

**Adelphia Elementary School**

(25-2290-003)

Grades Offered: KG-02

2018-2019

Report Key:

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Howell Township Public School District
Principal Name	Mrs. Danielle Palazzolo
Address	495 ADELPHIA ROAD FREEHOLD, NJ 07728
Phone Number	732-919-1553
Email Address	dpalazzolo@howell.k12.nj.us
Website	https://adelphia.howell.k12.nj.us/
Facebook	https://www.facebook.com/howell.township.k8/
Twitter	https://twitter.com/HowellTwpAdelph



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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	114	102	116
1	126	126	108
2	112	126	125
Total	352	354	349

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	48.9%	49.4%	47.3%
Male	51.1%	50.6%	52.7%
Economically Disadvantaged Students	27.0%	28.0%	26.9%
Students with Disabilities	18.2%	14.1%	15.5%
English Learners	21.3%	25.4%	25.2%
Homeless Students	0.3%	0.6%	0.0%
Students in Foster Care	0.0%	0.0%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	61.9%	57.1%	57.0%
Hispanic	23.3%	26.8%	27.5%
Black or African American	1.4%	2.0%	2.3%
Asian	8.8%	9.3%	9.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.5%	4.8%	4.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	114	102	116

Enrollment by Home Language

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

Home Language	% of Students
English	70.2%
Spanish	20.6%
Russian	1.7%
Arabic	1.1%
Vietnamese	1.1%
Other Languages	5.2%



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English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	61.5%	56.6%	Met Target

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	63	*	*
3-4	23	*	*
5 or more	*	*	*



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

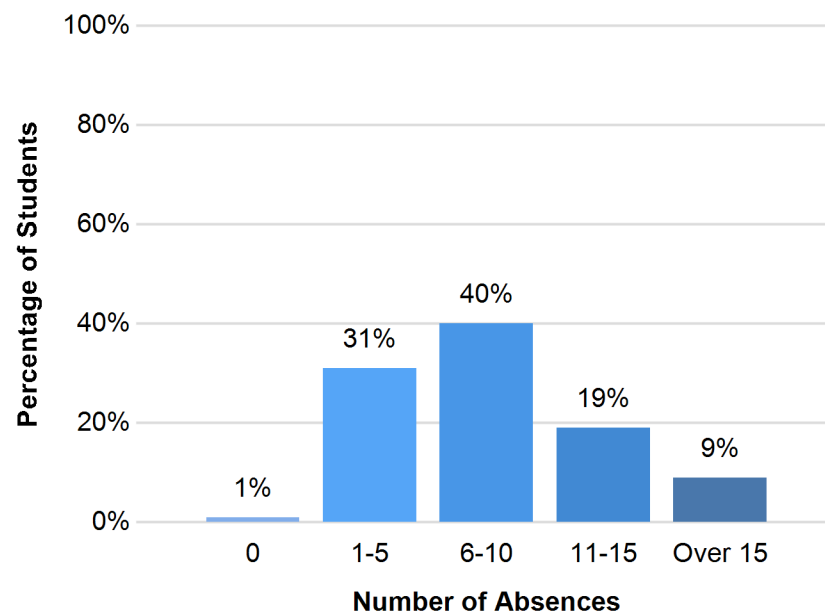
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	16	5.4	10.3	Met
White	7	3.6	10.3	Met
Hispanic	6	11.5	10.3	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	3	10.7	10.3	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	9	6.7		
Male	7	4.3		
Economically Disadvantaged Students	6	10.7	10.3	Not Met
Students with Disabilities	6	10.0	10.3	Met
English Learners	5	20.8	10.3	Not Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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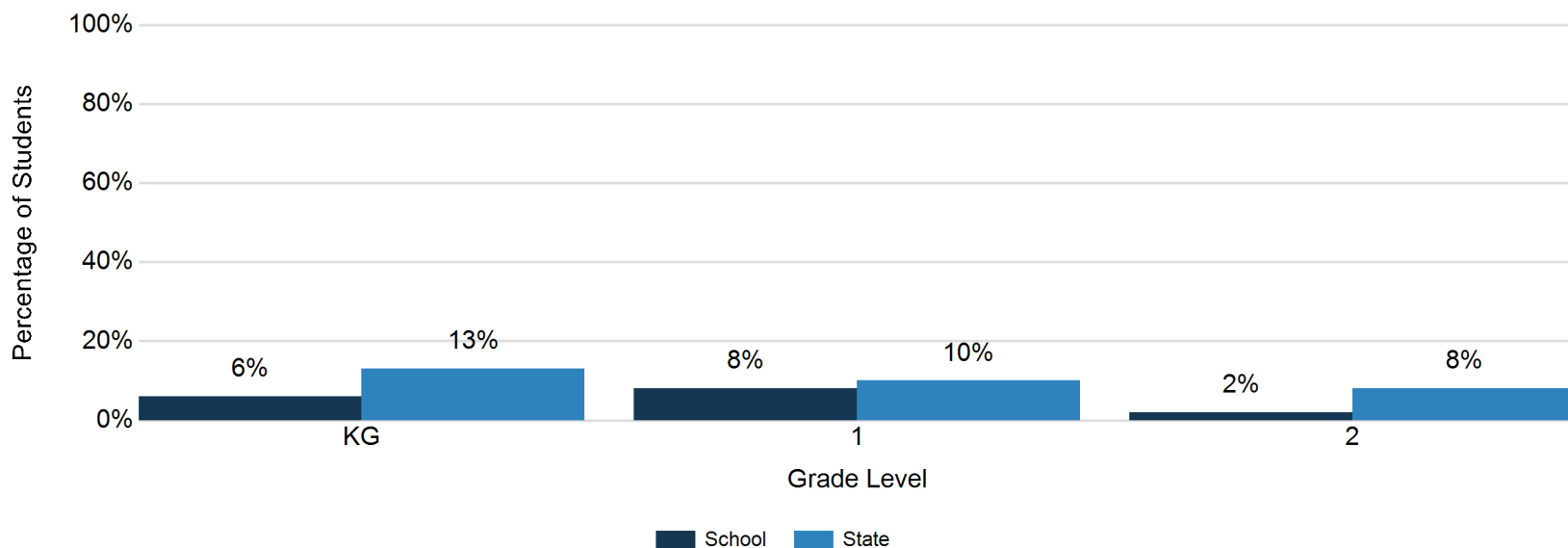
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	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	8:45 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	36	118,214
Average years experience in public schools	16.1	12.1
Average years experience in district	14.4	10.8
Percentage of Teachers with 4 or more years experience in the district	77.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	38	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	92.1%	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	175:1	149:1
Teachers to Administrators	18:1	13:1
Students to Librarians/Media Specialists		514:1
Students to Nurses		472:1
Students to Counselors		472:1
Students to Child Study Team Members		210:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.3%	94.4%	100.0%	48.4%	77.1%	54.9%
Male	52.7%	5.6%	0.0%	51.6%	22.9%	45.1%
White	57.0%	94.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	27.5%	5.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	9.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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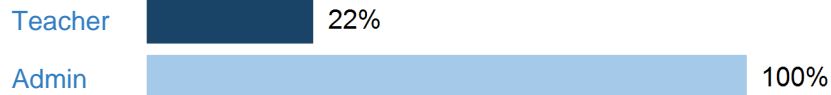
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.0%	90.5%
2017-18 Administrators: Same district 2018-19	94.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.2%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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Highlights:

- NJDOE ESL Model Program 2019-2020. Our staff works collaboratively to provide the best possible learning environments for our English Language Learners on a daily basis.
- Sustainable New Jersey awarded Bronze Level Certification. Our school worked to earn certification in areas such as community gardening, community education and outreach, and innovative projects.
- Adelphia School offers school wide monthly enrichment opportunities that are interest based and student focused in the areas of art, music, physical education, media, technology and guidance.



Mission, Vision, Theme:

At Adelphia School we are committed to educating the whole child. We strongly believe in cultivating a school community that enriches the academic, social, and emotional wellness of children. All learners have unlimited potential and learn best in a supportive, nurturing environment where they are encouraged to take academic risks and develop problem solving skills. Our staff is dedicated and collaborative in our practices to meet the individual needs of all learners. We proudly enrich learning experiences by assuring that voice and choice encompass all parts of a child's educational growth and development. Through STEM based lessons and personalized learning opportunities both students and staff are immersed in effective teaching and learning practices. The Adelphia Community is inclusive of an educational partnership between home and school which best supports the success and well-being of all learners.



Awards, Recognition, Accomplishments:

At Adelphia School we have a shared vision of high academic achievement and success for all learners. We value our efforts and collaboratively partner to set and achieve success. Through careful data analysis and a core focus on academic conversations as well as social emotional wellness all students have an active role in their learning. The on-going school based data which is utilized daily and collected through surveys, referrals, and intervention plans supports that learners feel valued and a part of their classroom community. The educational programs and professional learning networks set the framework for staff and student learning which best enables all participants to unlock their full potential. Through differentiated learning activities which are standards and needs based teachers are providing rigorous instruction in all content areas.



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Courses, Curriculum, Instruction:

Adelphia teachers utilize various technology platforms as well as resources to enrich learning experiences and extend learning beyond the classroom setting. http://www.howell.k12.nj.us/curriculum_landing.aspx. Through carefully planned lessons aligned with New Jersey Student Learning Standards children are appropriately engaged in rich, meaningful experiences based on interest, need, and readiness. Students establish learning goals, understand lesson targets, and track their own progress within individual learning progressions.





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 <p>Before and After School Programs:</p>	<p>Adelphia School offers before and after school care for students through the Police Athletic League. With the support of the Adelphia School Parent Teacher Association programs offered to families and children include the following: Stembotics, Art Clubs, Martial Arts, and Sing and Swing. The after school programs are facilitated by various organizations along with the parent volunteers from the Adelphia School Community.</p>
 <p>Staff and Professional Learning:</p>	<p>Through the work of the School Improvement Panel and a shared vision of collective efficacy the leadership, staff, and instructional coaches at Adelphia School create opportunities to afford personalized learning experiences for all staff members. Through the use of various staff surveys to assess needs in alignment with building goals, professional learning communities, and professional learning networks we are best able to offer relevant, meaningful learning to staff. Administration continually seeks input, plans accordingly, and reviews results from surveys in collaboration with the SciP Team to assure professional development aligns with staff needs. Through a variety of in-service opportunities, the professional development afforded to staff is an on-going effort to best support teachers in establishing optimal learning environments to improve overall student achievement.</p>



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 <p>Student Supports and Services:</p>	<p>Through Response to Intervention student learning is supported based on the needs of the child. To further support student needs a Student Intervention Plan is utilized for goal setting and tracking progress. All established plans are created by a collaborative team assuring that relevant specialists are included in this process. In addition, our staff is SIOP trained to support the needs of English Language Learners. To support students in the area of emotional and social wellness, monthly classroom focuses are planned with an emphasis on social and emotional growth; examples include; greetings, active listening, and peer conflict. The School Counselor as well as the School Resource Officer support students throughout the year on important topics relating to safety, respect, kindness, and peer relationships. At Adelphia School there are many interventions and levels of support in place to reach the needs of all children.</p>
 <p>Student Health and Wellness:</p>	<p>Student health and wellness is supported by health and physical education standards. All students engage in twenty minutes of recess time as well as daily health walks. Our school counselor along with the school resource officer supports both students and staff with peer groups, social skills groups, as well as classroom lessons. The Parent Teacher Association supports various cultural arts programs and assemblies which visit our school to support the growth and development of children. Educating and spending the time to proactively instruct our students through social and emotional experiences, we empower children to learn critical life skills to be successful beyond the school setting.</p>
 <p>Parent and Community Involvement:</p>	<p>We are proud to share the Adelphia School Administration and Staff are committed to deepening our educational partnerships within the school community. The Parent Teacher Association meets monthly with administration to involve parents and families in school-wide events. Parent evening sessions are offered for families to learn more about how to support their child's educational experiences. Additionally, we take great pride in working closely with other members of the school community such as the local Howell Food Pantry, Howell Senior Center, Police, Fire, and EMT departments. Our efforts also include working cohesively with our Sister School Ardena to afford students and families with similar experiences. This further supports our students in a successful transition to third grade. It is through various parent evenings, PTA sponsored events, and family challenges that our community has partnered collaboratively to achieve what is best on behalf of children.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers A school culture and climate survey is administered two times per school year for staff, parents, and students. The survey for parents and students focuses on safety, teacher interactions, administrative interactions, and peer relationships. A staff survey is utilized to assess staff needs in alignment with building goals for professional development purposes. The staff survey also focused on rapport with administration and colleagues, as well as feeling inclusive in school based decision making. The results from the survey are reviewed by the ScIP Team and action plans are then created based on building needs.</p>
 <p>Facilities:</p>	<p>Adelphia School opened in 2003. Adelphia School is a primary school with a current enrollment of 349 students in kindergarten through second grade. Our school has an established literacy lab with resources designed to captivate and engage students in literacy based learning experiences. A 2:1 iPad ratio enhances and enriches learning experiences in support of progressive learning environments. The computer lab affords another opportunity for students to engage in technology classes as well as enrichment clubs.</p>
 <p>School Safety:</p>	<p>School safety and security is our greatest priority. We follow specific procedures and all of our staff, students, and administration participate in monthly safety drills. These practices provide an awareness towards security and help prepare students in a calm and orderly manner should an unexpected emergency situation occur. We constantly collaborate with the Special Law Enforcement Officer III, the Howell Township Police Department, and our District Security Director. ID badges are worn by all staff members and doors to the school remain locked throughout the day. Staff are included in different school drills to educate and inform all members of the school community of the different practices in place to maintain a safe school environment.</p>



Adelphia Elementary School

(25-2290-003)

Grades Offered: KG-02

2018-2019

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School Narrative

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Technology and STEM:

Our school has an established literacy lab with resources designed to captivate and engage students in literacy based learning experiences. A 2:1 iPad ratio enhances and enriches learning experiences in support of progressive learning environments. The Media Center has been transformed into a maker space learning center for students. With the use of digital platforms staff are able to incorporate the use of various digital resources to connect school based learning experiences with our families. Students engage in STEM/STEAM based lessons. Students have access to technology throughout their school day to support personalized learning experiences as well as to extend learning beyond the walls of a classroom. In addition, our school assures students have subscriptions to a math web based programs which are accessible from home.



Adelphia Elementary School

(25-2290-003)

Grades Offered: KG-02

2018-2019

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School Narrative

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Other Information

Adelphia School works diligently to know our learners and close the achievement gap. How do we do this? We believe that a strong instructional foundation begins at the primary level. By taking the time to know who our children are, what do they like, what do they need, we are better able to then focus on academic experiences accordingly. We strive to cultivate resiliency and empower children with critical life skills. Our P.A.W.S Program is a key component in the development of our school environment. The program develops leadership and strong character in our students. Students work towards a specific goal in order to become a kinder and more responsible person. Adelphia School is a place where students, staff, and families are proud to be because all participants are made to feel they belong. This is evident by the level of community involvement as well as the staff and students' smiling faces.



Aldrich Elementary School
(25-2290-005)
Grades Offered: 03-05
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:



Aldrich Elementary School
(25-2290-005)
Grades Offered: 03-05
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	Howell Township Public School District
Principal Name	Mr. Andrew Smith
Address	615 ALDRICH ROAD HOWELL, NJ 07731-1936
Phone Number	732-751-2483
Email Address	asmith@howell.k12.nj.us
Website	https://aldrich.howell.k12.nj.us/
Facebook	https://www.facebook.com/howell.township.k8/
Twitter	https://twitter.com/HowellTwpAldrch

**Aldrich Elementary School**

(25-2290-005)

Grades Offered: 03-05

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
3	150	131	107
4	145	145	133
5	133	148	147
Total	428	424	387

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.9%	52.4%	50.4%
Male	49.1%	47.6%	49.6%
Economically Disadvantaged Students	16.6%	14.9%	14.5%
Students with Disabilities	15.7%	17.5%	16.8%
English Learners	0.0%	0.0%	0.8%
Homeless Students	0.2%	0.7%	0.5%
Students in Foster Care	0.9%	0.0%	0.5%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	76.9%	78.3%	76.0%
Hispanic	12.9%	12.3%	14.7%
Black or African American	5.1%	4.2%	3.6%
Asian	2.8%	2.8%	1.8%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.1%	2.1%	3.6%

Enrollment by Home Language

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

Home Language	% of Students
English	94.6%
Spanish	2.1%
Other Languages	3.4%



Aldrich Elementary School
(25-2290-005)
Grades Offered: 03-05
2018-2019

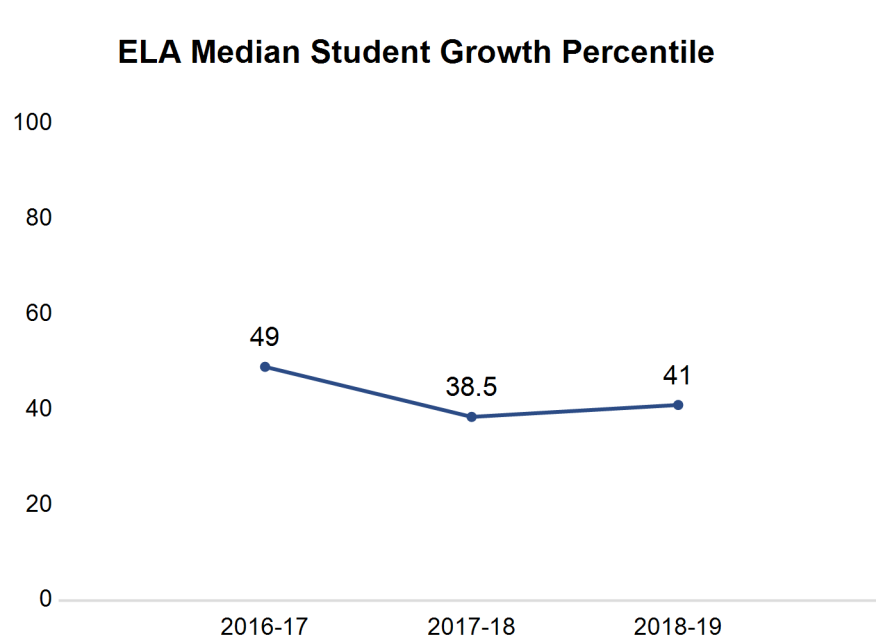
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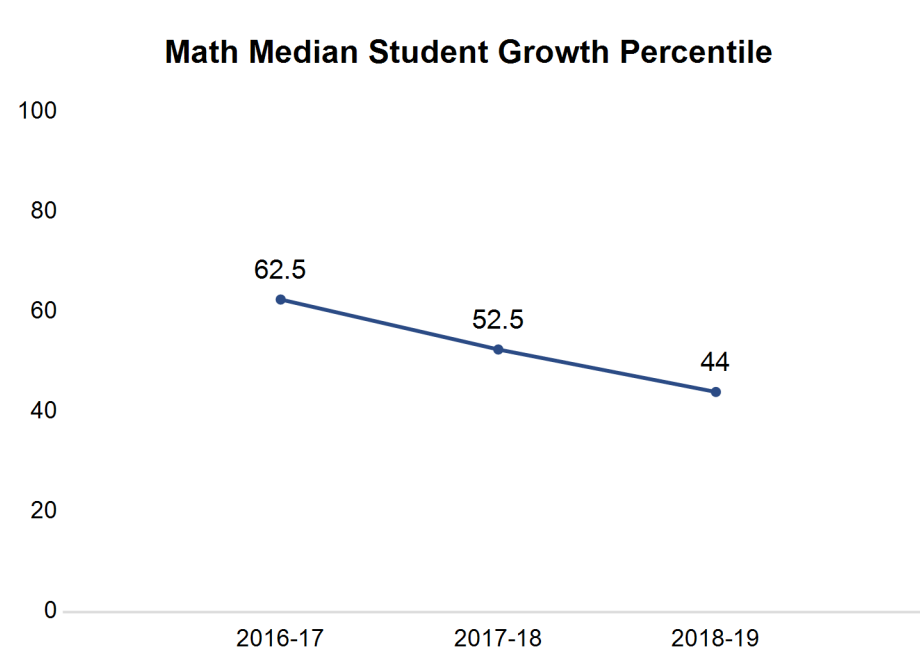
Student Growth Trends and Progress

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	38.5	41	62.5	52.5	44
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	41	50	50	Met Standard	44	49	50	Met Standard
White	41	49	50	Met Standard	43.5	47	52	Met Standard
Hispanic	38	52	49	Not Met	50	56	47	Met Standard
Black or African American	39	45.5	45	**	38.5	38	43	**
Asian, Native Hawaiian, or Pacific Islander	*	61	59	**	*	57.5	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	46	49	**	*	49.5	52	**
Female	39	54	53	N	42	47	50	N
Male	44	46	47	N	47	51	51	N
Economically Disadvantaged Students	50	46	48	Met Standard	39.5	53	46	Not Met
Students with Disabilities	33	49	43	Not Met	38	49	45	Not Met
English Learners	*	65	52	**	*	69.5	50	**
Homeless Students	*	53	43	N	*	51	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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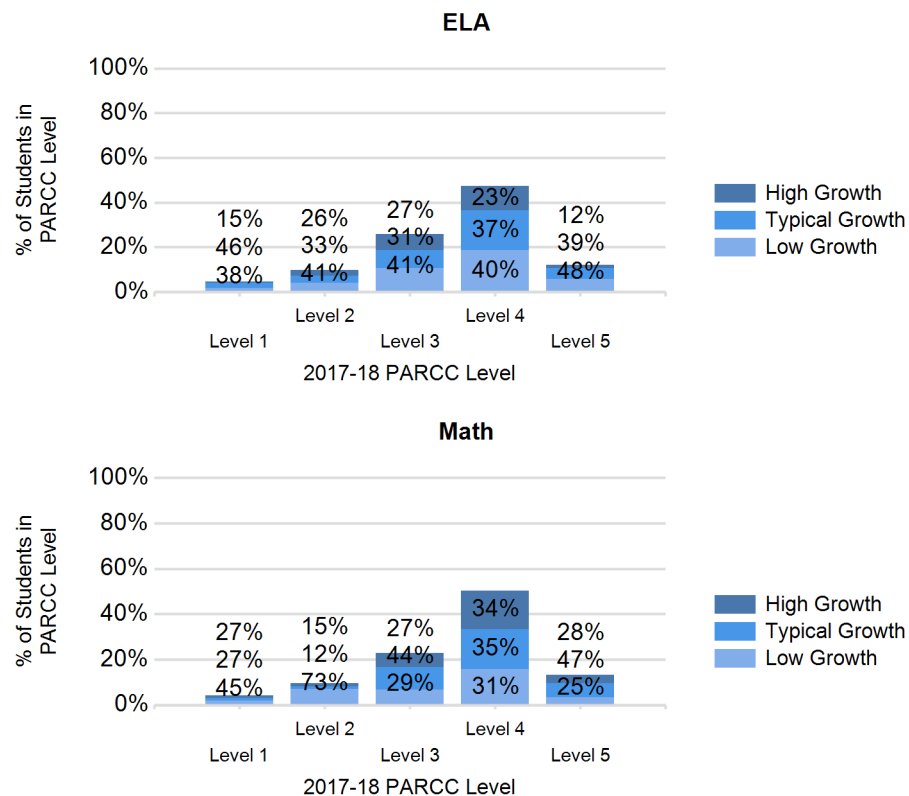
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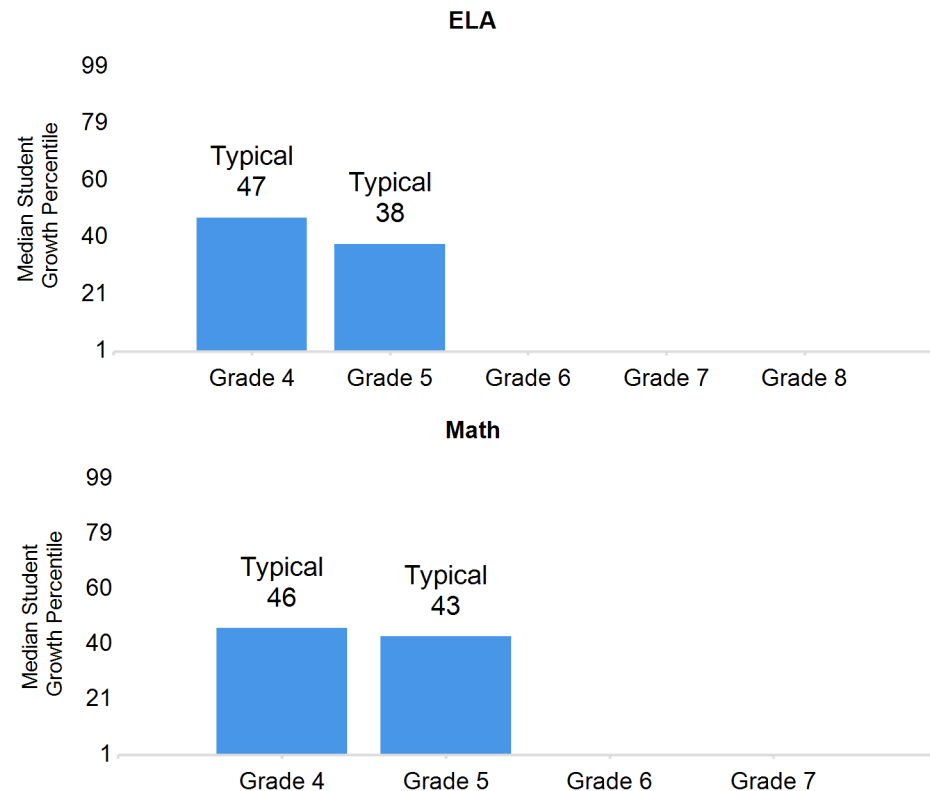
Student Growth by Performance Level

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



Student Growth by Grade

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



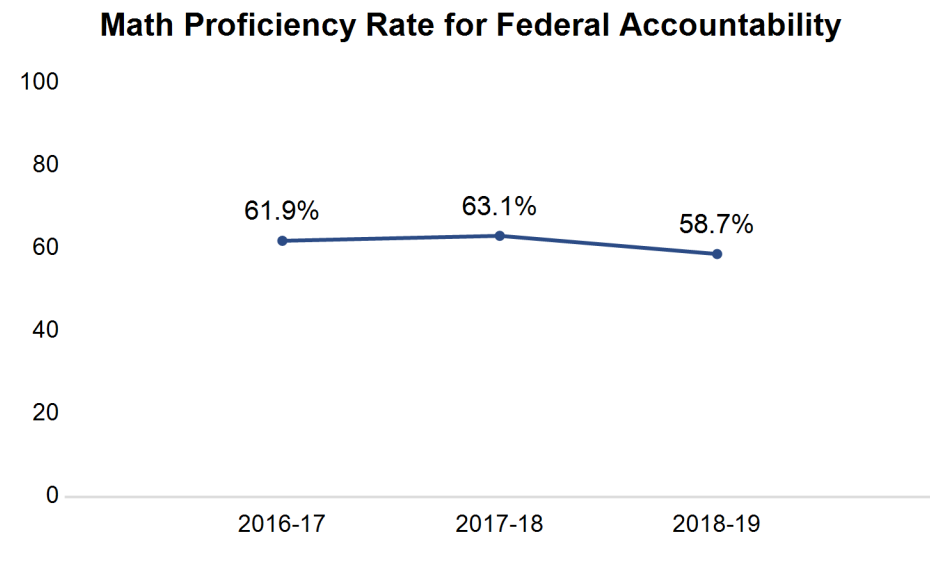
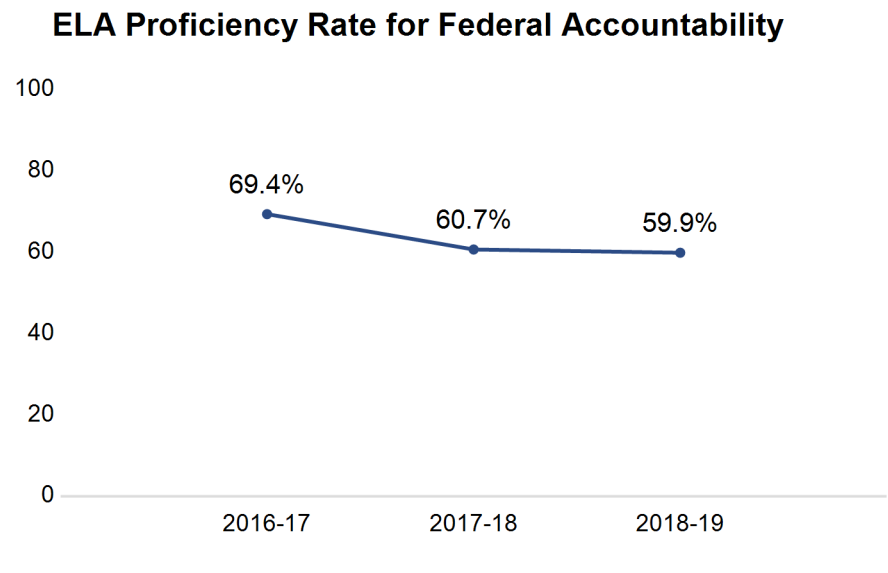


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.4%	97.4%	98.5%	94.4%	97.4%	98.0%
Proficiency Rate for Federal Accountability	69.4%	60.7%	59.9%	61.9%	63.1%	58.7%
Annual Target	60.5%	61.6%	62.6%	60.0%	61.1%	62.1%
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	394	98.5	59.9	68.0	57.9	59.9	62.6	Met Target†
White	296	98.0	62.5	70.5	66.9	62.5	59.9	Met Target
Hispanic	59	100.0	49.2	54.2	43.9	49.2	64.8	Not Met
Black or African American	17	100.0	47.1	52.6	38.5	47.1	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	85.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	67.6	64.4	*	**	**
Female	195	98.0	60.5	74.8	64.8	60.5		
Male	199	99.0	59.3	61.2	51.3	59.3		
Economically Disadvantaged Students	56	96.6	41.1	46.1	40.0	41.1	49.3	Met Target†
Non-Economically Disadvantaged Students	338	98.9	63.0	71.8	67.9	63.0		
Students with Disabilities	87	95.6	34.5	31.7	22.7	34.5	32.3	Met Target
Students without Disabilities	307	99.4	67.1	76.5	65.1	67.1		
English Learners	12	100.0	33.3	40.4	29.3	33.3	**	**
Non-English Learners	382	98.5	60.7	69.2	60.6	60.7		
Homeless Students	*	*	*	27.3	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



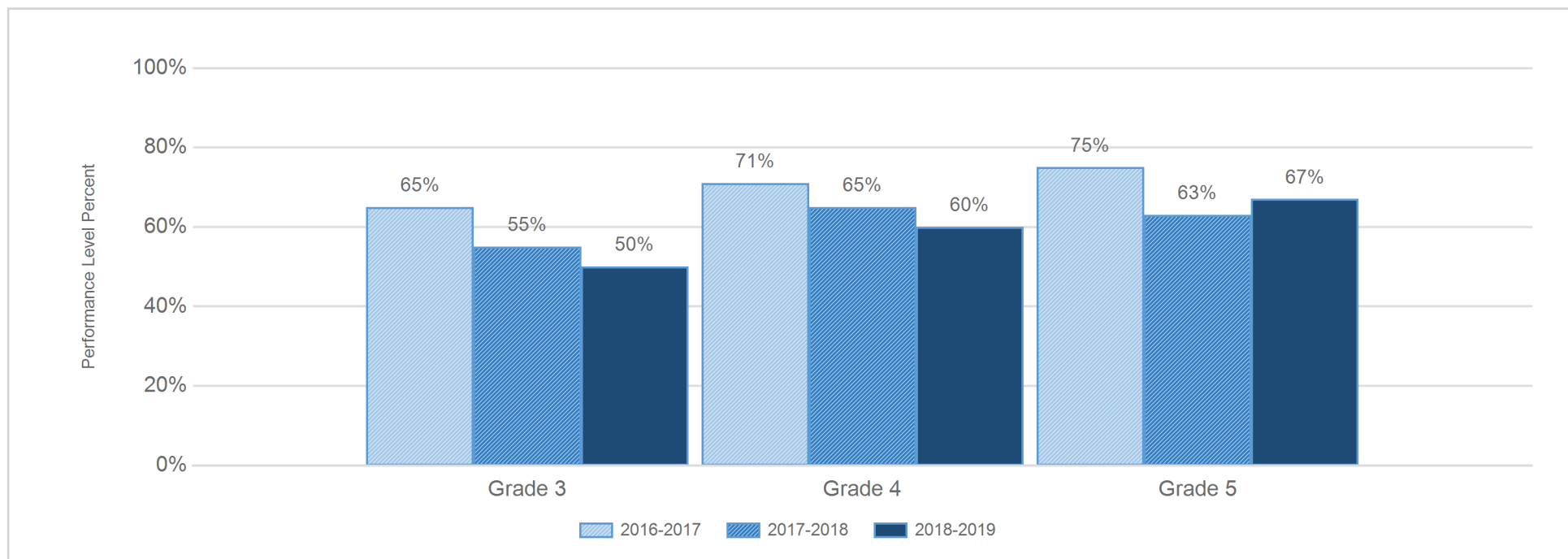
Aldrich Elementary School
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2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	749	755	748	10%	14%	26%	*	*	50%	50%
White	77	749	758	757	*	*	26%	*	*	51%	60%
Hispanic	23	744	742	734	*	*	*	*	*	39%	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	788	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	764	756	*	*	*	*	*	*	58%
Female	54	752	761	753	*	*	31%	*	*	48%	55%
Male	57	746	750	743	*	*	21%	*	*	51%	46%
Economically Disadvantaged Students	17	733	733	731	*	*	*	*	*	29%	33%
Non-Economically Disadvantaged Students	94	752	760	759	*	*	*	*	*	53%	61%
Students with Disabilities	24	746	733	719	*	*	*	*	*	46%	24%
Students without Disabilities	87	750	761	754	*	*	*	*	*	51%	56%
English Learners	*	*	715	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	758	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%



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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	139	756	761	755	7%	11%	22%	43%	17%	60%	57%
White	104	756	763	763	*	*	23%	41%	18%	60%	67%
Hispanic	21	759	*	743	*	*	*	*	*	67%	44%
Black or African American	*	*	732	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	749	762	*	*	*	*	*	*	64%
Female	72	758	766	760	*	*	22%	47%	15%	63%	62%
Male	67	755	756	750	*	*	21%	39%	19%	58%	53%
Economically Disadvantaged Students	23	751	*	740	*	*	*	*	*	52%	40%
Non-Economically Disadvantaged Students	116	757	*	765	*	*	*	*	*	62%	69%
Students with Disabilities	29	724	733	725	*	*	*	*	*	28%	25%
Students without Disabilities	110	765	768	761	*	*	*	*	*	69%	64%
English Learners	*	*	717	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	763	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	145	757	762	756	*	11%	19%	*	*	67%	58%
White	114	759	766	764	*	*	17%	*	*	73%	68%
Hispanic	17	748	747	743	*	*	*	*	*	41%	44%
Black or African American	*	*	749	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	765	762	*	*	*	*	*	*	65%
Female	72	757	768	761	*	*	19%	*	*	67%	64%
Male	73	756	758	750	*	*	18%	*	*	67%	52%
Economically Disadvantaged Students	17	742	742	740	*	*	*	*	*	35%	39%
Non-Economically Disadvantaged Students	128	759	766	766	*	*	*	*	*	71%	69%
Students with Disabilities	28	731	732	724	*	*	*	*	*	25%	23%
Students without Disabilities	117	763	769	762	*	*	*	*	*	77%	65%
English Learners	N	N	715	713	N	N	N	N	N	N	11%
Non-English Learners	145	757	763	758	*	11%	19%	*	*	67%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Aldrich Elementary School
(25-2290-005)
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2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	392	98.0	58.7	56.1	44.5	58.7	62.1	Met Target†
White	294	97.4	60.5	58.3	54.1	60.5	60.9	Met Target†
Hispanic	59	100.0	52.5	43.8	28.8	52.5	60.4	Met Target†
Black or African American	17	100.0	47.1	31.8	23.0	47.1	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.8	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	53.4	53.3	*	**	**
Female	195	98.0	51.8	54.6	44.9	51.8		
Male	197	98.0	65.5	57.7	44.2	65.5		
Economically Disadvantaged Students	56	96.6	44.6	35.5	26.3	44.6	44.3	Met Target
Non-Economically Disadvantaged Students	336	98.3	61.0	59.7	54.9	61.0		
Students with Disabilities	86	94.5	31.4	23.5	17.4	31.2	33.2	Met Target†
Students without Disabilities	306	99.1	66.3	63.8	50.0	66.3		
English Learners	12	100.0	50.0	36.7	25.0	50.0	**	**
Non-English Learners	380	98.0	58.9	57.0	46.5	58.9		
Homeless Students	*	*	*	18.2	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



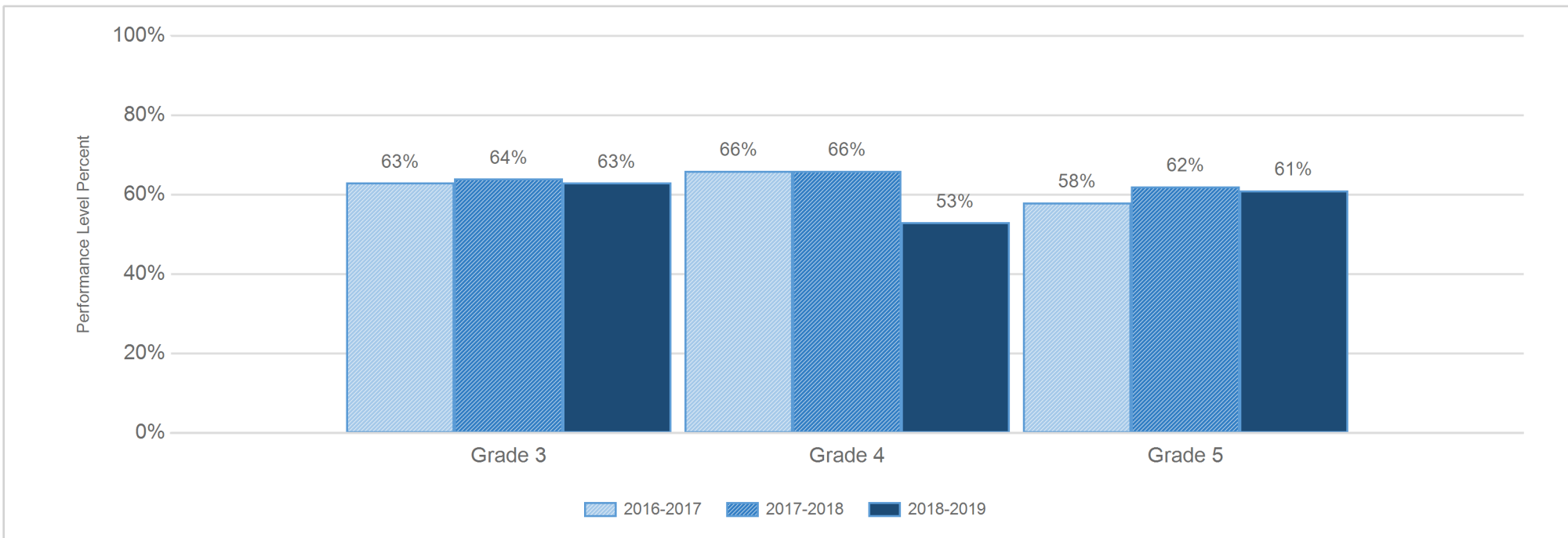
Aldrich Elementary School
(25-2290-005)
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Mathematics Assessment – Performance Trends

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	109	760	761	752	*	*	24%	47%	17%	63%	55%
White	75	762	763	760	*	*	24%	49%	17%	67%	66%
Hispanic	23	754	750	739	0%	*	*	*	*	57%	40%
Black or African American	*	*	737	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	768	758	*	*	*	*	*	*	62%
Female	54	757	761	751	*	*	*	*	*	57%	54%
Male	55	762	762	752	*	*	*	*	*	69%	56%
Economically Disadvantaged Students	17	754	744	737	*	*	*	*	*	59%	37%
Non-Economically Disadvantaged Students	92	761	765	761	*	*	*	*	*	64%	67%
Students with Disabilities	23	745	742	731	*	*	*	*	*	48%	31%
Students without Disabilities	86	764	766	756	*	*	*	*	*	67%	60%
English Learners	*	*	734	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	763	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%



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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	139	751	756	749	10%	10%	27%	45%	8%	53%	51%
White	104	751	758	757	11%	12%	24%	*	*	54%	62%
Hispanic	21	751	*	737	*	*	*	*	*	48%	36%
Black or African American	*	*	724	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	749	754	*	*	*	*	*	*	58%
Female	72	750	755	749	*	*	33%	*	*	46%	50%
Male	67	752	757	749	*	*	21%	*	*	60%	52%
Economically Disadvantaged Students	23	740	*	734	*	*	*	*	*	39%	32%
Non-Economically Disadvantaged Students	116	753	*	759	*	*	*	*	*	55%	63%
Students with Disabilities	29	725	733	726	*	*	*	*	*	21%	25%
Students without Disabilities	110	757	761	754	*	*	*	*	*	61%	56%
English Learners	*	*	726	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	757	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	145	755	759	747	*	15%	19%	*	*	61%	47%
White	114	758	761	755	*	*	22%	48%	16%	64%	58%
Hispanic	17	743	744	735	*	*	*	*	*	53%	30%
Black or African American	*	*	747	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	783	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	757	753	*	*	*	*	*	*	55%
Female	72	749	757	747	*	*	21%	*	*	54%	47%
Male	73	761	760	747	*	*	18%	*	*	68%	47%
Economically Disadvantaged Students	17	736	740	732	*	*	*	*	*	35%	27%
Non-Economically Disadvantaged Students	128	758	762	757	*	*	*	*	*	65%	59%
Students with Disabilities	28	729	731	725	*	39%	*	*	*	29%	19%
Students without Disabilities	117	761	764	752	*	9%	*	*	*	69%	52%
English Learners	N	N	728	718	N	N	N	N	N	N	12%
Non-English Learners	145	755	759	749	*	15%	19%	*	*	61%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† 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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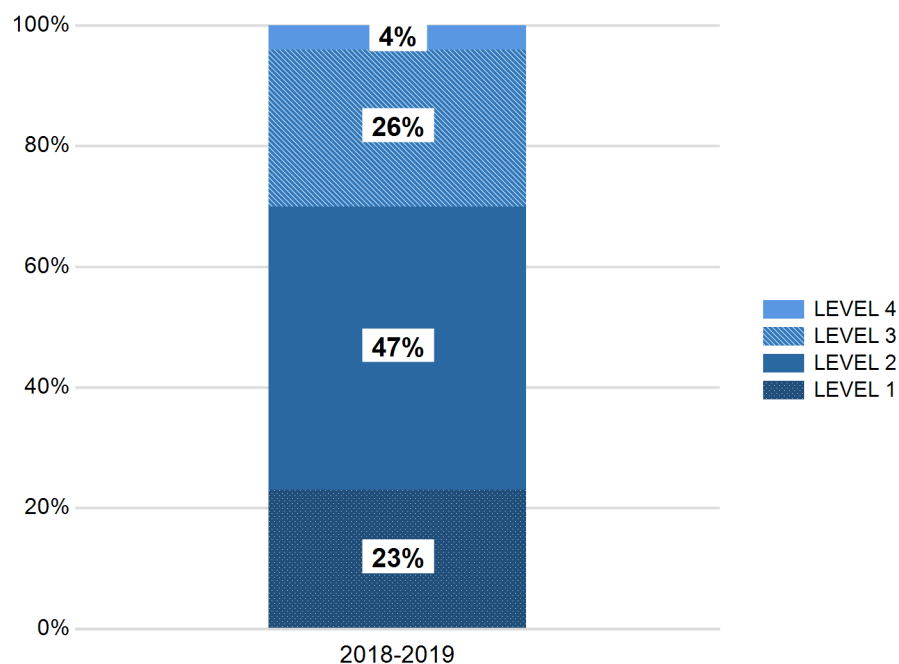
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	23	47	26	4
White	19	49	27	4
Hispanic	29	47	24	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	28	53	18	1
Male	18	41	34	7
Economically Disadvantaged Students	29	53	12	6
Non-Economically Disadvantaged Students	22	46	28	4
Students with Disabilities	61	25	14	0
Students without Disabilities	14	52	29	5
English Learners	N	N	N	N
Non-English Learners	23	47	26	4
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

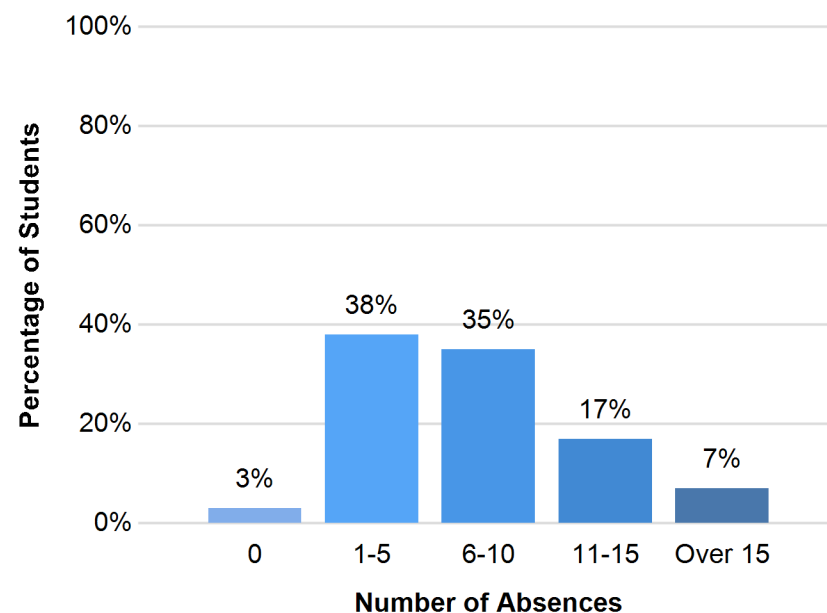
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	21	5.2	7.5	Met
White	18	5.9	7.5	Met
Hispanic	2	3.3	7.5	Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	12	6.0		
Male	9	4.5		
Economically Disadvantaged Students	6	9.8	7.5	Not Met
Students with Disabilities	6	7.8	7.5	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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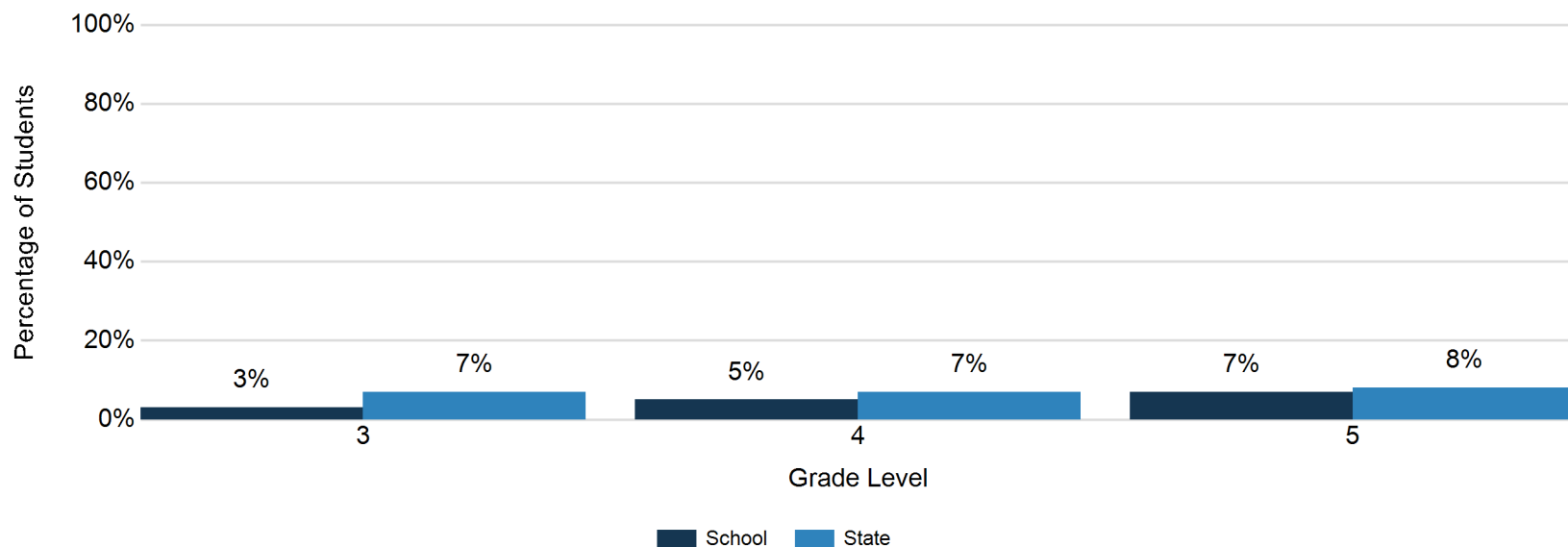
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Chronic Absenteeism by Grade

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	1
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.29

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	1	1
No Identified Nature	3		3

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
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	8:45 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

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

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



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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	34	118,214
Average years experience in public schools	17.5	12.1
Average years experience in district	13.8	10.8
Percentage of Teachers with 4 or more years experience in the district	88.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	38	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	92.1%	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	194:1	149:1
Teachers to Administrators	17:1	13:1
Students to Librarians/Media Specialists		514:1
Students to Nurses		472:1
Students to Counselors		472:1
Students to Child Study Team Members		210:1



Aldrich Elementary School
(25-2290-005)
Grades Offered: 03-05
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 – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.4%	85.3%	50.0%	48.4%	77.1%	54.9%
Male	49.6%	14.7%	50.0%	51.6%	22.9%	45.1%
White	76.0%	97.1%	50.0%	42.4%	83.6%	77.4%
Hispanic	14.7%	0.0%	50.0%	29.9%	7.3%	7.2%
Black or African American	3.6%	2.9%	0.0%	15.0%	6.6%	13.9%
Asian	1.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.6%	0.0%	0.0%	2.1%	0.2%	0.2%



Aldrich Elementary School
(25-2290-005)
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2018-2019

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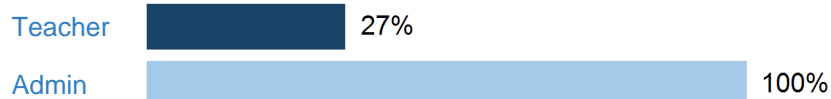
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.0%	90.5%
2017-18 Administrators: Same district 2018-19	94.6%	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%



Aldrich Elementary School
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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.



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	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.



Aldrich Elementary School
(25-2290-005)
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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	69.4%	60.7%	59.9%
Math Proficiency	61.9%	63.1%	58.7%
ELA Growth	49	38	41
Math Growth	62	52	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	6.1%	5.9%	5.2%

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



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

- US Army STEAM Tank Finalist
- Sustainable NJ Bronze Level Certified School
- Recognized as a Future Ready Silver Status with Distinction School



Mission, Vision, Theme:

Aldrich Elementary School has readily accepted the challenge and responsibility for developing a strong relationship between the home, school and community. Aldrich School is a partnership of educators, parents, and community members providing an unsurpassed, supportive, and safe learning environment for our students. This collaborative approach fosters and encourages students to become life-long learners who value themselves and others in this ever-changing world.



Awards, Recognition, Accomplishments:

US Army STEAM Tank Finalist - Sustainable NJ Bronze Level Certified School - Recognized as a Future Ready Silver Status with Distinction School



Aldrich Elementary School

(25-2290-005)

Grades Offered: 03-05




2018-2019

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 <p>Courses, Curriculum, Instruction:</p>	<p>The Aldrich School staff delivers rich programs with skill and enthusiasm. Our curricula are based on research and support the New Jersey Student Learning Standards.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls)</p> <p>5th Grade Girls/Boys Inter-Mural League Basketball Champions</p>
 <p>Clubs and Activities:</p>	<p>Student Council, Community Service Group, Newspaper Club</p>



Aldrich Elementary School

(25-2290-005)

Grades Offered: 03-05



2018-2019

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School Narrative

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 <p>Before and After School Programs:</p>	<p>PTO Sponsored Programs: Mad Science, Crayola Kids, Stembotics, Young Rembrandts, DJ Classes, Howell Township Education Foundation sponsored Battle of the Books II</p>
 <p>Staff and Professional Learning:</p>	<p>Effective staff development continues to enhance our teachers' instructional strategies. Teachers plan and prepare lessons that are designed to address the individual needs, interests, and learning styles of our students.</p>



Aldrich Elementary School

(25-2290-005)

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2018-2019

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School Narrative

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<p>Student Supports and Services:</p>	<p>RTI Process, Special Education Staff, Guidance Counselor, Child Study Team</p>
<p>Student Health and Wellness:</p>	<p>Student Breakfast Program, Physical Education and Health classes. students participate in recess daily</p>
<p>Parent and Community Involvement:</p>	<p>Aldrich School encourages and embraces the diverse talents available in the community. Our PTO works collaboratively with the staff and administrators to provide events and programs that extend and enhance the curricula. The PTO has continued to provide endless support for school initiatives and has worked closely with staff and administration to foster academic excellence and meaningful learning opportunities for our students. Parents utilize a Parent Portal to input and receive information regarding their child's education.</p>



Aldrich Elementary School

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Teachers Our Climate Survey asked teachers for input on Professional Development Opportunities, Student Data Usage and Classroom Instruction</p>
 <p>Facilities:</p>	<p>Aldrich School was built in 1967 and, as such, recently celebrated its 50th Anniversary. Air conditioning has recently been installed in all classrooms.</p>
 <p>School Safety:</p>	<p>Class III Officers are employed by school district.</p>



Aldrich Elementary School

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Technology and STEM:

Recognized as a Future Ready Silver Status with Distinction School. Recipient of prestigious OceanFirst Grant supporting school-wide engagement in Digital Learning and STEM-based academic experiences. All students participate in STEM Educational experiences in their homeroom classrooms, Media and Computer Classes. Each student is assigned a personal Chromebook. Stenbotics and Mad Science classes are offered by our PTO.



Aldrich Elementary School
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Other Information

Our school community partnership ultimately benefits Aldrich students. Our achievements in the academic realm are mirrored in the areas of social and emotional development. Aldrich students model citizenship, respect, kindness, and good manners on a daily basis. Community service projects enable the students to become a part of the larger community. Highlights include student visitations to the Howell Township Senior Center; Disaster Relief Efforts orchestrated by our students; food drives to benefit the Howell Food Pantry; supporting our Troops stationed overseas; and a commitment to instill in our students the importance of honoring veterans of the Armed Forces. The strong personal and professional commitment exhibited by the Aldrich Staff allows our school to effectively collaborate with parents to instill the love of learning in our students. Through this cooperative approach, staff and parents collectively provide meaningful experiences for our children.



Ardena Elementary School
(25-2290-010)
Grades Offered: 03-05
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:



Ardena Elementary School
(25-2290-010)
Grades Offered: 03-05
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	Howell Township Public School District
Principal Name	Dr. Deborah Pennell
Address	355 ADELPHIA ROAD FARMINGDALE, NJ 07727-3528
Phone Number	732-751-2485
Email Address	dpennell@howell.k12.nj.us
Website	https://ardena.howell.k12.nj.us/
Facebook	https://www.facebook.com/howell.township.k8/
Twitter	https://twitter.com/HowellTwpArdena



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
3	125	116	121
4	129	115	105
5	124	127	109
Total	378	358	335

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	53.7%	52.0%	52.5%
Male	46.3%	48.0%	47.5%
Economically Disadvantaged Students	23.0%	22.3%	23.6%
Students with Disabilities	20.4%	19.3%	18.8%
English Learners	10.3%	12.8%	15.5%
Homeless Students	0.8%	1.7%	0.6%
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	71.7%	67.3%	61.5%
Hispanic	14.8%	18.4%	22.1%
Black or African American	2.9%	2.8%	2.7%
Asian	7.7%	8.1%	10.1%
Native Hawaiian or Pacific Islander	0.5%	0.3%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.4%	3.1%	3.6%

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	79.7%
Spanish	13.4%
Russian	1.2%
Other Languages	5.7%



Ardena Elementary School
(25-2290-010)
Grades Offered: 03-05
2018-2019

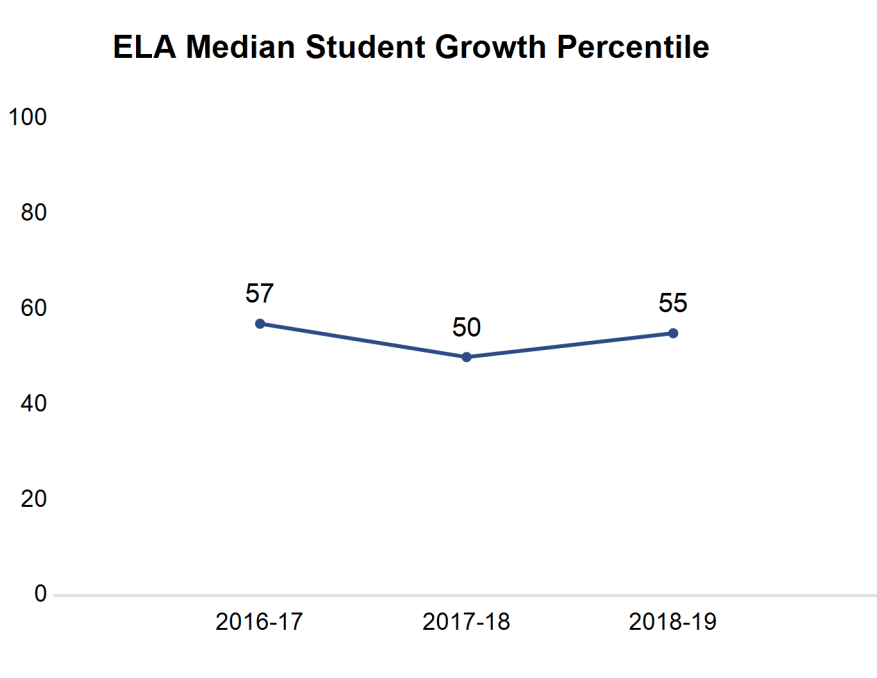
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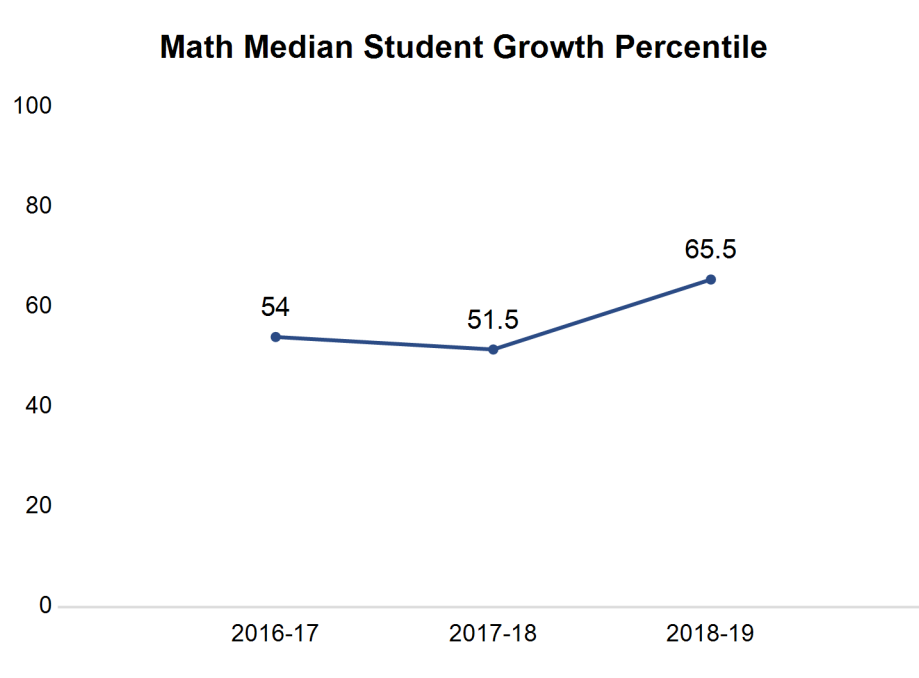
Student Growth Trends and Progress

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	57	50	55	54	51.5	65.5
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



Ardena Elementary School
(25-2290-010)
Grades Offered: 03-05
2018-2019

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

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

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

Student Growth

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	55	50	50	Met Standard	65.5	49	50	Exceeds Standard
White	56	49	50	Met Standard	65	47	52	Exceeds Standard
Hispanic	63	52	49	Exceeds Standard	74	56	47	Exceeds Standard
Black or African American	*	45.5	45	**	*	38	43	**
Asian, Native Hawaiian, or Pacific Islander	54	61	59	**	63	57.5	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	46	49	**	*	49.5	52	**
Female	56	54	53	N	64	47	50	N
Male	55	46	47	N	67	51	51	N
Economically Disadvantaged Students	44	46	48	Met Standard	62	53	46	Exceeds Standard
Students with Disabilities	51	49	43	Met Standard	52	49	45	Met Standard
English Learners	64	65	52	**	73	69.5	50	**
Homeless Students	*	53	43	N	*	51	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



Ardena Elementary School
 (25-2290-010)
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 2018-2019

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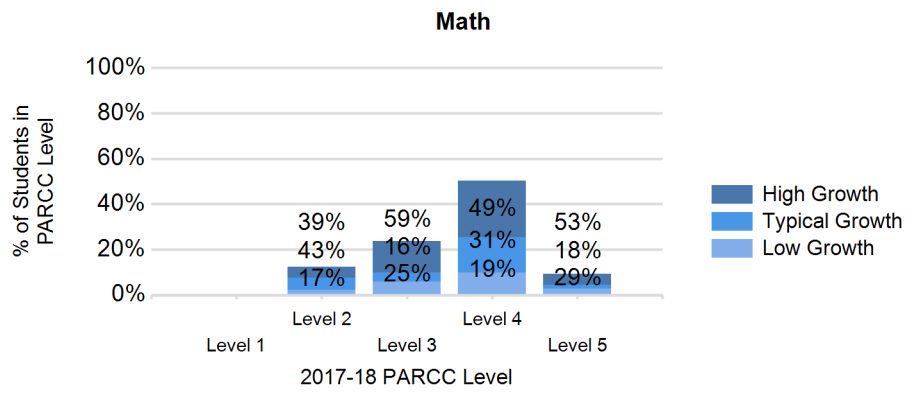
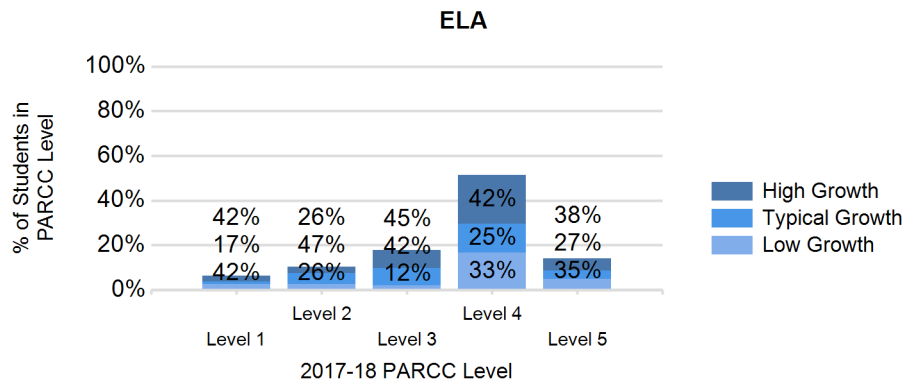
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

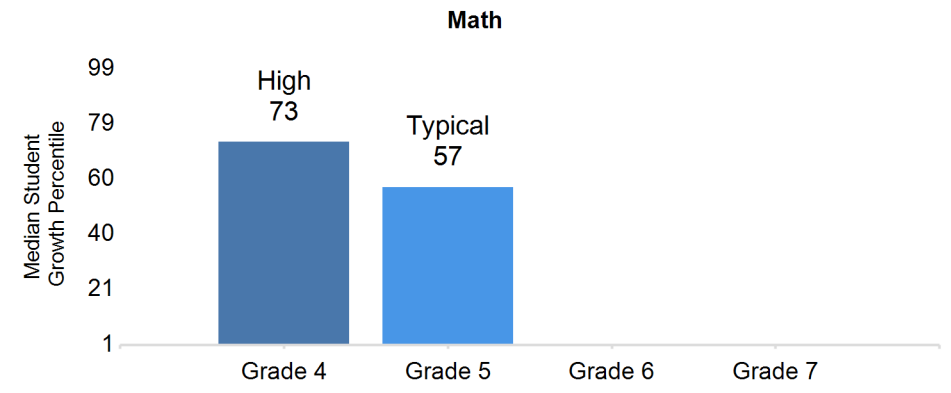
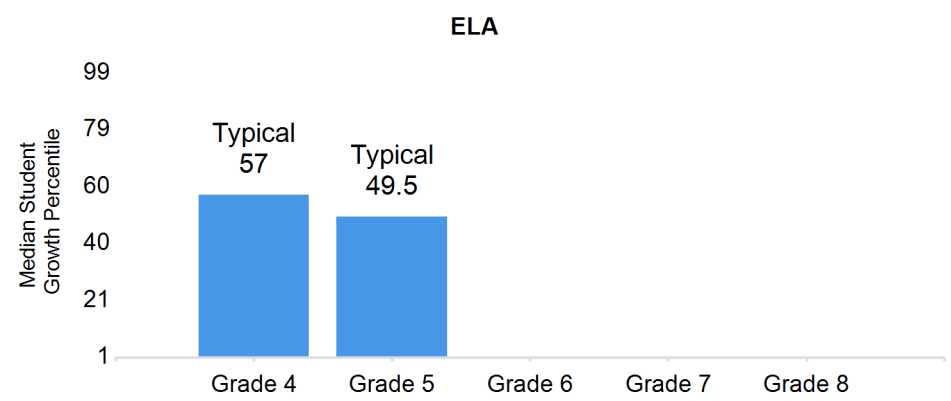
Student Growth by Performance Level

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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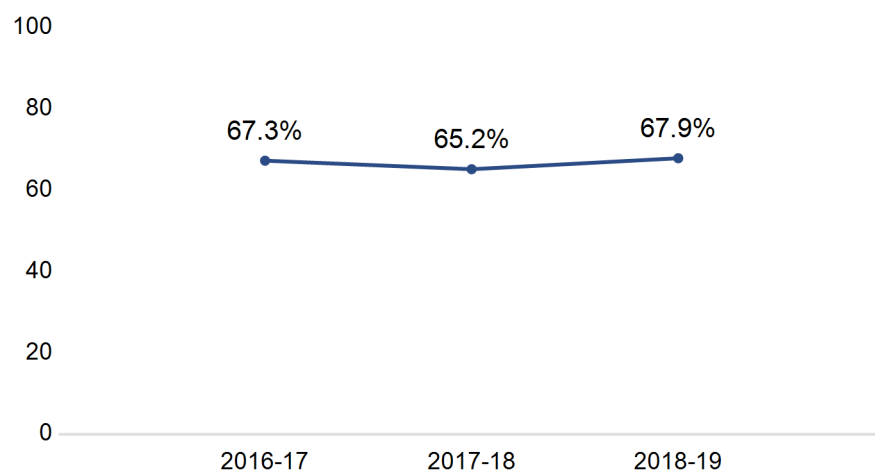
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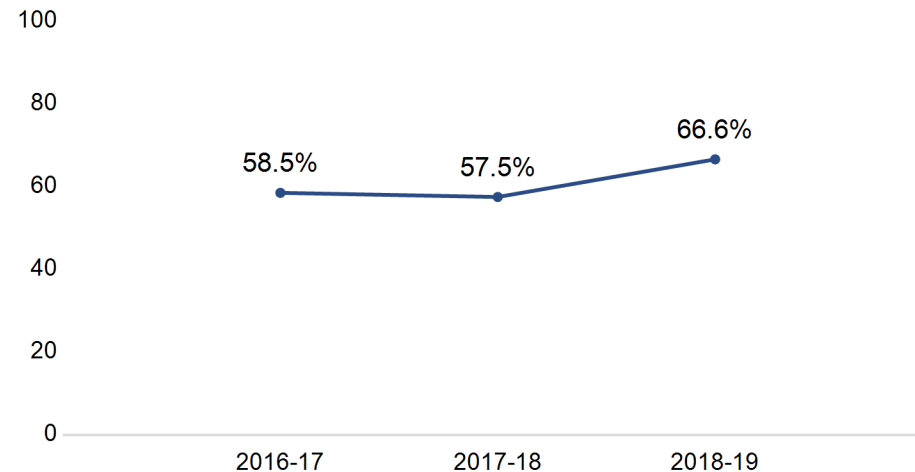
English Language Arts and Mathematics Performance Trends

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	97.7%	97.6%	95.7%	97.8%	97.6%	95.7%
Proficiency Rate for Federal Accountability	67.3%	65.2%	67.9%	58.5%	57.5%	66.6%
Annual Target	60.6%	61.6%	62.7%	56.2%	57.4%	58.7%
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	287	95.7	67.9	68.0	57.9	67.9	62.7	Met Target
White	192	94.1	70.3	70.5	66.9	69.7	64.5	Met Target
Hispanic	42	100.0	57.1	54.2	43.9	57.1	44	Met Target
Black or African American	*	*	*	52.6	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	32	100.0	75.0	85.3	82.9	75.0	77.9	Met Target†
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	67.6	64.4	*	**	**
Female	152	96.8	73.7	74.8	64.8	73.7		
Male	135	94.5	61.5	61.2	51.3	61.1		
Economically Disadvantaged Students	48	92.5	29.2	46.1	40.0	28.3	41.8	Not Met
Non-Economically Disadvantaged Students	239	96.4	75.7	71.8	67.9	75.7		
Students with Disabilities	68	92.0	47.1	31.7	22.7	45.5	28.7	Met Target
Students without Disabilities	219	96.9	74.4	76.5	65.1	74.4		
English Learners	18	100.0	22.2	40.4	29.3	22.2	**	**
Non-English Learners	269	95.4	71.0	69.2	60.6	71.0		
Homeless Students	*	*	*	27.3	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



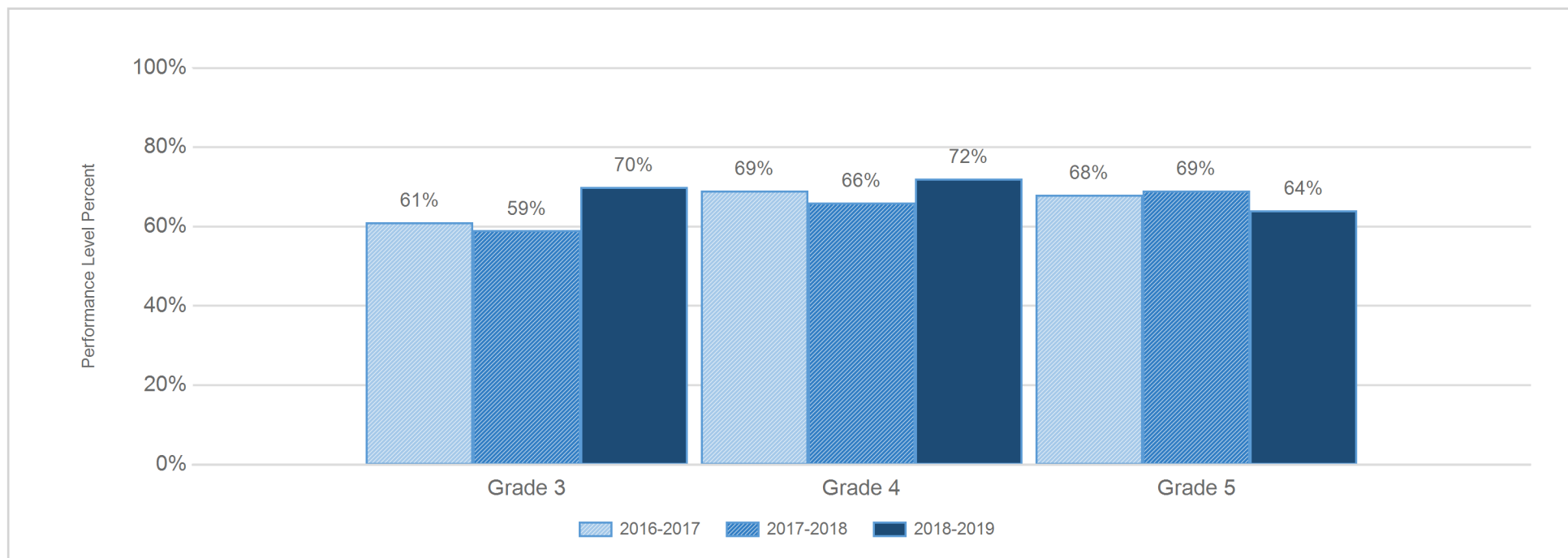
Ardena Elementary School
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English Language Arts Assessment - Performance Trends

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	98	766	755	748	*	*	15%	54%	16%	70%	50%
White	61	769	758	757	*	*	16%	54%	18%	72%	60%
Hispanic	14	747	742	734	*	*	*	*	*	57%	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	14	787	788	773	0%	0%	*	*	*	86%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	764	756	*	*	*	*	*	*	58%
Female	56	769	761	753	*	*	*	*	*	79%	55%
Male	42	763	750	743	*	*	*	*	*	60%	46%
Economically Disadvantaged Students	18	733	733	731	*	*	*	*	*	33%	33%
Non-Economically Disadvantaged Students	80	774	760	759	*	*	*	*	*	79%	61%
Students with Disabilities	22	746	733	719	*	*	*	*	*	59%	24%
Students without Disabilities	76	772	761	754	*	*	*	*	*	74%	56%
English Learners	*	*	715	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	758	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	89	765	761	755	*	*	18%	48%	24%	72%	57%
White	59	771	763	763	*	*	19%	47%	29%	76%	67%
Hispanic	13	758	*	743	*	*	*	*	*	77%	44%
Black or African American	*	*	732	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	10	763	770	779	0%	*	*	*	*	60%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	749	762	*	*	*	*	*	*	64%
Female	47	769	766	760	*	*	*	*	*	74%	62%
Male	42	760	756	750	*	*	*	*	*	69%	53%
Economically Disadvantaged Students	12	730	*	740	*	*	*	*	*	25%	40%
Non-Economically Disadvantaged Students	77	771	*	765	*	*	*	*	*	79%	69%
Students with Disabilities	23	746	733	725	*	*	*	*	*	52%	25%
Students without Disabilities	66	772	768	761	*	*	*	*	*	79%	64%
English Learners	*	*	717	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	763	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	761	762	756	*	*	25%	53%	11%	64%	58%
White	73	764	766	764	0%	*	29%	*	*	64%	68%
Hispanic	15	747	747	743	*	*	*	*	*	47%	44%
Black or African American	*	*	749	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	765	762	*	*	*	*	*	*	65%
Female	50	763	768	761	*	*	24%	*	*	68%	64%
Male	52	759	758	750	*	*	27%	*	*	60%	52%
Economically Disadvantaged Students	18	738	742	740	*	*	*	*	*	33%	39%
Non-Economically Disadvantaged Students	84	766	766	766	*	*	*	*	*	70%	69%
Students with Disabilities	23	734	732	724	*	*	*	*	*	35%	23%
Students without Disabilities	79	769	769	762	*	*	*	*	*	72%	65%
English Learners	*	*	715	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	763	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	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	287	95.7	66.6	56.1	44.5	66.6	58.7	Met Target
White	192	94.1	69.3	58.3	54.1	68.7	62.1	Met Target
Hispanic	42	100.0	50.0	43.8	28.8	50.0	31.2	Met Target
Black or African American	*	*	*	31.8	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	32	100.0	87.5	82.8	76.5	87.5	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	53.4	53.3	*	**	**
Female	152	96.8	64.5	54.6	44.9	64.5		
Male	135	94.5	68.9	57.7	44.2	68.5		
Economically Disadvantaged Students	48	92.5	37.5	35.5	26.3	36.5	40	Met Target†
Non-Economically Disadvantaged Students	239	96.4	72.4	59.7	54.9	72.4		
Students with Disabilities	68	92.0	42.6	23.5	17.4	41.3	37.8	Met Target
Students without Disabilities	219	96.9	74.0	63.8	50.0	74.0		
English Learners	18	100.0	38.9	36.7	25.0	38.9	**	**
Non-English Learners	269	95.4	68.4	57.0	46.5	68.4		
Homeless Students	*	*	*	18.2	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



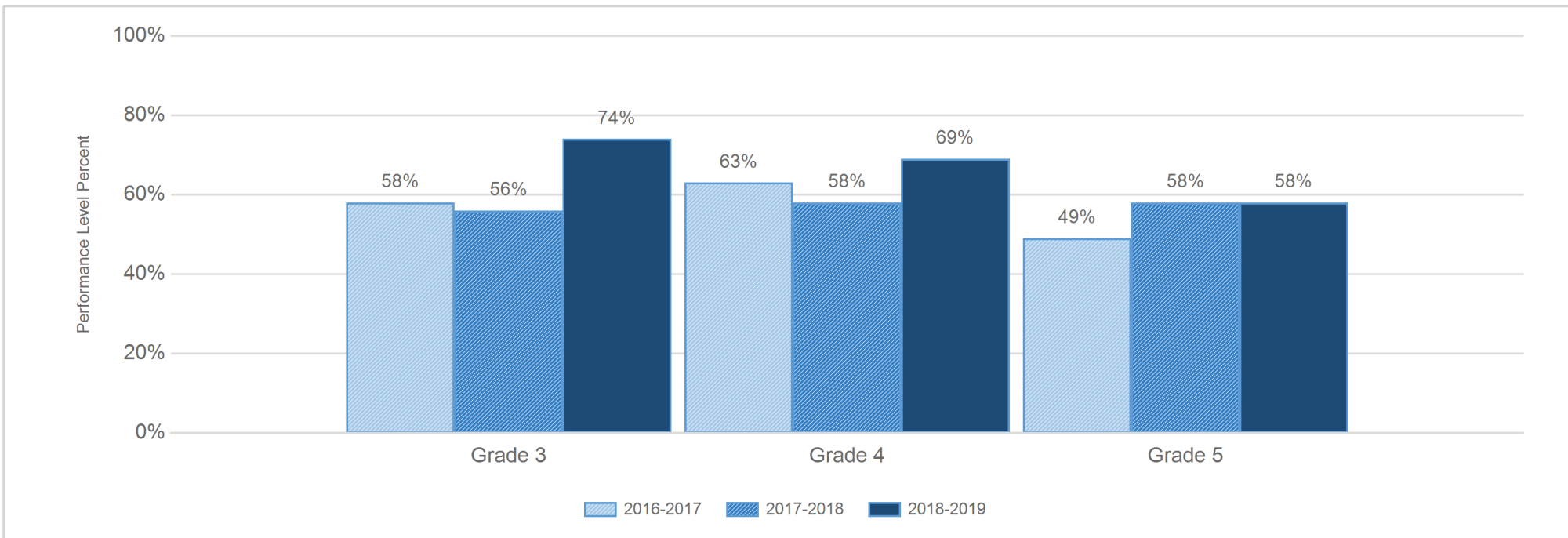
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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	767	761	752	*	*	14%	48%	27%	74%	55%
White	61	770	763	760	*	*	*	51%	28%	79%	66%
Hispanic	14	745	750	739	*	*	*	*	*	57%	40%
Black or African American	*	*	737	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	14	796	794	778	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	768	758	*	*	*	*	*	*	62%
Female	56	766	761	751	*	*	*	48%	25%	73%	54%
Male	42	770	762	752	*	*	*	48%	29%	76%	56%
Economically Disadvantaged Students	18	741	744	737	*	*	*	*	*	44%	37%
Non-Economically Disadvantaged Students	80	773	765	761	*	*	*	*	*	81%	67%
Students with Disabilities	22	753	742	731	*	*	*	*	*	59%	31%
Students without Disabilities	76	772	766	756	*	*	*	*	*	79%	60%
English Learners	*	*	734	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	763	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	90	762	756	749	*	*	19%	58%	11%	69%	51%
White	59	765	758	757	0%	*	22%	*	*	73%	62%
Hispanic	14	754	*	737	*	*	*	*	*	57%	36%
Black or African American	*	*	724	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	10	765	768	776	*	*	*	*	*	70%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	749	754	*	*	*	*	*	*	58%
Female	47	762	755	749	*	*	*	*	*	70%	50%
Male	43	761	757	749	*	*	*	*	*	67%	52%
Economically Disadvantaged Students	12	731	*	734	*	*	*	*	*	25%	32%
Non-Economically Disadvantaged Students	78	766	*	759	*	*	*	*	*	76%	63%
Students with Disabilities	23	746	733	726	*	*	*	*	*	48%	25%
Students without Disabilities	67	767	761	754	*	*	*	*	*	76%	56%
English Learners	*	*	726	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	757	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Ardena Elementary School
(25-2290-010)
Grades Offered: 03-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	756	759	747	*	14%	26%	*	*	58%	47%
White	73	757	761	755	*	*	30%	*	*	59%	58%
Hispanic	15	741	744	735	0%	*	*	*	*	40%	30%
Black or African American	*	*	747	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	783	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	757	753	*	*	*	*	*	*	55%
Female	50	750	757	747	*	*	*	*	*	50%	47%
Male	52	762	760	747	*	*	*	*	*	65%	47%
Economically Disadvantaged Students	18	744	740	732	*	*	*	*	*	44%	27%
Non-Economically Disadvantaged Students	84	759	762	757	*	*	*	*	*	61%	59%
Students with Disabilities	23	731	731	725	*	*	*	*	*	26%	19%
Students without Disabilities	79	763	764	752	*	*	*	*	*	67%	52%
English Learners	*	*	728	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	759	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	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	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	50.0%	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	17	88.2%	11.8%
3-4	21	57.1%	42.9%
5 or more	13	61.5%	38.5%



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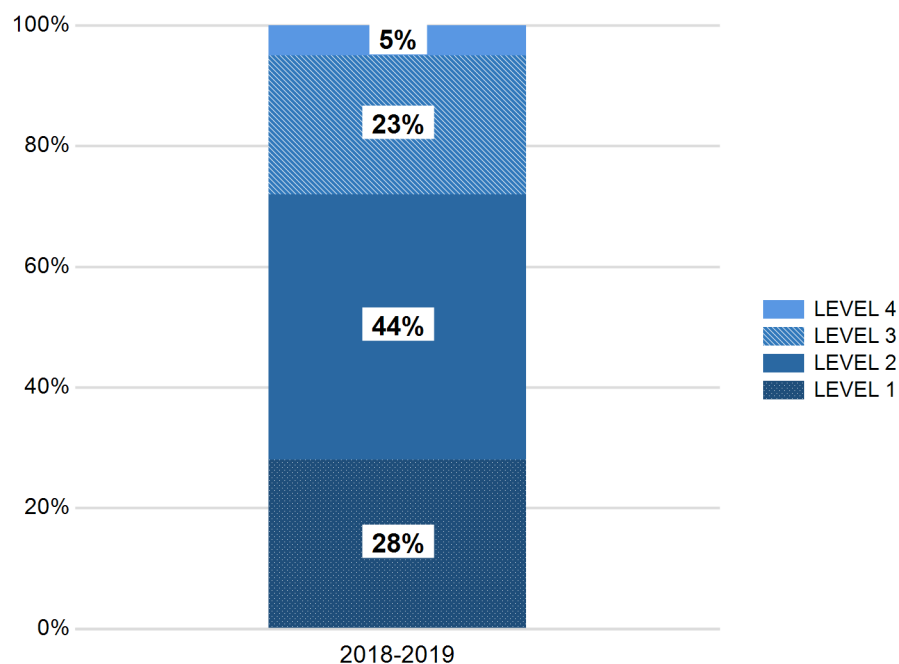
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	44	23	5
White	21	51	23	5
Hispanic	63	25	13	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	40	36	22	2
Male	17	51	25	8
Economically Disadvantaged Students	53	26	21	0
Non-Economically Disadvantaged Students	23	48	24	6
Students with Disabilities	74	22	4	0
Students without Disabilities	15	50	29	6
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.

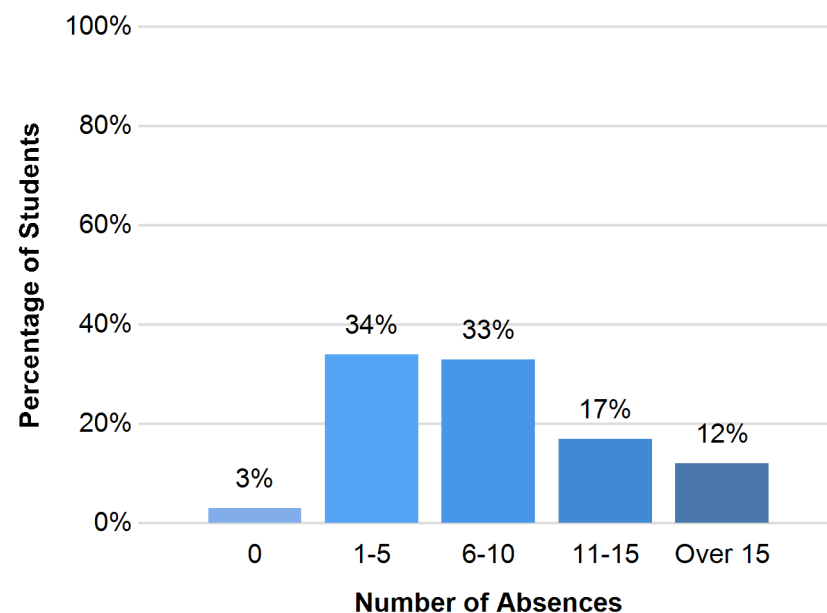
Chronic Absenteeism

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	19	6.3	7.5	Met
White	12	5.8	7.5	Met
Hispanic	5	11.4	7.5	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	7.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	10	6.4		
Male	9	6.3		
Economically Disadvantaged Students	7	13.0	7.5	Not Met
Students with Disabilities	8	12.3	7.5	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.





Ardena Elementary School

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Grades Offered: 03-05

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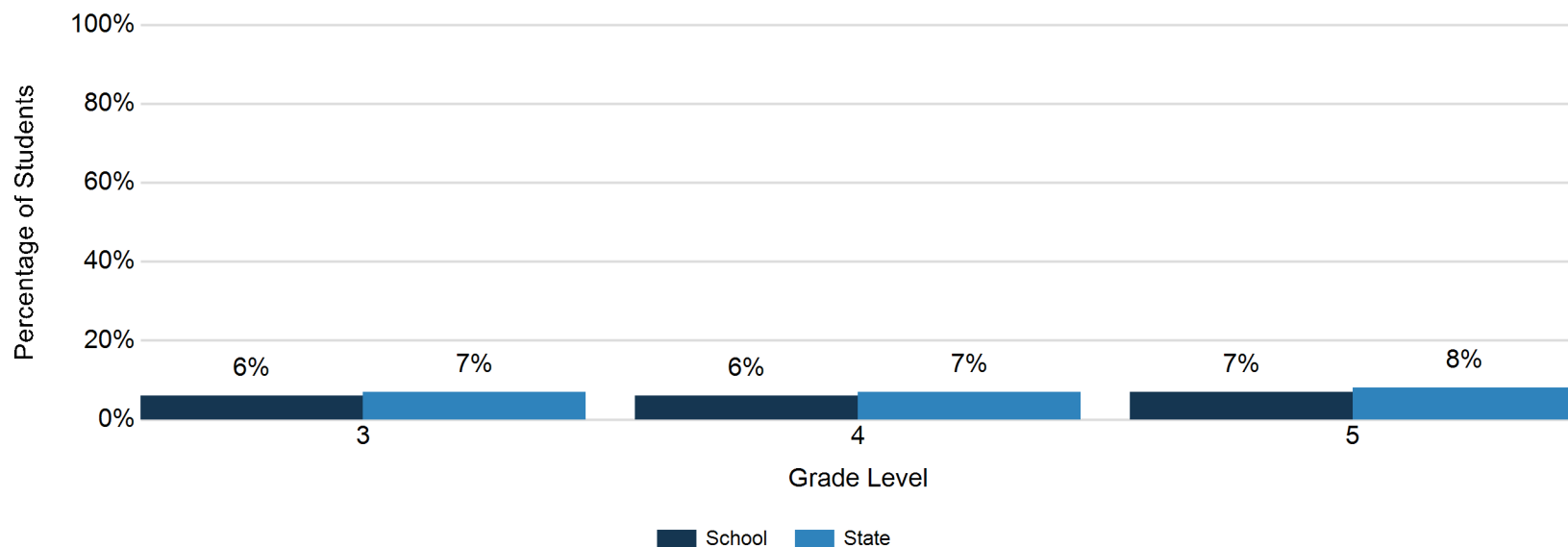
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Chronic Absenteeism by Grade

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





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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	1
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.60

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	8:45 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	39	118,214
Average years experience in public schools	11.7	12.1
Average years experience in district	9.6	10.8
Percentage of Teachers with 4 or more years experience in the district	79.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	38	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	92.1%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	11:1
Students to Administrators	168:1	149:1
Teachers to Administrators	20:1	13:1
Students to Librarians/Media Specialists		514:1
Students to Nurses		472:1
Students to Counselors		472:1
Students to Child Study Team Members		210:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.5%	94.9%	100.0%	48.4%	77.1%	54.9%
Male	47.5%	5.1%	0.0%	51.6%	22.9%	45.1%
White	61.5%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	22.1%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.7%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	10.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.0%	90.5%
2017-18 Administrators: Same district 2018-19	94.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.0%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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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	67.3%	65.2%	67.9%
Math Proficiency	58.5%	57.5%	66.6%
ELA Growth	57	50	55
Math Growth	54	52	66
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		61.0%	50.0%
Chronic Absenteeism	6.6%	9.5%	6.3%

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



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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.



Ardena Elementary School
(25-2290-010)
Grades Offered: 03-05
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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



Ardena Elementary School
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Grades Offered: 03-05
2018-2019

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School Narrative

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



Highlights:

- The first "Lighthouse" School recognized by Franklin Covey in the State of NJ
- Department of Education ELL Award Winning School for over 10 years.
- 2018 Certified Silver Future Ready Status. Awarded Bronze Level Certification through the Sustainable Jersey for Schools Program.



Mission, Vision, Theme:

" Empowering Leaders with Love". Ardena School is a dynamic community of teachers, children and families with a diverse population of approximately 330 students in grade levels ranging from three through five. Our children stem from a wide range of racial and national origins. We believe that this diversity is a particular advantage; it helps us grow, learn and work with each other in what has become a truly global neighborhood.



Awards, Recognition, Accomplishments:

2018 Certified Future Ready Silver Status School. First Leader in Me Lighthouse School in the state of New Jersey. State recognized school serving our English Language Learners. First School in the State of NJ recognized as a Model PLC by Solution Tree.



Ardena Elementary School

(25-2290-010)

Grades Offered: 03-05



2018-2019

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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Curricular focus in the core areas of language arts and mathematics provide children with opportunities to develop skills in reading, writing, speaking, listening, viewing, understanding, and applying mathematical concepts and problem solving. On-going evaluation of our children's progress informs and guides instruction for each child. Coupled with our strong focus on standards, the results of national, state, and local assessments are analyzed to help guide instructional improvement.</p>
 <p>Clubs and Activities:</p>	<p>We value giving students voice and choice with their learning opportunities and therefore varied courses are developed to achieve this goal. Students are offered art classes, chorus choices performing through dance and/or song, STEM options, as well as student and staff developed courses that vary based on who is presenting the course. Additionally, students have the opportunity to assume all types of leadership roles throughout the school day.</p>



Ardena Elementary School

(25-2290-010)

Grades Offered: 03-05



2018-2019

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 <p>Before and After School Programs:</p>	<p>Newspaper Club is offered after school as well as a Student Council for our 5th grade students. Teacher facilitators organize these two clubs. Additional clubs such as Robotics, Mad Science, STEM club are offered throughout the year and provided for by our PTA.</p>
 <p>Staff and Professional Learning:</p>	<p>Ardena School is recognized by Solution Tree as a Model PLC. Professional learning occurs throughout the school year. Designated professional development days as well as grade level meetings, and PLC learning opportunities are just some of the collaborative learning opportunities made available for the staff.</p>






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2018-2019

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School Narrative

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 <p>Student Supports and Services:</p>	<p>Ardena School is a model ELL school as recognized by the Department of Education. Ardena School is a dynamic community of teachers, children and families with a diverse population of approximately 330 students in grade levels ranging from three through five. Our children stem from a wide range of racial and national origins. We believe that this diversity is a particular advantage; it helps us grow, learn and work with each other in what has become a truly global neighborhood.</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast is offered each day prior to the beginning of the instructional periods. Additionally, students have a built in recess period each day in addition to their physical education periods that occur twice a week for each grade level.</p>
 <p>Parent and Community Involvement:</p>	<p>A strong partnership exists between home and school. Parents participate through the Ardena Parent Teacher Association (PTA), as well as individually, to enhance the education of our students. The PTA has graciously brought cultural arts assemblies and stimulating programs to our children and provide funds to send our students on one field trip per grade each year. Parent involvement in supporting our school is one of our greatest strengths. Their active involvement attests to the high value that they place on an effective and meaningful program for their children.</p>



Ardena Elementary School

(25-2290-010)

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2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Survey are given throughout the year and are analyzed during our School Improvement Panel meetings. The surveys vary depending on the need and the results are communicated to all stakeholders.</p>
 <p>Facilities:</p>	<p>Our school was built in 1938 and is beautifully maintained by our highly skilled and dedicated custodial staff. Every classroom is climate controlled with air-conditioning and heat. The blacktop was recently paved with added games like four-square blocks and hopscotch boards for students to play on during outside recess.</p>
 <p>School Safety:</p>	<p>Our School has a School Resource Officer as well as strict protocols for entering the building. Our students are aware of the protocols for entering the building and as such they do not open any doors for visitors and follow all protocols in place. We have a strong relationship with our local police department and count on them for extra support during school-wide events and the like. We conduct monthly safety drills which include but are not limited to lock-down drills, evacuation drills, fire drills, etc.</p>



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School Narrative

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Technology and STEM:

Our students each have their own computer and utilize technology throughout the day.



Ardena Elementary School
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School Narrative

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Other Information

We believe in a high quality education for all of Ardena's children and this belief embraces a philosophy of all children being able to learn at high levels. Together with our students, parents, and teachers, we will make the difference needed in students' educational, social, and emotional lives. This difference will assist our students in becoming productive and contributing citizens.

**Edith M. Griebling Elementary School**

(25-2290-020)

Grades Offered: KG-02

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Edith M. Griebing Elementary School**

(25-2290-020)

Grades Offered: KG-02

2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Howell Township Public School District
Principal Name	Mrs. Nancy Rupp
Address	130 HAVENS BRIDGE ROAD FARMINGDALE, NJ 07727-3542
Phone Number	732-751-2487
Email Address	nrupp@howell.k12.nj.us
Website	https://griebing.howell.k12.nj.us/
Facebook	https://www.facebook.com/howell.township.k8/
Twitter	https://twitter.com/HowellTwpGrieb



Edith M. Griebing Elementary School

(25-2290-020)

Grades Offered: KG-02

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	73	85	76
1	95	74	90
2	108	92	75
Total	276	251	242

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	39.1%	42.2%	46.7%
Male	60.9%	57.8%	53.3%
Economically Disadvantaged Students	15.9%	21.1%	21.5%
Students with Disabilities	32.6%	37.8%	38.4%
English Learners	0.4%	1.6%	0.4%
Homeless Students	0.4%	0.4%	2.1%
Students in Foster Care	0.0%	0.0%	0.8%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	66.3%	64.9%	66.9%
Hispanic	18.5%	16.3%	15.7%
Black or African American	5.4%	6.4%	5.4%
Asian	6.5%	6.8%	7.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.3%	5.6%	4.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	73	85	76

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	93.4%
Spanish	2.1%
Russian	1.2%
Other Languages	3.3%



Edith M. Griebling Elementary School

(25-2290-020)

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2018-2019

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English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

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	*	*	*
5 or more	N	N	N



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2018-2019

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

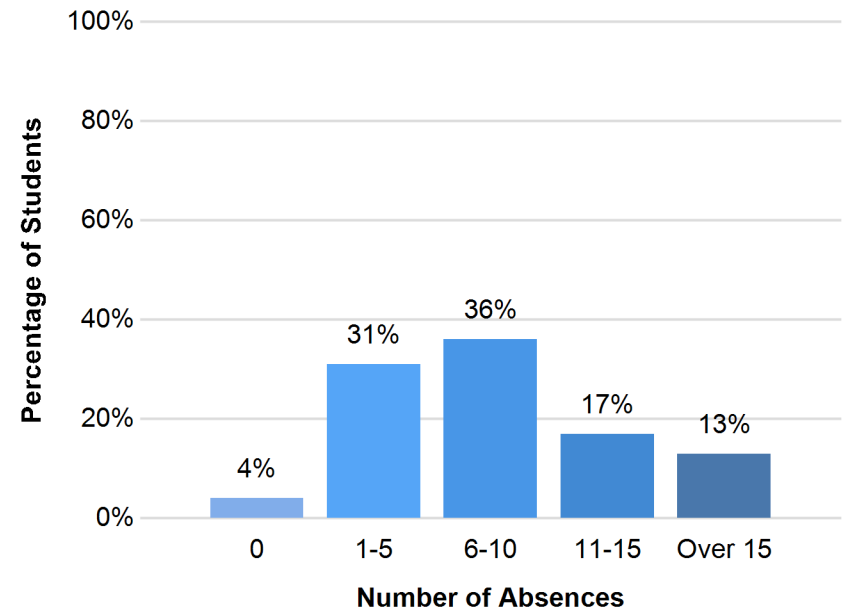
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	16	7.8	10.3	Met
White	10	7.7	10.3	Met
Hispanic	4	10.5	10.3	Not Met
Black or African American	1	7.7	**	**
Asian, Native Hawaiian, or Pacific	1	7.1	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	8	7.1		
Male	8	8.7		
Economically Disadvantaged Students	4	8.0	10.3	Met
Students with Disabilities	2	4.4	10.3	Met
English Learners	0	0	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Edith M. Griebling Elementary School
 (25-2290-020)
 Grades Offered: KG-02
 2018-2019

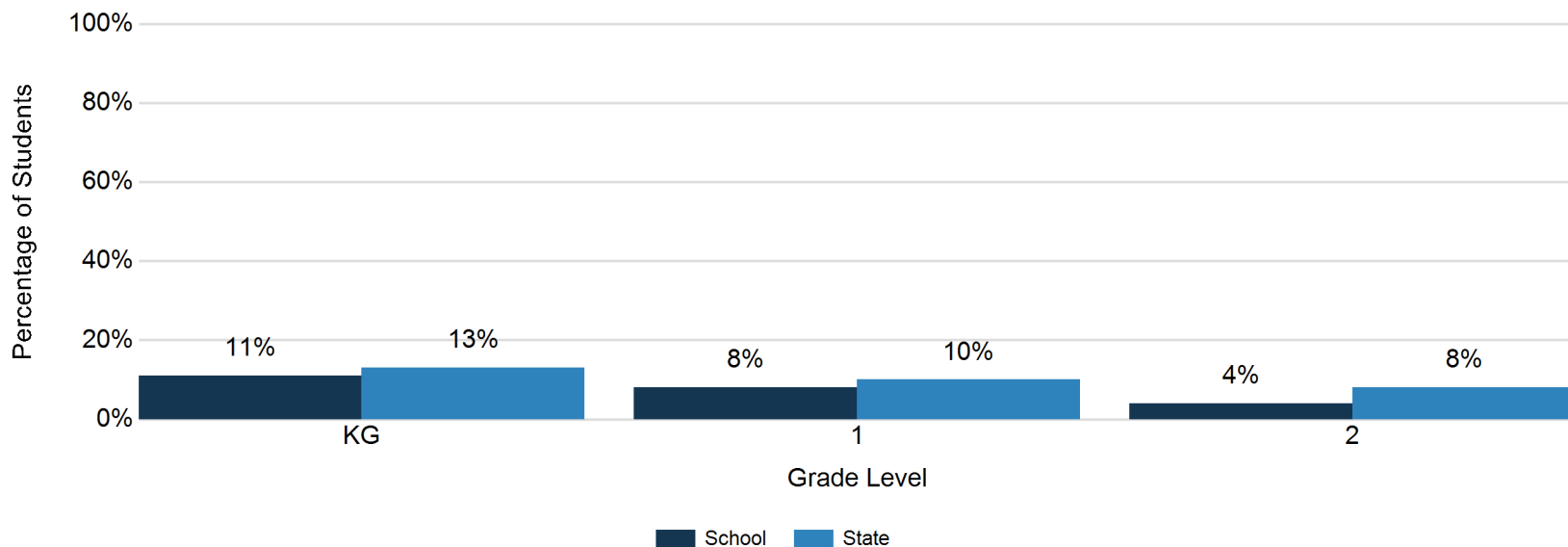
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Chronic Absenteeism by Grade

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





Edith M. Griebling Elementary School

(25-2290-020)

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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



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School Day

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

Category	School
Typical Start Time	8:05 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.



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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	34	118,214
Average years experience in public schools	11.6	12.1
Average years experience in district	11.6	10.8
Percentage of Teachers with 4 or more years experience in the district	82.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	38	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	92.1%	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	7:1	11:1
Students to Administrators	121:1	149:1
Teachers to Administrators	17:1	13:1
Students to Librarians/Media Specialists		514:1
Students to Nurses		472:1
Students to Counselors		472:1
Students to Child Study Team Members		210:1



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2018-2019

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.7%	82.4%	100.0%	48.4%	77.1%	54.9%
Male	53.3%	17.6%	0.0%	51.6%	22.9%	45.1%
White	66.9%	97.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	15.7%	2.9%	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	7.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.5%	0.0%	0.0%	2.1%	0.2%	0.2%



Edith M. Griebing Elementary School

(25-2290-020)

Grades Offered: KG-02

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

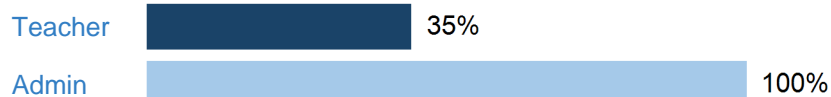
Teachers and Administrators - Level of Education

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	95.0%	90.5%
2017-18 Administrators: Same district 2018-19	94.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.7%



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Per-Pupil Expenditures by Source

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

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

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

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

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



Edith M. Griebing Elementary 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:

- Awarded NJ Future Ready School "Silver Certification with Distinction" for commitment to digital learning!
- P.A.W.S. (Positive Actions Will Shine) Character Education Program
- Inclusive environment that nurtures an appreciation of diversity and celebrates the uniqueness of each child



Mission, Vision, Theme:

Joyfully serving children in grades K-2, Edith M. Griebing School maintains a keen focus on honoring the unique learning needs of our young students through developmentally appropriate learning experiences. Home to the district's K-2 autistic, cognitively impaired, and multi-disabled students, Griebing takes great pride in promoting an inclusive environment that nurtures and celebrates an appreciation of diversity.



Awards, Recognition, Accomplishments:

We are proud to share that Griebing School has been awarded NJ Future Ready "Silver Certification with Distinction" for our commitment to digital learning. In addition, we are proud to have received Sustainable New Jersey "Bronze Level" recognition. Reflective of a 21st century learning environment, our school continues to engage students in opportunities to truly prepare them with the skills and mindset necessary to be successful in a global society.



Edith M. Griebling Elementary School

(25-2290-020)

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2018-2019

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 <p>Courses, Curriculum, Instruction:</p>	<p>Griebling's student-centered philosophy emphasizes the importance of lifelong learning. The administration and staff are committed to providing learning experiences that encourage students to think deeply, explore areas of interest, collaborate with peers, and cultivate a passion for learning. The teachers and support staff remain dedicated to engaging students in rigorous learning opportunities in all content areas. http://www.howell.k12.nj.us/curriculum_landing.aspx</p>
 <p>Clubs and Activities:</p>	<p>Participation in Global School Play Day, NAEYC's Week of the Young Child, Engineer's Day, the Global Read Aloud Project, National Day of Remembrance - Good Deed Day, are but a few of the engaging opportunities/activities that join our Griebling students with a common purpose across the globe. Interest-based enrichment activities center on purposeful play, the arts and the creative use of technology.</p>





Edith M. Griebing Elementary School
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 <p>Before and After School Programs:</p>	<p>As a Title 1 school, Griebing offers an after school Book Buzz Program for students striving for academic success. Serving children in grades K-2, the program is facilitated by highly qualified teachers. Small group targeted literacy instruction and a home-school partnership component combine to maximize student growth. In addition, students are provided with books to take and keep at home. PTA supported after-school programs include a STEMBotics Club, Mad Scientist Program, Martial Arts, and school-wide Theater Week.</p>
 <p>Staff and Professional Learning:</p>	<p>Embracing the Learning Forward Standards for Professional Learning, Griebing's SciP (School Improvement Panel), PLC's (Professional Learning Communities), and Data Teams, foster an environment of collaborative inquiry and learning that enhances individual and collective performance based on staff needs in relation to building and district goals. In-service opportunities embedded throughout the year and a cadre of instructional coaches provides endless avenues of professional growth.</p>



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 <p>Student Supports and Services:</p>	<p>Through Response to Intervention (RTI), student learning support is tiered based on student need. Specific, data-driven goals are established and monitored to measure progress. Serving a diversified special education population, Griebling is home to a cadre of specialists who provide services for speech, occupational therapy, and social skills, per each child's IEP. All established plans are created by a collaborative team assuring that relevant specialists are included in this process.</p>
 <p>Student Health and Wellness:</p>	<p>Student health and wellness provide a foundation for every learner's success. In addition to physical education class and daily recess, opportunities are embedded throughout the day to engage students in movement and brain breaks. Griebling students participate in a variety of activities that include Mindfulness, Go Noodle, Activity Works, Yoga for Kids and Scool Moves' Calming Moves . Our character education programs, social skills groups, classroom guidance lessons, and safety programs are designed to support students in their social, emotional, and physical well-being.</p>
 <p>Parent and Community Involvement:</p>	<p>Griebling School continues to nurture a strong, collaborative bond between home and school. The unwavering support of our dedicated PTA and SEPAC organizations provide our students and staff with a multitude of resources that include cultural arts programs, field trips, Field Day, family fun events, Book Fairs, and curriculum materials to enhance the learning opportunities in our classrooms and STEAM Lab! Our district's Parent Portal and School Messenger System are valuable vehicles for keeping our community informed and involved.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No</p>
 <p>Facilities:</p>	<p>Built in 1961, Griebing School is rich in history. Once home to a K-8 population, trophy cases display memories of celebrated sports events. Transitioning to a K-5 school and now currently a primary K-2 school, Griebing has eagerly embraced the developmental and curricula needs of each generation of children. The facility is inclusive of an up-dated gymnasium, Maker-Space Media Center, Leveled Book Room, Technology Lab, and a room designated for an exciting STEAM Lab! The school is pleased to share that air conditioning has recently been installed in all classrooms!</p>
 <p>School Safety:</p>	<p>The Howell Township Public Schools District is committed to ensuring that all of the students, employees, and visitors are safe and secure while at school. Effective policies, procedures, and educational programming are established and protocols developed that address several possible emergency scenarios. Safety methods and approaches are developed through a strong working relationship with the Howell Police Department and other school safety services. It is through this collaboration that the district continues to increase the effectiveness and efficiency of its safety and security guidelines and procedures.</p>



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Technology and STEM:

Griebing is proud to be one of the twelve district schools to be awarded NJ Future Ready "Silver Level with Distinction" certification for our commitment and initiatives in digital learning. As a K-2 school, iPads are allocated to each classroom in a ratio of 1 device to two students and seamlessly integrated into daily learning. Our "Destination Imagination" STEAM Lab engages our young engineers in hands-on exploration, experimentation with coding, and robotics. Reflective of a 21st century learning environment, our school continues to engage students in opportunities to truly prepare them with the skills and mindset necessary to be successful in a global society.



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Other Information

Griebling's student-centered philosophy emphasizes the importance of lifelong learning in an environment rooted in a strong ethical foundation. We remain dedicated to providing all students with quality, developmentally appropriate, and engaging opportunities to grow academically, socially, and emotionally. As part of a "Caring is Common" school community, students learn to work collaboratively with others through effective communication skills, strategize to handle conflict in their daily lives, regulate their own behaviors, and take ownership of their actions. Griebling School is devoted to providing our young students with the mindset and the tools that will one day empower them to be independent, resilient, responsible human beings that are enabled to successfully and actively participate in a diverse, ever-evolving, global community.



Greenville Elementary School
(25-2290-012)
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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:

**Greenville Elementary School**

(25-2290-012)

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2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Howell Township Public School District
Principal Name	Mrs. Lynn Coco
Address	210 RAMTOWN GREENVILLE ROAD HOWELL, NJ 07731
Phone Number	732-202-1745
Email Address	lcoco@howell.k12.nj.us
Website	https://greenville.howell.k12.nj.us/
Facebook	https://www.facebook.com/howell.township.k8/
Twitter	https://twitter.com/HowellTwpGrnv/



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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	91	107	107
1	111	93	109
2	94	119	98
Total	296	319	314

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.7%	52.7%	51.9%
Male	49.3%	47.3%	48.1%
Economically Disadvantaged Students	12.8%	13.2%	10.8%
Students with Disabilities	22.3%	24.5%	20.7%
English Learners	0.0%	1.9%	2.2%
Homeless Students	0.7%	0.3%	1.0%
Students in Foster Care	0.7%	0.3%	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	83.4%	78.7%	77.4%
Hispanic	10.5%	15.4%	17.8%
Black or African American	1.0%	1.9%	1.0%
Asian	1.7%	1.6%	2.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.4%	2.5%	1.6%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	91	107	107

Enrollment by Home Language

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

Home Language	% of Students
English	95.9%
Spanish	1.9%
Other Languages	2.2%



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English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

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

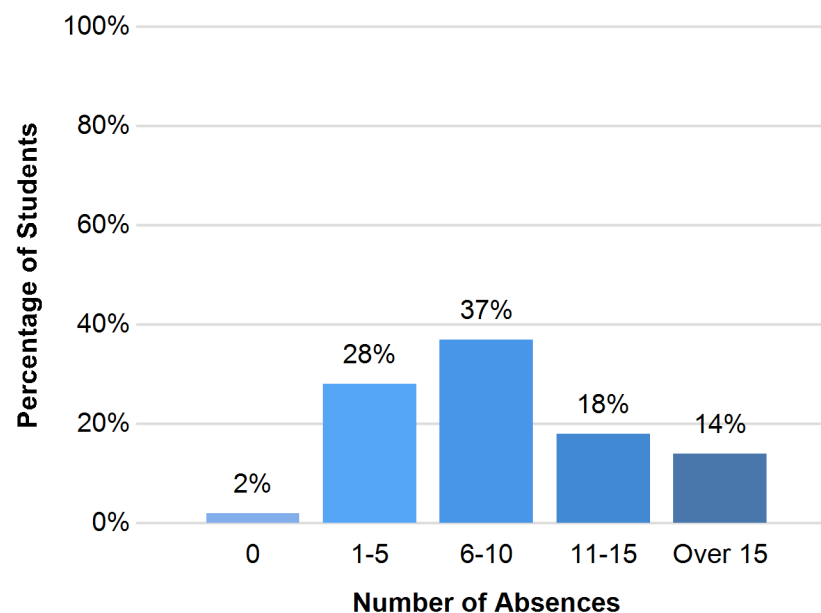
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	23	6.9	10.3	Met
White	12	4.9	10.3	Met
Hispanic	9	12.5	10.3	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	10	6.0		
Male	13	7.8		
Economically Disadvantaged Students	5	11.1	10.3	Not Met
Students with Disabilities	6	9.7	10.3	Met
English Learners	3	11.1	10.3	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.





Greenville Elementary School
 (25-2290-012)
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 2018-2019

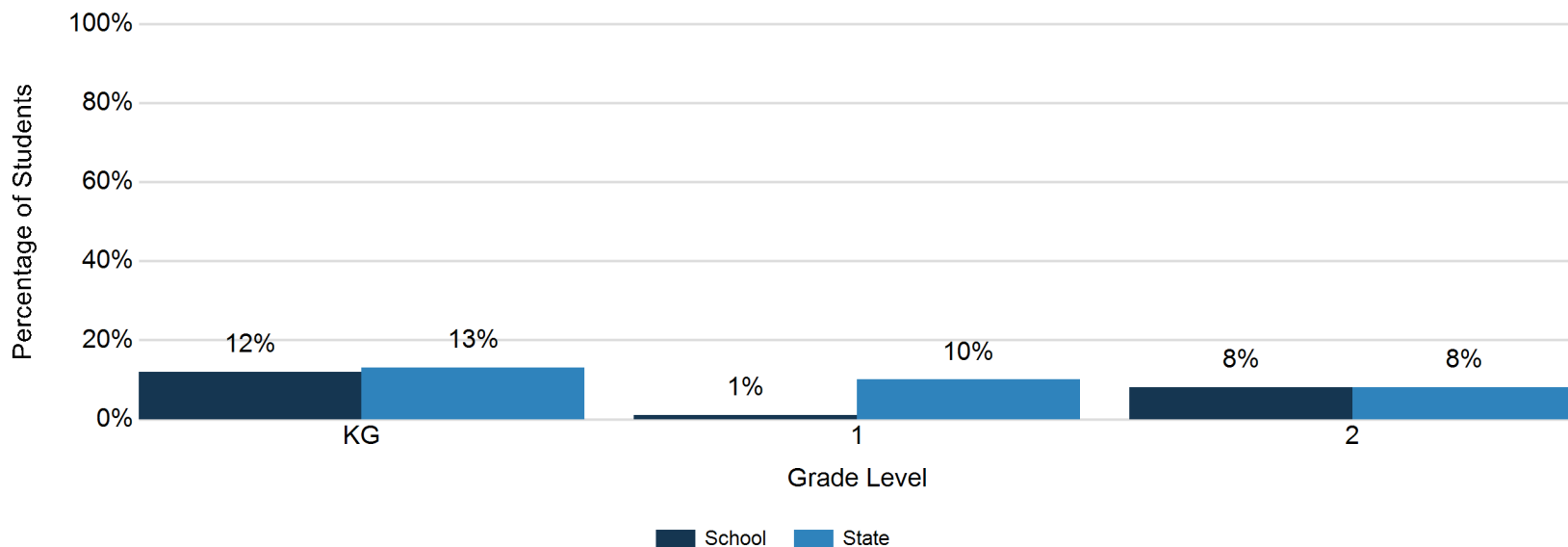
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Chronic Absenteeism by Grade

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.32

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*



Greenville Elementary School

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School Day

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

Category	School
Typical Start Time	8:05 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.



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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 – 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	28	118,214
Average years experience in public schools	17.6	12.1
Average years experience in district	14.9	10.8
Percentage of Teachers with 4 or more years experience in the district	82.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	38	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	92.1%	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	157:1	149:1
Teachers to Administrators	14:1	13:1
Students to Librarians/Media Specialists		514:1
Students to Nurses		472:1
Students to Counselors		472:1
Students to Child Study Team Members		210:1



Greenville Elementary School
(25-2290-012)
Grades Offered: KG-02
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 – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.9%	100.0%	100.0%	48.4%	77.1%	54.9%
Male	48.1%	0.0%	0.0%	51.6%	22.9%	45.1%
White	77.4%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	17.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.6%	0.0%	0.0%	2.1%	0.2%	0.2%



Greenville Elementary School
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2018-2019

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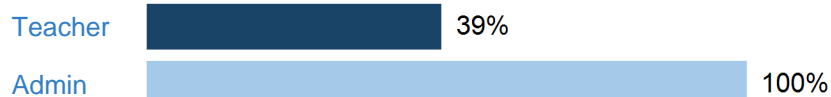
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.0%	90.5%
2017-18 Administrators: Same district 2018-19	94.6%	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	96.1%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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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:

- Future Ready School -NJ Silver District Distinction
- Bronze Level Certification in the Sustainable Schools NJ
- We have a very active, collaborative, and supportive PTO. Our PTO supported the creation of the STEAM Lab.



Mission, Vision, Theme:

The Greenville School community is dedicated to fostering a life-long love of learning for our children in a child-focused environment. Our goal is to create independent thinkers and social problem-solvers who are respectful of themselves and others.



Awards, Recognition, Accomplishments:

At the primary grade level students can be recognized on the Gator Shine wall, individual class achievements such as Around the World for math facts, Bucket Fillers guidance department program, annual Reading Incentive program organized by the PTO, Student of the Month, and summer reading celebration. Greenville School is certified FRS-NJ Silver District Distinction and Bronze Level Certification in the Sustainable Schools NJ . Greenville School received the 2018 Heavyweight Champion Award in the MonmouthOcean County Hunger Challenge for collecting over 5,000 lbs. of food to help our local communities.





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 <p>Courses, Curriculum, Instruction:</p>	<p>Please see district homepage: https://www.howell.k12.nj.us/apps/pages/index.jsp?uREC_ID=1163721&type=d&pREC_ID=1416115</p>
 <p>Clubs and Activities:</p>	<p>Clubs and activities offered at Greenville School support the curriculum. Students participate in: STEAM club, walking club, Global Play Day, Color Run, after school programs such as Sing 'n' Swing and dance. The PTO also provides assemblies that involve the arts, science, and character education .</p>





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 <p>Before and After School Programs:</p>	<p>Howell PAL after care grades K-5 (18-19)</p>
 <p>Staff and Professional Learning:</p>	<p>Howell Township Public School District creates a yearly Professional Learning Plan. Throughout the year, designated professional learning opportunities are scheduled at the building and district level. Staff are members of SciP, Data Team, PLCs/PLNs, and the district Learning Design Team. Personalized learning opportunities are impeded in these areas. Professional Development plans guide the learning that takes place.</p>






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 <p>Student Supports and Services:</p>	<p>Services include: ESL, students with disabilities, RTI (response to intervention), counseling, ASI (academic support instruction), I & RS</p>
 <p>Student Health and Wellness:</p>	<p>The health curriculum promotes health and wellness. A breakfast program is available each morning. Please see the Health and Physical Education Department program guidelines under the Curriculum tab of the district website. The guidance counselor works with building administration and teachers to plan activities, and programs to promote health and wellness. Individual teachers incorporate mindfulness and responsive classroom practices. Social Emotional Learning is a building goal as well as individual teacher growth plan goals.</p>
 <p>Parent and Community Involvement:</p>	<p>Greenville School has a very active PTO. Parents, staff, and the community work with one another throughout the year. The PTO has its own website and communication system. The PTO website lists meetings, upcoming events, assemblies, meeting minutes, fundraisers, and committees. The PTO funded the creation of the Maker Space & STEAM Lab at Greenville School. School Messenger is the communication system used between school and the community. Highlights during the year were the Veteran's Day Celebration, Family STEAM/Literacy Night, Color Run, Kindergarten welcome at the Purple Park, collections for families in need, the Annual Scholastic Book Clubs Great Bedtime Story PJ Drive, and Sustainable Schools NJ, and Future Ready NJ.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Administrators, Teachers The guidance department will randomly select students from grade K-2 to answer questions about safety, adult help, goals, and the overall environment. Grade 2 students were surveyed on self-awareness characteristics and developing personal goals. This included post self-reflection survey at the end of they year. Staff is surveyed for professional development needs, work environment, and adult relationships.</p>
 <p>Facilities:</p>	<p>Greenville School opened in September 2003. In 2015, Greenville became a K-2 building due to reconfiguration. The playground was expanded at this time. A reading room was created where classes can work with others, class presentations to parents take place, and the book fairs are held. It is a cozy nook for students to fall in love with books. In spring 2018, the PTO funded the creation of a MakerSpace in the media center and computer lab. The PTO funded equipment and resources to create a "Muscle Room" that supports the SEL work that is going on in the building in September 2018. September 2019 with the support of the PTO, we now have a STEAM Lab.</p>
 <p>School Safety:</p>	<p>The Howell Township School District revises its safety procedures on an annual basis as needed. Schools follow the security protocols set in place. The district has a security director and each school has a SLEO Class III officer due to the strong partnership between the district and Howell Police Department. The School Resource Officer provides safety programs throughout the year to our students. Programs also support anti-bullying legislation and district policies.</p>



Greenville Elementary School

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Technology and STEM:

Students are equipped with iPADS in every classroom, and they are regularly utilized through center activities, enhancing student learning in the content & special areas, and making practice experiences fun and engaging for students. Students use online programs/applications Starfall, ABCYa!, RAZ-KIDS, PBS Kids, and SHOWMe. Students also utilize the presentation software application "Keynote" to create slideshows demonstrating understanding of any standards-based content by creating pictures using shape tools and text boxes. Furthermore, students continue their learning outside of school via web-based programs such as Raz-Kids, EPIC books, and Xtra Math. The Next Generation Science Standards are taught using the Mystery Science web-based program. (See previous categories for more.)



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Other Information

Greenville School is a place where students want to be! They enter the school each morning with happy faces and eager attitudes, often running off of the bus to their classes. This is not by chance! Greenville School is a positive environment where students, staff, and parents are dedicated and committed to working together to prepare our children to become successful, contributing members of society.



Howell Township Middle School North
(25-2290-025)
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:



Howell Township Middle School North

(25-2290-025)

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	Howell Township Public School District
Principal Name	Mr. Paul Farley
Address	501 SQUANKUM YELLOWBROOK ROAD FARMINGDALE, NJ 07727
Phone Number	732-919-0095
Email Address	pfarley@howell.k12.nj.us
Website	https://msn.howell.k12.nj.us/
Facebook	https://www.facebook.com/howell.township.k8/
Twitter	https://twitter.com/HowellTwpMSN



Howell Township Middle School North

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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	351	376	381
7	388	354	368
8	413	391	358
Total	1,152	1,121	1,107

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	52.3%	51.2%	51.2%
Male	47.7%	48.8%	48.8%
Economically Disadvantaged Students	20.4%	16.9%	16.9%
Students with Disabilities	19.8%	18.1%	15.4%
English Learners	1.7%	1.9%	2.1%
Homeless Students	0.3%	0.8%	0.3%
Students in Foster Care	0.0%	0.3%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.2%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	75.1%	74.1%	71.9%
Hispanic	12.2%	12.8%	12.9%
Black or African American	4.9%	5.6%	5.1%
Asian	6.4%	6.2%	7.2%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	1.0%	0.9%	2.5%

Enrollment by Home Language

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

Home Language	% of Students
English	90.7%
Spanish	4.5%
Russian	1.1%
Other Languages	3.7%

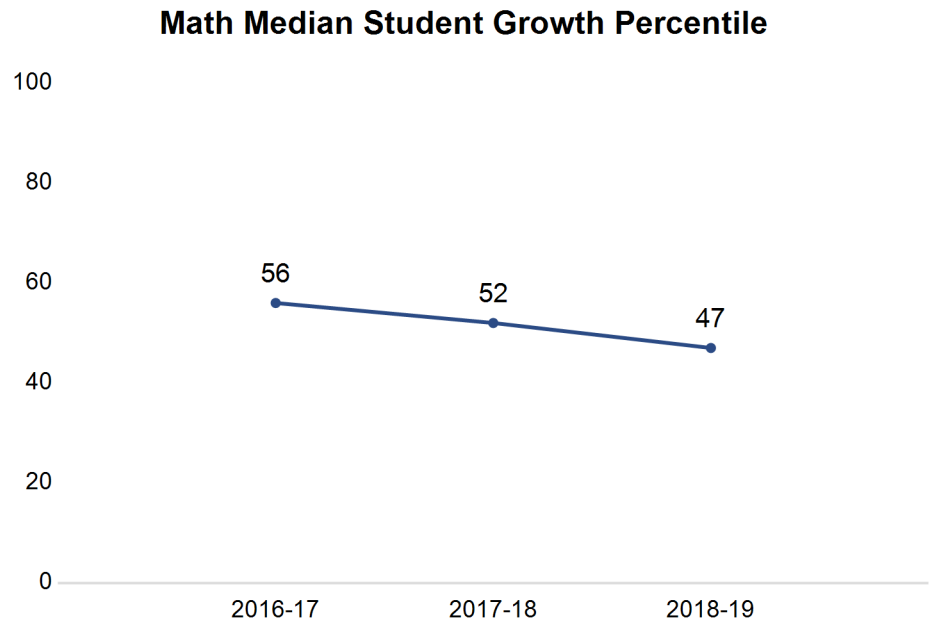
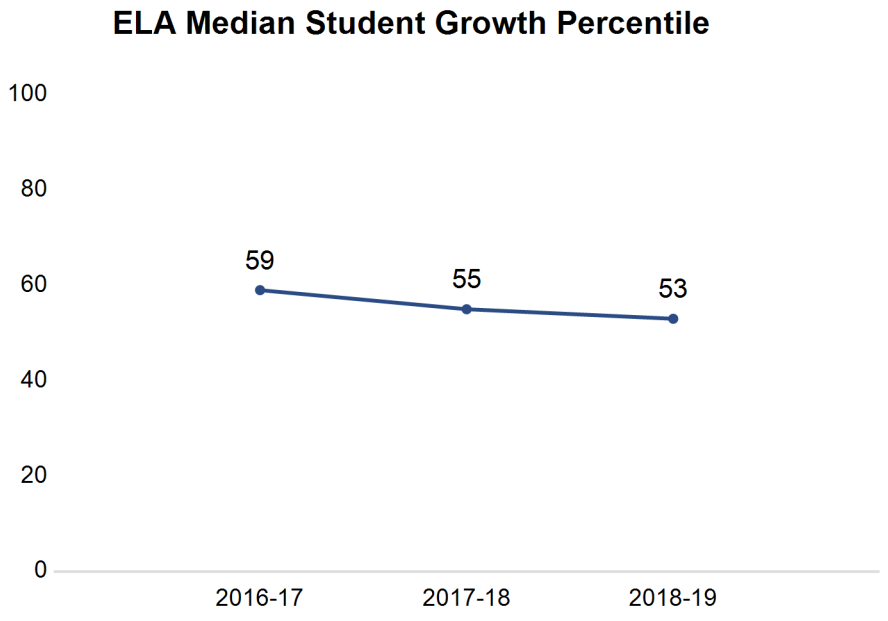


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Student Growth Trends and Progress

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	55	53	56	52	47
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Howell Township Middle School North

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	53	50	50	Met Standard	47	49	50	Met Standard
White	52	49	50	Met Standard	47	47	52	Met Standard
Hispanic	59	52	49	Met Standard	49	56	47	Met Standard
Black or African American	39.5	45.5	45	Not Met	34	38	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	63	61	59	Exceeds Standard	57	57.5	60	Met Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	55.5	46	49	Met Standard	47	49.5	52	**
Female	56	54	53	N	45	47	50	N
Male	50	46	47	N	48	51	51	N
Economically Disadvantaged Students	49	46	48	Met Standard	44.5	53	46	Met Standard
Students with Disabilities	53	49	43	Met Standard	49	49	45	Met Standard
English Learners	65	65	52	Exceeds Standard	60	69.5	50	Exceeds Standard
Homeless Students	*	53	43	N	*	51	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



Howell Township Middle School North
 (25-2290-025)
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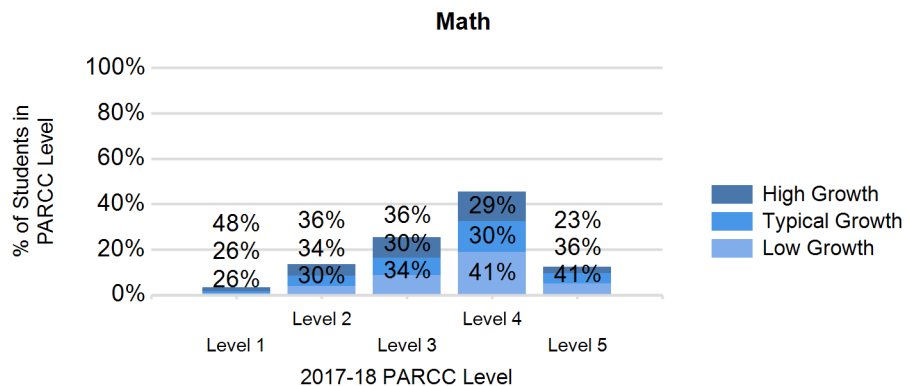
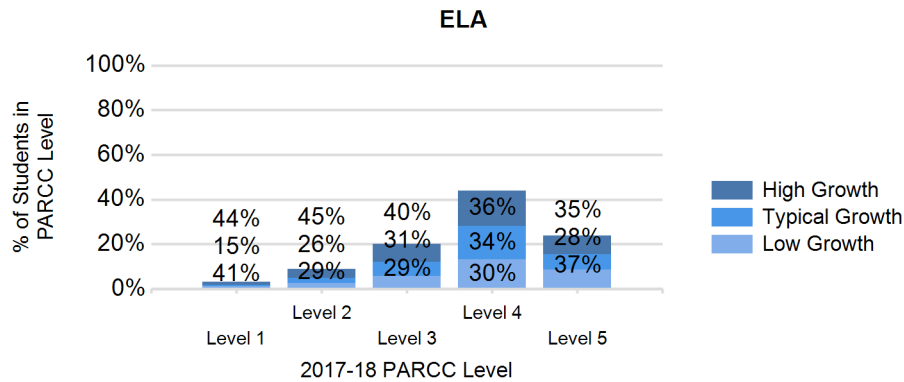
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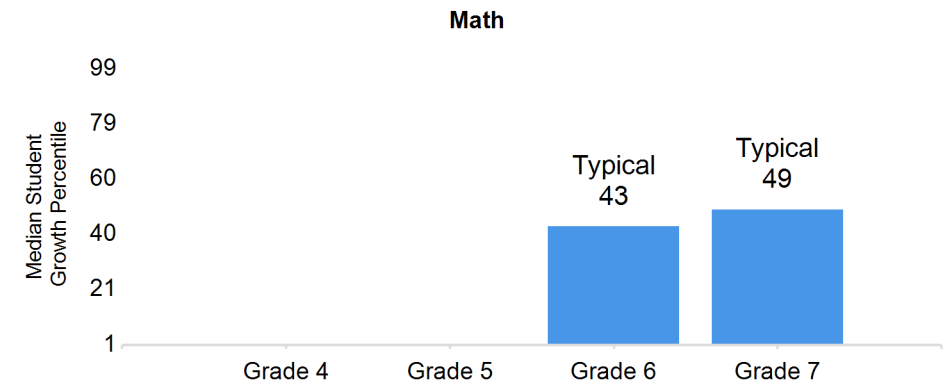
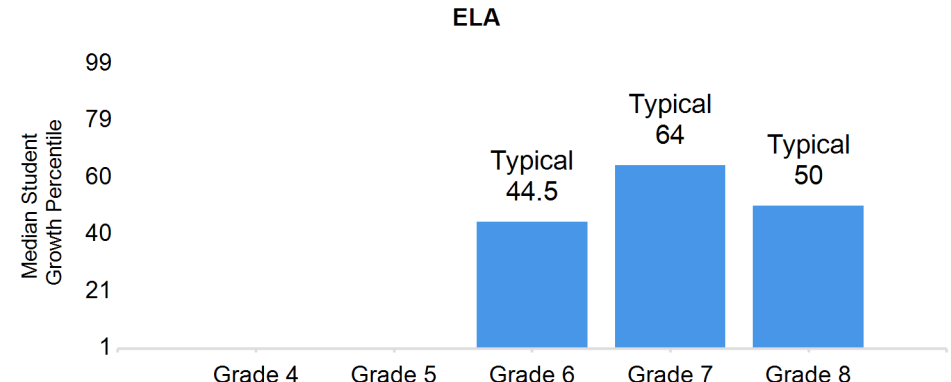
Student Growth by Performance Level

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.





Howell Township Middle School North
(25-2290-025)
Grades Offered: 06-08
2018-2019

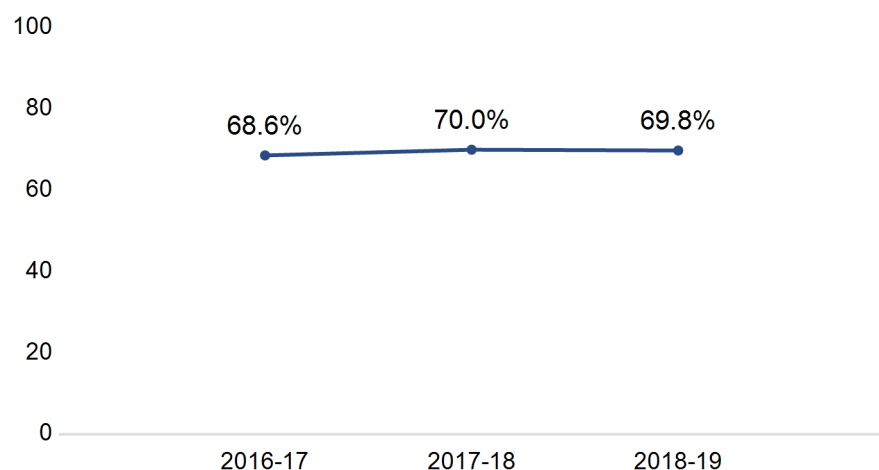
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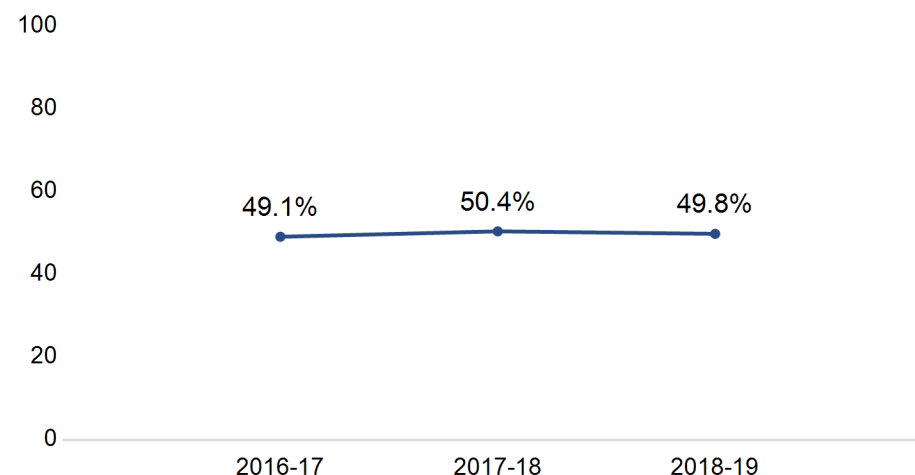
English Language Arts and Mathematics Performance Trends

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	95.4%	94.9%	97.4%	95.7%	95.2%	97.3%
Proficiency Rate for Federal Accountability	68.6%	70.0%	69.8%	49.1%	50.4%	49.8%
Annual Target	61.5%	62.5%	63.4%	45.7%	47.5%	49.3%
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.



Howell Township Middle School North
(25-2290-025)
Grades Offered: 06-08
2018-2019

Report Key:

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- N No Data is available to display
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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	1086	97.4	69.8	68.0	57.9	69.8	63.4	Met Target
White	786	96.9	72.0	70.5	66.9	72.0	64	Met Target
Hispanic	138	97.9	53.6	54.2	43.9	53.6	51	Met Target
Black or African American	54	100.0	53.7	52.6	38.5	53.7	55.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	81	100.0	87.7	85.3	82.9	87.7	80	Met Goal
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	27	100.0	66.7	67.6	64.4	66.7	N	N
Female	545	97.2	78.5	74.8	64.8	78.5		
Male	541	97.7	61.0	61.2	51.3	61.0		
Economically Disadvantaged Students	169	96.1	50.3	46.1	40.0	50.3	46.2	Met Target
Non-Economically Disadvantaged Students	917	97.7	73.4	71.8	67.9	73.4		
Students with Disabilities	187	96.5	27.8	31.7	22.7	27.8	24.2	Met Target
Students without Disabilities	899	97.6	78.5	76.5	65.1	78.5		
English Learners	36	100.0	38.9	40.4	29.3	38.9	38	Met Target
Non-English Learners	1050	97.3	70.9	69.2	60.6	70.9		
Homeless Students	*	*	*	27.3	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

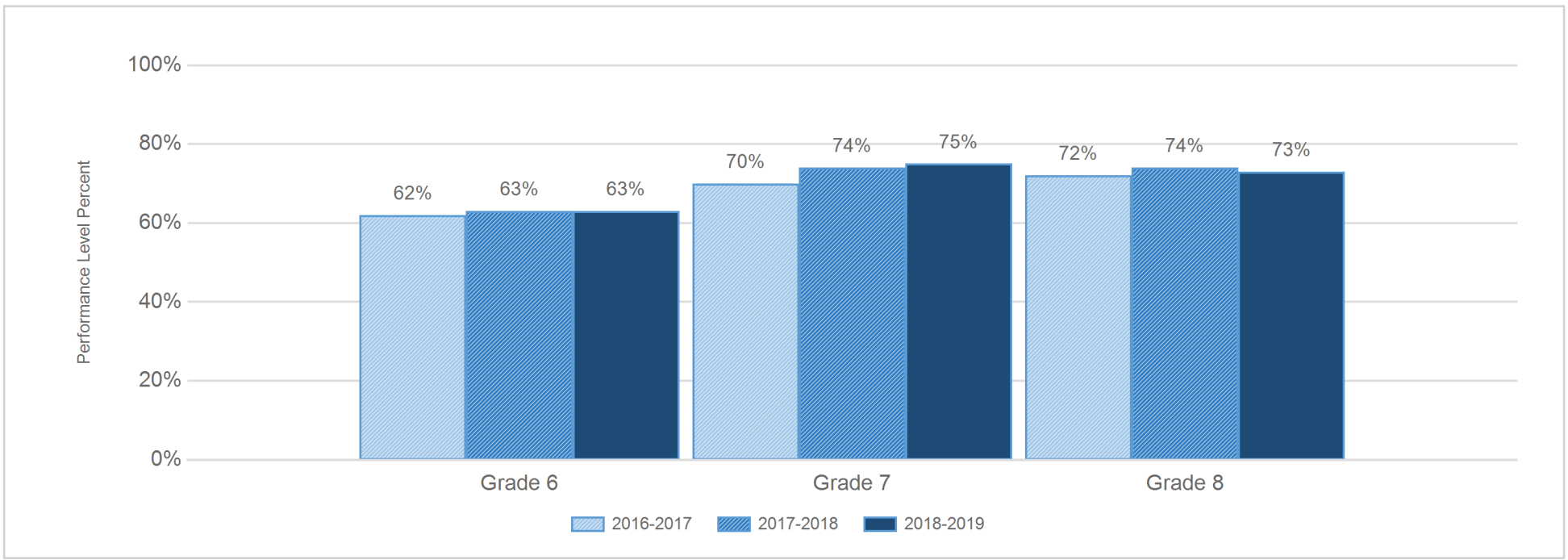


Howell Township Middle School North
 (25-2290-025)
 Grades Offered: 06-08
 2018-2019

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English Language Arts Assessment - Performance Trends

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





Howell Township Middle School North
(25-2290-025)
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	369	761	764	754	4%	5%	28%	48%	15%	63%	56%
White	261	762	765	762	*	*	26%	49%	16%	65%	65%
Hispanic	46	750	754	743	*	*	37%	*	*	48%	43%
Black or African American	16	744	*	738	0%	*	*	*	*	44%	36%
Asian, Native Hawaiian, or Pacific Islander	29	778	781	780	0%	0%	*	*	*	83%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	17	755	*	760	*	0%	*	*	*	65%	64%
Female	183	767	770	762	*	*	24%	51%	20%	71%	64%
Male	186	754	758	748	*	*	31%	46%	10%	56%	48%
Economically Disadvantaged Students	56	744	749	740	*	*	36%	*	*	45%	39%
Non-Economically Disadvantaged Students	313	763	767	763	*	*	26%	*	*	67%	67%
Students with Disabilities	51	732	737	722	*	*	37%	*	*	24%	19%
Students without Disabilities	318	765	769	761	*	*	26%	*	*	70%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Howell Township Middle School North
(25-2290-025)
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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	358	776	774	761	3%	7%	15%	33%	42%	75%	63%
White	262	777	776	769	*	*	15%	32%	45%	77%	72%
Hispanic	45	762	764	747	*	*	24%	38%	22%	60%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	27	788	*	790	*	0%	*	*	*	93%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	758	768	*	*	*	*	*	*	68%
Female	174	781	781	769	*	*	11%	36%	45%	81%	71%
Male	184	770	767	753	*	*	19%	31%	39%	70%	55%
Economically Disadvantaged Students	54	754	754	743	*	*	20%	*	*	57%	45%
Non-Economically Disadvantaged Students	304	779	777	771	*	*	14%	*	*	78%	73%
Students with Disabilities	48	735	728	720	*	*	31%	*	*	31%	22%
Students without Disabilities	310	782	782	769	*	*	13%	*	*	82%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	*	729	N	N	N	N	N	N	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	*	*	*	728	*	*	*	*	*	*	31%



Howell Township Middle School North
(25-2290-025)
Grades Offered: 06-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	347	773	770	762	6%	7%	14%	39%	34%	73%	63%
White	246	775	772	770	4%	6%	14%	41%	35%	76%	72%
Hispanic	48	750	754	747	*	*	*	*	*	52%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	26	801	*	794	0%	0%	*	*	*	92%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	188	784	778	771	*	*	11%	40%	43%	83%	71%
Male	159	759	762	753	*	*	18%	37%	23%	60%	55%
Economically Disadvantaged Students	58	743	747	743	*	19%	21%	*	*	47%	45%
Non-Economically Disadvantaged Students	289	779	774	772	*	5%	13%	*	*	78%	72%
Students with Disabilities	69	726	730	721	*	*	30%	*	*	26%	22%
Students without Disabilities	278	784	781	770	*	*	10%	*	*	84%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Howell Township Middle School North
(25-2290-025)
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2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1087	97.3	49.8	56.1	44.5	49.8	49.3	Met Target
White	786	96.8	51.4	58.3	54.1	51.4	50.2	Met Target
Hispanic	138	97.2	33.3	43.8	28.8	33.3	34.2	Met Target†
Black or African American	54	100.0	25.9	31.8	23.0	25.9	38	Not Met
Asian, Native Hawaiian, or Pacific Islander	81	100.0	81.5	82.8	76.5	81.5	69.1	Met Goal
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	28	100.0	39.3	53.4	53.3	39.3	N	N
Female	546	97.2	49.1	54.6	44.9	49.1		
Male	541	97.3	50.5	57.7	44.2	50.5		
Economically Disadvantaged Students	171	95.7	26.9	35.5	26.3	26.9	27.8	Met Target†
Non-Economically Disadvantaged Students	916	97.6	54.0	59.7	54.9	54.0		
Students with Disabilities	186	96.0	12.9	23.5	17.4	12.9	17.9	Not Met
Students without Disabilities	901	97.5	57.4	63.8	50.0	57.4		
English Learners	39	100.0	23.1	36.7	25.0	23.1	20.9	Met Target
Non-English Learners	1048	97.2	50.8	57.0	46.5	50.8		
Homeless Students	*	*	*	18.2	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Howell Township Middle School North

(25-2290-025)

Grades Offered: 06-08

2018-2019

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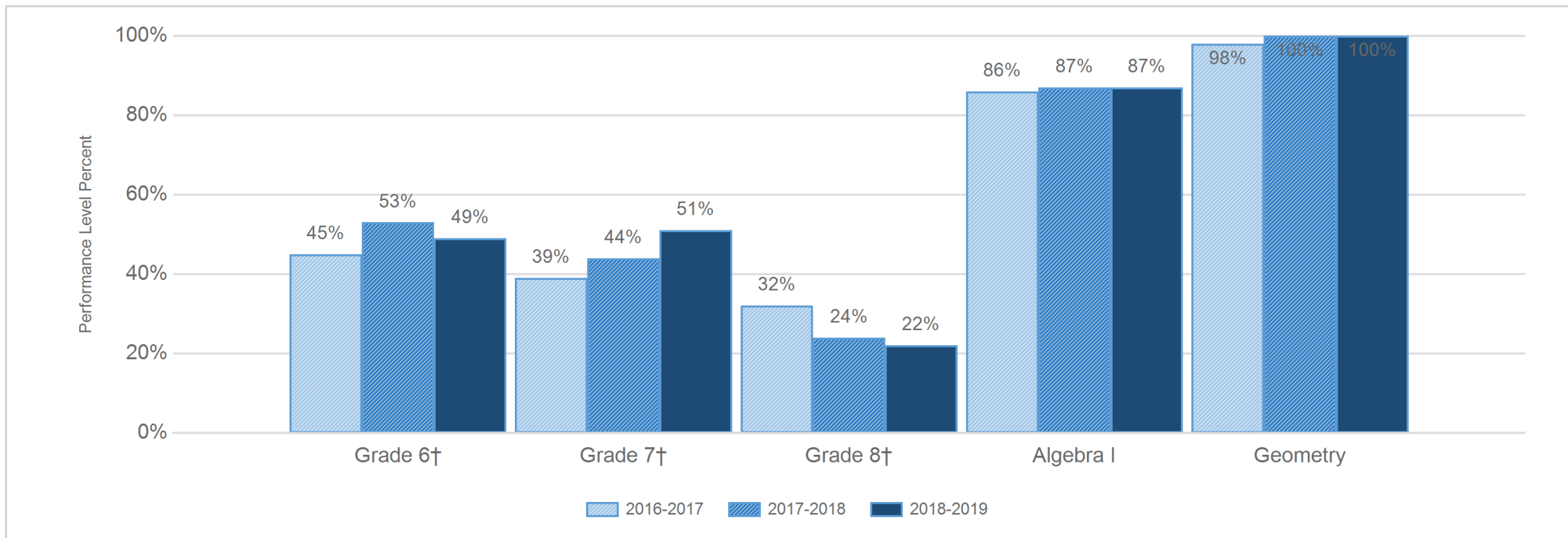
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Mathematics Assessment – Performance Trends

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.



Howell Township Middle School North
(25-2290-025)
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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	370	748	750	741	5%	16%	29%	42%	8%	49%	41%
White	261	750	752	749	4%	14%	31%	43%	8%	51%	51%
Hispanic	47	733	739	729	*	28%	30%	*	*	32%	24%
Black or African American	16	726	*	722	*	*	*	*	*	19%	19%
Asian, Native Hawaiian, or Pacific Islander	29	771	771	769	0%	*	*	*	*	79%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	17	747	*	747	0%	*	*	*	*	47%	48%
Female	184	749	751	742	*	15%	30%	*	*	51%	42%
Male	186	747	750	740	*	18%	28%	*	*	48%	40%
Economically Disadvantaged Students	58	730	734	726	*	31%	31%	*	*	26%	21%
Non-Economically Disadvantaged Students	312	752	754	750	*	14%	29%	*	*	54%	53%
Students with Disabilities	50	719	726	716	*	40%	22%	*	*	14%	12%
Students without Disabilities	320	753	755	746	*	13%	31%	*	*	55%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Howell Township Middle School North
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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	328	748	747	744	*	13%	33%	*	*	51%	42%
White	242	751	749	751	*	12%	31%	*	*	55%	53%
Hispanic	40	737	737	733	*	*	50%	30%	0%	30%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	22	758	*	768	0%	*	*	*	*	82%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	729	749	*	*	*	*	*	*	51%
Female	164	747	746	744	*	12%	38%	*	*	46%	42%
Male	164	750	748	743	*	15%	27%	*	*	56%	42%
Economically Disadvantaged Students	52	735	735	731	*	*	40%	*	*	29%	24%
Non-Economically Disadvantaged Students	276	751	749	751	*	*	31%	*	*	55%	53%
Students with Disabilities	48	731	725	718	*	40%	35%	*	*	21%	13%
Students without Disabilities	280	751	751	749	*	9%	32%	*	*	56%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	*	721	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	*	*	*	717	*	*	*	*	*	*	12%



Howell Township Middle School North
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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	216	725	727	728	21%	23%	33%	22%	0%	22%	29%
White	145	728	729	737	19%	19%	39%	23%	0%	23%	38%
Hispanic	42	720	724	722	26%	33%	*	*	*	21%	22%
Black or African American	16	712	*	714	*	*	*	*	*	19%	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	*	*	*	730	*	*	*	*	*	*	31%
Female	113	727	729	731	17%	26%	39%	19%	0%	19%	31%
Male	103	724	726	726	26%	20%	27%	26%	0%	26%	27%
Economically Disadvantaged Students	55	716	721	719	35%	24%	24%	18%	0%	18%	20%
Non-Economically Disadvantaged Students	161	729	729	735	17%	23%	37%	24%	0%	24%	36%
Students with Disabilities	68	707	711	707	*	*	*	*	*	*	10%
Students without Disabilities	148	734	736	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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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	135	776	775	744	0%	*	12%	*	*	87%	42%
White	104	772	773	752	0%	*	14%	*	*	84%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	18	790	*	775	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	77	774	773	745	0%	*	*	*	*	90%	44%
Male	58	778	778	743	0%	*	*	*	*	83%	41%
Economically Disadvantaged Students	*	*	777	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	775	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	135	776	*	745	0%	*	12%	*	*	87%	*
Homeless Students	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%



Howell Township Middle School North
(25-2290-025)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	26	788	780	737	0%	0%	0%	*	*	100%	35%
White	17	787	779	743	0%	0%	0%	*	*	100%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	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	*	*	781	738	*	*	*	*	*	*	36%
Male	*	*	780	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	N	N	N	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	26	788	780	743	0%	0%	0%	*	*	100%	43%
Students with Disabilities	N	N	N	712	N	N	N	N	N	N	*
Students without Disabilities	26	788	780	741	0%	0%	0%	*	*	100%	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	26	788	780	738	0%	0%	0%	*	*	100%	*
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	31.3%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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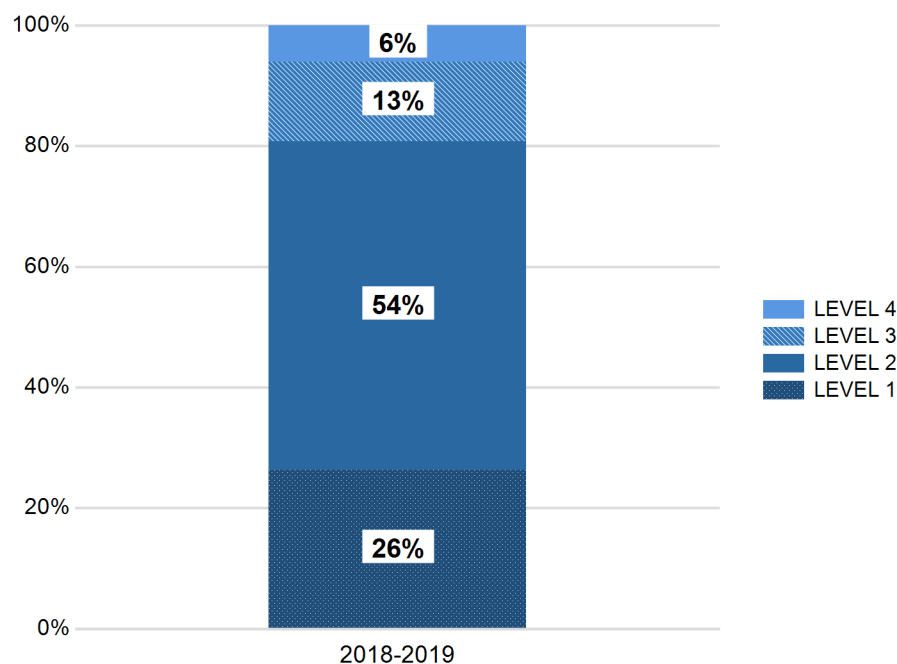
N No Data is available to display

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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	26	54	13	6
White	23	57	13	7
Hispanic	43	51	6	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	12	50	27	12
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	22	60	13	4
Male	31	48	13	9
Economically Disadvantaged Students	58	41	2	0
Non-Economically Disadvantaged Students	20	57	15	8
Students with Disabilities	65	35	0	0
Students without Disabilities	17	59	16	8
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	380
7	28	0	340
8	107	26	224
Total	135	26	944

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	280	71	0	0	0	0	25
7	254	84	0	0	0	0	30
8	268	51	0	0	0	0	34
Total	802	206	0	0	0	0	89



Howell Township Middle School North
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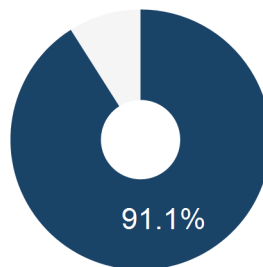
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Visual and Performing Arts – Course Participation

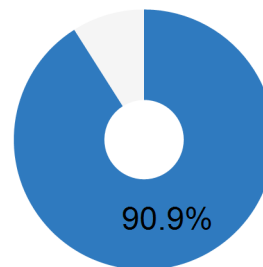
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

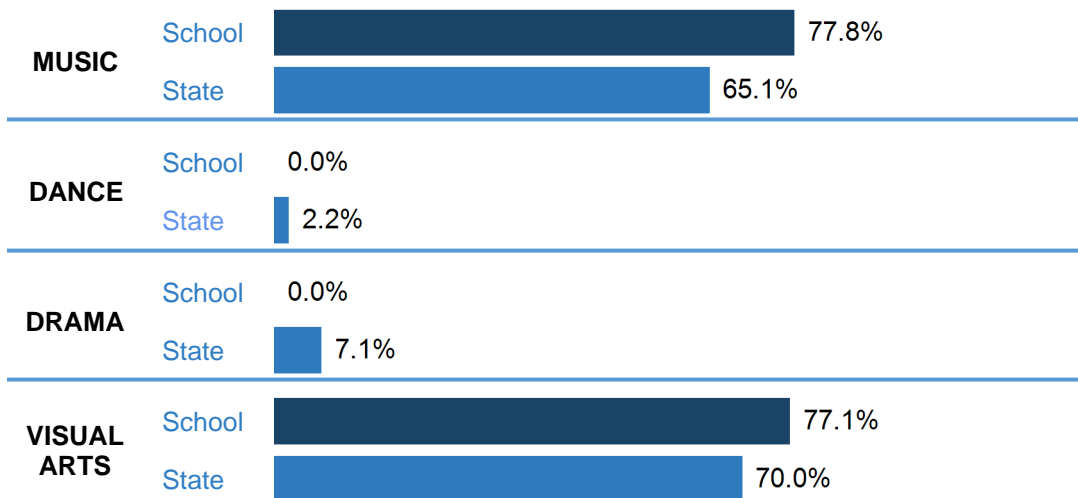


School



State

Students enrolled in one or more classes by discipline:





Howell Township Middle School North

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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.

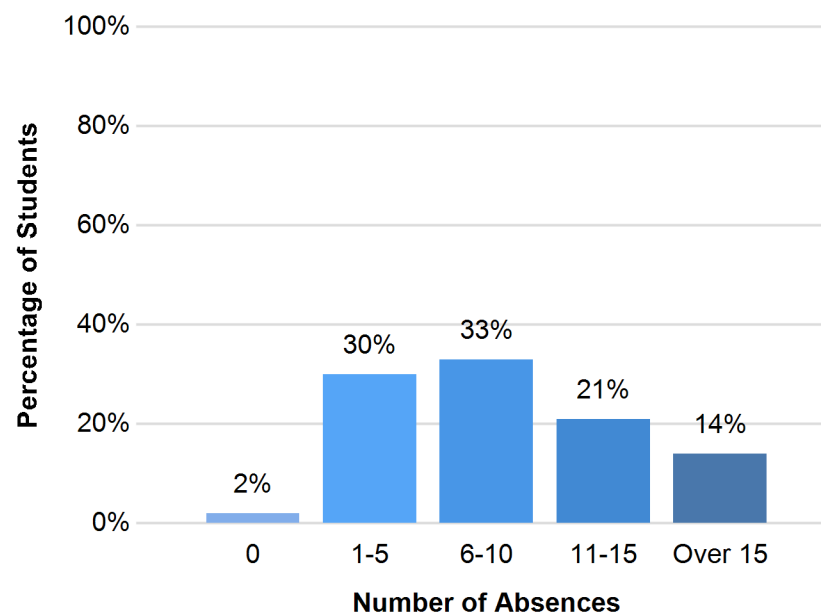
Chronic Absenteeism

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	96	8.5	9.1	Met
White	71	8.7	9.1	Met
Hispanic	15	10.3	9.1	Not Met
Black or African American	5	8.8	9.1	Met
Asian, Native Hawaiian, or Pacific	3	3.7	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.1	Met
Female	45	7.9		
Male	51	9.1		
Economically Disadvantaged Students	25	13.2	9.1	Not Met
Students with Disabilities	30	15.6	9.1	Not Met
English Learners	0	0	9.1	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Howell Township Middle School North

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2018-2019

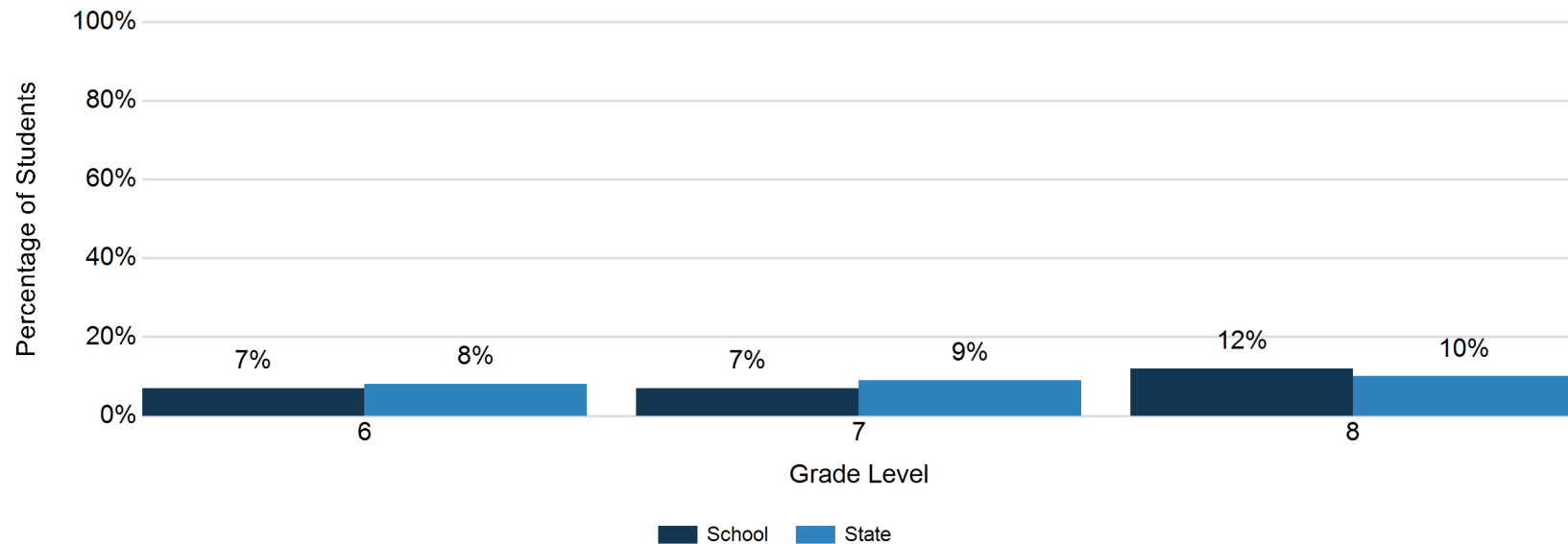
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Chronic Absenteeism by Grade

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	14
Weapons	0
Vandalism	3
Substances	4
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	26
Incidents Per 100 Students Enrolled	2.35

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

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	30	2.7%
Any Suspension	30	2.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
58



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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	7:25 AM
Typical End Time	2:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 38 Mins
Shared Time - Instructional Time	5 Hrs. 38 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.1:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	100	118,214
Average years experience in public schools	17.5	12.1
Average years experience in district	15.8	10.8
Percentage of Teachers with 4 or more years experience in the district	94.0%	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	38	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	92.1%	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	277:1	149:1
Teachers to Administrators	25:1	13:1
Students to Librarians/Media Specialists		514:1
Students to Nurses		472:1
Students to Counselors		472:1
Students to Child Study Team Members		210:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.2%	86.0%	25.0%	48.4%	77.1%	54.9%
Male	48.8%	14.0%	75.0%	51.6%	22.9%	45.1%
White	71.9%	98.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	12.9%	1.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.1%	1.0%	0.0%	15.0%	6.6%	13.9%
Asian	7.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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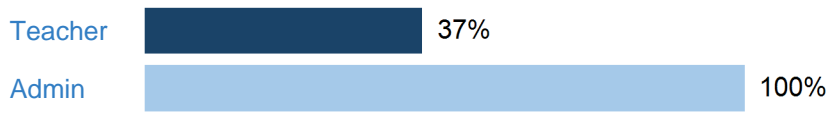
Teachers and Administrators - Level of Education

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	95.0%	90.5%
2017-18 Administrators: Same district 2018-19	94.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.0%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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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.



Howell Township Middle School North

(25-2290-025)

Grades Offered: 06-08

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

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

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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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	68.6%	70.0%	69.8%
Math Proficiency	49.1%	50.4%	49.8%
ELA Growth	59	55	53
Math Growth	56	52	47
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		45.0%	31.3%
Chronic Absenteeism	13.4%	12.5%	8.5%

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



Howell Township Middle School North

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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.



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

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



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School Narrative

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:

- Certified Silver Future Ready School, Sustainable Jersey Bronze Certified
- NJDOE ESL Model Program
- 1:1 MacBook Air learning environment which utilizes Schoology as a learning management system to improve student performance, foster collaboration, and personalize learning.



Mission, Vision, Theme:

Howell Middle School North recognizes school as a place where unexplored abilities, talents, interests and traits are discovered and given the opportunity for growth. Teachers educate students to become skillful communicators, independent thinkers and life-long learners. We encourage our students to develop the skills that will fulfill their potential to become responsible decision-makers in our democratic society. Based on input from students and staff, four core values (Teamwork, Safety, Respect, and Effort) were identified. These values serve as the cornerstone for our school's culture and climate.



Awards, Recognition, Accomplishments:

2018 Certified Silver Future Ready School, NJDOE ESL Model Program, state and nationally recognized TSA Club, Tower Garden Grant Recipient, NJ Jersey Sustainable Bronze Certified



Howell Township Middle School North

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 <p>Courses, Curriculum, Instruction:</p>	<p>Howell Middle School North has developed a curriculum in accordance with the New Jersey Student Learning Standards that allows for personalized learning experiences. Students are challenged to become skillful communicators, independent thinkers, and life-long learners. Enrichment and intervention programs are designed to meet the unique needs of every child. The curriculum is rigorous and infuses opportunities for learners to develop individual, social, and civic skills.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Coed)</p> <p>Howell Middle School North believes that participating in organized athletics teaches children values and life lessons that help students develop skills for future success on and off the field. We are proud of our many championship teams but most of all we take pride in promoting sportsmanship, school spirit, fitness, character, leadership and hard work.</p>
 <p>Clubs and Activities:</p>	<p>The following is a list of co-curricular activities that are available at Howell Middle School North. Students are encouraged to participate as they pursue their passions and explore new interests. Art Club; Chorus; ComputeClub; Spring Musical; Newspaper Club; Literary Art Journal; Peer Tutoring; Photography Club; Student Council; Yearbook Club; Technology Student Association (TSA); Cooking Club; Eco-Ac on Club; Pee Mentoring; Robotics.</p>



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Before and After School Programs:

After school support programs take a diagnostic and prescriptive approach towards remediating any specific academic needs that may exist. These programs are aligned with the New Jersey Student Learning Standards and specifically target academic skills necessary for a successful future. In addition to these academic supports, we also take pride in our peer mentoring program which promotes an inclusive social environment for our special needs students.



Staff and Professional Learning:

Professional development is ongoing and job embedded. Staff members are provided an opportunity to explore a variety of professional development experiences and share their expertise with colleagues. District and building training is conducted throughout the year. In addition, staff is provided time to conduct content specific PLCs during the school day. Math and Literacy coaches are able to support teachers through a variety of methods.



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Student Supports and Services:

Howell Middle School North is committed to the success of all students. Our award winning ESL program creates an inclusive environment with many supports for our ELL students. Collaboration with Child Study Team members ensure that measurable goals and objectives are created for students with Individualized Education Programs. Through RTI, we are able to intervene quickly and effectively with any student who might be experiencing academic difficulties. Student needs are addressed with a personalized learning approach in all core classes and unique needs are supported through additional courses with student specific goals.



Student Health and Wellness:

Many students take advantage of our breakfast program starting the day off with a healthy meal. Children all participate in a Physical Education program where they have voice and choice in their fitness experiences. Health and wellness are promoted and encouraged outside of the physical education classes as well in an effort to promote life-long health and wellness.



Parent and Community Involvement:

Howell Middle School North has an active PTA which hosts many events for students, staff, and community members. A parent portal provides access to current grades, attribute scores, and other information. In addition, Howell Middle School North utilizes Schoology and other online platforms to ensure parents are well informed. Throughout the year there are many events for parents to visit the school and see their child's accomplishments.



Howell Township Middle School North

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers School surveys are used to gather meaningful feedback from students and staff. An online survey is completed in the Fall and then again in the Spring. Results are analyzed and an action plan is developed.</p>
 <p>Facilities:</p>	<p>Howell Middle School North is an air conditioned building which opened in 1994. Recently, the media center area has undergone renovations adding a MakerSpace area with a video production studio. All students are provided a Macbook Air and every room is equipped with Apple TV and a digital projector. Other recent improvements include a new marquee, sound system in the gym, and renovations to our stage which is used for many events.</p>
 <p>School Safety:</p>	<p>The students and staff at Howell Middle School North are trained to deal with emergency situations and drill often to practice how to respond to a variety of possible scenarios. Building administration work closely with the local police department taking a proactive approach to safety and security. There is District Security Director who works with all buildings to ensure the safest environment for students and staff. In addition, a SLEO Class III Officer visits the building often fostering a positive relationship with students and staff while providing another layer of security.</p>



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Technology and STEM:

STEM is incorporated in all classrooms and students are provided other opportunities outside of the classroom as they are continually encouraged to explore STEM. This includes clubs such as TSA, Computers, and Robotics. In addition students are provided an opportunity to visit our newly renovated Makerspace which allows them to create and design as they personalize their learning through a variety of STEM related activities.



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Other Information

Howell Middle School North believes that experiences influence development. We realize that teaching students how to learn is as important as teaching the content. Howell Middle School North promotes an environment where abilities are cultivated, interests are developed, intellects are challenged and the unique characteristics of each student are identified and enriched. Our teachers remain committed to staff development that focuses on the acquisition of knowledge and skills pertinent to implementing innovative instructional methods that serve the needs of every student in a rapidly growing technological society. We continue to utilize the strategies of differentiated instruction and personalized learning to further highlight our students' abilities to learn in multiple ways. Our focus is on making informed decisions regarding student learning so that we can best meet each student's individual needs.



Howell Township Middle School South
(25-2290-027)
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:



Howell Township Middle School South

(25-2290-027)

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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	Howell Township Public School District
Principal Name	Dr. Robert Henig
Address	220 Ramtown-Greenville Road HOWELL, NJ 07731
Phone Number	732-836-1327
Email Address	rhenig@howell.k12.nj.us
Website	https://mss.howell.k12.nj.us/
Facebook	https://www.facebook.com/howell.township.k8/
Twitter	https://twitter.com/HowellTwpMSS



Howell Township Middle School South
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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	320	287	301
7	354	320	298
8	308	351	329
Total	982	958	928

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	49.1%	48.5%	49.5%
Male	50.9%	51.5%	50.5%
Economically Disadvantaged Students	11.5%	12.9%	15.0%
Students with Disabilities	21.4%	21.4%	21.9%
English Learners	0.1%	0.2%	0.4%
Homeless Students	0.1%	0.3%	0.2%
Students in Foster Care	0.2%	0.1%	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	81.1%	79.6%	76.1%
Hispanic	11.6%	12.8%	15.1%
Black or African American	3.6%	3.1%	3.6%
Asian	2.4%	2.9%	3.4%
Native Hawaiian or Pacific Islander	0.5%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.8%	1.3%	1.6%

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	92.8%
Spanish	4.6%
Other Languages	2.6%

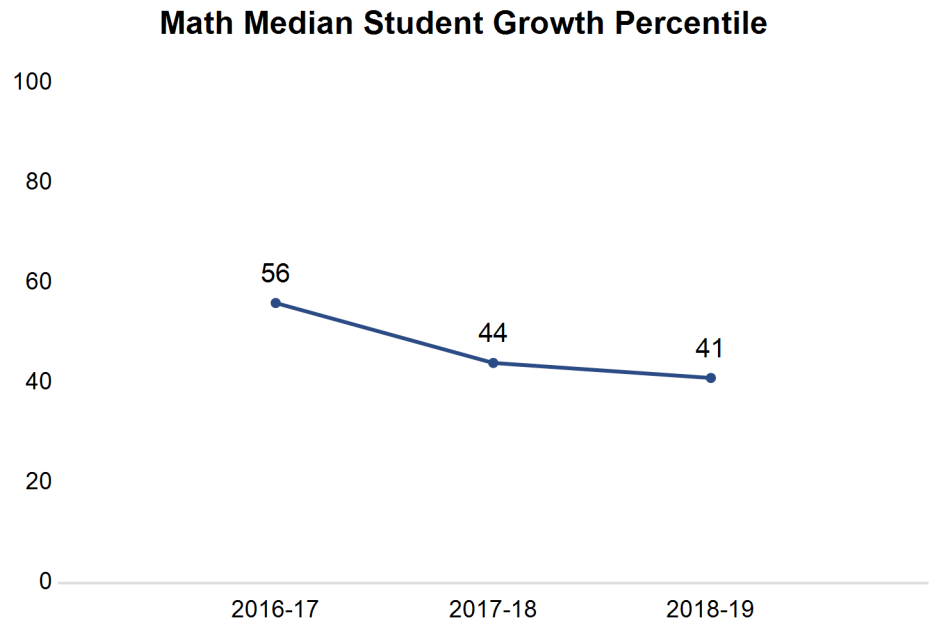
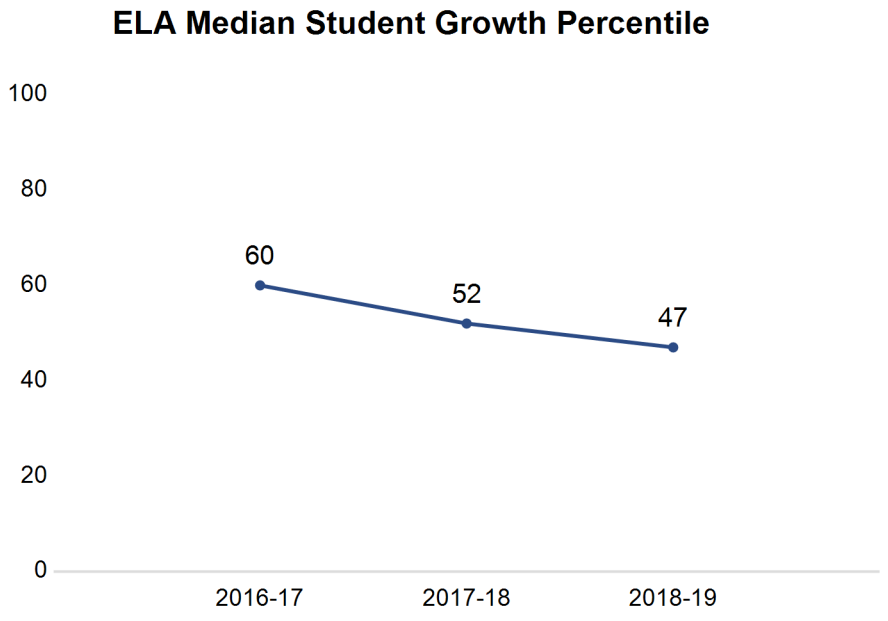


Howell Township Middle School South
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Student Growth Trends and Progress

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	60	52	47	56	44	41
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	50	50	Met Standard	41	49	50	Met Standard
White	46	49	50	Met Standard	40	47	52	Met Standard
Hispanic	37.5	52	49	Not Met	53.5	56	47	Met Standard
Black or African American	54	45.5	45	Met Standard	40	38	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	57.5	61	59	Met Standard	53	57.5	60	Met Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	42	46	49	**	32	49.5	52	**
Female	49	54	53	N	41	47	50	N
Male	42	46	47	N	43	51	51	N
Economically Disadvantaged Students	41.5	46	48	Met Standard	57	53	46	Met Standard
Students with Disabilities	48	49	43	Met Standard	52.5	49	45	Met Standard
English Learners	57	65	52	**	68.5	69.5	50	**
Homeless Students	*	53	43	N	*	51	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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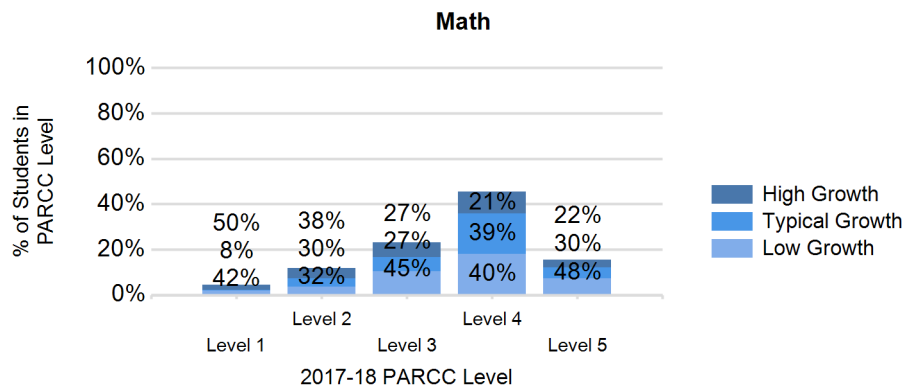
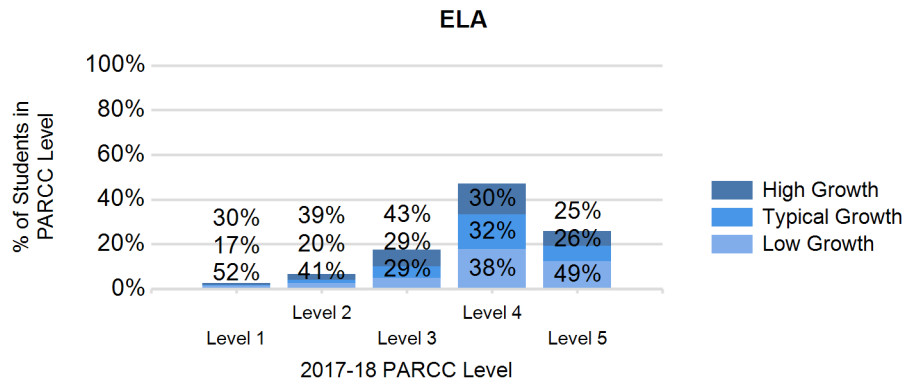
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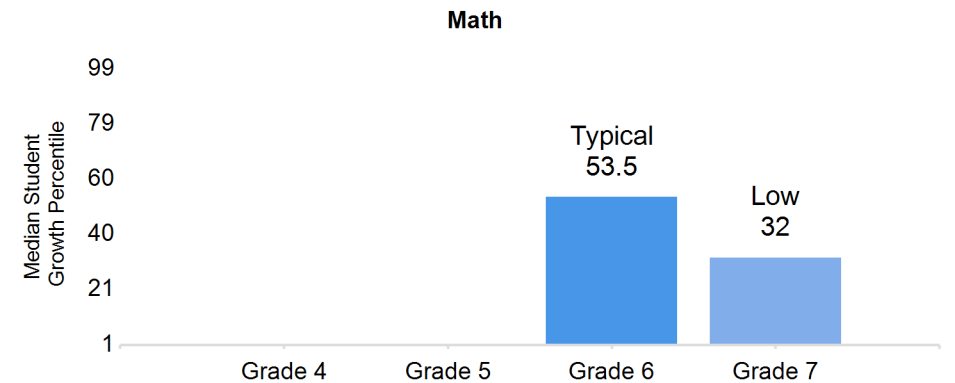
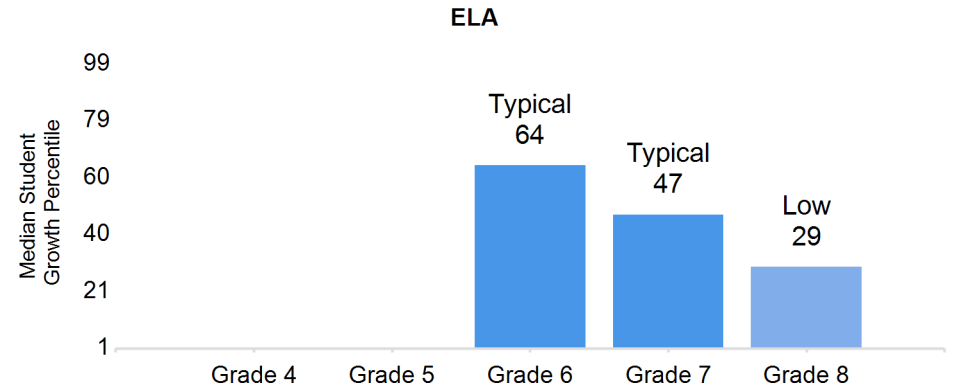
Student Growth by Performance Level

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.





Howell Township Middle School South
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Grades Offered: 06-08
2018-2019

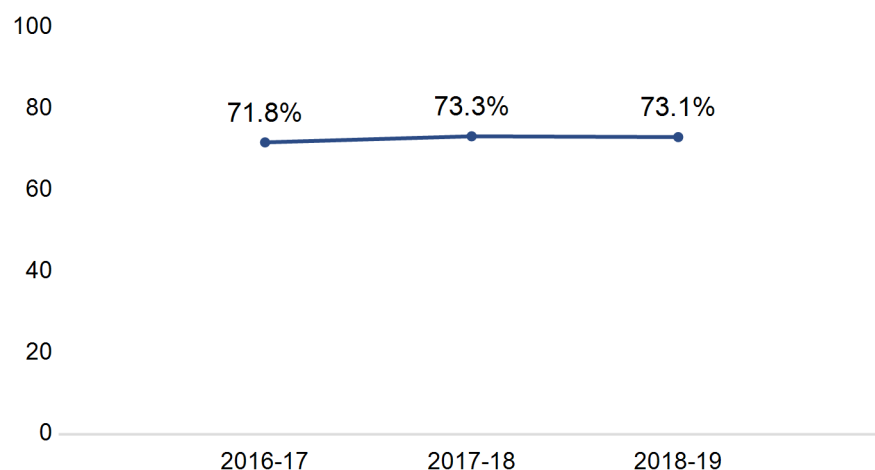
Report Key:

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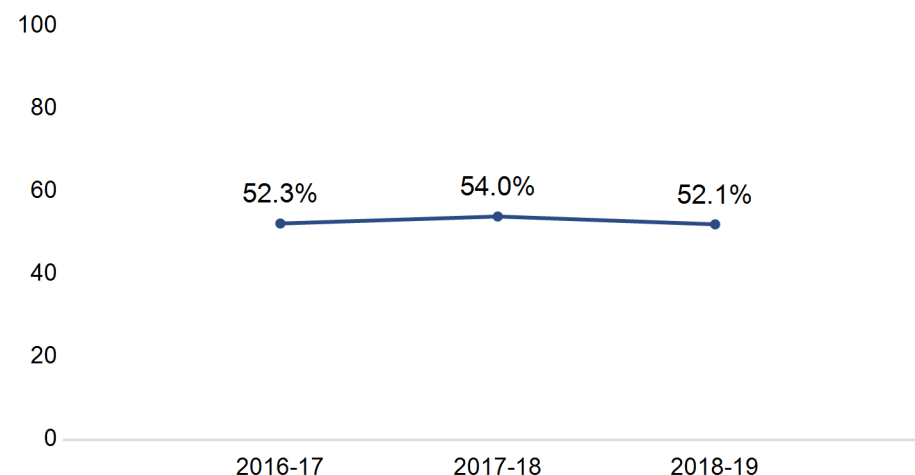
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.8%	94.6%	96.0%	93.3%	94.6%	95.5%
Proficiency Rate for Federal Accountability	71.8%	73.3%	73.1%	52.3%	54.0%	52.1%
Annual Target	59.1%	60.2%	61.3%	45.6%	47.4%	49.2%
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.



Howell Township Middle School South
(25-2290-027)
Grades Offered: 06-08
2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	876	96.0	73.1	68.0	57.9	73.1	61.3	Met Target
White	664	95.8	74.7	70.5	66.9	74.7	61.1	Met Target
Hispanic	133	96.4	61.7	54.2	43.9	61.7	60.5	Met Target
Black or African American	34	97.1	64.7	52.6	38.5	64.7	47.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	30	96.9	96.7	85.3	82.9	96.7	80	Met Goal
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	15	93.7	73.3	67.6	64.4	72.4	**	**
Female	443	96.9	79.5	74.8	64.8	79.5		
Male	433	95.0	66.5	61.2	51.3	66.5		
Economically Disadvantaged Students	115	95.9	57.4	46.1	40.0	57.4	41.2	Met Target
Non-Economically Disadvantaged Students	761	96.0	75.4	71.8	67.9	75.4		
Students with Disabilities	166	88.9	31.9	31.7	22.7	29.8	30	Met Target†
Students without Disabilities	710	97.8	82.7	76.5	65.1	82.7		
English Learners	18	100.0	50.0	40.4	29.3	50.0	**	**
Non-English Learners	858	95.9	73.5	69.2	60.6	73.5		
Homeless Students	*	*	*	27.3	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

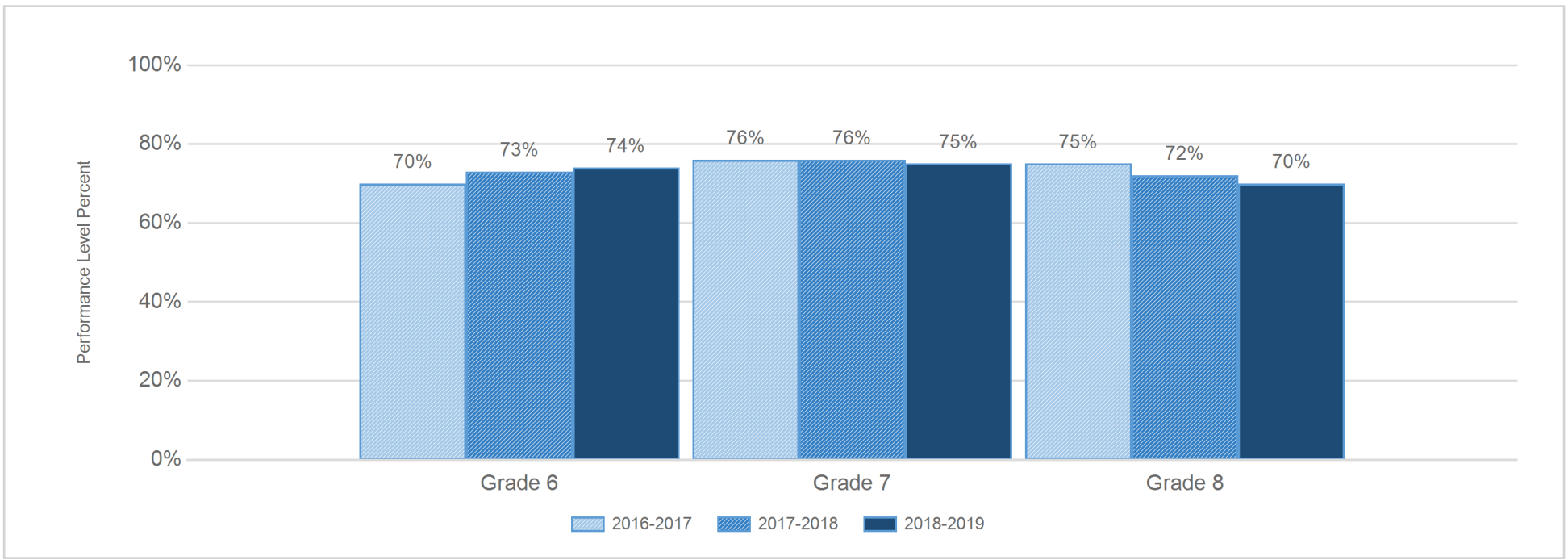


Howell Township Middle School South
 (25-2290-027)
 Grades Offered: 06-08
 2018-2019

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English Language Arts Assessment - Performance Trends

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





Howell Township Middle School South
(25-2290-027)
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	281	768	764	754	4%	5%	17%	52%	22%	74%	56%
White	202	769	765	762	*	*	15%	53%	23%	76%	65%
Hispanic	47	757	754	743	*	*	23%	*	*	62%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	14	788	781	780	*	0%	0%	*	*	93%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	143	774	770	762	*	*	13%	53%	28%	81%	64%
Male	138	762	758	748	*	*	20%	51%	16%	67%	48%
Economically Disadvantaged Students	47	754	749	740	*	*	26%	*	*	51%	39%
Non-Economically Disadvantaged Students	234	771	767	763	*	*	15%	*	*	79%	67%
Students with Disabilities	49	742	737	722	*	*	*	*	*	49%	19%
Students without Disabilities	232	774	769	761	*	*	*	*	*	80%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Howell Township Middle School South
(25-2290-027)
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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	281	771	774	761	6%	5%	13%	38%	37%	75%	63%
White	212	773	776	769	6%	5%	12%	36%	41%	77%	72%
Hispanic	38	767	764	747	*	*	*	42%	26%	68%	50%
Black or African American	16	749	*	741	*	*	*	63%	0%	63%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	758	768	*	*	*	*	*	*	68%
Female	139	780	781	769	*	*	9%	40%	44%	84%	71%
Male	142	763	767	753	*	*	16%	36%	31%	67%	55%
Economically Disadvantaged Students	41	754	754	743	*	*	*	37%	24%	61%	45%
Non-Economically Disadvantaged Students	240	774	777	771	*	*	*	38%	40%	78%	73%
Students with Disabilities	47	721	728	720	*	*	28%	*	*	19%	22%
Students without Disabilities	234	782	782	769	*	*	10%	*	*	87%	71%
English Learners	N	N	*	706	N	N	N	N	N	N	12%
Non-English Learners	281	771	*	763	6%	5%	13%	38%	37%	75%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	31%



Howell Township Middle School South
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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	311	768	770	762	*	*	20%	48%	22%	70%	63%
White	248	769	772	770	*	*	17%	50%	22%	72%	72%
Hispanic	47	759	754	747	*	*	34%	*	*	55%	49%
Black or African American	*	*	*	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	*	*	*	769	*	*	*	*	*	*	69%
Female	157	772	778	771	*	*	16%	52%	23%	75%	71%
Male	154	764	762	753	*	*	23%	45%	20%	65%	55%
Economically Disadvantaged Students	28	755	747	743	*	*	36%	*	*	57%	45%
Non-Economically Disadvantaged Students	283	769	774	772	*	*	18%	*	*	71%	72%
Students with Disabilities	64	733	730	721	*	*	34%	*	*	27%	22%
Students without Disabilities	247	777	781	770	*	*	16%	*	*	81%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Howell Township Middle School South
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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	873	95.5	52.1	56.1	44.5	52.1	49.2	Met Target
White	660	95.3	54.5	58.3	54.1	54.5	49.8	Met Target
Hispanic	133	96.4	43.6	43.8	28.8	43.6	41.1	Met Target
Black or African American	34	97.1	26.5	31.8	23.0	26.5	40.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	31	97.0	80.6	82.8	76.5	80.6	75.7	Met Goal
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	15	93.7	20.0	53.4	53.3	19.7	**	**
Female	444	97.0	50.7	54.6	44.9	50.7		
Male	429	94.1	53.6	57.7	44.2	53.2		
Economically Disadvantaged Students	114	95.1	40.4	35.5	26.3	40.4	22.4	Met Target
Non-Economically Disadvantaged Students	759	95.6	53.9	59.7	54.9	53.9		
Students with Disabilities	166	88.9	13.9	23.5	17.4	12.9	23.6	Not Met
Students without Disabilities	707	97.3	61.1	63.8	50.0	61.1		
English Learners	19	100.0	36.8	36.7	25.0	36.8	N	N
Non-English Learners	854	95.4	52.5	57.0	46.5	52.5		
Homeless Students	*	*	*	18.2	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Howell Township Middle School South

(25-2290-027)

Grades Offered: 06-08

2018-2019

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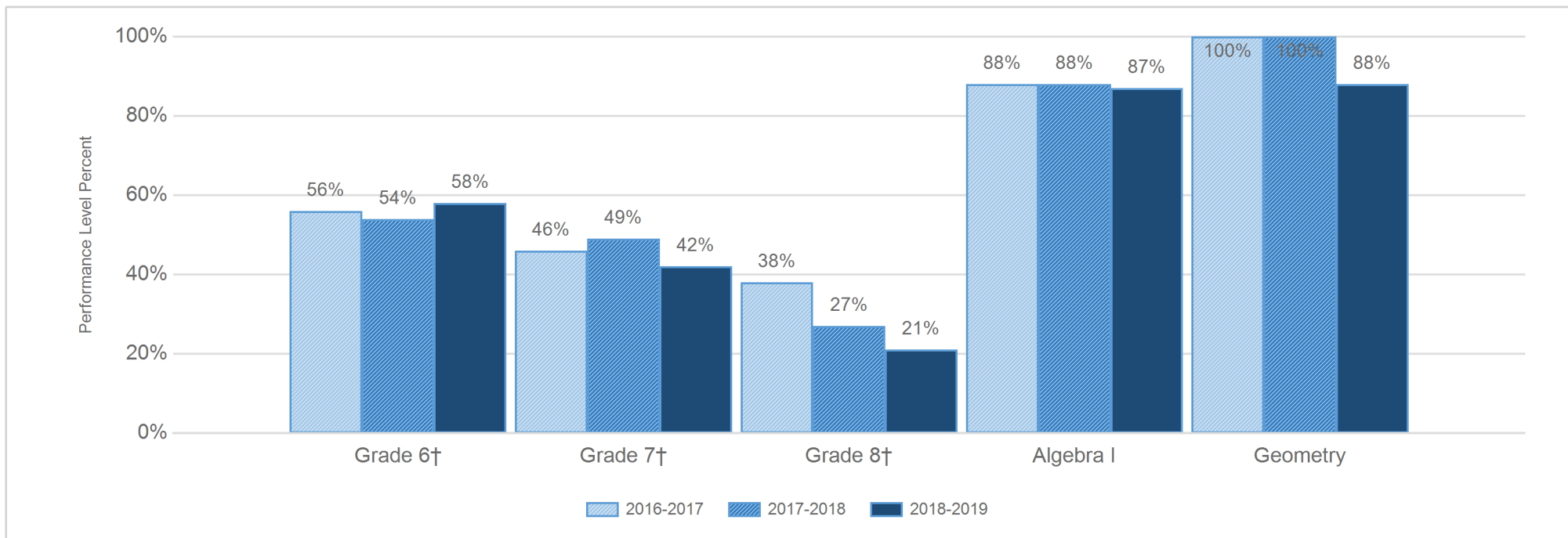
** Accountability calculations require 20 or more students

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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.



Howell Township Middle School South
(25-2290-027)
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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	281	753	750	741	*	14%	25%	*	*	58%	41%
White	201	755	752	749	*	14%	24%	*	*	60%	51%
Hispanic	47	745	739	729	*	21%	23%	*	*	49%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	15	770	771	769	*	*	*	*	*	80%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	144	753	751	742	*	15%	26%	*	*	56%	42%
Male	137	753	750	740	*	13%	23%	*	*	60%	40%
Economically Disadvantaged Students	46	740	734	726	*	*	22%	*	*	43%	21%
Non-Economically Disadvantaged Students	235	756	754	750	*	*	26%	*	*	61%	53%
Students with Disabilities	49	733	726	716	*	*	29%	*	*	20%	12%
Students without Disabilities	232	758	755	746	*	*	24%	*	*	66%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Howell Township Middle School South
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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	259	744	747	744	4%	20%	34%	39%	4%	42%	42%
White	195	747	749	751	*	16%	32%	*	*	48%	53%
Hispanic	36	737	737	733	0%	39%	31%	*	*	31%	26%
Black or African American	16	727	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	729	749	*	*	*	*	*	*	51%
Female	130	744	746	744	*	22%	35%	*	*	42%	42%
Male	129	744	748	743	*	18%	33%	*	*	43%	42%
Economically Disadvantaged Students	41	734	735	731	*	39%	*	*	*	32%	24%
Non-Economically Disadvantaged Students	218	746	749	751	*	16%	*	*	*	44%	53%
Students with Disabilities	47	719	725	718	*	*	*	*	*	*	13%
Students without Disabilities	212	750	751	749	*	*	*	*	*	*	48%
English Learners	N	N	*	716	N	N	N	N	N	N	10%
Non-English Learners	259	744	*	745	4%	20%	34%	39%	4%	42%	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	*	717	N	N	N	N	N	N	12%



Howell Township Middle School South
(25-2290-027)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	162	730	727	728	14%	22%	43%	21%	0%	21%	29%
White	124	730	729	737	13%	22%	44%	21%	0%	21%	38%
Hispanic	32	730	724	722	*	*	34%	*	*	25%	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	*	*	*	730	*	*	*	*	*	*	31%
Female	84	731	729	731	14%	21%	42%	23%	0%	23%	31%
Male	78	728	726	726	14%	22%	45%	19%	0%	19%	27%
Economically Disadvantaged Students	23	735	721	719	*	*	*	*	*	35%	20%
Non-Economically Disadvantaged Students	139	729	729	735	*	*	*	*	*	19%	36%
Students with Disabilities	62	716	711	707	*	*	26%	*	*	13%	10%
Students without Disabilities	100	739	736	734	*	*	54%	*	*	26%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Howell Township Middle School South
(25-2290-027)
Grades Offered: 06-08
2018-2019

Report Key:

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- N** No Data is available to display
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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	143	775	775	744	0%	*	11%	*	*	87%	42%
White	116	773	773	752	0%	*	12%	*	*	86%	53%
Hispanic	16	778	*	728	0%	0%	*	*	*	94%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	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	*	*	*	752	*	*	*	*	*	*	51%
Female	78	771	773	745	0%	*	*	*	*	85%	44%
Male	65	778	778	743	0%	*	*	*	*	91%	41%
Economically Disadvantaged Students	*	*	777	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	775	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	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%



Howell Township Middle School South
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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	25	773	780	737	0%	0%	*	*	*	88%	35%
White	22	773	779	743	0%	0%	*	*	*	86%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	N	N	*	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	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	*	*	781	738	*	*	*	*	*	*	36%
Male	*	*	780	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	N	N	N	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	25	773	780	743	0%	0%	*	*	*	88%	43%
Students with Disabilities	N	N	N	712	N	N	N	N	N	N	*
Students without Disabilities	25	773	780	741	0%	0%	*	*	*	88%	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	25	773	780	738	0%	0%	*	*	*	88%	*
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%



Howell Township Middle School South

(25-2290-027)

Grades Offered: 06-08

2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
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	N	N	N
5 or more	N	N	N



Howell Township Middle School South
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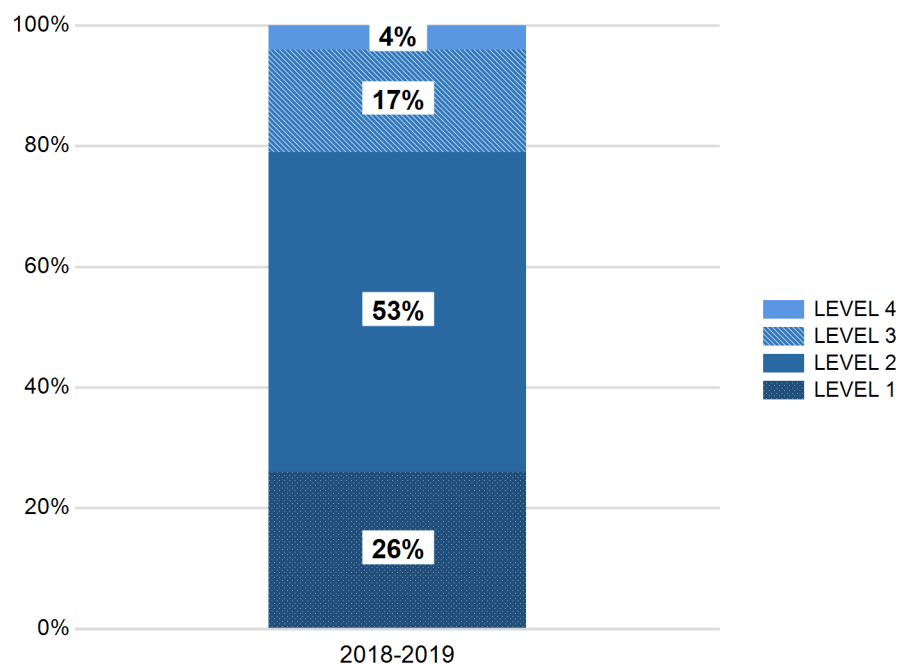
Report Key:

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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	26	53	17	4
White	26	53	17	4
Hispanic	31	52	13	4
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	26	56	16	1
Male	26	50	17	7
Economically Disadvantaged Students	31	62	7	0
Non-Economically Disadvantaged Students	26	52	18	5
Students with Disabilities	55	43	1	0
Students without Disabilities	18	55	21	5
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



Howell Township Middle School South
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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	301
7	23	0	275
8	123	26	179
Total	146	26	755

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	54	0	0	0	0	26
7	238	34	0	0	0	0	25
8	228	47	0	0	0	0	45
Total	686	135	0	0	0	0	96



Howell Township Middle School South

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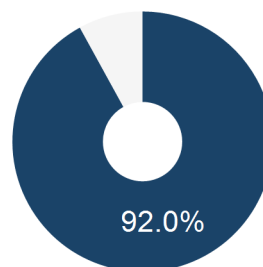
† This indicates a table specific note, see note below table

Visual and Performing Arts – Course Participation

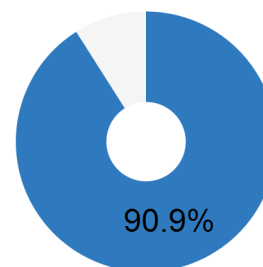
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

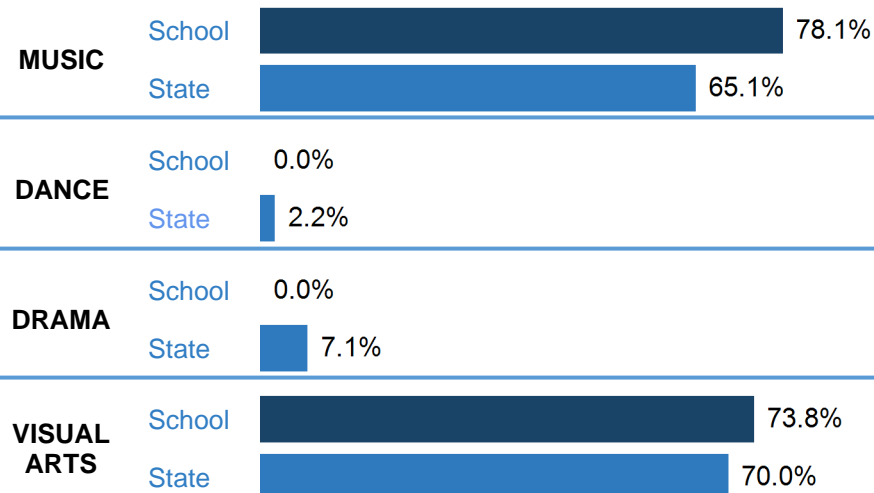


School



State

Students enrolled in one or more classes by discipline:





Howell Township Middle School South

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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.

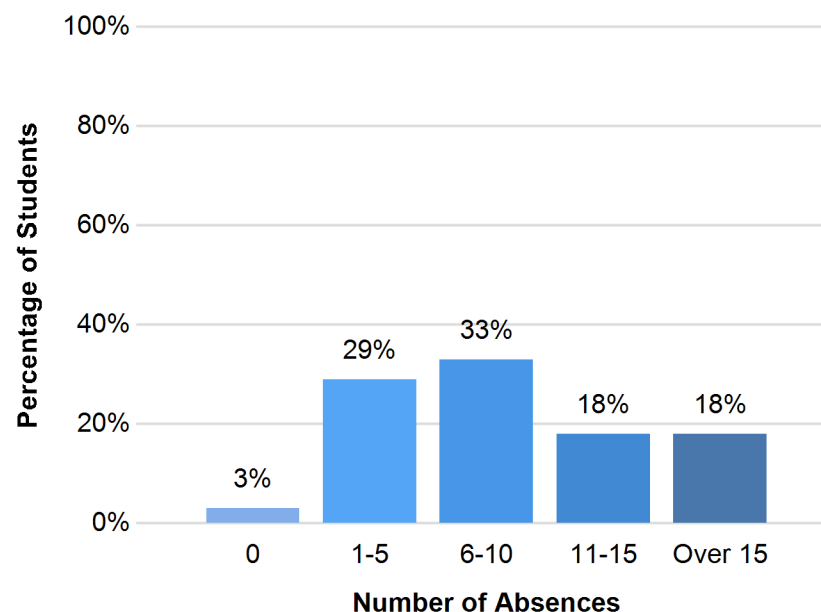
Chronic Absenteeism

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	110	11.9	9.1	Not Met
White	83	11.9	9.1	Not Met
Hispanic	22	15.9	9.1	Not Met
Black or African American	3	9.1	9.1	Met
Asian, Native Hawaiian, or Pacific	1	2.8	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	6.7	**	**
Female	46	10.0		
Male	64	13.9		
Economically Disadvantaged Students	31	23.3	9.1	Not Met
Students with Disabilities	40	20.7	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.





Howell Township Middle School South
(25-2290-027)
Grades Offered: 06-08
2018-2019

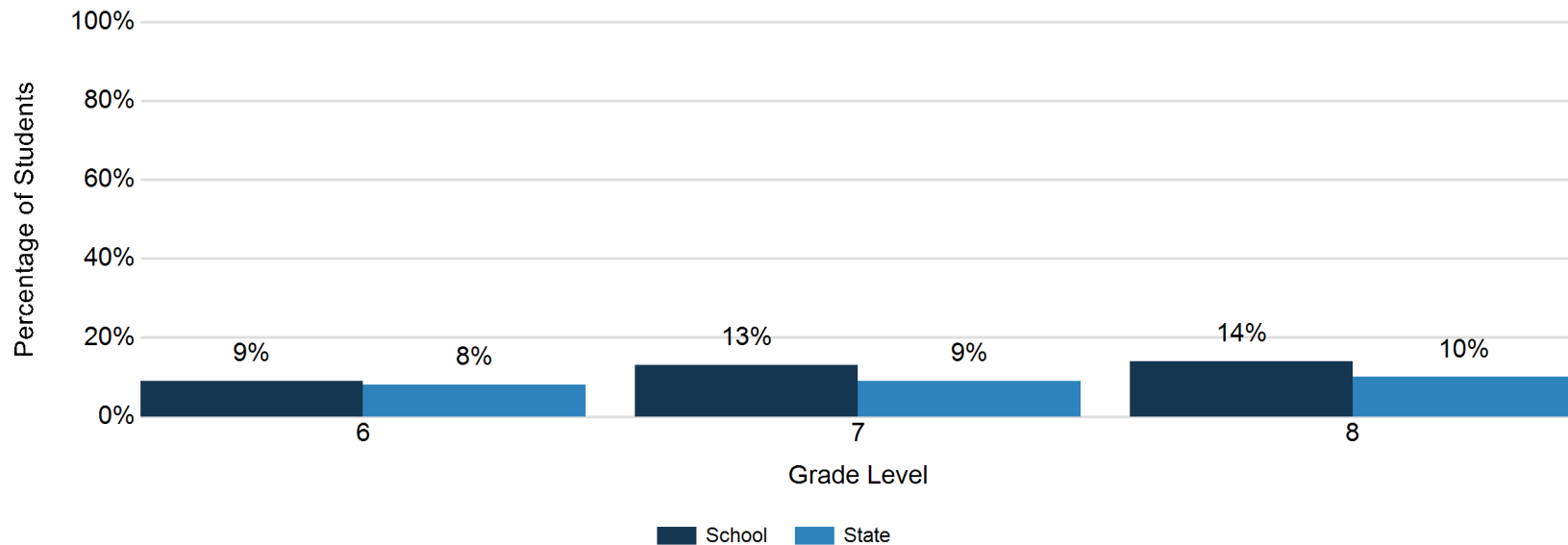
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Chronic Absenteeism by Grade

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





Howell Township Middle School South

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Weapons	1
Vandalism	2
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	1.40

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	1
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	2

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	37	4.0%
Any Suspension	37	4.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
70



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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	7:25 AM
Typical End Time	2:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 38 Mins
Shared Time - Instructional Time	5 Hrs. 38 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	89	118,214
Average years experience in public schools	16.0	12.1
Average years experience in district	15.3	10.8
Percentage of Teachers with 4 or more years experience in the district	86.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	38	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	92.1%	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	309:1	149:1
Teachers to Administrators	30:1	13:1
Students to Librarians/Media Specialists		514:1
Students to Nurses		472:1
Students to Counselors		472:1
Students to Child Study Team Members		210:1



Howell Township Middle School South

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Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.5%	75.3%	33.3%	48.4%	77.1%	54.9%
Male	50.5%	24.7%	66.7%	51.6%	22.9%	45.1%
White	76.1%	98.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	15.1%	1.1%	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	3.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.6%	0.0%	0.0%	2.1%	0.2%	0.2%



Howell Township Middle School South

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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.

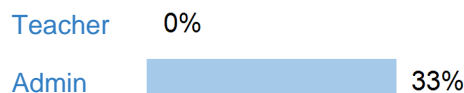
Bachelor's Degree



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	95.0%	90.5%
2017-18 Administrators: Same district 2018-19	94.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.7%



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Per-Pupil Expenditures by Source

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

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

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

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

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



Howell Township Middle School South
(25-2290-027)
Grades Offered: 06-08
2018-2019

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

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.



Howell Township Middle School South
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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	71.8%	73.3%	73.1%
Math Proficiency	52.3%	54.0%	52.1%
ELA Growth	60	52	47
Math Growth	56	44	41
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	10.4%	12.9%	11.9%

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



Howell Township Middle School South

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Howell Township Middle School South

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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:

- Certified as a Future Ready School(Silver Level with Distinction)
- Certified as Sustainable NJ School
- National Awards for TSA program and Steam Tank Competitions



Mission, Vision, Theme:

The mission of the Howell Township Public School District is to educate students at all grade levels to achieve the New Jersey Student Learning Standards and challenge them to become skillful communicators, independent thinkers, and life-long learners. In reaching their full potential, our children will develop individual, social, and civic responsibility, as well as, respect for themselves and their environment. We Believe: Learning is a life-long process. Technology will continue to be a driving force in education, business and life. Students should learn to be risk-takers, problem solvers, active learners, and skillful communicators. Students learn best in a safe, secure environment. Self-esteem and educational success are interdependent. Students should be challenged to reach their full potential. Students need to develop a sense of responsibility emphasizing interpersonal relationships, good citizenship, cultural understanding, and global awareness.



Awards, Recognition, Accomplishments:

No matter what goes on the field or off, we come together as a school and community to support our teams. Pride and sportsmanship in ourselves always! During the 2018-2019 school year Howell South won numerous titles for our extensive and various sports offerings There were also many numerous individual titles in those sports claimed by our athletes. Our STEAM Tank Challenge team was named New Jersey State Champions. Our TSA club is recognized nationally for their continued achievements. Our school is certified as a "Future Ready School with Silver Distinction" making us one of only four districts in the entire state to achieve that distinction. Additionally, MSS has earned the distinction of being a "Sustainable NJ" certified school.



Howell Township Middle School South

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2018-2019

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 <p>Courses, Curriculum, Instruction:</p>	<p>Progressive curriculum includes the opportunity for students to take Algebra or Geometry. Students are afforded the opportunity to explore World Languages. There are many elective courses offered that allow our students to become well rounded. Through our 1:1 laptop program students experience many blended learning opportunities.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys & Girls)</p>
 <p>Clubs and Activities:</p>	<p>Howell Middle School South Clubs include: Art Class, Chorus, Computer Club, Spring Musical, Literary Art Journal, Peer Tutoring, Student Council, Yearbook Club, Technology Student Association, Photography Club, Environmental Club, Cooking Club, and Peer Mentoring. Our student council is very active in community events in cluding food and clothing drives.</p>



Howell Township Middle School South

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Before and After School Programs:

We offer academic support in Language Arts and Mathematics for students as needed or requested. After school support programs take a diagnostic and prescriptive approach towards remediating any specific academic needs that may exist. These programs are aligned with the New Jersey Student Learning Standards and specifically target mathematical and literacy skills necessary for a successful future.



Staff and Professional Learning:

All staff is expected to be enrolled in a minimum of two PLCs. There are monthly meetings with subject supervisors as well as numerous building and district staff learning opportunities. Opportunities exist for staff for self-directed professional learning crafted by SciP, based on the combination of student and staff needs.



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Student Supports and Services:

Our school offers peer mentoring and tutoring for students who need these services. We use the Response to Intervention (RtI) Model to help us ensure we reach all students and their unique needs. We also have many specialized programs for meeting students' needs. We have begun additional services through the use of ASI push in models to further identify and help struggling students.



Student Health and Wellness:

All students take part in a rigorous physical education and health curriculum. We have a full time nurse on staff. We participate in a school breakfast program and offer a variety of hot/cold lunch every day. The district has begun a Social and Emotional Wellness Committee to explore how to better identify and help students during the course of their day.



Parent and Community Involvement:

We have a strong community school relationship. Our PTO is integral part of school community. We enjoy strong relationships with the Howell Police Department, Alliance and Senior Center. Our student council is involved in many outreach programs including food donations, hurricane relief, etc. By having access to the Parent Portal, parents are able to effectively monitor their child's academic progress.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No; Who is surveyed: Teachers</p>
 <p>Facilities:</p>	<p>We celebrate a bright and vibrant building! Our doors opened in September 1999 as a state of the art technological structure. We are equipped with a fully stocked media center that has now been expanded with a Maker-space area to allow students the opportunity to explore STEM/STEAM possibilities. We have two computer labs, two art rooms and a vocal and instrumental music room to allow for students to be rounded in the arts. We have solar panels that allow us to produce reusable energy. All rooms are air conditioned and have LED lights. Recently we added a greenhouse to our outdoor facilities that will allow us to enlarge our curriculum and form more meaningful community partnerships with the growing of plants and produce for the community garden.</p>
 <p>School Safety:</p>	<p>We enjoy a tremendous relationship with the Howell Police Department. Officers routinely walk through and patrol the grounds. We have an on site SRO daily. Our facilities have been fortified to provide the best security possible.</p>



Howell Township Middle School South

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School Narrative

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Technology and STEM:

There are many elective courses offered that allow our students to become well rounded. Through our 1:1 laptop program students experience many blended learning opportunities. We offer Robotics as a club activity and enter teams into TSA and STEAM Tank competitions. This year we had three teams compete in the state finals and had the eventual New Jersey State Champion team.

**Land O'Pines Elementary School**

(25-2290-030)

Grades Offered: PK-02

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Land O'Pines Elementary School**

(25-2290-030)

Grades Offered: PK-02

2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Howell Township Public School District
Principal Name	Mrs. Dheranie Suarez
Address	81 Windeler Road HOWELL, NJ 07731-8700
Phone Number	732-751-2489
Email Address	dsuarez@howell.k12.nj.us
Website	https://lop.howell.k12.nj.us/
Facebook	https://www.facebook.com/howell.township.k8/
Twitter	https://twitter.com/HowellTwpLOP



Land O'Pines Elementary School

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	243	249	253
KG	101	87	107
1	113	108	85
2	113	112	109
Total	570	556	554

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	44.7%	46.2%	42.2%
Male	55.3%	53.8%	57.8%
Economically Disadvantaged Students	15.8%	14.2%	14.8%
Students with Disabilities	38.4%	40.6%	38.6%
English Learners	0.2%	1.1%	1.3%
Homeless Students	0.2%	0.5%	0.4%
Students in Foster Care	0.0%	0.4%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	70.5%	70.9%	70.8%
Hispanic	17.7%	17.8%	16.6%
Black or African American	1.8%	2.3%	3.1%
Asian	5.1%	3.6%	3.8%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.9%	5.2%	5.6%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	182	186	178
PK - Full Day	61	63	75
KG - Half Day	0	0	0
KG - Full Day	101	87	107

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	92.1%
Spanish	3.4%
Other Languages	4.5%



Land O'Pines Elementary School
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English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

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



Land O'Pines Elementary School

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2018-2019

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

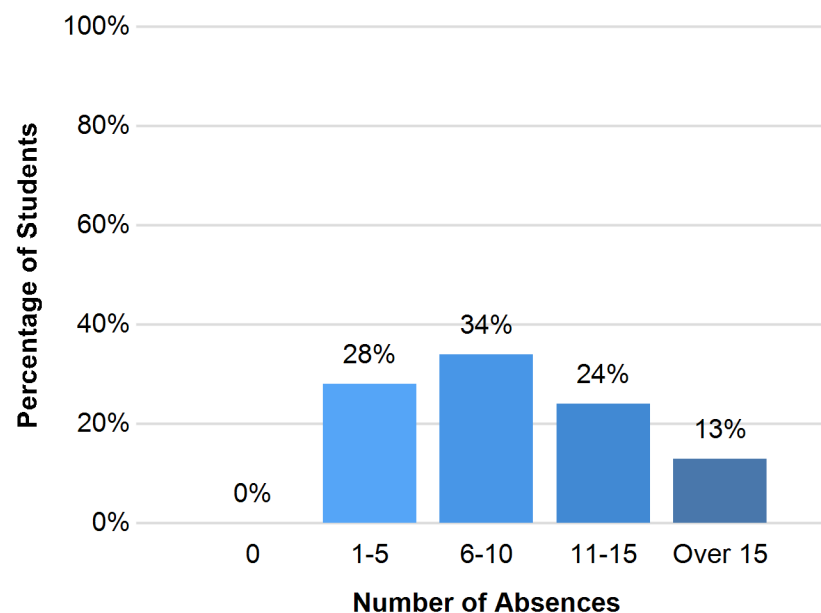
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	33	9.8	10.3	Met
White	19	8.3	10.3	Met
Hispanic	7	11.1	10.3	Not Met
Black or African American	2	18.2	**	**
Asian, Native Hawaiian, or Pacific	1	10.0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	4	16.7	10.3	Not Met
Female	15	9.4		
Male	18	10.1		
Economically Disadvantaged Students	15	25.4	10.3	Not Met
Students with Disabilities	12	15.6	10.3	Not Met
English Learners	0	0	10.3	Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Land O'Pines Elementary School
 (25-2290-030)
 Grades Offered: PK-02
 2018-2019

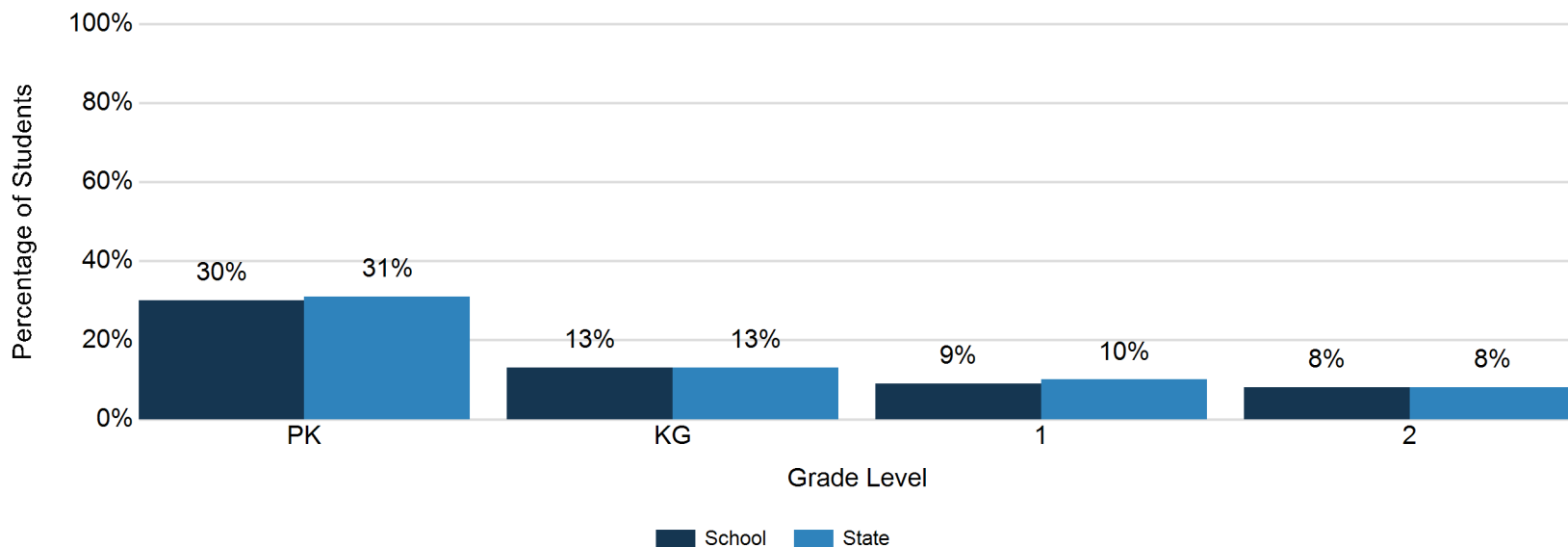
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Chronic Absenteeism by Grade

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





Land O'Pines Elementary School

(25-2290-030)

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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	0		0

Student Disciplinary Removals

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

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



Land O'Pines Elementary School

(25-2290-030)

Grades Offered: PK-02

2018-2019

Report Key:

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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.



Land O'Pines Elementary School

(25-2290-030)

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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	44	118,214
Average years experience in public schools	11.1	12.1
Average years experience in district	9.6	10.8
Percentage of Teachers with 4 or more years experience in the district	68.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	38	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	92.1%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	11:1
Students to Administrators	185:1	149:1
Teachers to Administrators	15:1	13:1
Students to Librarians/Media Specialists		514:1
Students to Nurses		472:1
Students to Counselors		472:1
Students to Child Study Team Members		210:1



Land O'Pines Elementary School
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Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	42.2%	93.2%	100.0%	48.4%	77.1%	54.9%
Male	57.8%	6.8%	0.0%	51.6%	22.9%	45.1%
White	70.8%	95.5%	66.7%	42.4%	83.6%	77.4%
Hispanic	16.6%	2.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.1%	2.3%	0.0%	15.0%	6.6%	13.9%
Asian	3.8%	0.0%	33.3%	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	5.6%	0.0%	0.0%	2.1%	0.2%	0.2%



Land O'Pines Elementary School
(25-2290-030)
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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	95.0%	90.5%
2017-18 Administrators: Same district 2018-19	94.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.4%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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School Narrative

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



Highlights:

- Awarded Future Ready Silver Level with Distinction, Certified School
- Our instructional coach works closely with our staff and our sister school staff to ensure that programs are consistent for students; has also received a grant to work on Social Emotional Learning.
- PK students are engaged in rich make-believe play, small group, partnered literacy, math/science learning activities, learn fingerplays, songs, play movement games with whole student focus.



Mission, Vision, Theme:

Wake Up and Be Awesome! This statement unites all aspects of the academic curriculum, including our Bucket Filler character education program. When your bucket is full, you feel more confident, secure, calm, patient, friendly; thoughts are positive and you expect positive results. An overflowing bucket experiences an intense happiness that can spread to those around you. When your bucket is empty, it contains few, if any, positive thoughts or feelings; you can easily become sad, negative, insecure, nervous, angry, depressed, stressed, worried, afraid, or physically ill. When experiencing any of these feelings, it's easy to believe that nothing you attempt will be successful. An empty bucket can affect your behavior and cause you to express your emotions in a way that empties the buckets of those around you. It's important that you are responsible for what you choose to think and when your thoughts are positive and healthy, your bucket levels will reflect it.



Awards, Recognition, Accomplishments:

We exist in an information age and as we work to prepare our students for this world, we must provide them with the technology-rich environments they need in order to be engaged and successful members of a digital society and workforce. LOP was awarded Silver District Distinction Future Ready School NJ status - establishing a culture of digital innovation, where educators are empowered to deepen & extend student learning through the use of technology, digital content, & media. We are a model 'Tools of the Mind' district, welcoming school districts into our building to learn from & articulate with our staff. We maintain professional learning for all staff through technology, differentiated instruction, and creative scheduling, and individual needs are met for each and every student. The LOP staff provides students with an outstanding educational experience that promotes high achievement & a positive self-image.



Land O'Pines Elementary School

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2018-2019

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 <p>Courses, Curriculum, Instruction:</p>	<p>All curricula aligns with NJ Student Learning Standards. PK curriculum is Tools of the Mind, a research-based early childhood model combining teacher professional development with a comprehensive active curriculum that helps young children develop the cognitive, social-emotional, self-regulatory, & foundational academic skills they need to succeed in school and beyond. K-2 grade students focus on Readers & Writers Workshop for Language Arts, so students are able to learn at their own ability level and study their own interests. Our math curriculum is enVision, which allows students to solve problems using their preferred method. Mystery Science is in accordance with Next Generation Science Standards and allows for students to explore problem based solutions. The results of student performance data collected are routinely reviewed, examined, and analyzed. The data provides a stimulus for curriculum changes, modifications, and enhancements as well as replicated best practices.</p>
 <p>Clubs and Activities:</p>	<p>During our Genius Hour, students are able to study a subject of their choice and present it to their peers. The program gives student the opportunity and initiative to explore and research their interest.</p>





Land O'Pines Elementary School
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 <p>Before and After School Programs:</p>	<p>Our PTO has arranged an after-school art program by Young Rembrandts Art. K-2 students are excited to participate in it and it has been a huge success.</p>
 <p>Staff and Professional Learning:</p>	<p>The LOP School Improvement Panel drives Professional Learning for staff. All grade levels and departments are represented on the panel and our focus is aligned with district and state learning environments. Our Data Team is an integral component of our student success. Common planning times are available to teachers throughout the week and Professional Learning Networks are fostered and supported. In-services are focused on meeting standards while finding exciting and creative teaching strategies to make learning enjoyable and meaningful. All professional learning is supported at the district level by the Learning Design Team.</p>



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 <p>Student Supports and Services:</p>	<p>All children are unique and so are their learning needs. Here at LOP, student needs are met through various stages of support and growth with our Response to Intervention program. Guidance counselors, Child Study Team (Psychologists, Social Workers and Learning Consultants) and support services such as Speech, Occupational Therapy, and Behaviorists are readily available for students in need.</p>
 <p>Student Health and Wellness:</p>	<p>Students learning best when they are safe, happy, and healthy. Breakfast is offered to all students, along with a nutritious state-approved lunch. Many teachers engage in wellness and mindfulness teachings within their lessons. All students from Pre-K through Second grade engage in Physical Education and recess. We also focus our curriculum on social emotional wellness.</p>
 <p>Parent and Community Involvement:</p>	<p>Land O'Pines has a Parent Teacher Organization which supports community involvement. After school and evening activities continue to enhance and reinforce the "extended family atmosphere" since parents play a critical role in their child's learning experience. The Special Education Parent Advisory Group also leads our students with special needs in finding success. All parents are invited into grade-level classrooms to participate in birthday lunches, shows, activities and "students of the week".</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers Community and Staff Climate & Culture Surveys are distributed two times during the year. Constructive feedback was taken into consideration. For example, since our staff is quite large with 120+ members, it is challenging for everyone to really get to know each other. Based on the feedback, our Sunshine Club went through great strides to try to allow all staff to feel included and we get together one morning a month to celebrate our successes as a school, along with our individual growth. This is always a great morale booster for a happy staff. It was also suggested that student work be featured in the school. Students are now able to decorate a Legacy Tile that is placed in the ceiling for all to see.</p>
 <p>Facilities:</p>	<p>Land O'Pines School opened in 1961. The school houses an additional wing that was built in 1996, which currently houses some of our preschool programs. We are currently in the process of renovating our Media Center into a Maker Space. We have created a Pirate's Cove, where students are able to read books on their own level. They are also given opportunities to participate in STEAM (Science, Technology, Engineering, Arts, Mathematics) activities. We have begun implementation of the Energy Savings Improvement Program (ESIP), a new State law allows government agencies to make energy related improvements to their facilities and pay for the costs using the value of energy savings that result from the improvements. Because of this, we are now able to provide air conditioning in all of our classrooms.</p>
 <p>School Safety:</p>	<p>Our students are happy and safe. We have an assigned Special Class III Officer in our building. There is a Student Resource Officer also assigned to LOP. All visitors must be announced and present picture identification at the door. A name tag is given and collected upon visitor's exit. The name tag voids itself. There is also a Director of Security within the district. All of our students recognize these staff members as helpful and safe.</p>



Land O'Pines Elementary School

(25-2290-030)

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 <p>Technology and STEM:</p>	<p>Our PK curriculum enhances student learning with diverse technology: We utilize the Seesaw program to record make-believe play and provide scaffolded play instruction to younger learners; YouTube videos host virtual field trips; there are digital & interactive books projected for whole class read-alouds; the iScaffold program supports teachers in modifying the trajectory to best reach all learners.</p>
 <p>Early Childhood Education:</p>	<p>Our preschool program has rolling enrollment. Students who qualify, can begin as early as 3 years old. We offer 3 diverse programs based on the needs of the child. Integrated PK is a half-day program that teaches students who are identified as needing special education. It allows for half of the class to be of the general education population, whose entrance is lottery-based. Extended Day PK is a 5 hour day for students who have more comprehensive needs. There is a hybrid program for students who benefit socially from a mainstreamed class, while needing more intensive learning throughout the day. All students are offered van transportation. There are over 20 sections in our PK program for approximately 250 students. We dedicate a CST solely to the preschool and our related services include speech, OT, and PT. We encompass the Tools of the Mind curriculum and enhance student learning with diverse technology.</p>

**Memorial Elementary School**

(25-2290-045)

Grades Offered: 03-05

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:

**Memorial Elementary School**

(25-2290-045)

Grades Offered: 03-05

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	Howell Township Public School District
Principal Name	Mr. Raymond Gredder
Address	485 ADELPHIA ROAD FREEHOLD, NJ 07728
Phone Number	732-919-1085
Email Address	rgredder@howell.k12.nj.us
Website	https://memorial.howell.k12.nj.us/
Facebook	https://www.facebook.com/howell.township.k8/
Twitter	https://twitter.com/HowellMemorial



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
3	108	107	92
4	133	107	106
5	88	134	105
Total	329	348	304

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	43.8%	44.3%	41.4%
Male	56.2%	55.7%	58.6%
Economically Disadvantaged Students	17.9%	19.8%	18.4%
Students with Disabilities	28.3%	29.0%	26.3%
English Learners	0.3%	0.3%	1.0%
Homeless Students	0.0%	0.3%	0.3%
Students in Foster Care	0.0%	0.0%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	70.5%	70.4%	65.5%
Hispanic	10.9%	12.4%	16.1%
Black or African American	6.4%	5.5%	6.3%
Asian	9.7%	9.2%	7.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.4%	2.6%	4.3%

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	91.1%
Spanish	4.3%
Russian	1.3%
Other Languages	3.3%



Memorial Elementary School
(25-2290-045)
Grades Offered: 03-05
2018-2019

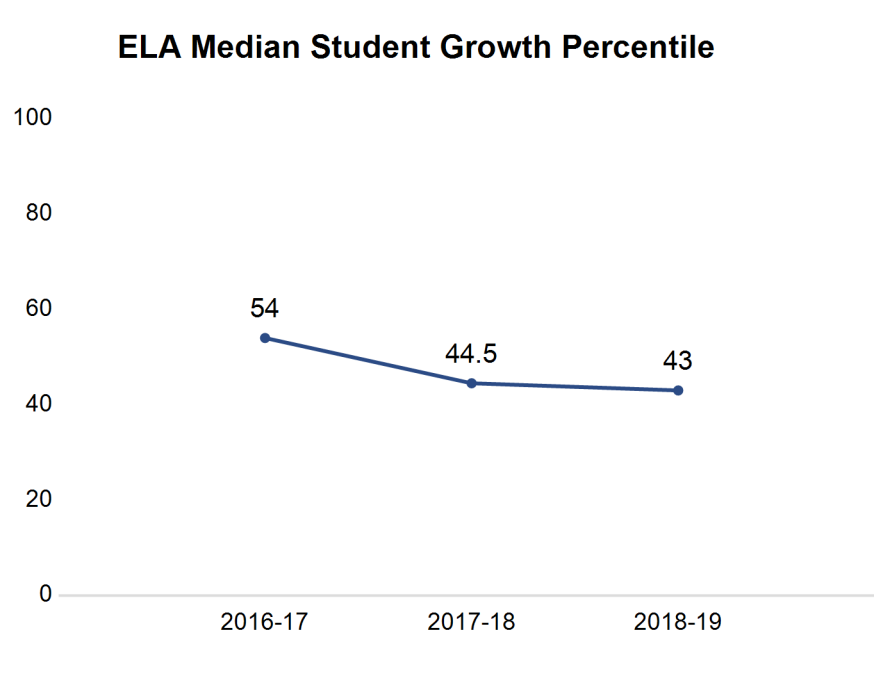
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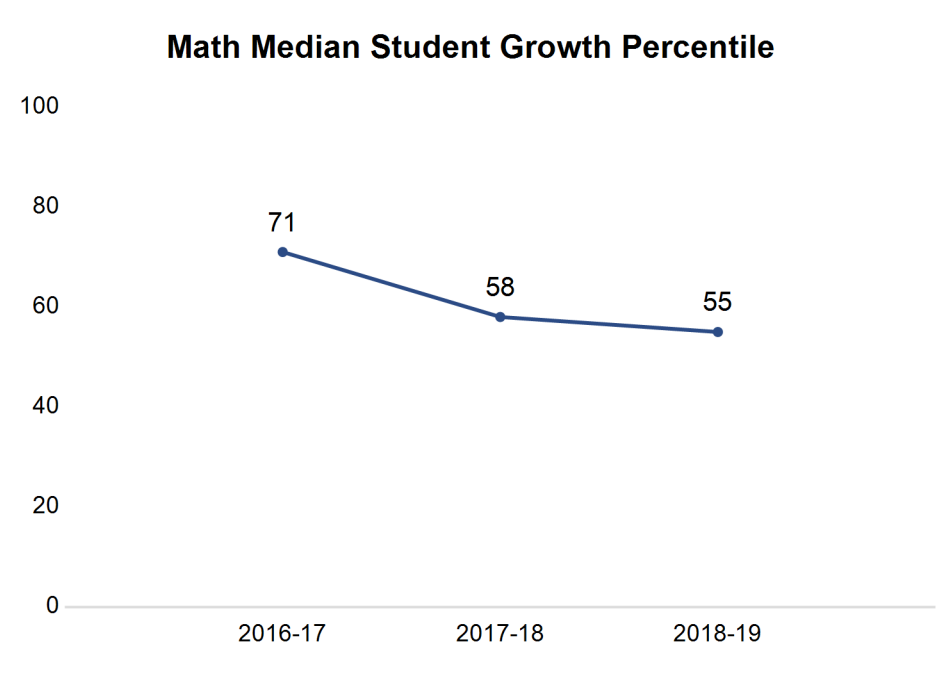
Student Growth Trends and Progress

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	54	44.5	43	71	58	55
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	50	50	Met Standard	55	49	50	Met Standard
White	43	49	50	Met Standard	53.5	47	52	Met Standard
Hispanic	49	52	49	Met Standard	56	56	47	Met Standard
Black or African American	*	45.5	45	**	*	38	43	**
Asian, Native Hawaiian, or Pacific Islander	46	61	59	**	68	57.5	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	46	49	**	*	49.5	52	**
Female	50	54	53	N	52	47	50	N
Male	38.5	46	47	N	57	51	51	N
Economically Disadvantaged Students	37	46	48	Not Met	61.5	53	46	Exceeds Standard
Students with Disabilities	47	49	43	Met Standard	46.5	49	45	Met Standard
English Learners	63	65	52	**	62	69.5	50	**
Homeless Students	N	53	43	N	N	51	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



Memorial Elementary School
(25-2290-045)
Grades Offered: 03-05
2018-2019

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

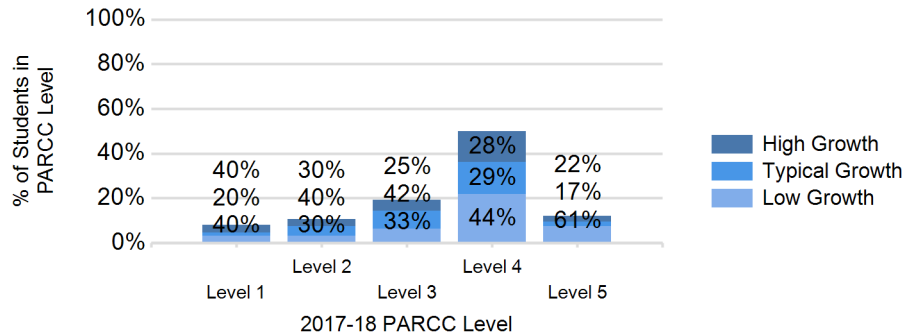
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

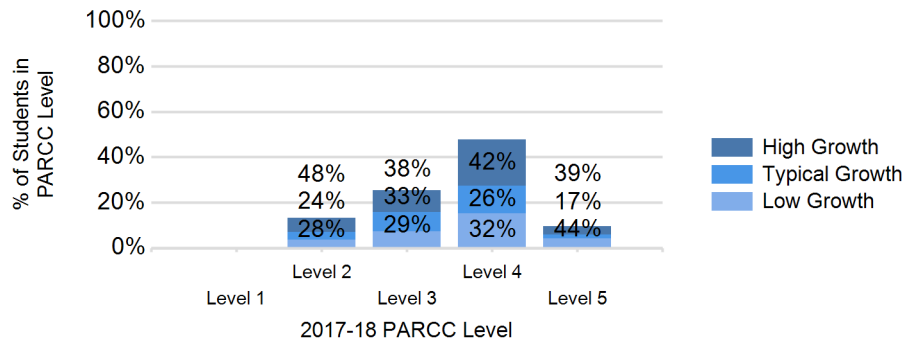
Student Growth by Performance Level

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

ELA



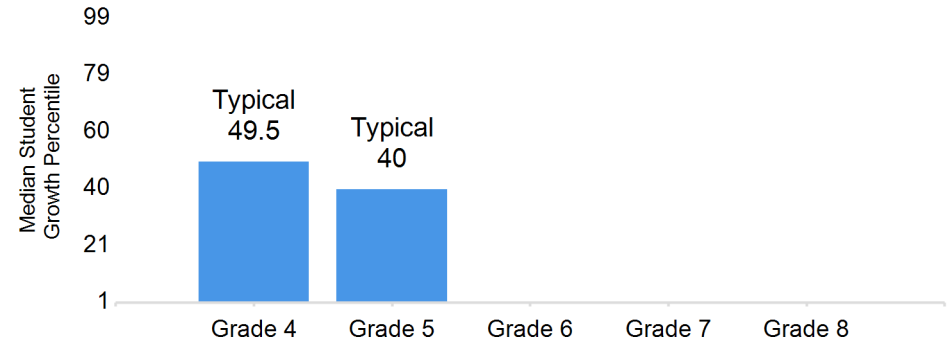
Math



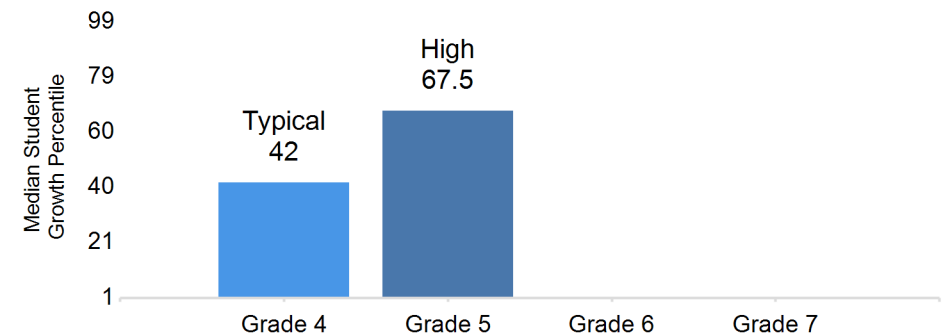
Student Growth by Grade

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

ELA



Math





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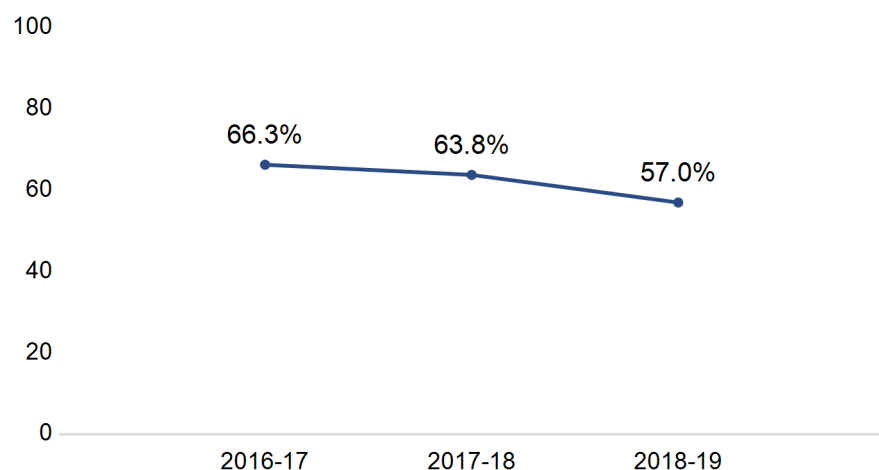
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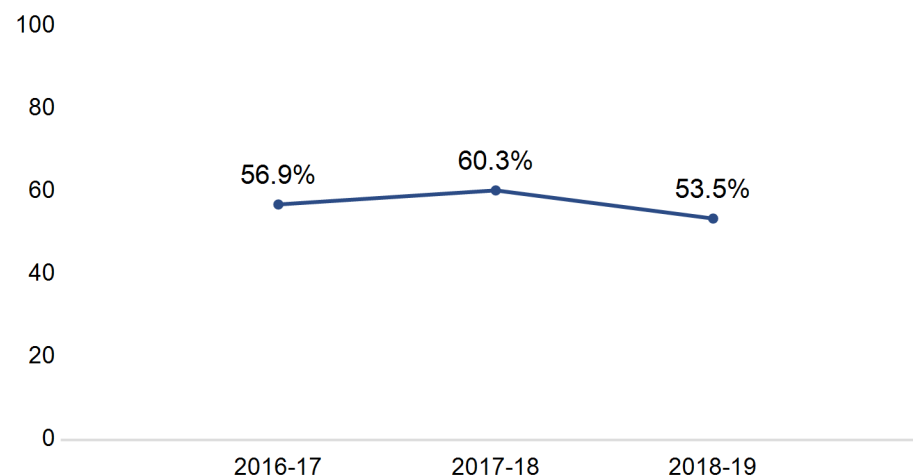
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.3%	98.4%	99.3%	98.7%	98.4%	99.3%
Proficiency Rate for Federal Accountability	66.3%	63.8%	57.0%	56.9%	60.3%	53.5%
Annual Target	51.2%	52.7%	54.2%	44.2%	46.1%	48.0%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Memorial Elementary School
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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	286	99.3	57.0	68.0	57.9	57.0	54.2	Met Target
White	187	99.5	59.9	70.5	66.9	59.9	56.3	Met Target
Hispanic	50	100.0	38.0	54.2	43.9	38.0	47.2	Met Target†
Black or African American	14	94.1	21.4	52.6	38.5	21.0	**	**
Asian, Native Hawaiian, or Pacific Islander	22	100.0	81.8	85.3	82.9	81.8	64.8	Met Goal
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	13	100.0	84.6	67.6	64.4	84.6	**	**
Female	126	100.0	61.1	74.8	64.8	61.1		
Male	160	98.8	53.8	61.2	51.3	53.8		
Economically Disadvantaged Students	46	97.9	30.4	46.1	40.0	30.4	30.3	Met Target
Non-Economically Disadvantaged Students	240	99.6	62.1	71.8	67.9	62.1		
Students with Disabilities	72	100.0	30.6	31.7	22.7	30.6	30.6	Met Target
Students without Disabilities	214	99.1	65.9	76.5	65.1	65.9		
English Learners	22	100.0	31.8	40.4	29.3	31.8	N	N
Non-English Learners	264	99.3	59.1	69.2	60.6	59.1		
Homeless Students	N	N	N	27.3	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

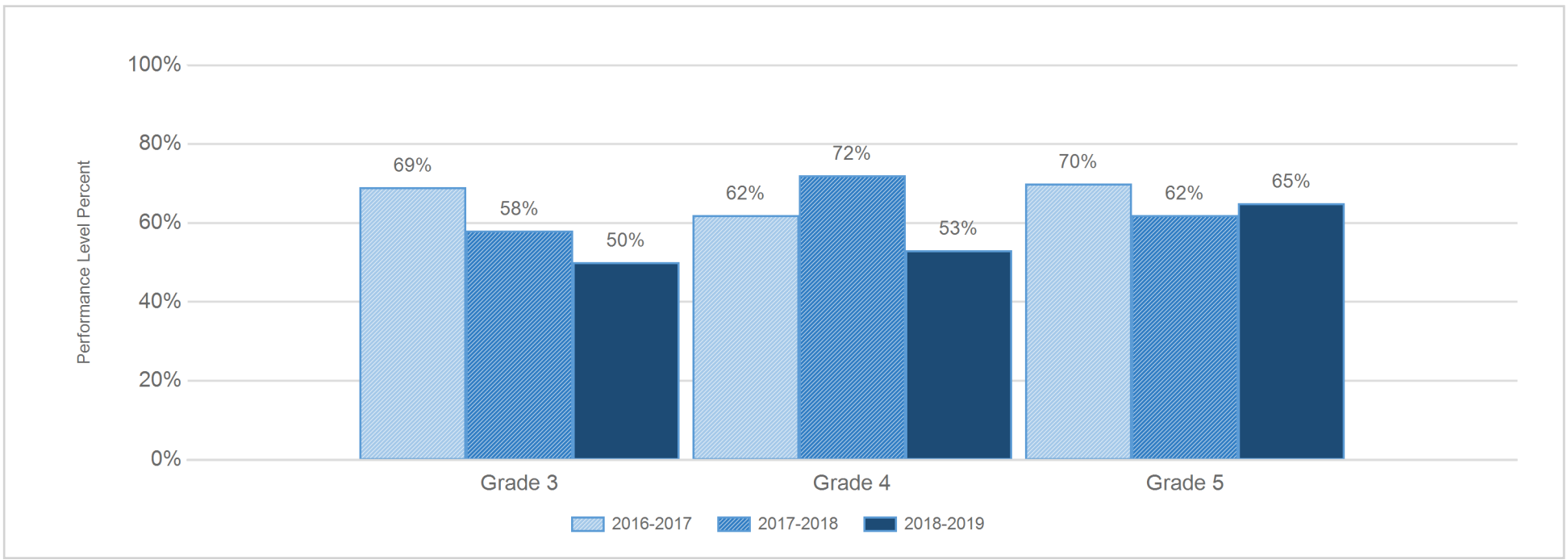


Memorial Elementary School
 (25-2290-045)
 Grades Offered: 03-05
 2018-2019

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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	90	749	755	748	13%	12%	24%	*	*	50%	50%
White	56	751	758	757	*	*	29%	*	*	50%	60%
Hispanic	16	727	742	734	*	*	*	*	*	31%	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	788	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	764	756	*	*	*	*	*	*	58%
Female	36	756	761	753	*	*	*	*	*	50%	55%
Male	54	744	750	743	*	*	*	*	*	50%	46%
Economically Disadvantaged Students	16	727	733	731	*	*	*	*	*	44%	33%
Non-Economically Disadvantaged Students	74	753	760	759	*	*	*	*	*	51%	61%
Students with Disabilities	25	722	733	719	*	*	*	*	*	24%	24%
Students without Disabilities	65	759	761	754	*	*	*	*	*	60%	56%
English Learners	*	*	715	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	758	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	98	751	761	755	*	12%	29%	*	*	53%	57%
White	59	756	763	763	*	*	24%	*	*	59%	67%
Hispanic	22	746	*	743	*	*	45%	*	*	41%	44%
Black or African American	*	*	732	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	749	762	*	*	*	*	*	*	64%
Female	47	758	766	760	*	*	32%	*	*	60%	62%
Male	51	745	756	750	*	*	25%	*	*	47%	53%
Economically Disadvantaged Students	14	724	*	740	*	*	*	*	*	14%	40%
Non-Economically Disadvantaged Students	84	756	*	765	*	*	*	*	*	60%	69%
Students with Disabilities	22	729	733	725	*	*	*	*	*	27%	25%
Students without Disabilities	76	758	768	761	*	*	*	*	*	61%	64%
English Learners	*	*	717	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	763	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	96	759	762	756	*	*	23%	53%	11%	65%	58%
White	68	762	766	764	*	*	22%	*	*	68%	68%
Hispanic	13	740	747	743	*	*	*	*	*	38%	44%
Black or African American	*	*	749	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	11	772	776	781	0%	0%	*	*	*	82%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	765	762	*	*	*	*	*	*	65%
Female	45	761	768	761	*	*	24%	*	*	67%	64%
Male	51	758	758	750	*	*	22%	*	*	63%	52%
Economically Disadvantaged Students	16	738	742	740	*	*	*	*	*	31%	39%
Non-Economically Disadvantaged Students	80	764	766	766	*	*	*	*	*	71%	69%
Students with Disabilities	18	742	732	724	*	*	*	*	*	33%	23%
Students without Disabilities	78	763	769	762	*	*	*	*	*	72%	65%
English Learners	*	*	715	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	763	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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	286	99.3	53.5	56.1	44.5	53.5	48	Met Target
White	187	99.5	55.1	58.3	54.1	55.1	46.2	Met Target
Hispanic	50	100.0	36.0	43.8	28.8	36.0	42.9	Met Target†
Black or African American	14	94.1	28.6	31.8	23.0	28.0	**	**
Asian, Native Hawaiian, or Pacific Islander	22	100.0	81.8	82.8	76.5	81.8	76.5	Met Goal
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	13	100.0	76.9	53.4	53.3	76.9	**	**
Female	126	100.0	48.4	54.6	44.9	48.4		
Male	160	98.8	57.5	57.7	44.2	57.5		
Economically Disadvantaged Students	46	97.9	28.3	35.5	26.3	28.3	30.3	Met Target†
Non-Economically Disadvantaged Students	240	99.6	58.3	59.7	54.9	58.3		
Students with Disabilities	72	100.0	34.7	23.5	17.4	34.7	25.9	Met Target
Students without Disabilities	214	99.1	59.8	63.8	50.0	59.8		
English Learners	22	100.0	36.4	36.7	25.0	36.4	N	N
Non-English Learners	264	99.3	54.9	57.0	46.5	54.9		
Homeless Students	N	N	N	18.2	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



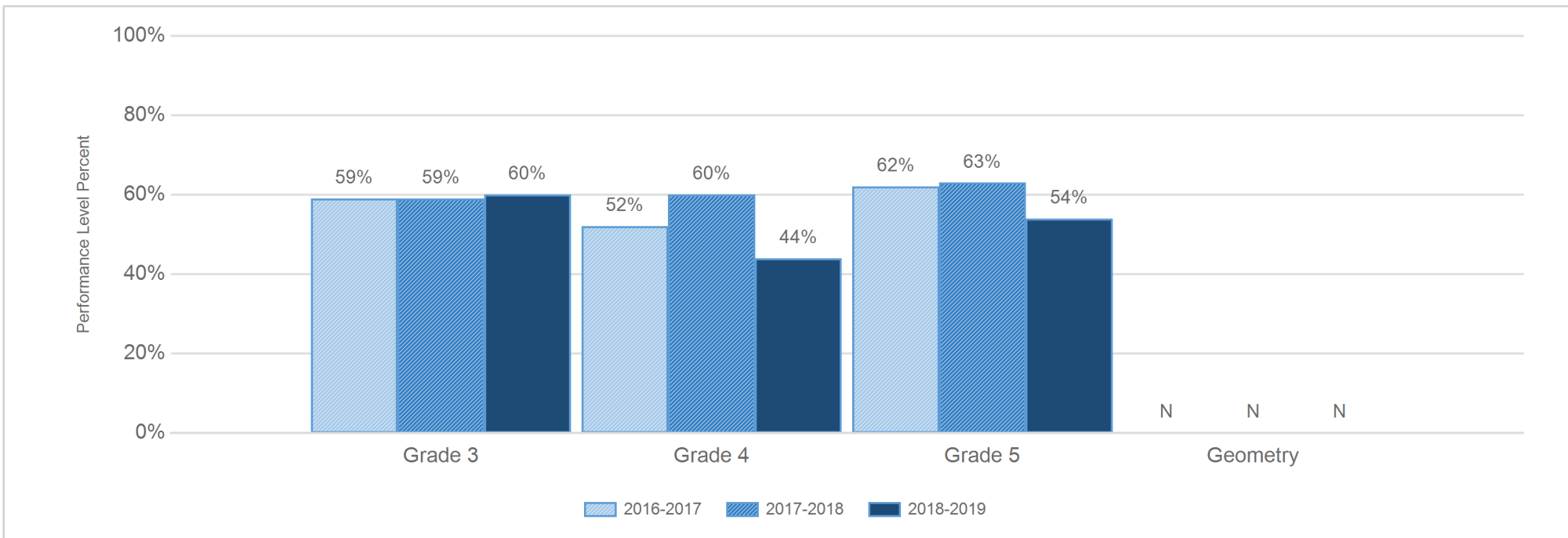
Memorial Elementary School
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Mathematics Assessment – Performance Trends

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 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	90	757	761	752	*	*	18%	*	*	60%	55%
White	56	756	763	760	*	*	18%	*	*	63%	66%
Hispanic	16	747	750	739	*	*	*	*	*	44%	40%
Black or African American	*	*	737	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	768	758	*	*	*	*	*	*	62%
Female	36	753	761	751	*	*	*	*	*	61%	54%
Male	54	759	762	752	*	*	*	*	*	59%	56%
Economically Disadvantaged Students	16	748	744	737	*	*	*	*	*	56%	37%
Non-Economically Disadvantaged Students	74	759	765	761	*	*	*	*	*	61%	67%
Students with Disabilities	25	741	742	731	*	*	*	*	*	40%	31%
Students without Disabilities	65	763	766	756	*	*	*	*	*	68%	60%
English Learners	*	*	734	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	763	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	98	747	756	749	*	19%	34%	*	*	44%	51%
White	59	751	758	757	*	*	31%	*	*	51%	62%
Hispanic	22	743	*	737	0%	*	50%	*	*	27%	36%
Black or African American	*	*	724	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	749	754	*	*	*	*	*	*	58%
Female	47	744	755	749	*	*	32%	*	*	43%	50%
Male	51	750	757	749	*	*	35%	*	*	45%	52%
Economically Disadvantaged Students	14	720	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	84	751	*	759	*	*	*	*	*	*	63%
Students with Disabilities	22	728	733	726	*	*	*	*	*	27%	25%
Students without Disabilities	76	752	761	754	*	*	*	*	*	49%	56%
English Learners	*	*	726	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	757	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	757	759	747	*	*	31%	41%	14%	54%	47%
White	68	756	761	755	*	*	38%	*	*	51%	58%
Hispanic	13	740	744	735	0%	*	*	*	*	38%	30%
Black or African American	*	*	747	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	11	784	783	775	0%	0%	*	*	*	91%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	757	753	*	*	*	*	*	*	55%
Female	45	751	757	747	*	*	*	*	*	40%	47%
Male	51	762	760	747	*	*	*	*	*	67%	47%
Economically Disadvantaged Students	16	739	740	732	*	*	*	*	*	25%	27%
Non-Economically Disadvantaged Students	80	760	762	757	*	*	*	*	*	60%	59%
Students with Disabilities	18	733	731	725	*	*	*	*	*	28%	19%
Students without Disabilities	78	762	764	752	*	*	*	*	*	60%	52%
English Learners	*	*	728	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	759	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Memorial Elementary School
(25-2290-045)
Grades Offered: 03-05
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† 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	*	*	*
5 or more	N	N	N



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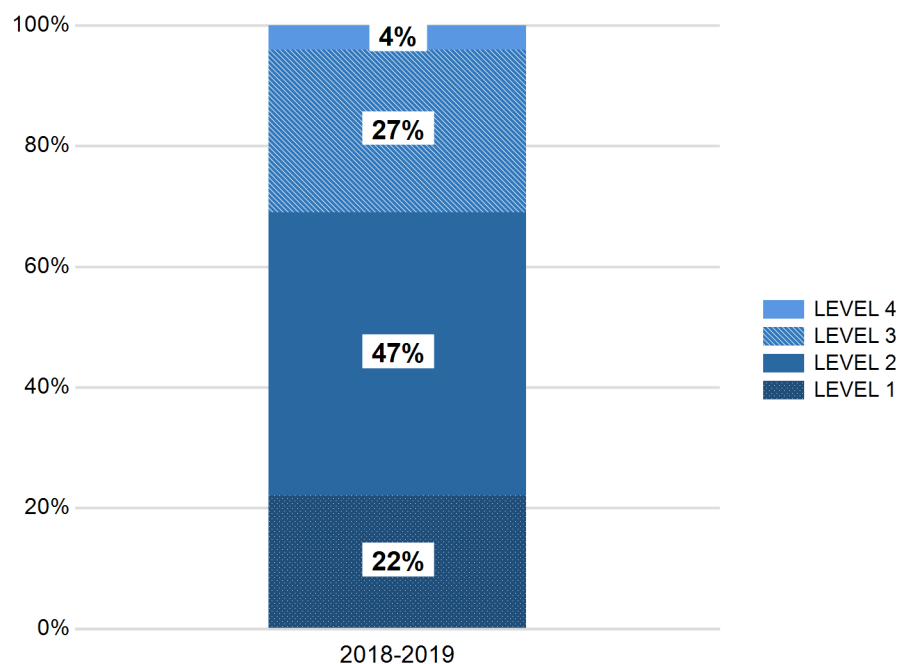
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	22	47	27	4
White	18	51	26	4
Hispanic	46	31	15	8
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	0	45	55	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	27	51	20	2
Male	17	44	33	6
Economically Disadvantaged Students	47	29	24	0
Non-Economically Disadvantaged Students	16	51	28	5
Students with Disabilities	53	32	16	0
Students without Disabilities	14	51	29	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

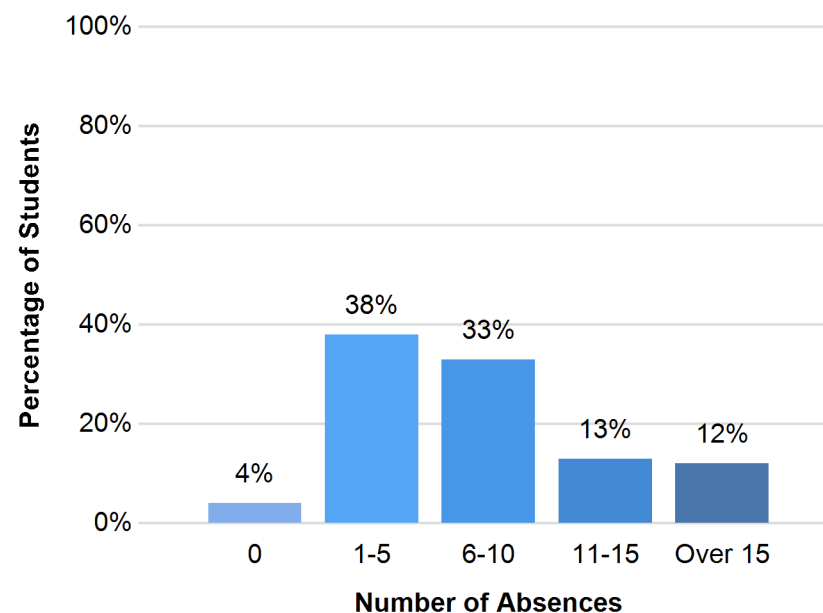
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	25	8.5	7.5	Not Met
White	17	8.9	7.5	Not Met
Hispanic	5	9.8	7.5	Not Met
Black or African American	2	11.8	**	**
Asian, Native Hawaiian, or Pacific	0	0	7.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	7.7	**	**
Female	10	7.8		
Male	15	9.0		
Economically Disadvantaged Students	9	17.6	7.5	Not Met
Students with Disabilities	9	13.8	7.5	Not Met
English Learners	2	16.7	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Memorial Elementary School

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2018-2019

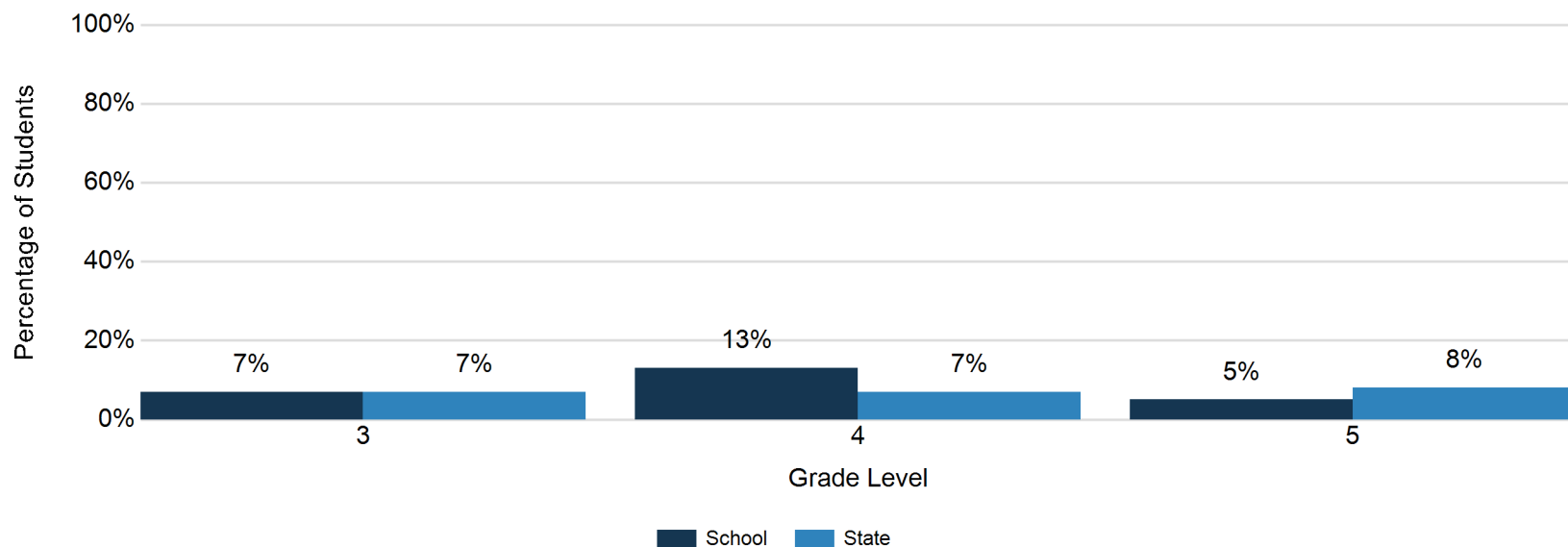
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.33

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
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	8:05 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

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

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



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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	35	118,214
Average years experience in public schools	13.7	12.1
Average years experience in district	13.2	10.8
Percentage of Teachers with 4 or more years experience in the district	94.3%	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	38	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	92.1%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	11:1
Students to Administrators	152:1	149:1
Teachers to Administrators	18:1	13:1
Students to Librarians/Media Specialists		514:1
Students to Nurses		472:1
Students to Counselors		472:1
Students to Child Study Team Members		210:1



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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	41.4%	77.1%	50.0%	48.4%	77.1%	54.9%
Male	58.6%	22.9%	50.0%	51.6%	22.9%	45.1%
White	65.5%	97.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	16.1%	2.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	7.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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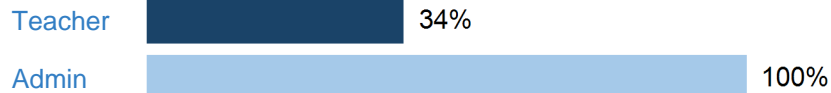
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.0%	90.5%
2017-18 Administrators: Same district 2018-19	94.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.7%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	66.3%	63.8%	57.0%
Math Proficiency	56.9%	60.3%	53.5%
ELA Growth	54	44	43
Math Growth	71	58	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	8.6%	7.8%	8.5%

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



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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Memorial Elementary School

(25-2290-045)

Grades Offered: 03-05

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

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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:

- Memorial School has been awarded Future Ready Silver with Distinction certification by the New Jersey Department of Education.
- Memorial School has been awarded Bronze Level Certification for the second straight year through the Sustainable Jersey for Schools Program.
- Memorial School educators were awarded 3 HTEF grants during the 2018-2019 school grant cycle. Grants will bolster the school focus on inclusionary practices and social-emotional education.



Mission, Vision, Theme:

At Memorial Elementary School, we believe that our success is built upon the hopes and dreams of our students, staff, and parents. Our highly qualified teachers deliver a rich educational program with skill, enthusiasm, and expertise. With dedicated educators, outstanding instruction comes to life and the curriculum is delivered in a highly creative format. Lessons are child-centered and tailored to meet the needs of our students. By differentiating instruction in this manner, our program incorporates best practices and current research about curriculum, instruction, technology, and assessment. This enables us to support all of our students at their various points on the educational spectrum. Memorial Elementary School offers a rigorous, yet developmentally appropriate, standards-based curriculum that engages and motivates students. As a vibrant school community, we are a united team that constantly strives to provide a superior education for each and every child.



Awards, Recognition, Accomplishments:

Future Ready Silver with Distinction Certified, NJ Department of Education, Bronze Level Certified, Sustainable Jersey for Schools Program, Featured on News 12 Education Matters for \$10,000 OceanFirst Grant for Peaceful Path and Outdoor Classroom



Memorial Elementary School

(25-2290-045)

Grades Offered: 03-05




2018-2019

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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Memorial Elementary School offers an array of programs for all learners of all ability levels. Students work in a 1:1 laptop setting in all subject areas. Classrooms utilize Schoology as a means for delivering digital content. The curriculum focuses on personalizing instruction through a variety of workshop approaches. Enrichment Cluster Grouping is available to meet the needs of students in need of challenges and special education services are provided for students in grades 3-5 in an inclusive setting.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls)</p> <p>Our 5th grade students, both boys and girls, have the opportunity to play basketball as part of a partnership with the Howell Basketball Association.</p>
 <p>Clubs and Activities:</p>	<p>Our P.A.W.S program provides an inclusive environment for students to learn about one another while they engage in fun, structured activities. Our 3rd and 4th graders participate in grade level projects that focus on positive behaviors. Our 5th grade students have the opportunity to select from a variety of clubs including but not limited to: coding, music, art, fitness, dance, cooking, chess. After school clubs, Newspaper and Student Council, are sponsored through the Howell PAL.</p>



Memorial Elementary School

(25-2290-045)

Grades Offered: 03-05



2018-2019

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 <p>Before and After School Programs:</p>	<p>Our district provides before and after care for students through the Police Athletic League (PAL). The after care program is housed at each child's home school and therefore students stay on campus after school hours if enrolled in the program. Additionally, PAL offers after school clubs for our 5th graders through Student Council and Newspaper.</p>
 <p>Staff and Professional Learning:</p>	<p>Professional Learning Communities are a strong focus at Memorial Elementary School. Teachers, administrators, and support staff constantly enhance their understanding of successful teaching practices by actively participating in workshops and meetings that target cutting edge instructional methods and strategies. Our teachers continue to challenge themselves to be leaders in education by designing lessons that are powerfully engaging. Our School Improvement Panel meets monthly, along with Professional Learning Communities and Data Teams in an effort to support and learn collaboratively. In addition, digital PD in the form of Schoology discussions, resources and courses are offered to all adult learners. This year, a schoolwide professional reading selection was offered to all staff and extended to community members as well and is at the forefront of a schoolwide focus on social and emotional learning.</p>



Memorial Elementary School

(25-2290-045)

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2018-2019

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School Narrative

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Student Supports and Services:

Every student is unique and may need additional supports to succeed in school. Special class programs are offered to meet the needs of our special education students. Our response to intervention model provides support to struggling students at the classroom level (tier-1) as well as through our ASI program for tier-2 and tier-3 students. Our guidance department helps support our inclusive approach to education through our character ed program, P.A.W.S-Positive Actions Will Shine.



Student Health and Wellness:

Breakfast and lunch is offered to our students each day. Healthy food choices are provided to students in our cafeteria through our partnership with Aramark food services. We recognize the need for students to be active and daily recess periods are scheduled each day for our students. Additionally, physical education classes are scheduled twice per week for each class.



Parent and Community Involvement:

Our parents are involved through a variety of committees including Special Education Parental Advisory Committee (SEPAC) and through our joint PTA with our sister school, Griebing Elementary. This year, our community will also be part of our professional learning through the Memorial School Community Read Aloud.



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(25-2290-045)

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No</p>
 <p>Facilities:</p>	<p>We are proud of our school and take pride in the learning spaces we have created. Our Bulldog Cafe is a special area for students to meet and have lunch or meet for a social group. Our Life Skills classroom is an area that allows our students to learn cooking and daily living activities. The Bulldog STEM Station/Think Tank has received recognition for its ability to offer an inclusive, digital and STEAM based education to all learners, at all abilities. Our Bulldog Retreat is a unique outdoor classroom that offers sensory paths and areas which all children can thrive. We are currently building a new sensory hallway to integrate OT strategies as part of a wellness room and hallway. These new additions will add to the physical space which will match the commitment of the building to its focus on social and emotional learning.</p>
 <p>School Safety:</p>	<p>School safety is paramount at Memorial Elementary School. Our partnership with the Howell Township PD has allotted us to have a class-3 officer stationed in our school. We also routinely practice a variety of drills designed to prepare our students for any emergency situation. Finally, through a district initiative, a Safe Schools and LEAD program offers our 5th graders the opportunity to engage in safe, real world lessons co-taught by the district Anti-Bullying Coordinator and a class-3 officer.</p>



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Technology and STEM:

STEM is infused throughout the curriculum at Memorial. Our award-winning STEM Station/Innovation Lab allows students of all abilities to engage in coding, engineering and video design work. This work is also infused in our media center's daily curriculum. Our PAWS coding club allows students an additional opportunity to continue coding and drive personalized learning. Recently, a group of students from Memorial placed in the top 3 in the state in the US Army/ New Jersey School Boards Association STEAM Tank Challenge.



Newbury Elementary School
(25-2290-032)
Grades Offered: 03-05
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:

**Newbury Elementary School**

(25-2290-032)

Grades Offered: 03-05

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	Howell Township Public School District
Principal Name	Dr. James Quinn
Address	179 NEWBURY ROAD HOWELL, NJ 07731-1813
Phone Number	732-751-2491
Email Address	jquinn@howell.k12.nj.us
Website	https://newbury.howell.k12.nj.us/
Facebook	https://www.facebook.com/howell.township.k8/
Twitter	https://twitter.com/HowellTwpNewbry



Newbury Elementary School

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
3	123	110	116
4	137	142	130
5	164	137	150
Total	424	389	396

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	43.2%	44.7%	51.5%
Male	56.8%	55.3%	48.5%
Economically Disadvantaged Students	19.1%	17.7%	17.2%
Students with Disabilities	16.3%	15.9%	12.9%
English Learners	0.5%	0.3%	0.8%
Homeless Students	0.5%	0.3%	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	75.7%	72.5%	71.0%
Hispanic	11.1%	13.9%	16.2%
Black or African American	5.7%	5.4%	5.1%
Asian	5.2%	4.6%	4.0%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.1%	3.6%	3.8%

Enrollment by Home Language

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

Home Language	% of Students
English	90.4%
Spanish	3.8%
Other Languages	5.8%



Newbury Elementary School
 (25-2290-032)
 Grades Offered: 03-05
 2018-2019

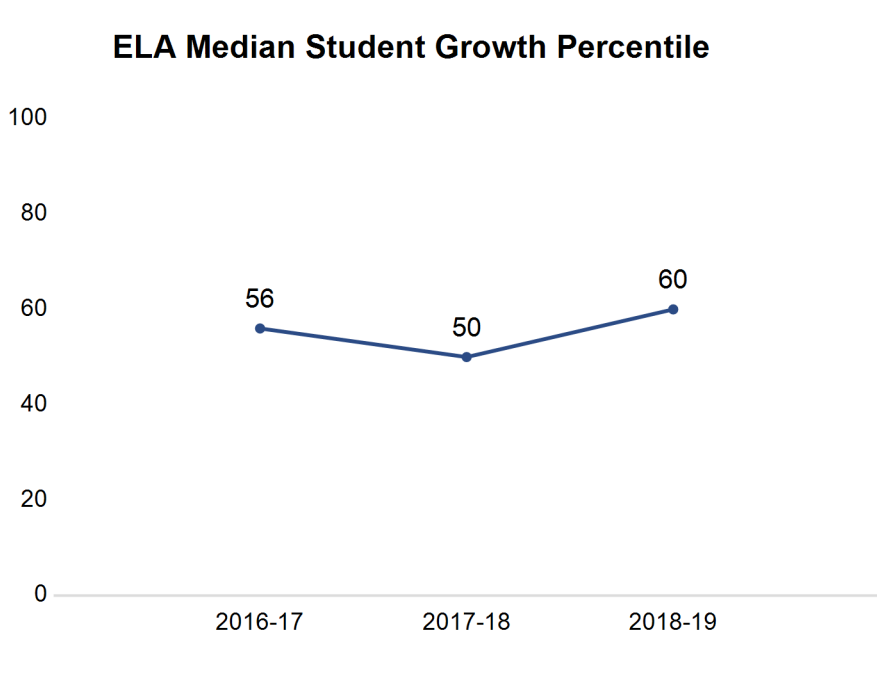
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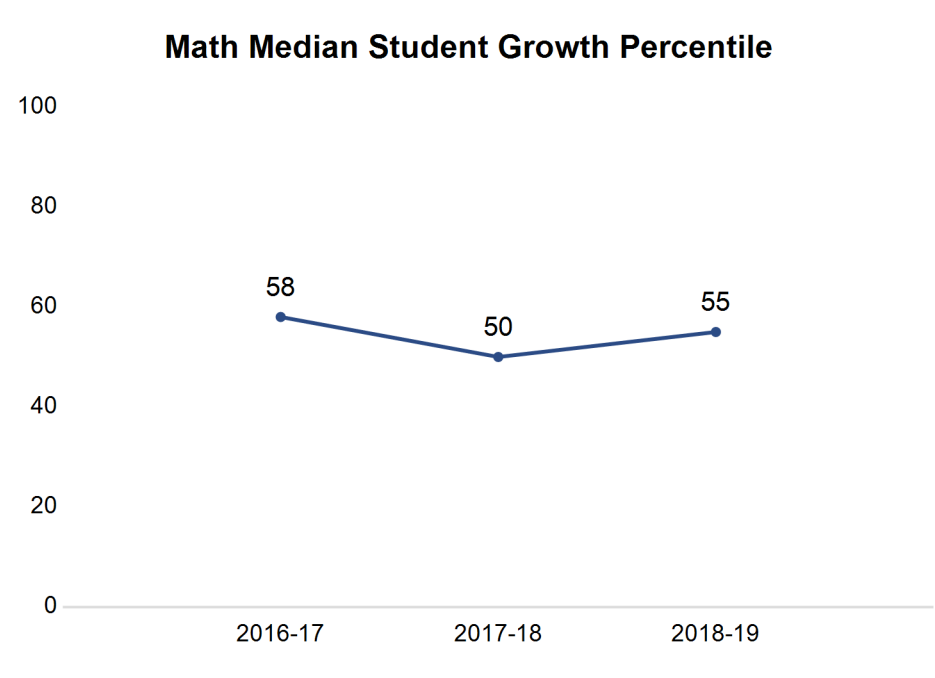
Student Growth Trends and Progress

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	56	50	60	58	50	55
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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	50	50	Exceeds Standard	55	49	50	Met Standard
White	59	49	50	Met Standard	54	47	52	Met Standard
Hispanic	61	52	49	Exceeds Standard	56	56	47	Met Standard
Black or African American	44	45.5	45	**	39	38	43	**
Asian, Native Hawaiian, or Pacific Islander	84	61	59	**	85	57.5	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	53	46	49	**	55.5	49.5	52	**
Female	67	54	53	N	56.5	47	50	N
Male	48	46	47	N	53.5	51	51	N
Economically Disadvantaged Students	54	46	48	Met Standard	53	53	46	Met Standard
Students with Disabilities	59	49	43	Met Standard	52	49	45	Met Standard
English Learners	73	65	52	**	71	69.5	50	Exceeds Standard
Homeless Students	*	53	43	N	*	51	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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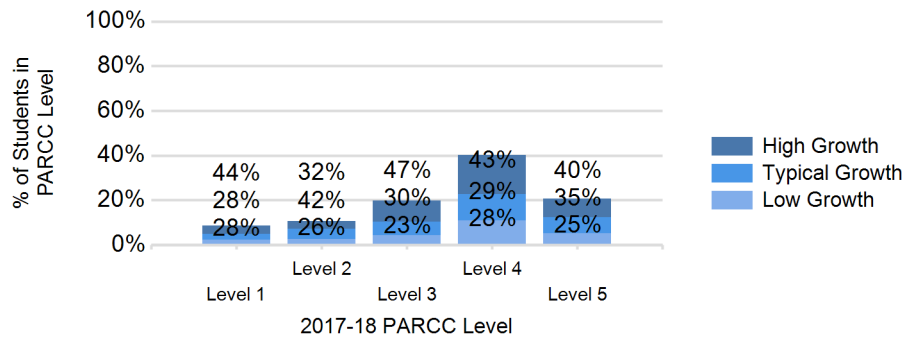
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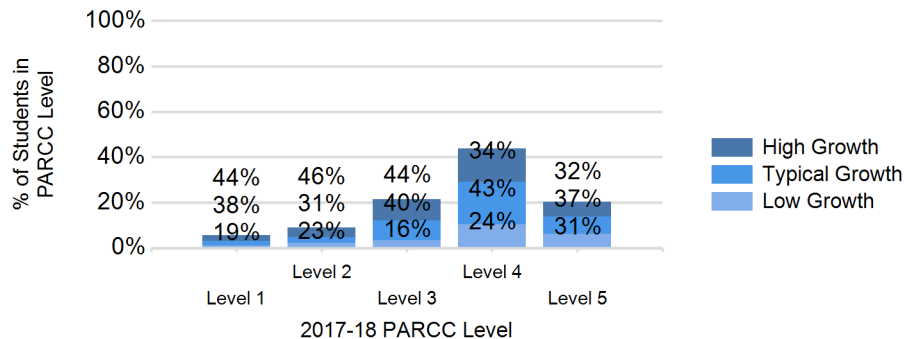
Student Growth by Performance Level

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

ELA



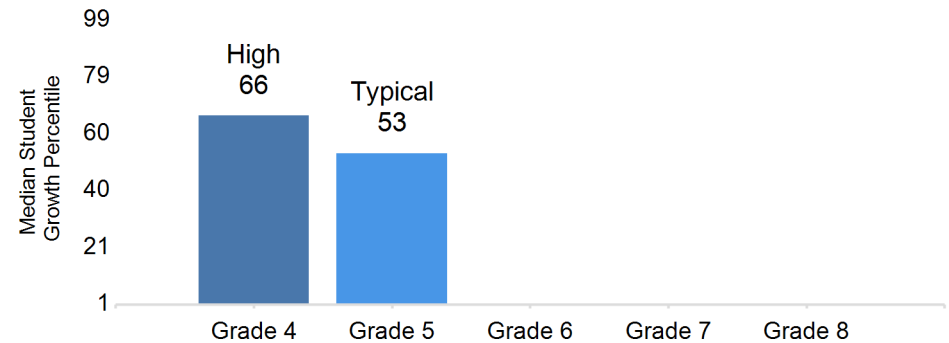
Math



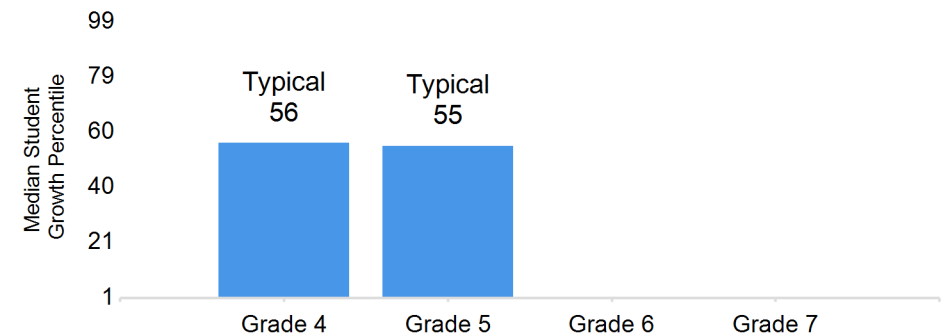
Student Growth by Grade

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

ELA



Math





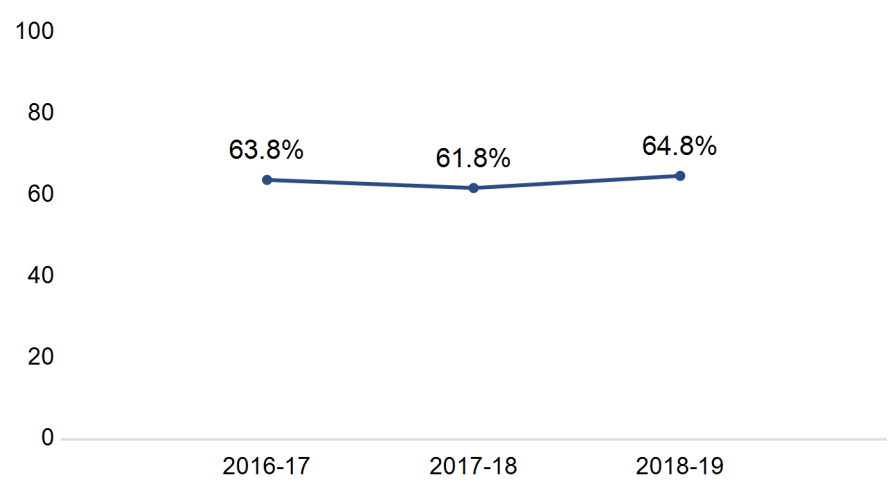
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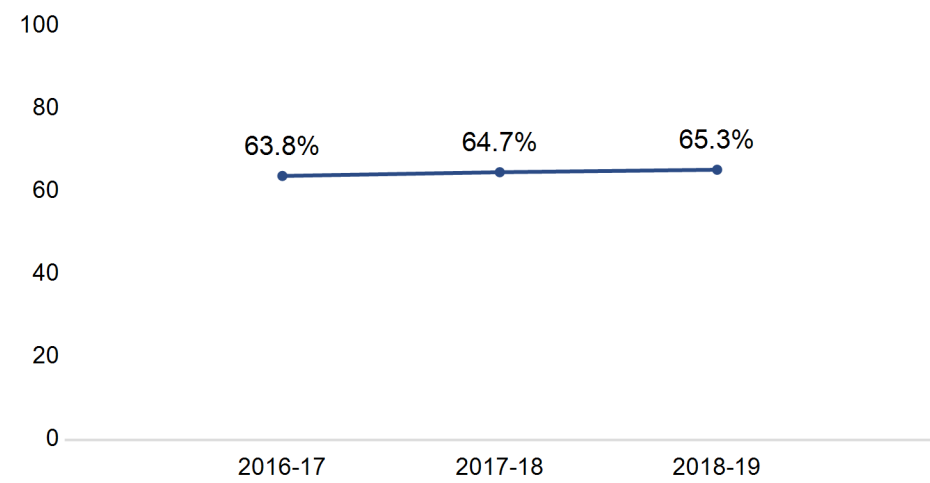
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.0%	98.8%	98.6%	96.1%	98.8%	98.6%
Proficiency Rate for Federal Accountability	63.8%	61.8%	64.8%	63.8%	64.7%	65.3%
Annual Target	56.6%	57.9%	59.1%	51.9%	53.4%	54.8%
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	420	98.6	64.8	68.0	57.9	64.8	59.1	Met Target
White	286	98.3	70.3	70.5	66.9	70.3	59.8	Met Target
Hispanic	79	100.0	45.6	54.2	43.9	45.6	49.5	Met Target†
Black or African American	20	95.8	40.0	52.6	38.5	40.0	43.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	19	100.0	89.5	85.3	82.9	89.5	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	16	100.0	62.5	67.6	64.4	62.5	**	**
Female	206	98.1	73.8	74.8	64.8	73.8		
Male	214	99.1	56.1	61.2	51.3	56.1		
Economically Disadvantaged Students	74	95.1	36.5	46.1	40.0	36.5	42.9	Met Target†
Non-Economically Disadvantaged Students	346	99.4	70.8	71.8	67.9	70.8		
Students with Disabilities	78	96.3	33.3	31.7	22.7	33.3	28.6	Met Target
Students without Disabilities	342	99.1	71.9	76.5	65.1	71.9		
English Learners	30	100.0	40.0	40.4	29.3	40.0	23.8	Met Target
Non-English Learners	390	98.5	66.7	69.2	60.6	66.7		
Homeless Students	*	*	*	27.3	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

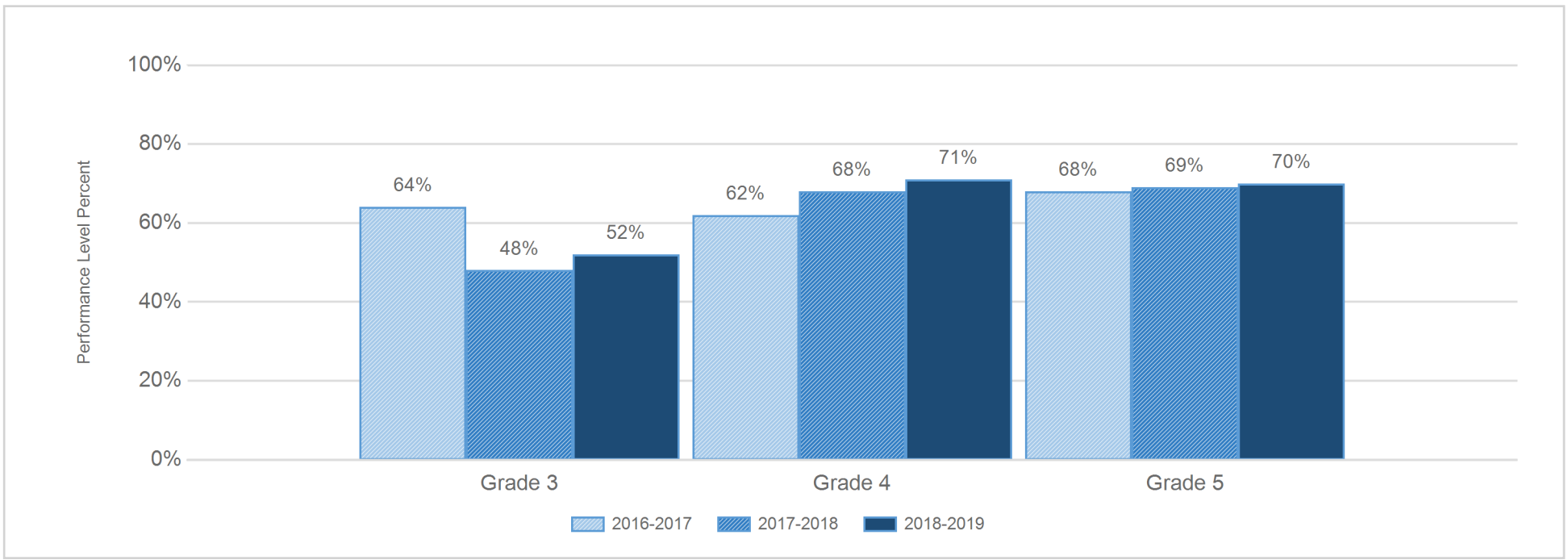


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English Language Arts Assessment - Performance Trends

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.





Newbury Elementary School
(25-2290-032)
Grades Offered: 03-05
2018-2019

Report Key:

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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	124	752	755	748	10%	13%	24%	*	*	52%	50%
White	81	759	758	757	*	*	26%	*	*	59%	60%
Hispanic	29	734	742	734	*	*	*	*	*	31%	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	788	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	764	756	*	*	*	*	*	*	58%
Female	67	759	761	753	*	*	25%	*	*	60%	55%
Male	57	744	750	743	*	*	23%	*	*	44%	46%
Economically Disadvantaged Students	25	727	733	731	*	*	*	*	*	20%	33%
Non-Economically Disadvantaged Students	99	758	760	759	*	*	*	*	*	61%	61%
Students with Disabilities	22	725	733	719	*	*	*	*	*	27%	24%
Students without Disabilities	102	758	761	754	*	*	*	*	*	58%	56%
English Learners	*	*	715	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	758	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%



Newbury Elementary School
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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	138	771	761	755	*	*	19%	36%	36%	71%	57%
White	98	772	763	763	*	*	15%	39%	37%	76%	67%
Hispanic	27	769	*	743	*	*	*	*	*	63%	44%
Black or African American	*	*	732	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	749	762	*	*	*	*	*	*	64%
Female	70	779	766	760	*	*	*	30%	50%	80%	62%
Male	68	762	756	750	*	*	*	41%	21%	62%	53%
Economically Disadvantaged Students	19	742	*	740	*	*	53%	*	*	32%	40%
Non-Economically Disadvantaged Students	119	775	*	765	*	*	13%	*	*	77%	69%
Students with Disabilities	22	741	733	725	*	*	*	*	*	36%	25%
Students without Disabilities	116	777	768	761	*	*	*	*	*	78%	64%
English Learners	*	*	717	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	763	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Newbury Elementary 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	159	765	762	756	6%	11%	13%	50%	19%	70%	58%
White	106	770	766	764	*	*	14%	57%	19%	75%	68%
Hispanic	24	738	747	743	*	*	*	*	*	42%	44%
Black or African American	14	741	749	739	*	*	*	*	*	43%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	765	762	*	*	*	*	*	*	65%
Female	73	777	768	761	*	*	*	*	*	81%	64%
Male	86	756	758	750	*	*	*	*	*	60%	52%
Economically Disadvantaged Students	32	740	742	740	*	*	*	*	*	50%	39%
Non-Economically Disadvantaged Students	127	772	766	766	*	*	*	*	*	75%	69%
Students with Disabilities	30	734	732	724	*	*	*	*	*	37%	23%
Students without Disabilities	129	773	769	762	*	*	*	*	*	78%	65%
English Learners	*	*	715	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	763	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	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	421	98.6	65.3	56.1	44.5	65.3	54.8	Met Target
White	286	98.3	70.6	58.3	54.1	70.6	57	Met Target
Hispanic	80	100.0	43.8	43.8	28.8	43.8	34.7	Met Target
Black or African American	20	95.8	35.0	31.8	23.0	35.0	43.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	19	100.0	89.5	82.8	76.5	89.5	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	16	100.0	87.5	53.4	53.3	87.5	**	**
Female	207	98.1	68.6	54.6	44.9	68.6		
Male	214	99.1	62.1	57.7	44.2	62.1		
Economically Disadvantaged Students	75	95.1	38.7	35.5	26.3	38.7	33.2	Met Target
Non-Economically Disadvantaged Students	346	99.4	71.1	59.7	54.9	71.1		
Students with Disabilities	78	96.3	33.3	23.5	17.4	33.3	27.7	Met Target
Students without Disabilities	343	99.1	72.6	63.8	50.0	72.6		
English Learners	31	100.0	38.7	36.7	25.0	38.7	39.6	Met Target†
Non-English Learners	390	98.5	67.4	57.0	46.5	67.4		
Homeless Students	*	*	*	18.2	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



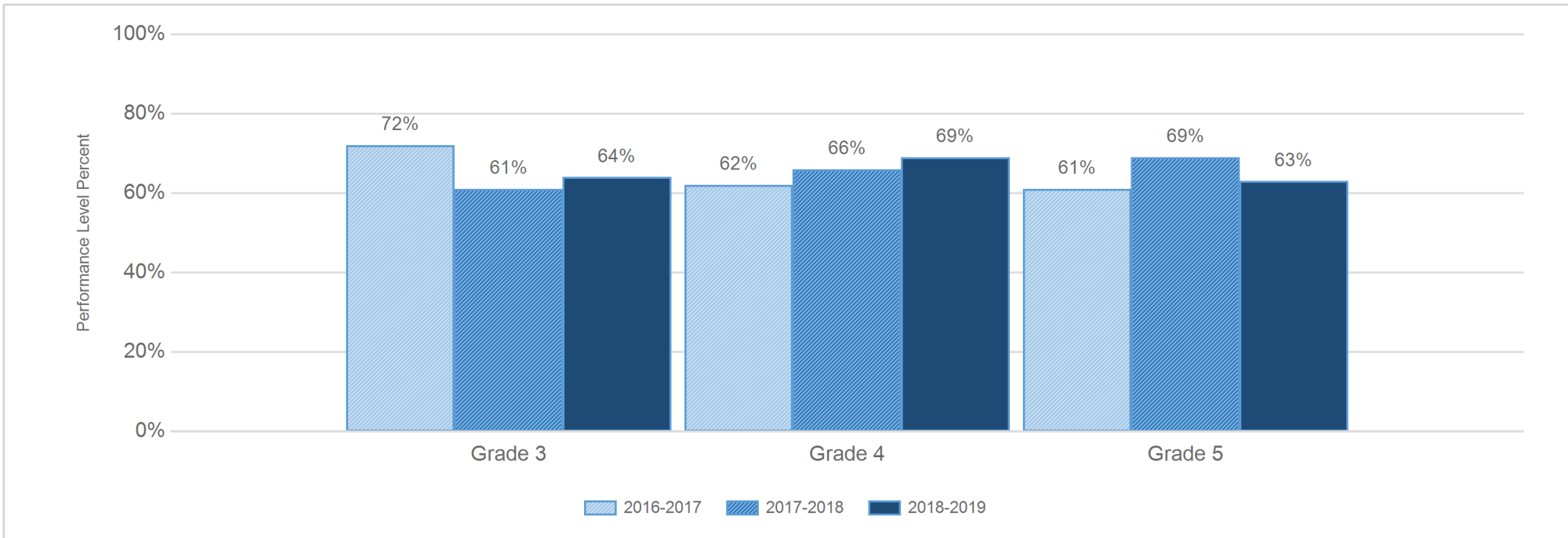
Newbury Elementary School
(25-2290-032)
Grades Offered: 03-05
2018-2019

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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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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	124	759	761	752	*	15%	19%	*	*	64%	55%
White	81	762	763	760	*	*	20%	54%	14%	68%	66%
Hispanic	29	745	750	739	*	*	*	*	*	45%	40%
Black or African American	*	*	737	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	768	758	*	*	*	*	*	*	62%
Female	67	763	761	751	*	*	*	*	*	67%	54%
Male	57	755	762	752	*	*	*	*	*	60%	56%
Economically Disadvantaged Students	25	739	744	737	*	*	*	*	*	32%	37%
Non-Economically Disadvantaged Students	99	764	765	761	*	*	*	*	*	72%	67%
Students with Disabilities	22	731	742	731	*	*	*	*	*	27%	31%
Students without Disabilities	102	765	766	756	*	*	*	*	*	72%	60%
English Learners	*	*	734	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	763	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	139	763	756	749	*	*	18%	55%	14%	69%	51%
White	98	766	758	757	*	*	15%	61%	13%	74%	62%
Hispanic	28	755	*	737	*	*	*	*	*	61%	36%
Black or African American	*	*	724	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	749	754	*	*	*	*	*	*	58%
Female	71	763	755	749	*	*	21%	*	*	69%	50%
Male	68	763	757	749	*	*	15%	*	*	69%	52%
Economically Disadvantaged Students	20	739	*	734	*	*	*	*	*	40%	32%
Non-Economically Disadvantaged Students	119	767	*	759	*	*	*	*	*	74%	63%
Students with Disabilities	22	737	733	726	*	*	*	*	*	41%	25%
Students without Disabilities	117	768	761	754	*	*	*	*	*	74%	56%
English Learners	*	*	726	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	757	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	159	762	759	747	*	*	19%	44%	19%	63%	47%
White	106	766	761	755	*	*	17%	54%	17%	71%	58%
Hispanic	24	738	744	735	0%	46%	*	*	*	21%	30%
Black or African American	14	743	747	729	*	*	*	*	*	36%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	783	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	757	753	*	*	*	*	*	*	55%
Female	73	767	757	747	*	14%	18%	*	*	68%	47%
Male	86	758	760	747	*	19%	21%	*	*	58%	47%
Economically Disadvantaged Students	32	740	740	732	*	*	*	*	*	41%	27%
Non-Economically Disadvantaged Students	127	768	762	757	*	*	*	*	*	69%	59%
Students with Disabilities	30	735	731	725	*	40%	*	*	*	30%	19%
Students without Disabilities	129	769	764	752	*	11%	*	*	*	71%	52%
English Learners	*	*	728	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	759	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† 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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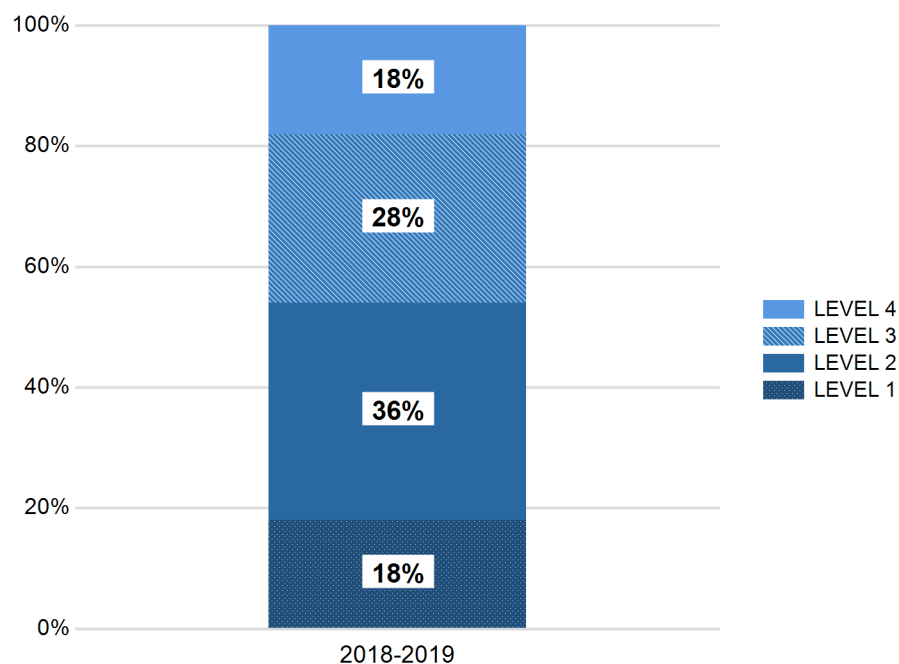
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	18	36	28	18
White	9	40	34	17
Hispanic	58	21	13	8
Black or African American	38	54	0	8
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	14	33	34	19
Male	22	38	23	16
Economically Disadvantaged Students	47	30	20	3
Non-Economically Disadvantaged Students	12	37	30	21
Students with Disabilities	53	23	13	10
Students without Disabilities	10	39	32	19
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



Newbury Elementary School

(25-2290-032)

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

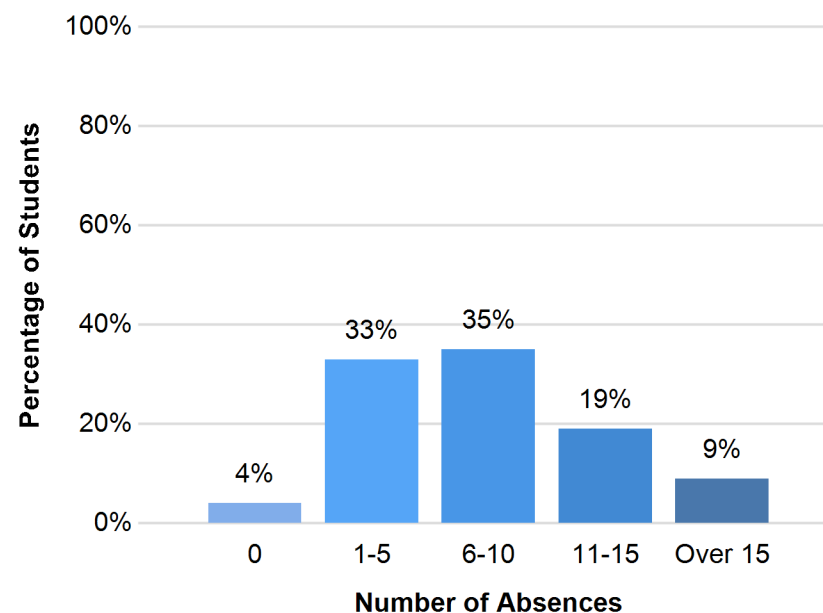
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	19	4.4	7.5	Met
White	11	3.8	7.5	Met
Hispanic	6	7.2	7.5	Met
Black or African American	1	4.5	7.5	Met
Asian, Native Hawaiian, or Pacific	1	5.6	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	13	6.0		
Male	6	2.8		
Economically Disadvantaged Students	9	10.3	7.5	Not Met
Students with Disabilities	9	13.0	7.5	Not Met
English Learners	1	4.5	7.5	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.





Newbury Elementary School

(25-2290-032)

Grades Offered: 03-05

2018-2019

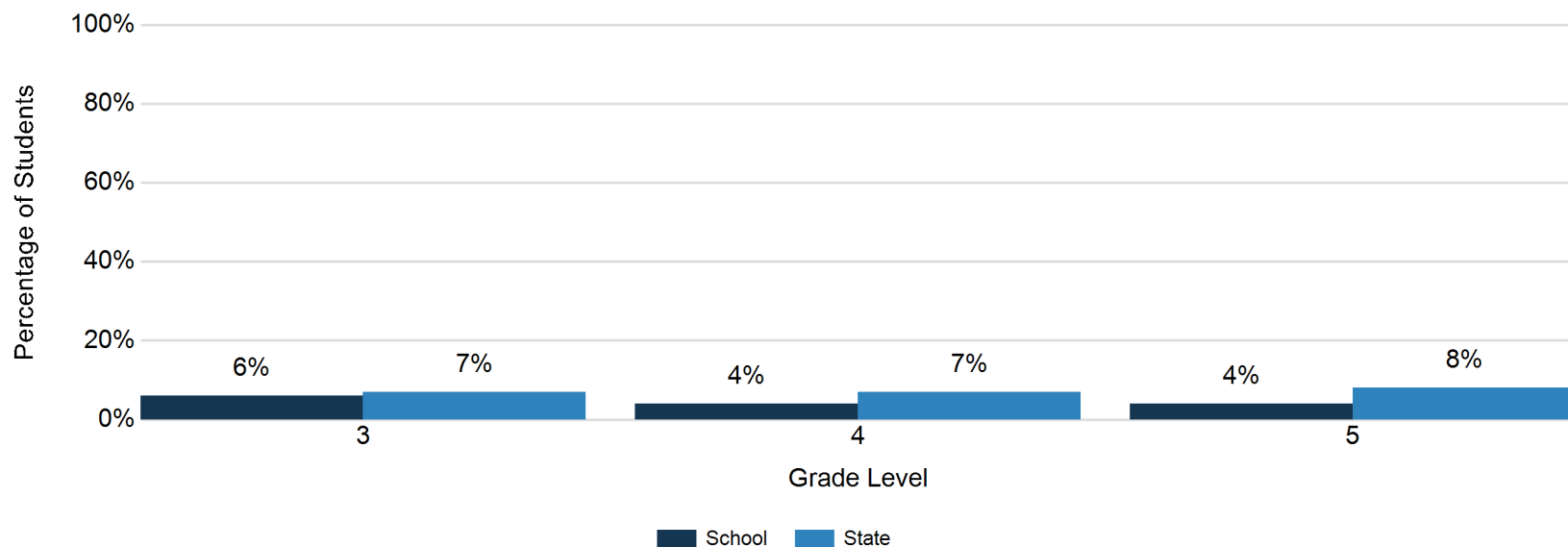
Report Key:

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

Chronic Absenteeism by Grade

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





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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	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.26

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	1
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	8:45 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

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

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



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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	34	118,214
Average years experience in public schools	16.3	12.1
Average years experience in district	13.9	10.8
Percentage of Teachers with 4 or more years experience in the district	85.3%	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	38	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	92.1%	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	132:1	149:1
Teachers to Administrators	11:1	13:1
Students to Librarians/Media Specialists		514:1
Students to Nurses		472:1
Students to Counselors		472:1
Students to Child Study Team Members		210:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.5%	82.4%	33.3%	48.4%	77.1%	54.9%
Male	48.5%	17.6%	66.7%	51.6%	22.9%	45.1%
White	71.0%	94.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	16.2%	2.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.1%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	4.0%	2.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

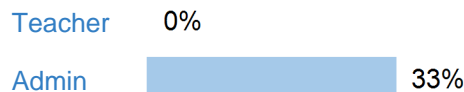
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.0%	90.5%
2017-18 Administrators: Same district 2018-19	94.6%	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	96.3%



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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	63.8%	61.8%	64.8%
Math Proficiency	63.8%	64.7%	65.3%
ELA Growth	56	50	60
Math Growth	58	50	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	8.0%	8.5%	4.4%

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

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



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School Narrative

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



Highlights:

- Home of District's 4th and 5th grade Gifted and Talented Program. Awarded Bronze Level Certification through the Sustainable Jersey for Schools Program.
- Work closely with Joint Base McGuire-Dix-Lakehurst for events such as Veterans Day, Flag Day, Field Day, and others.
- Clubs offered include Student Council and Newspaper.



Mission, Vision, Theme:

Newbury School remains committed to its mission to educate and challenge students to become skillful communicators, independent thinkers, and life-long learners. Through the mutual efforts of home, school, and community, our pupils are provided with an instructional environment that helps to maximize learning opportunities. We continually strive to provide our students with a quality education that will allow them to reach their full potential.



Awards, Recognition, Accomplishments:

Newbury School has been identified as a Future Ready School and is certified under Sustainable NJ for our conservation efforts. Our Gifted and Talented program has been recognized for our work with NJ BizTown as we highlighted financial literacy for our students. Our staff has received many grants to support their work. Aside from the excellent work taking place in the classrooms, Newbury School has also been recognized for our charitable work with the American Cancer Society, assisting homeless Veterans, and others. We are proud of our students and staff!



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 <p>Courses, Curriculum, Instruction:</p>	<p>Newbury School continues to provide the students with opportunities to gain hands-on experience with technology that is applied in all areas of the curriculum. The students are led by a high quality staff that is offered many opportunities for professional development to keep staff current in instructional theories and methods. An emphasis on Personalized Learning takes place in our classrooms as we attempt to meet the needs of each student.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls)</p> <p>Along with a robust physical education program, our 5th grade students are provided the opportunity to take part on our 5th grade basketball team in intradistrict competition. Our students also have the opportunity to take part in Field Day each spring, which is run by our physical education teachers, and there are many opportunities for participation in various sports offered by the recreational leagues within the town.</p>
 <p>Clubs and Activities:</p>	<p>Students have opportunities to take part in our Student Council club and Newspaper club, which are offered after school during the year.</p>



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 <p>Before and After School Programs:</p>	<p>Our PTA offers a Coding Club and Drawing Class after school for students during the year.</p>
 <p>Staff and Professional Learning:</p>	<p>The staff is offered professional learning opportunities throughout the school year through job-embedded strategically designed experiences. Professional development is guided by our School Improvement Panel, which meets regularly to review progress and identify the changing needs of our staff and students. Teachers also have the opportunity to attend CEU courses and learning opportunities outside the district.</p>



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 <p>Student Supports and Services:</p>	<p>Support services for students and families take place through our Guidance and Special Education Departments. Support services are often personalized to meet the needs of students and families. Supports for students include RTI, ASI, special education, and related services including guidance counseling, occupational therapy, speech therapy, and physical therapy.</p>
 <p>Student Health and Wellness:</p>	<p>A full time nurse is available at Newbury School to meet the medical needs of our student population. A health and wellness curriculum is also taught as part of both science and physical education throughout the school year. Exercise is important, so students receive physical education twice per week and daily recess. This is further supported by the many recreation and sporting activities available within the township. A Wellness Room is being created to support staff and student well-being.</p>
 <p>Parent and Community Involvement:</p>	<p>Through the assistance of a very supportive PTA, Newbury School is able to offer our students a wide variety of experiences outside of the classroom by participating in cultural arts events, field trips, and other activities throughout the school year. We partner with the community for additional supports, such as NJ BizTown for financial literacy, the local Naval Base for patriotic activities like our Veterans Day assembly, and community organizations for class trips and assemblies.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No</p>
 <p>Facilities:</p>	<p>The facilities at Newbury School are well maintained by our custodial and grounds department. The school has been a community hub for almost 45 years. Newbury School has a soccer field, baseball field, basketball court and playground for students and the community to use both during and after school. Newbury is also a favorite location for the Howell Basketball Club due to having 2 gymnasiums for use after school hours. Recent upgrades to the playground have been enjoyed by all. Air conditioning has recently been installed in all classrooms.</p>
 <p>School Safety:</p>	<p>An SLEO III officer is present within the schools on most days. Monthly safety drills are held. The Safety Committee reviews procedures annually. Additional district level protocols are also in place.</p>



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Technology and STEM:

The use of technology is embedded within the curriculum due to the district's 1:1 technology initiative. Students attend a technology course each week. They are also further exposed to STEM weekly by attending "Media" class in our media center. It is focused on STEM learning and provides students with hands-on learning opportunities.

**Ramtown Elementary School**

(25-2290-035)

Grades Offered: 03-05

2018-2019

Report Key:

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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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	Howell Township Public School District
Principal Name	Mr. Albert Bohrer
Address	216 RAMTOWN -GREENVILLE ROAD HOWELL, NJ 07731-0216
Phone Number	732-751-2493
Email Address	abohrer@howell.k12.nj.us
Website	https://ramtown.howell.k12.nj.us/
Facebook	https://www.facebook.com/howell.township.k8/
Twitter	https://twitter.com/HowellTwpRamtwn



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
3	136	100	116
4	127	131	100
5	129	128	141
Total	392	359	357

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.0%	50.7%	50.4%
Male	51.0%	49.3%	49.6%
Economically Disadvantaged Students	15.3%	12.8%	11.8%
Students with Disabilities	20.2%	18.1%	16.2%
English Learners	0.3%	0.3%	1.4%
Homeless Students	0.0%	0.3%	0.3%
Students in Foster Care	0.0%	0.3%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.6%	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	80.1%	78.3%	77.6%
Hispanic	12.2%	15.0%	16.8%
Black or African American	3.6%	2.8%	2.2%
Asian	3.1%	2.2%	1.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.0%	1.7%	2.0%

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	90.5%
Spanish	6.2%
Arabic	1.1%
Russian	1.1%
Other Languages	1.1%



Ramtown Elementary School
(25-2290-035)
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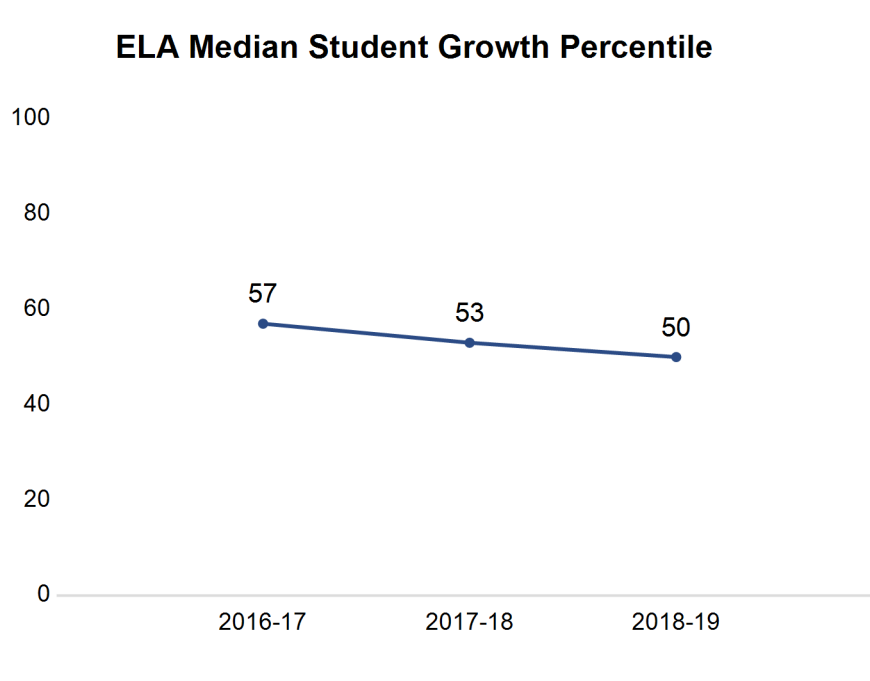
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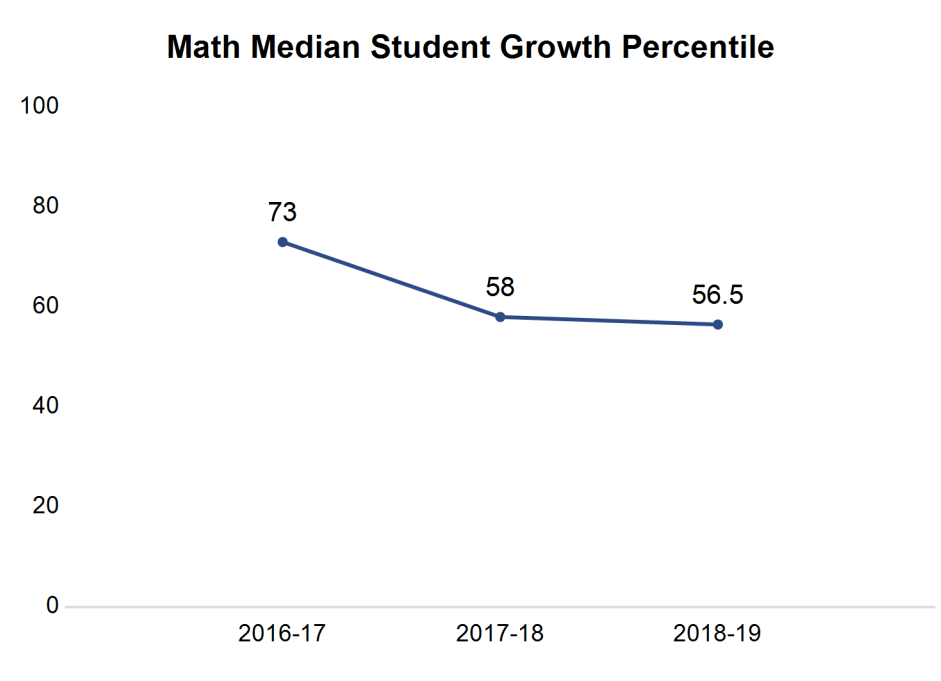
Student Growth Trends and Progress

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	57	53	50	73	58	56.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	50	50	50	Met Standard	56.5	49	50	Met Standard
White	48	49	50	Met Standard	52	47	52	Met Standard
Hispanic	56.5	52	49	Met Standard	68	56	47	Exceeds Standard
Black or African American	*	45.5	45	**	*	38	43	**
Asian, Native Hawaiian, or Pacific Islander	*	61	59	**	*	57.5	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	46	49	**	*	49.5	52	**
Female	55	54	53	N	51	47	50	N
Male	44	46	47	N	61	51	51	N
Economically Disadvantaged Students	51	46	48	Met Standard	68	53	46	Exceeds Standard
Students with Disabilities	37	49	43	Not Met	60	49	45	Exceeds Standard
English Learners	62	65	52	**	72	69.5	50	**
Homeless Students	N	53	43	N	N	51	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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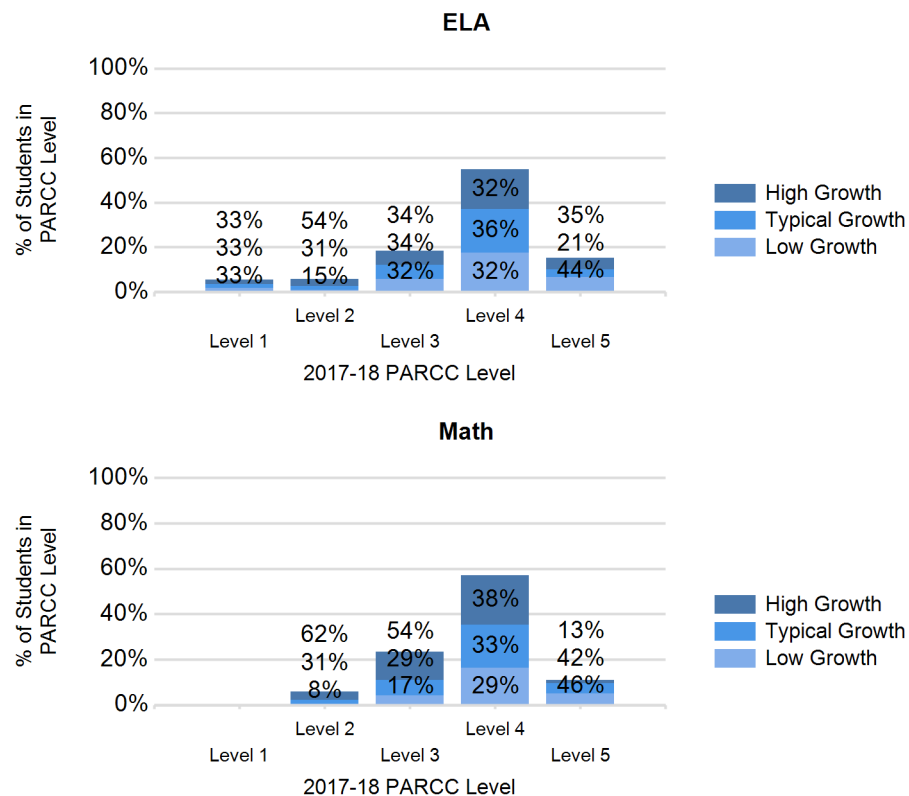
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

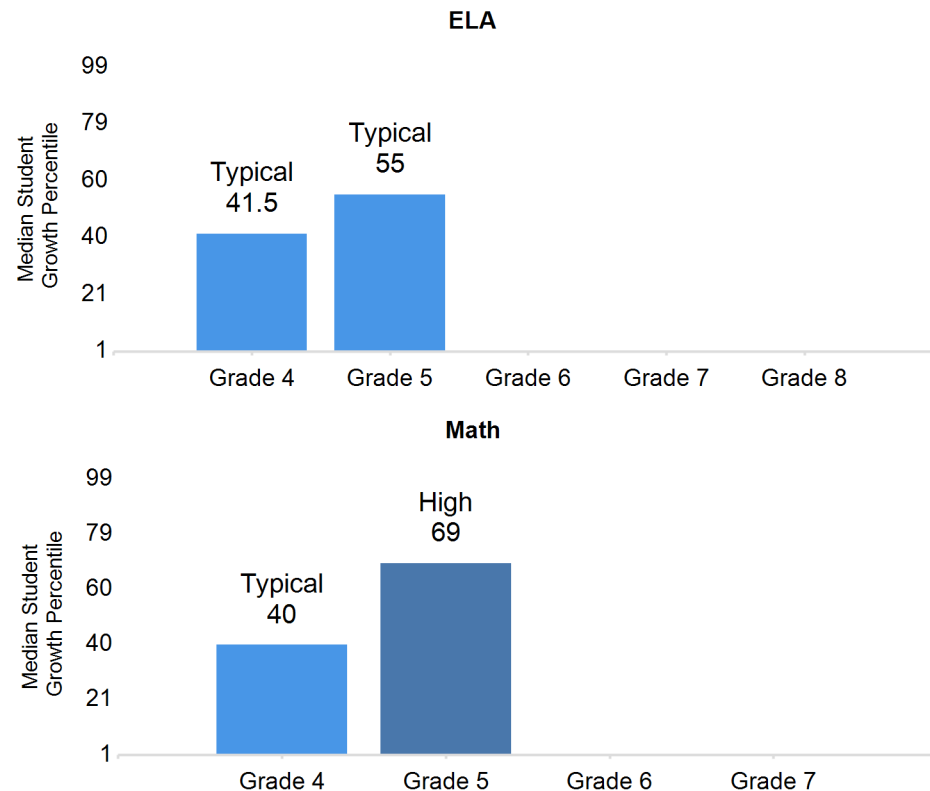
Student Growth by Performance Level

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



Student Growth by Grade

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





Ramtown Elementary School
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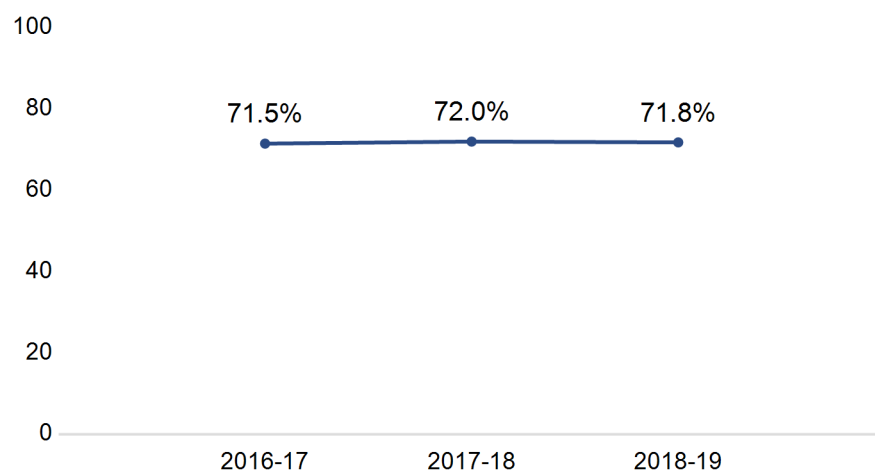
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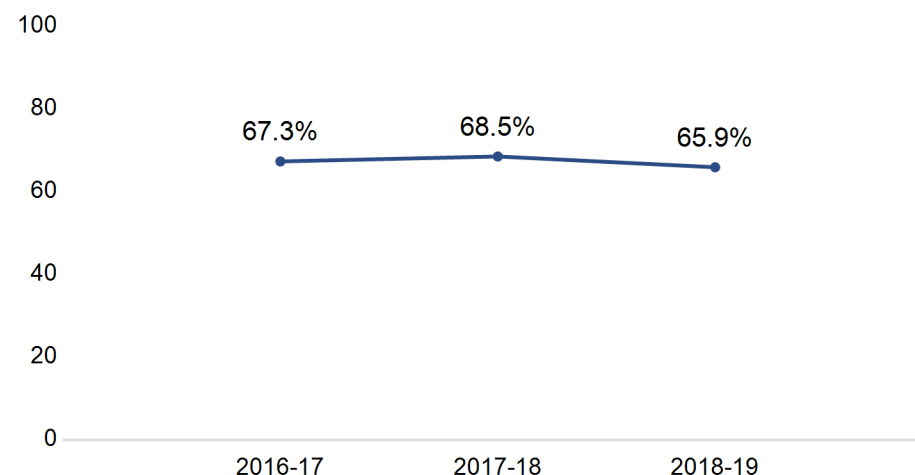
English Language Arts and Mathematics Performance Trends

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	97.7%	97.2%	98.0%	97.7%	97.2%	98.0%
Proficiency Rate for Federal Accountability	71.5%	72.0%	71.8%	67.3%	68.5%	65.9%
Annual Target	62.8%	63.7%	64.6%	56.3%	57.5%	58.8%
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	340	98.0	71.8	68.0	57.9	71.8	64.6	Met Target
White	264	98.2	72.3	70.5	66.9	72.3	64.9	Met Target
Hispanic	60	96.9	66.7	54.2	43.9	66.7	61.6	Met Target
Black or African American	*	*	*	52.6	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	85.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	67.6	64.4	*	**	**
Female	175	98.9	78.9	74.8	64.8	78.9		
Male	165	97.1	64.2	61.2	51.3	64.2		
Economically Disadvantaged Students	39	97.6	59.0	46.1	40.0	59.0	52.5	Met Target
Non-Economically Disadvantaged Students	301	98.1	73.4	71.8	67.9	73.4		
Students with Disabilities	43	92.0	16.3	31.7	22.7	15.7	30.6	Not Met
Students without Disabilities	297	99.0	79.8	76.5	65.1	79.8		
English Learners	25	100.0	60.0	40.4	29.3	60.0	40.2	Met Target
Non-English Learners	315	97.8	72.7	69.2	60.6	72.7		
Homeless Students	N	N	N	27.3	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



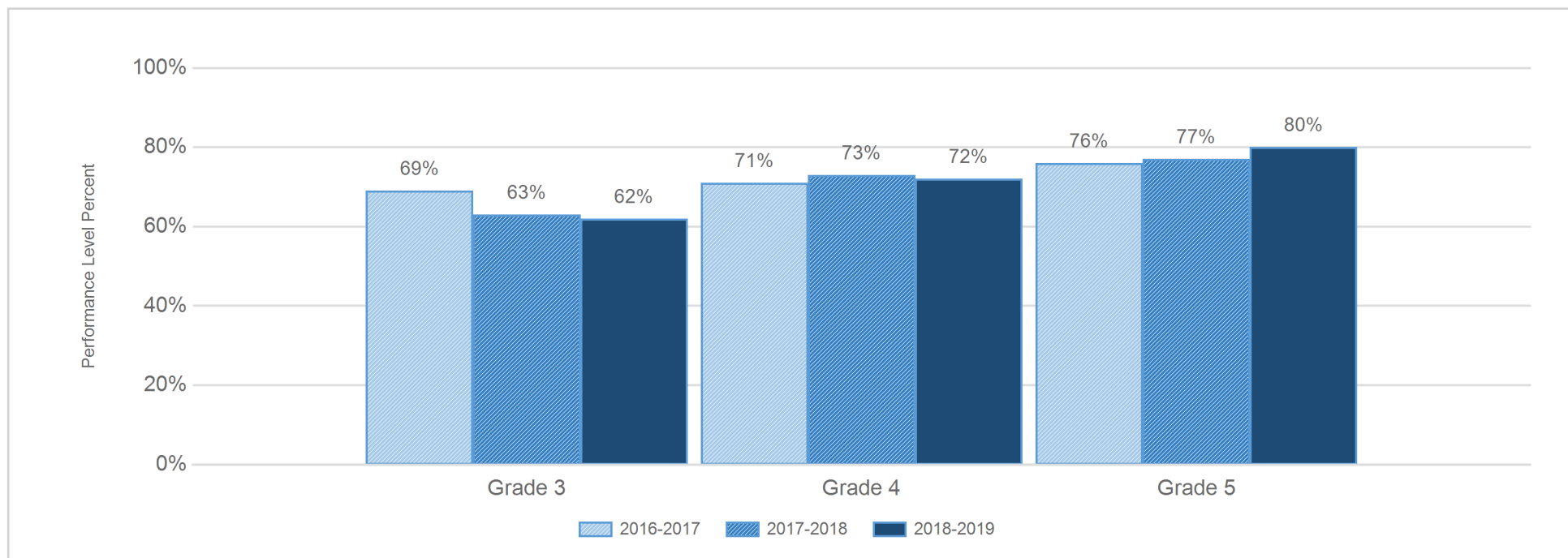
Ramtown Elementary School
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English Language Arts Assessment - Performance Trends

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	117	761	755	748	*	15%	18%	*	*	62%	50%
White	93	761	758	757	*	*	22%	44%	15%	59%	60%
Hispanic	18	759	742	734	0%	*	*	*	*	67%	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	788	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	764	756	*	*	*	*	*	*	58%
Female	59	768	761	753	*	*	*	*	*	73%	55%
Male	58	754	750	743	*	*	*	*	*	50%	46%
Economically Disadvantaged Students	16	747	733	731	*	*	*	*	*	50%	33%
Non-Economically Disadvantaged Students	101	763	760	759	*	*	*	*	*	63%	61%
Students with Disabilities	21	729	733	719	*	*	*	*	*	19%	24%
Students without Disabilities	96	768	761	754	*	*	*	*	*	71%	56%
English Learners	*	*	715	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	758	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	94	761	761	755	*	*	*	55%	17%	72%	57%
White	76	763	763	763	*	13%	*	55%	20%	75%	67%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	732	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	770	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	749	762	*	*	*	*	*	*	64%
Female	52	764	766	760	*	*	*	*	*	73%	62%
Male	42	758	756	750	*	*	*	*	*	71%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	69%
Students with Disabilities	12	720	733	725	*	*	*	*	*	17%	25%
Students without Disabilities	82	767	768	761	*	*	*	*	*	80%	64%
English Learners	*	*	717	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	763	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	132	768	762	756	*	*	14%	64%	16%	80%	58%
White	95	772	766	764	*	*	12%	64%	19%	83%	68%
Hispanic	28	756	747	743	*	*	*	*	*	71%	44%
Black or African American	*	*	749	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	765	762	*	*	*	*	*	*	65%
Female	66	777	768	761	*	*	*	*	*	86%	64%
Male	66	760	758	750	*	*	*	*	*	73%	52%
Economically Disadvantaged Students	16	753	742	740	*	*	*	*	*	69%	39%
Non-Economically Disadvantaged Students	116	771	766	766	*	*	*	*	*	81%	69%
Students with Disabilities	11	709	732	724	*	*	*	*	*	18%	23%
Students without Disabilities	121	774	769	762	*	*	*	*	*	85%	65%
English Learners	*	*	715	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	763	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	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	340	98.0	65.9	56.1	44.5	65.9	58.8	Met Target
White	264	98.2	66.3	58.3	54.1	66.3	59.5	Met Target
Hispanic	60	96.9	61.7	43.8	28.8	61.7	47.4	Met Target
Black or African American	*	*	*	31.8	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.8	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	53.4	53.3	*	**	**
Female	175	98.9	64.0	54.6	44.9	64.0		
Male	165	97.1	67.9	57.7	44.2	67.9		
Economically Disadvantaged Students	39	97.6	46.2	35.5	26.3	46.2	44	Met Target
Non-Economically Disadvantaged Students	301	98.1	68.4	59.7	54.9	68.4		
Students with Disabilities	43	92.0	23.3	23.5	17.4	22.4	33.2	Not Met
Students without Disabilities	297	99.0	72.1	63.8	50.0	72.1		
English Learners	25	100.0	48.0	36.7	25.0	48.0	49.2	Met Target†
Non-English Learners	315	97.8	67.3	57.0	46.5	67.3		
Homeless Students	N	N	N	18.2	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



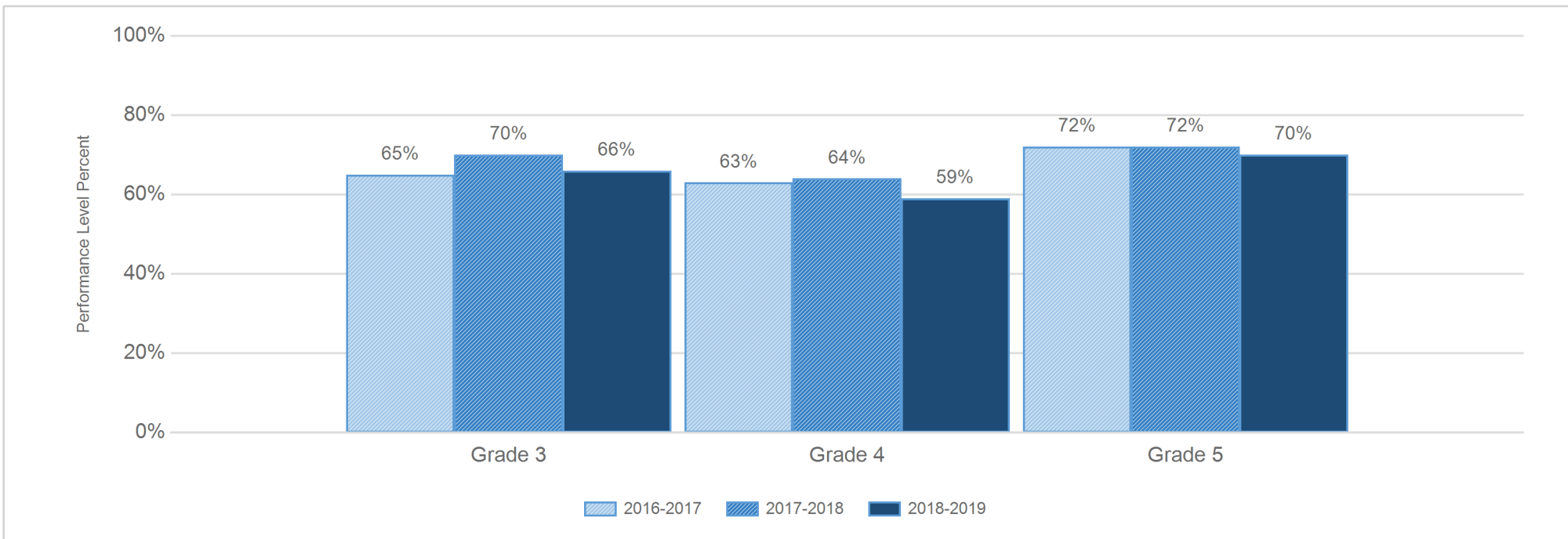
Ramtown Elementary School
 (25-2290-035)
 Grades Offered: 03-05
 2018-2019

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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	117	764	761	752	*	*	21%	41%	25%	66%	55%
White	93	764	763	760	*	*	24%	40%	25%	65%	66%
Hispanic	18	758	750	739	0%	*	*	*	*	72%	40%
Black or African American	*	*	737	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	768	758	*	*	*	*	*	*	62%
Female	59	761	761	751	*	*	*	42%	24%	66%	54%
Male	58	766	762	752	*	*	*	40%	26%	66%	56%
Economically Disadvantaged Students	16	744	744	737	*	*	*	*	*	50%	37%
Non-Economically Disadvantaged Students	101	767	765	761	*	*	*	*	*	68%	67%
Students with Disabilities	21	740	742	731	*	*	*	*	*	38%	31%
Students without Disabilities	96	769	766	756	*	*	*	*	*	72%	60%
English Learners	*	*	734	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	763	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	94	756	756	749	*	*	34%	*	*	59%	51%
White	76	757	758	757	*	*	36%	*	*	59%	62%
Hispanic	*	*	*	737	*	*	*	*	*	*	36%
Black or African American	N	N	724	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	768	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	749	754	*	*	*	*	*	*	58%
Female	52	754	755	749	*	*	35%	*	*	56%	50%
Male	42	758	757	749	*	*	33%	*	*	62%	52%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	63%
Students with Disabilities	12	731	733	726	*	*	*	*	*	17%	25%
Students without Disabilities	82	759	761	754	*	*	*	*	*	65%	56%
English Learners	*	*	726	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	757	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	132	761	759	747	0%	11%	18%	57%	14%	70%	47%
White	95	764	761	755	0%	*	20%	*	*	74%	58%
Hispanic	28	752	744	735	0%	*	*	*	*	61%	30%
Black or African American	*	*	747	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	783	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	757	753	*	*	*	*	*	*	55%
Female	66	762	757	747	0%	*	*	*	*	67%	47%
Male	66	761	760	747	0%	*	*	*	*	74%	47%
Economically Disadvantaged Students	16	744	740	732	0%	*	*	*	*	44%	27%
Non-Economically Disadvantaged Students	116	764	762	757	0%	*	*	*	*	74%	59%
Students with Disabilities	11	723	731	725	*	*	*	*	*	*	19%
Students without Disabilities	121	765	764	752	*	*	*	*	*	*	52%
English Learners	*	*	728	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	759	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† 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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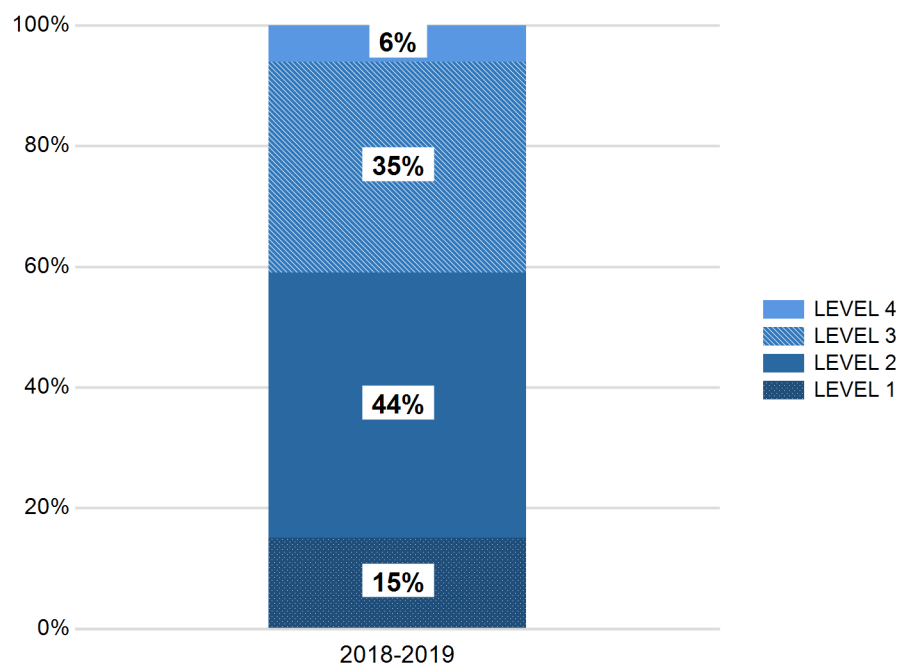
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	44	35	6
White	11	45	38	6
Hispanic	22	48	26	4
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	17	45	35	3
Male	12	43	35	9
Economically Disadvantaged Students	20	53	27	0
Non-Economically Disadvantaged Students	14	43	36	7
Students with Disabilities	64	36	0	0
Students without Disabilities	10	45	38	7
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.

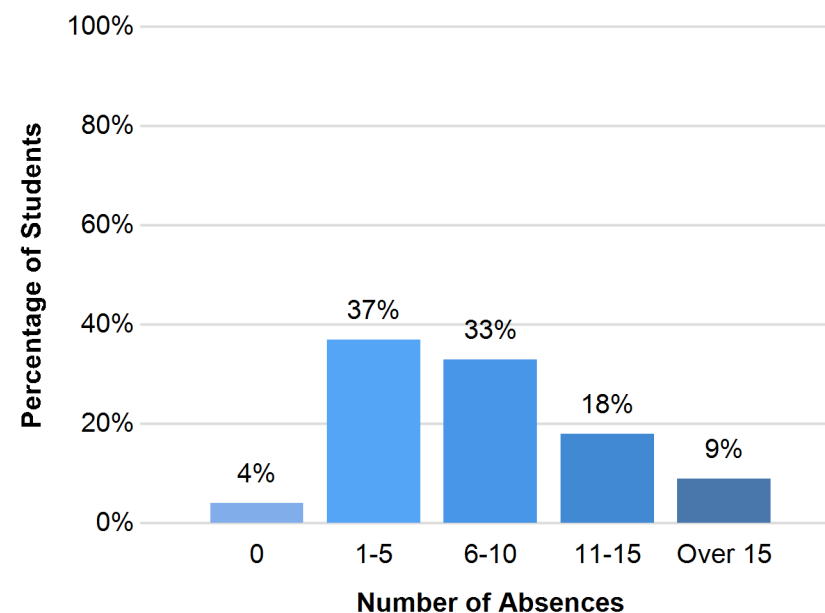
Chronic Absenteeism

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	13	3.7	7.5	Met
White	9	3.3	7.5	Met
Hispanic	1	1.6	7.5	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	4	2.2		
Male	9	5.2		
Economically Disadvantaged Students	3	6.8	7.5	Met
Students with Disabilities	4	8.3	7.5	Not Met
English Learners	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.





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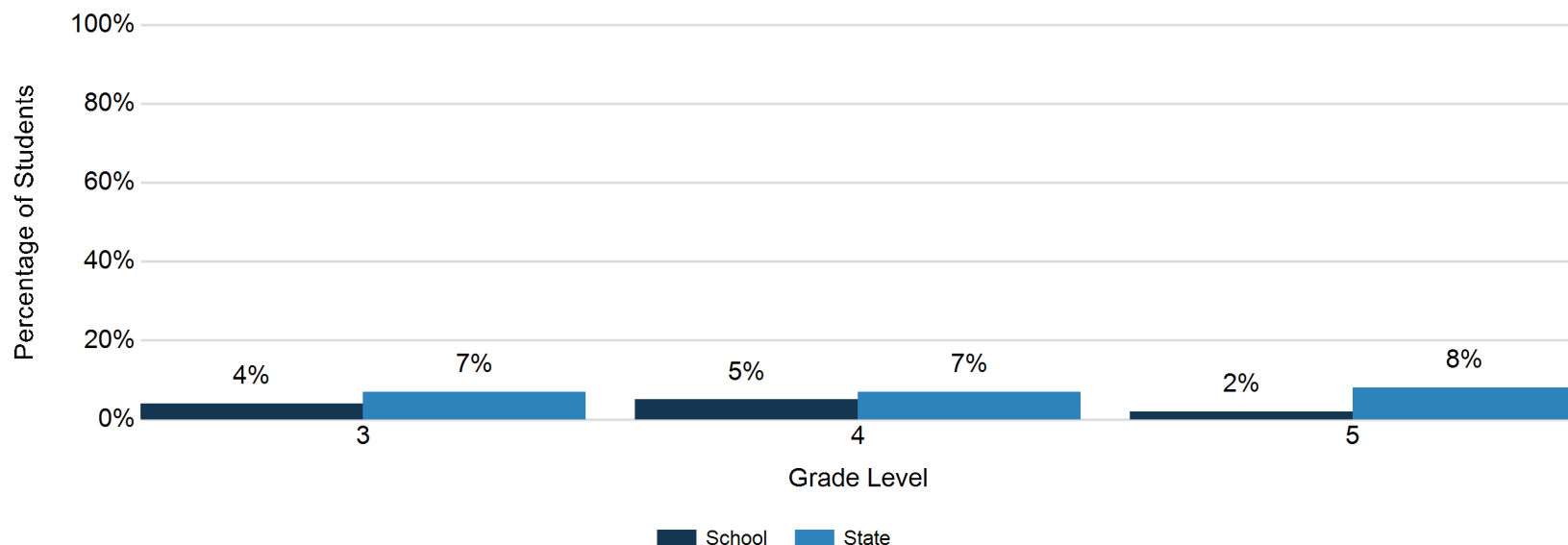
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Chronic Absenteeism by Grade

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	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.56

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	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	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	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	8:05 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	37	118,214
Average years experience in public schools	16.9	12.1
Average years experience in district	16.3	10.8
Percentage of Teachers with 4 or more years experience in the district	89.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	38	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	92.1%	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	179:1	149:1
Teachers to Administrators	19:1	13:1
Students to Librarians/Media Specialists		514:1
Students to Nurses		472:1
Students to Counselors		472:1
Students to Child Study Team Members		210:1



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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	50.4%	86.5%	0.0%	48.4%	77.1%	54.9%
Male	49.6%	13.5%	100.0%	51.6%	22.9%	45.1%
White	77.6%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	16.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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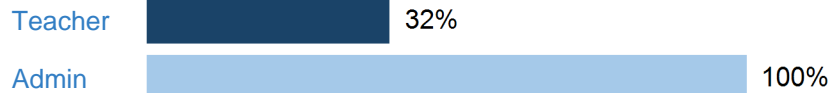
Teachers and Administrators - Level of Education

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	95.0%	90.5%
2017-18 Administrators: Same district 2018-19	94.6%	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%



Ramtown Elementary School

(25-2290-035)

Grades Offered: 03-05

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.



Ramtown Elementary School
(25-2290-035)
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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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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	71.5%	72.0%	71.8%
Math Proficiency	67.3%	68.5%	65.9%
ELA Growth	57	53	50
Math Growth	73	58	56
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	6.6%	6.1%	3.7%

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



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

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



Ramtown Elementary School

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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:

- Recognized as a Future Ready School for the second consecutive year for technological excellence. Active school wide engagement in digital learning and stem-based academic experiences.
- Strong partnership with community stakeholders, local businesses, and Parent Teacher Organization. Awarded Bronze Level Certification through the Sustainable Jersey for Schools Program.
- Recognized success with student achievement results on New Jersey's Student Learning Assessment in areas of Language Arts Literacy and Mathematics.



Mission, Vision, Theme:

At Ramtown School, we believe that a truly outstanding educational program is built upon a solid foundation of high expectations, academic rigor, innovative instructional practices, positive social interactions leading to emotional wellness for students and staff alike, and ongoing parental involvement. This composition of beliefs comprises the cornerstone on which our school operates.



Awards, Recognition, Accomplishments:

Recognized academic success on New Jersey's Student Learning Assessment is attained through a collaborative review of student achievement data and through the analysis of student learning trends, teachers' planning, instruction, and assessment practices, as well as district-administered diagnostic testing results. The majority of our students continued to score above state and district factor group norms on these this state assessment. We are proud to be recognized as a Certified Future Ready School for the 2nd consecutive year by the state of NJ.



Ramtown Elementary School

(25-2290-035)

Grades Offered: 03-05




2018-2019

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 <p>Courses, Curriculum, Instruction:</p>	<p>Ramtown remains committed to the advancement of technology and "21st Century Learning" within the classroom setting. Each student has their own Mac laptop, engages in the creation and development of algorithms in the "coding" process, and collaborates in Maker Space learning opportunities. A school-wide S.T.E.M. Bowl was held, along with multiple School Enrichment Days. Schoology has continued to implemented school-wide to further the evolution of our digital learning.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls)</p>
 <p>Clubs and Activities:</p>	<p>A weekly meeting is held for both Student Council and Coding Club. Cultural Arts and Character Education Assemblies are held on a routine basis. A multitude of after school activities are provided to students courtesy of our active Parent Teacher Organization.</p>



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 <p>Before and After School Programs:</p>	<p>Ramtown School has proudly offered a Coding Club and Student Council after school. PTO sponsored after school activities include Theater Week, Mad Science, Zumba, Stembotics, and Hip Hop Dance. A welcoming partnership between home and school ensures these programs for our students.</p>
 <p>Staff and Professional Learning:</p>	<p>School Improvement Panel (SciP), Professional Learning Community (PLC), faculty, grade level, and data analysis meetings were held to further the schoolwide benefits associated with collegiality, collaboration, and specified goal setting. Professional learning opportunities occur in an ongoing fashion at classroom, school, and district levels.</p>



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 <p>Student Supports and Services:</p>	<p>Ramtown School proudly houses a fully inclusive educational program in 3rd through 5th grade. The school also has a comprehensive Response to Intervention framework with tiered services that effectively uses data and staff collaboration to specifically target various student needs. A Character Counts character education program is overseen by the school's guidance counselor. This program recognizes the various pillars of character through a school wide assembly and various celebrations.</p>
 <p>Student Health and Wellness:</p>	<p>The physical education teachers oversee various physical activities such as Jump Rope for Heart and lunchtime Walking Club for all students. They also engage 5th graders to wellness activities for Family Life. Breakfast programs are available for all students. A Character Counts character education program is overseen by the school's guidance counselor. Make a Difference Day, Anti-Bullying Day, and Red Ribbon Week are also recognized. Students engage in Social Emotional Wellness (SEL) and Mindfulness Activities on a day to day basis.</p>
 <p>Parent and Community Involvement:</p>	<p>The school's PTO is extremely active and generous. Each year the PTO gives a donation to the school, as well as provides Family Nights, Cultural Arts Assemblies, holiday presents, gift cards to families in need, and meals to staff on various days. The school provides a monthly newsletter to parents, updates parents through Twitter and School Messenger. Grades are communicated through the parent portal.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students Climate surveys were used as a barometer to gauge students' sense of safety, success, and well-being. The school-wide Character Counts program uses students' responses to reflect on areas of success and those for potential improvement. Additionally, classroom & grade level based character programs (including the statewide Law Enforcement Against Drugs (L.E.A.D.) Program is infused into our fifth grade classrooms.</p>
 <p>Facilities:</p>	<p>Our school is soon to be approaching 60 years old. The media center has been recently transformed, thanks in large part to the PTO's donations and fundraising efforts, into an open learning lab with access to ongoing MakerSpace and STEAM related endeavors. Most recently we have had multiple security upgrades, solar panel installation and the roof and parking lots updated. This past year, our school has formally established a school-wide Green Team as to work together on various endeavors related to hopefully becoming a certified Sustainable School. Air conditioning has recently been installed in all classrooms.</p>
 <p>School Safety:</p>	<p>The district's Board of Education and the township's police department continue their commitment to have School Law Enforcement Officers to serve and protect schools within the community. Continual security upgrades, monthly security drills, and ongoing programs and meetings occur to further ensure the safety of our students, staff, and parent community.</p>



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Technology and STEM:

Our school is committed to the immersion of technology in all facets of the school curriculum. Each student in the school is provided with a Mac Air as part of district's 1:1 commitment to student learning. The school provides an after-school Coding Club for interested students. Students also have routine access to a wide range of STEAM and Maker Space-based activities. Schoology remains the district's platform to provide student and staff access to a seemingly endless amount of information and resources.



Ramtown Elementary School
(25-2290-035)
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Other Information

Ramtown School houses grades 3-5 and a fully inclusionary special education model. At Ramtown School, we recognize that we have a responsibility to set challenging goals, design innovative lessons, and engage students in meaningful learning experiences. The comprehensive contributions of time, effort, and energy have unquestionably exhibited the Ramtown School's dedication to routinely promote an educational vision in which all stakeholders strive to make students life-long learners. In doing so, we continue to seek ways to effectively provide the opportunities necessary for them to succeed in an ever-changing society.



Taunton Elementary School
(25-2290-060)
Grades Offered: KG-02
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Taunton Elementary School**

(25-2290-060)

Grades Offered: KG-02

2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Howell Township Public School District
Principal Name	Mrs. Brooke Napoli
Address	41 TAUNTON DRIVE HOWELL, NJ 07731-2147
Phone Number	732-751-2497
Email Address	bnapoli@howell.k12.nj.us
Website	https://taunton.howell.k12.nj.us/
Facebook	https://www.facebook.com/howell.township.k8/
Twitter	https://twitter.com/HowellTwpTauntn



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	139	105	124
1	104	148	113
2	138	106	148
Total	381	359	385

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	51.7%	52.1%	51.7%
Male	48.3%	47.9%	48.3%
Economically Disadvantaged Students	13.6%	10.0%	9.4%
Students with Disabilities	18.4%	21.4%	24.4%
English Learners	0.0%	1.1%	0.5%
Homeless Students	0.5%	0.6%	0.8%
Students in Foster Care	0.3%	0.0%	0.8%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	77.2%	74.4%	73.0%
Hispanic	13.1%	14.5%	13.8%
Black or African American	3.1%	2.8%	2.6%
Asian	2.1%	3.1%	3.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.5%	5.3%	7.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	139	105	124

Enrollment by Home Language

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

Home Language	% of Students
English	97.1%
Other Languages	2.9%



Taunton Elementary School
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English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

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

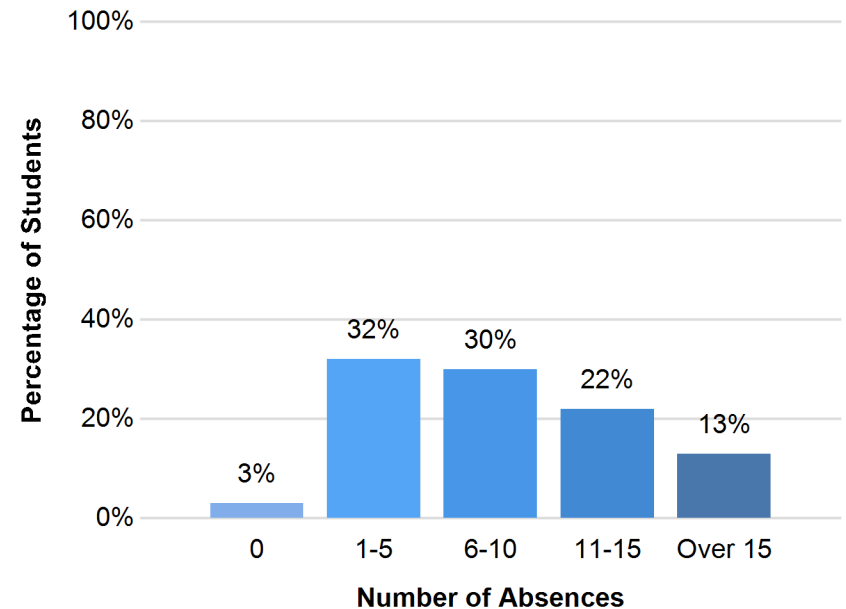
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	28	6.7	10.3	Met
White	16	5.4	10.3	Met
Hispanic	11	16.7	10.3	Not Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	3.7	10.3	Met
Female	12	5.6		
Male	16	7.9		
Economically Disadvantaged Students	10	18.9	10.3	Not Met
Students with Disabilities	14	12.3	10.3	Not Met
English Learners	3	17.6	**	**
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.





Taunton Elementary School
 (25-2290-060)
 Grades Offered: KG-02
 2018-2019

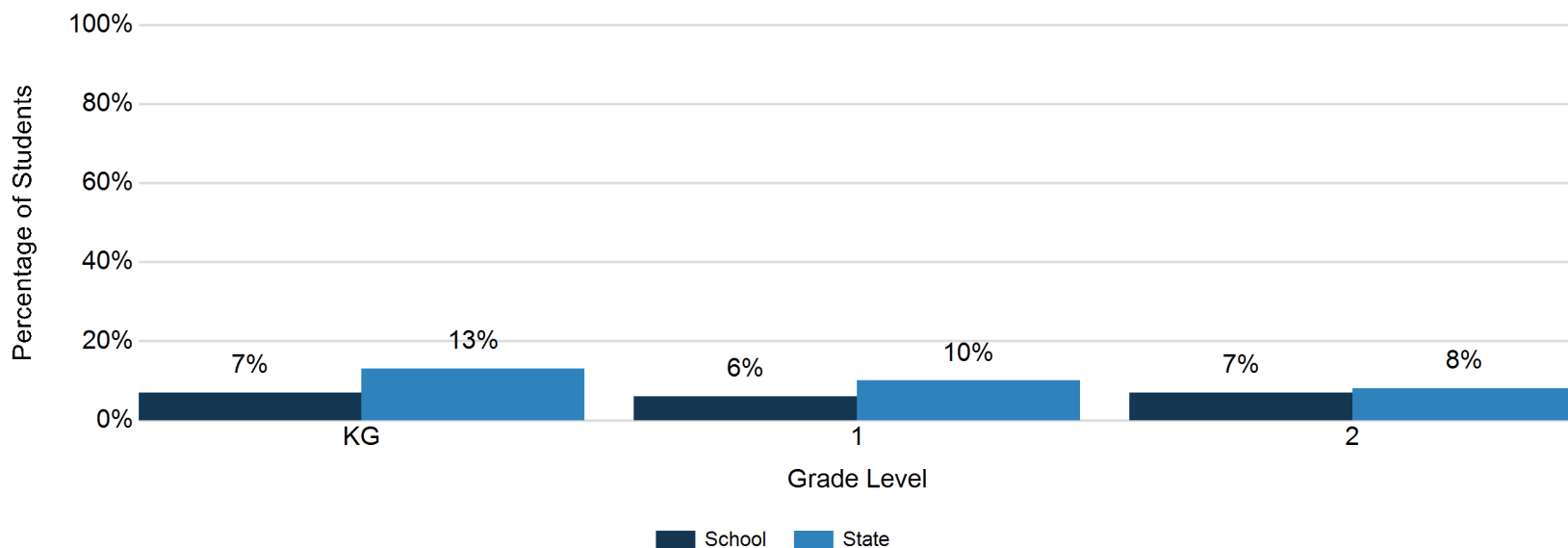
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select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

Chronic Absenteeism by Grade

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





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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



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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	8:45 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.



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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	32	118,214
Average years experience in public schools	13.2	12.1
Average years experience in district	11.8	10.8
Percentage of Teachers with 4 or more years experience in the district	81.3%	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	38	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	92.1%	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	193:1	149:1
Teachers to Administrators	16:1	13:1
Students to Librarians/Media Specialists		514:1
Students to Nurses		472:1
Students to Counselors		472:1
Students to Child Study Team Members		210:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.7%	81.3%	100.0%	48.4%	77.1%	54.9%
Male	48.3%	18.8%	0.0%	51.6%	22.9%	45.1%
White	73.0%	96.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	13.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.6%	3.1%	0.0%	15.0%	6.6%	13.9%
Asian	3.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	7.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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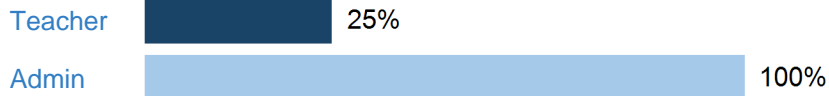
Teachers and Administrators - Level of Education

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	95.0%	90.5%
2017-18 Administrators: Same district 2018-19	94.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.0%



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Per-Pupil Expenditures by Source

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

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

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

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

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Taunton School received the honor of Silver District Distinction through Future Ready Schools - NJ, currently the highest tier and accolade a district and its schools can receive. • Taunton School received Bronze certification through Sustainable Jersey for Schools and a Manasquan Bank Foundation Grant that was used toward the purchase of a Tower Garden. • Taunton's new Sensory Pathway provides all K-2 students with a fun "brain break" while also developing motor skills like balance, hand-eye coordination, and spatial awareness.
 <p>Mission, Vision, Theme:</p>	<p>Taunton School is a nurturing learning community committed to preparing the "whole child". Every child entering our school is important to us and deserves the very best education we can offer. Taunton students participate in a wide array of activities to enrich, encourage, and support solid academic achievement while fostering students' social and emotional skills. We strive to motivate and challenge all students to reach their maximum potential, preparing them to meet the requirements of the 21st century.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Future Ready - NJ: Silver District Distinction; Achieved Bronze Certification through Sustainable Jersey for Schools; Received Manasquan Bank Foundation Grant toward a Tower Garden; "Caught Being Kind" school-wide character education program - students are recognized and celebrated on a weekly basis who have demonstrated kindness towards peers; Bus Incentive Program (administration working in collaboration with bus drivers) - students are celebrated on a monthly basis for positive bus behavior; HTEF grant "Wellness Way" and "Sensory Street" for the addition of two sensory pathways for the students; Staff Member received the NJ Cooperating Teacher Award through the NJ DOE; Eagle Scout project to create a Free Little Library was completed in the front of the school</p>



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 <p>Courses, Curriculum, Instruction:</p>	<p>The mission of the Howell Township School District is to educate and challenge students to become skillful communicators, independent thinkers, and life-long learners. Reaching their full potential, our children will develop individual, social, and civic responsibility as well as respect for themselves and their environment. Howell Township Public Schools has developed a curriculum in accordance with the New Jersey's Student Learning Standards. Our curriculum also incorporates important local initiatives to help our students excel and to provide them with a rich learning environment.</p>
 <p>Clubs and Activities:</p>	<p>Taunton School has a student "Lighthouse Committee" that meets during the school day to plan community service-type activities (ie: Food Pantry collection, Halloween candy collection for the troops) as well as to assist with school-wide programs such as Veterans Day. Additionally, we offer choice enrichment opportunities to our students once a month during the school day in art, music, gym, media, and computers. After school programs such as Young Rembrandts, Mad Science, and Sing n Swing Kids are also offered to students.</p>





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 <p>Before and After School Programs:</p>	<p>Through a very supportive and active PTA, Taunton School offers after school programs to support the varying interests of students such as art classes, science classes, and singing and dancing classes. Additionally, Howell Township offers aftercare to all K-5 students.</p>
 <p>Staff and Professional Learning:</p>	<p>Howell Township creates a Professional Learning Plan for the district. Taunton School has a building plan that directly aligns with district goals. Throughout the year, there are professional learning opportunities at the district and building level that support district initiatives such as Personalized Learning and Response to Intervention. School staff members participate on the School Improvement Panel, Data Team, and Professional Learning Communities as well as on the district's Learning Design Team. These groups communicate from district to individual school, personalizing the work to meet the needs of the building.</p>






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 <p>Student Supports and Services:</p>	<p>Services at Taunton School include: Resource Room, In-Class Resource, Supplemental Support, Academic Support Instruction, Response to Intervention for Tier 1, 2, or 3 students, Intervention and Referral Services, Individual and/or Group Counseling through Child Study Team or School Counseling Department, Social Skills groups through Child Study Team or School Counseling Department, Speech services for articulation or language, Occupational Therapy, and Physical Therapy.</p>
 <p>Student Health and Wellness:</p>	<p>The district-adopted health curriculum promotes health and wellness. A breakfast program is available on a daily basis. While the School Counseling Department and Child Study Team promote social and emotional health and wellness, our Physical Education teachers and classroom teachers promote physical activity through PE classes and recess on a daily basis. Additionally, classroom teachers incorporate "social and emotional learning time" on the carpet daily to practice social skills through role playing with peers. The new Sensory Pathway provides much needed "brain breaks" for our young learners while improving gross motor coordination and visual perceptual skills.</p>
 <p>Parent and Community Involvement:</p>	<p>Taunton School has a very active and supportive Parent Teacher Association. Parents, staff, and the entire community work with one another throughout the year. The PTA has a website that details upcoming meetings, events, assemblies, fundraisers, and committees. The PTA funded Taunton's brand new Sensory Pathway, many new titles for our Book Room, and additions to our Media Center's Makerspace. Furthermore, Taunton's PTA provides the students with wonderful learning experiences through school-wide assemblies. Fun opportunities for the the entire family include: Scholastic Book Fair, Fall Festival, and much more.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No Through the School Counseling Department a school climate survey is administered to randomly-selected students. Students answer questions about safety, comfort level with staff, and the overall environment. Additionally, staff is surveyed to determine professional development needs.</p>
 <p>Facilities:</p>	<p>New additions to Taunton School include: air conditioning in each classroom, Sensory Hallway, completion of the Book Room, updates to the Media Center's Makerspace.</p>
 <p>School Safety:</p>	<p>The Howell Township School District revises its safety procedures as needed. Schools follow the security protocols established at the district level. Howell Township has a district-level security director as well as Howell Township SLEO Class III officers who are assigned to each building. School Resource Officers provide safety programs throughout the year to students. Programs through the School Counseling Department support anti-bullying legislation and district policies as well.</p>



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Technology and
STEM:

Students are equipped with iPADS in every classroom, and they are regularly utilized through center activities, enhancing student learning in the content areas. Students use online programs and applications such as Freckle Math and Raz-Kids. Furthermore, many students track their progress through their very own digital portfolios on Seesaw. The Next Generation Science Standards are taught utilizing the Mystery Science web-based program .