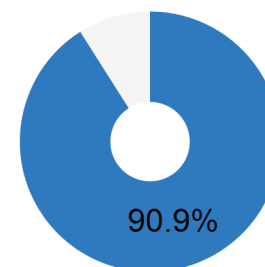
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

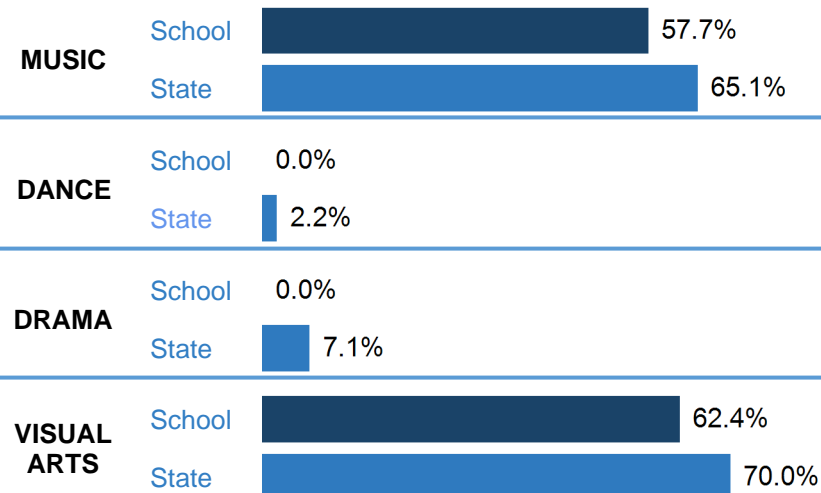


School



State

Students enrolled in one or more classes by discipline:





Dwight D. Eisenhower School

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

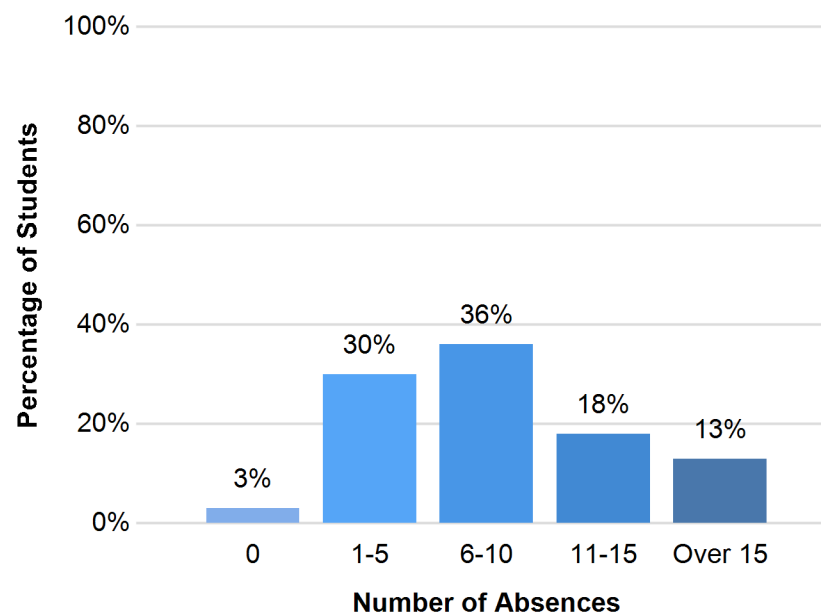
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	60	8.7	9.1	Met
White	46	9.2	9.1	Not Met
Hispanic	7	10.3	9.1	Not Met
Black or African American	4	12.9	9.1	Not Met
Asian, Native Hawaiian, or Pacific	3	3.7	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	25	7.7		
Male	35	9.7		
Economically Disadvantaged Students	14	18.2	9.1	Not Met
Students with Disabilities	16	13.4	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





Dwight D. Eisenhower School

(25-1660-024)

Grades Offered: 06-08

2018-2019

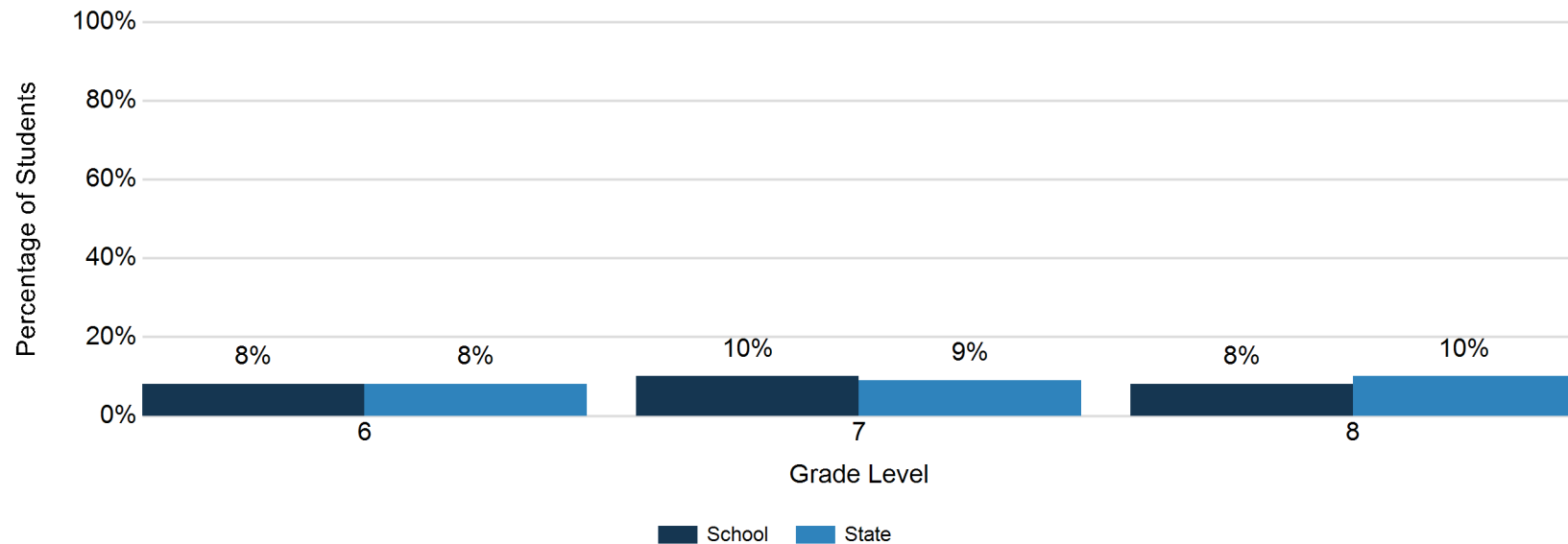
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Chronic Absenteeism by Grade

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





Dwight D. Eisenhower School

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	2.50

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	13	1.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
12



Dwight D. Eisenhower 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	7:30 AM
Typical End Time	2:16 PM
Length of School Day	6 Hrs 46 Mins
Full Time - Instructional Time	6 Hrs 24 Mins
Shared Time - Instructional Time	6 Hrs. 24 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



Dwight D. Eisenhower School

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	59	118,214
Average years experience in public schools	12.3	12.1
Average years experience in district	11.1	10.8
Percentage of Teachers with 4 or more years experience in the district	84.7%	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	23	9,530
Average years experience in public schools	17.8	16.0
Average years experience in district	13.0	12.0
Percentage of Administrators with 4 or more years experience in the district	95.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	340:1	163:1
Teachers to Administrators	30:1	15:1
Students to Librarians/Media Specialists		750:1
Students to Nurses		469:1
Students to Counselors		417:1
Students to Child Study Team Members		208:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.6%	81.4%	100.0%	48.4%	77.1%	54.9%
Male	52.4%	18.6%	0.0%	51.6%	22.9%	45.1%
White	73.0%	94.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	9.7%	3.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.3%	1.7%	0.0%	15.0%	6.6%	13.9%
Asian	11.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.7%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.7%	0.0%	0.0%	2.1%	0.2%	0.2%



Dwight D. Eisenhower School
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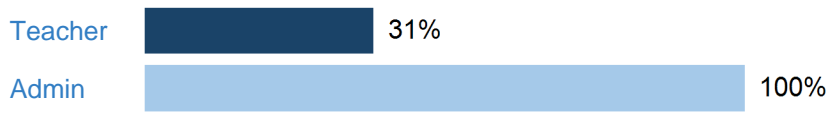
Teachers and Administrators - Level of Education

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

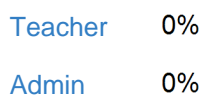
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.9%	90.5%
2017-18 Administrators: Same district 2018-19	87.0%	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%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	75.1%	75.8%	76.1%
Math Proficiency	62.9%	63.2%	60.8%
ELA Growth	52	51	57
Math Growth	51	56	60
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	7.9%	10.7%	8.7%

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



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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](#).

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.



Dwight D. Eisenhower School

(25-1660-024)

Grades Offered: 06-08

2018-2019

Report Key:

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Dwight D. Eisenhower School

(25-1660-024)

Grades Offered: 06-08

2018-2019

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School Narrative

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



Highlights:

- Eisenhower successfully completed our fourteenth year of the Positive Behavioral Supports in Schools initiative.
- We have a state of the art STEAM Center which was redesigned in 2017; each student also benefits from 1:1 Chromebook technology.
- Co-curricular programs include Academic Team, Band, Chorus, Drama Club, Gardening Club, Robotics Club, Student Council, and History Club.



Mission, Vision, Theme:

The mission statement of the Eisenhower Middle School is to encourage children to reach their unique potential and to empower them to become lifelong learners.



Awards, Recognition, Accomplishments:

Our students are recognized in writing competitions and Student Voices. In addition, our students participate in the National Geography Bee and various Academic Team competitions. Our music courses were featured on New Jersey Classroom Closeup. Our band participates in Music in the Parks. Eisenhower Middle School was also one of five schools in Monmouth and Ocean County combined to net donations of 5,000 pounds of food to the food bank.

**Early Childhood Learning Center**

(25-1660-070)

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:



Early Childhood Learning Center

(25-1660-070)

Grades Offered: PK-PK

2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Freehold Township School District
Principal Name	Mrs. Rebecca Montgomery
Address	610 STILLWELLS CORNER ROAD FREEHOLD, NJ 07728
Phone Number	732-866-6858
Email Address	rwinters@freeholdtp.k12.nj.us
Website	https://eclc.freeholdtp.k12.nj.us/
Facebook	https://www.facebook.com/freeholdtownshipschools/
Twitter	https://twitter.com/@eclcprincipal



Early Childhood Learning Center

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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	104	119	99
Total	104	119	99

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%	39.5%	40.4%
Male	58.7%	60.5%	59.6%
Economically Disadvantaged Students	34.6%	29.4%	34.3%
Students with Disabilities	39.4%	40.3%	45.5%
English Learners	8.7%	8.4%	6.1%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	1.9%	3.4%	2.0%
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	58.7%	63.9%	63.6%
Hispanic	27.9%	21.0%	26.3%
Black or African American	2.9%	3.4%	2.0%
Asian	9.6%	7.6%	1.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	1.0%
American Indian or Alaska Native	1.0%	0.8%	1.0%
Two or More Races	0.0%	3.4%	5.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	89	102	0
PK - Full Day	15	17	99

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	74.7%
Spanish	21.2%
Greek, Modern (1453-)	1.0%
Arabic	1.0%
Gujarati	1.0%
Other Languages	1.0%



Early Childhood Learning Center

(25-1660-070)

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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.

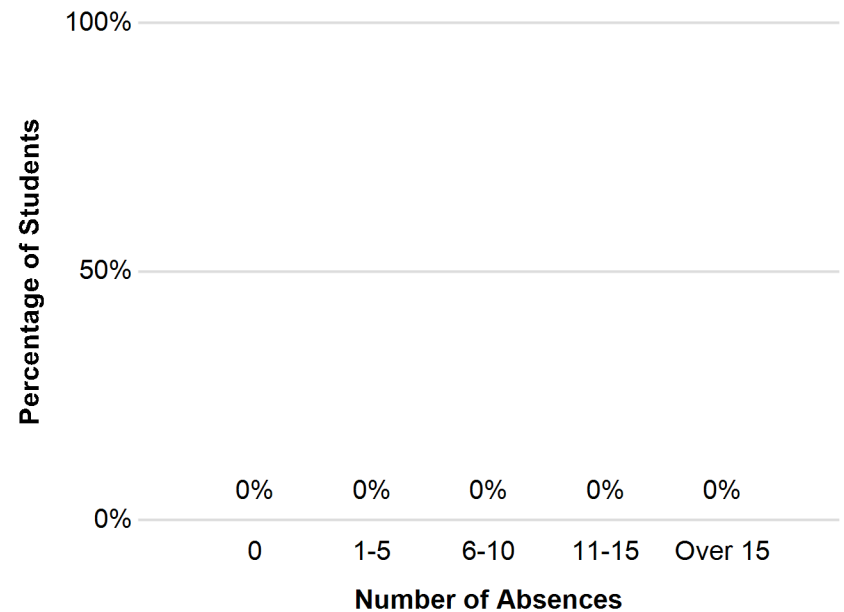
Chronic Absenteeism

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	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.





Early Childhood Learning Center

(25-1660-070)

Grades Offered: PK-PK

2018-2019

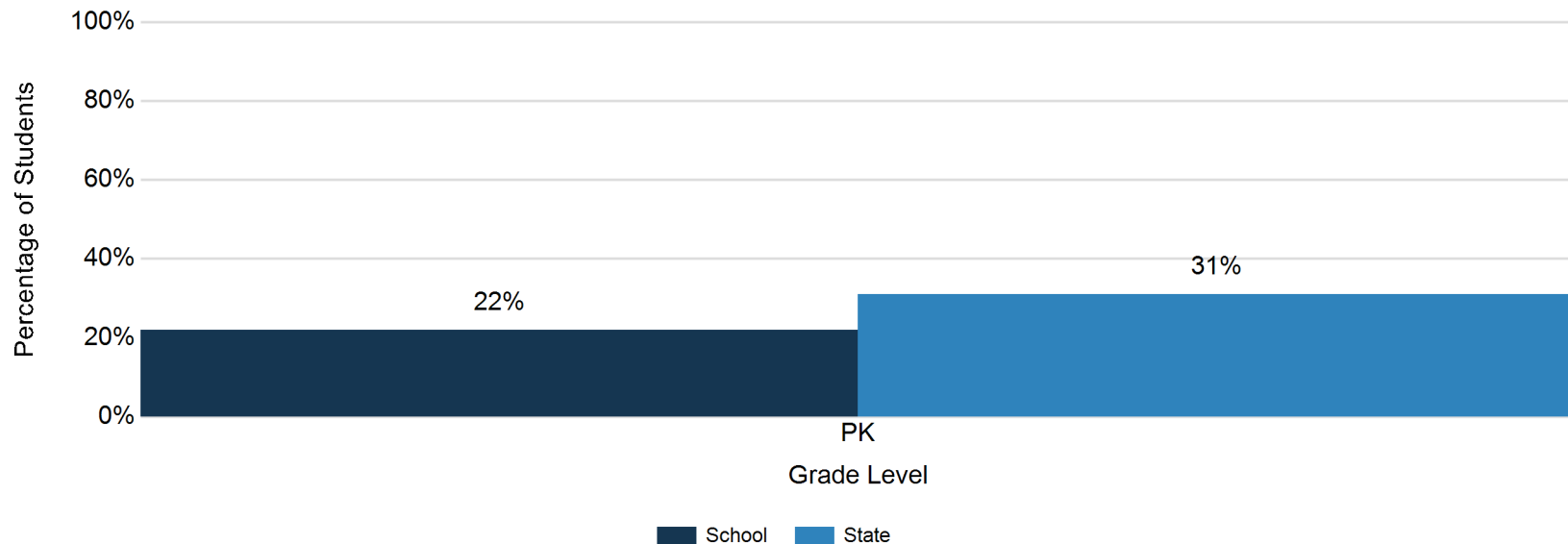
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Chronic Absenteeism by Grade

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





Early Childhood Learning Center

(25-1660-070)

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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	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



Early Childhood Learning Center

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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	3:25 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 10 Mins
Shared Time - Instructional Time	6 Hrs. 10 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 the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	8	118,214
Average years experience in public schools	9.3	12.1
Average years experience in district	7.8	10.8
Percentage of Teachers with 4 or more years experience in the district	75.0%	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	23	9,530
Average years experience in public schools	17.8	16.0
Average years experience in district	13.0	12.0
Percentage of Administrators with 4 or more years experience in the district	95.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	N	163:1
Teachers to Administrators	N	15:1
Students to Librarians/Media Specialists		750:1
Students to Nurses		469:1
Students to Counselors		417:1
Students to Child Study Team Members		208:1



Early Childhood Learning Center

(25-1660-070)

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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	40.4%	87.5%	N	48.4%	77.1%	54.9%
Male	59.6%	12.5%	N	51.6%	22.9%	45.1%
White	63.6%	100.0%	N	42.4%	83.6%	77.4%
Hispanic	26.3%	0.0%	N	29.9%	7.3%	7.2%
Black or African American	2.0%	0.0%	N	15.0%	6.6%	13.9%
Asian	1.0%	0.0%	N	10.2%	2.0%	1.1%
American Indian or Alaska Native	1.0%	0.0%	N	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.0%	0.0%	N	0.2%	0.1%	0.1%
Two or More Races	5.1%	0.0%	N	2.1%	0.2%	0.2%



Early Childhood Learning Center
(25-1660-070)
Grades Offered: PK-PK
2018-2019

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Key terms for staff data:

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Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.9%	90.5%
2017-18 Administrators: Same district 2018-19	87.0%	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	65.5%



Early Childhood Learning Center

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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.



Early Childhood Learning Center

(25-1660-070)

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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:

- Creative Curriculum for Preschool
- My teaching strategies digital tools are used for planning, data collection, assessment, and reporting.
- Access to technology includes, iPads, chromebooks, and STEAM center materials.



Mission, Vision, Theme:

The mission of the ECLC is reflected in the district mission statement, "All students will be leaders of their own learning who are actively engaged and curious members of a global society".



Early Childhood Learning Center

(25-1660-070)

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Before and After School Programs:

The YMCA operates a before and after school care program for preschool students.



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Student Supports and Services:

Students with disabilities are identified upon enrollment in the program and IEPs are developed for those students to meet their needs throughout the school day and across all school settings. The school maintains a full time child study team that serve as a support to students, teachers, and families.



Parent and Community Involvement:

The ECLC maintains an active and engaged PTO. Parent volunteers organize and facilitate a variety of fundraising and community based events that engage all families. Trunk or Treat, family game and movie nights, and the winter dance party are all highlights of the community events calendar at ECLC.



Early Childhood Learning Center

(25-1660-070)

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2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Administrators, Teachers BoQ completed annually by staff to identify areas of success and need related to school climate and culture.</p>
 <p>Facilities:</p>	<p>The ECLC building was one of the original elementary schools in the Freehold Township school district. In 2003 the school building was renovated to accommodate all of the district's preschool programs. The facility includes large and bright classrooms, an expansive outdoor play space, therapy suites for occupation, physical and speech therapy, a full size gymnasium, and an innovative STEAM center.</p>
 <p>School Safety:</p>	<p>The ECLC maintains a school safety team per New Jersey regulation. The team meets twice annually to review school climate and culture surveys, plan for identified needs, and collaborate for continuous improvement in the areas of school climate, culture, and safety.</p>



Early Childhood Learning Center

(25-1660-070)

Grades Offered: PK-PK



2018-2019

Report Key:

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School Narrative

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

 <p>Technology and STEM:</p>	<p>Students receive weekly enrichment instruction with a district STEAM teacher. The teachers provide instruction in the ECLC STEAM Center where students can explore and play with legos, coding robots, Osmo kits, and various other STEAM related materials appropriate for preschool learners. Additionally, the STEAM center houses a school library collection where students can borrow books to take home and read with their families.</p>
 <p>Early Childhood Education:</p>	<p>Integrated and self-contained preschool programs available based on student need.</p>



Joseph J Catena School
(25-1660-020)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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



Joseph J Catena School
(25-1660-020)
Grades Offered: KG-05
2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Freehold Township School District
Principal Name	Ms. Traci Shaw
Address	275 BURLINGTON ROAD FREEHOLD, NJ 07728-1598
Phone Number	732-431-4430
Email Address	tshaw@freeholdtwp.k12.nj.us
Website	https://jjc.freeholdtwp.k12.nj.us/
Twitter	https://twitter.com/catenacolts



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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	75	71	85
1	77	73	77
2	70	80	76
3	94	65	80
4	96	97	66
5	79	96	101
Total	491	482	485

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	44.8%	46.5%	46.6%
Male	55.2%	53.5%	53.4%
Economically Disadvantaged Students	13.8%	13.5%	10.7%
Students with Disabilities	13.2%	12.4%	12.2%
English Learners	0.2%	0.2%	1.0%
Homeless Students	0.2%	0.4%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	74.7%	76.3%	74.8%
Hispanic	8.6%	9.8%	8.2%
Black or African American	5.9%	5.0%	5.4%
Asian	9.0%	6.6%	9.1%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.0%
American Indian or Alaska Native	0.2%	0.4%	0.2%
Two or More Races	1.4%	1.7%	2.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	75	71	85

Enrollment by Home Language

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

Home Language	% of Students
English	87.0%
Spanish	4.3%
Chinese	1.9%
Russian	1.9%
Polish	1.0%
Other Languages	3.9%

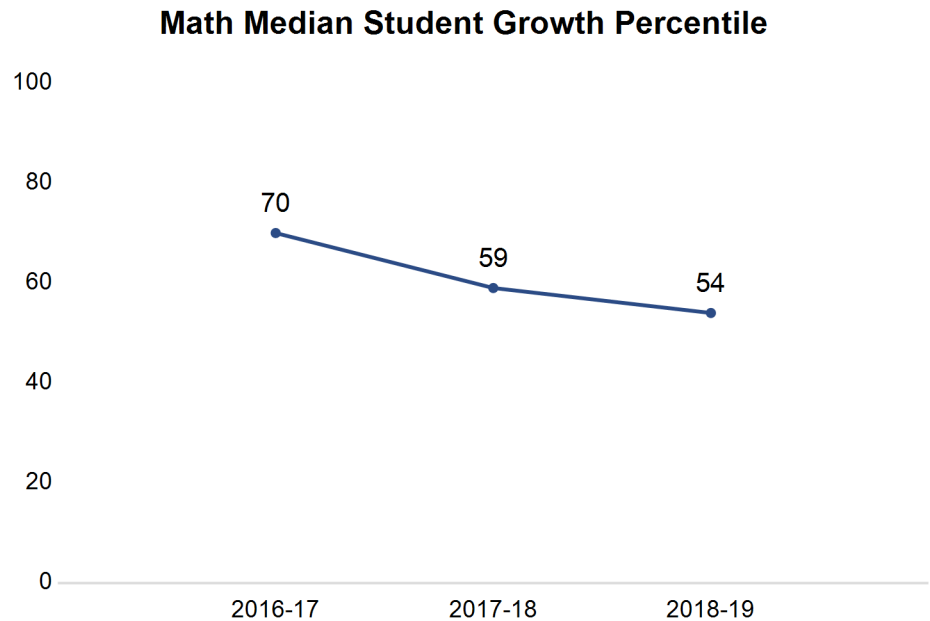
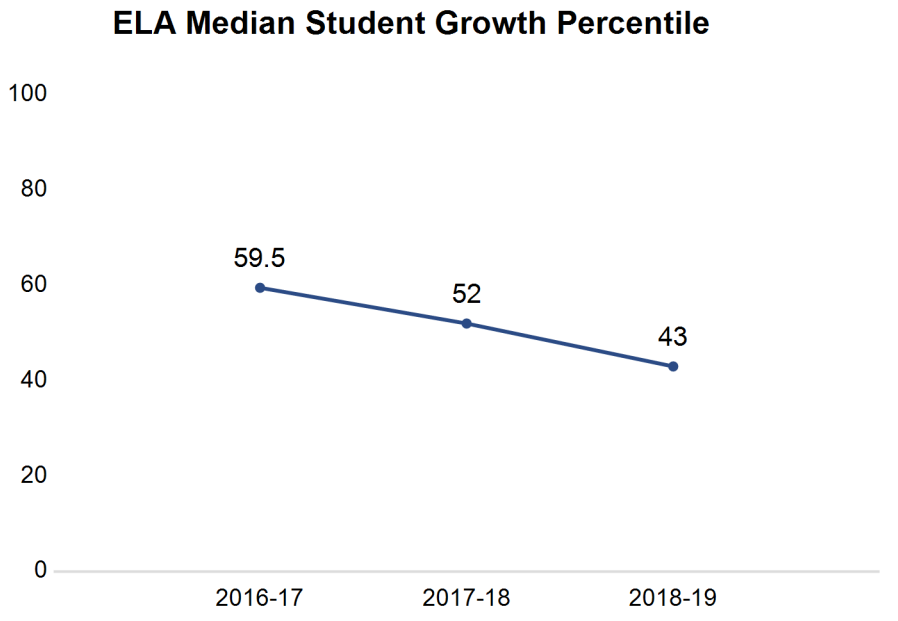


Joseph J Catena School
 (25-1660-020)
 Grades Offered: KG-05
 2018-2019

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Student Growth Trends and Progress

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	59.5	52	43	70	59	54
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	43	52	50	Met Standard	54	57	50	Met Standard
White	45	52	50	Met Standard	54	57	52	Met Standard
Hispanic	33	49	49	**	40	53.5	47	**
Black or African American	39	43	45	**	27	46	43	**
Asian, Native Hawaiian, or Pacific Islander	41.5	55	59	**	63	62.5	60	**
American Indian or Alaska Native	*	21	56	**	*	64	51.5	**
Two or More Races	*	56.5	49	**	*	64.5	52	**
Female	43	56	53	N	60	58	50	N
Male	42.5	48	47	N	52	57	51	N
Economically Disadvantaged Students	26.5	42.5	48	Not Met	58.5	60	46	Met Standard
Students with Disabilities	32.5	41	43	Not Met	51	51	45	Met Standard
English Learners	*	66.5	52	**	*	46	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Joseph J Catena School
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 2018-2019

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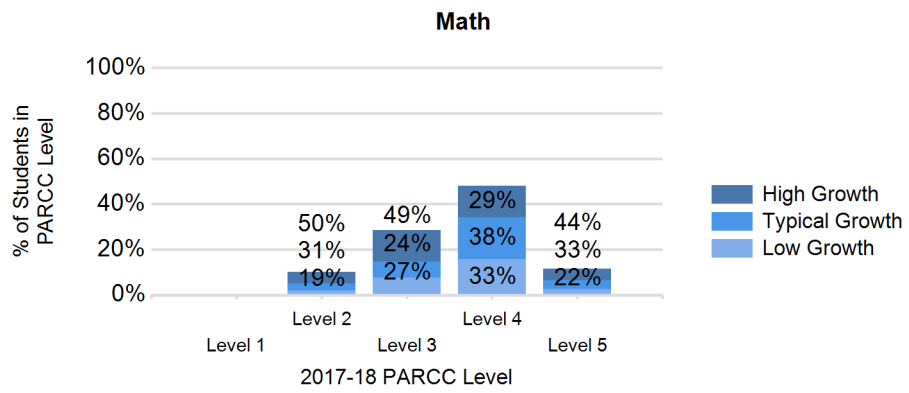
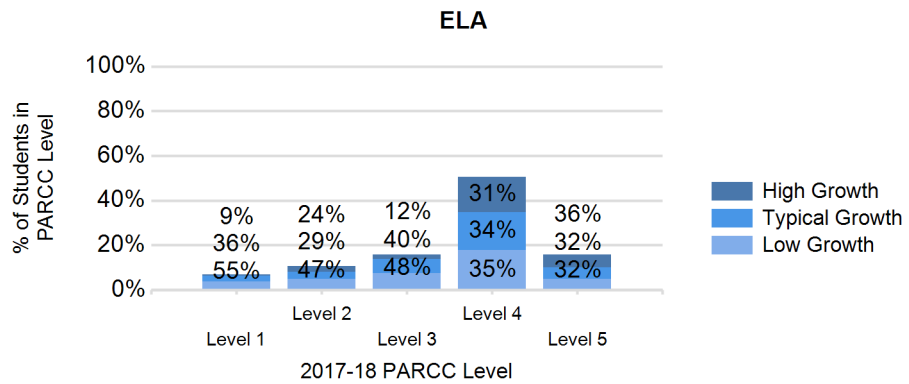
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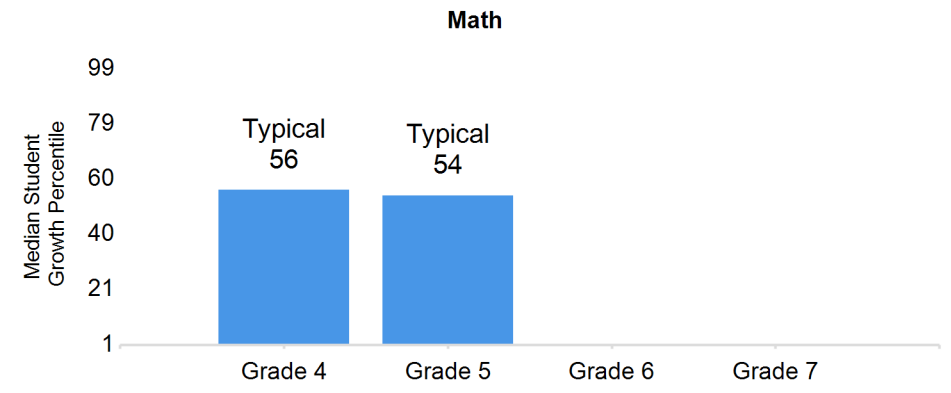
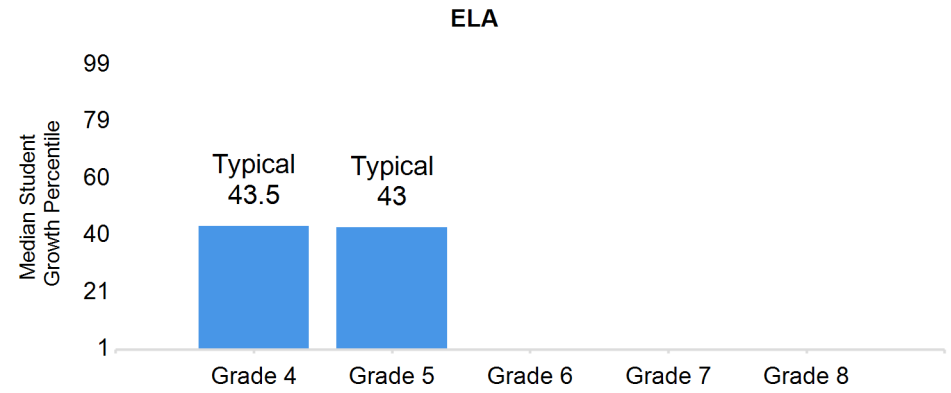
Student Growth by Performance Level

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



Student Growth by Grade

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





Joseph J Catena School
(25-1660-020)
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2018-2019

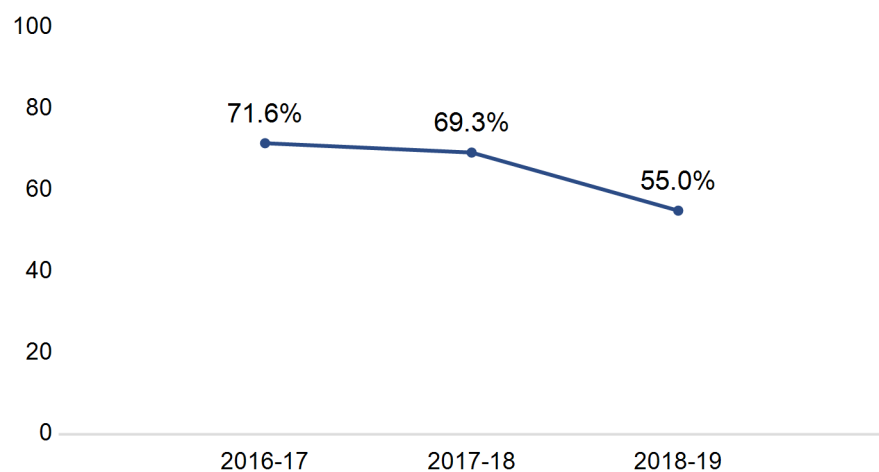
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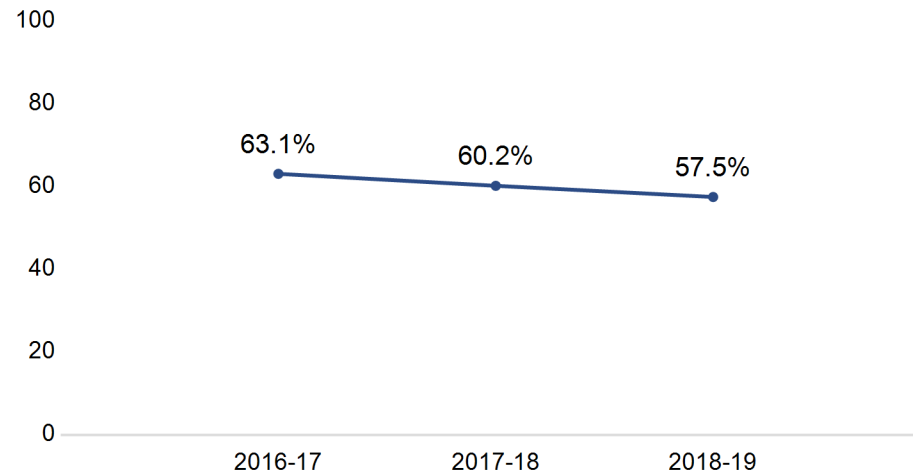
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.8%	98.5%	97.6%	97.8%	98.5%	98.0%
Proficiency Rate for Federal Accountability	71.6%	69.3%	55.0%	63.1%	60.2%	57.5%
Annual Target	72.6%	73.0%	73.4%	65.7%	66.5%	67.3%
Met Annual Target?	Met Target†	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	240	97.6	55.0	68.7	57.9	55.0	73.4	Not Met
White	184	96.9	53.3	70.3	66.9	53.3	73.9	Not Met
Hispanic	21	100.0	57.1	50.8	43.9	57.1	76.8	Not Met
Black or African American	16	100.0	31.3	49.0	38.5	31.3	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	94.1	84.5	82.9	94.1	**	**
American Indian or Alaska Native	*	*	*	68.4	56.0	*	**	**
Two or More Races	*	*	*	83.3	64.4	*	**	**
Female	114	95.1	59.6	76.5	64.8	59.6		
Male	126	100.0	50.8	61.5	51.3	50.8		
Economically Disadvantaged Students	32	100.0	34.4	47.7	40.0	34.4	51.4	Not Met
Non-Economically Disadvantaged Students	208	97.2	58.2	71.1	67.9	58.2		
Students with Disabilities	42	97.7	*	*	22.7	*	39	Not Met
Students without Disabilities	198	97.6	*	*	65.1	*		
English Learners	*	*	*	25.6	29.3	*	**	**
Non-English Learners	*	*	*	69.4	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



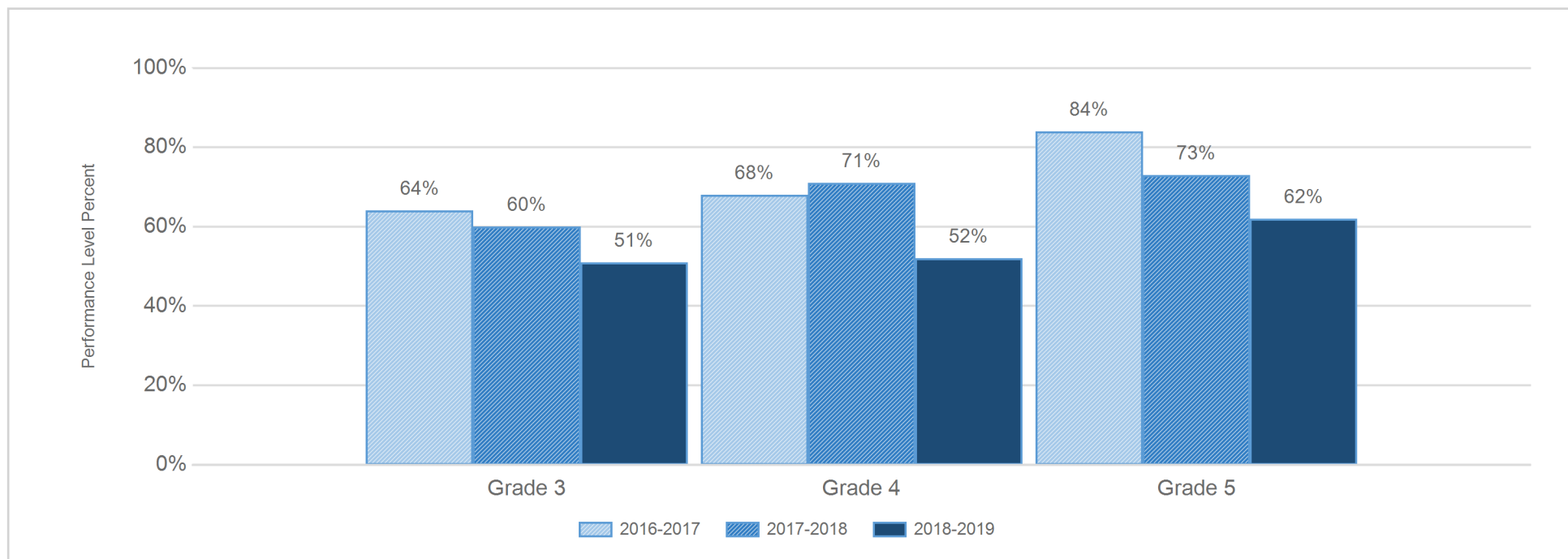
Joseph J Catena School
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	752	758	748	*	15%	23%	*	*	51%	50%
White	63	748	760	757	*	16%	22%	*	*	49%	60%
Hispanic	10	758	740	734	*	*	*	*	*	40%	36%
Black or African American	*	*	748	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	39	758	762	753	*	*	*	*	*	59%	55%
Male	42	747	753	743	*	*	*	*	*	43%	46%
Economically Disadvantaged Students	*	*	734	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	761	759	*	*	*	*	*	*	61%
Students with Disabilities	14	720	*	719	*	*	*	*	*	21%	24%
Students without Disabilities	67	759	*	754	*	*	*	*	*	57%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	81	752	*	751	*	15%	23%	*	*	51%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Joseph J Catena School
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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	759	757	755	*	*	31%	34%	17%	52%	57%
White	49	761	760	763	*	*	33%	*	*	53%	67%
Hispanic	*	*	737	743	*	*	*	*	*	*	44%
Black or African American	*	*	740	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	29	766	766	760	*	*	*	*	*	55%	62%
Male	35	753	750	750	*	*	*	*	*	49%	53%
Economically Disadvantaged Students	*	*	737	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	760	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	64	759	*	758	*	*	31%	34%	17%	52%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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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	97	760	764	756	*	*	18%	46%	15%	62%	58%
White	74	758	768	764	*	*	22%	42%	16%	58%	68%
Hispanic	*	*	749	743	*	*	*	*	*	*	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	48	766	770	761	*	*	*	*	*	65%	64%
Male	49	754	759	750	*	*	*	*	*	59%	52%
Economically Disadvantaged Students	18	735	734	740	*	*	*	*	*	44%	39%
Non-Economically Disadvantaged Students	79	765	769	766	*	*	*	*	*	66%	69%
Students with Disabilities	19	714	*	724	*	*	*	*	*	*	23%
Students without Disabilities	78	771	*	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Joseph J Catena School
(25-1660-020)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	240	98.0	57.5	62.3	44.5	57.5	67.3	Not Met
White	184	97.4	57.6	64.9	54.1	57.6	68.8	Not Met
Hispanic	21	100.0	57.1	40.7	28.8	57.1	48.5	Met Target
Black or African American	16	100.0	18.8	33.3	23.0	18.8	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	88.2	81.0	76.5	88.2	**	**
American Indian or Alaska Native	*	*	*	52.6	42.7	*	**	**
Two or More Races	*	*	*	63.3	53.3	*	**	**
Female	114	95.9	56.1	62.9	44.9	56.1		
Male	126	100.0	58.7	61.8	44.2	58.7		
Economically Disadvantaged Students	32	100.0	31.3	37.1	26.3	31.3	42.3	Met Target†
Non-Economically Disadvantaged Students	208	97.7	61.5	65.2	54.9	61.5		
Students with Disabilities	42	97.7	11.9	24.0	17.4	11.9	37.7	Not Met
Students without Disabilities	198	98.0	67.2	69.9	50.0	67.2		
English Learners	*	*	*	17.1	25.0	*	**	**
Non-English Learners	*	*	*	63.1	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



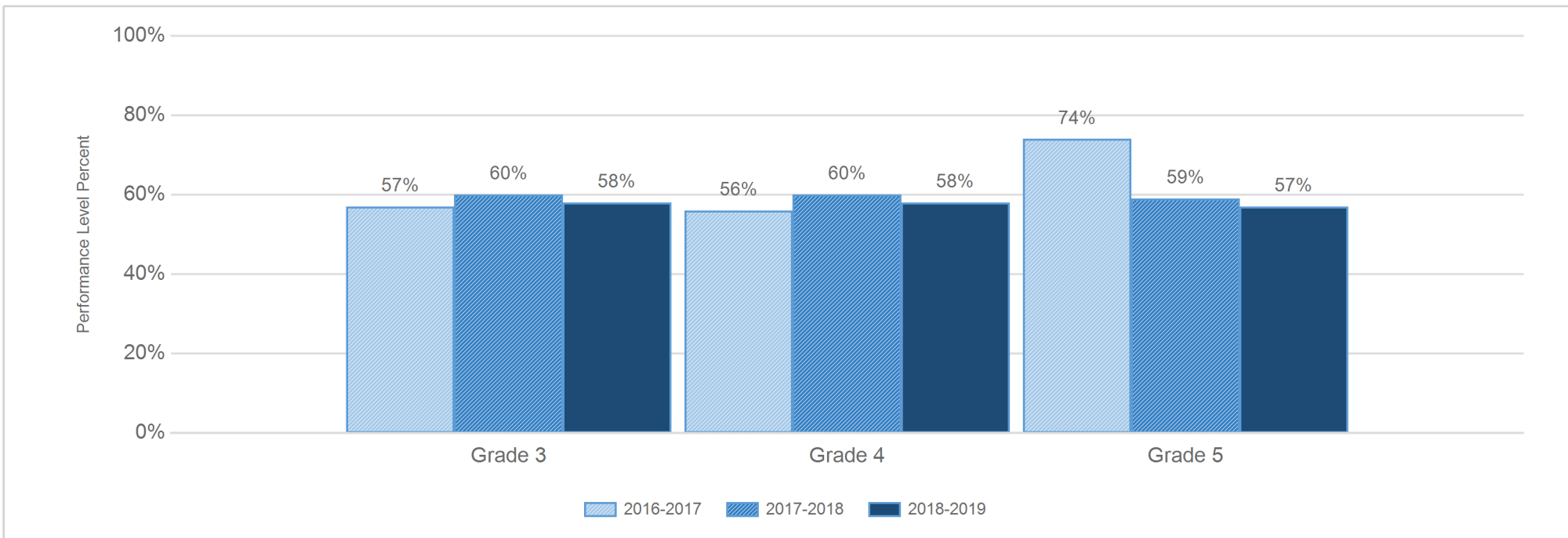
Joseph J Catena School
(25-1660-020)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	760	764	752	*	*	32%	38%	20%	58%	55%
White	63	758	765	760	*	*	37%	37%	17%	54%	66%
Hispanic	10	767	750	739	0%	0%	*	*	*	70%	40%
Black or African American	*	*	747	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	39	759	761	751	*	*	26%	*	*	64%	54%
Male	42	760	768	752	*	*	38%	*	*	52%	56%
Economically Disadvantaged Students	*	*	746	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	767	761	*	*	*	*	*	*	67%
Students with Disabilities	14	735	*	731	*	*	*	*	*	21%	31%
Students without Disabilities	67	765	*	756	*	*	*	*	*	66%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	81	760	*	754	*	*	32%	38%	20%	58%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	756	758	749	0%	*	30%	*	*	58%	51%
White	49	757	761	757	0%	*	27%	*	*	61%	62%
Hispanic	*	*	742	737	*	*	*	*	*	*	36%
Black or African American	*	*	739	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	29	757	762	749	0%	*	*	*	*	59%	50%
Male	35	755	755	749	0%	*	*	*	*	57%	52%
Economically Disadvantaged Students	*	*	741	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	64	756	*	751	0%	*	30%	*	*	58%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	*	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	756	757	747	*	*	27%	42%	14%	57%	47%
White	74	755	759	755	*	*	26%	*	*	58%	58%
Hispanic	*	*	740	735	*	*	*	*	*	*	30%
Black or African American	*	*	735	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	48	756	756	747	*	*	*	*	*	48%	47%
Male	49	757	757	747	*	*	*	*	*	65%	47%
Economically Disadvantaged Students	18	736	737	732	*	*	*	*	*	22%	27%
Non-Economically Disadvantaged Students	79	761	760	757	*	*	*	*	*	65%	59%
Students with Disabilities	19	727	*	725	*	*	*	*	*	11%	19%
Students without Disabilities	78	763	*	752	*	*	*	*	*	68%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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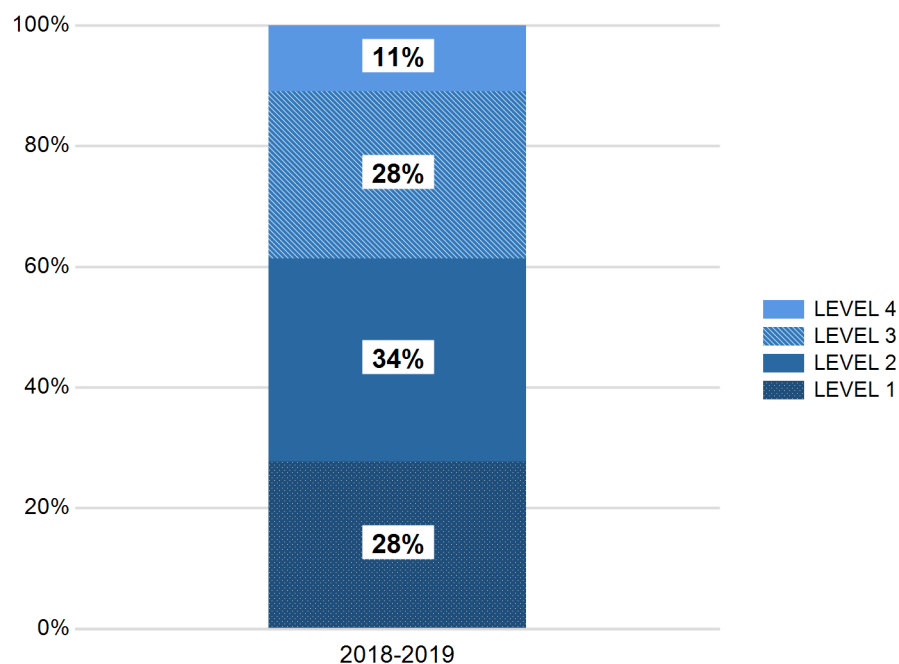
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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	28	34	28	11
White	25	35	32	8
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	31	29	25	15
Male	24	38	30	8
Economically Disadvantaged Students	61	28	6	6
Non-Economically Disadvantaged Students	20	35	33	13
Students with Disabilities	75	20	5	0
Students without Disabilities	15	37	33	14
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

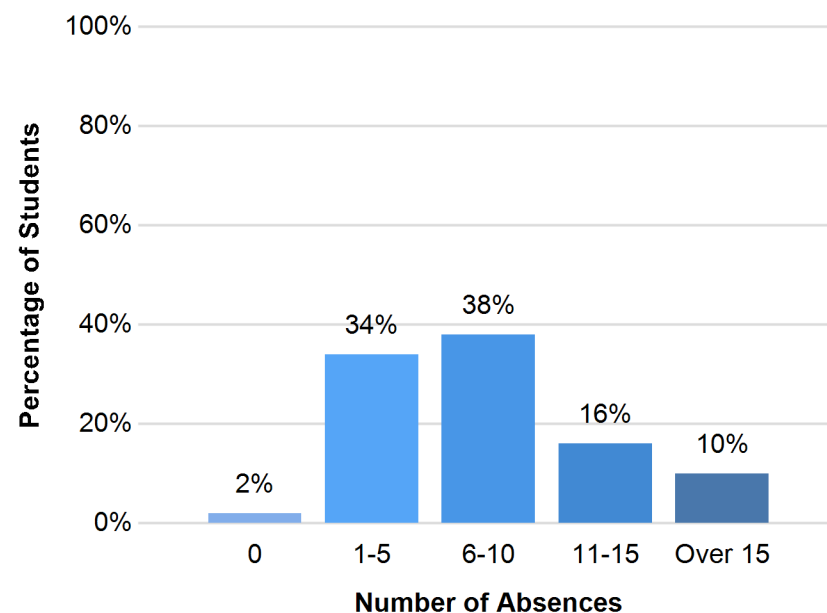
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	27	5.4	8.9	Met
White	19	5.2	8.9	Met
Hispanic	3	6.5	8.9	Met
Black or African American	1	3.7	8.9	Met
Asian, Native Hawaiian, or Pacific	3	6.3	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	11	4.8		
Male	16	5.9		
Economically Disadvantaged Students	5	8.3	8.9	Met
Students with Disabilities	8	10.7	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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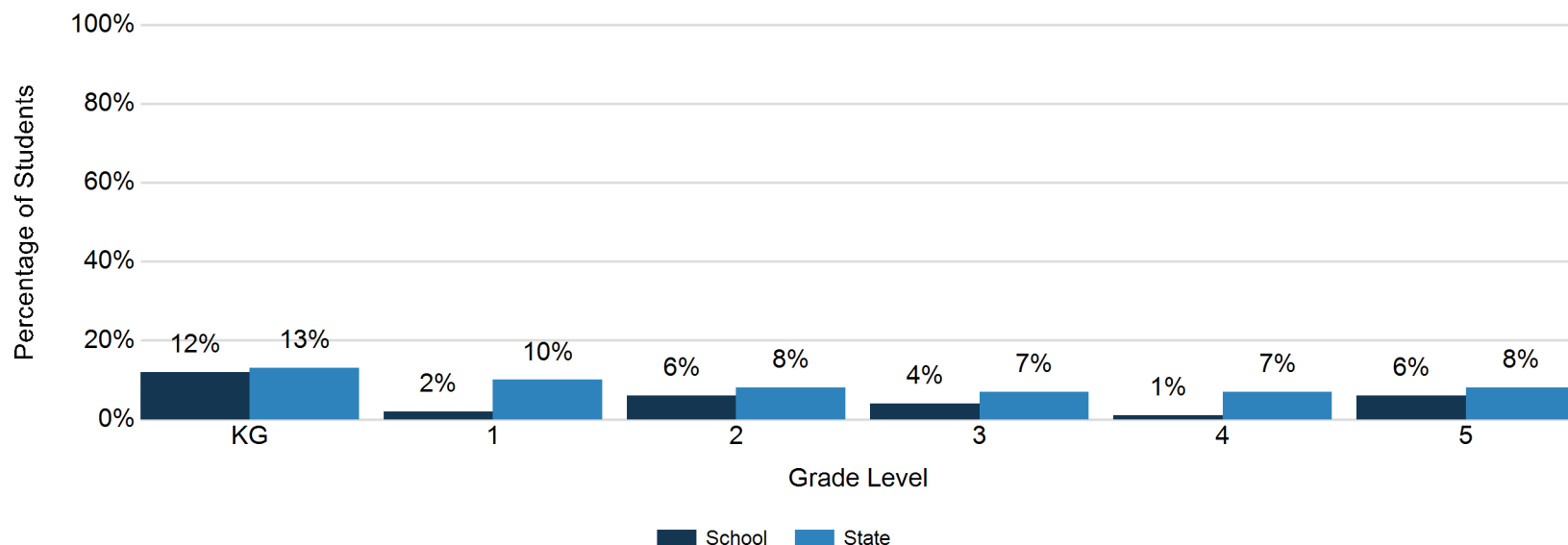
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.44

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	4	4
Religion	0	1	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	1	2	3
No Identified Nature	0		0

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
0



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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	3:25 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 10 Mins
Shared Time - Instructional Time	6 Hrs. 10 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.0:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	40	118,214
Average years experience in public schools	9.1	12.1
Average years experience in district	8.3	10.8
Percentage of Teachers with 4 or more years experience in the district	70.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	23	9,530
Average years experience in public schools	17.8	16.0
Average years experience in district	13.0	12.0
Percentage of Administrators with 4 or more years experience in the district	95.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	243:1	163:1
Teachers to Administrators	20:1	15:1
Students to Librarians/Media Specialists		750:1
Students to Nurses		469:1
Students to Counselors		417:1
Students to Child Study Team Members		208:1



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

Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.6%	90.0%	100.0%	48.4%	77.1%	54.9%
Male	53.4%	10.0%	0.0%	51.6%	22.9%	45.1%
White	74.8%	95.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	8.2%	5.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	9.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.3%	0.0%	0.0%	2.1%	0.2%	0.2%



Joseph J Catena School
(25-1660-020)
Grades Offered: KG-05
2018-2019

Report Key:

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- N No Data is available to display
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Key terms for staff data:

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

Teachers: All classroom teachers

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

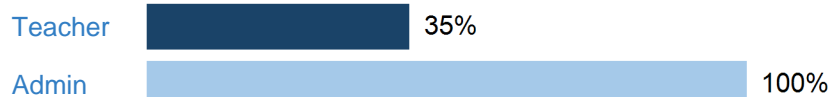
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.9%	90.5%
2017-18 Administrators: Same district 2018-19	87.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.9%



Joseph J Catena School
(25-1660-020)
Grades Offered: KG-05
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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.



Joseph J Catena School
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Grades Offered: KG-05
2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	71.6%	69.3%	55.0%
Math Proficiency	63.1%	60.2%	57.5%
ELA Growth	60	52	43
Math Growth	70	59	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	5.5%	6.7%	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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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Joseph J Catena School
(25-1660-020)
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2018-2019

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School Narrative

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



Highlights:

- Our district's vision focuses on personalized learning. At Catena, through innovative and data-driven teaching and learning opportunities we empower our students to be leaders of their own learning.
- A student-centered, innovative and technology-infused STEAM Center & STEAM Lab provide opportunities for students to engage in hands-on learning through design, coding & real-world problem solving.



Mission, Vision, Theme:

Our school's mission statement supports the Freehold Township Schools' vision and is as follows: In cooperation with dedicated staff, parents, and students, we establish high expectations that enhance self esteem, develop creativity and individuality, build responsibility for self and others, accentuate respect, inspire thought and optimize each child's potential. We believe that all children are special with unique talents and gifts. Each day we strive to build upon students' needs and guide them toward personalized goals. At Catena we value strong and meaningful connections with students and believe in the importance of integrating Social Emotional Learning across the school day.



Awards, Recognition, Accomplishments:

The Joseph J. Catena School (JJCS) is a proud Positive Behavior Support school. We were named a National School of Character in 2011 and a Promising Practices School in 2012. In 2016, Freehold Township School District and JJC were invited to the League of Innovative Schools and named one of the 20 Most Innovative Districts in the nation by Digital Promise.



Joseph J Catena School
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2018-2019

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Courses, Curriculum, Instruction:

Our school follows curriculum and instruction as designed at the district level, based upon NJSLA and researched best practices. We employ a differentiated approach to teaching and learning which allows us to personalize learning for all students. Various digital content providers and adaptive programs are utilized in support of our curriculum and student learning, including: Achieve 3000, Freckle, iReady, Reflex Math, Learning A-Z, Red Bird, Learning Ally, Co-Writer/Snap & Read and more. Our readers and writers learn within Lucy Calkins' Units of Study for reading, writing and phonics. Bridges math program is implemented in K-5 classrooms. Small group instruction and stations further afford opportunities for personalized teaching and learning. Units of study integrate various content areas through problem-based learning. Curriculum fosters 21 Century Skills for critical thinking, creativity, interdisciplinary connections, collaboration and communication.



Clubs and Activities:

Our students have the opportunity to be leaders in our school community through School Safety Patrol, peer leaders/ambassadors, Project Eat, Green Team and as representatives on our Colts Council.





Joseph J Catena School
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 <p>Before and After School Programs:</p>	<p>We proudly provide many opportunities for our elementary students to participate in clubs and activities before and after school. Clubs and activities are funded by the PTO and are designed with students' interests and needs in mind. Some include Elementary Entrepreneurs, JJC Blog & TV News, Running Club, Kindergarten Kids, Handball, Soccer, Volleyball, Field Hockey, First & Second Grade Academy, Green Team, Garden Club, Lego Club, Art Club, Chorus, Computer Club, Mindful Kids. We also have an after school opportunity for students to participate in Chess Club. Through a community and corporate partnership with Lockheed Martin Engineering we offer Robotics both during the day and as a before school activity.</p>
 <p>Staff and Professional Learning:</p>	<p>Our district values staff professional learning and growth. At Catena, we offer professional development embed throughout the school day, during staff meetings and through before and after school sessions. We believe that our staff continues to grow through collaboration, workshops, professional reading, online courses and more. Staff are supported as they apply new learning within their classrooms. Interventionists and a Technology Integration Coordinator support both students and staff through job-embedded learning.</p>





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 <p>Student Health and Wellness:</p>	<p>We have a parent run Wellness Council that promotes healthy living by bringing awareness to the importance of healthy eating and regular exercise. Programs and activities are sponsored throughout the year in collaboration with our Health & PE teachers, school counselor and Mindful Team.</p>
 <p>Parent and Community Involvement:</p>	<p>At Catena we believe in building a strong partnership with our school community. Collaboration with families is critical to our work with children each day and is valued by all. Parent volunteers support students and programs both during the day, for before/after school activities and special events. We welcome volunteers for Kindergarten Lunch and classroom celebrations, also invite parents to be Mystery Readers, and more! Our proud PTO raises monies throughout the school year by way of fundraisers and family events. The largest fundraiser being Ladies Night Out! Funds support grade level field trips, before/after school programs and larger projects determined each year.</p>



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School Safety:

Crisis Management Team & School Safety Teams meet to ensure staff and student safety throughout the year. A district partnership with township police and school officials has afforded us Resource Officers in all of our buildings. Monthly drills and work with officers and our Crisis Team members allow us to review, reflect and improve our practice as necessary. HIB: Through protocols and in collaboration with our HIB Specialist, we ensure that all students are respected and safe in our school setting. A clearly defined process is followed. All claims are investigated thoroughly and consistently so that all parties are protected. We work to provide students with restorative measures allowing for reflection and developmentally appropriate learning experiences.



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Technology and STEM:

Classroom are outfitted with short-throw projectors, document cameras and teacher work stations. We are fortunate to have Chromebooks in every classroom with 1:1 in grades 2-5. Classroom iPads and mobile carts are utilized regularly as part of daily learning experiences. In our STEAM Lab we have a green screen production area, technology collaboration stations, 3D printers, Dot & Dash and Lego MindStorms. STEAM is embed across grade levels within Media curriculum and content areas.



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Other Information

We are committed to building relationships with our students and families. Each day we hold Morning Meetings in our classrooms to foster a sense of connectedness and community. The work of our Character Development Team (CDT) continues to promote a community focused on the academic and well-being of each student. Our PBS (Positive Behavior Support) approach was boosted this year with a return to school-wide ticket distribution. All staff recognize students meeting respectful, responsible & safe behaviors with tickets. Data is taken and our Character Development Team will utilize the data to target necessary areas. This approach is proactive and helps us to establish expectations and social culture needed for all of our students to achieve social, emotional and academic success. A newly developed Mindful Team of staff members further supports our commitment to Social Emotional Learning here at Catena. Staff work daily to integrate SEL into classroom experiences, social opportunities and play.



Laura Donovan School
(25-1660-026)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Laura Donovan School
(25-1660-026)
Grades Offered: KG-05
2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Freehold Township School District
Principal Name	Mrs. Jennifer Benbrook
Address	237 STONEHURST BLVD FREEHOLD, NJ 07728-3198
Phone Number	732-431-3321
Email Address	jbenbrook@freeholdtpw.k12.nj.us
Website	https://lds.freeholdtpw.k12.nj.us/
Facebook	https://www.facebook.com/laura-donovan-school-pt0-107209916639279/
Twitter	https://twitter.com/@donovanschool



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	70	57	82
1	72	68	61
2	65	75	73
3	71	72	76
4	86	72	75
5	75	89	75
Total	439	433	442

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	51.0%	49.7%	50.9%
Male	49.0%	50.3%	49.1%
Economically Disadvantaged Students	20.0%	18.7%	17.6%
Students with Disabilities	11.8%	10.2%	12.2%
English Learners	9.6%	9.2%	9.0%
Homeless Students	0.5%	0.9%	0.2%
Students in Foster Care	0.5%	0.7%	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	67.9%	66.5%	65.6%
Hispanic	21.2%	21.2%	22.9%
Black or African American	5.5%	4.8%	3.6%
Asian	4.3%	6.0%	5.9%
Native Hawaiian or Pacific Islander	0.5%	0.5%	0.5%
American Indian or Alaska Native	0.2%	0.0%	0.2%
Two or More Races	0.5%	0.9%	1.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	70	57	82

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	79.4%
Spanish	17.4%
Other Languages	3.2%



Laura Donovan School
(25-1660-026)
Grades Offered: KG-05
2018-2019

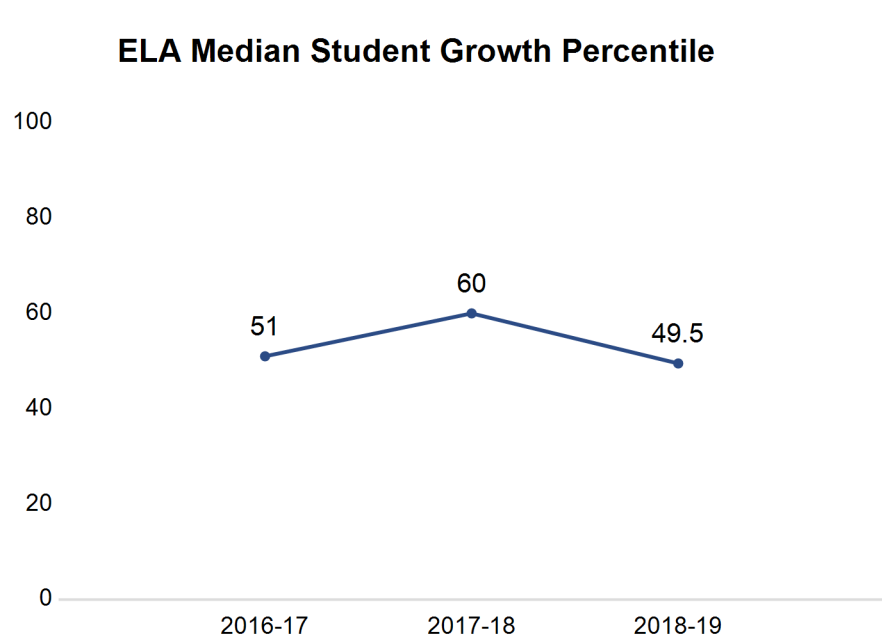
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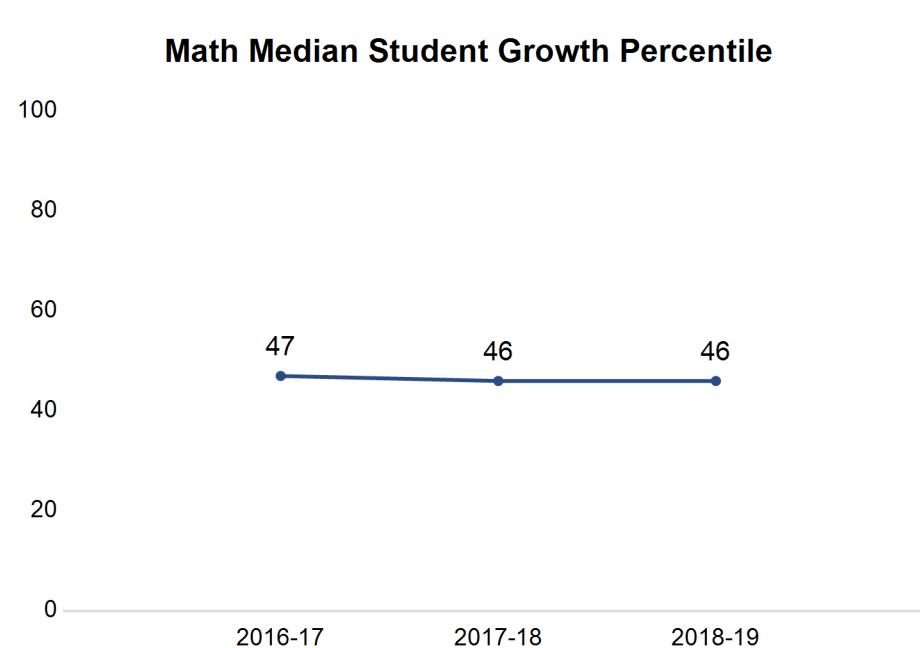
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51	60	49.5	47	46	46
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Laura Donovan School
(25-1660-026)
Grades Offered: KG-05
2018-2019

Report Key:

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	49.5	52	50	Met Standard	46	57	50	Met Standard
White	46.5	52	50	Met Standard	44	57	52	Met Standard
Hispanic	53	49	49	Met Standard	60	53.5	47	Exceeds Standard
Black or African American	*	43	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	*	55	59	**	*	62.5	60	**
American Indian or Alaska Native	*	21	56	**	*	64	51.5	**
Two or More Races	*	56.5	49	**	*	64.5	52	**
Female	57.5	56	53	N	46.5	58	50	N
Male	43.5	48	47	N	45	57	51	N
Economically Disadvantaged Students	38	42.5	48	**	61	60	46	**
Students with Disabilities	27.5	41	43	**	59.5	51	45	**
English Learners	70	66.5	52	**	46	46	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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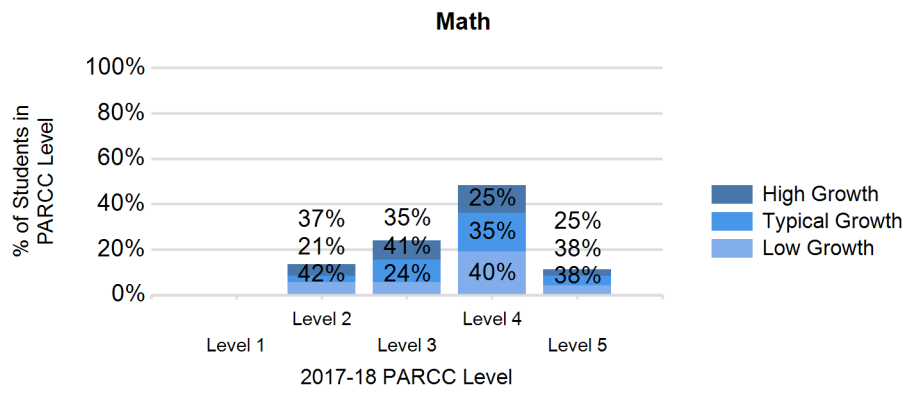
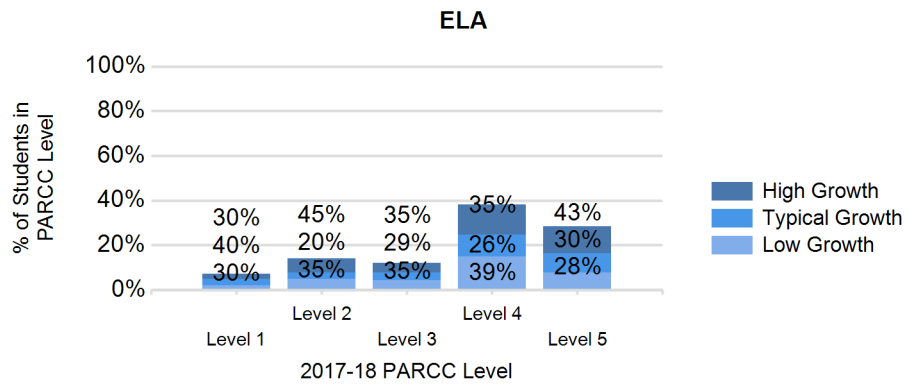
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

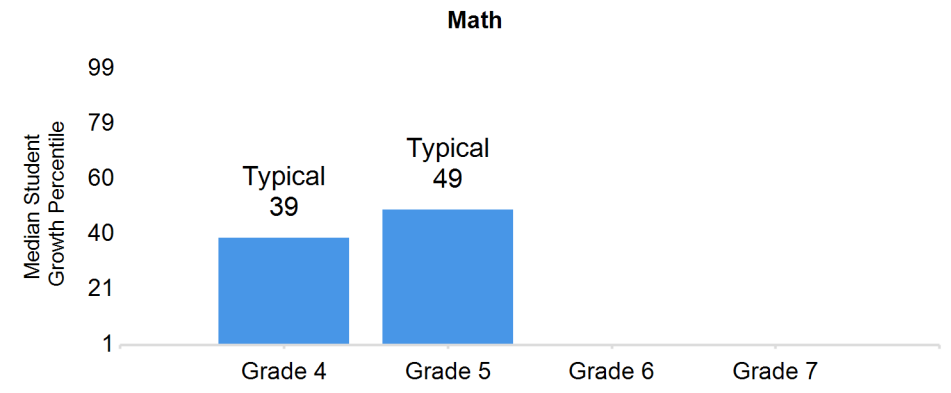
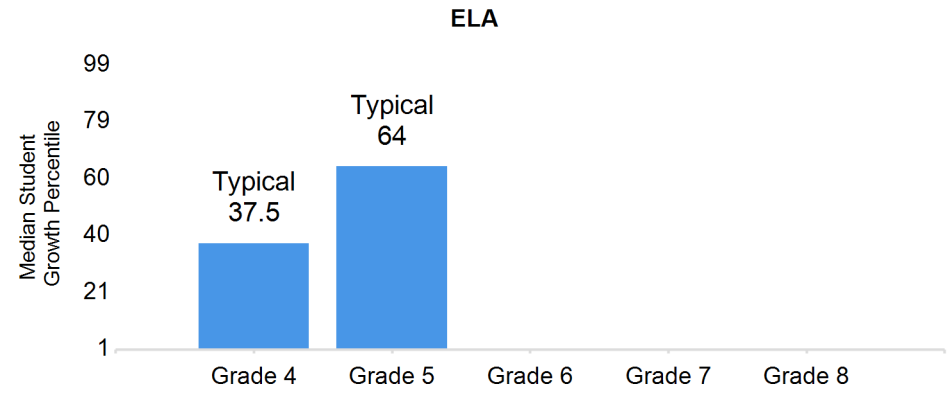
Student Growth by Performance Level

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.





Laura Donovan School
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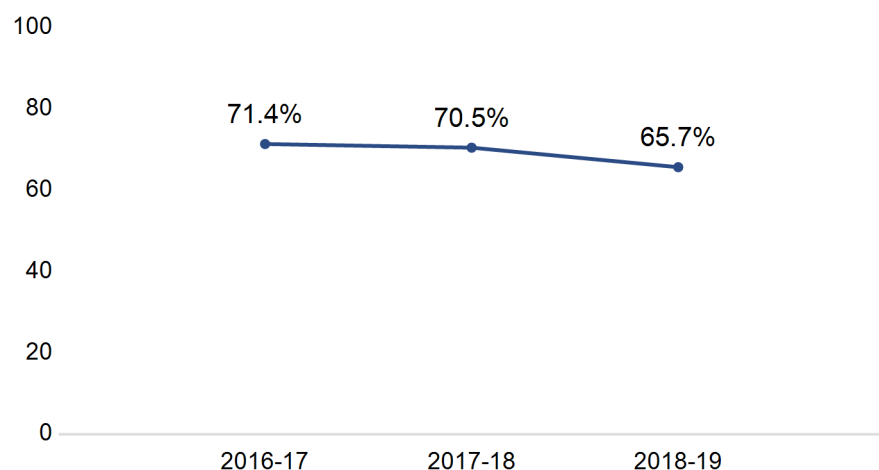
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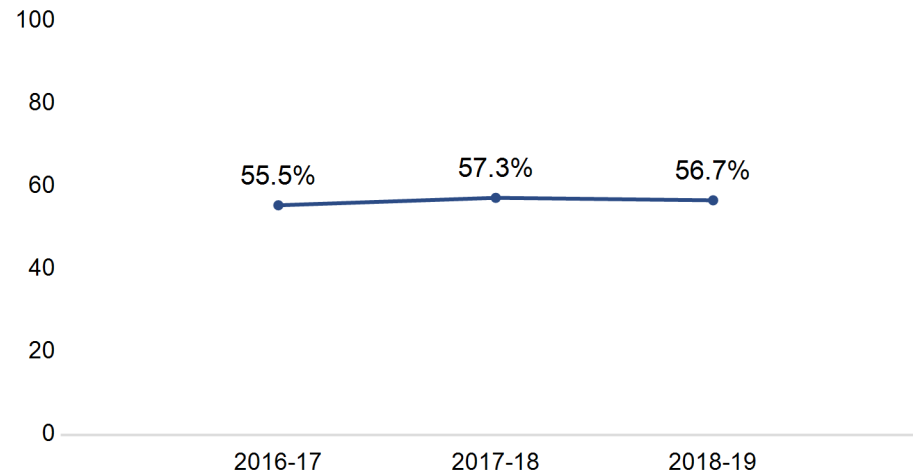
English Language Arts and Mathematics Performance Trends

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	96.4%	96.1%	97.8%	96.0%	95.7%	97.8%
Proficiency Rate for Federal Accountability	71.4%	70.5%	65.7%	55.5%	57.3%	56.7%
Annual Target	64.2%	65.1%	65.9%	57.0%	58.2%	59.4%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target†	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	216	97.8	65.7	68.7	57.9	65.7	65.9	Met Target†
White	145	97.4	76.6	70.3	66.9	76.6	75.9	Met Target
Hispanic	50	98.1	36.0	50.8	43.9	36.0	28.5	Met Target
Black or African American	*	*	*	49.0	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	81.8	84.5	82.9	81.8	**	**
American Indian or Alaska Native	*	*	*	68.4	56.0	*	**	**
Two or More Races	*	*	*	83.3	64.4	*	**	**
Female	103	96.3	75.7	76.5	64.8	75.7		
Male	113	99.1	56.6	61.5	51.3	56.6		
Economically Disadvantaged Students	29	100.0	17.2	47.7	40.0	17.2	25.9	Met Target†
Non-Economically Disadvantaged Students	187	97.4	73.3	71.1	67.9	73.3		
Students with Disabilities	30	96.8	33.3	*	22.7	33.3	33.2	Met Target
Students without Disabilities	186	97.9	71.0	*	65.1	71.0		
English Learners	20	100.0	35.0	25.6	29.3	35.0	18.3	Met Target
Non-English Learners	196	97.5	68.9	69.4	60.6	68.9		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



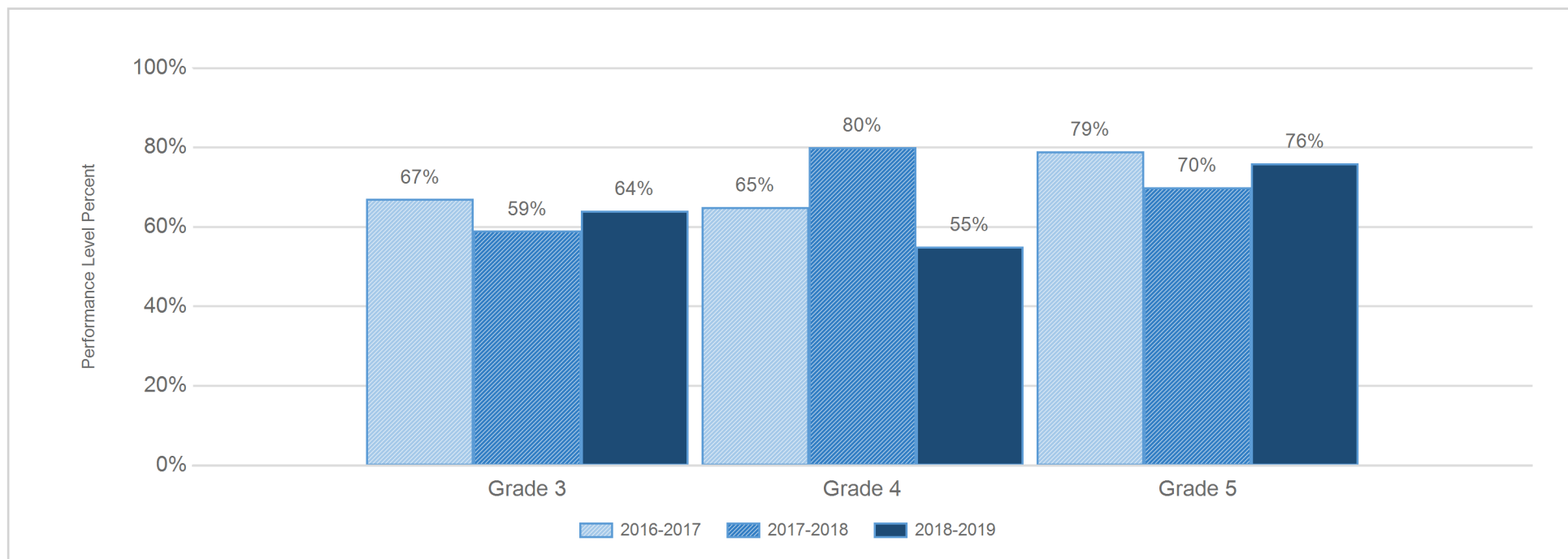
Laura Donovan School
(25-1660-026)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance Trends

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





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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	74	764	758	748	*	*	22%	49%	15%	64%	50%
White	53	769	760	757	*	*	*	*	*	74%	60%
Hispanic	14	739	740	734	*	*	*	*	*	29%	36%
Black or African American	*	*	748	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	36	763	762	753	*	*	*	*	*	72%	55%
Male	38	764	753	743	*	*	*	*	*	55%	46%
Economically Disadvantaged Students	*	*	734	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	761	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	754	757	755	*	16%	22%	*	*	55%	57%
White	48	763	760	763	*	*	*	*	*	67%	67%
Hispanic	17	723	737	743	*	*	*	*	*	18%	44%
Black or African American	*	*	740	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	35	766	766	760	*	*	*	*	*	71%	62%
Male	39	744	750	750	*	*	*	*	*	41%	53%
Economically Disadvantaged Students	12	719	737	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	62	761	760	765	*	*	*	*	*	*	69%
Students with Disabilities	12	736	*	725	*	*	*	*	*	42%	25%
Students without Disabilities	62	758	*	761	*	*	*	*	*	58%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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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	72	777	764	756	*	*	14%	46%	31%	76%	58%
White	47	790	768	764	0%	*	*	45%	43%	87%	68%
Hispanic	20	749	749	743	*	*	*	*	*	55%	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	33	791	770	761	*	*	*	*	*	85%	64%
Male	39	764	759	750	*	*	*	*	*	69%	52%
Economically Disadvantaged Students	11	734	734	740	*	*	*	*	*	27%	39%
Non-Economically Disadvantaged Students	61	784	769	766	*	*	*	*	*	85%	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	217	97.8	56.7	62.3	44.5	56.7	59.4	Met Target†
White	145	97.4	67.6	64.9	54.1	67.6	66.3	Met Target
Hispanic	51	98.1	23.5	40.7	28.8	23.5	35	Not Met
Black or African American	*	*	*	33.3	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	72.7	81.0	76.5	72.7	**	**
American Indian or Alaska Native	*	*	*	52.6	42.7	*	**	**
Two or More Races	*	*	*	63.3	53.3	*	**	**
Female	104	96.4	56.7	62.9	44.9	56.7		
Male	113	99.2	56.6	61.8	44.2	56.6		
Economically Disadvantaged Students	29	100.0	20.7	37.1	26.3	20.7	23.6	Met Target†
Non-Economically Disadvantaged Students	188	97.4	62.2	65.2	54.9	62.2		
Students with Disabilities	30	96.8	26.7	24.0	17.4	26.7	26.1	Met Target
Students without Disabilities	187	98.0	61.5	69.9	50.0	61.5		
English Learners	21	100.0	*	17.1	25.0	*	10.6	Met Target†
Non-English Learners	196	97.6	*	63.1	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



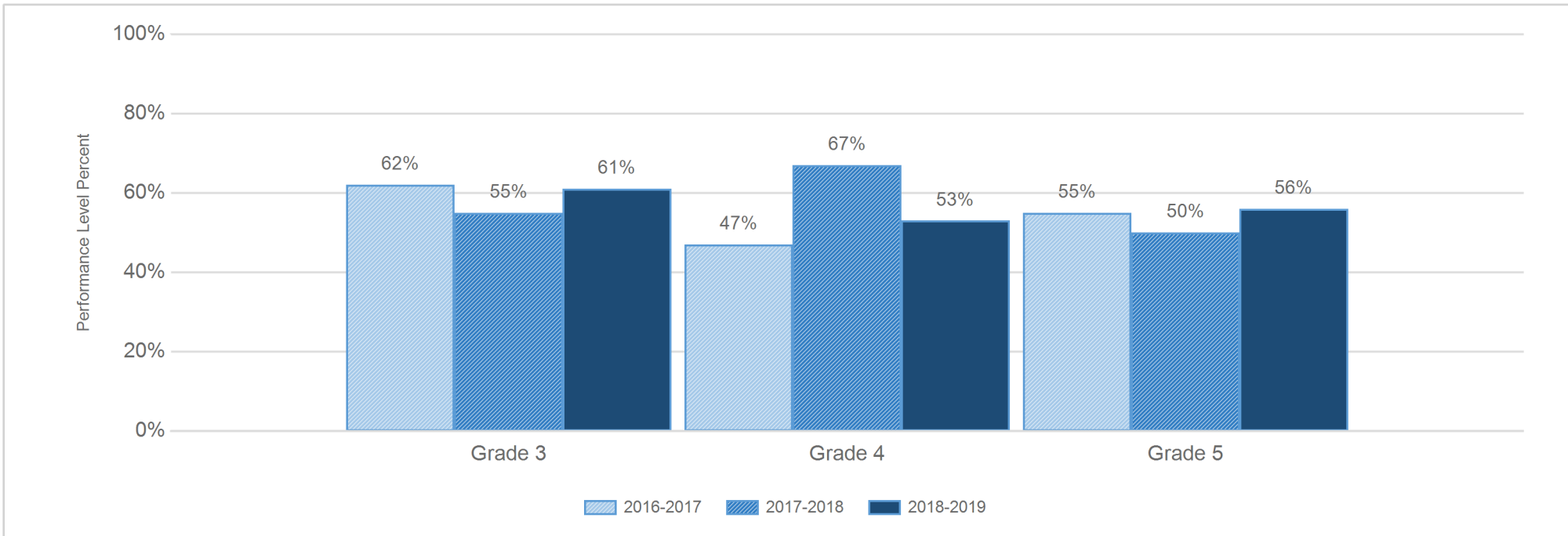
Laura Donovan School
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2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	758	764	752	*	*	28%	47%	13%	61%	55%
White	54	759	765	760	*	*	19%	*	*	69%	66%
Hispanic	15	745	750	739	0%	*	*	*	*	27%	40%
Black or African American	*	*	747	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	38	747	761	751	*	*	29%	*	*	50%	54%
Male	38	768	768	752	*	*	26%	*	*	71%	56%
Economically Disadvantaged Students	10	731	746	737	*	*	*	*	*	20%	37%
Non-Economically Disadvantaged Students	66	762	767	761	*	*	*	*	*	67%	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	748	758	749	*	*	29%	*	*	53%	51%
White	49	755	761	757	*	*	31%	*	*	61%	62%
Hispanic	17	729	742	737	*	*	*	*	*	18%	36%
Black or African American	*	*	739	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	35	755	762	749	*	*	29%	*	*	57%	50%
Male	40	742	755	749	*	*	30%	*	*	50%	52%
Economically Disadvantaged Students	12	728	741	734	*	*	*	*	*	33%	32%
Non-Economically Disadvantaged Students	63	752	760	759	*	*	*	*	*	57%	63%
Students with Disabilities	12	737	*	726	*	*	*	*	*	42%	25%
Students without Disabilities	63	750	*	754	*	*	*	*	*	56%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	*	*	*	717	*	*	*	*	*	*	16%



Laura Donovan School
(25-1660-026)
Grades Offered: KG-05
2018-2019

Report Key:

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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	73	754	757	747	*	16%	26%	*	*	56%	47%
White	47	764	759	755	0%	*	23%	*	*	72%	58%
Hispanic	21	736	740	735	*	*	*	*	*	29%	30%
Black or African American	*	*	735	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	34	758	756	747	*	*	*	*	*	62%	47%
Male	39	750	757	747	*	*	*	*	*	51%	47%
Economically Disadvantaged Students	12	734	737	732	*	*	*	*	*	25%	27%
Non-Economically Disadvantaged Students	61	758	760	757	*	*	*	*	*	62%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	60.0%	56.6%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



Laura Donovan School
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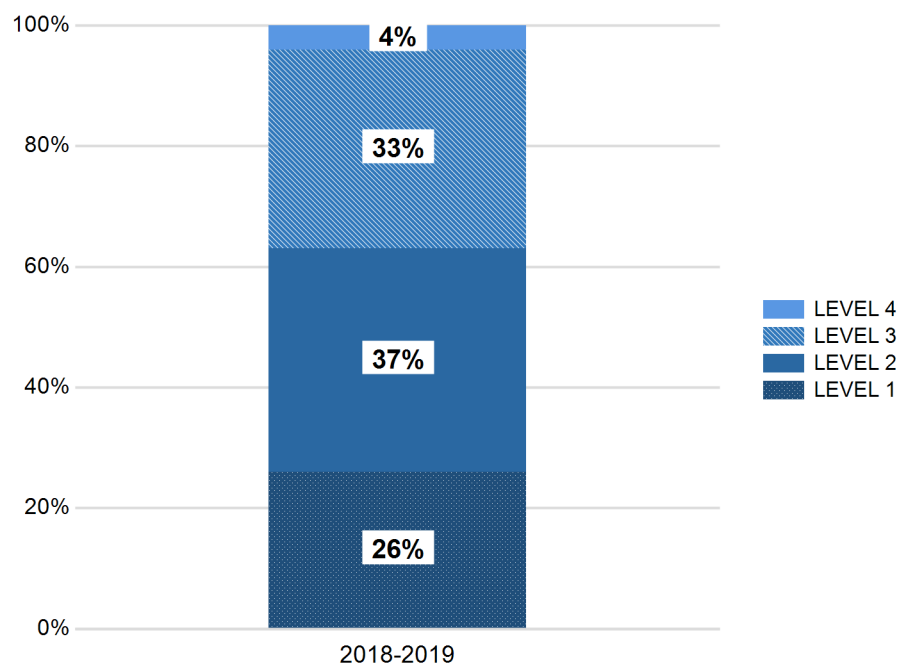
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	26	37	33	4
White	9	39	46	7
Hispanic	55	36	9	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	26	32	38	3
Male	26	41	28	5
Economically Disadvantaged Students	67	25	8	0
Non-Economically Disadvantaged Students	18	39	38	5
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

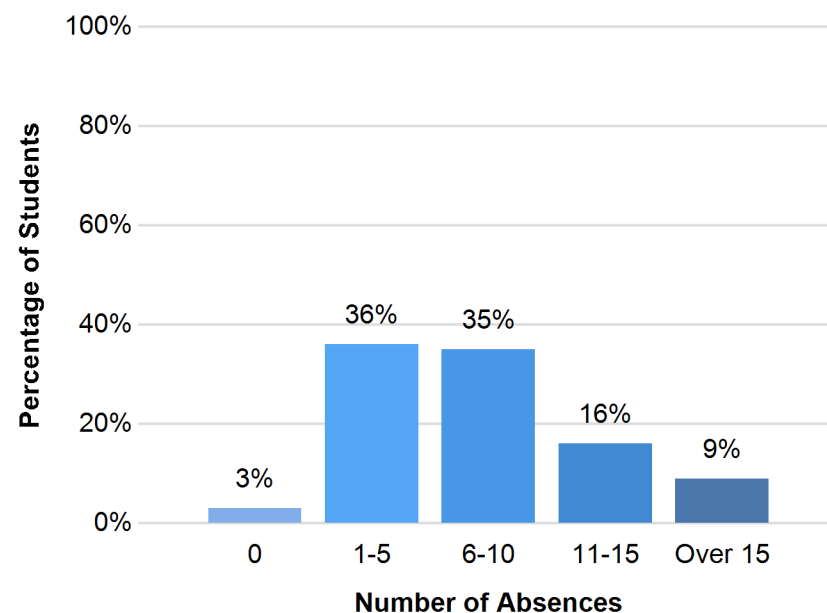
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	30	6.9	8.9	Met
White	11	3.8	8.9	Met
Hispanic	12	13.6	8.9	Not Met
Black or African American	2	11.8	**	**
Asian, Native Hawaiian, or Pacific	3	10.7	8.9	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	18	8.2		
Male	12	5.6		
Economically Disadvantaged Students	15	21.1	8.9	Not Met
Students with Disabilities	7	11.9	8.9	Not Met
English Learners	5	17.2	8.9	Not 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.





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(25-1660-026)
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2018-2019

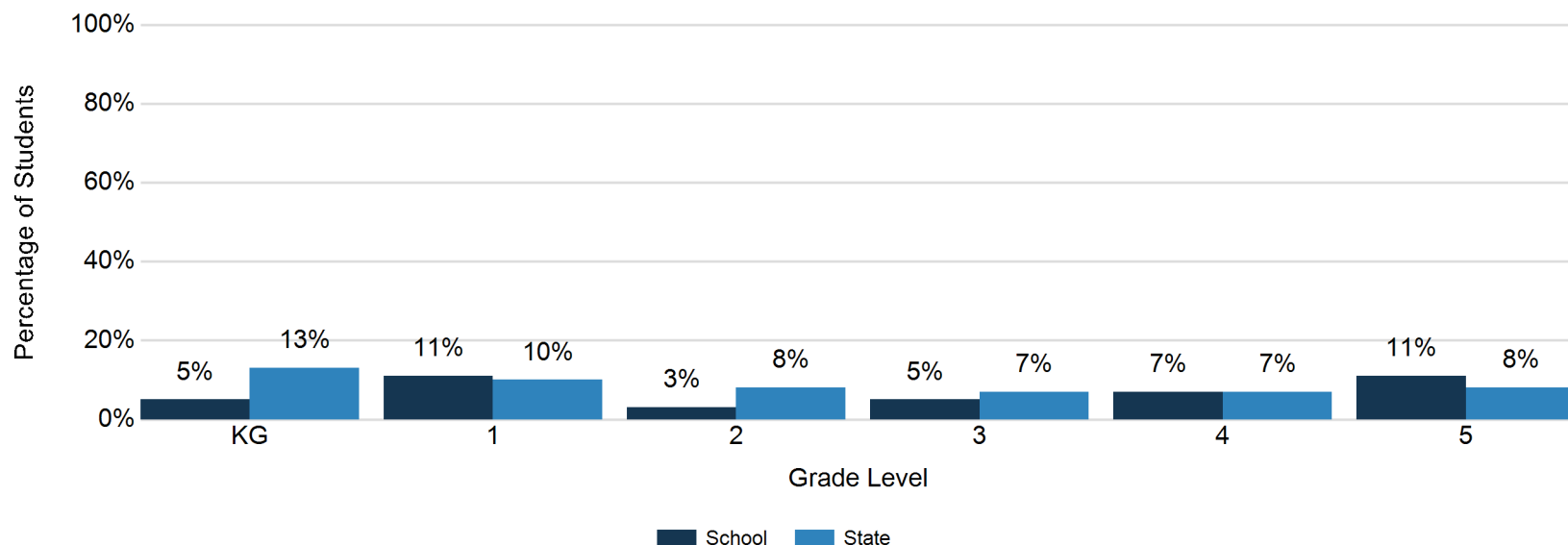
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.45

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	0	0	0
Other	0	0	0
No Identified Nature	1		1

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*



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School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 10 Mins
Shared Time - Instructional Time	6 Hrs. 10 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.0:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	42	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	10.4	10.8
Percentage of Teachers with 4 or more years experience in the district	83.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	23	9,530
Average years experience in public schools	17.8	16.0
Average years experience in district	13.0	12.0
Percentage of Administrators with 4 or more years experience in the district	95.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	221:1	163:1
Teachers to Administrators	21:1	15:1
Students to Librarians/Media Specialists		750:1
Students to Nurses		469:1
Students to Counselors		417:1
Students to Child Study Team Members		208:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.9%	92.9%	100.0%	48.4%	77.1%	54.9%
Male	49.1%	7.1%	0.0%	51.6%	22.9%	45.1%
White	65.6%	95.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	22.9%	4.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	5.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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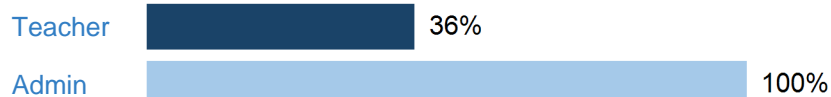
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.9%	90.5%
2017-18 Administrators: Same district 2018-19	87.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.5%



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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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2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	71.4%	70.5%	65.7%
Math Proficiency	55.5%	57.3%	56.7%
ELA Growth	51	60	50
Math Growth	47	46	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		52.0%	60.0%
Chronic Absenteeism	5.5%	6.4%	6.9%

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



Laura Donovan School
(25-1660-026)
Grades Offered: KG-05
2018-2019

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

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

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

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

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

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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- Laura Donovan School Teachers utilize a personalized learning framework to meet students' individualized learning needs. The model fosters growth, goal setting and reflecting on their own learning.
- At Laura Donovan School we are utilizing technology to maximize individual student learning. Data is used by teachers to drive instruction and by students to set their own learning goals.
- Our SPARK Center offers a student-centered, innovative learning environment engaging for all learners. We have developed a focus on Social Emotional Learning and ensuring equity for all students.



Mission, Vision, Theme:

Laura Donovan School is committed to the Freehold Township School mission and the belief that in partnership with our community, we will prepare all students to be responsible citizens and life long learners. To achieve this vision, we will create student-centered, technology infused, personalized learning environments. Teachers will be coaches and mentors, understand the needs of individual students, and build strong relationships to foster social and emotional growth. We can achieve this through strong community partnerships and ongoing professional development for all staff members.



Awards, Recognition, Accomplishments:

Our Student Peer Buddies and Safety Patrol positions encourage fifth grade students to assume leadership roles in the school community. Through our Community Service committee, our students and families serve the community at large through many service projects throughout the year. Food drives for the local food pantry, fundraising efforts for the American Heart Association, Blessing Brigade and local charities. In addition we gather holiday gifts and meals for those in need and take on an Adopt a Senior project. The Foodstock organization awarded Laura Donovan School the top winner of the food collection drive.



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Clubs and Activities:

There are a number of PTO sponsored clubs and activities offered throughout the school year. We are fortunate to offer Intramural Activities, Girls on the Run, STEAM Club, Cooking Club, Graphic Design Club, Performing Arts, Winter Enrichment and more. The clubs are designed to encourage students with any number of interests or talents, both academic and athletic, to participate with peers outside the school day.



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Before and After School Programs:

The local YMCA operates a before and after school care program for all students in grades K-5.



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Student Supports and Services:

The Laura Donovan School provides the least restrictive environment for students with special needs. Resource Rooms and In Class Resource settings provide students with instruction that is tailored to their individual needs. Our NJ Tiered Systems of Support provide a systematic way to identify struggling learners and several tiered interventions to gather data and offer prescribed supports such as basic skills, early intervention reading/math and in class supports.



Parent and Community Involvement:

Laura Donovan School boasts an involved and energetic Parent Teacher Organization. Parent volunteers organize and facilitate a variety of fundraising and community based events that engage all students and families. Fundraising proceeds directly go back to the school to enrich the school experience for all of our students, including growing our STEAM center, improving technology and before/after school clubs. Programs hosted throughout the year include Fall Bouncefest, Trunk or Treat, family fun nights, holiday events, Ladies Night Out, Winter Enrichment and so much more. All of our before/after school student opportunities are provided by our PTO in an effort to create a full social/emotional experience beyond the outstanding academic experience that is already provided.






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers</p>
 <p>Facilities:</p>	<p>The Laura Donovan School opened its doors to students in 1968. Recently, the school has undergone renovations from flooring, painting, and new ceiling tile installation. The media center has evolved into a STEAM Center. Many of the classrooms and Spark Lab utilize flexible seating, technology and engineering principles to promote high levels of teaching and learning.</p>
 <p>School Safety:</p>	<p>The Laura Donovan School Safety Team meets twice a year to review school climate and culture, plan for identified needs, and collaborate for continuous improvement in the areas of school climate, culture, and safety.</p>



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Technology and STEM:

Laura Donovan School's classrooms are equipped with technology to enhance student learning. 1:1 Chromebooks are available in grades K-5, adaptive personalized learning software, iPads and OSMO centers, Mobile Greenscreen studio labs are all available to our students. Our STEAM Center (SPARK Lab) supports student exploration, innovation, and learning with flexible design spaces that offer an abundance of supplies and opportunities for students to investigate, discover, connect, create and reflect. It is through the hands-on experiences, working with peers or independently, that students explore, experiment, try, evaluate, question and try again. Students are heavily involved in the design process in an effort to solve real world problems with current day solutions.



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Other Information

The Laura Donovan School is committed to the mission of the Freehold Township School District. "The mission of the Freehold Township Schools, in partnership with our community, is to prepare all students to be responsible citizens and life long learners." As we work with all children to reach their full potential, lifelong skills such as civic responsibility and respect for themselves and their environment are developed. With strong family supports, Laura Donovan School recognizes the importance of developing caring, positive and socially aware students. Throughout the year, our students have numerous opportunities have a personal impact within the school setting, as well as on their local and global surroundings. Schools of excellence are the result of the collaborative efforts of dedicated, innovative staff, involved parents and an interested community. The Laura Donovan School is committed to providing an outstanding education to all of our students and utilizes the talents and efforts of all members of the school community.



Marshall W. Errickson School
(25-1660-025)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Marshall W. Errickson School
(25-1660-025)
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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	Monmouth
District	Freehold Township School District
Principal Name	Mrs. Cathleen Areman
Address	271 ELTON ADELPHIA ROAD FREEHOLD, NJ 07728-3127
Phone Number	732-431-8022
Email Address	careman@freeholdtwp.k12.nj.us
Website	https://mwe.freeholdtwp.k12.nj.us/



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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	63	50	63
1	79	67	60
2	78	81	71
3	66	85	87
4	85	72	87
5	72	85	77
Total	443	440	445

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	56.4%	55.9%	54.8%
Male	43.6%	44.1%	45.2%
Economically Disadvantaged Students	12.2%	10.5%	12.6%
Students with Disabilities	13.8%	13.6%	13.7%
English Learners	0.0%	0.2%	0.9%
Homeless Students	0.0%	0.7%	0.7%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.2%	0.2%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	77.7%	80.7%	78.7%
Hispanic	9.7%	7.7%	11.5%
Black or African American	2.5%	3.2%	2.5%
Asian	4.7%	4.3%	4.3%
Native Hawaiian or Pacific Islander	0.5%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	4.7%	3.9%	2.9%

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	63	50	63

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	91.9%
Spanish	3.6%
Other Languages	4.5%



Marshall W. Errickson School
 (25-1660-025)
 Grades Offered: KG-05
 2018-2019

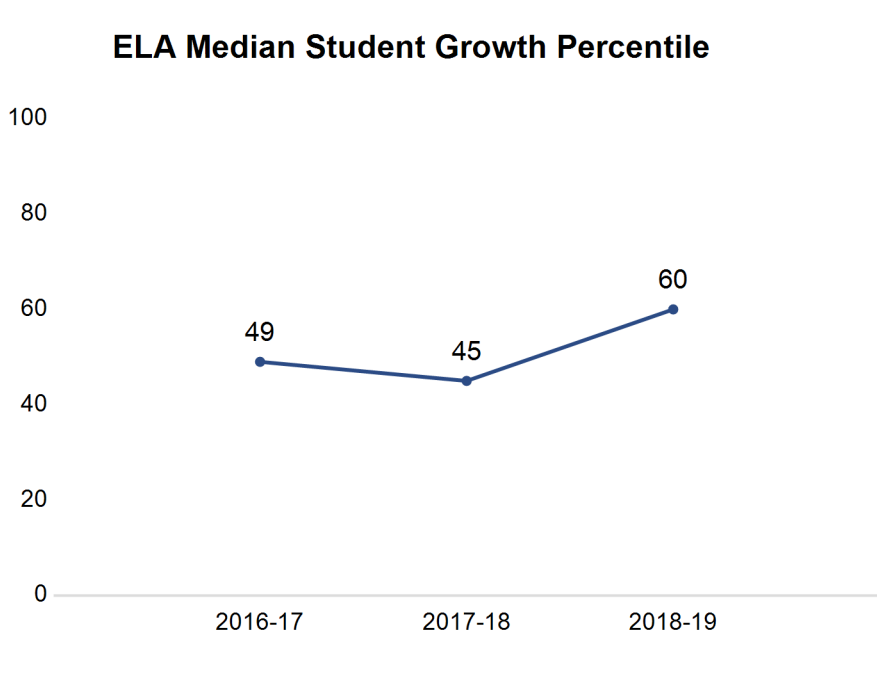
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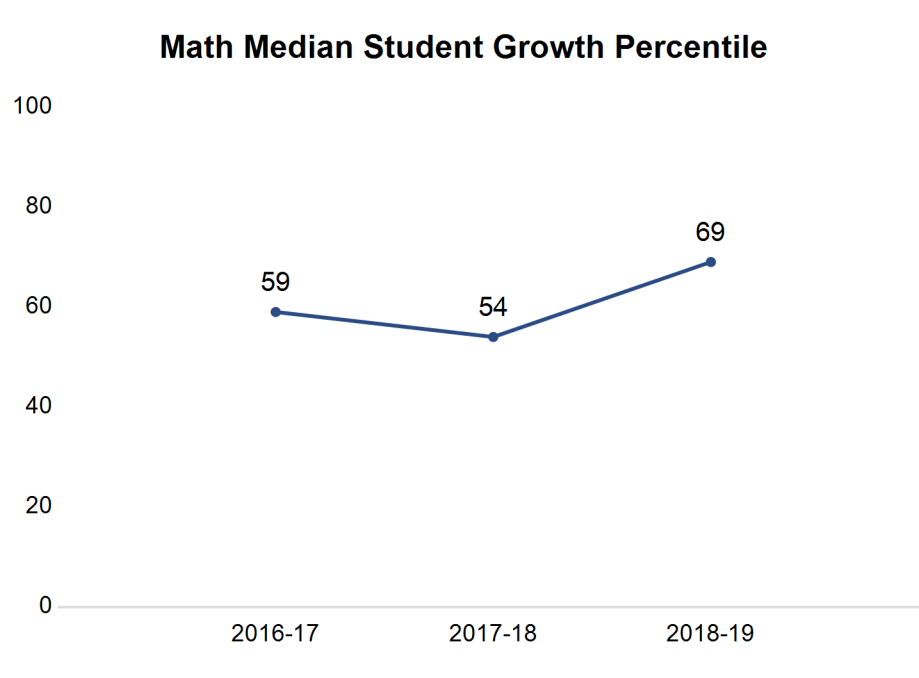
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	49	45	60	59	54	69
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	60	52	50	Exceeds Standard	69	57	50	Exceeds Standard
White	61	52	50	Exceeds Standard	68	57	52	Exceeds Standard
Hispanic	49.5	49	49	**	61.5	53.5	47	**
Black or African American	*	43	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	*	55	59	**	*	62.5	60	**
American Indian or Alaska Native	N	21	56	**	N	64	51.5	**
Two or More Races	*	56.5	49	**	*	64.5	52	**
Female	55.5	56	53	N	67.5	58	50	N
Male	61	48	47	N	70	57	51	N
Economically Disadvantaged Students	44	42.5	48	**	40	60	46	**
Students with Disabilities	41	41	43	Met Standard	60	51	45	Exceeds Standard
English Learners	N	66.5	52	**	N	46	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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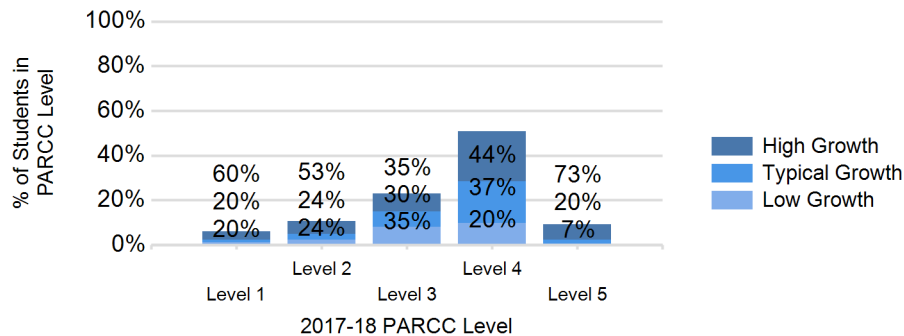
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

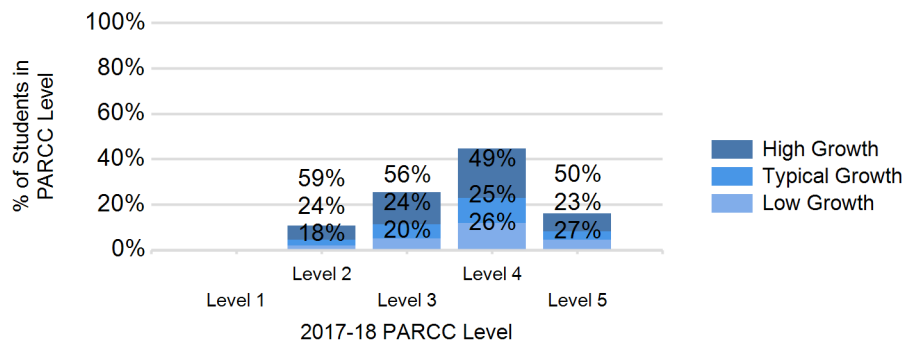
Student Growth by Performance Level

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



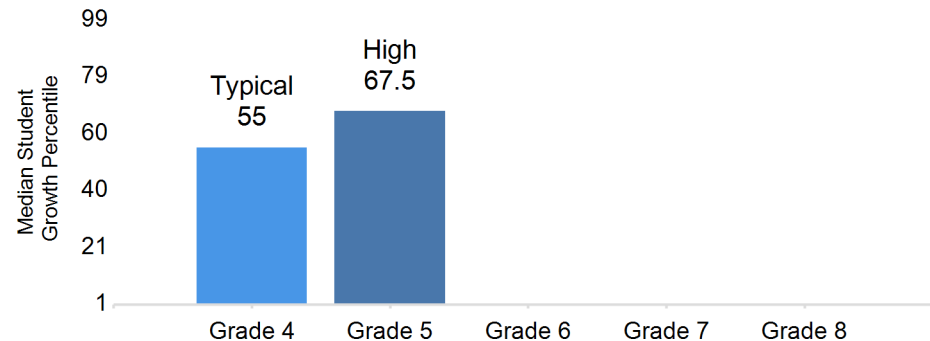
Math



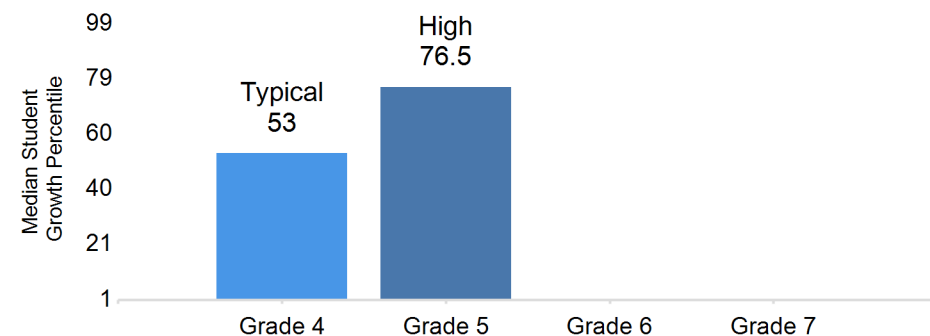
Student Growth by Grade

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

ELA



Math





Marshall W. Errickson School
(25-1660-025)
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2018-2019

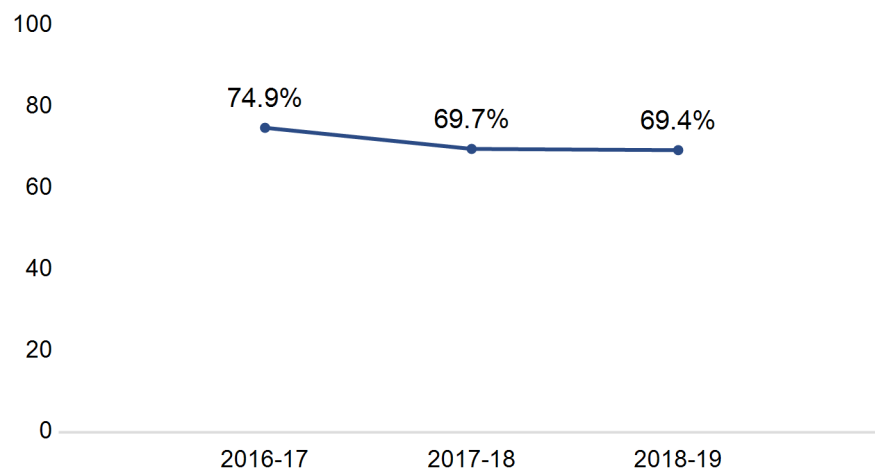
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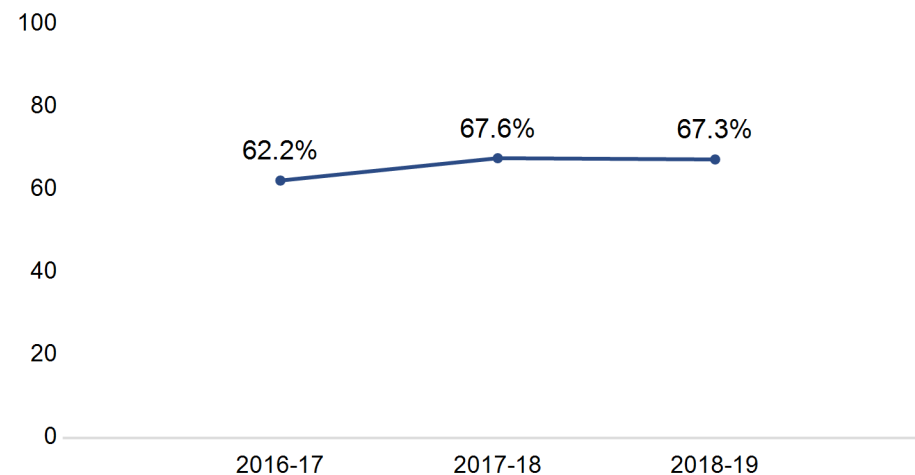
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.1%	97.1%	99.6%	96.0%	97.6%	99.6%
Proficiency Rate for Federal Accountability	74.9%	69.7%	69.4%	62.2%	67.6%	67.3%
Annual Target	69.2%	69.7%	70.3%	63.6%	64.4%	65.3%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† 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	245	99.6	69.4	68.7	57.9	69.4	70.3	Met Target†
White	195	100.0	72.3	70.3	66.9	72.3	68.7	Met Target
Hispanic	25	100.0	40.0	50.8	43.9	40.0	N	N
Black or African American	*	*	*	49.0	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	69.2	84.5	82.9	69.2	**	**
American Indian or Alaska Native	N	N	N	68.4	56.0	N	**	**
Two or More Races	*	*	*	83.3	64.4	*	**	**
Female	146	99.3	75.3	76.5	64.8	75.3		
Male	99	100.0	60.6	61.5	51.3	60.6		
Economically Disadvantaged Students	25	100.0	52.0	47.7	40.0	52.0	51.4	Met Target
Non-Economically Disadvantaged Students	220	99.6	71.4	71.1	67.9	71.4		
Students with Disabilities	36	100.0	22.2	*	22.7	22.2	36.6	Not Met
Students without Disabilities	209	99.5	77.5	*	65.1	77.5		
English Learners	*	*	*	25.6	29.3	*	**	**
Non-English Learners	*	*	*	69.4	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



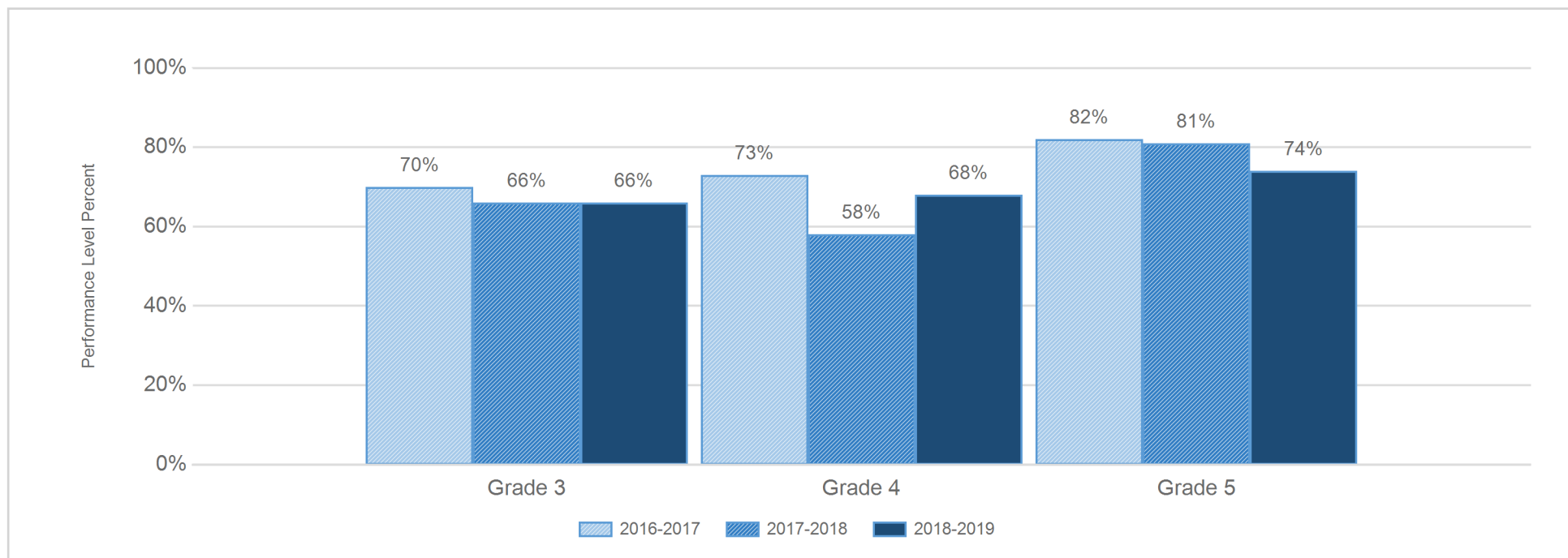
Marshall W. Errickson School
(25-1660-025)
Grades Offered: KG-05
2018-2019

Report Key:

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English Language Arts Assessment - Performance Trends

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





Marshall W. Errickson School
(25-1660-025)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	763	758	748	*	*	17%	52%	14%	66%	50%
White	65	769	760	757	*	*	17%	55%	15%	71%	60%
Hispanic	11	721	740	734	*	*	*	*	*	27%	36%
Black or African American	*	*	748	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	54	766	762	753	*	*	*	*	*	67%	55%
Male	33	758	753	743	*	*	*	*	*	64%	46%
Economically Disadvantaged Students	*	*	734	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	761	759	*	*	*	*	*	*	61%
Students with Disabilities	15	712	*	719	*	*	0%	*	*	27%	24%
Students without Disabilities	72	773	*	754	*	*	21%	*	*	74%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Marshall W. Errickson School
(25-1660-025)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	767	757	755	*	*	24%	44%	24%	68%	57%
White	68	769	760	763	*	*	24%	44%	26%	71%	67%
Hispanic	11	751	737	743	0%	*	*	*	*	45%	44%
Black or African American	*	*	740	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	47	778	766	760	*	*	*	*	*	83%	62%
Male	40	753	750	750	*	*	*	*	*	50%	53%
Economically Disadvantaged Students	12	761	737	740	*	*	*	*	*	58%	40%
Non-Economically Disadvantaged Students	75	768	760	765	*	*	*	*	*	69%	69%
Students with Disabilities	11	744	*	725	*	*	*	*	*	27%	25%
Students without Disabilities	76	770	*	761	*	*	*	*	*	74%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	87	767	*	758	*	*	24%	44%	24%	68%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Marshall W. Errickson School
(25-1660-025)
Grades Offered: KG-05
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	76	764	764	756	*	*	13%	58%	16%	74%	58%
White	63	767	768	764	*	*	*	57%	19%	76%	68%
Hispanic	*	*	749	743	*	*	*	*	*	*	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	47	765	770	761	*	*	*	*	*	74%	64%
Male	29	762	759	750	*	*	*	*	*	72%	52%
Economically Disadvantaged Students	*	*	734	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	769	766	*	*	*	*	*	*	69%
Students with Disabilities	11	709	*	724	*	*	*	*	*	*	23%
Students without Disabilities	65	773	*	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	76	764	*	758	*	*	13%	58%	16%	74%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Marshall W. Errickson School
(25-1660-025)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	245	99.6	67.3	62.3	44.5	67.3	65.3	Met Target
White	195	100.0	71.8	64.9	54.1	71.8	64.6	Met Target
Hispanic	25	100.0	32.0	40.7	28.8	32.0	N	N
Black or African American	*	*	*	33.3	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	69.2	81.0	76.5	69.2	**	**
American Indian or Alaska Native	N	N	N	52.6	42.7	N	**	**
Two or More Races	*	*	*	63.3	53.3	*	**	**
Female	146	99.3	69.9	62.9	44.9	69.9		
Male	99	100.0	63.6	61.8	44.2	63.6		
Economically Disadvantaged Students	25	100.0	52.0	37.1	26.3	52.0	47.8	Met Target
Non-Economically Disadvantaged Students	220	99.6	69.1	65.2	54.9	69.1		
Students with Disabilities	36	100.0	25.0	24.0	17.4	25.0	29.9	Met Target†
Students without Disabilities	209	99.5	74.6	69.9	50.0	74.6		
English Learners	*	*	*	17.1	25.0	*	**	**
Non-English Learners	*	*	*	63.1	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



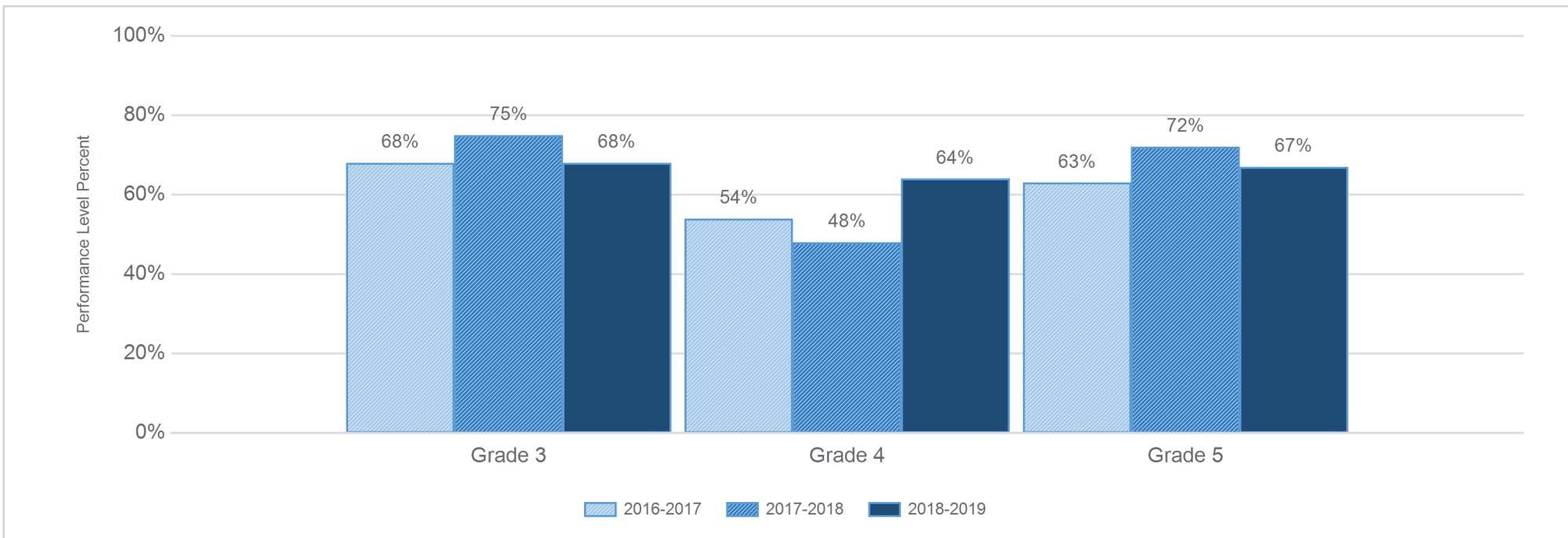
Marshall W. Errickson School
(25-1660-025)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



Marshall W. Errickson School
(25-1660-025)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	762	764	752	*	*	18%	46%	22%	68%	55%
White	65	768	765	760	*	*	15%	49%	26%	75%	66%
Hispanic	11	730	750	739	*	*	*	*	*	36%	40%
Black or African American	*	*	747	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	54	761	761	751	*	*	*	*	*	70%	54%
Male	33	764	768	752	*	*	*	*	*	64%	56%
Economically Disadvantaged Students	*	*	746	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	767	761	*	*	*	*	*	*	67%
Students with Disabilities	15	723	*	731	*	*	*	*	*	27%	31%
Students without Disabilities	72	770	*	756	*	*	*	*	*	76%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Marshall W. Errickson School
(25-1660-025)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	765	758	749	0%	*	25%	*	*	64%	51%
White	68	768	761	757	0%	*	25%	*	*	68%	62%
Hispanic	11	745	742	737	0%	*	*	*	*	27%	36%
Black or African American	*	*	739	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	47	773	762	749	0%	*	*	40%	30%	70%	50%
Male	40	756	755	749	0%	*	*	58%	0%	58%	52%
Economically Disadvantaged Students	12	756	741	734	0%	*	*	*	*	50%	32%
Non-Economically Disadvantaged Students	75	767	760	759	0%	*	*	*	*	67%	63%
Students with Disabilities	11	739	*	726	0%	*	*	*	*	27%	25%
Students without Disabilities	76	769	*	754	0%	*	*	*	*	70%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	87	765	*	751	0%	*	25%	*	*	64%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	*	717	N	N	N	N	N	N	16%



Marshall W. Errickson School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	760	757	747	*	*	20%	54%	13%	67%	47%
White	63	763	759	755	*	*	16%	*	*	73%	58%
Hispanic	*	*	740	735	*	*	*	*	*	*	30%
Black or African American	*	*	735	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	47	759	756	747	*	*	*	*	*	66%	47%
Male	29	763	757	747	*	*	*	*	*	69%	47%
Economically Disadvantaged Students	*	*	737	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	760	757	*	*	*	*	*	*	59%
Students with Disabilities	11	725	*	725	*	*	*	*	*	18%	19%
Students without Disabilities	65	766	*	752	*	*	*	*	*	75%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	76	760	*	749	*	*	20%	54%	13%	67%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Marshall W. Errickson School
(25-1660-025)
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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	N	N
4	N	N
5	N	N

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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2018-2019

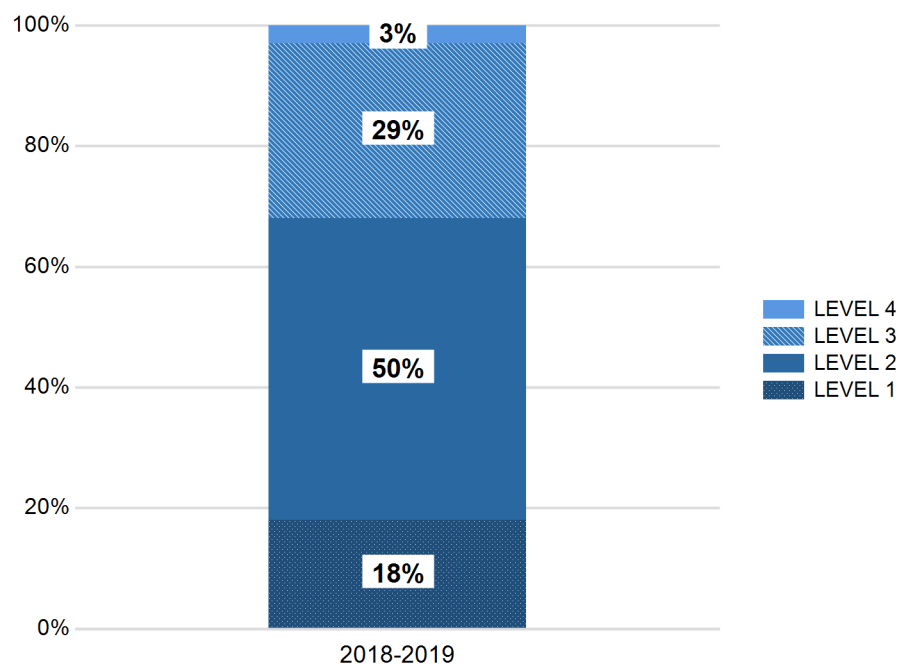
Report Key:

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

NJSLA Science Assessment: Grade 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	18	50	29	3
White	14	48	35	3
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	19	55	23	2
Male	17	41	38	3
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	82	9	9	0
Students without Disabilities	8	57	32	3
English Learners	N	N	N	N
Non-English Learners	18	50	29	3
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Marshall W. Errickson School
(25-1660-025)
Grades Offered: KG-05
2018-2019

Report Key:

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- ** Accountability calculations require 20 or more students
- N No Data is available to display
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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.

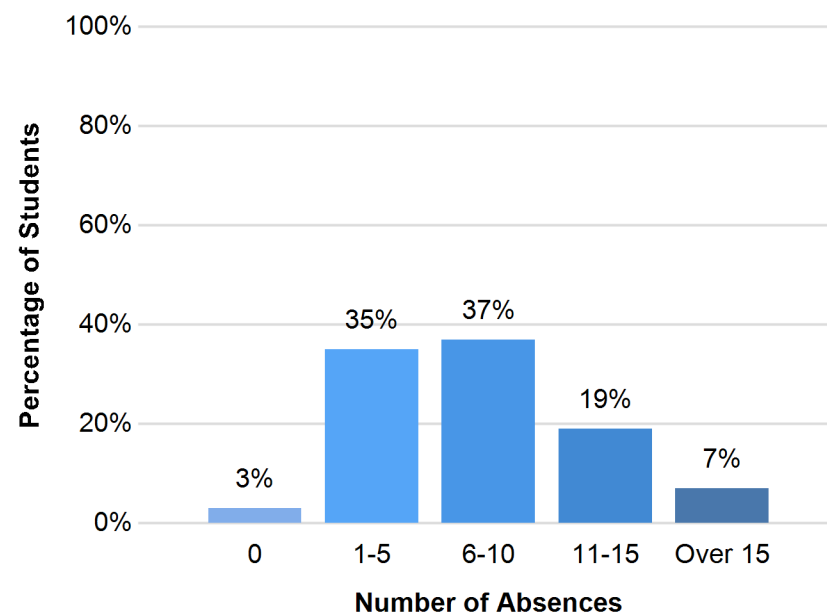
Chronic Absenteeism

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	24	5.3	8.9	Met
White	18	5.1	8.9	Met
Hispanic	4	7.3	8.9	Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	2	10.0	8.9	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	9	3.7		
Male	15	7.2		
Economically Disadvantaged Students	4	6.7	8.9	Met
Students with Disabilities	5	7.4	8.9	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





Marshall W. Errickson School
(25-1660-025)
Grades Offered: KG-05
2018-2019

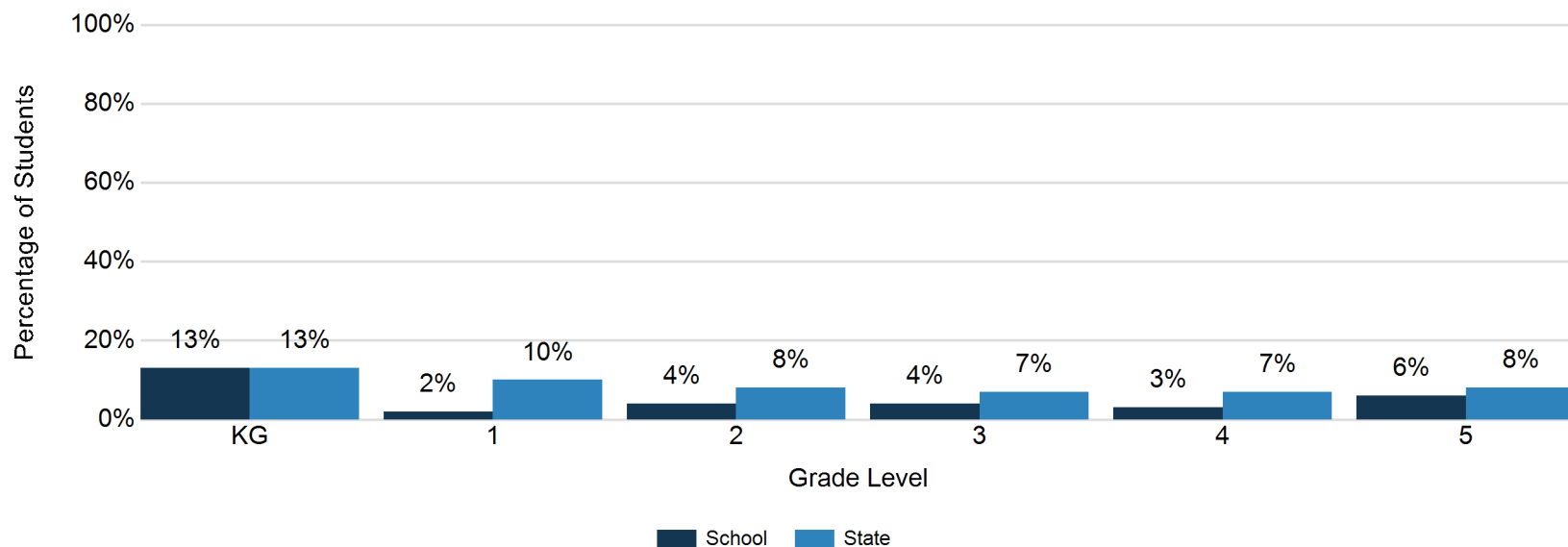
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Chronic Absenteeism by Grade

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





Marshall W. Errickson School
(25-1660-025)
Grades Offered: KG-05
2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.22

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
0



Marshall W. Errickson School

(25-1660-025)

Grades Offered: KG-05

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	8:10 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 10 Mins
Shared Time - Instructional Time	6 Hrs. 10 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.0:1



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2018-2019

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	38	118,214
Average years experience in public schools	12.5	12.1
Average years experience in district	11.4	10.8
Percentage of Teachers with 4 or more years experience in the district	81.6%	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	23	9,530
Average years experience in public schools	17.8	16.0
Average years experience in district	13.0	12.0
Percentage of Administrators with 4 or more years experience in the district	95.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	223:1	163:1
Teachers to Administrators	19:1	15:1
Students to Librarians/Media Specialists		750:1
Students to Nurses		469:1
Students to Counselors		417:1
Students to Child Study Team Members		208:1



Marshall W. Errickson School
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Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	54.8%	97.4%	100.0%	48.4%	77.1%	54.9%
Male	45.2%	2.6%	0.0%	51.6%	22.9%	45.1%
White	78.7%	97.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.5%	2.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	4.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.9%	0.0%	0.0%	2.1%	0.2%	0.2%



Marshall W. Errickson School
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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.9%	90.5%
2017-18 Administrators: Same district 2018-19	87.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.1%



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Per-Pupil Expenditures by Source

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

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

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

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

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



Marshall W. Errickson School
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2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



Marshall W. Errickson School
(25-1660-025)
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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	74.9%	69.7%	69.4%
Math Proficiency	62.2%	67.6%	67.3%
ELA Growth	49	45	60
Math Growth	59	54	69
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	4.7%	4.8%	5.3%

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



Marshall W. Errickson School
(25-1660-025)
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2018-2019

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

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

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

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



Marshall W. Errickson School
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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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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:

- The curriculum is aligned with New Jersey Student Learning Standards and focused on personalized learning for students. Technology is an integral part of the day.
- Data is regularly used by teachers to drive instruction and by students to set their own learning goals.
- Students have access to a newly renovated, state-of-the-art STEAM Center that includes robotics, 3d printing, coding as well as other materials to promote 21st-century skills and thinking.



West Freehold School
(25-1660-030)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



West Freehold School
(25-1660-030)
Grades Offered: KG-05
2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Freehold Township School District
Principal Name	Dr. Edward Aldarelli
Address	100 CASTRONOVA WAY FREEHOLD, NJ 07728-2551
Phone Number	732-431-5101
Email Address	ealdarelli@freeholdtp.k12.nj.us
Website	https://wfs.freeholdtp.k12.nj.us/



West Freehold School
(25-1660-030)
Grades Offered: KG-05
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	78	64	74
1	76	81	67
2	86	81	87
3	84	93	84
4	105	86	101
5	100	109	94
Total	529	514	507

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	45.6%	44.7%	46.7%
Male	54.4%	55.3%	53.3%
Economically Disadvantaged Students	8.1%	8.2%	10.3%
Students with Disabilities	15.3%	17.7%	17.2%
English Learners	0.0%	0.4%	0.2%
Homeless Students	0.4%	0.0%	0.2%
Students in Foster Care	0.2%	0.2%	0.4%
Military-Connected Students	0.2%	0.2%	0.2%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	80.3%	78.6%	77.7%
Hispanic	3.4%	6.2%	9.1%
Black or African American	3.8%	3.9%	4.1%
Asian	7.2%	6.8%	6.1%
Native Hawaiian or Pacific Islander	0.6%	0.4%	0.2%
American Indian or Alaska Native	4.0%	2.9%	2.0%
Two or More Races	0.8%	1.2%	0.8%

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	78	64	74

Enrollment by Home Language

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

Home Language	% of Students
English	90.1%
Spanish	4.7%
Other Languages	5.1%



West Freehold School
 (25-1660-030)
 Grades Offered: KG-05
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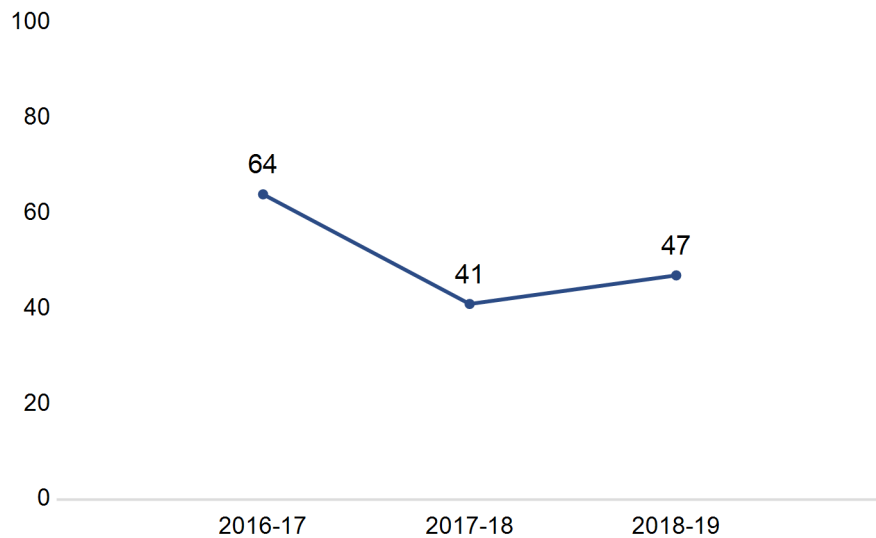
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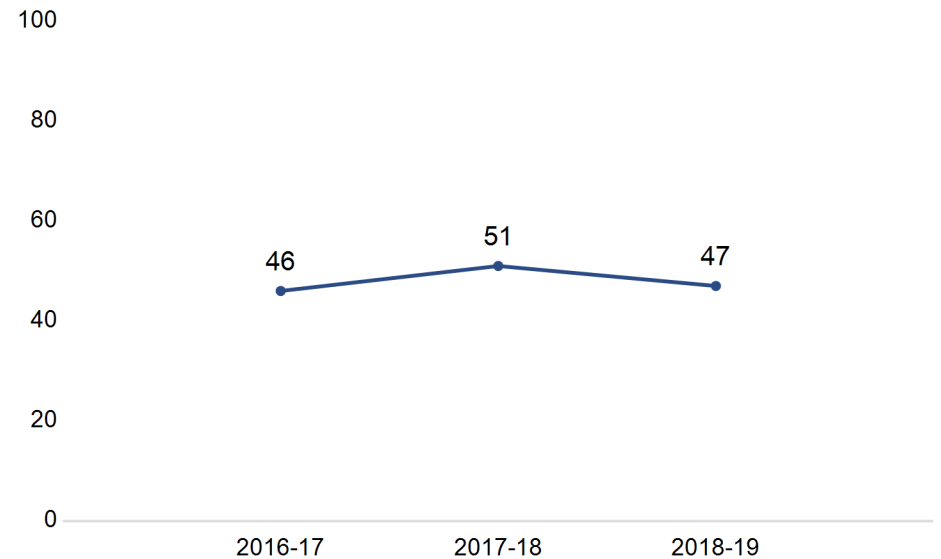
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	64	41	47	46	51	47
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	47	52	50	Met Standard	47	57	50	Met Standard
White	46	52	50	Met Standard	47	57	52	Met Standard
Hispanic	47	49	49	**	44.5	53.5	47	**
Black or African American	*	43	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	62.5	55	59	**	46	62.5	60	**
American Indian or Alaska Native	*	21	56	**	*	64	51.5	**
Two or More Races	*	56.5	49	**	*	64.5	52	**
Female	52	56	53	N	49	58	50	N
Male	40	48	47	N	47	57	51	N
Economically Disadvantaged Students	45	42.5	48	**	55	60	46	**
Students with Disabilities	33	41	43	Not Met	39	51	45	Not Met
English Learners	N	66.5	52	**	N	46	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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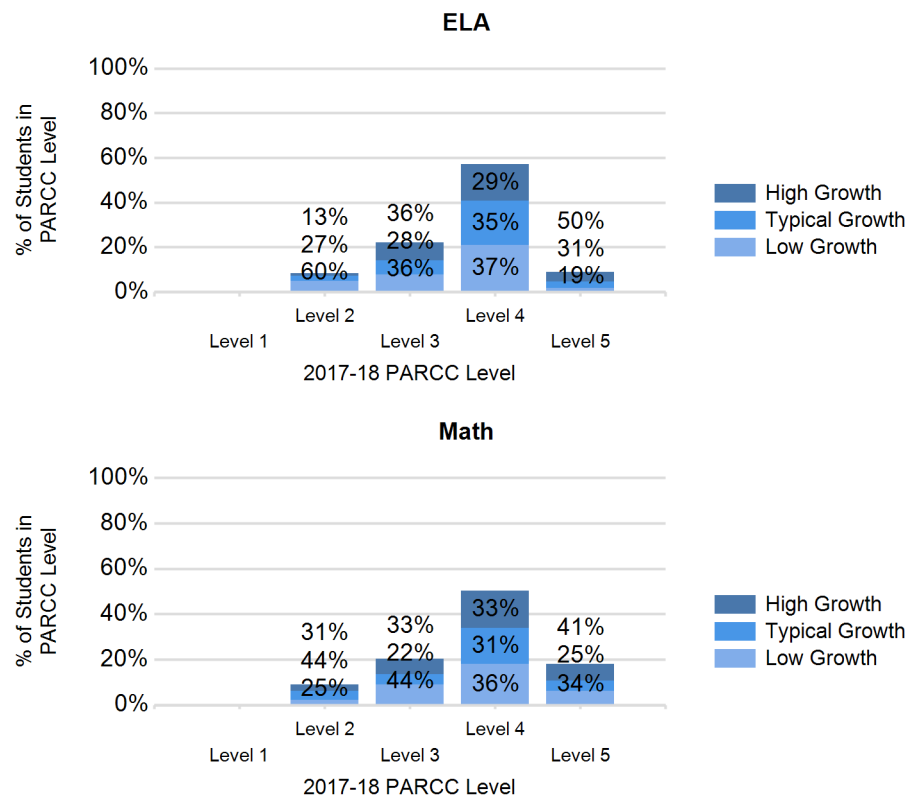
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

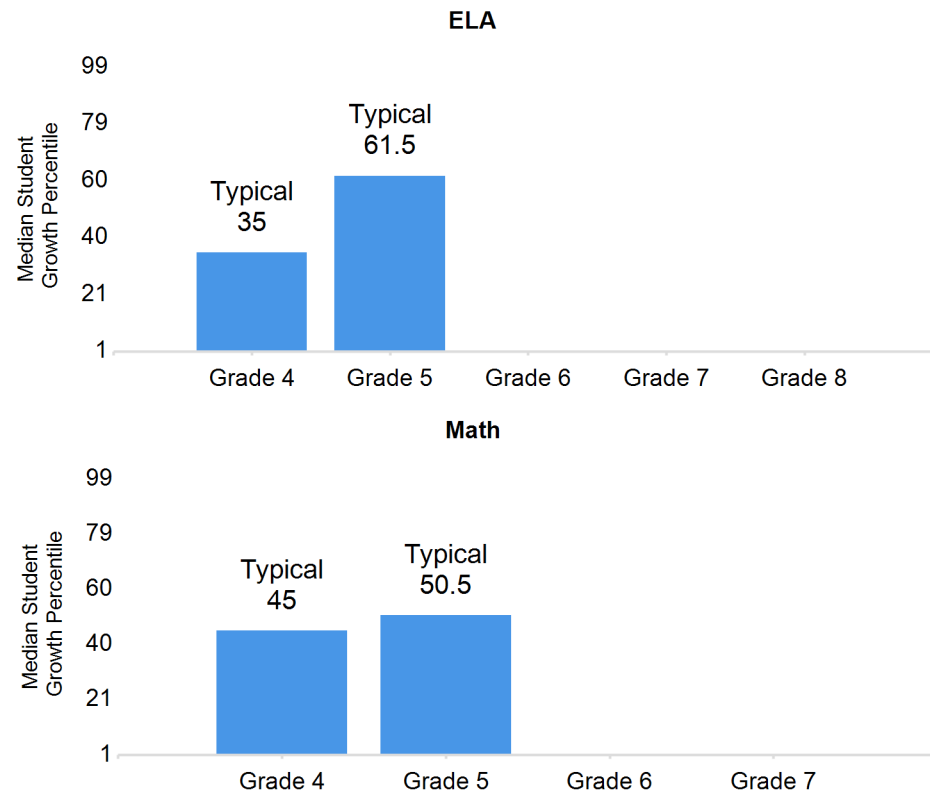
Student Growth by Performance Level

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



Student Growth by Grade

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





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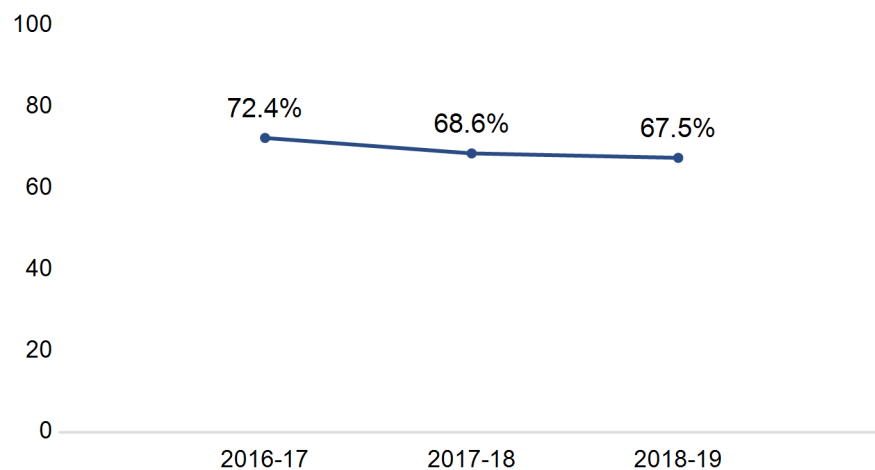
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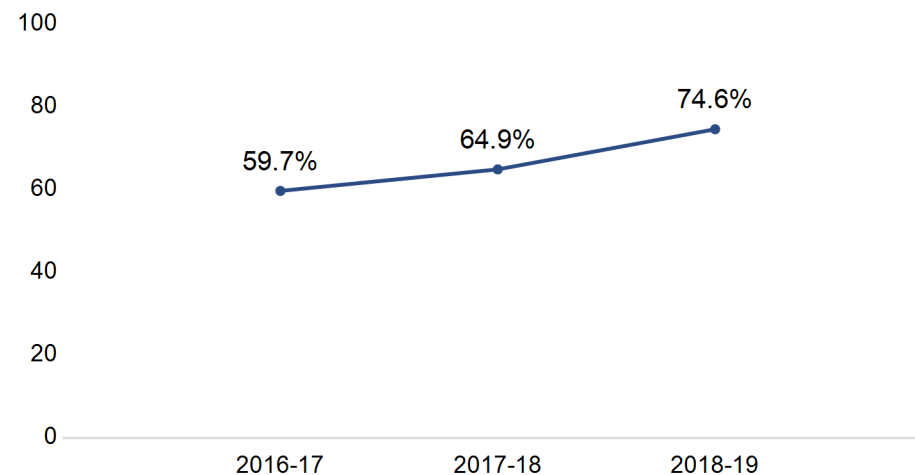
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.9%	97.6%	99.6%	97.9%	97.6%	99.6%
Proficiency Rate for Federal Accountability	72.4%	68.6%	67.5%	59.7%	64.9%	74.6%
Annual Target	60.4%	61.5%	62.5%	60.8%	61.8%	62.8%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	268	99.6	67.5	68.7	57.9	67.5	62.5	Met Target
White	211	99.5	67.8	70.3	66.9	67.8	62.5	Met Target
Hispanic	18	100.0	61.1	50.8	43.9	61.1	**	**
Black or African American	12	100.0	50.0	49.0	38.5	50.0	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	73.3	84.5	82.9	73.3	**	**
American Indian or Alaska Native	*	*	*	68.4	56.0	*	**	**
Two or More Races	*	*	*	83.3	64.4	*	**	**
Female	121	99.2	70.2	76.5	64.8	70.2		
Male	147	100.0	65.3	61.5	51.3	65.3		
Economically Disadvantaged Students	27	100.0	63.0	47.7	40.0	63.0	44.6	Met Target
Non-Economically Disadvantaged Students	241	99.6	68.0	71.1	67.9	68.0		
Students with Disabilities	47	100.0	34.0	*	22.7	34.0	21.4	Met Target
Students without Disabilities	221	99.6	74.7	*	65.1	74.7		
English Learners	*	*	*	25.6	29.3	*	**	**
Non-English Learners	*	*	*	69.4	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



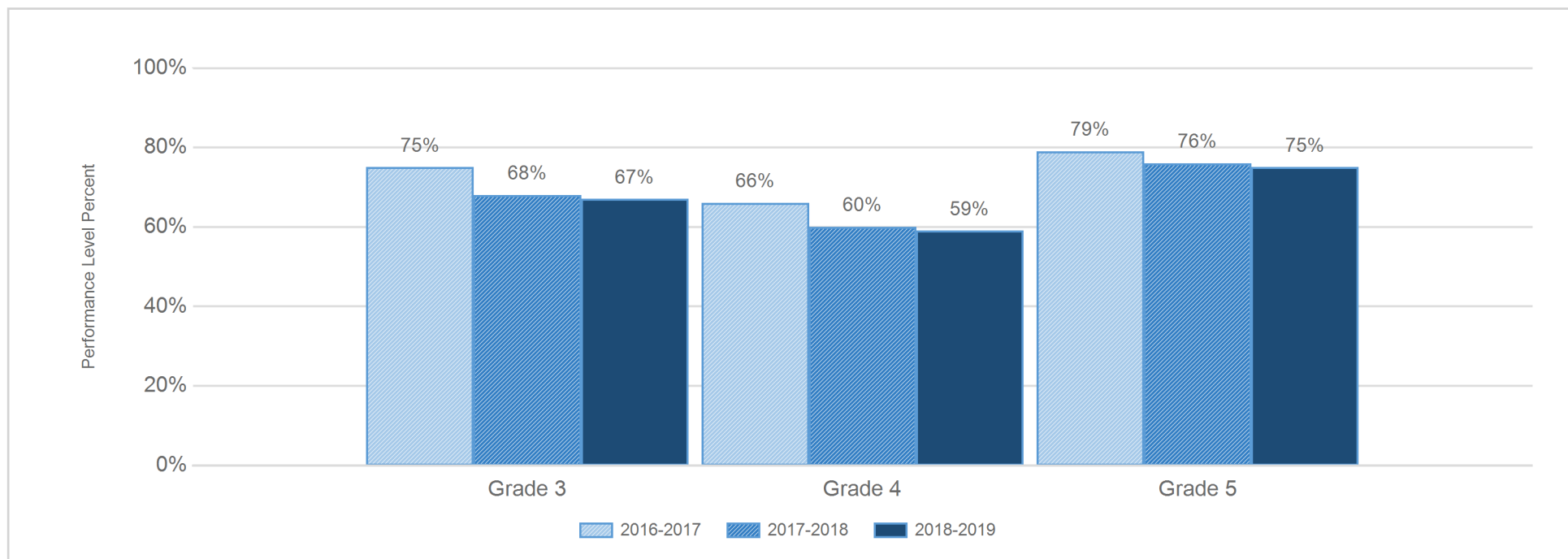
West Freehold School
(25-1660-030)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance Trends

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





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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	85	759	758	748	*	*	16%	*	*	67%	50%
White	66	758	760	757	*	*	15%	*	*	68%	60%
Hispanic	*	*	740	734	*	*	*	*	*	*	36%
Black or African American	*	*	748	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	40	764	762	753	*	*	*	*	*	70%	55%
Male	45	754	753	743	*	*	*	*	*	64%	46%
Economically Disadvantaged Students	*	*	734	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	761	759	*	*	*	*	*	*	61%
Students with Disabilities	13	730	*	719	*	*	*	*	*	46%	24%
Students without Disabilities	72	764	*	754	*	*	*	*	*	71%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



West Freehold School
(25-1660-030)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	755	757	755	*	15%	21%	*	*	59%	57%
White	79	757	760	763	*	*	24%	42%	16%	58%	67%
Hispanic	*	*	737	743	*	*	*	*	*	*	44%
Black or African American	*	*	740	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	40	761	766	760	*	*	28%	*	*	63%	62%
Male	58	751	750	750	*	*	17%	*	*	57%	53%
Economically Disadvantaged Students	10	733	737	740	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	88	758	760	765	*	*	*	*	*	60%	69%
Students with Disabilities	14	728	*	725	*	*	*	*	*	36%	25%
Students without Disabilities	84	760	*	761	*	*	*	*	*	63%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	98	755	*	758	*	15%	21%	*	*	59%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



West Freehold School
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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	769	764	756	*	*	14%	53%	22%	75%	58%
White	69	772	768	764	*	*	*	52%	25%	77%	68%
Hispanic	*	*	749	743	*	*	*	*	*	*	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	46	772	770	761	*	*	*	*	*	76%	64%
Male	45	766	759	750	*	*	*	*	*	73%	52%
Economically Disadvantaged Students	10	743	734	740	*	*	*	*	*	50%	39%
Non-Economically Disadvantaged Students	81	772	769	766	*	*	*	*	*	78%	69%
Students with Disabilities	21	723	*	724	*	*	*	*	*	19%	23%
Students without Disabilities	70	783	*	762	*	*	*	*	*	91%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	91	769	*	758	*	*	14%	53%	22%	75%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	268	99.6	74.6	62.3	44.5	74.6	62.8	Met Target
White	211	99.5	77.3	64.9	54.1	77.3	63.7	Met Target
Hispanic	18	100.0	61.1	40.7	28.8	61.1	**	**
Black or African American	12	100.0	50.0	33.3	23.0	50.0	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	86.7	81.0	76.5	86.7	**	**
American Indian or Alaska Native	*	*	*	52.6	42.7	*	**	**
Two or More Races	*	*	*	63.3	53.3	*	**	**
Female	121	99.2	73.6	62.9	44.9	73.6		
Male	147	100.0	75.5	61.8	44.2	75.5		
Economically Disadvantaged Students	27	100.0	55.6	37.1	26.3	55.6	34.6	Met Target
Non-Economically Disadvantaged Students	241	99.6	76.8	65.2	54.9	76.8		
Students with Disabilities	47	100.0	38.3	24.0	17.4	38.3	28.5	Met Target
Students without Disabilities	221	99.6	82.4	69.9	50.0	82.4		
English Learners	*	*	*	17.1	25.0	*	**	**
Non-English Learners	*	*	*	63.1	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



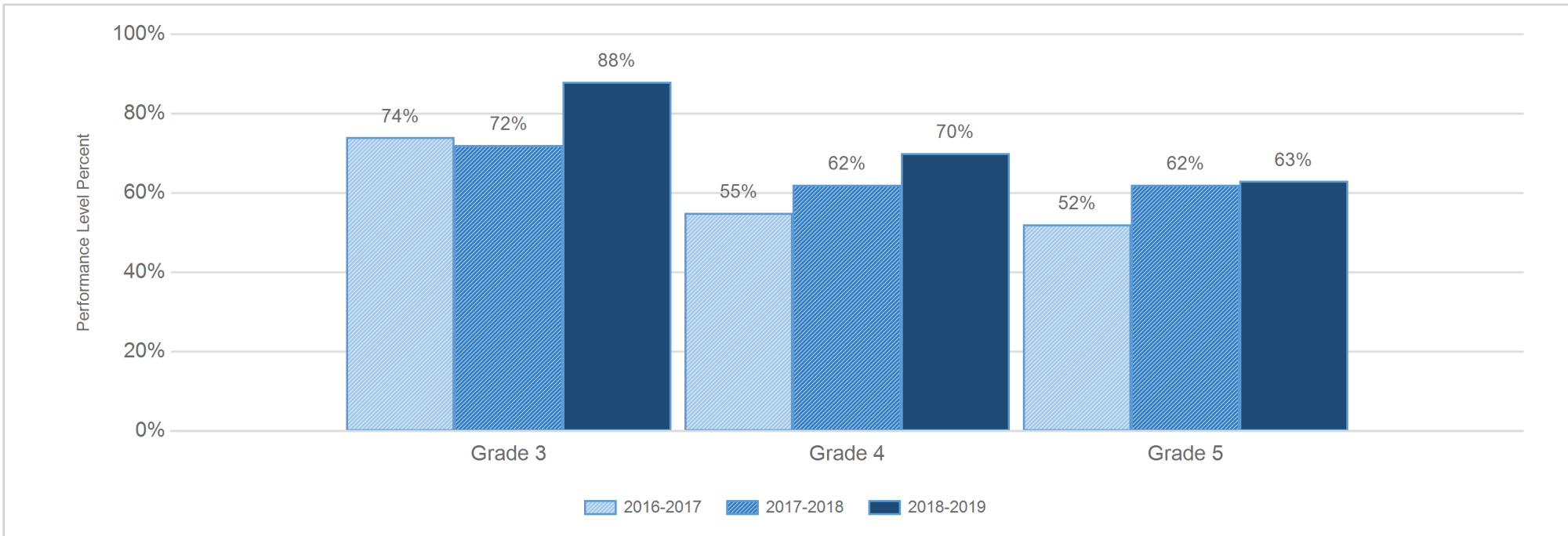
West Freehold School
(25-1660-030)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	778	764	752	0%	*	*	59%	29%	88%	55%
White	66	778	765	760	0%	*	*	62%	29%	91%	66%
Hispanic	*	*	750	739	*	*	*	*	*	*	40%
Black or African American	*	*	747	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	40	775	761	751	0%	*	*	*	*	88%	54%
Male	45	781	768	752	0%	*	*	*	*	89%	56%
Economically Disadvantaged Students	*	*	746	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	767	761	*	*	*	*	*	*	67%
Students with Disabilities	13	756	*	731	0%	*	*	*	*	62%	31%
Students without Disabilities	72	782	*	756	0%	*	*	*	*	93%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



West Freehold School
(25-1660-030)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	759	758	749	*	*	17%	59%	11%	70%	51%
White	79	761	761	757	*	*	19%	57%	14%	71%	62%
Hispanic	*	*	742	737	*	*	*	*	*	*	36%
Black or African American	*	*	739	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	40	760	762	749	*	*	*	*	*	73%	50%
Male	58	759	755	749	*	*	*	*	*	69%	52%
Economically Disadvantaged Students	10	736	741	734	*	*	*	*	*	50%	32%
Non-Economically Disadvantaged Students	88	762	760	759	*	*	*	*	*	73%	63%
Students with Disabilities	14	732	*	726	*	*	*	*	*	29%	25%
Students without Disabilities	84	764	*	754	*	*	*	*	*	77%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	98	759	*	751	*	*	17%	59%	11%	70%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	*	717	N	N	N	N	N	N	16%



West Freehold School
(25-1660-030)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	756	757	747	*	*	23%	48%	14%	63%	47%
White	69	760	759	755	*	*	17%	55%	14%	70%	58%
Hispanic	*	*	740	735	*	*	*	*	*	*	30%
Black or African American	*	*	735	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	46	754	756	747	*	*	*	*	*	59%	47%
Male	45	759	757	747	*	*	*	*	*	67%	47%
Economically Disadvantaged Students	10	737	737	732	*	*	*	*	*	30%	27%
Non-Economically Disadvantaged Students	81	758	760	757	*	*	*	*	*	67%	59%
Students with Disabilities	21	728	*	725	*	*	*	*	*	24%	19%
Students without Disabilities	70	764	*	752	*	*	*	*	*	74%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	91	756	*	749	*	*	23%	48%	14%	63%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



West Freehold School
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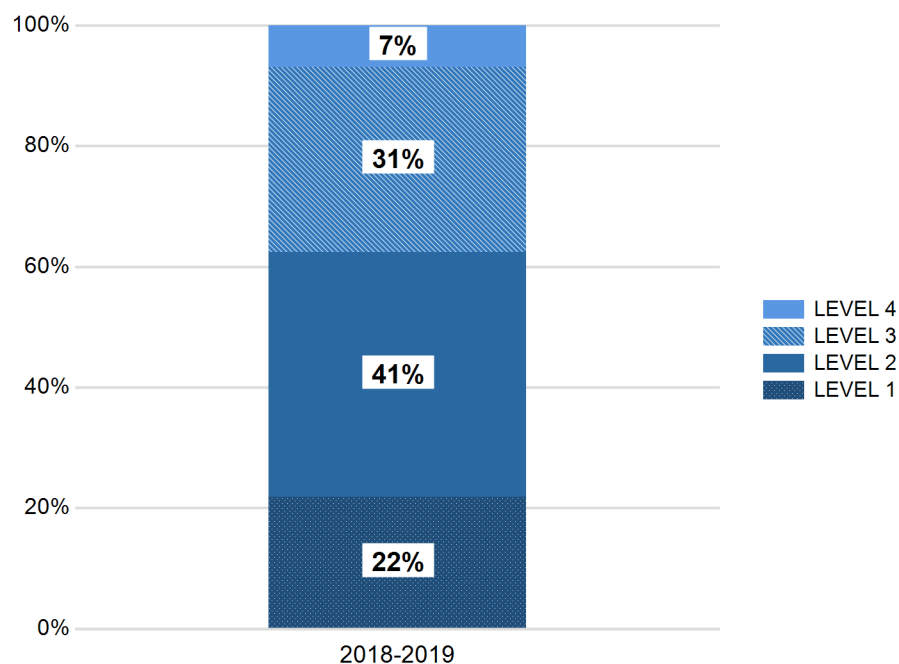
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	22	41	31	7
White	19	41	33	7
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	22	41	33	4
Male	22	40	29	9
Economically Disadvantaged Students	50	40	10	0
Non-Economically Disadvantaged Students	19	41	33	7
Students with Disabilities	62	29	10	0
Students without Disabilities	10	44	37	9
English Learners	N	N	N	N
Non-English Learners	22	41	31	7
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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

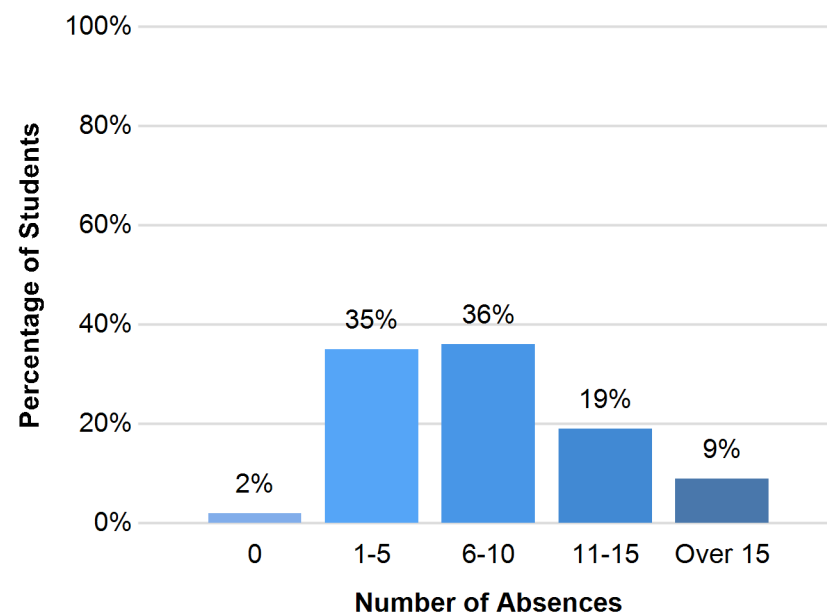
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	31	6.2	8.9	Met
White	24	6.1	8.9	Met
Hispanic	3	7.0	8.9	Met
Black or African American	1	5.0	8.9	Met
Asian, Native Hawaiian, or Pacific	2	6.3	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	12	5.1		
Male	19	7.1		
Economically Disadvantaged Students	3	6.1	8.9	Met
Students with Disabilities	6	7.8	8.9	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





West Freehold School
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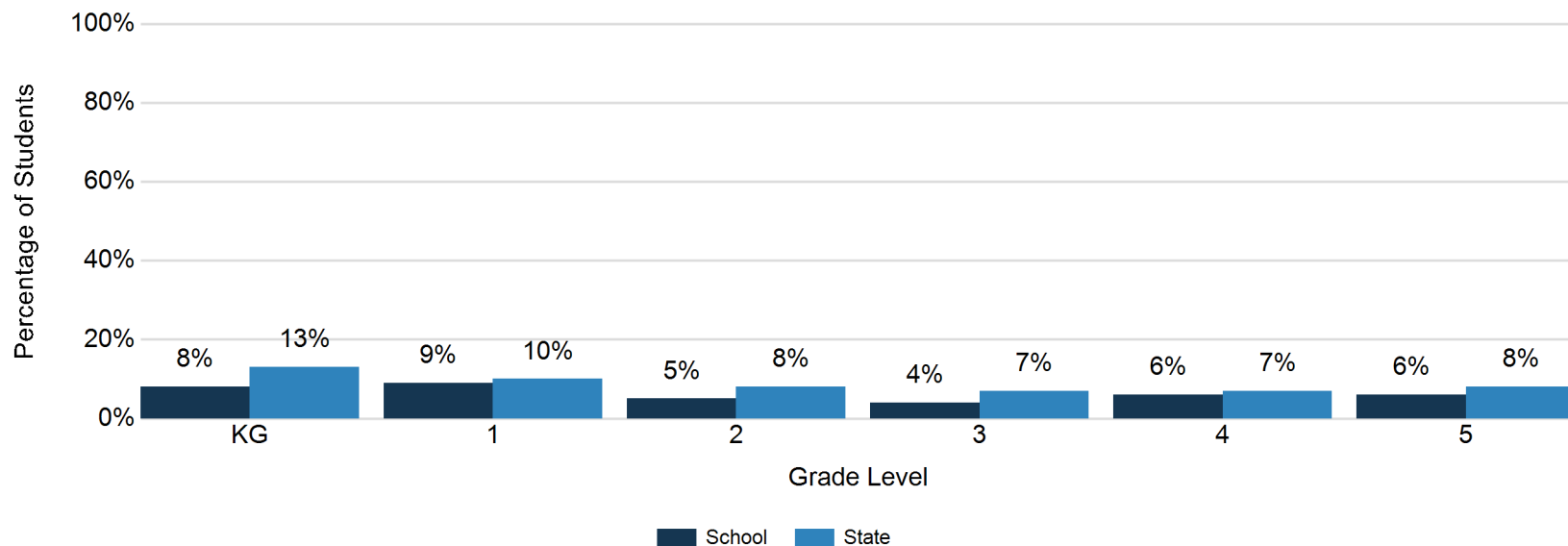
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.39

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*



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School Day

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 10 Mins
Shared Time - Instructional Time	6 Hrs. 10 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.0:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	46	118,214
Average years experience in public schools	12.5	12.1
Average years experience in district	11.7	10.8
Percentage of Teachers with 4 or more years experience in the district	87.0%	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	23	9,530
Average years experience in public schools	17.8	16.0
Average years experience in district	13.0	12.0
Percentage of Administrators with 4 or more years experience in the district	95.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	254:1	163:1
Teachers to Administrators	23:1	15:1
Students to Librarians/Media Specialists		750:1
Students to Nurses		469:1
Students to Counselors		417:1
Students to Child Study Team Members		208:1



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Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.7%	95.7%	50.0%	48.4%	77.1%	54.9%
Male	53.3%	4.3%	50.0%	51.6%	22.9%	45.1%
White	77.7%	97.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	9.1%	2.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.1%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	6.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	2.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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

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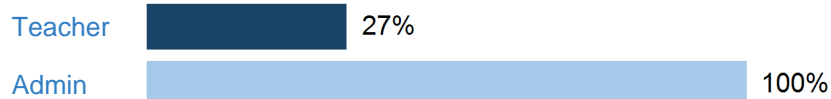
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.9%	90.5%
2017-18 Administrators: Same district 2018-19	87.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.2%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



West Freehold School
(25-1660-030)
Grades Offered: KG-05
2018-2019

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

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

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

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

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

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

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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	72.4%	68.6%	67.5%
Math Proficiency	59.7%	64.9%	74.6%
ELA Growth	64	41	47
Math Growth	46	51	47
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.6%	6.0%	6.2%

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



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

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



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School Narrative

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



Highlights:

- West Freehold School Teachers utilize a personalized learning framework to meet students individualized learning needs. The model fosters growth, goal setting and reflecting on their own learning.
- West Freehold School engages in rich partnerships with all members of the community, local universities and businesses.
- Technology is embedded into our students' daily activities to make learning irresistibly engaging. Technology is used as a tool to promote deeper and more visible learning for all of our students.



Mission, Vision, Theme:

For the 2018-2019 school year, the West Freehold School continued its collaborative mission with students, staff, parents, administrators, and community members to improve and enhance the educational environment, attitude, and instruction within our school. In the continued support of maintaining a superior, quality education for the children of West Freehold, it has become our goal to ensure that our children are equipped with the skills necessary to foster a lifetime of continued learning.



Awards, Recognition, Accomplishments:

The Freehold Township School District and West Freehold School continue to be recognized for excellence in innovation and creativity in education. Our partnerships with local businesses and community members have provided learning opportunities and access to innovative approaches to teaching and learning that include personalized learning and project based learning. West Freehold School was also nationally recognized at the NAPDS Conference for its work partnership with Monmouth University.



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Courses, Curriculum, Instruction:

The West Freehold School provides a balanced program in all core content areas. Our Enrichment Cluster Group Approach to identifying and teaching gifted students provides teachers with a platform to differentiate their teaching practices. Further, the West Freehold School embraces the use of technology by providing a 1:1 Chromebook program, digital content, and dynamic assessment tools that measure student progress. Workshops and professional development for teachers focus on promoting a cycle of inquiry in all students.



Clubs and Activities:

The West Freehold School has many after-school activities that are funded by our Parent Teacher Organization. These include; choir in grades four and five, instrumental music, Mad Science K-5, Rhino Wrestling Club, Tae Kwon-do with TKO program, Student Ambassadors, Safety Patrol, The Sing and Swing Club, Enrichment classes, Basketball Tutorials for K-5 students, and our Night of the Arts Program.



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Student Supports and Services:

The West Freehold School provides the least restrictive environment for students with special needs. Resource Rooms, and Inclusion settings provide students with instruction that is tailored to their individual needs. Our Response to Intervention Protocols provide a systematic way to identify struggling learners and several interventions such as basic skills, early intervention reading, and before school tutoring allows teachers to intervene and provide the prescribed support.



Parent and Community Involvement:

The West Freehold School has an active and generous Parent Teacher Organization that supports all school initiatives. Additionally, the Freehold Township Education Foundation is a major contributor to our district's strategic plan. PTO meetings, PTO liaison meetings, Parent-Teacher Conferences, and Back to School Night all provide opportunities for our school to engage with the community. The Parent Portal provides easy access to view student grades, school events, and attendance data.






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No</p>
 <p>Facilities:</p>	<p>The West Freehold School opened its doors to students in 2004. Recently, the school has undergone hallway flooring renovations. The media center and computer lab have been converted into STEAM and Design Centers. Both spaces utilize flexible seating, technology and engineering principles to promote high levels of teaching and learning.</p>
 <p>School Safety:</p>	<p>The West Freehold School Safety Team meets twice a year to review school climate and culture, plan for identified needs, and collaborate for continuous improvement in the areas of school climate, culture, and safety.</p>



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Technology and STEM:

West Freehold School's STEAM Center and Student Design Center support student exploration, innovation, and learning with two flexible design spaces that offer an abundance of supplies and opportunities for students to investigate, discover, connect, create and reflect. It is through the hands-on experiences, working with peers or independently, that students explore, experiment, try, evaluate, and try again.



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Other Information

The West Freehold School is committed to the mission of the Freehold Township School District, which is to prepare all students to be responsible citizens and leaders of their own learning. In reaching their full potential, our children will develop individual and civic responsibility as well as respect for themselves and their environment. With strong support from our parents, West Freehold School recognizes the importance of developing caring, positive and socially aware students. Through various school activities, our students have had numerous opportunities to make a difference in the lives of many individuals. Schools of excellence are the result of the collaborative efforts of dedicated, innovative staff, involved parents and an interested community. The West Freehold School is committed to providing an outstanding education to all of our students and utilizes the talents and efforts of all members of the school community. Through these collaborative efforts, students continue