NJ SCHOOL PERFORMANCE REPORT

Bridgeton High School
(11-0540-020)
Grades Offered: 09-12
2018-2019

Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
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How to use this report:

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

Navigating through the reports:

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

Bridgeton High School

(11-0540-020)

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School Contact Information

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

Type	Contact Information
County	Cumberland
District	Bridgeton City School District
Principal Name	Mr. Carl Dolente
Address	111 N WEST AVENUE BRIDGETON, NJ 08302
Phone Number	856-455-8030
Email Address	cdolente@bridgeton.k12.nj.us
Website	https://www.bridgeton.k12.nj.us
Facebook	https://www.facebook.com/bridgetonpublicschools

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	399	378	418
10	371	342	350
11	268	299	281
12	240	280	327
Total	1,278	1,299	1,376

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.6%	49.4%	51.4%
Male	50.4%	50.6%	48.6%
Economically Disadvantaged Students	79.5%	84.3%	77.9%
Students with Disabilities	9.9%	10.2%	9.1%
English Learners	8.1%	9.5%	8.9%
Homeless Students	3.8%	4.1%	4.0%
Students in Foster Care	0.4%	0.7%	0.6%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	1.8%	1.4%	1.6%

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	6.1%	5.5%	4.8%
Hispanic	66.5%	68.7%	72.2%
Black or African American	25.4%	24.4%	21.4%
Asian	0.1%	0.2%	0.2%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.7%	0.3%	0.3%
Two or More Races	1.2%	0.9%	1.1%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,261	1,291	1,376
Shared Time Students	33	15	0
Full Time Equivalent	1,278	1,299	1,376

Enrollment by Home Language

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

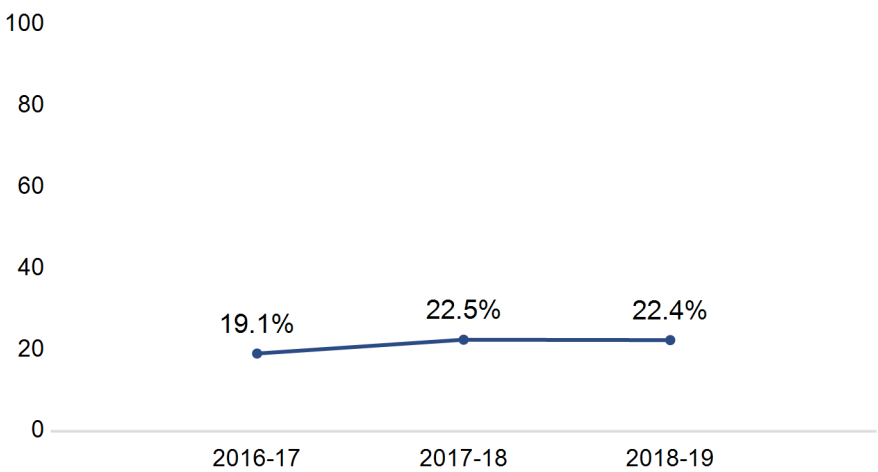| Home Language	% of Students
Spanish	61.4%
English	38.2%
Other Languages	0.4%

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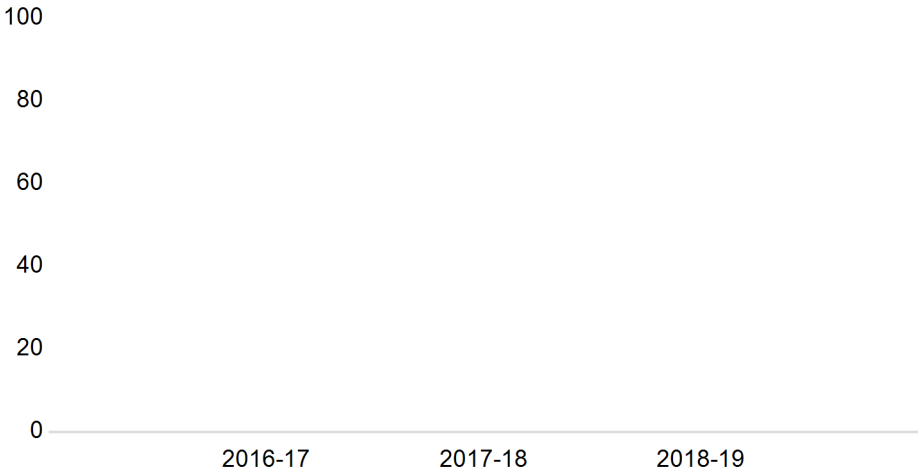 † This indicates a table specific note, see note below table

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

	2016-17	2017-18	2018-19
	19.1%	22.5%	22.4%

Math Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.6%	96.8%	96.7%	92.8%	94.0%	97.1%
Proficiency Rate for Federal Accountability	19.1%	22.5%	22.4%	*	*	*
Annual Target	24.4%	27.3%	30.3%	14.4%	17.8%	21.3%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

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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.

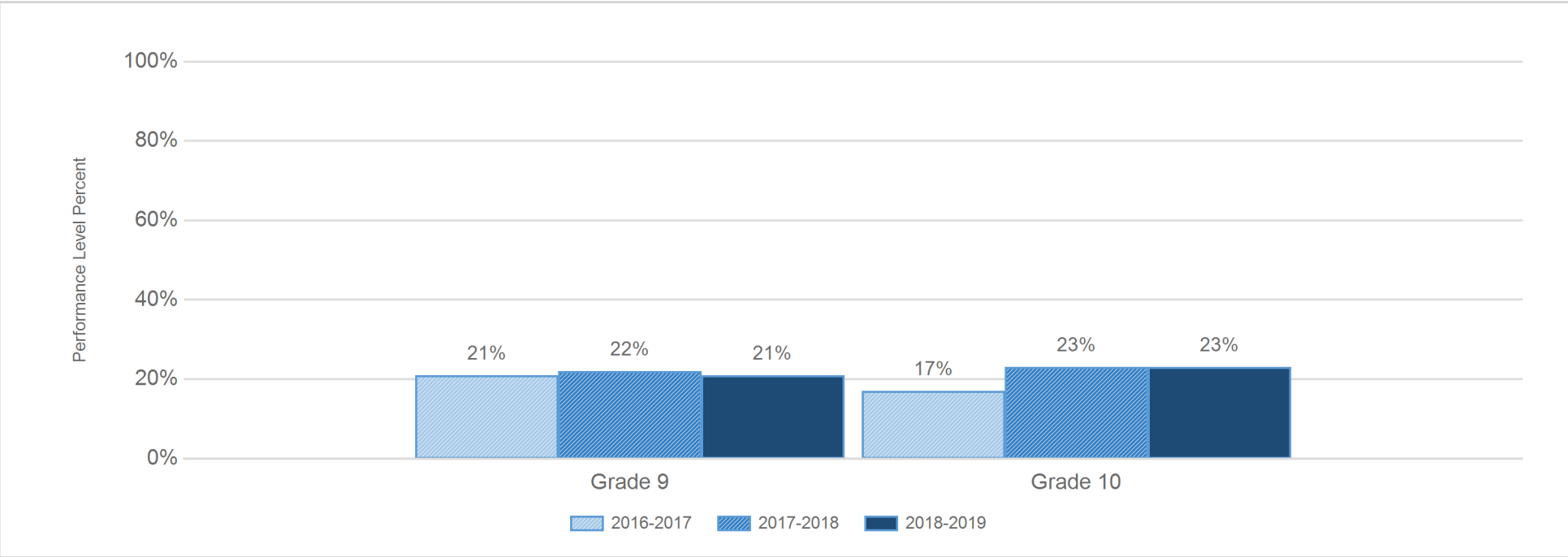| Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	675	96.7	22.4	18.7	57.9	22.4	30.3	Not Met
White	32	97.1	*	27.6	66.9	*	40.4	Not Met
Hispanic	499	97.7	25.1	20.1	43.9	25.1	32.1	Not Met
Black or African American	135	94.0	14.1	11.8	38.5	14.1	21.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	20.0	64.4	*	**	**
Female	332	96.6	30.4	24.7	64.8	30.4		
Male	343	96.7	14.6	12.6	51.3	14.6		
Economically Disadvantaged Students	443	97.8	13.3	*	40.0	13.3	29.8	Not Met
Non-Economically Disadvantaged Students	232	94.7	39.7	*	67.9	39.7		
Students with Disabilities	69	94.8	*	*	22.7	*	13.2	Not Met
Students without Disabilities	606	96.9	*	*	65.1	*		
English Learners	61	96.9	*	*	29.3	*	8	Not Met
Non-English Learners	614	96.7	*	*	60.6	*		
Homeless Students	23	96.2	21.7	13.3	29.1	21.7		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	11.1	30.4	N		

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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.

Grade 9: 2016-2017: 21%, 2017-2018: 22%, 2018-2019: 21%
Grade 10: 2016-2017: 17%, 2017-2018: 23%, 2018-2019: 23%

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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	376	718	718	753	33%	21%	25%	*	*	21%	56%
White	18	713	713	762	*	*	*	*	*	*	65%
Hispanic	280	721	721	737	30%	19%	26%	*	*	24%	40%
Black or African American	74	707	707	732	45%	30%	15%	*	*	11%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	783	N	N	N	N	N	N	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	185	728	728	760	21%	19%	31%	*	*	28%	63%
Male	191	707	707	746	45%	23%	18%	*	*	14%	49%
Economically Disadvantaged Students	246	707	707	734	43%	24%	21%	*	*	11%	36%
Non-Economically Disadvantaged Students	130	737	737	762	14%	15%	32%	*	*	39%	65%
Students with Disabilities	41	683	683	717	*	*	*	*	*	*	17%
Students without Disabilities	335	722	722	760	*	*	*	*	*	*	63%
English Learners	35	671	671	693	*	*	*	*	*	*	*
Non-English Learners	341	723	723	755	*	*	*	*	*	*	*
Homeless Students	16	709	709	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	323	711	711	757	47%	15%	15%	19%	4%	23%	58%
White	14	699	699	767	*	*	*	*	*	14%	67%
Hispanic	236	714	714	738	43%	16%	17%	21%	4%	25%	43%
Black or African American	68	702	702	733	60%	*	*	*	*	18%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	159	723	723	766	35%	18%	15%	*	*	32%	66%
Male	164	700	700	749	58%	12%	15%	*	*	15%	51%
Economically Disadvantaged Students	205	701	701	735	55%	17%	13%	*	*	16%	40%
Non-Economically Disadvantaged Students	118	728	728	767	32%	12%	19%	*	*	36%	67%
Students with Disabilities	30	674	674	711	*	*	*	*	*	*	19%
Students without Disabilities	293	715	715	765	*	*	*	*	*	*	65%
English Learners	28	665	665	687	*	*	*	*	*	*	*
Non-English Learners	295	715	715	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

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Mathematics Assessment - Participation and Performance

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

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

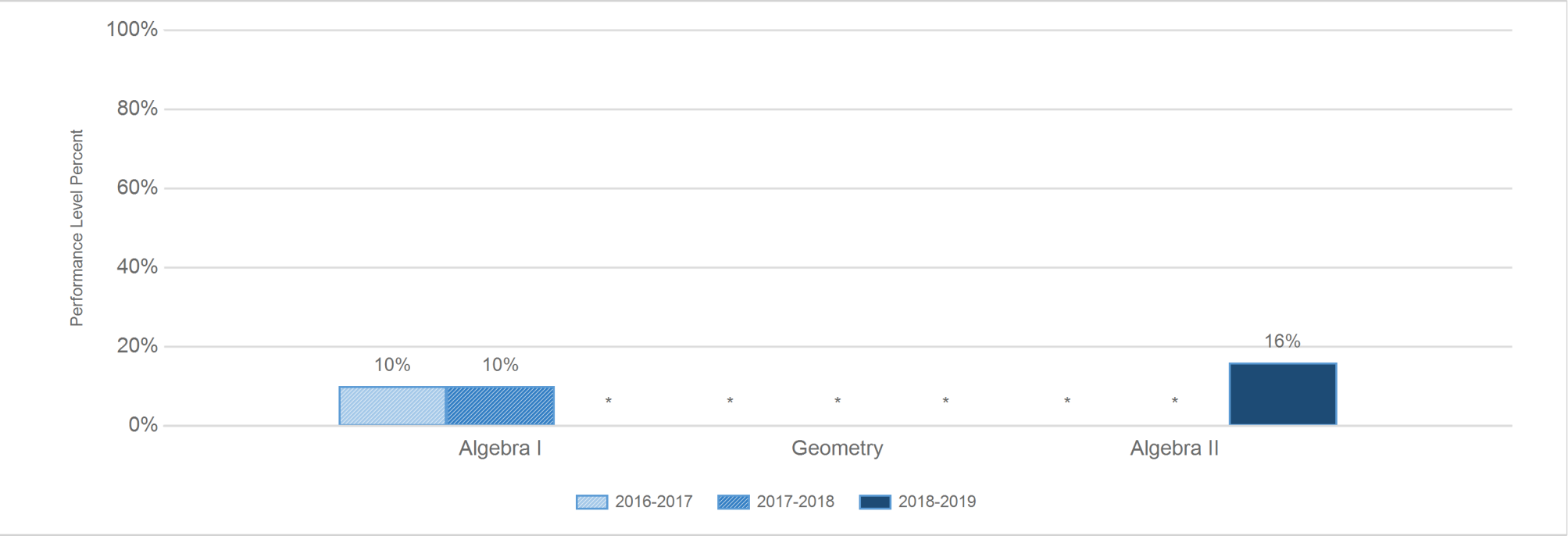| Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	672	97.1	*	12.9	44.5	*	21.3	Not Met
White	30	96.9	*	19.8	54.1	*	26.9	Not Met
Hispanic	497	97.9	*	14.6	28.8	*	24	Not Met
Black or African American	134	94.0	*	*	23.0	*	14.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	12.5	53.3	*	**	**
Female	328	96.4	*	13.4	44.9	*		
Male	344	97.8	*	12.4	44.2	*		
Economically Disadvantaged Students	454	97.5	*	12.3	26.3	*	20.9	Not Met
Non-Economically Disadvantaged Students	218	96.4	*	16.2	54.9	*		
Students with Disabilities	52	96.5	*	*	17.4	*	13	Not Met
Students without Disabilities	620	97.2	*	*	50.0	*		
English Learners	56	98.4	*	10.8	25.0	*	18.7	Not Met
Non-English Learners	616	97.0	*	13.9	46.5	*		
Homeless Students	22	92.0	*	11.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

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Mathematics Assessment – Performance Trends

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

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

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	376	715	717	744	*	*	*	*	*	*	42%
White	16	711	*	752	*	*	*	*	*	*	53%
Hispanic	283	717	719	728	19%	46%	25%	10%	0%	10%	24%
Black or African American	71	708	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	186	717	720	745	*	*	*	*	*	*	44%
Male	190	712	714	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	242	710	714	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	134	723	*	752	*	*	*	*	*	*	52%
Students with Disabilities	38	694	694	717	*	*	*	*	*	*	12%
Students without Disabilities	338	717	720	748	*	*	*	*	*	*	47%
English Learners	45	693	693	710	*	*	*	*	*	*	*
Non-English Learners	331	718	720	745	*	*	*	*	*	*	*
Homeless Students	15	706	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	294	710	710	737	*	*	*	*	*	*	35%
White	11	705	705	743	*	*	*	*	*	*	43%
Hispanic	218	712	712	724	*	*	*	*	*	*	17%
Black or African American	61	707	707	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	144	713	713	738	*	*	*	*	*	*	36%
Male	150	708	708	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	201	707	707	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	93	718	718	743	*	*	*	*	*	*	43%
Students with Disabilities	14	697	697	712	*	*	*	*	*	*	*
Students without Disabilities	280	711	711	741	*	*	*	*	*	*	*
English Learners	15	707	707	708	*	*	*	*	*	*	*
Non-English Learners	279	711	711	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

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Mathematics Assessment - Performance by Test: Algebra II

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

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

| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	31	706	706	755	55%	*	*	*	*	16%	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	19	706	706	731	53%	*	*	*	*	21%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	15	713	713	752	*	*	*	*	*	13%	55%
Male	16	700	700	758	*	*	*	*	*	19%	62%
Economically Disadvantaged Students	21	703	703	729	*	*	*	*	*	14%	32%
Non-Economically Disadvantaged Students	10	714	714	761	*	*	*	*	*	20%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

NJ SCHOOL PERFORMANCE REPORT

Bridgeton High School
(11-0540-020)
Grades Offered: 09-12
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	14.9%	40.9%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	65	*	*
3-4	45	*	*
5 or more	28	*	*

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

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
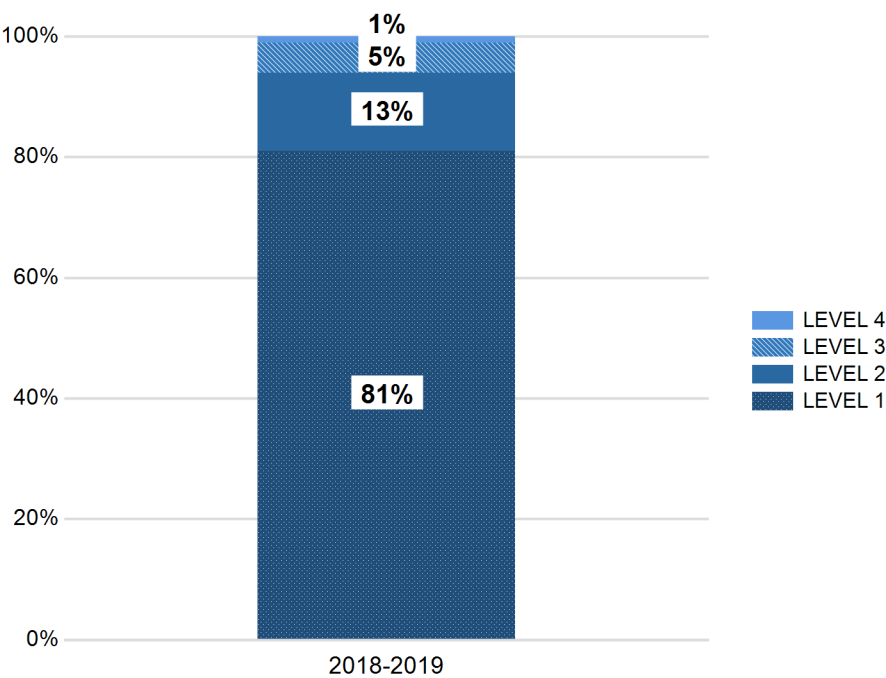
NJSLA Science Assessment: Grade 11

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

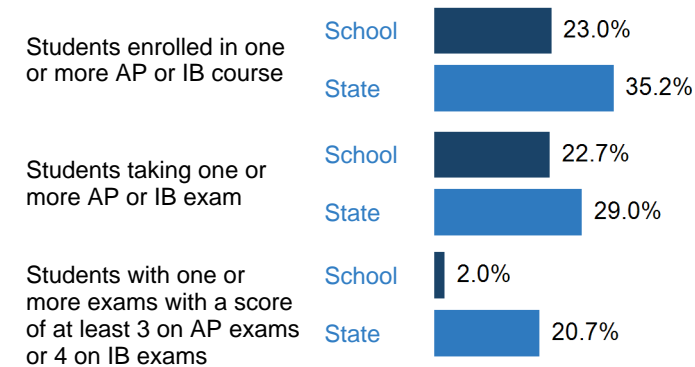| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	81	13	5	1
White	*	*	*	*
Hispanic	82	13	5	0
Black or African American	88	10	2	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	79	17	3	2
Male	84	9	7	0
Economically Disadvantaged Students	83	12	5	0
Non-Economically Disadvantaged Students	76	16	4	4
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	81	13	5	1
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	88.7%	84.5%
12th graders taking SAT in 2018-19 or prior years	62.1%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	391	476	Grade 10: 430 Grade 11: 460	24%	61%
PSAT 10/NMSQT - Math	398	477	Grade 10: 480 Grade 11: 510	*	43%
SAT - Reading and Writing	442	539	480	31%	70%
SAT - Math	442	541	530	14%	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%

Bridgeton High School

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

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.

Students enrolled in one or more AP or IB course
- School: 23.0%
- State: 35.2%

Students taking one or more AP or IB exam
- School: 22.7%
- State: 29.0%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
- School: 2.0%
- State: 20.7%

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.

Students enrolled in one or more dual enrollment course
- School: 0.0%
- State: 19.0%
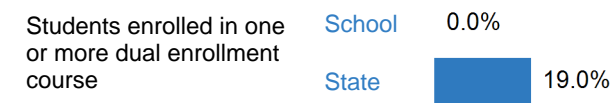
AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	13	11
AP Calculus AB	0	16
AP English Language and Composition	44	45
AP English Literature and Composition	86	83
AP Physics 1	4	4
AP Statistics	7	7
AP Studio Art—Drawing Portfolio	5	5
AP U.S. Government and Politics	0	12
AP U.S. History	37	24
Total Exams taken		207
Exams with scores of at least 3 on AP exams or 4 on IB exams		14

Bridgeton High School
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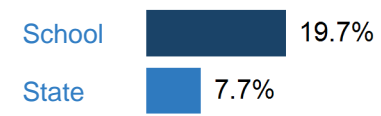Grades Offered: 09-12
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career and Technical Education website.

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)

School 19.7%
State 7.7%

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

School 9.1%
State 10.3%

Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences

School 0.7%
State 3.3%

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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	19.7%	9.1%	7.7%	10.3%
White	16.7%	*	6.1%	9.6%
Hispanic	18.8%	7.8%	10.3%	11.3%
Black or African American	22.4%	11.6%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	21.5%	12.0%	7.3%	10.6%
Male	17.8%	6.0%	8.0%	10.1%
Economically Disadvantaged Students	19.1%	8.0%	10.4%	11.8%
Students with Disabilities	12.0%	*	6.6%	9.2%
English Learners	13.8%	*	8.7%	3.2%
Homeless Students	27.3%	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	*	*	10.4%	*

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School   0.0%

State   0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	16		
Arts, AV Technology & Communications	204		
Finance	13		
Health Science	75		
Marketing	45		
Science, Technology, Engineering & Mathematics	43		
Total (All Clusters)	396	0	0

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	353	11	0	0	0	0	63
10	40	217	41	1	0	0	73
11	8	25	194	60	7	2	103
12	14	7	41	38	46	20	124
Total	415	260	276	99	53	22	363
Enrolled in AP/IB Course					0	7	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	13	20	0	11	330	0
10	48	247	0	3	63	3
11	250	35	0	0	3	20
12	72	13	0	0	10	47
Total	383	315	0	14	406	70
Enrolled in AP/IB Course	13	0		0	4	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	369	33	0	0	0	0
10	70	261	0	0	55	54
11	2	270	0	0	10	18
12	5	63	0	0	32	41
Total	446	627	0	0	97	113
Enrolled in AP/IB Course	0	37	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	74	25	0	0	0	0	13
10	126	47	0	0	0	0	8
11	87	24	0	0	0	0	16
12	101	35	0	0	0	0	21
Total	388	131	0	0	0	0	58
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0

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Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	0	0	0	1	0	0
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	0	0	0	1	0	0
Total	0	0	0	2	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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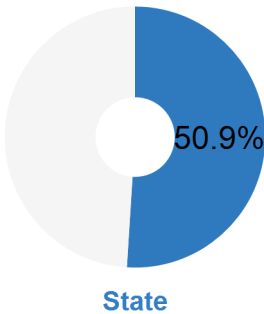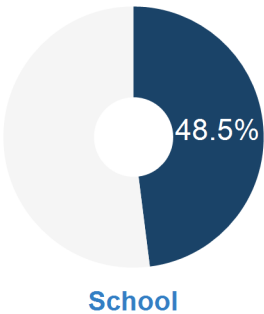(11-0540-020)
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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Spanish	33
Total	33

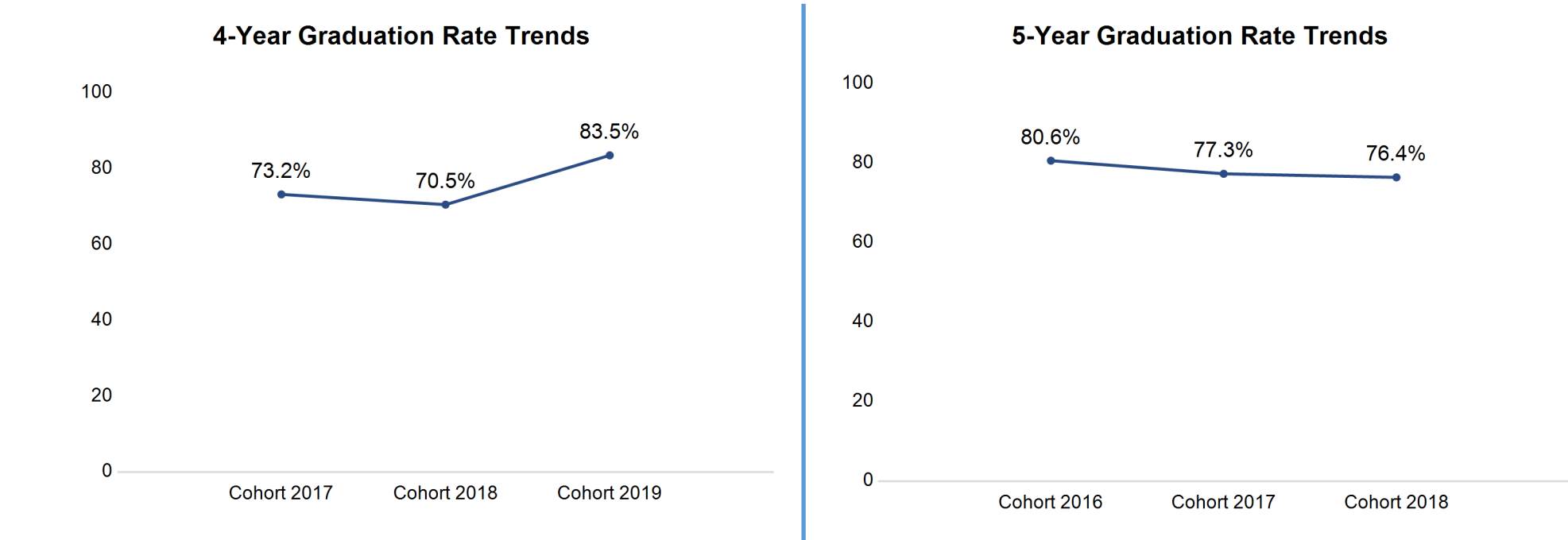**NJ SCHOOL PERFORMANCE REPORT**

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Visual and Performing Arts – Course Participation

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

Grades 9-12:

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

48.5%
School

50.9%
State

Students enrolled in one or more classes by discipline:

MUSIC
School 12.1%
State 17.6%

DANCE
School 11.7%
State 2.3%

DRAMA
School 5.3%
State 3.9%

VISUAL ARTS
School 29.7%
State 32.9%

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

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends

- Cohort 2017: 73.2%
- Cohort 2018: 70.5%
- Cohort 2019: 83.5%

5-Year Graduation Rate Trends

- Cohort 2016: 80.6%
- Cohort 2017: 77.3%
- Cohort 2018: 76.4%

Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	73.2%	70.5%	83.5%	80.6%	77.3%	76.4%
Annual Target	78.2%	79.1%		76.1%	77.2%	
Met Annual Target?	Not Met	Not Met		Met Target	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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

Graduation Rates

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

| Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	83.5%	90.6%	76.4%	92.5%	70.5%	79.1%	Not Met	77.3%	77.2%	Met Target
White	78.3%	94.9%	80.6%	95.9%	78.1%	68.3%	Met Target	90.9%	77.4%	Met Target
Hispanic	83.8%	84.5%	79.6%	87.3%	74.6%	79.4%	Not Met	75.1%	75.8%	Not Met
Black or African American	83.0%	83.3%	68.2%	87.1%	60.4%	79.6%	Not Met	77.2%	79.1%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	N	97.8%	N	N	N	N	N	N
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	87.0%	92.8%	84.2%	94.4%	78.9%			86.1%		
Male	80.0%	88.5%	70.0%	90.8%	63.8%			69.3%		
Economically Disadvantaged Students	68.9%	84.0%	65.3%	87.3%	62.0%	80.9%	Not Met	77.0%	76.2%	Met Target
Students with Disabilities	64.3%	79.2%	70.0%	83.8%	66.7%	56.7%	Met Target	67.6%	59.6%	Met Target
English Learners	65.5%	75.4%	52.9%	80.1%	52.9%	54.5%	Not Met	56.8%	59.7%	Not Met
Homeless Students	72.7%	74.6%	50.0%	78.3%	42.9%			*		
Students in Foster Care	*	57.6%	*	82.5%	*			*		
Migrant Students	*	83.3%	72.7%	85.0%	72.7%			*		

Bridgeton High School
(11-0540-020)
Grades Offered: 09-12
2018-2019

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	97.5%	95.0%
Substitute Competency Test	0.6%	3.1%
Portfolio Appeals Process	1.6%	1.6%
Alternate Requirements specified in IEP	0.3%	0.3%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	2.5%	1.2%
2017-2018	3.0%	1.2%
2016-2017	4.1%	1.1%

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

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation

Any Institution = 49.4%

2-Year Institution: 38.9%
4-Year Institution: 10.5%
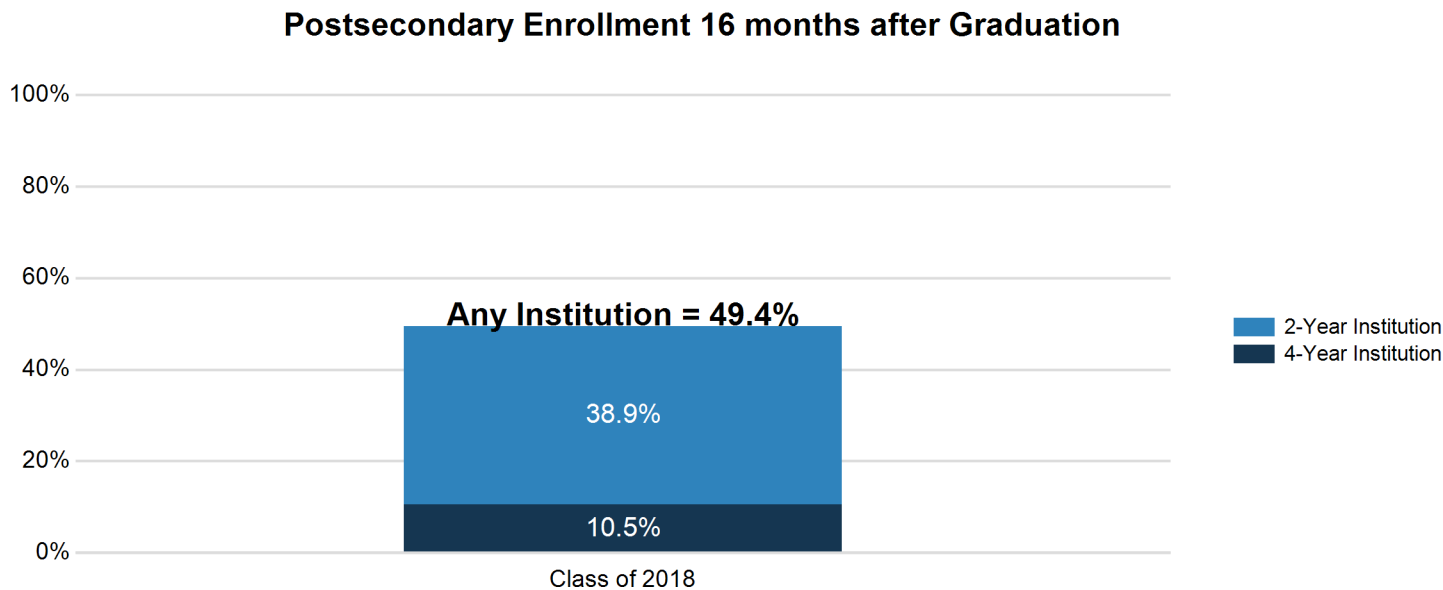
Class of 2018

Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	38.9%
% Enrolled in 4-Year Institution	10.5%
% Enrolled in Any Postsecondary Institution	49.5%

NJ SCHOOL PERFORMANCE REPORT

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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	44.6%	67.6%	32.4%
White	38.9%	85.7%	14.3%
Hispanic	48.4%	71.4%	28.6%
Black or African American	33.3%	50%	50%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	46.1%	72.9%	27.1%
Students with Disabilities	11.1%	66.7%	33.3%
English Learners	13.3%	100%	0%

Postsecondary Enrollment Rates: 16 month

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

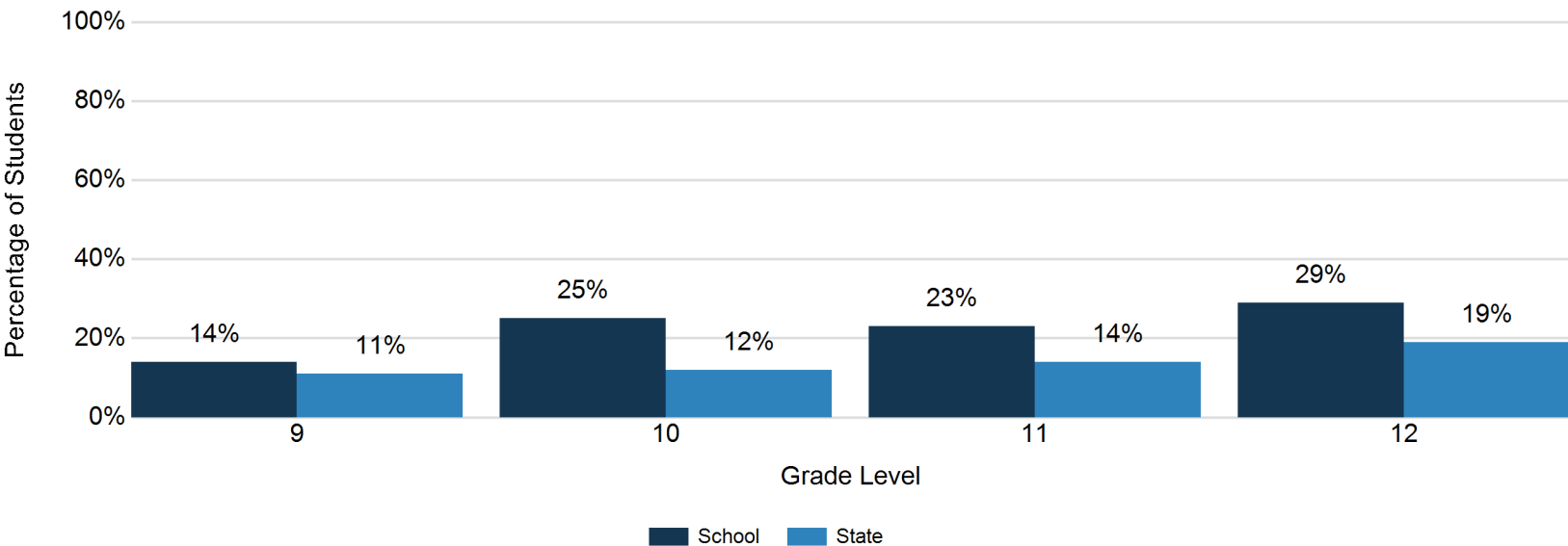| Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	49.5%	78.7%	21.3%	90.4%	9.6%	90.4%	9.6%
White	54.2%	69.2%	30.8%	76.9%	23.1%	84.6%	15.4%
Hispanic	51.7%	85.6%	14.4%	97.8%	2.2%	94.4%	5.6%
Black or African American	41.1%	66.7%	33.3%	76.7%	23.3%	86.7%	13.3%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	48%	77.4%	22.6%	90.6%	9.4%	93.4%	6.6%
Students with Disabilities	18.8%	83.3%	16.7%	100%	0%	100%	0%
English Learners	30%	100%	0%	100%	0%	100%	0%

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	308	22.2	14.2	Not Met
White	15	20.8	14.2	Not Met
Hispanic	187	19.1	14.2	Not Met
Black or African American	98	31.2	14.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	7	38.9	**	**
Female	157	22.1		
Male	151	22.2		
Economically Disadvantaged Students	240	22.0	14.2	Not Met
Students with Disabilities	35	24.5	14.2	Not Met
English Learners	21	18.6	14.2	Not Met
Homeless Students	22	42.3		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	6	30.0		

Days Absent

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

Number of Absences graph — Percentage of Students:
- 0: 9%
- 1-5: 29%
- 6-10: 23%
- 11-15: 16%
- Over 15: 22%

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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	56
Weapons	2
Vandalism	6
Substances	18
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	82
Incidents Per 100 Students Enrolled	5.96

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	12
Weapons	2
Vandalism	3
Substances	3
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	342	24.9%
Out-of-School Suspensions	208	15.1%
Any Suspension	406	29.5%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	23	1.7%

School Days Missed due to Out-of-School Suspensions
1054

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School Day

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

Category	School
Typical Start Time	7:40 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	N

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	111	118,214
Average years experience in public schools	11.7	12.1
Average years experience in district	9.1	10.8
Percentage of Teachers with 4 or more years experience in the district	64.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	38	9,530
Average years experience in public schools	19.4	16.0
Average years experience in district	13.3	12.0
Percentage of Administrators with 4 or more years experience in the district	76.3%	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	13:1
Students to Administrators	125:1	167:1
Teachers to Administrators	10:1	13:1
Students to Librarians/Media Specialists		1270:1
Students to Nurses		1059:1
Students to Counselors		289:1
Students to Child Study Team Members		454:1

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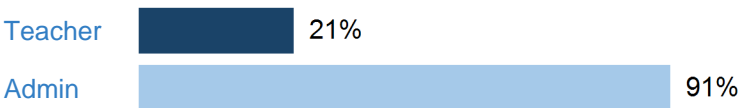
Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.4%	55.9%	45.5%	48.4%	77.1%	54.9%
Male	48.6%	44.1%	54.5%	51.6%	22.9%	45.1%
White	4.8%	86.5%	54.5%	42.4%	83.6%	77.4%
Hispanic	72.2%	7.2%	9.1%	29.9%	7.3%	7.2%
Black or African American	21.4%	6.3%	36.4%	15.0%	6.6%	13.9%
Asian	0.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.1%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 78%
Admin — N/A

Master's Degree

Teacher — 21%
Admin — 91%

Doctoral Degree

Teacher — 1%
Admin — 9%

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	91.0%	90.5%
2017-18 Administrators: Same district 2018-19	97.1%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	91.0%

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2018-2019

Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	Low Performing Student Group (ATSI)
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.

Bridgeton High School

(11-0540-020)

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	19.1%	22.5%	22.4%
Math Proficiency	*	*	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	73.2%	70.5%	83.5%
5-Year Graduation Rate†	80.6%	77.3%	76.4%
Progress toward English Language Proficiency		24.4%	14.9%
Chronic Absenteeism	18.1%	20.4%	22.2%

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

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Bridgeton High School
(11-0540-020)
Grades Offered: 09-12
2018-2019

Report Key:
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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Not Met	Met Target	Not Met	Not Met	No
White	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Hispanic	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Black or African American	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	Not Met	Not Met	Not Met	Not Met	**	Not Met	No

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

NJ SCHOOL PERFORMANCE REPORT

Bridgeton High School
(11-0540-020)
Grades Offered: 09-12
2018-2019

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School Narrative

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

Highlights:	• • Early College High School • Performing chorus and outstanding regional theatre program
Mission, Vision, Theme:	Education is a partnership between Bridgeton High School, the Bridgeton Board of Education, our students, their families, and the community. Bridgeton High School will be a school where all students strive for academic excellence and graduate as ethical, informed, engaged members of society, committed to the principles of life-long learning.
Awards, Recognition, Accomplishments:	The Bridgeton High School Class of 2019 received over $1.5 million dollars in scholarships and grants to be distributed over two through four years. Several students were nominated for the US Presidential Scholarships and for the New Jersey Governor Scholarship during the 2018-2019 school year.

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Courses, Curriculum, Instruction:	Bridgeton High School students are expected to complete a rigorous course of study. College preparatory courses are required for all students, with opportunities for Honors and Advanced Placement courses. The STEM Careers Pathways Project provides supplemental support to students in their preparation for college entrance. Additionally, students will have the opportunity to participate in job shadowing, community service, or internships to expand their understanding of the real world of work.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys) Bridgeton High School has a history of producing Championship programs and supplying our students with the opportunities to participate in College Athletics at any level of competition. We recently had 2 students in particular sign to the University of Connecticut and the University of Maryland on Full Football Scholarships coached under South Jersey Hall of Fame Football Coach Dave Ellen. The last three graduating classes were supported by a Valedictorian who was also a Student Athlete. |
| Clubs and Activities: | African American Club AV Club Baconian Business Manager Drama Club Select Choir/Band Club Environmental Club, SADD, JROTC National Art Society HOSA/DECA Leo Club Mock Trial National Honor Society Peer Mediation Science Fair, Latin American Club Student Government, Interact Club, Native American Club, G1 Bible Club |

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School Narrative

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Before and After School Programs:	Current after school programs include, on line remediation courses, tutoring for English, and math.
Staff and Professional Learning:	To help teachers continually grow and meet ever-changing student needs, we offer ongoing, job-embedded professional development so that teachers and administrators can work individually and collaboratively to address strategies for improving student performance. The development of collaborative "professional learning communities" builds collegiality and expertise of our instructional staff members.
Postsecondary Information:	Bridgeton High School students pursue their post-secondary education at numerous colleges, universities, and trade schools including Rutgers University, Rowan College at Gloucester County, and Robert Finance Beauty School. Some of your students enter into Job Corps and/or military. School Counselors host FASA Financial Aid Nights and workshops to support students applying to college or for financial aid. All students ninth through twelfth grades are provided the opportunity to take the PSAT.

Bridgeton High School

(11-0540-020)

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2018-2019

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School Narrative

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Student Supports and Services:	ELLs receive, at minimum, one period of ESL instruction through ESL English classes (Levels I-IV). Additional support is provided through partnering content and ESL teachers whenever possible. Highly intensity ESL students receive an extra period of ESL instruction trhough the Language Enrichment class. Students with disabilities are placed in classes according to their classifications. BHS offers MD, BD, LD, and CM classes, as well as inclusion classes.
Student Health and Wellness:	Community Eligibility Provision Program (CEP) all of our students participate in free lunch because of this very generous program. Students have access to breakfast, lunch and dinner for all after school activities.
Parent and Community Involvement:	The Intervention and Referral Service Team is a multi-disciplinary team set in place to help students who are having learning, behavior, and/or health difficulties by assisting the teacher to meet those needs.

Bridgeton High School

(11-0540-020)

Grades Offered: 09-12

2018-2019

School Narrative

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers
Facilities:	The building is equipped with central air conditioning units. There have been no recent renovations.

NJ SCHOOL PERFORMANCE REPORT

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School Narrative

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Other Information	The 8th grade students of Bridgeton have the opportunity to apply for a TUITION-FREE early college program through Bridgeton High School, where they will receive their high school diplomas and earn their Associate's degree by the end of 12th grade! Students in this program will take all their classes on the campus of Cumberland County College starting 9th grade. Through Bridgeton Public Schools, students can choose one of three degree programs to major in during their high school years. Each degree program prepares the students for the current job market and life-long success. The Early College High School Program of Bridgeton will prepare each student to be successful in college-level coursework. Students become college and career ready through a model that has proven to be successful nationwide.

NJ SCHOOL PERFORMANCE REPORT

Broad Street School
(11-0540-030)
Grades Offered: KG-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:

NJ SCHOOL PERFORMANCE REPORT

Broad Street School
(11-0540-030)
Grades Offered: KG-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	Cumberland
District	Bridgeton City School District
Principal Name	Ms. Rebecca Guess
Address	251 WEST BROAD STREET BRIDGETON, NJ 08302
Phone Number	856-455-8030
Email Address	bguess@bridgeton.k12.nj.us
Website	https://www.bridgeton.k12.nj.us
Facebook	https://www.facebook.com/bridgetonpublicschools

Broad Street School

(11-0540-030)

Grades Offered: KG-08

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	91	106	88
1	114	93	106
2	121	110	90
3	117	121	119
4	134	119	118
5	106	125	113
6	116	98	112
7	90	111	107
8	91	85	102
Total	980	968	955

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	48.6%	50.1%	48.3%
Male	51.4%	49.9%	51.7%
Economically Disadvantaged Students	88.9%	92.0%	87.0%
Students with Disabilities	11.2%	13.1%	13.7%
English Learners	35.3%	38.9%	38.5%
Homeless Students	4.1%	3.8%	4.0%
Students in Foster Care	0.5%	0.4%	0.8%
Military-Connected Students	0.1%	0.0%	0.0%
Migrant Students	2.7%	3.0%	2.8%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	2.6%	2.7%	2.3%
Hispanic	86.7%	87.9%	86.7%
Black or African American	9.2%	8.0%	9.2%
Asian	0.3%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.2%	1.4%	1.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	91	106	88

Enrollment by Home Language

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

Home Language	% of Students
Spanish	79.3%
English	20.7%

NJ SCHOOL PERFORMANCE REPORT

Broad Street School
(11-0540-030)
Grades Offered: KG-08
2018-2019

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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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

47   51.5   43

2016-17   2017-18   2018-19

Math Median Student Growth Percentile

45   48   40

2016-17   2017-18   2018-19

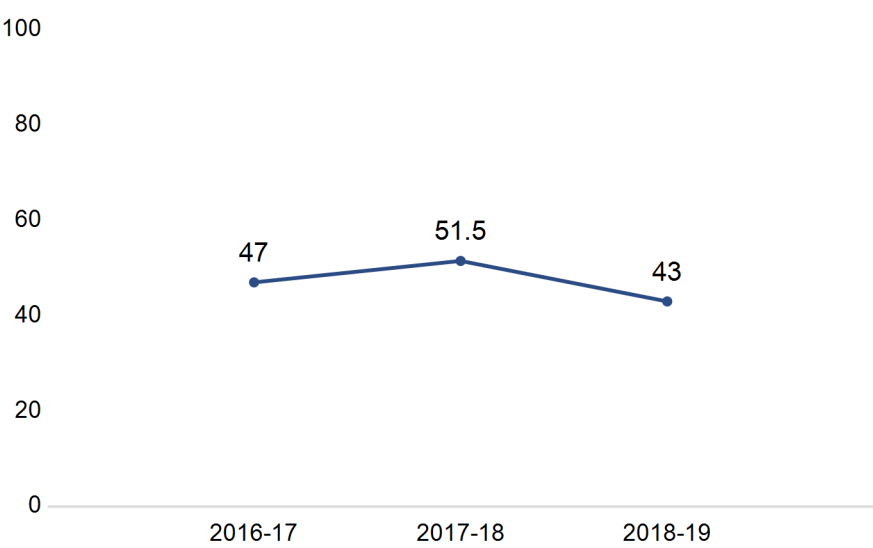| Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47	51.5	43	45	48	40
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

4

Broad Street School

(11-0540-030)

Grades Offered: KG-08

2018-2019

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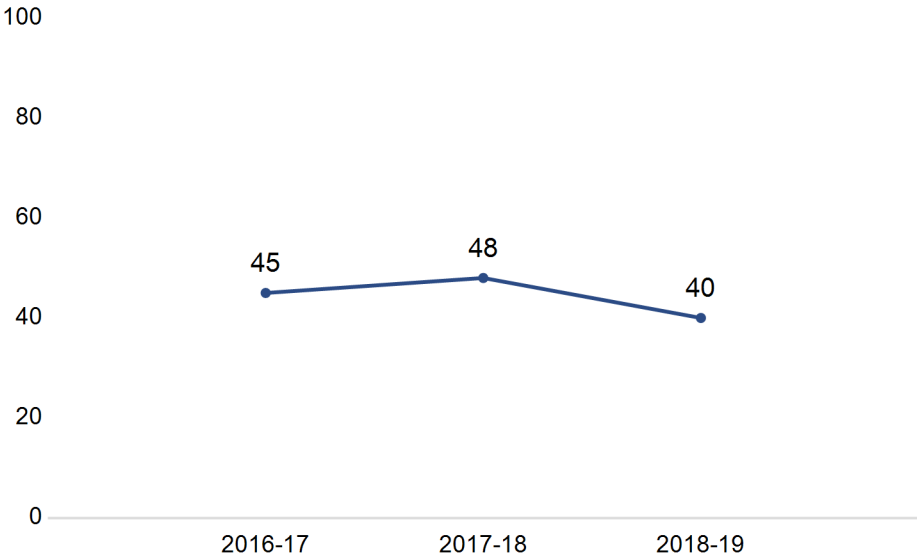† This indicates a table specific note, see note below table

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	41	50	Met Standard	40	39	50	Met Standard
White	41	43	50	**	37	34.5	52	**
Hispanic	44.5	42	49	Met Standard	39	39	47	Not Met
Black or African American	33.5	36	45	Not Met	50	39	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	*	59	**	N	*	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	36.5	35.5	49	**	*	37	52	**
Female	47	44	53	N	37	37	50	N
Male	40	39	47	N	44	43	51	N
Economically Disadvantaged Students	43	41	48	Met Standard	39.5	39	46	Not Met
Students with Disabilities	31.5	41	43	Not Met	37	43.5	45	Not Met
English Learners	47	41	52	Met Standard	37	37	50	Not Met
Homeless Students	62	36.5	43	N	53	43.5	44	N
Students in Foster Care	*	30	42	N	*	41	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	*	35	47	N	*	31	51	N

NJ SCHOOL PERFORMANCE REPORT

Broad Street School

(11-0540-030)

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2018-2019

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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

2017-18 PARCC Level	Low Growth	Typical Growth	High Growth
Level 1	42%	34%	24%
Level 2	37%	30%	34%
Level 3	49%	29%	22%
Level 4	43%	33%	24%
Level 5			

Math

2017-18 PARCC Level	Low Growth	Typical Growth	High Growth
Level 1	42%	30%	28%
Level 2	41%	30%	28%
Level 3	40%	36%	24%
Level 4	54%	32%	14%
Level 5	0%		

Student Growth by Grade

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

ELA

Grade	Median SGP	Level
Grade 4	38	Typical
Grade 5	57	Typical
Grade 6	45	Typical
Grade 7	36	Typical
Grade 8	42	Typical

Math

Grade	Median SGP	Level
Grade 4	45	Typical
Grade 5	38	Typical
Grade 6	32	Low
Grade 7	50	Typical

NJ SCHOOL PERFORMANCE REPORT

Broad Street School

(11-0540-030)

Grades Offered: KG-08

2018-2019

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

- 2016-17: 21.5%
- 2017-18: 25.9%
- 2018-19: 15.7%

Math Proficiency Rate for Federal Accountability

- 2016-17: 12.4%
- 2017-18: 17.0%
- 2018-19: (no data)

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.2%	98.5%	98.9%	99.8%	99.5%	99.6%
Proficiency Rate for Federal Accountability	21.5%	25.9%	15.7%	12.4%	17.0%	*
Annual Target	20.7%	23.8%	27.0%	15.6%	19.0%	22.4%
Met Annual Target?	Met Target	Met Target	Not Met	Not Met	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

Broad Street School

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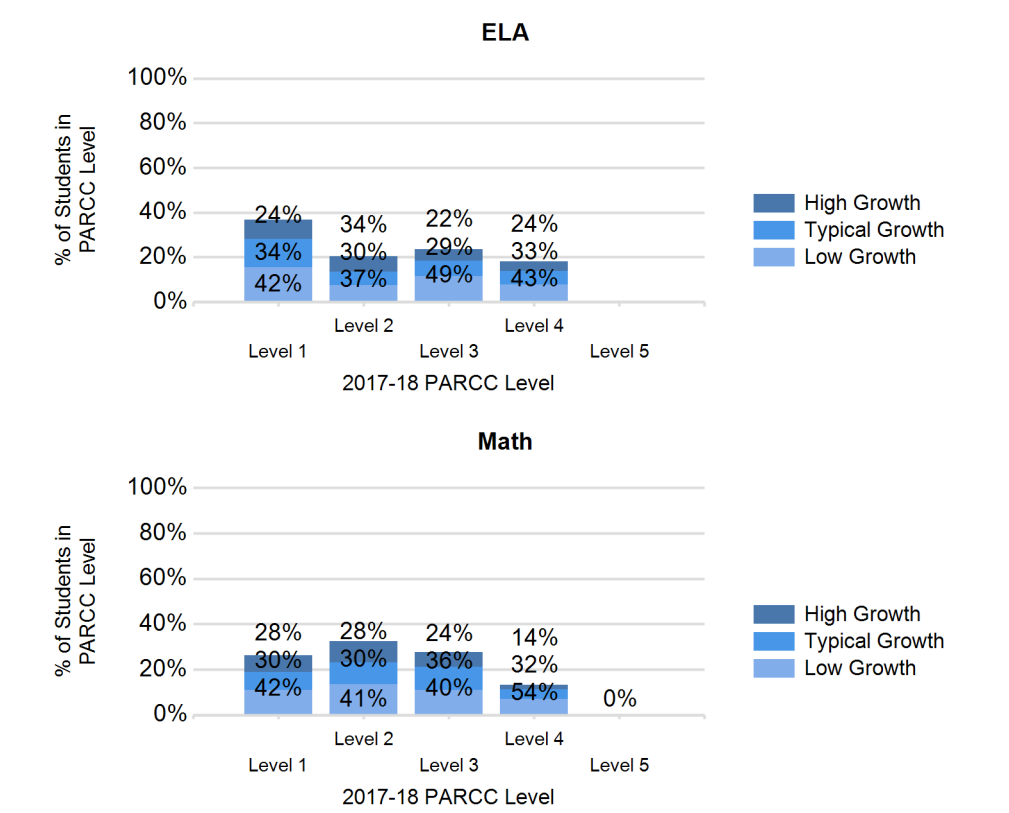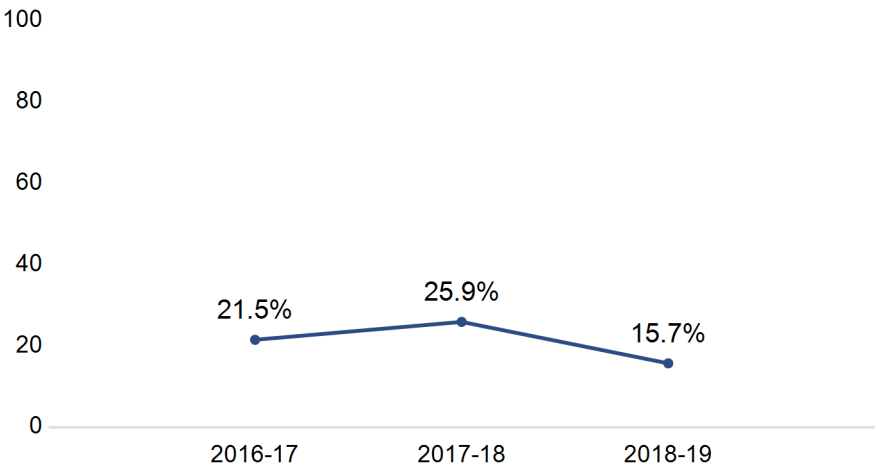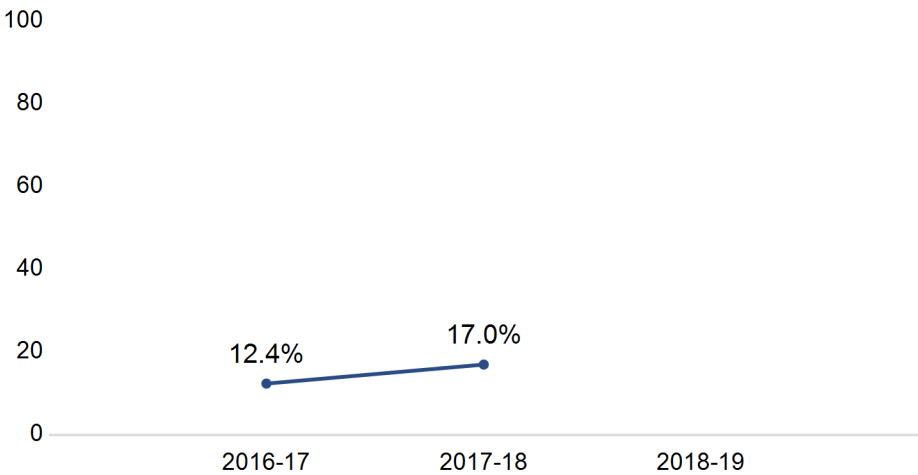- **†** This indicates a table specific note, see note below table

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	607	98.9	15.7	18.7	57.9	15.7	27	Not Met
White	14	100.0	21.4	27.6	66.9	21.4	**	**
Hispanic	522	98.7	16.9	20.1	43.9	16.9	27.1	Not Met
Black or African American	58	100.0	*	11.8	38.5	*	24	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	82.9	N	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	13	100.0	*	20.0	64.4	*	**	**
Female	300	99.4	19.0	24.7	64.8	19.0		
Male	307	98.5	12.4	12.6	51.3	12.4		
Economically Disadvantaged Students	560	98.8	15.0	*	40.0	15.0	27.2	Not Met
Non-Economically Disadvantaged Students	47	100.0	23.4	*	67.9	23.4		
Students with Disabilities	97	100.0	*	*	22.7	*	13.6	Not Met
Students without Disabilities	510	98.7	*	*	65.1	*		
English Learners	335	98.6	*	*	29.3	*	13.4	Not Met
Non-English Learners	272	99.3	*	*	60.6	*		
Homeless Students	24	100.0	16.7	13.3	29.1	16.7		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	11	100.0	18.2	11.1	30.4	18.2		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Broad Street School
(11-0540-030)
Grades Offered: KG-08
2018-2019

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.

Performance Level Percent

Grade	2016-2017	2017-2018	2018-2019
Grade 3	18%	13%	*
Grade 4	14%	19%	14%
Grade 5	24%	24%	19%
Grade 6	18%	26%	16%
Grade 7	35%	30%	18%
Grade 8	25%	43%	23%

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Broad Street School

(11-0540-030)

Grades Offered: KG-08

2018-2019

NJ SCHOOL PERFORMANCE REPORT

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

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.

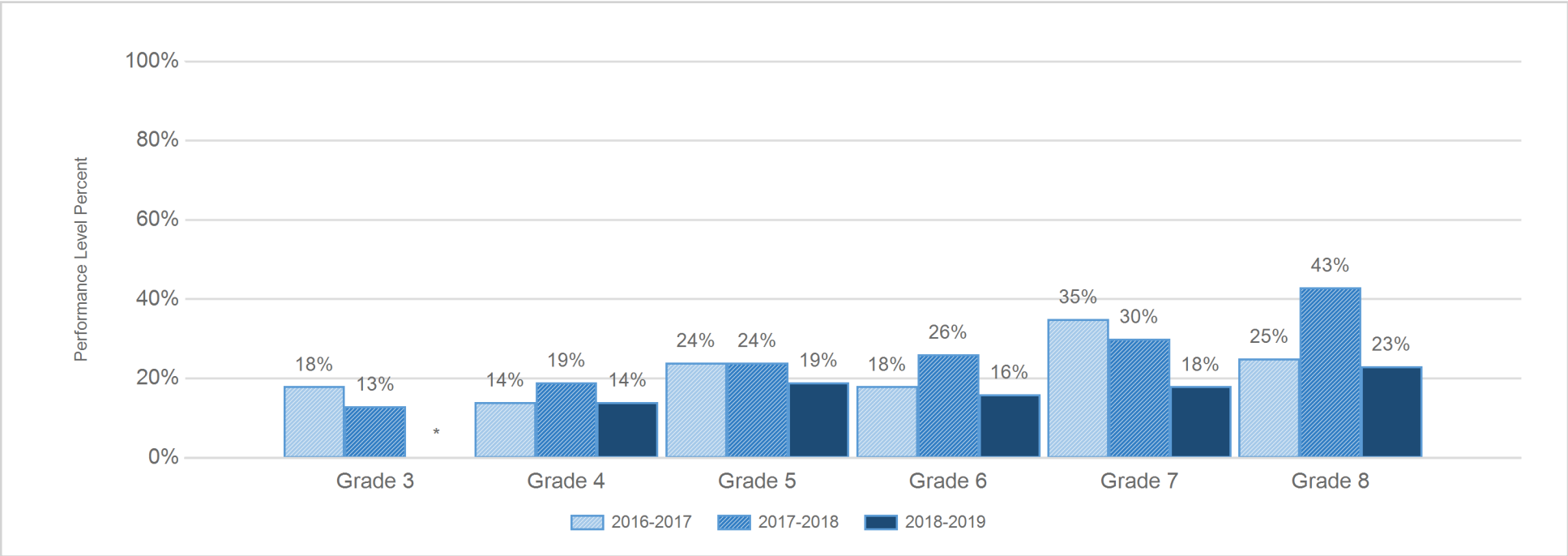| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	698	710	748	*	*	*	*	*	*	50%
White	*	*	732	757	*	*	*	*	*	*	60%
Hispanic	97	698	*	734	*	*	*	*	*	*	36%
Black or African American	13	692	705	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	723	756	*	*	*	*	*	*	58%
Female	60	702	713	753	*	*	*	*	*	*	55%
Male	54	693	707	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	708	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	726	759	*	*	*	*	*	*	61%
Students with Disabilities	15	683	678	719	*	*	*	*	*	*	24%
Students without Disabilities	99	700	713	754	*	*	*	*	*	*	56%
English Learners	53	689	697	713	*	*	*	*	*	*	17%
Non-English Learners	61	705	717	751	*	*	*	*	*	*	54%
Homeless Students	*	*	706	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	*	*	*	727	*	*	*	*	*	*	24%

NJ SCHOOL PERFORMANCE REPORT

Broad Street School
(11-0540-030)
Grades Offered: KG-08
2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
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 N No Data is available to display
 † This indicates a table specific note, see note below table

English Language Arts Assessment - 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	117	713	717	755	36%	28%	22%	*	*	14%	57%
White	*	*	706	763	*	*	*	*	*	*	67%
Hispanic	99	716	718	743	32%	28%	23%	*	*	16%	44%
Black or African American	15	704	711	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	55	710	719	760	*	*	*	*	*	*	62%
Male	62	717	713	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	717	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	715	765	*	*	*	*	*	*	69%
Students with Disabilities	16	682	685	725	*	*	*	*	*	*	25%
Students without Disabilities	101	718	720	761	*	*	*	*	*	*	64%
English Learners	44	702	702	720	*	*	*	*	*	*	17%
Non-English Learners	73	720	724	758	*	*	*	*	*	*	60%
Homeless Students	*	*	707	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	*	*	*	718	*	*	*	*	*	*	25%

NJ SCHOOL PERFORMANCE REPORT

Broad Street School
(11-0540-030)
Grades Offered: KG-08
2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
 N No Data is available to display
 † This indicates a table specific note, see note below table

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	111	720	719	756	28%	27%	26%	*	*	19%	58%
White	*	*	737	764	*	*	*	*	*	*	68%
Hispanic	94	722	719	743	28%	27%	26%	*	*	20%	44%
Black or African American	*	*	715	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	52	728	726	761	*	33%	31%	*	*	23%	64%
Male	59	713	713	750	*	22%	22%	*	*	15%	52%
Economically Disadvantaged Students	*	*	718	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	724	766	*	*	*	*	*	*	69%
Students with Disabilities	18	698	699	724	56%	*	*	*	*	11%	23%
Students without Disabilities	93	724	721	762	23%	*	*	*	*	20%	65%
English Learners	32	694	698	713	*	*	*	*	*	*	11%
Non-English Learners	79	730	726	758	*	*	*	*	*	*	60%
Homeless Students	*	*	716	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	*	*	*	723	*	*	*	*	*	*	26%

NJ SCHOOL PERFORMANCE REPORT

Broad Street School

(11-0540-030)

Grades Offered: KG-08

2018-2019

Report Key:

 * Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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	104	720	719	754	30%	24%	30%	*	*	16%	56%
White	*	*	726	762	*	*	*	*	*	*	65%
Hispanic	89	722	721	743	27%	24%	33%	*	*	17%	43%
Black or African American	11	702	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	53	731	725	762	*	*	*	*	*	*	64%
Male	51	708	713	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	94	720	719	740	*	*	*	*	*	16%	39%
Non-Economically Disadvantaged Students	10	719	718	763	*	*	*	*	*	20%	67%
Students with Disabilities	20	682	700	722	*	*	*	*	*	*	19%
Students without Disabilities	84	729	722	761	*	*	*	*	*	*	64%
English Learners	18	683	697	710	*	*	*	*	*	*	*
Non-English Learners	86	728	723	756	*	*	*	*	*	*	*
Homeless Students	*	*	710	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	*	*	*	721	*	*	*	*	*	*	25%

NJ SCHOOL PERFORMANCE REPORT

Broad Street School
(11-0540-030)
Grades Offered: KG-08
2018-2019

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	98	717	722	761	34%	23%	24%	*	*	18%	63%
White	*	*	732	769	*	*	*	*	*	*	72%
Hispanic	79	718	725	747	30%	25%	27%	*	*	18%	50%
Black or African American	12	695	710	741	*	*	0%	*	*	17%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	51	723	730	769	31%	20%	25%	*	*	24%	71%
Male	47	711	713	753	36%	28%	23%	*	*	13%	55%
Economically Disadvantaged Students	86	716	721	743	*	*	*	*	*	16%	45%
Non-Economically Disadvantaged Students	12	729	724	771	*	*	*	*	*	33%	73%
Students with Disabilities	16	690	699	720	69%	*	*	*	*	13%	22%
Students without Disabilities	82	723	725	769	27%	*	*	*	*	20%	71%
English Learners	12	680	691	706	*	*	*	*	*	*	12%
Non-English Learners	86	722	725	763	*	*	*	*	*	*	65%
Homeless Students	*	*	724	729	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Broad Street School

(11-0540-030)

Grades Offered: KG-08

2018-2019

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	97	716	722	762	37%	22%	19%	*	*	23%	63%
White	N	N	*	770	N	N	N	N	N	N	72%
Hispanic	83	720	*	747	31%	23%	19%	*	*	27%	49%
Black or African American	*	*	711	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	51	726	734	771	25%	20%	*	*	*	27%	71%
Male	46	704	710	753	50%	24%	*	*	*	17%	55%
Economically Disadvantaged Students	84	715	722	743	*	*	*	*	*	24%	45%
Non-Economically Disadvantaged Students	13	718	724	772	*	*	*	*	*	15%	72%
Students with Disabilities	17	676	692	721	*	*	*	*	*	*	22%
Students without Disabilities	80	724	728	770	*	*	*	*	*	*	71%
English Learners	17	679	689	708	*	*	*	*	*	*	12%
Non-English Learners	80	724	726	764	*	*	*	*	*	*	65%
Homeless Students	*	*	710	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	*	*	*	718	*	*	*	*	*	*	27%

Broad Street School

(11-0540-030)

Grades Offered: KG-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy
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N No Data is available to display
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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	632	99.6	*	12.9	44.5	*	22.4	Not Met
White	14	100.0	21.4	19.8	54.1	21.4	**	**
Hispanic	547	99.5	*	14.6	28.8	*	23.1	Not Met
Black or African American	58	100.0	*	*	23.0	*	16.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	76.5	N	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	13	100.0	*	12.5	53.3	*	**	**
Female	311	99.4	*	13.4	44.9	*		
Male	321	99.7	*	12.4	44.2	*		
Economically Disadvantaged Students	584	99.5	*	12.3	26.3	*	22.5	Not Met
Non-Economically Disadvantaged Students	48	100.0	*	16.2	54.9	*		
Students with Disabilities	98	100.0	*	*	17.4	*	16.1	Not Met
Students without Disabilities	534	99.5	*	*	50.0	*		
English Learners	360	99.7	*	10.8	25.0	*	16.8	Not Met
Non-English Learners	272	99.3	*	13.9	46.5	*		
Homeless Students	24	100.0	16.7	11.0	17.1	16.7		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	11	100.0	18.2	*	23.3	18.2		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Broad Street School
(11-0540-030)
Grades Offered: KG-08
2018-2019

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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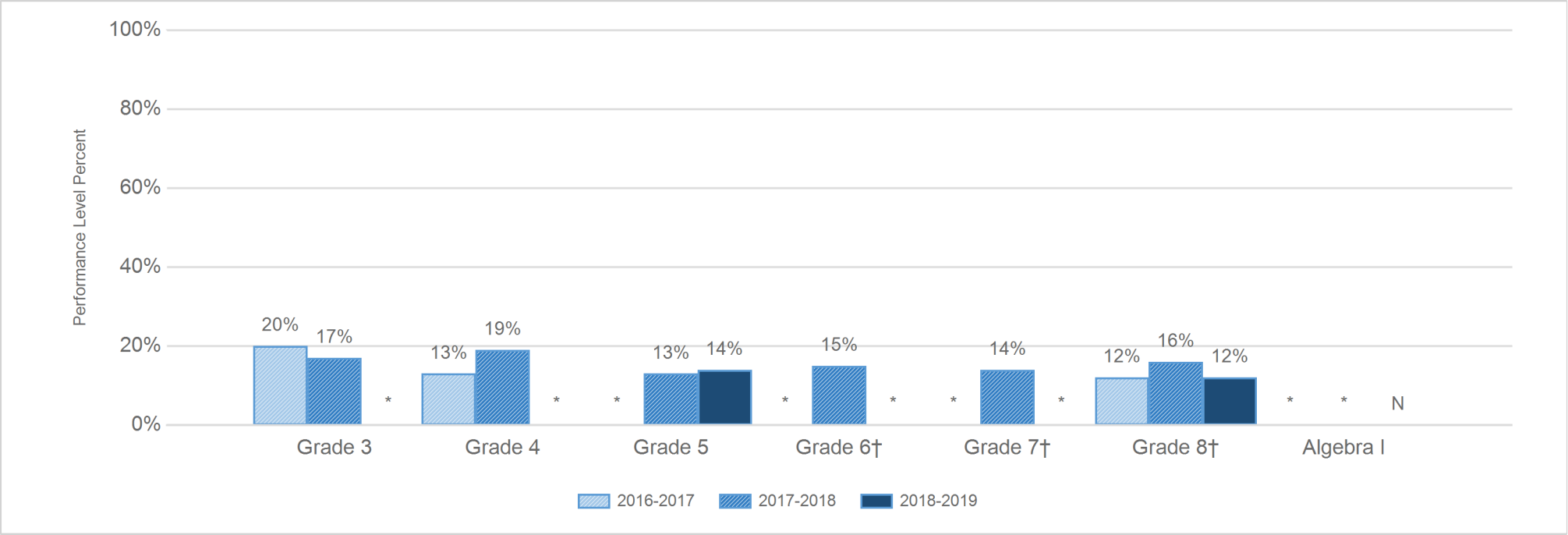**NJ SCHOOL PERFORMANCE REPORT**

Broad Street School

(11-0540-030)

Grades Offered: KG-08

2018-2019

Report Key:
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- **N** No Data is available to display
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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	122	707	722	752	*	*	*	*	*	*	55%
White	*	*	737	760	*	*	*	*	*	*	66%
Hispanic	105	709	*	739	*	*	*	*	*	*	40%
Black or African American	13	695	710	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	728	758	*	*	*	*	*	*	62%
Female	63	710	723	751	*	*	*	*	*	*	54%
Male	59	705	720	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	*	*	720	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	735	761	*	*	*	*	*	*	67%
Students with Disabilities	16	677	685	731	*	*	*	*	*	*	31%
Students without Disabilities	106	712	725	756	*	*	*	*	*	*	60%
English Learners	61	705	717	728	*	*	*	*	*	*	26%
Non-English Learners	61	710	724	754	*	*	*	*	*	*	58%
Homeless Students	*	*	716	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	*	*	*	728	*	*	*	*	*	*	28%

NJ SCHOOL PERFORMANCE REPORT

Broad Street School

(11-0540-030)

Grades Offered: KG-08

2018-2019

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

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	118	717	716	749	*	*	*	*	*	*	51%
White	*	*	703	757	*	*	*	*	*	*	62%
Hispanic	100	718	719	737	25%	38%	27%	10%	0%	10%	36%
Black or African American	15	707	709	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	55	713	716	749	*	*	*	*	*	*	50%
Male	63	720	717	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	717	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	714	759	*	*	*	*	*	*	63%
Students with Disabilities	16	695	689	726	*	*	*	*	*	*	25%
Students without Disabilities	102	720	719	754	*	*	*	*	*	*	56%
English Learners	45	705	704	722	*	*	*	*	*	*	18%
Non-English Learners	73	724	723	751	*	*	*	*	*	*	54%
Homeless Students	*	*	710	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	*	*	*	717	*	*	*	*	*	*	16%

NJ SCHOOL PERFORMANCE REPORT

Broad Street School

(11-0540-030)

Grades Offered: KG-08

2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
 N No Data is available to display
 † This indicates a table specific note, see note below table

Mathematics Assessment - Performance 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	115	718	716	747	23%	40%	23%	14%	0%	14%	47%
White	*	*	723	755	*	*	*	*	*	*	58%
Hispanic	98	719	717	735	22%	39%	23%	15%	0%	15%	30%
Black or African American	*	*	711	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	53	722	718	747	*	42%	*	*	*	11%	47%
Male	62	715	713	747	*	39%	*	*	*	16%	47%
Economically Disadvantaged Students	*	*	715	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	717	757	*	*	*	*	*	*	59%
Students with Disabilities	18	710	707	725	*	*	*	*	*	11%	19%
Students without Disabilities	97	720	717	752	*	*	*	*	*	14%	52%
English Learners	36	701	702	718	*	*	*	*	*	*	12%
Non-English Learners	79	726	721	749	*	*	*	*	*	*	49%
Homeless Students	*	*	715	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	*	*	*	716	*	*	*	*	*	*	17%

NJ SCHOOL PERFORMANCE REPORT

Broad Street School

(11-0540-030)

Grades Offered: KG-08

2018-2019

Report Key:
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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	112	706	711	741	*	*	*	*	*	*	41%
White	*	*	723	749	*	*	*	*	*	*	51%
Hispanic	97	709	713	729	*	*	*	*	*	*	24%
Black or African American	11	685	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	56	711	713	742	*	*	*	*	*	*	42%
Male	56	702	710	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	102	706	712	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	10	707	706	750	*	*	*	*	*	*	53%
Students with Disabilities	20	673	700	716	*	*	*	*	*	*	12%
Students without Disabilities	92	714	713	746	*	*	*	*	*	*	46%
English Learners	26	693	696	709	*	*	*	*	*	*	*
Non-English Learners	86	711	714	743	*	*	*	*	*	*	*
Homeless Students	*	*	697	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	*	*	*	717	*	*	*	*	*	*	20%

Broad Street School

(11-0540-030)

Grades Offered: KG-08

2018-2019

Report Key:
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 N No Data is available to display
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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	108	716	722	744	*	*	*	*	*	*	42%
White	*	*	728	751	*	*	*	*	*	*	53%
Hispanic	89	716	724	733	*	*	*	*	*	*	26%
Black or African American	12	705	715	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	54	720	724	744	*	*	*	*	*	*	42%
Male	54	713	720	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	96	715	722	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	12	727	723	751	*	*	*	*	*	*	53%
Students with Disabilities	16	697	706	718	*	*	*	*	*	*	13%
Students without Disabilities	92	720	724	749	*	*	*	*	*	*	48%
English Learners	22	696	705	716	*	*	*	*	*	*	10%
Non-English Learners	86	722	724	745	*	*	*	*	*	*	44%
Homeless Students	*	*	725	721	*	*	*	*	*	*	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%

Broad Street School
(11-0540-030)
Grades Offered: KG-08
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	105	707	714	728	50%	21%	17%	12%	0%	12%	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	91	709	*	722	45%	23%	18%	14%	0%	14%	22%
Black or African American	*	*	701	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	53	710	718	731	42%	*	*	*	*	13%	31%
Male	52	703	711	726	58%	*	*	*	*	12%	27%
Economically Disadvantaged Students	92	707	715	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	13	701	706	735	*	*	*	*	*	*	36%
Students with Disabilities	17	684	695	707	*	*	*	*	*	*	10%
Students without Disabilities	88	711	718	734	*	*	*	*	*	*	35%
English Learners	25	684	692	706	*	*	*	*	*	*	10%
Non-English Learners	80	714	717	730	*	*	*	*	*	*	30%
Homeless Students	*	*	706	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	*	*	*	701	*	*	*	*	*	*	16%

Broad Street School
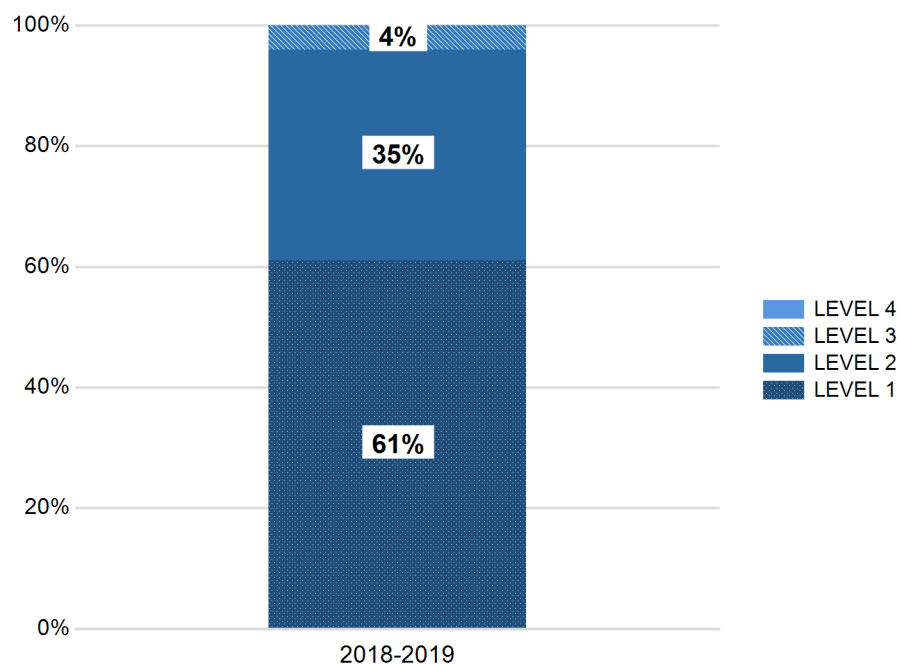
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Grades Offered: KG-08

2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	717	744	N	N	N	N	N	N	42%
White	N	N	*	752	N	N	N	N	N	N	53%
Hispanic	N	N	719	728	N	N	N	N	N	N	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	720	745	N	N	N	N	N	N	44%
Male	N	N	714	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	714	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	*	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	694	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	720	748	N	N	N	N	N	N	47%
English Learners	N	N	693	710	N	N	N	N	N	N	*
Non-English Learners	N	N	720	745	N	N	N	N	N	N	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Broad Street School
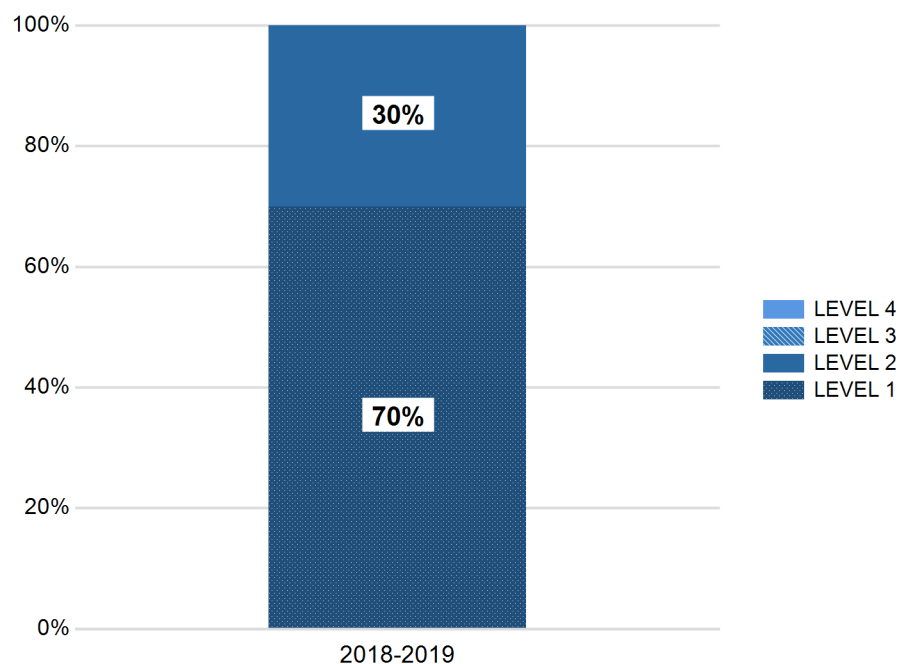(11-0540-030)
Grades Offered: KG-08
2018-2019

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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
3	N	N
4	*	*
5	*	*
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	26.1%	40.9%	Met Target†

  † Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	91	*	*
3-4	119	*	*
5 or more	148	*	*

NJ SCHOOL PERFORMANCE REPORT

Broad Street School
(11-0540-030)
Grades Offered: KG-08
2018-2019

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.

- LEVEL 4
- LEVEL 3
- LEVEL 2
- LEVEL 1

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	61	35	4	0
White	*	*	*	*
Hispanic	62	34	4	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	55	43	2	0
Male	66	29	5	0
Economically Disadvantaged Students	61	36	3	0
Non-Economically Disadvantaged Students	60	30	10	0
Students with Disabilities	82	18	0	0
Students without Disabilities	57	39	4	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Broad Street School

(11-0540-030)

Grades Offered: KG-08

2018-2019

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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	70	30	0	0
White	*	*	*	*
Hispanic	67	33	0	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	69	31	0	0
Male	71	29	0	0
Economically Disadvantaged Students	68	32	0	0
Non-Economically Disadvantaged Students	85	15	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*

Broad Street School

(11-0540-030)
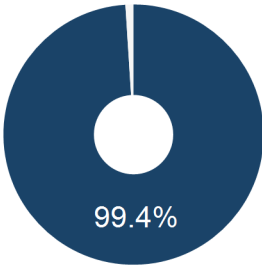
Grades Offered: KG-08

2018-2019

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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	11
7	0	0	13
8	0	0	17
Total	0	0	41

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	0	0	0	0	0	0	111
7	0	0	0	0	0	0	106
8	0	0	0	0	0	0	102
Total	0	0	0	0	0	0	319

NJ SCHOOL PERFORMANCE REPORT

Broad Street School
(11-0540-030)
Grades Offered: KG-08
2018-2019

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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

99.4% — School

90.9% — State

Students enrolled in one or more classes by discipline:

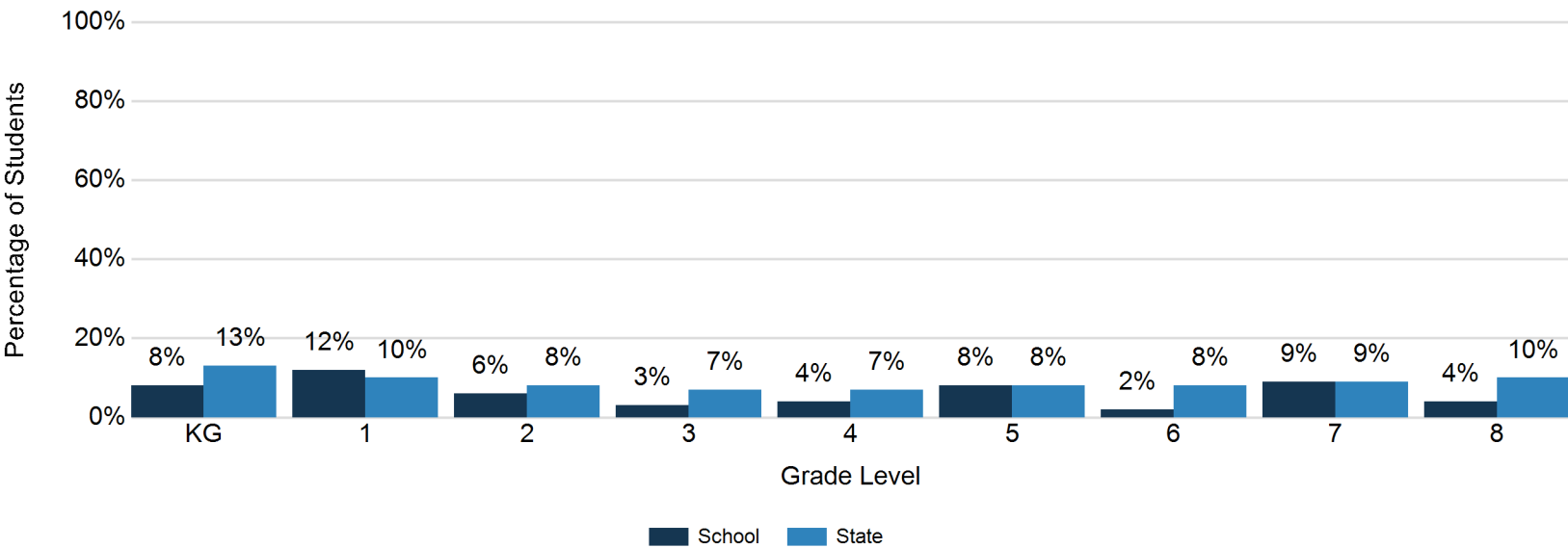| Discipline		School	State
MUSIC	School	98.8%	
MUSIC	State		65.1%
DANCE	School	0.0%	
DANCE	State		2.2%
DRAMA	School	0.0%	
DRAMA	State		7.1%
VISUAL ARTS	School	38.9%	
VISUAL ARTS	State		70.0%

NJ SCHOOL PERFORMANCE REPORT

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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	57	6.2	9.0	Met
White	4	19.0	9.0	Not Met
Hispanic	44	5.5	9.0	Met
Black or African American	7	9.0	9.0	Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	11.1	**	**
Female	27	6.0		
Male	30	6.3		
Economically Disadvantaged Students	49	5.9	9.0	Met
Students with Disabilities	14	10.1	9.0	Not Met
English Learners	20	5.6	9.0	Met
Homeless Students	4	12.9		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	0	0		

Days Absent

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

Broad Street School

(11-0540-030)

Grades Offered: KG-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.

Grade Level	School	State
KG	8%	13%
1	12%	10%
2	6%	8%
3	3%	7%
4	4%	7%
5	8%	8%
6	2%	8%
7	9%	9%
8	4%	10%

NJ SCHOOL PERFORMANCE REPORT

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(11-0540-030)

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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	40
Weapons	6
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	55
Incidents Per 100 Students Enrolled	5.76

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	3
Weapons	6
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	6	6
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	112	11.7%
Out-of-School Suspensions	39	4.1%
Any Suspension	129	13.5%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
183

Overview	Demographic	Student Growth	Academic Achievement	College and Career Readiness	Climate and Environment	Staff	Per-Pupil Expenditures	Accountability	Narrative

Broad Street School
(11-0540-030)
Grades Offered: KG-08
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	8:15 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 45 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	N

NJ SCHOOL PERFORMANCE REPORT

Broad Street School

(11-0540-030)

Grades Offered: KG-08

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	88	118,214
Average years experience in public schools	12.5	12.1
Average years experience in district	10.0	10.8
Percentage of Teachers with 4 or more years experience in the district	78.4%	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	19.4	16.0
Average years experience in district	13.3	12.0
Percentage of Administrators with 4 or more years experience in the district	76.3%	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	13:1
Students to Administrators	239:1	167:1
Teachers to Administrators	22:1	13:1
Students to Librarians/Media Specialists		1270:1
Students to Nurses		1059:1
Students to Counselors		289:1
Students to Child Study Team Members		454:1

NJ SCHOOL PERFORMANCE REPORT

Broad Street School
(11-0540-030)
Grades Offered: KG-08
2018-2019

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.3%	90.9%	100.0%	48.4%	77.1%	54.9%
Male	51.7%	9.1%	0.0%	51.6%	22.9%	45.1%
White	2.3%	77.3%	50.0%	42.4%	83.6%	77.4%
Hispanic	86.7%	18.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.2%	3.4%	50.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	1.1%	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	1.8%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Broad Street School

(11-0540-030)

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2018-2019

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

Teacher 84%

Admin N/A

Master's Degree

Teacher 15%

Admin 100%

Doctoral Degree

Teacher 1%

Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.0%	90.5%
2017-18 Administrators: Same district 2018-19	97.1%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	90.0%

NJ SCHOOL PERFORMANCE REPORT

Broad Street School

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2018-2019

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

NJ SCHOOL PERFORMANCE REPORT

Broad Street 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.

Broad Street School

(11-0540-030)

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	21.5%	25.9%	15.7%
Math Proficiency	12.4%	17.0%	*
ELA Growth	47	52	43
Math Growth	45	48	40
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		40.6%	26.1%
Chronic Absenteeism	4.5%	6.5%	6.2%

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

Broad Street School

(11-0540-030)

Grades Offered: KG-08

2018-2019

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.

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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.

NJ SCHOOL PERFORMANCE REPORT

Broad Street School

(11-0540-030)

Grades Offered: KG-08

2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Broad Street School

(11-0540-030)

Grades Offered: KG-08

2018-2019

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:	• • 2017-2019 NJ School of Character • Apple TVs in the Classroom • Host to Statewide Debate Competition
Mission, Vision, Theme:	The mission of the Broad Street School is to promote academic excellence and provide the opportunity for pupils to attain their individual, social, emotional, and physical potential. A challenging and enriching education will be provided for all students through teamwork and cooperation resulting in their development into mature productive citizens who can succeed in their own lives and to make positive contributions to society.

Broad Street School

(11-0540-030)

Grades Offered: KG-08

2018-2019

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Courses, Curriculum, Instruction:	Broad Street School implements the New Jersey Model Curriculum in Language Arts and Mathematics providing the framework through which students will achieve the New Jersey State Standards. The standards require students to be creative problem solvers and apply specific skills across content areas. The model curriculum also provides the expectation that all students will master their grade level standards.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Boys & Girls), Track and Field - Spring (Boys & Girls) Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls) The students of Broad Street are provided the opportunity to participate in the district wide middle school sports program. This is available to students in grades 6-8.
Clubs and Activities:	Broad Street School offers a number of clubs for the students including but not limited to Robotics, 24 club, Reading. Math and Mindcraft. Broad Street School also has an established Debate Team providing a select number of students the opportunity participate in statewide debates held throughout NJ including Broad Street School as a host.

Broad Street School

(11-0540-030)

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Before and After School Programs:	Broad Street hosts the Pathways program which services students in grades 4 through 8. Pathways provides students with additional educational experiences and supports geared towards the Arts.
Staff and Professional Learning:	Teachers and Administrators are continually meeting in PLCs and also partake in District and school provided professional development opportunities. These collaborative sessions focus on data analysis, student achievement, programmatic development and curricular design.

NJ SCHOOL PERFORMANCE REPORT

Broad Street School
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School Narrative

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Student Supports and Services:	Broad Street School provides supports to English Language Learners such as Bilingual instruction, ESL services, a Newcomers program and transitional services. An I&RS Team meets throughout the year to determine supports and interventions needed for identified students. The Child Study Team is available to develop and provide specialized programs that support the needs of Broad Street School''s Special Education population.
Student Health and Wellness:	Every student at Broad Street School is provided with a nutritional breakfast and lunch free of charge. Students have access to a variety of healthy snacks through the Fresh Fruit and Vegetable program. Broad Street School''s Health and Wellness committee provides stakeholders with information pertaining to nutrion, hygiene and cardiovascular health. This committee also provides evening events open to parents and students to engage in health related activities.
Parent and Community Involvement:	Broad Street School is staffed with both a Community Parent Involvment Specialist and Parent Liason. These individuals work as a team to develop both daytime and evening events that engage all members of the community. Examples of such events include Breakfast with Dad, Fall Film and Reading Festival and the Dr. Seuss Literacy Night.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The school district provides a school climate survey that is completed by the staff, students and parents of Broad Street School. This data is then analyzed and used to determine successes and areas in need of improvement pertaining to establishing and sustaining a positive school climate.
Facilities:	Broad Street School has undergone a number of rennovations including the refurbishing of the auditorium, reconstruction of outside stairs and parking lot, repointing of the building exterior, and installment of an electronic sign identifying the 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.

Other Information	Broad Street School is staffed with 2 Anti-Bullying Specialists who provide data and information to the School Safety Committee regarding incidents of bullying and developing strategies to address concerns of bullying. There are also 2 Technology Coordinators at Broad Street who support and provide services to the staff based on their technological needs. The students of Broad Street School take part in district initiated events that recognize thier achievement in education. These events include but are not limited to Olympic Day, Parade Of Champions, Positive Behavior Support In Schools, and Student of the Month.

NJ SCHOOL PERFORMANCE REPORT

Buckshutem Road School
(11-0540-050)
Grades Offered: KG-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:

NJ SCHOOL PERFORMANCE REPORT

Buckshutem Road School
(11-0540-050)
Grades Offered: KG-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	Cumberland
District	Bridgeton City School District
Principal Name	Mr. Derek Macchia
Address	550 BUCKSHUTEM ROAD BRIDGETON, NJ 08302-9501
Phone Number	856-455-8030
Email Address	dmacchia@bridgeton.k12.nj.us
Website	https://www.bridgeton.k12.nj.us
Facebook	https://www.facebook.com/bridgetonpublicschools

NJ SCHOOL PERFORMANCE REPORT

Buckshutem Road School

(11-0540-050)

Grades Offered: KG-08

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	88	79	67
1	64	73	83
2	66	57	78
3	67	70	60
4	76	66	72
5	75	72	69
6	59	73	63
7	51	58	73
8	41	51	59
Total	587	599	624

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	50.8%	51.9%	50.2%
Male	49.2%	48.1%	49.8%
Economically Disadvantaged Students	83.8%	93.0%	85.3%
Students with Disabilities	7.3%	6.0%	7.9%
English Learners	27.9%	33.9%	34.8%
Homeless Students	3.9%	3.0%	4.3%
Students in Foster Care	0.0%	0.7%	1.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.9%	2.3%	3.4%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	4.1%	2.8%	3.0%
Hispanic	71.6%	75.8%	76.3%
Black or African American	23.3%	19.9%	17.9%
Asian	0.2%	0.3%	0.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.9%	1.2%	2.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	88	79	67

Enrollment by Home Language

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

Home Language	% of Students
Spanish	64.6%
English	34.5%
Other Languages	1.0%

NJ SCHOOL PERFORMANCE REPORT

Buckshutem Road School

(11-0540-050)

Grades Offered: KG-08

2018-2019

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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note, see note below table

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	37	40	35	43	35	34
Met Standard (40-59.5)?	Not Met	Met Standard	Not Met	Met Standard	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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NJ SCHOOL PERFORMANCE REPORT

Buckshutem Road School

(11-0540-050)
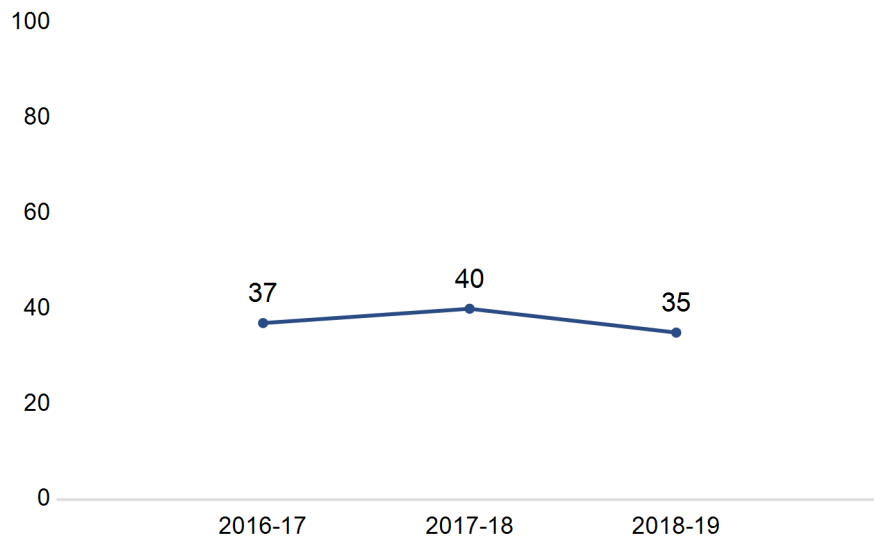
Grades Offered: KG-08

2018-2019

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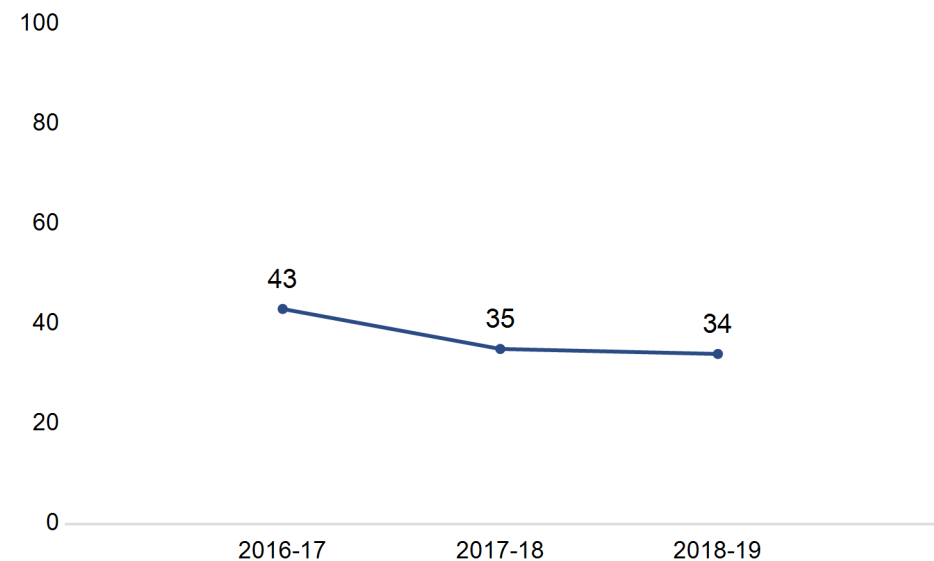* **†** This indicates a table specific note, see note below table

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	35	41	50	Not Met	34	39	50	Not Met
White	*	43	50	**	*	34.5	52	**
Hispanic	35.5	42	49	Not Met	33	39	47	Not Met
Black or African American	32	36	45	Not Met	34	39	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	*	59	**	N	*	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	35.5	49	**	*	37	52	**
Female	38	44	53	N	32.5	37	50	N
Male	28	39	47	N	34	43	51	N
Economically Disadvantaged Students	35	41	48	Not Met	34	39	46	Not Met
Students with Disabilities	*	41	43	**	*	43.5	45	**
English Learners	32	41	52	Not Met	31.5	37	50	Not Met
Homeless Students	9	36.5	43	N	*	43.5	44	N
Students in Foster Care	*	30	42	N	*	41	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	*	35	47	N	*	31	51	N

NJ SCHOOL PERFORMANCE REPORT

Buckshutem Road School

(11-0540-050)

Grades Offered: KG-08

2018-2019

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

Student Growth by Performance Level

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

ELA

Math

Student Growth by Grade

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

ELA

Math

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NJ SCHOOL PERFORMANCE REPORT

Buckshutem Road School
(11-0540-050)
Grades Offered: KG-08
2018-2019

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

2016-17: 14.7%
2017-18: 16.6%
2018-19: 16.4%

Math Proficiency Rate for Federal Accountability

2016-17: 13.1%
2017-18: 12.4%
2018-19: 12.6%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.5%	99.5%	99.2%	98.9%	99.5%	99.2%
Proficiency Rate for Federal Accountability	14.7%	16.6%	16.4%	13.1%	12.4%	12.6%
Annual Target	18.6%	21.9%	25.1%	19.9%	23.0%	26.2%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

Buckshutem Road School

(11-0540-050)

Grades Offered: KG-08

2018-2019

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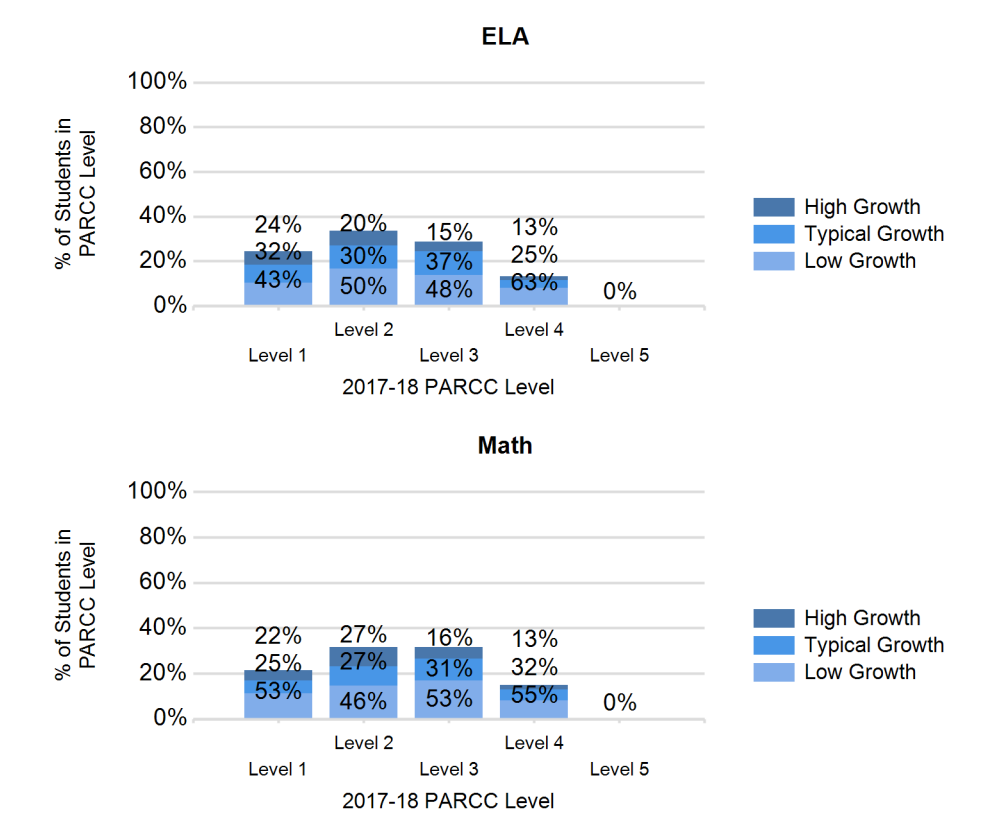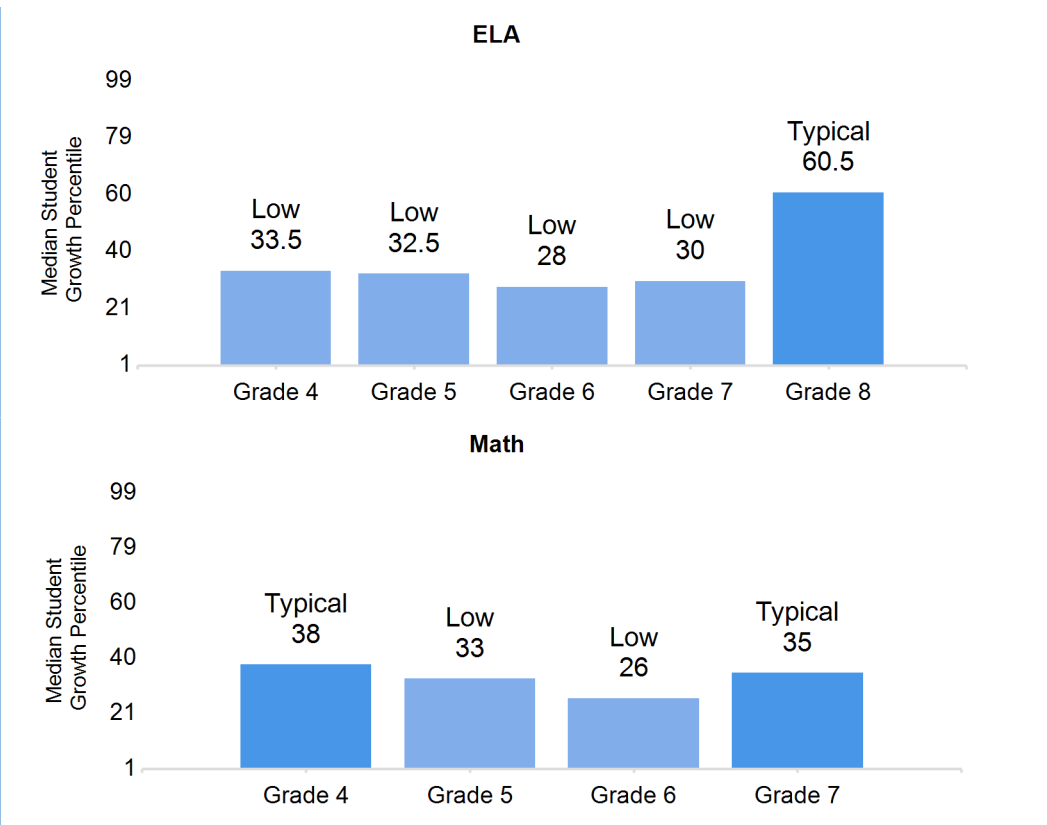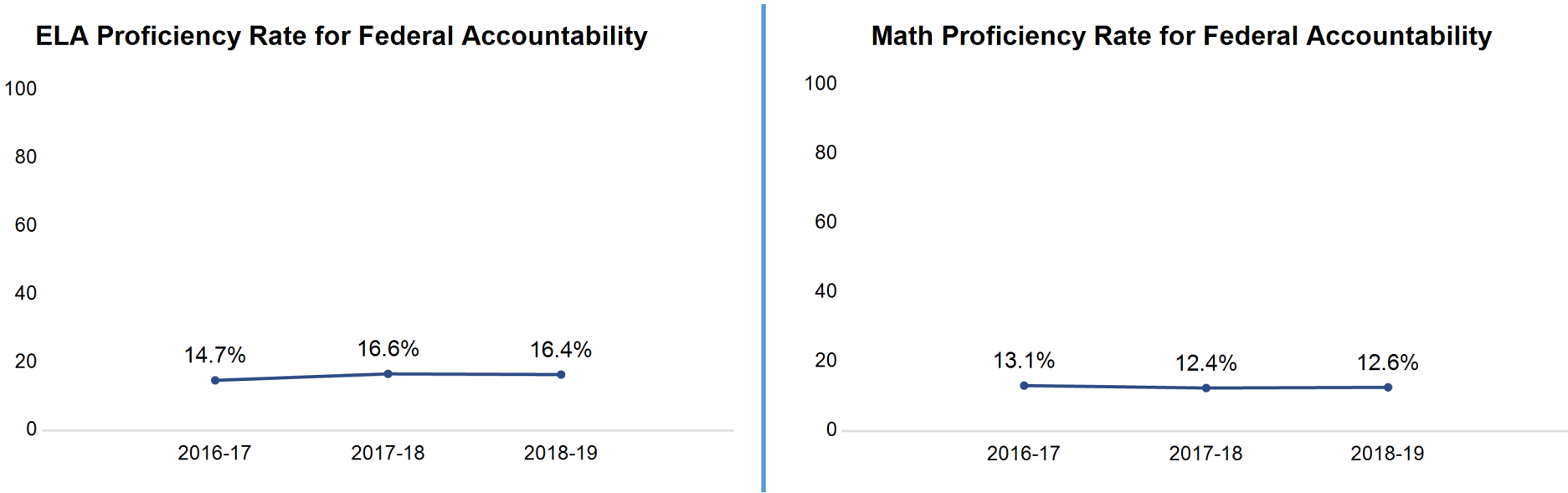- **†** This indicates a table specific note, see note below table

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	373	99.2	16.4	18.7	57.9	16.4	25.1	Not Met
White	*	*	*	27.6	66.9	*	**	**
Hispanic	284	99.3	15.5	20.1	43.9	15.5	25.9	Not Met
Black or African American	72	98.7	15.3	11.8	38.5	15.3	24.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	82.9	N	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	20.0	64.4	*	**	**
Female	190	98.5	18.9	24.7	64.8	18.9		
Male	183	100.0	13.7	12.6	51.3	13.7		
Economically Disadvantaged Students	339	99.7	15.3	*	40.0	*	25.9	Not Met
Non-Economically Disadvantaged Students	34	94.6	26.5	*	67.9	*		
Students with Disabilities	25	96.2	*	*	22.7	*	15.2	Not Met
Students without Disabilities	348	99.5	*	*	65.1	*		
English Learners	157	99.4	*	*	29.3	*	23.8	Not Met
Non-English Learners	216	99.2	*	*	60.6	*		
Homeless Students	16	100.0	12.5	13.3	29.1	12.5		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	*	*	*	11.1	30.4	*		

† Target was met within a confidence interval.

Buckshutem Road School

(11-0540-050)

Grades Offered: KG-08

2018-2019

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.
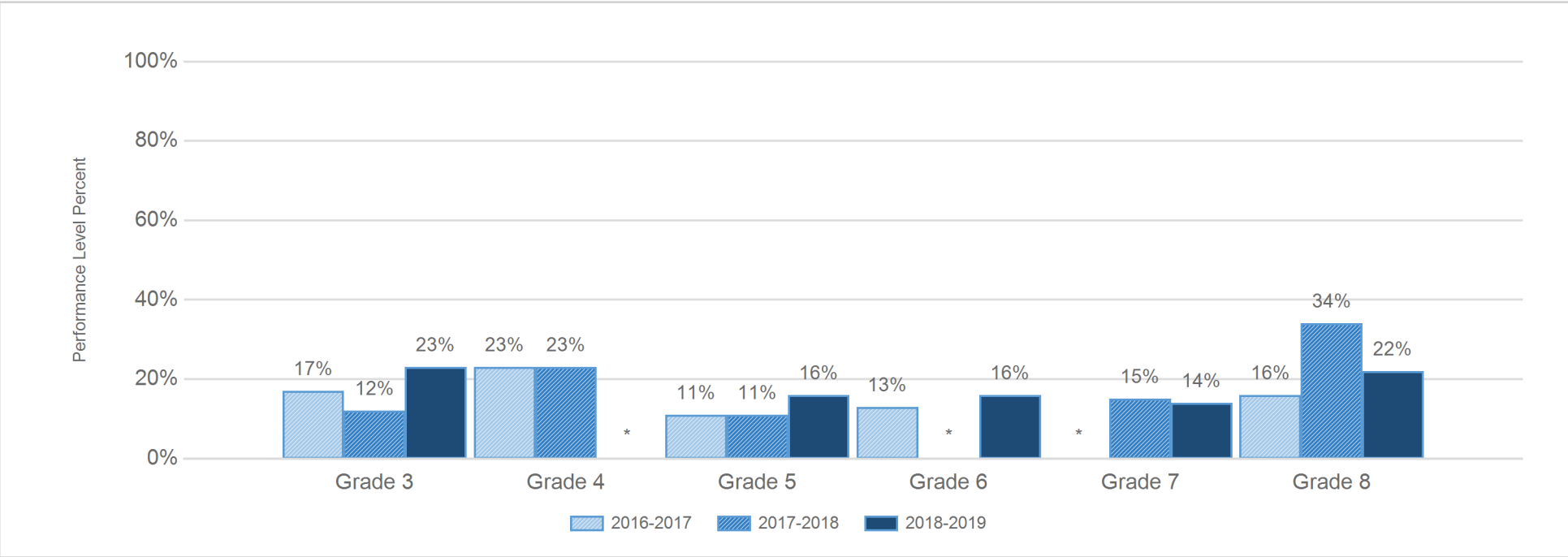

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NJ SCHOOL PERFORMANCE REPORT

Buckshutem Road School

(11-0540-050)

Grades Offered: KG-08

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	722	710	748	27%	28%	22%	*	*	23%	50%
White	*	*	732	757	*	*	*	*	*	*	60%
Hispanic	40	719	*	734	28%	28%	25%	*	*	20%	36%
Black or African American	*	*	705	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	723	756	N	N	N	N	N	N	58%
Female	29	725	713	753	*	*	*	*	*	28%	55%
Male	31	720	707	743	*	*	*	*	*	19%	46%
Economically Disadvantaged Students	*	*	708	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	726	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	678	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	713	754	*	*	*	*	*	*	56%
English Learners	22	701	697	713	*	*	*	*	*	*	17%
Non-English Learners	38	735	717	751	*	*	*	*	*	*	54%
Homeless Students	*	*	706	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	*	*	*	727	*	*	*	*	*	*	24%

Buckshutem Road School

(11-0540-050)

Grades Offered: KG-08

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	717	717	755	*	*	*	*	*	*	57%
White	N	N	706	763	N	N	N	N	N	N	67%
Hispanic	48	715	718	743	*	*	*	*	*	*	44%
Black or African American	*	*	711	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	38	717	719	760	*	*	*	*	*	*	62%
Male	26	717	713	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	717	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	715	765	*	*	*	*	*	*	69%
Students with Disabilities	N	N	685	725	N	N	N	N	N	N	25%
Students without Disabilities	64	717	720	761	*	*	*	*	*	*	64%
English Learners	22	695	702	720	*	*	*	*	*	*	17%
Non-English Learners	42	729	724	758	*	*	*	*	*	*	60%
Homeless Students	*	*	707	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	*	*	*	718	*	*	*	*	*	*	25%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	719	719	756	28%	29%	26%	16%	0%	16%	58%
White	*	*	737	764	*	*	*	*	*	*	68%
Hispanic	53	718	719	743	28%	32%	25%	*	*	15%	44%
Black or African American	12	724	715	739	*	*	*	*	*	25%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	31	724	726	761	*	*	*	*	*	16%	64%
Male	37	715	713	750	*	*	*	*	*	16%	52%
Economically Disadvantaged Students	*	*	718	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	724	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	699	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	721	762	*	*	*	*	*	*	65%
English Learners	16	695	698	713	*	*	*	*	*	*	11%
Non-English Learners	52	727	726	758	*	*	*	*	*	*	60%
Homeless Students	*	*	716	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	*	*	*	723	*	*	*	*	*	*	26%

NJ SCHOOL PERFORMANCE REPORT

Buckshutem Road School

(11-0540-050)

Grades Offered: KG-08

2018-2019

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	61	714	719	754	33%	39%	*	*	*	16%	56%
White	*	*	726	762	*	*	*	*	*	*	65%
Hispanic	44	712	721	743	32%	45%	*	*	*	14%	43%
Black or African American	14	715	*	738	*	*	*	*	*	14%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	35	717	725	762	*	*	*	*	*	20%	64%
Male	26	710	713	748	*	*	*	*	*	12%	48%
Economically Disadvantaged Students	*	*	719	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	718	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	700	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	722	761	*	*	*	*	*	*	64%
English Learners	10	690	697	710	*	*	*	*	*	*	*
Non-English Learners	51	719	723	756	*	*	*	*	*	*	*
Homeless Students	*	*	710	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	*	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

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(11-0540-050)

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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	71	717	722	761	25%	27%	34%	14%	0%	14%	63%
White	*	*	732	769	*	*	*	*	*	*	72%
Hispanic	59	719	725	747	24%	27%	34%	*	*	15%	50%
Black or African American	*	*	710	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	32	723	730	769	*	*	*	*	*	13%	71%
Male	39	711	713	753	*	*	*	*	*	15%	55%
Economically Disadvantaged Students	*	*	721	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	724	771	*	*	*	*	*	*	73%
Students with Disabilities	N	N	699	720	N	N	N	N	N	N	22%
Students without Disabilities	71	717	725	769	25%	27%	34%	14%	0%	14%	71%
English Learners	*	*	691	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	725	763	*	*	*	*	*	*	65%
Homeless Students	*	*	724	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	*	*	*	728	*	*	*	*	*	*	31%

NJ SCHOOL PERFORMANCE REPORT

Buckshutem Road School

(11-0540-050)

Grades Offered: KG-08

2018-2019

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	50	729	722	762	*	*	40%	*	*	22%	63%
White	N	N	*	770	N	N	N	N	N	N	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	49%
Black or African American	*	*	711	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	31	737	734	771	*	*	*	*	*	23%	71%
Male	19	717	710	753	*	*	*	*	*	21%	55%
Economically Disadvantaged Students	*	*	722	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	724	772	*	*	*	*	*	*	72%
Students with Disabilities	N	N	692	721	N	N	N	N	N	N	22%
Students without Disabilities	50	729	728	770	*	*	40%	*	*	22%	71%
English Learners	*	*	689	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	726	764	*	*	*	*	*	*	65%
Homeless Students	*	*	710	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	*	*	*	718	*	*	*	*	*	*	27%

NJ SCHOOL PERFORMANCE REPORT

Buckshutem Road School

(11-0540-050)

Grades Offered: KG-08

2018-2019

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

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	372	99.2	12.6	12.9	44.5	12.6	26.2	Not Met
White	*	*	*	19.8	54.1	*	**	**
Hispanic	283	99.3	13.1	14.6	28.8	13.1	25.9	Not Met
Black or African American	72	98.7	*	*	23.0	*	27	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	76.5	N	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	12.5	53.3	*	**	**
Female	189	98.5	10.6	13.4	44.9	10.6		
Male	183	100.0	14.8	12.4	44.2	14.8		
Economically Disadvantaged Students	338	99.4	12.4	12.3	26.3	12.4	26.5	Not Met
Non-Economically Disadvantaged Students	34	97.2	14.7	16.2	54.9	14.7		
Students with Disabilities	24	92.3	*	*	17.4	*	8	Met Target†
Students without Disabilities	348	99.7	*	*	50.0	*		
English Learners	157	99.4	10.2	10.8	25.0	10.2	28.5	Not Met
Non-English Learners	215	99.2	14.4	13.9	46.5	14.4		
Homeless Students	16	100.0	*	11.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

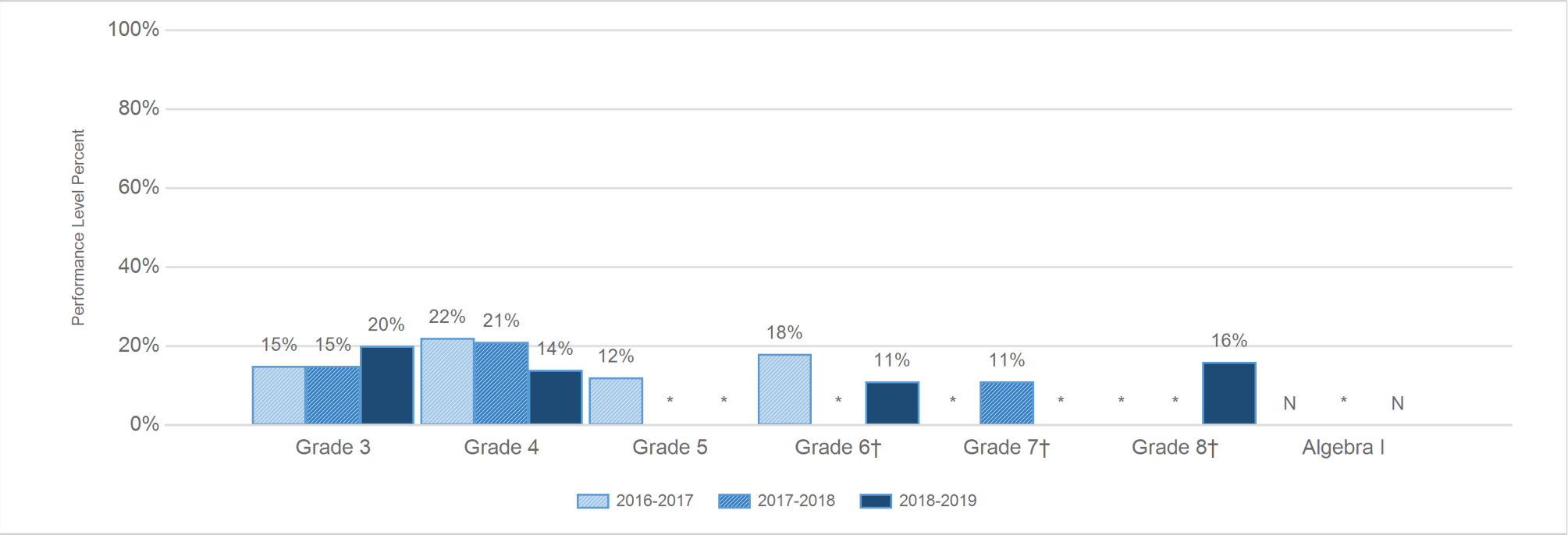† Target was met within a confidence interval.

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Buckshutem Road School

(11-0540-050)

Grades Offered: KG-08

2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

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

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

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NJ SCHOOL PERFORMANCE REPORT

Buckshutem Road School

(11-0540-050)

Grades Offered: KG-08

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	60	726	722	752	20%	27%	33%	*	*	20%	55%
White	*	*	737	760	*	*	*	*	*	*	66%
Hispanic	40	727	*	739	*	25%	38%	*	*	20%	40%
Black or African American	*	*	710	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	728	758	N	N	N	N	N	N	62%
Female	29	725	723	751	*	*	*	*	*	10%	54%
Male	31	727	720	752	*	*	*	*	*	29%	56%
Economically Disadvantaged Students	*	*	720	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	735	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	685	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	725	756	*	*	*	*	*	*	60%
English Learners	22	718	717	728	*	*	*	*	*	*	26%
Non-English Learners	38	730	724	754	*	*	*	*	*	*	58%
Homeless Students	*	*	716	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	*	*	*	728	*	*	*	*	*	*	28%

NJ SCHOOL PERFORMANCE REPORT

Buckshutem Road School

(11-0540-050)

Grades Offered: KG-08

2018-2019

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	65	721	716	749	22%	34%	31%	*	*	14%	51%
White	N	N	703	757	N	N	N	N	N	N	62%
Hispanic	49	721	719	737	22%	33%	29%	*	*	16%	36%
Black or African American	*	*	709	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	39	720	716	749	*	*	*	*	*	*	50%
Male	26	722	717	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	717	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	714	759	*	*	*	*	*	*	63%
Students with Disabilities	N	N	689	726	N	N	N	N	N	N	25%
Students without Disabilities	65	721	719	754	22%	34%	31%	*	*	14%	56%
English Learners	23	704	704	722	*	*	*	*	*	*	18%
Non-English Learners	42	730	723	751	*	*	*	*	*	*	54%
Homeless Students	*	*	710	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	*	*	*	717	*	*	*	*	*	*	16%

NJ SCHOOL PERFORMANCE REPORT

Buckshutem Road School

(11-0540-050)

Grades Offered: KG-08

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	68	716	716	747	*	*	*	*	*	*	47%
White	*	*	723	755	*	*	*	*	*	*	58%
Hispanic	53	716	717	735	*	*	*	*	*	*	30%
Black or African American	12	722	711	729	*	*	*	*	*	17%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	31	717	718	747	*	*	*	*	*	*	47%
Male	37	715	713	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	*	*	715	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	717	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	717	752	*	*	*	*	*	*	52%
English Learners	16	696	702	718	*	*	*	*	*	*	12%
Non-English Learners	52	722	721	749	*	*	*	*	*	*	49%
Homeless Students	*	*	715	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	*	*	*	716	*	*	*	*	*	*	17%

Buckshutem Road School

(11-0540-050)

Grades Offered: KG-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	707	711	741	39%	36%	*	*	*	11%	41%
White	*	*	723	749	*	*	*	*	*	*	51%
Hispanic	44	704	713	729	*	*	*	*	*	*	24%
Black or African American	14	704	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	35	708	713	742	31%	*	*	*	*	11%	42%
Male	26	705	710	740	50%	*	*	*	*	12%	40%
Economically Disadvantaged Students	*	*	712	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	706	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	700	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	713	746	*	*	*	*	*	*	46%
English Learners	10	680	696	709	*	*	*	*	*	*	*
Non-English Learners	51	712	714	743	*	*	*	*	*	*	*
Homeless Students	*	*	697	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	*	717	N	N	N	N	N	N	20%

Buckshutem Road School

(11-0540-050)

Grades Offered: KG-08

2018-2019

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 N No Data is available to display
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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	71	723	722	744	*	*	*	*	*	*	42%
White	*	*	728	751	*	*	*	*	*	*	53%
Hispanic	59	724	724	733	*	34%	41%	*	*	10%	26%
Black or African American	*	*	715	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	32	724	724	744	*	*	*	*	*	*	42%
Male	39	723	720	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	722	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	723	751	*	*	*	*	*	*	53%
Students with Disabilities	N	N	706	718	N	N	N	N	N	N	13%
Students without Disabilities	71	723	724	749	*	*	*	*	*	*	48%
English Learners	*	*	705	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	724	745	*	*	*	*	*	*	44%
Homeless Students	*	*	725	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	*	*	*	717	*	*	*	*	*	*	12%

NJ SCHOOL PERFORMANCE REPORT

Buckshutem Road School

(11-0540-050)

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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	50	721	714	728	22%	40%	22%	*	*	16%	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	701	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	*	730	N	N	N	N	N	N	31%
Female	31	719	718	731	*	*	*	*	*	16%	31%
Male	19	724	711	726	*	*	*	*	*	16%	27%
Economically Disadvantaged Students	*	*	715	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	706	735	*	*	*	*	*	*	36%
Students with Disabilities	N	N	695	707	N	N	N	N	N	N	10%
Students without Disabilities	50	721	718	734	22%	40%	22%	*	*	16%	35%
English Learners	*	*	692	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	717	730	*	*	*	*	*	*	30%
Homeless Students	*	*	706	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	*	*	*	701	*	*	*	*	*	*	16%

NJ SCHOOL PERFORMANCE REPORT

Buckshutem Road School

(11-0540-050)

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2018-2019

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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	N	N	717	744	N	N	N	N	N	N	42%
White	N	N	*	752	N	N	N	N	N	N	53%
Hispanic	N	N	719	728	N	N	N	N	N	N	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	720	745	N	N	N	N	N	N	44%
Male	N	N	714	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	714	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	*	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	694	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	720	748	N	N	N	N	N	N	47%
English Learners	N	N	693	710	N	N	N	N	N	N	*
Non-English Learners	N	N	720	745	N	N	N	N	N	N	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Buckshutem Road School

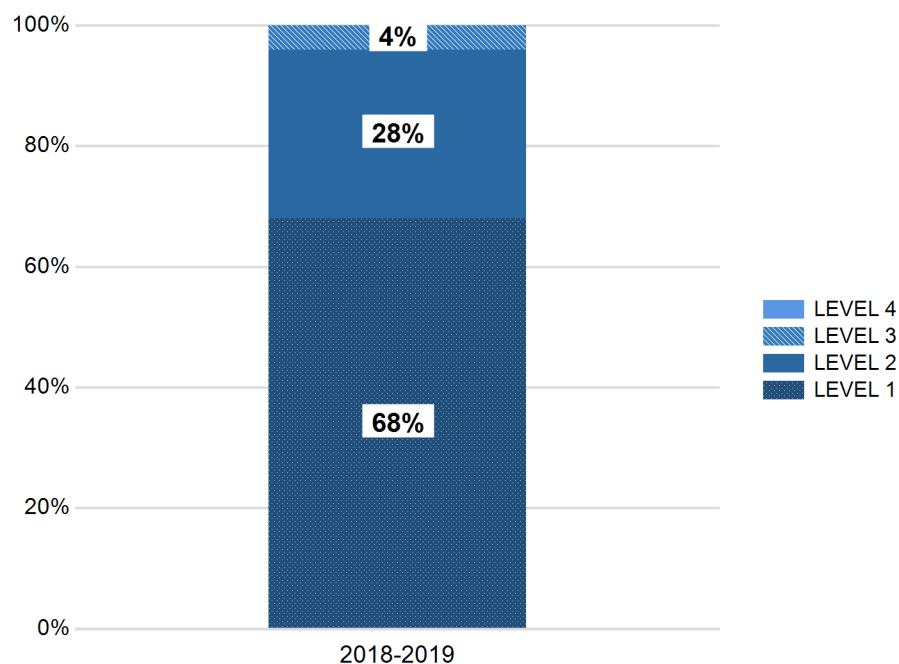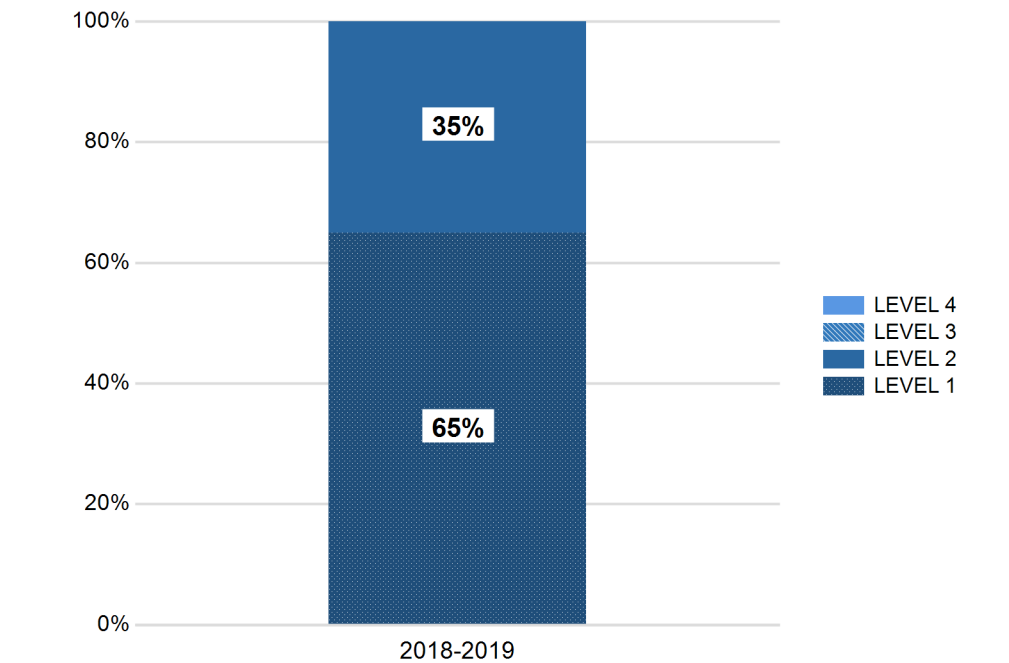(11-0540-050)

Grades Offered: KG-08

2018-2019

Report Key:
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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
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	38.3%	40.9%	Met Target†

  † Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	23	*	*
3-4	80	*	*
5 or more	96	*	*

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(11-0540-050)

Grades Offered: KG-08

2018-2019

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	68	28	4	0
White	*	*	*	*
Hispanic	72	25	4	0
Black or African American	50	42	8	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	65	29	6	0
Male	70	27	3	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*

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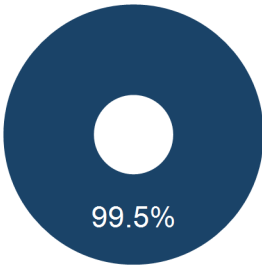
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2018-2019

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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	65	35	0	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	59	41	0	0
Male	76	24	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	N	N	N	N
Students without Disabilities	65	35	0	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*

Buckshutem Road School

(11-0540-050)

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2018-2019

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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	63
7	0	0	25
8	0	0	58
Total	0	0	146

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	0	0	0	0	0	0	63
7	0	0	0	0	0	0	73
8	0	0	0	0	0	0	58
Total	0	0	0	0	0	0	194

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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

99.5% — School

90.9% — State

Students enrolled in one or more classes by discipline:

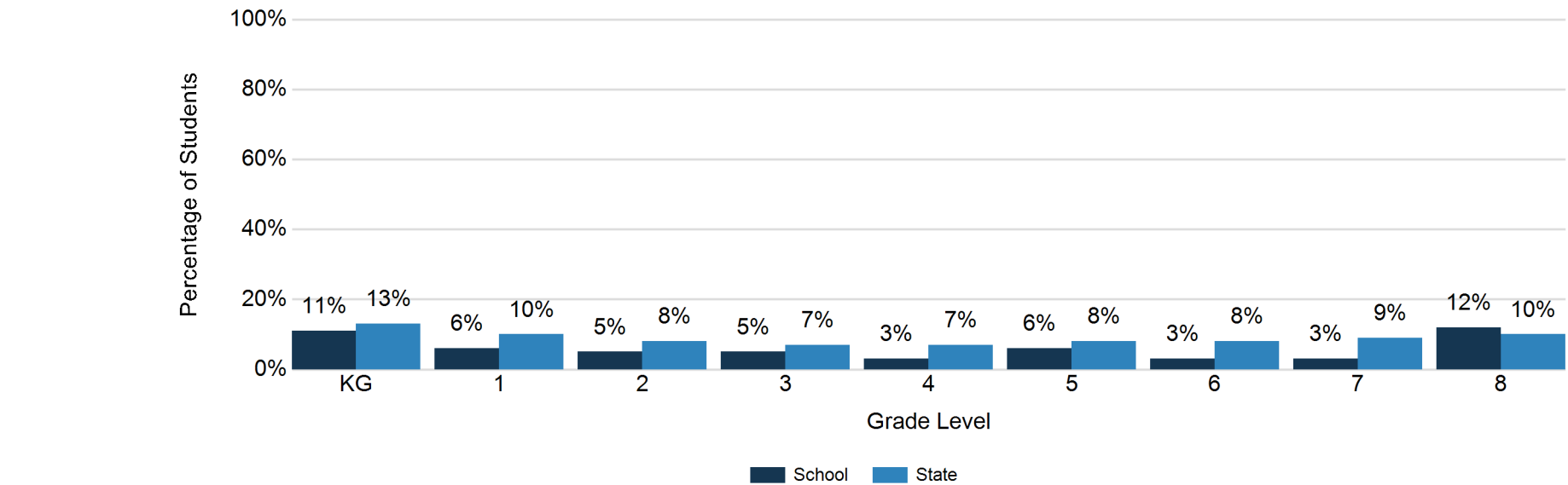|		
MUSIC	School	99.5%
	State	65.1%
DANCE	School	0.0%
	State	2.2%
DRAMA	School	0.0%
	State	7.1%
VISUAL ARTS	School	99.5%
	State	70.0%

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	36	5.9	9.0	Met
White	2	11.1	**	**
Hispanic	15	3.2	9.0	Met
Black or African American	16	14.4	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	19	6.3		
Male	17	5.6		
Economically Disadvantaged Students	34	6.4	9.0	Met
Students with Disabilities	6	12.0	9.0	Not Met
English Learners	7	3.3	9.0	Met
Homeless Students	6	23.1		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	1	4.8		

Days Absent

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

Buckshutem Road School

(11-0540-050)

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2018-2019

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	6
Weapons	2
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	2.56

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	2
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
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 Bulling (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	6	6
No Identified Nature	2		2

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	42	6.7%
Out-of-School Suspensions	*	*
Any Suspension	44	7.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
46

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School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 45 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	N

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	44	118,214
Average years experience in public schools	8.9	12.1
Average years experience in district	7.3	10.8
Percentage of Teachers with 4 or more years experience in the district	59.1%	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	19.4	16.0
Average years experience in district	13.3	12.0
Percentage of Administrators with 4 or more years experience in the district	76.3%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	312:1	167:1
Teachers to Administrators	22:1	13:1
Students to Librarians/Media Specialists		1270:1
Students to Nurses		1059:1
Students to Counselors		289:1
Students to Child Study Team Members		454:1

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.2%	84.1%	50.0%	48.4%	77.1%	54.9%
Male	49.8%	15.9%	50.0%	51.6%	22.9%	45.1%
White	3.0%	72.7%	50.0%	42.4%	83.6%	77.4%
Hispanic	76.3%	15.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	17.9%	9.1%	50.0%	15.0%	6.6%	13.9%
Asian	0.5%	2.3%	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	2.2%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 82%
Admin — N/A

Master's Degree

Teacher — 18%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.0%	90.5%
2017-18 Administrators: Same district 2018-19	97.1%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	91.0%

Overview	Demographic	Student Growth	Academic Achievement	College and Career Readiness	Climate and Environment	Staff	Per-Pupil Expenditures	Accountability	Narrative

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	14.7%	16.6%	16.4%
Math Proficiency	13.1%	12.4%	12.6%
ELA Growth	37	40	35
Math Growth	43	35	34
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		49.0%	38.3%
Chronic Absenteeism	4.9%	4.2%	5.9%

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

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

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

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

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

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

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Buckshutem Road School

(11-0540-050)

Grades Offered: KG-08

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

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(11-0540-050)

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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:	• • We created and developed our own student led news broadcast (Bobcats Live!) • All K-2 teacher are fully trained in Orton-Gillingham • All 3-8 homerooms utilize their own laptop cart; all K-2 & SE
Mission, Vision, Theme:	Buckshutem Road School is an active and engaging learning environment where students are challenged to think critically and correlate what they learn in school to real life experiences. Our staff readily addresses the intellectual, emotional, and social well being of students in grades kindergarten through grade eight by exposing them to skills needed to compete and excel in a changing global environment.
Awards, Recognition, Accomplishments:	Buckshutem Road School addresses the needs of all students through rigorous curriculum which is congruent to the New Jersey Student Learning Standards. The teaching staff recognizes that students learn in a myriad of ways and at different rates. Differentiated instruction and a variety of learning tasks and activities are provided to address the academic needs of all students.

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Buckshutem Road School

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Courses, Curriculum, Instruction:	Students in Grades K-5 will begin utilizing the Journeys curriculum while students in grades 6-8 utilize the Holt/McDougal Literature Series for Language Arts Literacy. The Go Math Series is utilized for students in grades K-6, while students in Grades 7 and 8 are taught using the Holt-McDougal math series
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls) Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls)
Clubs and Activities:	Buckshutem Road School is an active participant in the Positive Behavior Support In Schools Program (PBSIS), ClassDojo, and The Leader In Me. Additional school activities include TD Banking Program, Reading Buddies, Safety Patrol, Student Ambassadors, Read Across America Day, Great Blacks In Wax Museum, Career Day, Community Service Projects, Kindergarten Expo, Science Fair, theater experiences, Pathways 21st CCLC,

NJ SCHOOL PERFORMANCE REPORT

Buckshutem Road School

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Before and After School Programs:	Buckshutem offers a variety of extended day programs, a summer enrichment program, and we participate in the Pathways 21st CCLC program.
Staff and Professional Learning:	Teachers partcipate in various professional development activities and they also collaborate weekly in grade level and content area PLC"s.

Buckshutem Road School

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Student Supports and Services:	ESL & bilingual services, I&RS, OT/PT, speech, behavioral therapy, indivdiual/group counseling
Student Health and Wellness:	Health/PE classes, nutrition policy, fitness program during Pathways 21st CCLC program
Parent and Community Involvement:	SLC, School Safety team, Paret/Teacher Leadership Team, ClassDojo, Genesis parent portal.

Buckshutem Road School

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Survey given in the spring each year. the survey involves question regarding safety, physical environment, teaching and learning.
Facilities:	The new addition to the building (wing, gym, offices, library) was completed in the spring of 2016.

NJ SCHOOL PERFORMANCE REPORT

Cherry Street School

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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:

NJ SCHOOL PERFORMANCE REPORT

Cherry Street School
(11-0540-055)
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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	Cumberland
District	Bridgeton City School District
Principal Name	Mr. Terrence Spencer
Address	11 CHERRY STREET BRIDGETON, NJ 08302
Phone Number	856-455-8030
Email Address	tspencer@bridgeton.k12.nj.us
Website	https://www.bridgeton.k12.nj.us
Facebook	https://www.facebook.com/bridgetonpublicschools

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	74	63	67
1	86	73	62
2	62	78	67
3	81	61	65
4	84	69	63
5	63	82	69
6	65	59	71
7	38	62	64
8	46	26	62
Total	599	573	590

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	50.4%	49.7%	49.8%
Male	49.6%	50.3%	50.2%
Economically Disadvantaged Students	91.0%	94.9%	90.2%
Students with Disabilities	6.7%	6.1%	6.9%
English Learners	21.9%	23.4%	26.3%
Homeless Students	6.2%	6.3%	4.7%
Students in Foster Care	0.8%	1.0%	1.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	1.0%	1.0%	1.5%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	1.7%	1.6%	1.5%
Hispanic	49.4%	51.0%	53.7%
Black or African American	47.2%	44.9%	42.2%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.3%	0.7%
Two or More Races	1.5%	2.3%	1.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	74	63	67

Enrollment by Home Language

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

Home Language	% of Students
English	55.8%
Spanish	43.9%
Other Languages	0.3%

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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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

- 2016-17: 39
- 2017-18: 46.5
- 2018-19: 38

Math Median Student Growth Percentile

- 2016-17: 42
- 2017-18: 42
- 2018-19: 45

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	39	46.5	38	42	42	45
Met Standard (40-59.5)?	Not Met	Met Standard	Not Met	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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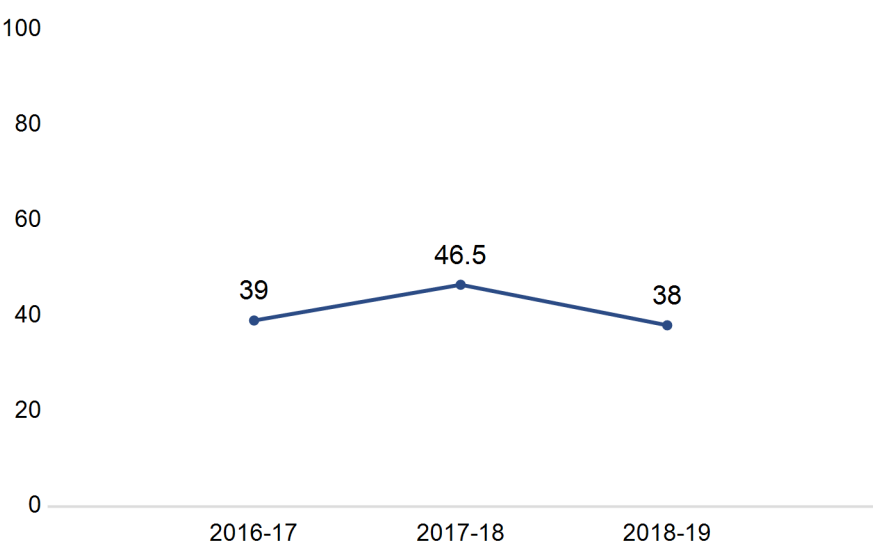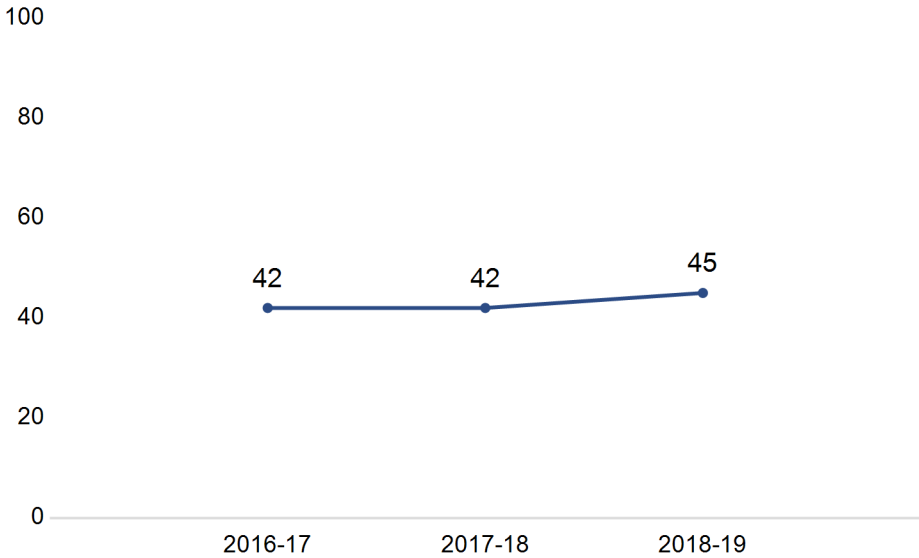**NJ SCHOOL PERFORMANCE REPORT**

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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	38	41	50	Not Met	45	39	50	Met Standard
White	*	43	50	**	*	34.5	52	**
Hispanic	38	42	49	Not Met	46	39	47	Met Standard
Black or African American	39	36	45	Not Met	45	39	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	*	59	**	N	*	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	35.5	49	**	*	37	52	**
Female	38	44	53	N	37	37	50	N
Male	37	39	47	N	47.5	43	51	N
Economically Disadvantaged Students	38	41	48	Not Met	45	39	46	Met Standard
Students with Disabilities	45	41	43	Met Standard	52	43.5	45	Met Standard
English Learners	36.5	41	52	Not Met	38.5	37	50	Not Met
Homeless Students	38	36.5	43	N	49.5	43.5	44	N
Students in Foster Care	*	30	42	N	*	41	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	35	47	N	N	31	51	N

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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

2017-18 PARCC Level	Low Growth	Typical Growth	High Growth
Level 1	42%	38%	20%
Level 2	44%	32%	23%
Level 3	50%	32%	18%
Level 4	54%	27%	20%
Level 5	0%		

Math

2017-18 PARCC Level	Low Growth	Typical Growth	High Growth
Level 1	33%	29%	38%
Level 2	40%	32%	29%
Level 3	43%	25%	32%
Level 4	57%	29%	14%
Level 5			

Student Growth by Grade

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

ELA

Grade	Median Student Growth Percentile	Level
Grade 4	24.5	Low
Grade 5	41	Typical
Grade 6	43	Typical
Grade 7	47	Typical
Grade 8	31	Low

Math

Grade	Median Student Growth Percentile	Level
Grade 4	25	Low
Grade 5	47.5	Typical
Grade 6	40	Typical
Grade 7	62	Typical

6

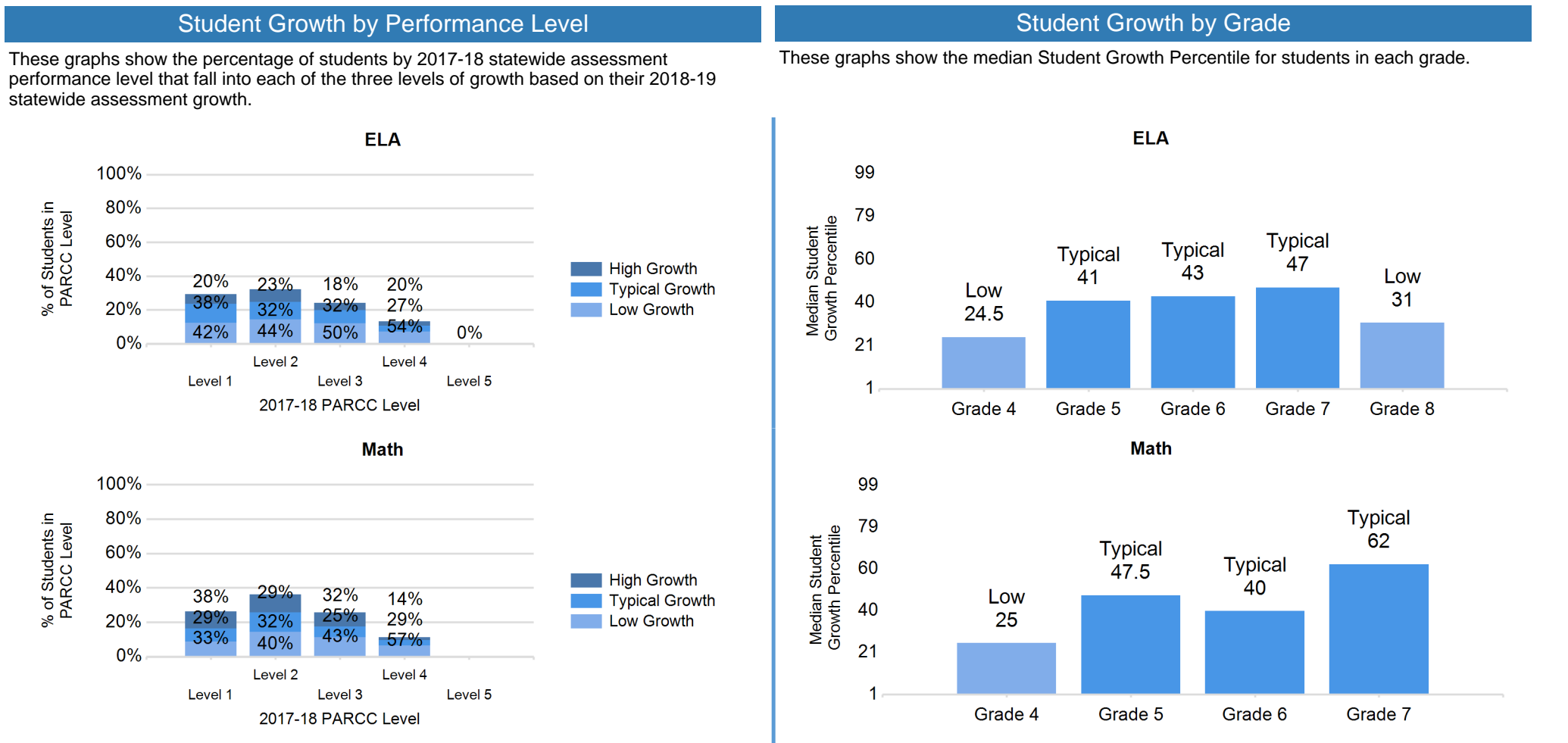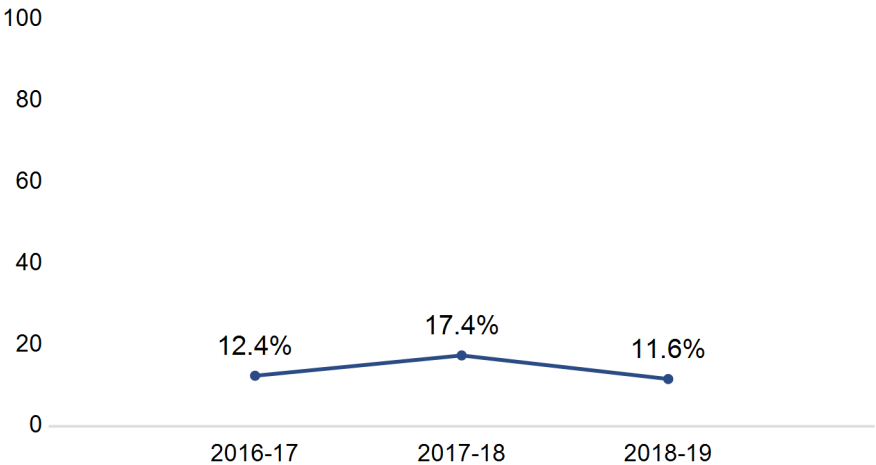**NJ SCHOOL PERFORMANCE REPORT**

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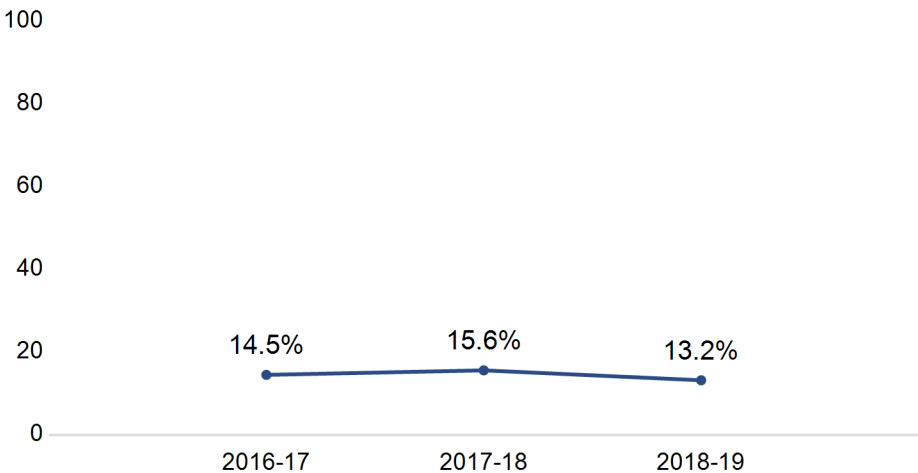† This indicates a table specific note, see note below table

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

	2016-17	2017-18	2018-19
	12.4%	17.4%	11.6%

Math Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	14.5%	15.6%	13.2%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.7%	98.8%	96.4%	99.7%	99.0%	97.1%
Proficiency Rate for Federal Accountability	12.4%	17.4%	11.6%	14.5%	15.6%	13.2%
Annual Target	12.9%	16.5%	20.0%	13.8%	17.3%	20.8%
Met Annual Target?	Met Target†	Met Target	Not Met	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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Cherry Street School

(11-0540-055)

Grades Offered: KG-08

2018-2019

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	372	96.4	11.6	18.7	57.9	11.6	20	Not Met
White	*	*	*	27.6	66.9	*	**	**
Hispanic	200	97.7	14.0	20.1	43.9	14.0	22.2	Not Met
Black or African American	160	96.6	*	11.8	38.5	*	16.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	82.9	N	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	20.0	64.4	*	**	**
Female	181	97.0	*	24.7	64.8	*		
Male	191	95.8	*	12.6	51.3	*		
Economically Disadvantaged Students	341	97.5	*	*	40.0	*	20.5	Not Met
Non-Economically Disadvantaged Students	31	88.2	*	*	67.9	*		
Students with Disabilities	65	94.6	15.4	*	22.7	15.4	13.7	Met Target
Students without Disabilities	307	96.7	10.7	*	65.1	10.7		
English Learners	128	97.1	*	*	29.3	*	13.2	Not Met
Non-English Learners	244	96.0	*	*	60.6	*		
Homeless Students	28	100.0	14.3	13.3	29.1	14.3		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	11.1	30.4	N		

† Target was met within a confidence interval.

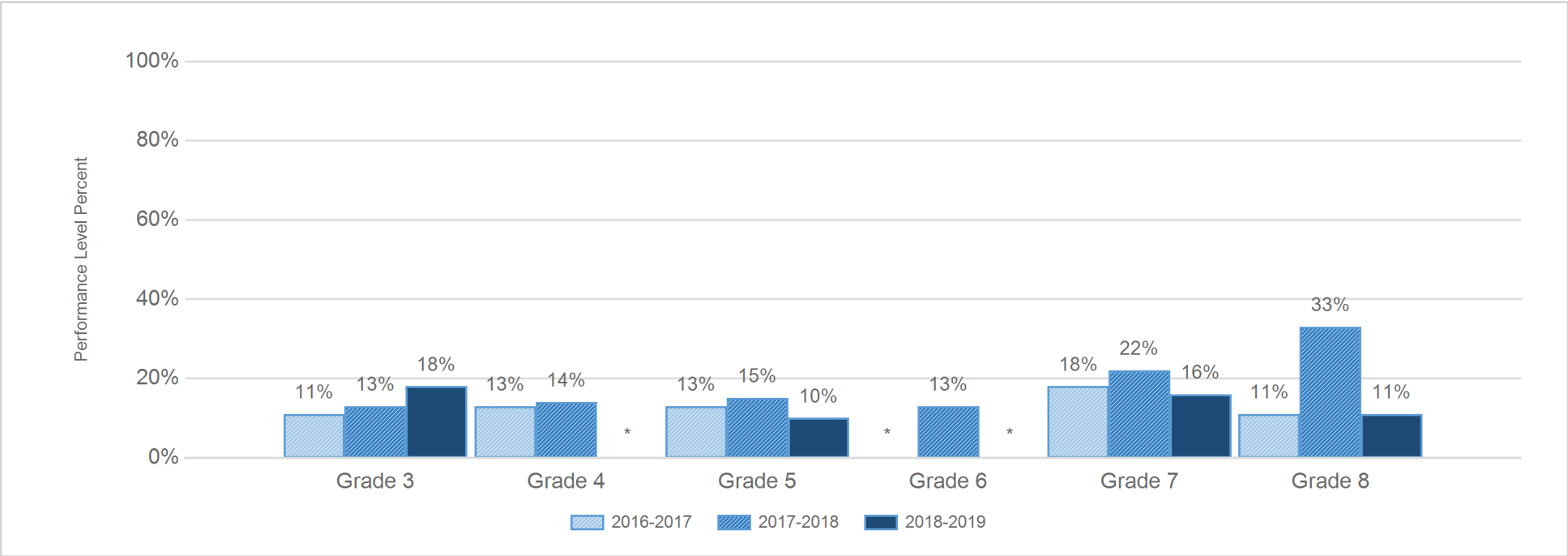**NJ SCHOOL PERFORMANCE REPORT**

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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	68	713	710	748	34%	25%	24%	18%	0%	18%	50%
White	N	N	732	757	N	N	N	N	N	N	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	32	714	705	731	41%	*	31%	*	*	16%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	723	756	*	*	*	*	*	*	58%
Female	36	721	713	753	*	*	*	*	*	22%	55%
Male	32	705	707	743	*	*	*	*	*	13%	46%
Economically Disadvantaged Students	*	*	708	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	726	759	*	*	*	*	*	*	61%
Students with Disabilities	N	N	678	719	N	N	N	N	N	N	24%
Students without Disabilities	68	713	713	754	34%	25%	24%	18%	0%	18%	56%
English Learners	15	703	697	713	*	*	*	*	*	*	17%
Non-English Learners	53	716	717	751	*	*	*	*	*	*	54%
Homeless Students	*	*	706	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Cherry Street School
(11-0540-055)
Grades Offered: KG-08
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	715	717	755	*	*	*	*	*	*	57%
White	N	N	706	763	N	N	N	N	N	N	67%
Hispanic	39	715	718	743	36%	*	31%	*	*	10%	44%
Black or African American	*	*	711	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	39	720	719	760	*	*	*	*	*	*	62%
Male	25	707	713	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	52	714	717	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	12	719	715	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	685	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	720	761	*	*	*	*	*	*	64%
English Learners	26	711	702	720	*	*	*	*	*	*	17%
Non-English Learners	38	718	724	758	*	*	*	*	*	*	60%
Homeless Students	*	*	707	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	*	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Cherry Street School

(11-0540-055)

Grades Offered: KG-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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	69	713	719	756	36%	30%	23%	*	*	10%	58%
White	N	N	737	764	N	N	N	N	N	N	68%
Hispanic	39	711	719	743	41%	31%	*	*	*	13%	44%
Black or African American	*	*	715	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	27	721	726	761	*	*	*	*	*	*	64%
Male	42	707	713	750	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	718	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	724	766	*	*	*	*	*	*	69%
Students with Disabilities	10	706	699	724	*	*	*	*	*	10%	23%
Students without Disabilities	59	714	721	762	*	*	*	*	*	10%	65%
English Learners	23	703	698	713	*	*	*	*	*	*	11%
Non-English Learners	46	717	726	758	*	*	*	*	*	*	60%
Homeless Students	*	*	716	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	*	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Cherry Street School

(11-0540-055)

Grades Offered: KG-08

2018-2019

Report Key:
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N No Data is available to display
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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	68	714	719	754	*	*	*	*	*	*	56%
White	N	N	726	762	N	N	N	N	N	N	65%
Hispanic	35	719	721	743	*	*	*	*	*	*	43%
Black or African American	33	709	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	28	715	725	762	*	*	*	*	*	*	64%
Male	40	713	713	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	719	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	718	763	*	*	*	*	*	*	67%
Students with Disabilities	19	717	700	722	*	*	*	*	*	*	19%
Students without Disabilities	49	713	722	761	*	*	*	*	*	*	64%
English Learners	14	720	697	710	*	*	*	*	*	*	*
Non-English Learners	54	713	723	756	*	*	*	*	*	*	*
Homeless Students	*	*	710	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	*	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Cherry Street School
(11-0540-055)
Grades Offered: KG-08
2018-2019

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	62	713	722	761	37%	24%	23%	16%	0%	16%	63%
White	*	*	732	769	*	*	*	*	*	*	72%
Hispanic	30	720	725	747	37%	*	*	*	*	27%	50%
Black or African American	*	*	710	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	25	725	730	769	*	*	*	*	*	24%	71%
Male	37	705	713	753	*	*	*	*	*	11%	55%
Economically Disadvantaged Students	*	*	721	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	724	771	*	*	*	*	*	*	73%
Students with Disabilities	19	713	699	720	*	*	*	*	*	21%	22%
Students without Disabilities	43	713	725	769	*	*	*	*	*	14%	71%
English Learners	15	703	691	706	*	*	*	*	*	20%	12%
Non-English Learners	47	716	725	763	*	*	*	*	*	15%	65%
Homeless Students	*	*	724	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%

NJ SCHOOL PERFORMANCE REPORT

Cherry Street School
(11-0540-055)
Grades Offered: KG-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.

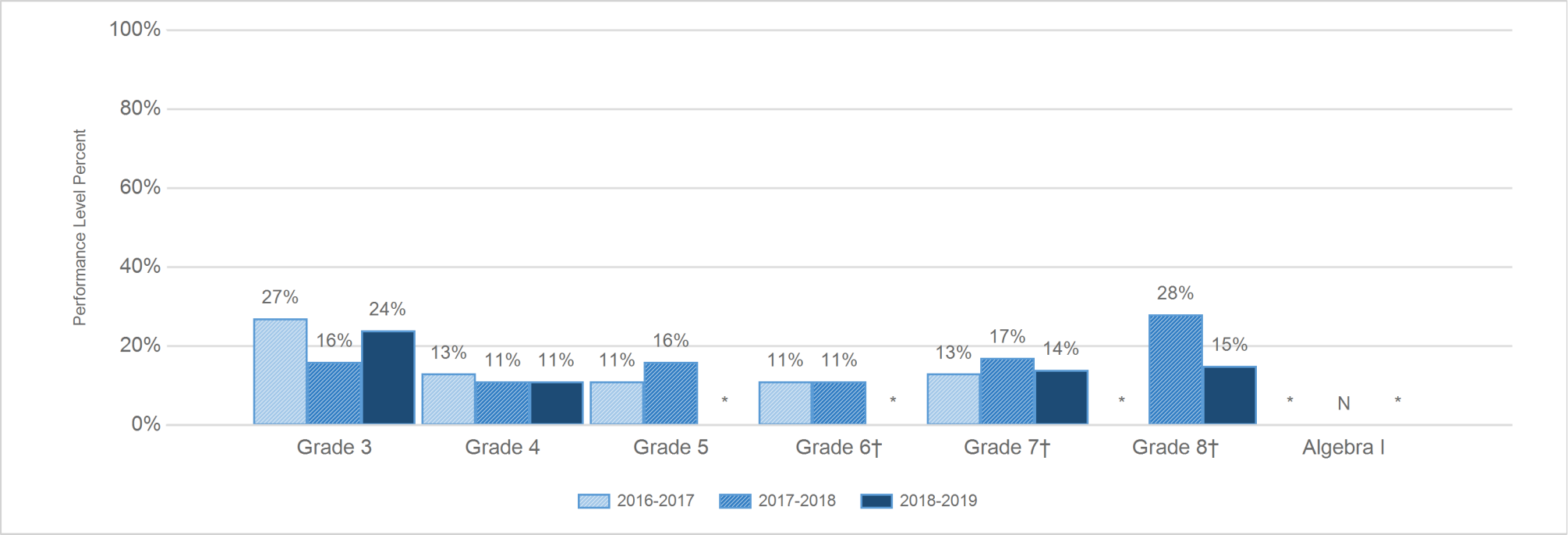| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	711	722	762	38%	27%	24%	*	*	11%	63%
White	N	N	*	770	N	N	N	N	N	N	72%
Hispanic	37	715	*	747	35%	*	27%	*	*	14%	49%
Black or African American	*	*	711	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	36	721	734	771	*	*	*	*	*	*	71%
Male	27	698	710	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	*	*	722	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	724	772	*	*	*	*	*	*	72%
Students with Disabilities	17	708	692	721	*	*	*	*	*	12%	22%
Students without Disabilities	46	713	728	770	*	*	*	*	*	11%	71%
English Learners	*	*	689	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	726	764	*	*	*	*	*	*	65%
Homeless Students	*	*	710	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	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Cherry Street School
(11-0540-055)
Grades Offered: KG-08
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	371	97.1	13.2	12.9	44.5	13.2	20.8	Not Met
White	*	*	*	19.8	54.1	*	**	**
Hispanic	199	98.2	18.1	14.6	28.8	18.1	22.6	Met Target†
Black or African American	160	97.7	*	*	23.0	*	18	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	76.5	N	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	12.5	53.3	*	**	**
Female	181	97.5	15.5	13.4	44.9	15.5		
Male	190	96.7	11.1	12.4	44.2	11.1		
Economically Disadvantaged Students	340	98.1	*	12.3	26.3	*	21.2	Not Met
Non-Economically Disadvantaged Students	31	90.2	*	16.2	54.9	*		
Students with Disabilities	65	95.9	10.8	*	17.4	10.8	12.2	Met Target†
Students without Disabilities	306	97.3	13.7	*	50.0	13.7		
English Learners	127	97.1	11.8	10.8	25.0	11.8	16.8	Not Met
Non-English Learners	244	97.1	13.9	13.9	46.5	13.9		
Homeless Students	28	100.0	21.4	11.0	17.1	21.4		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

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Cherry Street School

(11-0540-055)

Grades Offered: KG-08

2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

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

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

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NJ SCHOOL PERFORMANCE REPORT

Cherry Street School
(11-0540-055)
Grades Offered: KG-08
2018-2019

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N No Data is available to display
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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	68	724	722	752	24%	26%	26%	24%	0%	24%	55%
White	N	N	737	760	N	N	N	N	N	N	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	32	718	710	735	31%	31%	*	*	*	13%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	728	758	*	*	*	*	*	*	62%
Female	36	728	723	751	*	*	*	*	*	25%	54%
Male	32	720	720	752	*	*	*	*	*	22%	56%
Economically Disadvantaged Students	*	*	720	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	735	761	*	*	*	*	*	*	67%
Students with Disabilities	N	N	685	731	N	N	N	N	N	N	31%
Students without Disabilities	68	724	725	756	24%	26%	26%	24%	0%	24%	60%
English Learners	15	719	717	728	*	*	*	*	*	20%	26%
Non-English Learners	53	725	724	754	*	*	*	*	*	25%	58%
Homeless Students	*	*	716	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Cherry Street School

(11-0540-055)

Grades Offered: KG-08

2018-2019

Report Key:
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- **N** No Data is available to display
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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	65	716	716	749	26%	35%	28%	*	*	11%	51%
White	N	N	703	757	N	N	N	N	N	N	62%
Hispanic	40	719	719	737	25%	33%	28%	*	*	15%	36%
Black or African American	*	*	709	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	40	713	716	749	*	30%	*	*	*	10%	50%
Male	25	719	717	749	*	44%	*	*	*	12%	52%
Economically Disadvantaged Students	53	716	717	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	12	713	714	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	689	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	719	754	*	*	*	*	*	*	56%
English Learners	26	710	704	722	*	*	*	*	*	*	18%
Non-English Learners	39	720	723	751	*	*	*	*	*	*	54%
Homeless Students	*	*	710	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	*	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Cherry Street School

(11-0540-055)

Grades Offered: KG-08

2018-2019

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	69	718	716	747	*	*	*	*	*	*	47%
White	N	N	723	755	N	N	N	N	N	N	58%
Hispanic	39	720	717	735	*	*	*	*	*	*	30%
Black or African American	*	*	711	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	27	721	718	747	*	*	*	*	*	*	47%
Male	42	715	713	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	59	720	715	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	10	704	717	757	*	*	*	*	*	*	59%
Students with Disabilities	11	715	707	725	*	*	*	*	*	*	19%
Students without Disabilities	58	718	717	752	*	*	*	*	*	*	52%
English Learners	22	707	702	718	*	*	*	*	*	*	12%
Non-English Learners	47	723	721	749	*	*	*	*	*	*	49%
Homeless Students	*	*	715	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	*	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Cherry Street School

(11-0540-055)

Grades Offered: KG-08

2018-2019

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

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	68	711	711	741	*	*	*	*	*	*	41%
White	N	N	723	749	N	N	N	N	N	N	51%
Hispanic	35	715	713	729	*	*	*	*	*	*	24%
Black or African American	33	707	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	28	709	713	742	*	*	*	*	*	*	42%
Male	40	713	710	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	712	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	706	750	*	*	*	*	*	*	53%
Students with Disabilities	19	724	700	716	*	*	*	*	*	*	12%
Students without Disabilities	49	706	713	746	*	*	*	*	*	*	46%
English Learners	14	716	696	709	*	*	*	*	*	*	*
Non-English Learners	54	710	714	743	*	*	*	*	*	*	*
Homeless Students	*	*	697	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	*	717	N	N	N	N	N	N	20%

Cherry Street School

(11-0540-055)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	722	722	744	*	50%	25%	*	*	14%	42%
White	*	*	728	751	*	*	*	*	*	*	53%
Hispanic	30	729	724	733	*	47%	*	*	*	23%	26%
Black or African American	*	*	715	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	25	723	724	744	*	48%	*	*	*	12%	42%
Male	39	722	720	743	*	51%	*	*	*	15%	42%
Economically Disadvantaged Students	*	*	722	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	723	751	*	*	*	*	*	*	53%
Students with Disabilities	19	718	706	718	*	53%	*	*	*	11%	13%
Students without Disabilities	45	724	724	749	*	49%	*	*	*	16%	48%
English Learners	15	718	705	716	*	67%	*	*	*	13%	10%
Non-English Learners	49	724	724	745	*	45%	*	*	*	14%	44%
Homeless Students	*	*	725	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%

NJ SCHOOL PERFORMANCE REPORT

Cherry Street School

(11-0540-055)

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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	61	713	714	728	39%	25%	21%	*	*	15%	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	35	724	*	722	*	31%	31%	*	*	17%	22%
Black or African American	*	*	701	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	34	717	718	731	*	*	*	*	*	*	31%
Male	27	709	711	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	715	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	706	735	*	*	*	*	*	*	36%
Students with Disabilities	17	715	695	707	*	*	*	*	*	*	10%
Students without Disabilities	44	713	718	734	*	*	*	*	*	*	35%
English Learners	*	*	692	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	717	730	*	*	*	*	*	*	30%
Homeless Students	*	*	706	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	*	701	N	N	N	N	N	N	16%

23

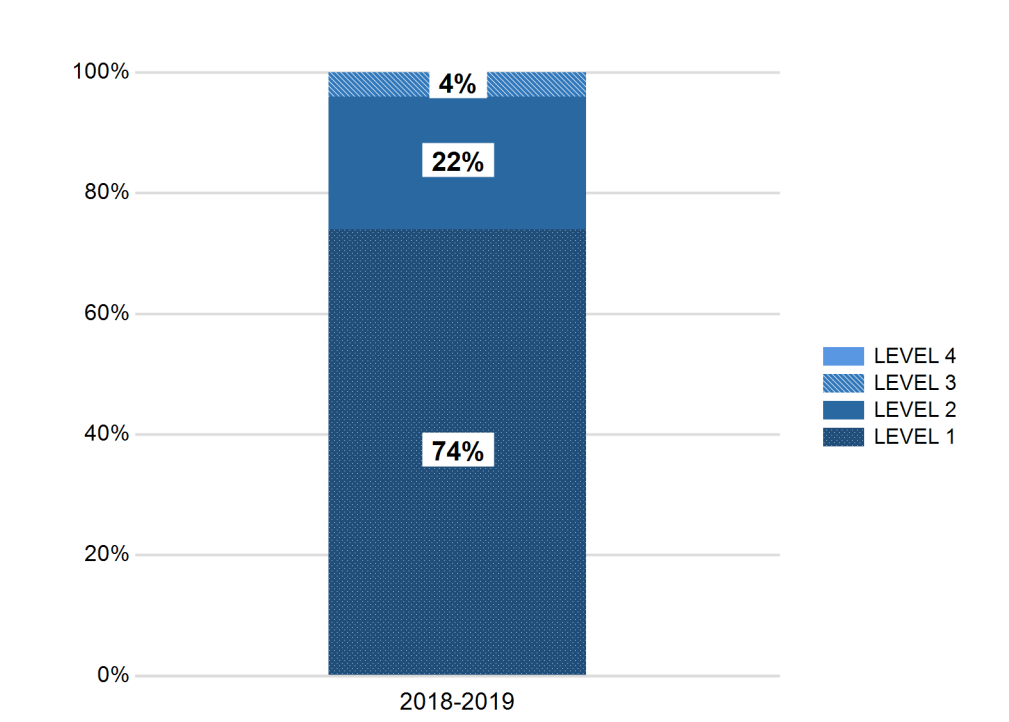**NJ SCHOOL PERFORMANCE REPORT**

Cherry Street School

(11-0540-055)

Grades Offered: KG-08

2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	717	744	*	*	*	*	*	*	42%
White	N	N	*	752	N	N	N	N	N	N	53%
Hispanic	*	*	719	728	*	*	*	*	*	*	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	*	*	720	745	*	*	*	*	*	*	44%
Male	N	N	714	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	*	*	714	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	N	N	*	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	694	717	N	N	N	N	N	N	12%
Students without Disabilities	*	*	720	748	*	*	*	*	*	*	47%
English Learners	N	N	693	710	N	N	N	N	N	N	*
Non-English Learners	*	*	720	745	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

Cherry Street School
(11-0540-055)
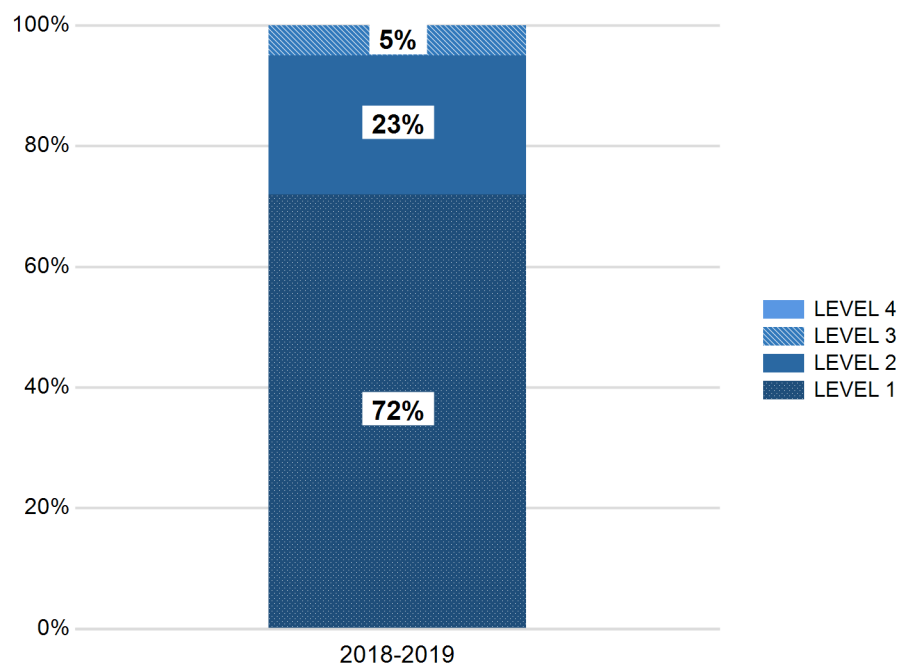Grades Offered: KG-08
2018-2019

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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
3	N	N
4	*	*
5	N	N
6	N	N
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	26.3%	40.9%	Met Target†

  † Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	25	*	*
3-4	50	*	*
5 or more	67	*	*

NJ SCHOOL PERFORMANCE REPORT

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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.

Stacked bar chart for 2018-2019: 74% LEVEL 1, 22% LEVEL 2, 4% LEVEL 3, LEVEL 4.

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	74	22	4	0
White	N	N	N	N
Hispanic	73	19	8	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	68	29	4	0
Male	78	18	5	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	82	18	0	0
Students without Disabilities	72	23	5	0
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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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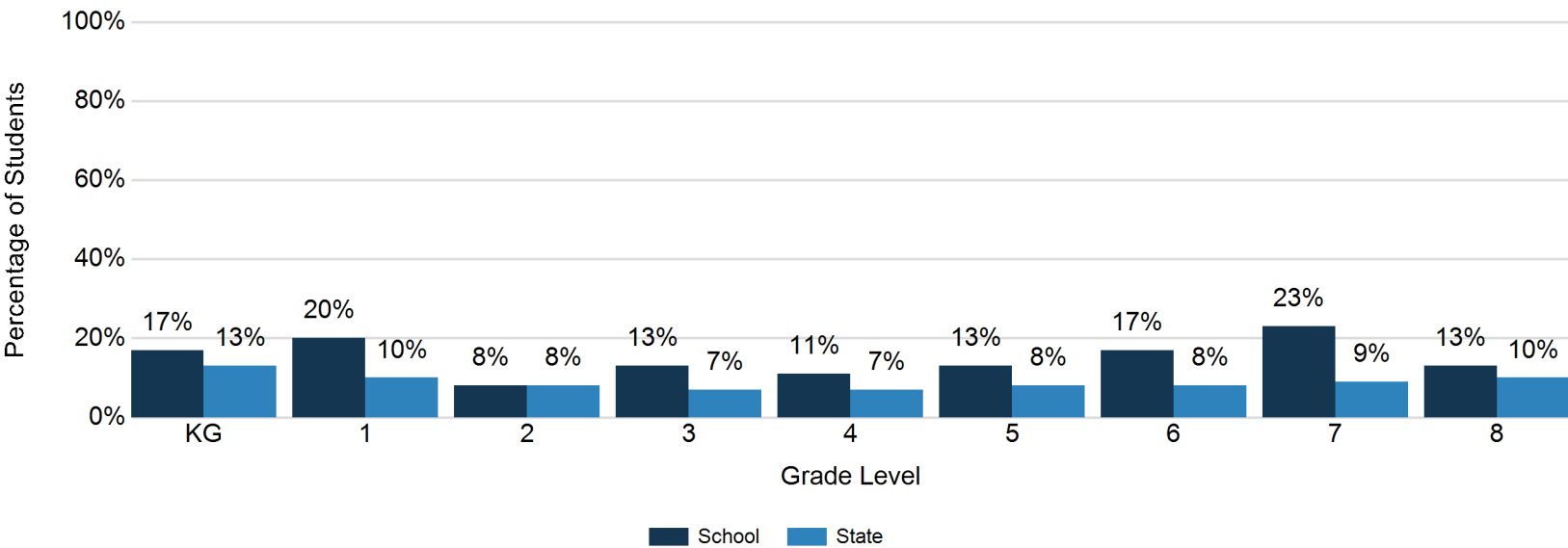 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

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	72	23	5	0
White	N	N	N	N
Hispanic	64	30	7	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	64	28	9	0
Male	86	14	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	76	24	0	0
Students without Disabilities	71	22	7	0
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	71
7	0	0	26
8	5	0	60
Total	5	0	157

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

Cherry Street School
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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

100.0%
School

90.9%
State

Students enrolled in one or more classes by discipline:

MUSIC
School — 100.0%
State — 65.1%

DANCE
School — 0.0%
State — 2.2%

DRAMA
School — 0.0%
State — 7.1%

VISUAL ARTS
School — 100.0%
State — 70.0%

29

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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	85	14.9	9.0	Not Met
White	4	40.0	**	**
Hispanic	31	10.2	9.0	Not Met
Black or African American	45	18.4	9.0	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	37	13.2		
Male	48	16.6		
Economically Disadvantaged Students	80	15.0	9.0	Not Met
Students with Disabilities	12	26.7	9.0	Not Met
English Learners	13	8.8	9.0	Met
Homeless Students	12	44.4		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

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

Number of Absences	Percentage of Students
0	10%
1-5	45%
6-10	23%
11-15	12%
Over 15	10%

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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	109
Weapons	5
Vandalism	2
Substances	1
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	124
Incidents Per 100 Students Enrolled	21.02

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	7
Weapons	4
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	0	1
Disability	0	0	0
Other	0	7	7
No Identified Nature	2		2

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	110	18.6%
Out-of-School Suspensions	48	8.1%
Any Suspension	120	20.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
373

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School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 45 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	N

Cherry Street School
(11-0540-055)
Grades Offered: KG-08
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 – 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	49	118,214
Average years experience in public schools	11.9	12.1
Average years experience in district	9.5	10.8
Percentage of Teachers with 4 or more years experience in the district	69.4%	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	19.4	16.0
Average years experience in district	13.3	12.0
Percentage of Administrators with 4 or more years experience in the district	76.3%	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	13:1
Students to Administrators	295:1	167:1
Teachers to Administrators	25:1	13:1
Students to Librarians/Media Specialists		1270:1
Students to Nurses		1059:1
Students to Counselors		289:1
Students to Child Study Team Members		454:1

NJ SCHOOL PERFORMANCE REPORT

Cherry Street School

(11-0540-055)

Grades Offered: KG-08

2018-2019

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

Teachers and Administrators – 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	49.8%	81.6%	50.0%	48.4%	77.1%	54.9%
Male	50.2%	18.4%	50.0%	51.6%	22.9%	45.1%
White	1.5%	65.3%	0.0%	42.4%	83.6%	77.4%
Hispanic	53.7%	14.3%	50.0%	29.9%	7.3%	7.2%
Black or African American	42.2%	20.4%	50.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.7%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.9%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Cherry Street School
(11-0540-055)
Grades Offered: KG-08
2018-2019

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

Teacher — 82%
Admin — N/A

Master's Degree

Teacher — 18%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.0%	90.5%
2017-18 Administrators: Same district 2018-19	97.1%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	90.1%

Cherry Street School
(11-0540-055)
Grades Offered: KG-08
2018-2019

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.

NJ SCHOOL PERFORMANCE REPORT

Cherry Street School

(11-0540-055)

Grades Offered: KG-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.

NJ SCHOOL PERFORMANCE REPORT

Cherry Street School

(11-0540-055)

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	12.4%	17.4%	11.6%
Math Proficiency	14.5%	15.6%	13.2%
ELA Growth	39	46	38
Math Growth	42	42	45
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		40.0%	26.3%
Chronic Absenteeism	13.9%	15.8%	14.9%

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

Cherry Street School

(11-0540-055)

Grades Offered: KG-08

2018-2019

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

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.

Cherry Street School

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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

Cherry Street School

(11-0540-055)

Grades Offered: KG-08

2018-2019

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School Narrative

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

Highlights:	• • Cumberland Empowerment Zone 21st Century After-School Club • Children''s Literacy Intitative Grades K-3 and School Wide Reading Intitiative
Mission, Vision, Theme:	The mission of Cherry St. School is to provide excellent instruction through high expectations and rigor with a curriculum that guides students to become successful, confident and productive individuals with a superior education. We understand that learning is the result of a partnership of teachers, parents, and the community. As students grow, a culture of excellence is expected by the Cherry St. learning community.
Awards, Recognition, Accomplishments:	One of our 8th Grade students won county science fair in environmental science and advanced to the regional competition.

NJ SCHOOL PERFORMANCE REPORT

Cherry Street School
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Courses, Curriculum, Instruction:	Language Arts K-2 Orten Gillingham, Grades 3-5 Journey's, Grades 6-8 Novelties & Holt McDougal Common Core Education. Math K-6 Go Math, Grades 7 & 8 McDougal Exploration in Math. Science K-5 Science Fusion, 6-8 grades Science Fusion. Social Studies K-3 Neighborhoods Near & Far, Grade 4 NJ Weekly Studies, 5th grade Social Studies Reading Support & Intervention, 6-8th grade National Geographic World History- Great Civilizations.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls) Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls) Middle School Sport include: Cross Country, Field Hockey, Soccer, Basketball, Cheerleading, Track & Field
Clubs and Activities:	After-School Clubs: Coooking with Science, Homework Club, Reading Club, Reading Readines, Math Readiness, Drama Club, Lego Robotics, Gear Up, Gifted & Talented, Future Teachers Club & Band

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Cherry Street School
(11-0540-055)
Grades Offered: KG-08
2018-2019

School Narrative

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Before and After School Programs:	21st Century Program- Grades 5-8
Staff and Professional Learning:	Professional Learning Communities meet weekly. Staff received professional development training in Classroom Management, Sheltered Instruction, Blended On-line learning (PLC''s), Higher Order Questioning Techniques, Reading Across the Curriculum, Cultural Sensitivity & Vocabulary Development,

NJ SCHOOL PERFORMANCE REPORT

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Student Supports and Services:	Services Provided Include: Intervention & Referral Services, ESL Support, After-school Tutoring, Parent Liaison, Attendance Officer assists with chronically absent students, Behavior Specialist, Positive Behavior Support In Schools (PBSIS), Banking Program for students.
Student Health and Wellness:	Fresh Fruits & Vegetable Program provide these snacks for students 2 times per week. Breakfast & Dinner programs provides breakfast for all students & dinner for those students that stay for after-school activities. Physical Education activities with our PE department are designed to promote lifelong fitness. Complete Care assists with dental needs for our students.
Parent and Community Involvement:	PTO- The PTO assists in fundraising to provide supplies for families in need and other school activities. Cherry St. School plans two family PARCC nights each year to prepare families for the state mandated assessment. The school has affiliated with Gateway, Cumberland County Prosecutor"s office, Big Brother/Big Sister"s, Century Savings Bank, Bridgeton Youth to Youth, Better Tomorrow, & Families in Motion.

Cherry Street School

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Cherry St. School Conducts a Culture & Climate Survey for Parents, Teachers, and Students two times during the school year. The results are communicated to staff during our staff meetings and parents during our conferences and night time events. The results are used to assist in the improvement of instruction, discipline, building management, curriculum, etc.
Facilities:	Cherry st. was originally constructed in 1962 and added another wing in 1994. All classrooms are supplied with Smartboard and/or smart tv''s. Cherry St. is equipped with the latest in technology including a computer lab and media center. There are two multipurpose rooms in the front and rear of the building.

Cherry Street School

(11-0540-055)

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School Narrative

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Other Information	Cherry Street School is a dedicated educational learning environment that encourages all of our students to "soar to success." The Cherry Street School is a K-8 school with approximately 600 students. Our dedicated teaching staff has adopted rigorous school goals intended to enhance school culture and climate, student achievementt and staff professional development. We at Cherry Street School fervently believe that all students can achieve. Our teaching staff has been dedicated to working closely in their Professional Learning Communities to review and anlayze student achievement data and collaboratively plan effective standards based instruction upon data findings. Our parents, community members and all stakeholders are vital partners in our students'' success. Parents and community members are invited to participate with our School Leader Council (SLC) and our Parent Teacher Organization (PTO). We consistently strive to encourage parental involvement. Parents are welcomed to attend all of our school activities, programs, and volunteer opportunities. With the help of all of our stakeholders, the Cherry Street Falcons will "Soar to Success."

NJ SCHOOL PERFORMANCE REPORT

Geraldine O Foster Early Childhood Center
(11-0540-150)
Grades Offered: PK-PK
2018-2019

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:

Geraldine O Foster Early Childhood Center
(11-0540-150)
Grades Offered: PK-PK
2018-2019

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	Cumberland
District	Bridgeton City School District
Principal Name	Mr. Dieonne ThrBak
Address	550 BUCKSHUTEM ROAD BRIDGETON, NJ 08302
Phone Number	856-455-8030
Email Address	dthrbak@bridgeton.k12.nj.us
Website	https://www.bridgeton.k12.nj.us
Facebook	https://www.facebook.com/bridgetonpublicschools

Geraldine O Foster Early Childhood Center

(11-0540-150)

Grades Offered: PK-PK

2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	415	307	676
Total	415	307	676

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	52.0%	45.0%	49.4%
Male	48.0%	55.0%	50.6%
Economically Disadvantaged Students	83.4%	92.2%	34.9%
Students with Disabilities	8.2%	15.6%	7.2%
English Learners	17.3%	0.0%	0.1%
Homeless Students	0.5%	2.6%	1.6%
Students in Foster Care	0.7%	1.0%	1.6%
Military-Connected Students	0.2%	0.0%	0.0%
Migrant Students	1.2%	1.0%	0.9%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	2.9%	2.3%	2.2%
Hispanic	74.9%	70.4%	70.4%
Black or African American	19.3%	23.8%	25.0%
Asian	0.2%	0.3%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.1%
American Indian or Alaska Native	0.2%	0.3%	0.1%
Two or More Races	2.2%	2.9%	1.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	415	307	676

Enrollment by Home Language

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

Home Language	% of Students
Spanish	59.3%
English	40.5%
Other Languages	0.1%

Geraldine O Foster Early Childhood Center

(11-0540-150)

Grades Offered: PK-PK

2018-2019

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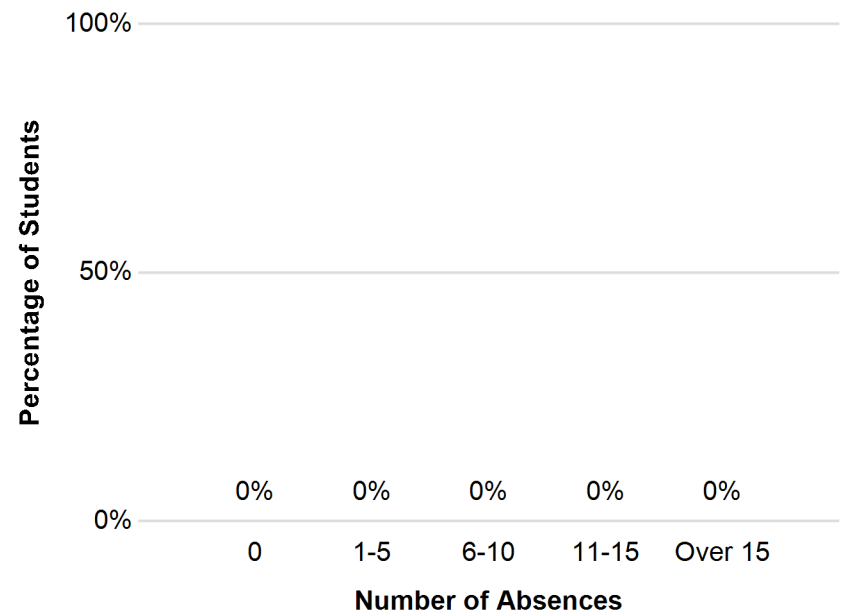
Chronic Absenteeism

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

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

Days Absent

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

Percentage of Students

100%	
50%	
0%	0% 0% 0% 0% 0%

| 0 | 1-5 | 6-10 | 11-15 | Over 15 |

Number of Absences

NJ SCHOOL PERFORMANCE REPORT

Geraldine O Foster Early Childhood Center
(11-0540-150)
Grades Offered: PK-PK
2018-2019

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.

School: PK 31%
State: 31%

5

Geraldine O Foster Early Childhood Center

(11-0540-150)

Grades Offered: PK-PK

2018-2019

Report Key:
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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 Bulling (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
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

Geraldine O Foster Early Childhood Center
(11-0540-150)
Grades Offered: PK-PK
2018-2019

School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:45 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	N

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	31	118,214
Average years experience in public schools	15.2	12.1
Average years experience in district	12.1	10.8
Percentage of Teachers with 4 or more years experience in the district	83.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	38	9,530
Average years experience in public schools	19.4	16.0
Average years experience in district	13.3	12.0
Percentage of Administrators with 4 or more years experience in the district	76.3%	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	22:1	13:1
Students to Administrators	676:1	167:1
Teachers to Administrators	31:1	13:1
Students to Librarians/Media Specialists		1270:1
Students to Nurses		1059:1
Students to Counselors		289:1
Students to Child Study Team Members		454:1

Geraldine O Foster Early Childhood Center
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Grades Offered: PK-PK
2018-2019

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

Teachers and Administrators – 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	49.4%	96.8%	0.0%	48.4%	77.1%	54.9%
Male	50.6%	3.2%	100.0%	51.6%	22.9%	45.1%
White	2.2%	74.2%	0.0%	42.4%	83.6%	77.4%
Hispanic	70.4%	9.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	25.0%	16.1%	100.0%	15.0%	6.6%	13.9%
Asian	0.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.9%	0.0%	0.0%	2.1%	0.2%	0.2%

Geraldine O Foster Early Childhood Center
(11-0540-150)
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2018-2019

Key terms for staff data:
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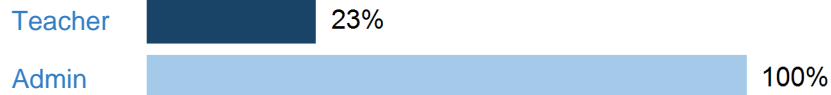
Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 77%
Admin N/A

Master's Degree

Teacher 23%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.0%	90.5%
2017-18 Administrators: Same district 2018-19	97.1%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	91.0%

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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.

Geraldine O Foster Early Childhood Center
(11-0540-150)
Grades Offered: PK-PK
2018-2019

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:	• • Researched Based Preschool Curriculum and Assessment System - The Creative Curriculum Program and T.S. Gold• State of the Art Preschool Facility • Motto: Learning to Play, Playing to Learn
Mission, Vision, Theme:	The mission of the Bridgeton Public School"s Early Childhood Program is to establish a foundation in which all students become active participants in a rich enviornment where developmentally appropriate practices are exemplified.
Awards, Recognition, Accomplishments:	Our preschool program has been commended for improving classroom instruction based on our ECERS-3 scores and we are looking forward to participating in the state of New Jersey's Grow NJ Kids program.

Geraldine O Foster Early Childhood Center

(11-0540-150)

Grades Offered: PK-PK

2018-2019

School Narrative

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| Courses, Curriculum, Instruction: | Our program uses the Creative Curriculum approach which emphasizes the development of the whole child through cognitive and social/emotional development. Our program also utilizes the T.S. Gold Assessment, the Early Childhood Environmental Rating Scale, 3rd. Ed. (ECERS-3), and the Pyramid Observation Tool (TPOT) to improve classroom instruction, student learning and achievement. |

NJ SCHOOL PERFORMANCE REPORT

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Staff and Professional Learning:	Our preschool professional learning consists of enhancing the professional and instructional needs of our staff to improve our preschool students learning and achievement based on the New Jersey Preschool Teaching and learning Standards.

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Student Supports and Services:	Student Supports and Services includes our Master Teachers, which model, coach and provide feedback to teachers. They provide staff development instruction for all aspects of the preschool program. Our Prevention, Intervention and Referral Team (PIRT), confers with administration and staff to plan strategies and make modifications to assist children to meet the NJ Preschool Standards.
Student Health and Wellness:	Our preschool health and wellness program to ensures that our staff, parents and students are provided the information needed to maintain good health and eating habits. Our health and wellness activities includes; lessons on hand washing and healthy eating habits, Flu-Clinics, Tooth mobile, preschool screenings, physical checks, and immunizations checks.
Parent and Community Involvement:	Our prechool involves our community partners through the following activities: parent nights, workshops at the school for parents and families in the community, participation in community events to inform parents of our services. We post flyers, handouts and pamphlets in local businesses to provide information to the public about our preschool and providing centers.

NJ SCHOOL PERFORMANCE REPORT

Geraldine O Foster Early Childhood Center
(11-0540-150)
Grades Offered: PK-PK
2018-2019

School Narrative

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers Our district and preschool provides a climate survey that measures our school climate. The survey is given once a year perspectively, and is utilzed to improve the school culture to enhance student learning and achievement.
Facilities:	The Dr. Geraldyn O. Foster Early Childhood center was erected in 2004 in order to create a transparent Early Childhood community with state of the art facilities, that promote the social, emotional, cogntitive, physical, and creative growth of all children regardless of developmental age.

NJ SCHOOL PERFORMANCE REPORT

Indian Ave School
(11-0540-060)
Grades Offered: KG-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:

NJ SCHOOL PERFORMANCE REPORT

Indian Ave School
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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	Cumberland
District	Bridgeton City School District
Principal Name	Mr. Karl Brown
Address	399 INDIAN AVENUE BRIDGETON, NJ 08302
Phone Number	856-455-8030
Email Address	kbrown@bridgeton.k12.nj.us
Website	https://www.bridgeton.k12.nj.us
Facebook	https://www.facebook.com/bridgetonpublicschools

Indian Ave School

(11-0540-060)

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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	68	72	66
1	70	65	83
2	79	68	68
3	87	71	75
4	78	81	74
5	100	70	88
6	66	75	69
7	72	70	80
8	55	78	81
Total	675	650	684

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	50.4%	50.9%	51.9%
Male	49.6%	49.1%	48.1%
Economically Disadvantaged Students	86.8%	89.8%	89.0%
Students with Disabilities	10.2%	9.7%	9.1%
English Learners	26.1%	32.0%	31.0%
Homeless Students	3.3%	4.3%	5.3%
Students in Foster Care	0.7%	0.8%	1.6%
Military-Connected Students	0.0%	0.2%	0.1%
Migrant Students	1.5%	1.4%	1.0%

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	5.0%	4.5%	4.5%
Hispanic	81.2%	83.2%	83.6%
Black or African American	12.1%	10.9%	10.8%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	1.5%	1.4%	1.0%

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	68	72	66

Enrollment by Home Language

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

Home Language	% of Students
Spanish	72.4%
English	27.6%

NJ SCHOOL PERFORMANCE REPORT

Indian Ave School

(11-0540-060)

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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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

- 2016-17: 43
- 2017-18: 49
- 2018-19: 40

Math Median Student Growth Percentile

- 2016-17: 41
- 2017-18: 39
- 2018-19: 35

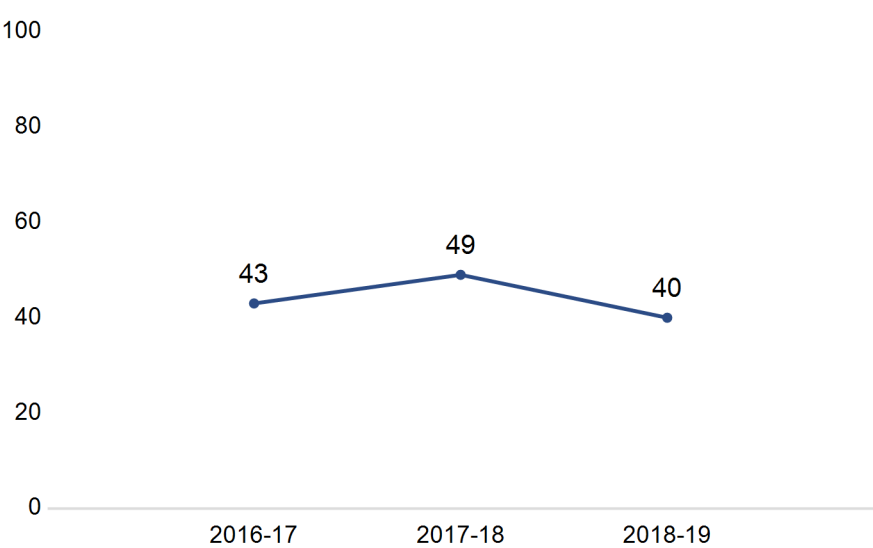| Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	43	49	40	41	39	35
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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NJ SCHOOL PERFORMANCE REPORT

Indian Ave School

(11-0540-060)

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2018-2019

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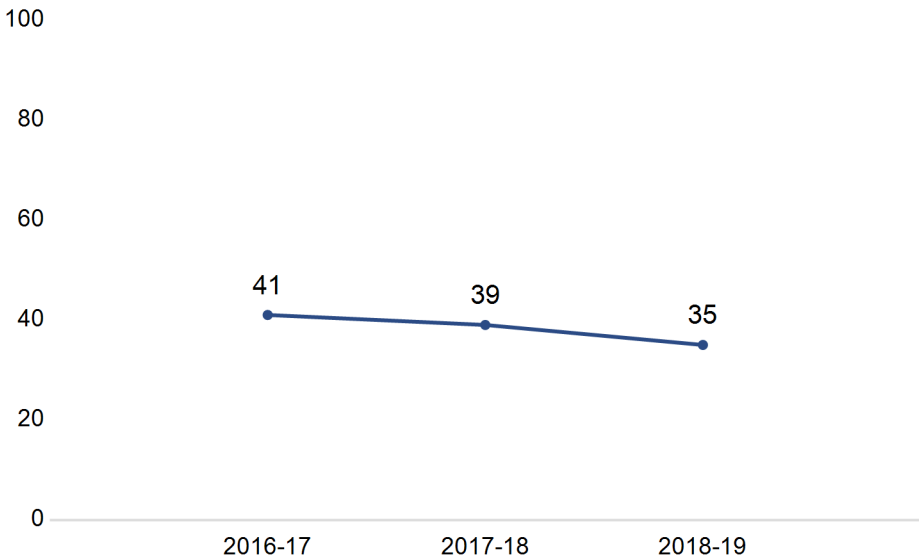* **†** This indicates a table specific note, see note below table

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	40	41	50	Met Standard	35	39	50	Not Met
White	56	43	50	**	35	34.5	52	**
Hispanic	40	42	49	Met Standard	33	39	47	Not Met
Black or African American	41.5	36	45	Met Standard	43.5	39	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	*	59	**	N	*	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	35.5	49	**	*	37	52	**
Female	40	44	53	N	32.5	37	50	N
Male	40	39	47	N	38.5	43	51	N
Economically Disadvantaged Students	40	41	48	Met Standard	35	39	46	Not Met
Students with Disabilities	46	41	43	Met Standard	45	43.5	45	Met Standard
English Learners	38	41	52	Not Met	31	37	50	Not Met
Homeless Students	41.5	36.5	43	N	44	43.5	44	N
Students in Foster Care	*	30	42	N	*	41	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	*	35	47	N	*	31	51	N

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

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

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

Student Growth by Performance Level

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

ELA

Math

Student Growth by Grade

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

ELA

Math

6

NJ SCHOOL PERFORMANCE REPORT

Indian Ave School

(11-0540-060)

Grades Offered: KG-08

2018-2019

Report Key:
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- ****** Accountability calculations require 20 or more students
- **N** No Data is available to display
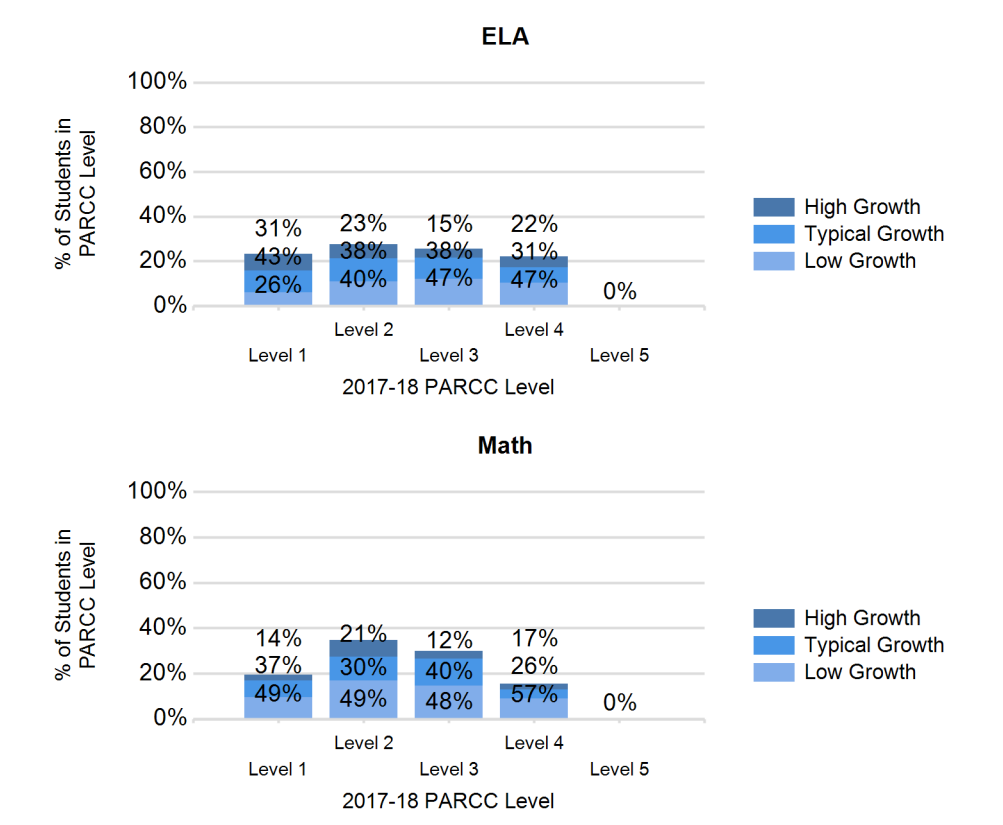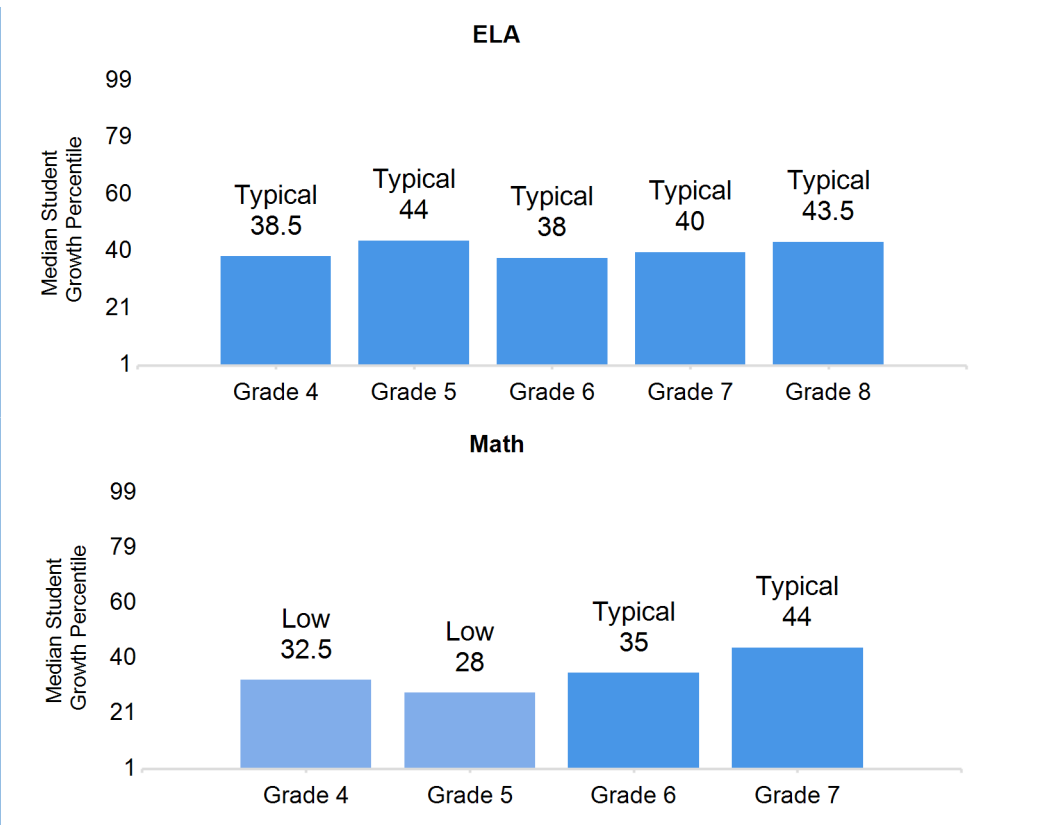- **†** This indicates a table specific note, see note below table

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

- 2016-17: 19.1%
- 2017-18: 26.7%
- 2018-19: 21.3%

Math Proficiency Rate for Federal Accountability

- 2016-17: 20.8%
- 2017-18: 16.9%
- 2018-19: 17.7%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.6%	99.6%	99.8%	100.0%	99.8%	99.8%
Proficiency Rate for Federal Accountability	19.1%	26.7%	21.3%	20.8%	16.9%	17.7%
Annual Target	19.3%	22.5%	25.7%	20.0%	23.1%	26.3%
Met Annual Target?	Met Target†	Met Target	Not Met	Met Target	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

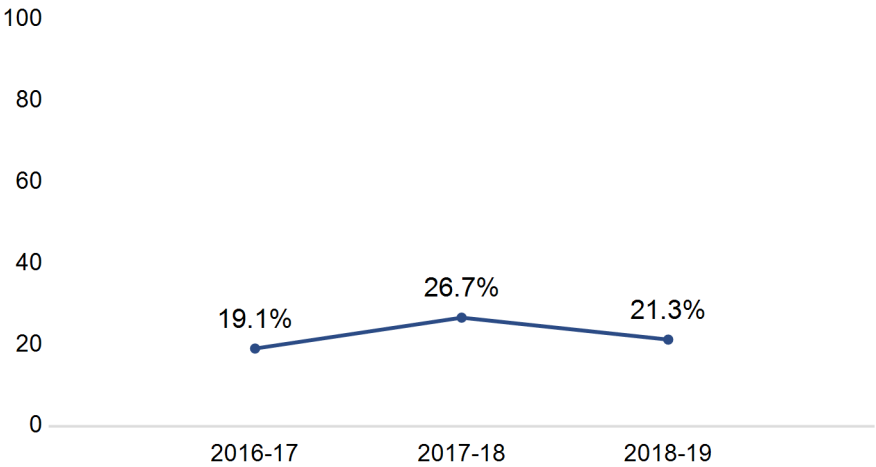† Target was met within a confidence interval.

7

Indian Ave School

(11-0540-060)

Grades Offered: KG-08

2018-2019

Report Key:
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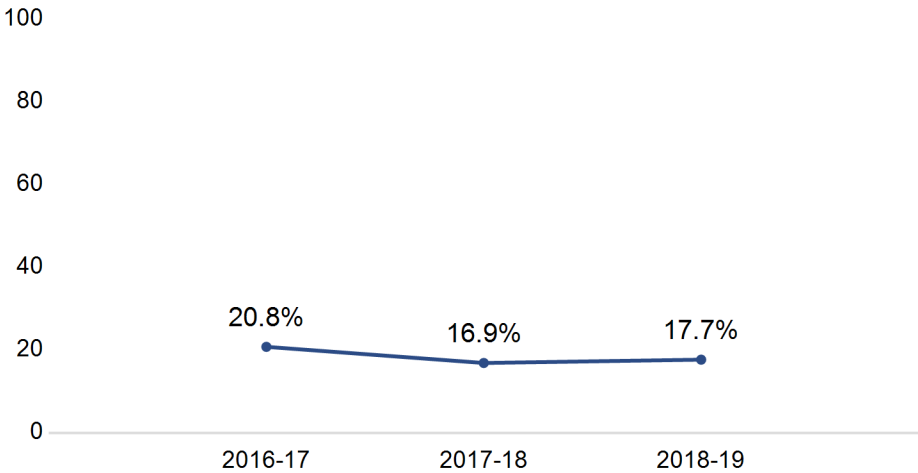**†** This indicates a table specific note, see note below table

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	450	99.8	21.3	18.7	57.9	21.3	25.7	Not Met
White	*	*	*	27.6	66.9	*	42.9	Met Target†
Hispanic	364	99.7	20.6	20.1	43.9	20.6	25.6	Not Met
Black or African American	54	100.0	16.7	11.8	38.5	16.7	20.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	82.9	N	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	20.0	64.4	*	**	**
Female	232	100.0	28.9	24.7	64.8	28.9		
Male	218	99.6	13.3	12.6	51.3	13.3		
Economically Disadvantaged Students	409	99.8	20.8	*	40.0	20.8	24.9	Not Met
Non-Economically Disadvantaged Students	41	100.0	26.8	*	67.9	26.8		
Students with Disabilities	59	100.0	*	*	22.7	*	13	Not Met
Students without Disabilities	391	99.8	*	*	65.1	*		
English Learners	195	99.5	15.9	*	29.3	15.9	21.7	Not Met
Non-English Learners	255	100.0	25.5	*	60.6	25.5		
Homeless Students	25	100.0	*	13.3	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	*	*	*	11.1	30.4	*		

† Target was met within a confidence interval.

Indian Ave School
(11-0540-060)
Grades Offered: KG-08
2018-2019

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.
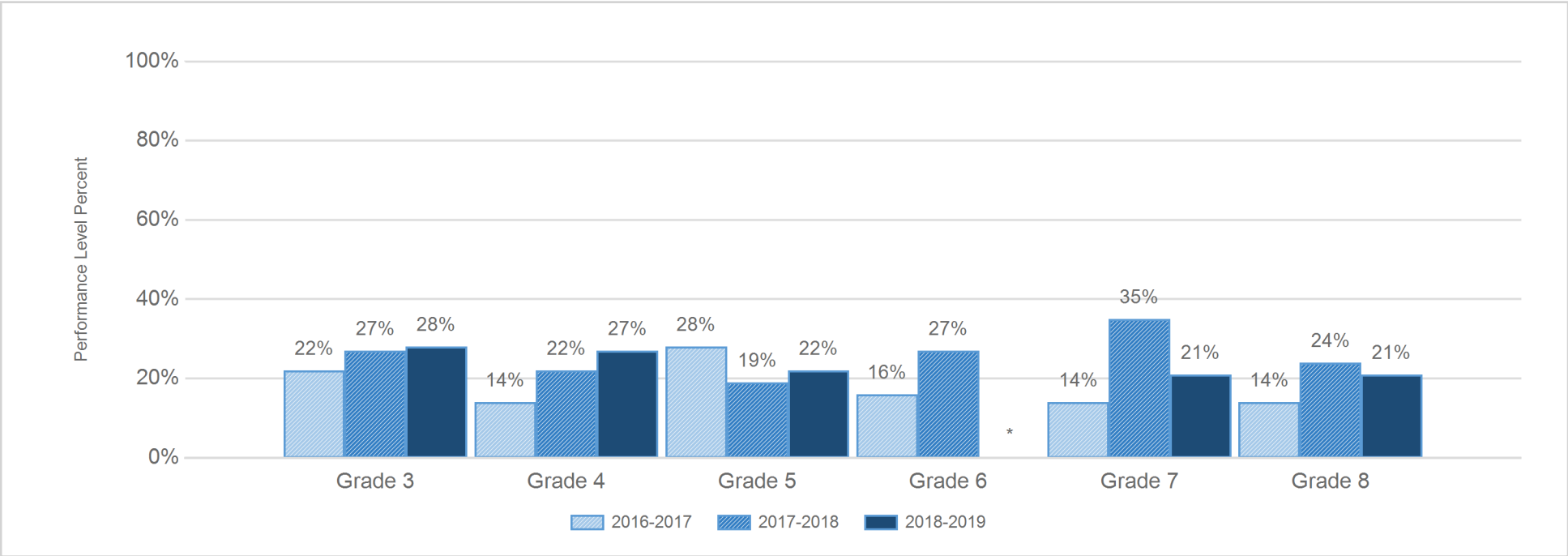
NJ SCHOOL PERFORMANCE REPORT

Indian Ave School
(11-0540-060)
Grades Offered: KG-08
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	74	722	710	748	36%	*	*	28%	0%	28%	50%
White	*	*	732	757	*	*	*	*	*	*	60%
Hispanic	63	720	*	734	38%	*	*	27%	0%	27%	36%
Black or African American	*	*	705	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	723	756	*	*	*	*	*	*	58%
Female	33	724	713	753	39%	*	*	*	*	36%	55%
Male	41	721	707	743	34%	*	*	*	*	22%	46%
Economically Disadvantaged Students	*	*	708	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	726	759	*	*	*	*	*	*	61%
Students with Disabilities	N	N	678	719	N	N	N	N	N	N	24%
Students without Disabilities	74	722	713	754	36%	*	*	28%	0%	28%	56%
English Learners	32	698	697	713	*	*	*	*	*	*	17%
Non-English Learners	42	740	717	751	*	*	*	*	*	*	54%
Homeless Students	*	*	706	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	*	*	*	727	*	*	*	*	*	*	24%

NJ SCHOOL PERFORMANCE REPORT

Indian Ave School

(11-0540-060)

Grades Offered: KG-08

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	735	717	755	*	31%	31%	*	*	27%	57%
White	*	*	706	763	*	*	*	*	*	*	67%
Hispanic	62	734	718	743	*	34%	29%	*	*	26%	44%
Black or African American	*	*	711	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	43	742	719	760	*	26%	*	*	*	30%	62%
Male	31	725	713	750	*	39%	*	*	*	23%	53%
Economically Disadvantaged Students	*	*	717	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	715	765	*	*	*	*	*	*	69%
Students with Disabilities	N	N	685	725	N	N	N	N	N	N	25%
Students without Disabilities	74	735	720	761	*	31%	31%	*	*	27%	64%
English Learners	22	711	702	720	*	*	*	*	*	*	17%
Non-English Learners	52	745	724	758	*	*	*	*	*	*	60%
Homeless Students	*	*	707	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	*	*	*	718	*	*	*	*	*	*	25%

NJ SCHOOL PERFORMANCE REPORT

Indian Ave School

(11-0540-060)

Grades Offered: KG-08

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	723	719	756	22%	33%	23%	22%	0%	22%	58%
White	*	*	737	764	*	*	*	*	*	*	68%
Hispanic	68	721	719	743	22%	34%	26%	18%	0%	18%	44%
Black or African American	*	*	715	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	42	732	726	761	*	29%	*	*	*	31%	64%
Male	44	715	713	750	*	36%	*	*	*	14%	52%
Economically Disadvantaged Students	*	*	718	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	724	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	699	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	721	762	*	*	*	*	*	*	65%
English Learners	22	696	698	713	*	*	*	*	*	*	11%
Non-English Learners	64	733	726	758	*	*	*	*	*	*	60%
Homeless Students	*	*	716	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	*	*	*	723	*	*	*	*	*	*	26%

NJ SCHOOL PERFORMANCE REPORT

Indian Ave School
(11-0540-060)
Grades Offered: KG-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	69	712	719	754	*	*	*	*	*	*	56%
White	*	*	726	762	*	*	*	*	*	*	65%
Hispanic	56	716	721	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	41	711	725	762	*	*	*	*	*	*	64%
Male	28	712	713	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	719	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	718	763	*	*	*	*	*	*	67%
Students with Disabilities	19	696	700	722	*	*	*	*	*	*	19%
Students without Disabilities	50	717	722	761	*	*	*	*	*	*	64%
English Learners	10	703	697	710	*	*	*	*	*	*	*
Non-English Learners	59	713	723	756	*	*	*	*	*	*	*
Homeless Students	*	*	710	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	*	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Indian Ave School
(11-0540-060)
Grades Offered: KG-08
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	80	725	722	761	25%	18%	36%	*	*	21%	63%
White	*	*	732	769	*	*	*	*	*	*	72%
Hispanic	59	727	725	747	22%	19%	39%	*	*	20%	50%
Black or African American	*	*	710	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	41	727	730	769	24%	*	37%	*	*	24%	71%
Male	39	722	713	753	26%	*	36%	*	*	18%	55%
Economically Disadvantaged Students	*	*	721	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	724	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	699	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	725	769	*	*	*	*	*	*	71%
English Learners	*	*	691	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	725	763	*	*	*	*	*	*	65%
Homeless Students	*	*	724	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%

NJ SCHOOL PERFORMANCE REPORT

Indian Ave School
(11-0540-060)
Grades Offered: KG-08
2018-2019

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	82	722	722	762	28%	21%	30%	21%	0%	21%	63%
White	*	*	*	770	*	*	*	*	*	*	72%
Hispanic	68	725	*	747	24%	21%	32%	24%	0%	24%	49%
Black or African American	11	697	711	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	40	735	734	771	*	*	*	*	*	*	71%
Male	42	709	710	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	*	*	722	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	724	772	*	*	*	*	*	*	72%
Students with Disabilities	23	691	692	721	*	*	*	*	*	*	22%
Students without Disabilities	59	733	728	770	*	*	*	*	*	*	71%
English Learners	*	*	689	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	726	764	*	*	*	*	*	*	65%
Homeless Students	*	*	710	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	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Indian Ave School

(11-0540-060)

Grades Offered: KG-08

2018-2019

Report Key:
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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	452	99.8	17.7	12.9	44.5	17.7	26.3	Not Met
White	*	*	26.1	19.8	54.1	26.1	35.2	Met Target†
Hispanic	366	99.7	19.4	14.6	28.8	19.4	27.6	Not Met
Black or African American	54	100.0	*	*	23.0	*	17.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	76.5	N	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	12.5	53.3	*	**	**
Female	233	100.0	17.6	13.4	44.9	17.6		
Male	219	99.6	17.8	12.4	44.2	17.8		
Economically Disadvantaged Students	410	99.8	16.8	12.3	26.3	16.8	25.9	Not Met
Non-Economically Disadvantaged Students	42	100.0	26.2	16.2	54.9	26.2		
Students with Disabilities	59	100.0	*	*	17.4	*	15.2	Not Met
Students without Disabilities	393	99.8	*	*	50.0	*		
English Learners	197	99.5	17.8	10.8	25.0	17.8	23	Not Met
Non-English Learners	255	100.0	17.6	13.9	46.5	17.6		
Homeless Students	25	100.0	*	11.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.
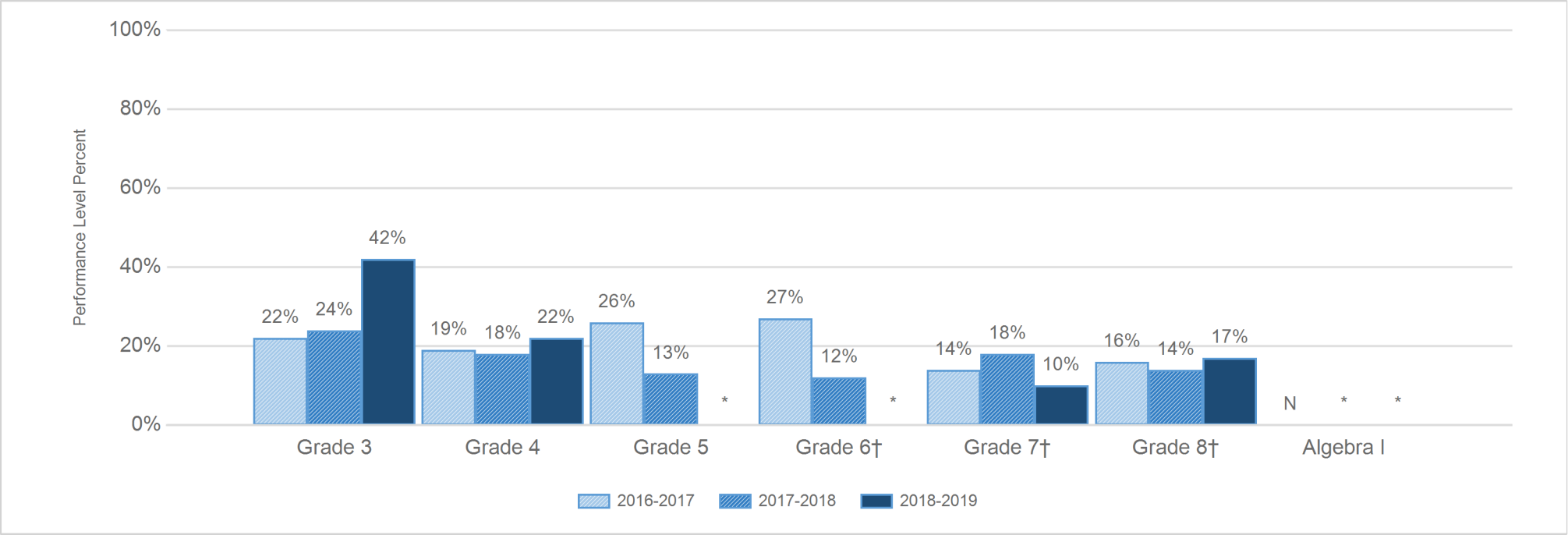
NJ SCHOOL PERFORMANCE REPORT

Indian Ave School
(11-0540-060)
Grades Offered: KG-08
2018-2019

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

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.

NJ SCHOOL PERFORMANCE REPORT

Indian Ave School

(11-0540-060)

Grades Offered: KG-08

2018-2019

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	739	722	752	*	14%	32%	*	*	42%	55%
White	*	*	737	760	*	*	*	*	*	*	66%
Hispanic	66	739	*	739	*	*	32%	*	*	42%	40%
Black or African American	*	*	710	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	728	758	*	*	*	*	*	*	62%
Female	34	740	723	751	*	*	41%	*	*	32%	54%
Male	43	738	720	752	*	*	26%	*	*	49%	56%
Economically Disadvantaged Students	*	*	720	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	735	761	*	*	*	*	*	*	67%
Students with Disabilities	N	N	685	731	N	N	N	N	N	N	31%
Students without Disabilities	77	739	725	756	*	14%	32%	*	*	42%	60%
English Learners	35	728	717	728	*	*	31%	*	*	29%	26%
Non-English Learners	42	748	724	754	*	*	33%	*	*	52%	58%
Homeless Students	*	*	716	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	*	*	*	728	*	*	*	*	*	*	28%

NJ SCHOOL PERFORMANCE REPORT

Indian Ave School

(11-0540-060)

Grades Offered: KG-08

2018-2019

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

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	76	726	716	749	21%	25%	32%	22%	0%	22%	51%
White	*	*	703	757	*	*	*	*	*	*	62%
Hispanic	64	725	719	737	22%	25%	31%	22%	0%	22%	36%
Black or African American	*	*	709	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	45	730	716	749	*	*	*	*	*	31%	50%
Male	31	720	717	749	*	*	*	*	*	10%	52%
Economically Disadvantaged Students	*	*	717	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	714	759	*	*	*	*	*	*	63%
Students with Disabilities	N	N	689	726	N	N	N	N	N	N	25%
Students without Disabilities	76	726	719	754	21%	25%	32%	22%	0%	22%	56%
English Learners	24	704	704	722	*	*	*	*	*	*	18%
Non-English Learners	52	736	723	751	*	*	*	*	*	*	54%
Homeless Students	*	*	710	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	*	*	*	717	*	*	*	*	*	*	16%

NJ SCHOOL PERFORMANCE REPORT

Indian Ave School

(11-0540-060)

Grades Offered: KG-08

2018-2019

Report Key:
* Data is not displayed in order to protect student privacy
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N No Data is available to display
† This indicates a table specific note, see note below table

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	87	717	716	747	*	*	*	*	*	*	47%
White	*	*	723	755	*	*	*	*	*	*	58%
Hispanic	69	717	717	735	*	*	*	*	*	*	30%
Black or African American	*	*	711	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	42	718	718	747	*	*	*	*	*	*	47%
Male	45	717	713	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	*	*	715	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	717	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	717	752	*	*	*	*	*	*	52%
English Learners	23	704	702	718	*	*	*	*	*	*	12%
Non-English Learners	64	722	721	749	*	*	*	*	*	*	49%
Homeless Students	*	*	715	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	*	*	*	716	*	*	*	*	*	*	17%

NJ SCHOOL PERFORMANCE REPORT

Indian Ave School

(11-0540-060)

Grades Offered: KG-08

2018-2019

Report Key:
* ***** Data is not displayed in order to protect student privacy
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* **N** No Data is available to display
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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	69	704	711	741	*	*	*	*	*	*	41%
White	*	*	723	749	*	*	*	*	*	*	51%
Hispanic	56	707	713	729	*	*	*	*	*	*	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	41	703	713	742	*	*	*	*	*	*	42%
Male	28	705	710	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	712	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	706	750	*	*	*	*	*	*	53%
Students with Disabilities	19	694	700	716	*	*	*	*	*	*	12%
Students without Disabilities	50	708	713	746	*	*	*	*	*	*	46%
English Learners	10	694	696	709	*	*	*	*	*	*	*
Non-English Learners	59	705	714	743	*	*	*	*	*	*	*
Homeless Students	*	*	697	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	*	717	N	N	N	N	N	N	20%

Indian Ave School

(11-0540-060)

Grades Offered: KG-08

2018-2019

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	80	721	722	744	20%	41%	29%	*	*	10%	42%
White	*	*	728	751	*	*	*	*	*	*	53%
Hispanic	59	723	724	733	20%	36%	32%	*	*	12%	26%
Black or African American	*	*	715	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	41	714	724	744	*	*	*	*	*	*	42%
Male	39	728	720	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	722	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	723	751	*	*	*	*	*	*	53%
Students with Disabilities	*	*	706	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	724	749	*	*	*	*	*	*	48%
English Learners	*	*	705	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	724	745	*	*	*	*	*	*	44%
Homeless Students	*	*	725	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%

NJ SCHOOL PERFORMANCE REPORT

Indian Ave School

(11-0540-060)

Grades Offered: KG-08

2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
 N No Data is available to display
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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	81	713	714	728	38%	27%	17%	17%	0%	17%	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	67	716	*	722	33%	28%	19%	19%	0%	19%	22%
Black or African American	11	689	701	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	40	718	718	731	35%	*	*	*	*	25%	31%
Male	41	708	711	726	41%	*	*	*	*	10%	27%
Economically Disadvantaged Students	*	*	715	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	706	735	*	*	*	*	*	*	36%
Students with Disabilities	23	688	695	707	*	*	*	*	*	*	10%
Students without Disabilities	58	723	718	734	*	*	*	*	*	*	35%
English Learners	*	*	692	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	717	730	*	*	*	*	*	*	30%
Homeless Students	*	*	706	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	*	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Indian Ave School

(11-0540-060)

Grades Offered: KG-08

2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	717	744	*	*	*	*	*	*	42%
White	N	N	*	752	N	N	N	N	N	N	53%
Hispanic	*	*	719	728	*	*	*	*	*	*	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	720	745	N	N	N	N	N	N	44%
Male	*	*	714	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	714	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	N	N	*	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	694	717	N	N	N	N	N	N	12%
Students without Disabilities	*	*	720	748	*	*	*	*	*	*	47%
English Learners	N	N	693	710	N	N	N	N	N	N	*
Non-English Learners	*	*	720	745	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Indian Ave School
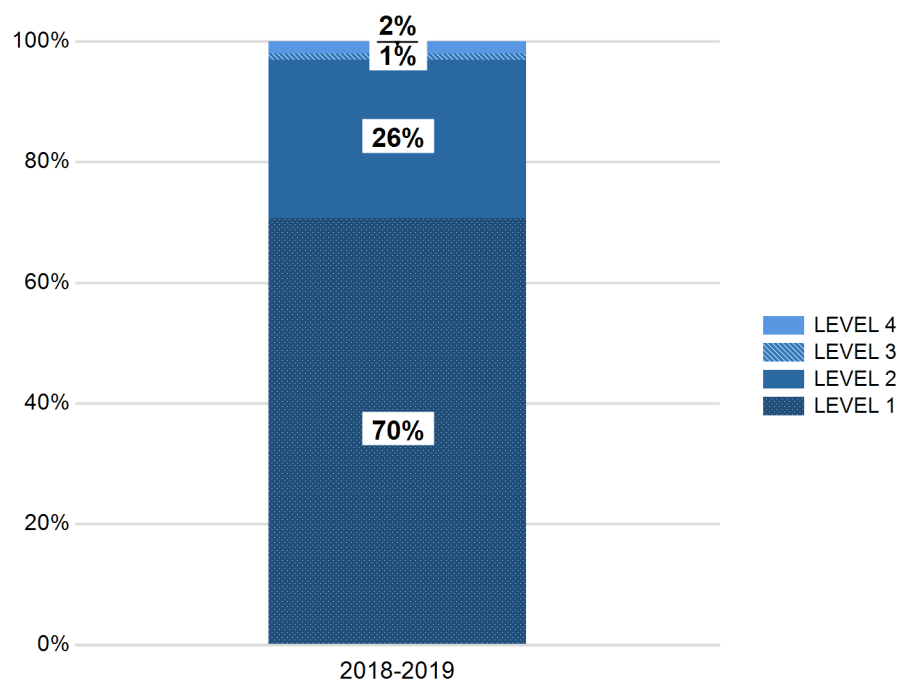(11-0540-060)
Grades Offered: KG-08
2018-2019

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

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
6	N	N
7	*	*
8	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	40.0%	40.9%	Met Target†

  † Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	36	*	*
3-4	84	*	*
5 or more	86	*	*

NJ SCHOOL PERFORMANCE REPORT

Indian Ave School
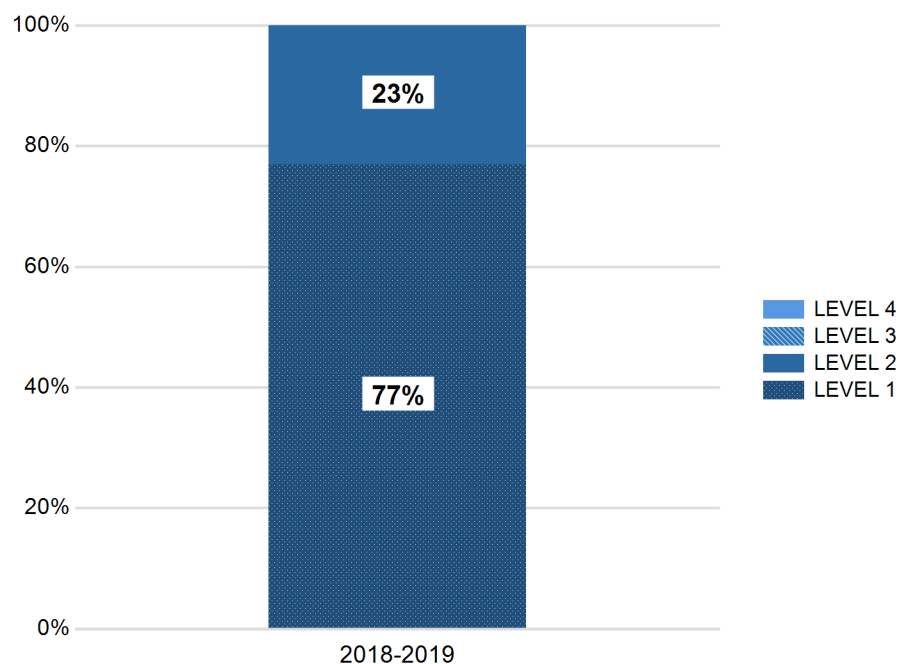
(11-0540-060)

Grades Offered: KG-08

2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
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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.

Legend:
- LEVEL 4
- LEVEL 3
- LEVEL 2
- LEVEL 1

2018-2019: 2%, 1%, 26%, 70%

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	70	26	1	2
White	*	*	*	*
Hispanic	73	24	1	1
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	67	29	0	5
Male	74	24	2	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Indian Ave School
(11-0540-060)
Grades Offered: KG-08
2018-2019

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

NJSLA Science Assessment: Grade 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.

Legend:
- LEVEL 4
- LEVEL 3
- LEVEL 2
- LEVEL 1

2018-2019

Bar shows: 23% (upper), 77% (lower)

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	77	23	0	0
White	*	*	*	*
Hispanic	77	23	0	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	72	28	0	0
Male	81	19	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

Indian Ave School

(11-0540-060)

Grades Offered: KG-08

2018-2019

Report Key:
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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	69
7	0	0	80
8	0	0	81
Total	0	0	230

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	0	0	0	0	0	0	69
7	0	0	0	0	0	0	80
8	0	0	0	0	0	0	81
Total	0	0	0	0	0	0	230

NJ SCHOOL PERFORMANCE REPORT

Indian Ave School

(11-0540-060)

Grades Offered: KG-08

2018-2019

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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

100.0% School

90.9% State

Students enrolled in one or more classes by discipline:

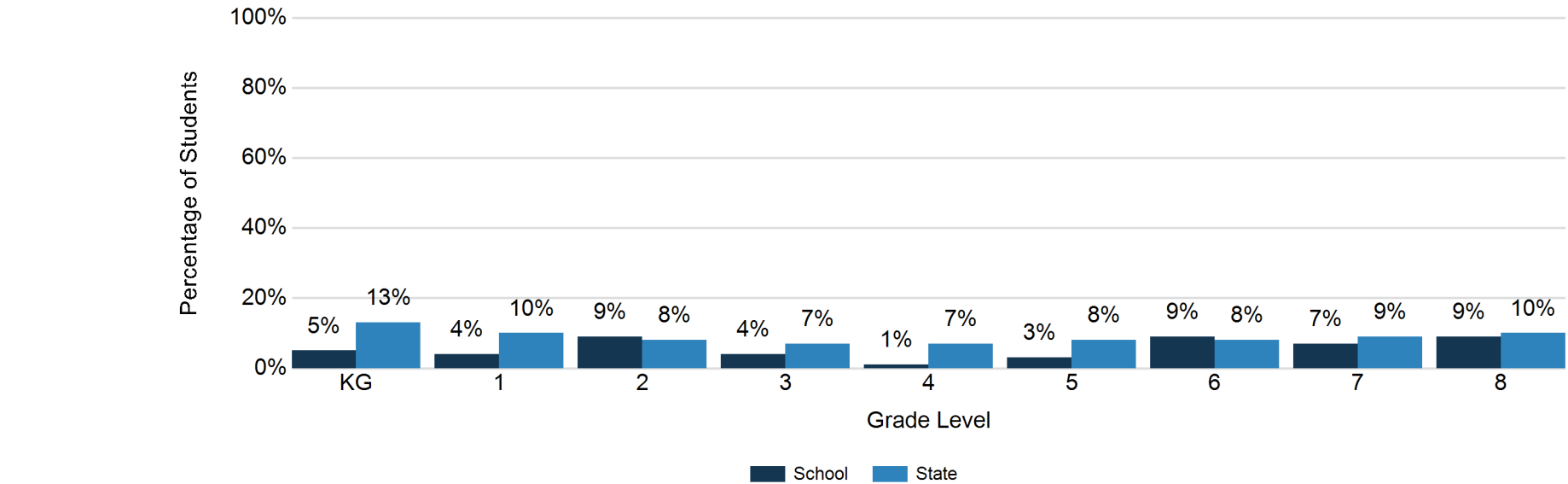| MUSIC | School | 100.0% |
	State	65.1%
DANCE	School	0.0%
	State	2.2%
DRAMA	School	0.0%
	State	7.1%
VISUAL ARTS	School	100.0%
	State	70.0%

Indian Ave School

(11-0540-060)

Grades Offered: KG-08

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	38	5.7	9.0	Met
White	*	*	9.0	Not Met
Hispanic	19	3.4	9.0	Met
Black or African American	13	17.6	9.0	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	23	6.6		
Male	15	4.6		
Economically Disadvantaged Students	35	5.8	9.0	Met
Students with Disabilities	10	15.4	9.0	Not Met
English Learners	5	2.4	9.0	Met
Homeless Students	10	32.3		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

Days Absent

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

Indian Ave School

(11-0540-060)

Grades Offered: KG-08

2018-2019

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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Indian Ave School

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	12
Weapons	3
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	22
Incidents Per 100 Students Enrolled	3.22

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	3
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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	43	6.3%
Out-of-School Suspensions	*	*
Any Suspension	44	6.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
37

Indian Ave School
(11-0540-060)
Grades Offered: KG-08
2018-2019

School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 45 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	N

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	51	118,214
Average years experience in public schools	16.7	12.1
Average years experience in district	13.4	10.8
Percentage of Teachers with 4 or more years experience in the district	78.4%	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	19.4	16.0
Average years experience in district	13.3	12.0
Percentage of Administrators with 4 or more years experience in the district	76.3%	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	13:1
Students to Administrators	342:1	167:1
Teachers to Administrators	26:1	13:1
Students to Librarians/Media Specialists		1270:1
Students to Nurses		1059:1
Students to Counselors		289:1
Students to Child Study Team Members		454:1

NJ SCHOOL PERFORMANCE REPORT

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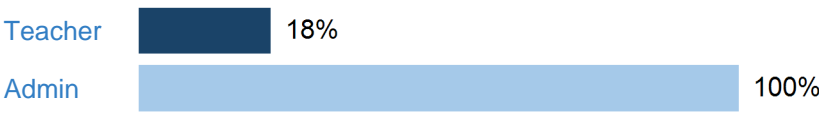
Teachers and Administrators – Demographics

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	51.9%	82.4%	50.0%	48.4%	77.1%	54.9%
Male	48.1%	17.6%	50.0%	51.6%	22.9%	45.1%
White	4.5%	82.4%	50.0%	42.4%	83.6%	77.4%
Hispanic	83.6%	7.8%	50.0%	29.9%	7.3%	7.2%
Black or African American	10.8%	9.8%	0.0%	15.0%	6.6%	13.9%
Asian	0.0%	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	1.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher   82%
Admin   N/A

Master's Degree

Teacher   18%
Admin   100%

Doctoral Degree

Teacher   0%
Admin   0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.0%	90.5%
2017-18 Administrators: Same district 2018-19	97.1%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	91.4%

Overview	Demographic	Student Growth	Academic Achievement	College and Career Readiness	Climate and Environment	Staff	Per-Pupil Expenditures	Accountability	Narrative

NJ SCHOOL PERFORMANCE REPORT

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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.

Indian Ave School

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Grades Offered: KG-08

2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	Low Performing Student Group (ATSI)
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	Low Performing Student Group (ATSI)
Student Group Status: English Learners	

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	19.1%	26.7%	21.3%
Math Proficiency	20.8%	16.9%	17.7%
ELA Growth	43	49	40
Math Growth	41	39	35
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		65.4%	40.0%
Chronic Absenteeism	6.3%	5.6%	5.7%

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

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

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

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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:	• • ELA K-8 Independent Reading; K-8 HMH Math Inventory; k-2 Orton-Gilligham; K-2 iRead • Student of the Month, Honor Roll Ceremonies, Eagle Pride Winners, Multicultural Events, Ext. Day Clubs, Hero
Mission, Vision, Theme:	Indian Avenue is a family-friendly school community where our vision is to maintain a highly engaging learning environment where each student feels supported and strives to reach his or her goals for the future. Educate, Inspire, and Love Every Child as Our Own is our Schoo Mission. Our PBSIS motto is being Respectful, Responsible and Safe.
Awards, Recognition, Accomplishments:	Recognition: Science Fair County Winners, 24 Club Winners, PBSIS Showcase School Accomplishments: Implementation of new ELL model

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Courses, Curriculum, Instruction:	K-6 Go Math; 7-8 Holt McDougal; K-5 Journeys; 6-8 Elements of Literature; K-8 Science Fusion;
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls) Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls) Field Hockey; Soccer; Basketball; Cheerleading; Track and Field; Softball; Baseball
Clubs and Activities:	NewsELA/Hwk Club, IXL/FASTT Math Hwk Club, 24 Club, Science Club, Bilingual 1st Gr. Tutoring, Bilingual 2nd Gr. Tutoring, Newspaper Club, Gifted and Talented, Migrant, and Pathways 21st CCLC

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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.

Staff and Professional Learning:	Weekly Common Planning, Bi-monthly PLC''s, Montly Staff PD, PD on PARCCS/DATA Analysis, In-District Curriculum related PD (Guided Reading, HMH Math Inv. Training, Orton-Gillingham, EdConnect, Math Fluency Strategies

NJ SCHOOL PERFORMANCE REPORT

Indian Ave School
(11-0540-060)
Grades Offered: KG-08
2018-2019

Report Key:
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School Narrative

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Student Supports and Services:	ESL/Bil. Services, Speech Therapy, Inclusion Model, Self-Contained Classes, Paraprofessionals, Intervention and Referral Servies
Student Health and Wellness:	Fitness Club, Organized Sports Club, Breakfast/Lunch/Dinner/Snack Programs, Fruit and Veg. Program, K-8 (160 min. PE weekly)
Parent and Community Involvement:	Parent Spirit Committee, Parents volunteer to chaperone, help to fundraise, Genesis Parent Portal to access student info, Class Dojo, Parents Evening Events

Indian Ave School

(11-0540-060)

Grades Offered: KG-08

2018-2019

NJ SCHOOL PERFORMANCE REPORT

School Narrative

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers
Facilities:	1 Science room was upgraded; School has partial air conditioning

NJ SCHOOL PERFORMANCE REPORT

Indian Ave School

(11-0540-060)

Grades Offered: KG-08

2018-2019

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School Narrative

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ⓘ Other Information	

NJ SCHOOL PERFORMANCE REPORT

Quarter Mile Lane School
(11-0540-100)
Grades Offered: PK-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

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Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Quarter Mile Lane School
(11-0540-100)
Grades Offered: PK-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	Cumberland
District	Bridgeton City School District
Principal Name	Dr. Roy Dawson
Address	300 QUARTER MILE LANE BRIDGETON, NJ 08302
Phone Number	856-455-8030
Email Address	rdawson@bridgeton.k12.nj.us
Website	https://www.bridgeton.k12.nj.us
Facebook	https://www.facebook.com/bridgetonpublicschools

NJ SCHOOL PERFORMANCE REPORT

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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	0	87	97
KG	66	68	69
1	76	71	64
2	92	89	72
3	83	93	88
4	64	87	106
5	70	74	81
6	54	62	69
7	47	55	57
8	46	50	53
Total	598	736	756

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	45.8%	48.0%	49.2%
Male	54.2%	52.0%	50.8%
Economically Disadvantaged Students	88.1%	91.0%	84.3%
Students with Disabilities	8.7%	8.7%	9.8%
English Learners	22.2%	22.7%	23.0%
Homeless Students	4.0%	5.0%	5.0%
Students in Foster Care	1.2%	0.3%	0.7%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.7%	1.1%	0.9%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	3.5%	3.5%	4.2%
Hispanic	67.1%	68.2%	65.9%
Black or African American	27.1%	25.8%	27.0%
Asian	0.0%	0.0%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.7%	0.5%	0.7%
Two or More Races	1.7%	1.9%	2.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	87	97
KG - Half Day	0	0	0
KG - Full Day	66	68	69

Enrollment by Home Language

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

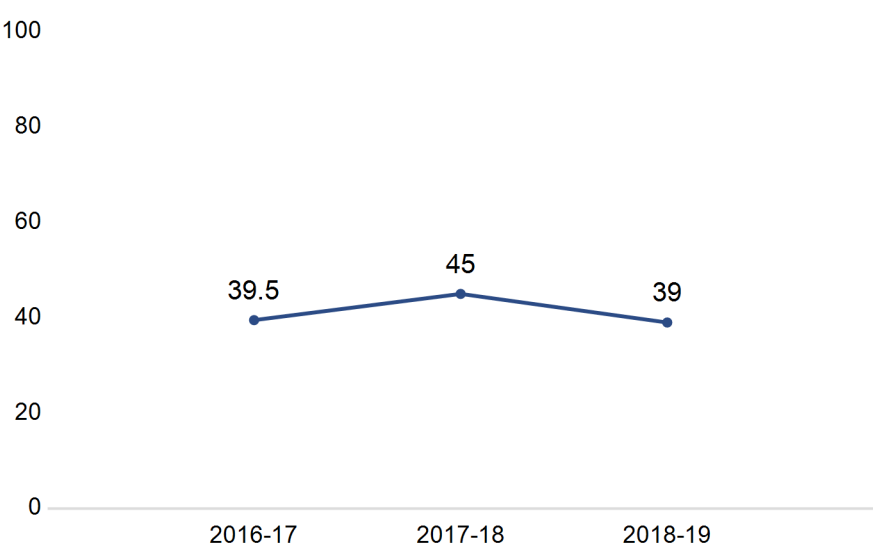| Home Language	% of Students
Spanish	54.1%
English	45.8%
Other Languages	0.1%

NJ SCHOOL PERFORMANCE REPORT

Quarter Mile Lane School
(11-0540-100)
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2018-2019

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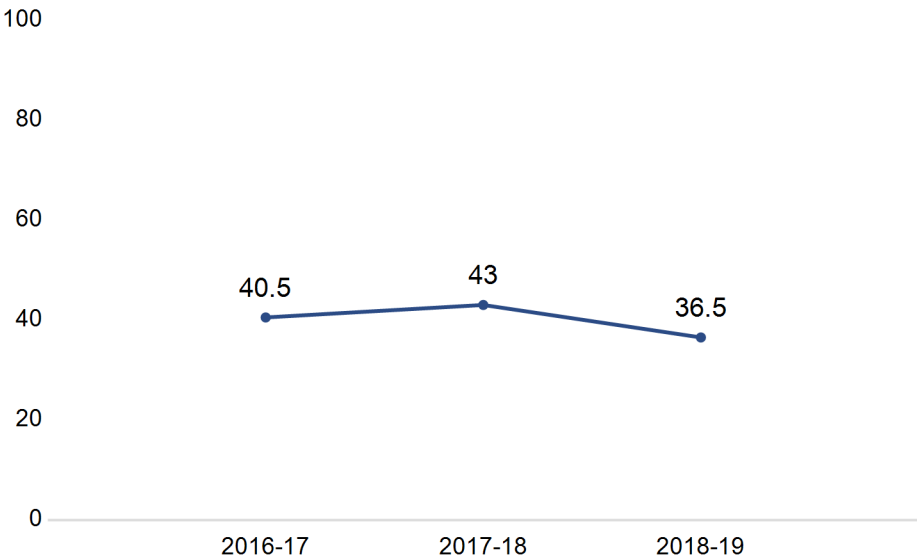† This indicates a table specific note, see note below table

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	39.5	45	39	40.5	43	36.5
Met Standard (40-59.5)?	Not Met	Met Standard	Not Met	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

Quarter Mile Lane School

(11-0540-100)

Grades Offered: PK-08

2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	39	41	50	Not Met	36.5	39	50	Not Met
White	20.5	43	50	**	26.5	34.5	52	**
Hispanic	43	42	49	Met Standard	37	39	47	Not Met
Black or African American	34	36	45	Not Met	36	39	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	*	59	**	N	*	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	35.5	49	**	*	37	52	**
Female	45	44	53	N	35	37	50	N
Male	37.5	39	47	N	39	43	51	N
Economically Disadvantaged Students	39	41	48	Not Met	37	39	46	Not Met
Students with Disabilities	26	41	43	Not Met	38.5	43.5	45	Not Met
English Learners	48	41	52	Met Standard	38.5	37	50	Not Met
Homeless Students	29.5	36.5	43	N	38.5	43.5	44	N
Students in Foster Care	*	30	42	N	*	41	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	*	35	47	N	*	31	51	N

NJ SCHOOL PERFORMANCE REPORT

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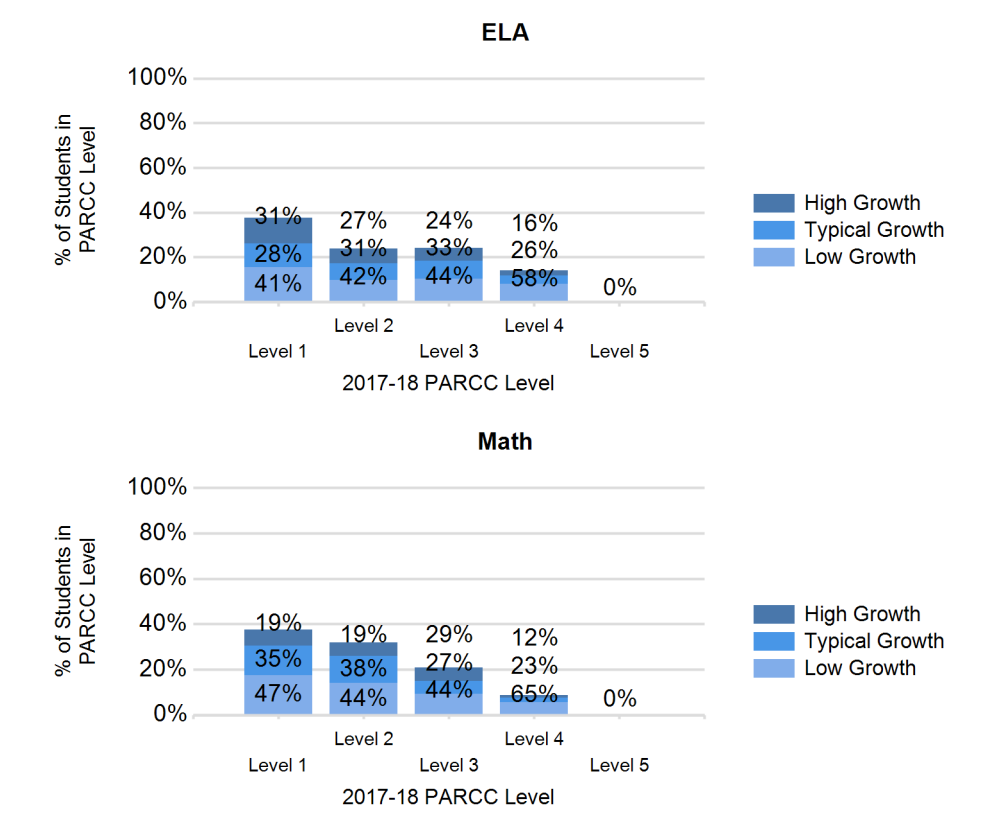**†** This indicates a table specific note, see note below table

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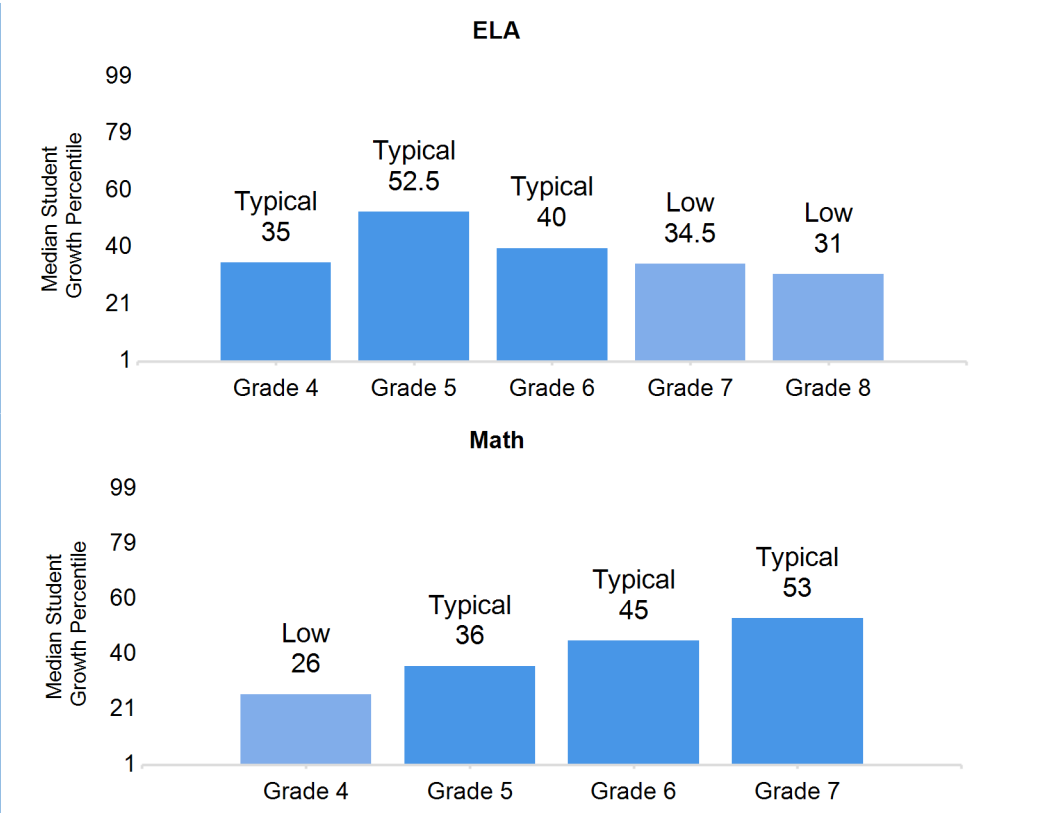
Student Growth by Performance Level

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

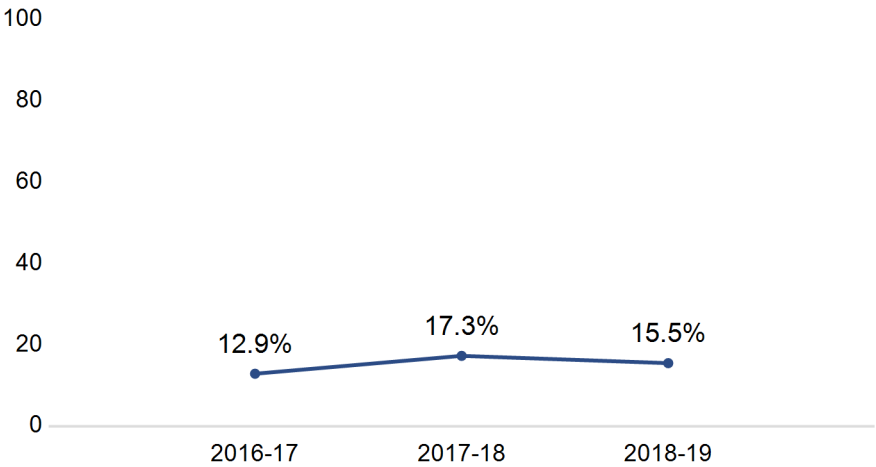**Math**

NJ SCHOOL PERFORMANCE REPORT

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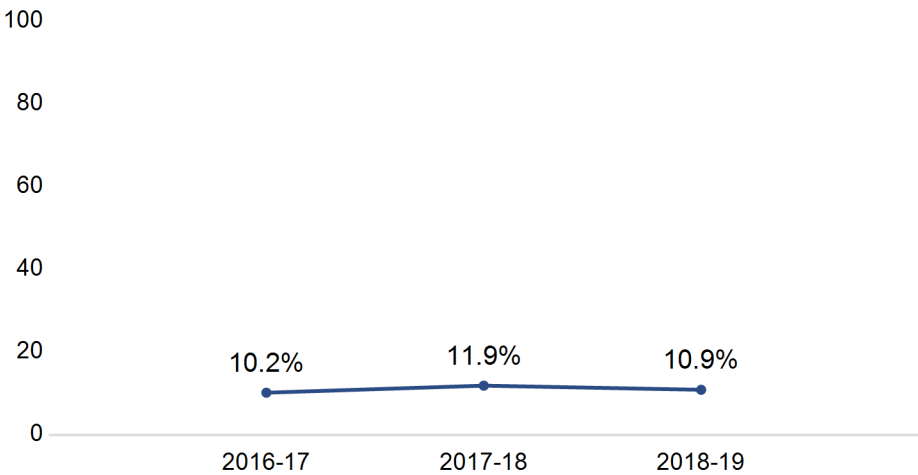
English Language Arts and Mathematics Performance Trends

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

	2016-17	2017-18	2018-19
	12.9%	17.3%	15.5%

Math Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	10.2%	11.9%	10.9%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.2%	99.4%	99.4%	98.1%	99.6%	99.4%
Proficiency Rate for Federal Accountability	12.9%	17.3%	15.5%	10.2%	11.9%	10.9%
Annual Target	21.3%	24.4%	27.5%	12.7%	16.3%	19.8%
Met Annual Target?	Not Met	Not Met	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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Quarter Mile Lane School

(11-0540-100)

Grades Offered: PK-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	440	99.4	15.5	18.7	57.9	15.5	27.5	Not Met
White	19	100.0	15.8	27.6	66.9	15.8	**	**
Hispanic	299	99.4	17.7	20.1	43.9	17.7	26	Not Met
Black or African American	111	99.2	10.8	11.8	38.5	10.8	29	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	82.9	N	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	20.0	64.4	*	**	**
Female	222	99.2	*	24.7	64.8	*		
Male	218	99.6	*	12.6	51.3	*		
Economically Disadvantaged Students	393	99.3	15.8	*	40.0	15.8	26.2	Not Met
Non-Economically Disadvantaged Students	47	100.0	12.8	*	67.9	12.8		
Students with Disabilities	49	100.0	*	*	22.7	*	4	Met Target
Students without Disabilities	391	99.3	*	*	65.1	*		
English Learners	152	98.7	*	*	29.3	*	14.4	Not Met
Non-English Learners	288	99.7	*	*	60.6	*		
Homeless Students	29	100.0	*	13.3	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	*	*	*	11.1	30.4	*		

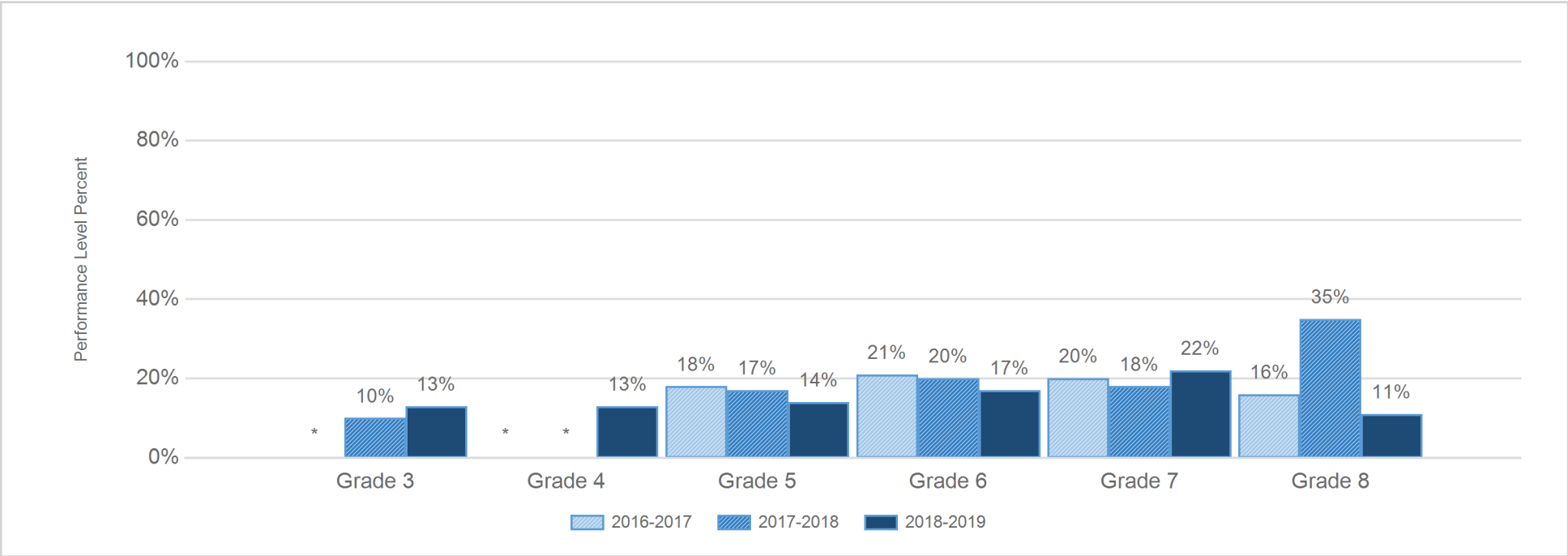† Target was met within a confidence interval.

Quarter Mile Lane School

(11-0540-100)

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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.

Performance Level Percent

Grade	2016-2017	2017-2018	2018-2019
Grade 3	*	10%	13%
Grade 4	*	*	13%
Grade 5	18%	17%	14%
Grade 6	21%	20%	17%
Grade 7	20%	18%	22%
Grade 8	16%	35%	11%

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NJ SCHOOL PERFORMANCE REPORT

Quarter Mile Lane School
(11-0540-100)
Grades Offered: PK-08
2018-2019

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	91	703	710	748	53%	18%	16%	13%	0%	13%	50%
White	*	*	732	757	*	*	*	*	*	*	60%
Hispanic	50	710	*	734	44%	24%	*	*	*	16%	36%
Black or African American	30	694	705	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	723	756	*	*	*	*	*	*	58%
Female	41	706	713	753	49%	*	*	*	*	15%	55%
Male	50	701	707	743	56%	*	*	*	*	12%	46%
Economically Disadvantaged Students	78	700	708	731	*	*	*	*	*	13%	33%
Non-Economically Disadvantaged Students	13	720	726	759	*	*	*	*	*	15%	61%
Students with Disabilities	17	671	678	719	*	*	*	*	*	*	24%
Students without Disabilities	74	711	713	754	*	*	*	*	*	*	56%
English Learners	17	697	697	713	*	*	*	*	*	*	17%
Non-English Learners	74	705	717	751	*	*	*	*	*	*	54%
Homeless Students	*	*	706	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%

Quarter Mile Lane School

(11-0540-100)

Grades Offered: PK-08

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	705	717	755	50%	27%	10%	*	*	13%	57%
White	*	*	706	763	*	*	*	*	*	*	67%
Hispanic	73	706	718	743	47%	27%	*	*	*	15%	44%
Black or African American	25	704	711	739	56%	*	*	*	*	12%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	57	710	719	760	*	*	*	*	*	*	62%
Male	48	699	713	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	91	706	717	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	14	701	715	765	*	*	*	*	*	*	69%
Students with Disabilities	23	685	685	725	*	*	*	*	*	*	25%
Students without Disabilities	82	710	720	761	*	*	*	*	*	*	64%
English Learners	40	694	702	720	*	*	*	*	*	*	17%
Non-English Learners	65	711	724	758	*	*	*	*	*	*	60%
Homeless Students	*	*	707	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	*	*	*	718	*	*	*	*	*	*	25%

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NJ SCHOOL PERFORMANCE REPORT

Quarter Mile Lane School
(11-0540-100)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	718	719	756	26%	32%	27%	14%	0%	14%	58%
White	*	*	737	764	*	*	*	*	*	*	68%
Hispanic	60	720	719	743	25%	32%	27%	17%	0%	17%	44%
Black or African American	20	714	715	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	44	722	726	761	23%	30%	*	*	*	16%	64%
Male	40	714	713	750	30%	35%	*	*	*	13%	52%
Economically Disadvantaged Students	*	*	718	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	724	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	699	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	721	762	*	*	*	*	*	*	65%
English Learners	22	705	698	713	*	*	*	*	*	*	11%
Non-English Learners	62	723	726	758	*	*	*	*	*	*	60%
Homeless Students	*	*	716	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	*	*	*	723	*	*	*	*	*	*	26%

NJ SCHOOL PERFORMANCE REPORT

Quarter Mile Lane School

(11-0540-100)

Grades Offered: PK-08

2018-2019

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

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	69	723	719	754	19%	32%	32%	*	*	17%	56%
White	*	*	726	762	*	*	*	*	*	*	65%
Hispanic	50	724	721	743	*	36%	32%	*	*	16%	43%
Black or African American	15	721	*	738	*	*	*	*	*	27%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	35	732	725	762	*	*	*	*	*	*	64%
Male	34	714	713	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	719	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	718	763	*	*	*	*	*	*	67%
Students with Disabilities	N	N	700	722	N	N	N	N	N	N	19%
Students without Disabilities	69	723	722	761	19%	32%	32%	*	*	17%	64%
English Learners	*	*	697	710	*	*	*	*	*	*	*
Non-English Learners	*	*	723	756	*	*	*	*	*	*	*
Homeless Students	*	*	710	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	*	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Quarter Mile Lane School
(11-0540-100)
Grades Offered: PK-08
2018-2019

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

English Language Arts Assessment - 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	59	720	722	761	32%	20%	25%	22%	0%	22%	63%
White	*	*	732	769	*	*	*	*	*	*	72%
Hispanic	41	724	725	747	*	*	*	*	*	27%	50%
Black or African American	14	716	710	741	*	*	*	*	*	14%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	32	730	730	769	*	*	*	*	*	31%	71%
Male	27	708	713	753	*	*	*	*	*	11%	55%
Economically Disadvantaged Students	47	724	721	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	12	701	724	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	699	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	725	769	*	*	*	*	*	*	71%
English Learners	*	*	691	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	725	763	*	*	*	*	*	*	65%
Homeless Students	*	*	724	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%

NJ SCHOOL PERFORMANCE REPORT

Quarter Mile Lane School
(11-0540-100)
Grades Offered: PK-08
2018-2019

Report Key:
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† This indicates a table specific note, see note below table

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.

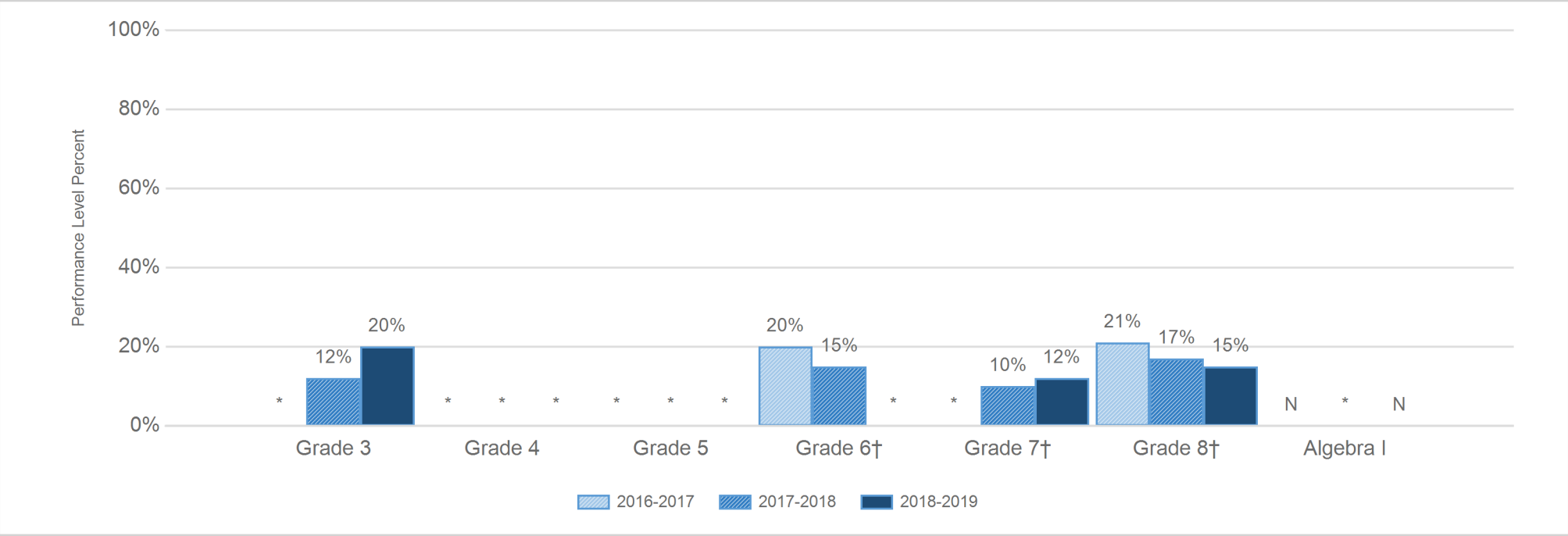| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	721	722	762	22%	33%	33%	*	*	11%	63%
White	N	N	*	770	N	N	N	N	N	N	72%
Hispanic	38	722	*	747	*	26%	37%	*	*	13%	49%
Black or African American	*	*	711	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	27	727	734	771	*	*	*	*	*	*	71%
Male	27	715	710	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	*	*	722	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	724	772	*	*	*	*	*	*	72%
Students with Disabilities	*	*	692	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	728	770	*	*	*	*	*	*	71%
English Learners	*	*	689	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	726	764	*	*	*	*	*	*	65%
Homeless Students	*	*	710	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	*	718	N	N	N	N	N	N	27%

Quarter Mile Lane School

(11-0540-100)

Grades Offered: PK-08

2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	440	99.4	10.9	12.9	44.5	10.9	19.8	Not Met
White	19	100.0	*	19.8	54.1	*	**	**
Hispanic	299	99.4	13.0	14.6	28.8	13.0	19.4	Not Met
Black or African American	111	99.2	*	*	23.0	*	20.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	76.5	N	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	12.5	53.3	*	**	**
Female	222	99.2	11.7	13.4	44.9	11.7		
Male	218	99.6	10.1	12.4	44.2	10.1		
Economically Disadvantaged Students	393	99.3	10.9	12.3	26.3	10.9	19.8	Not Met
Non-Economically Disadvantaged Students	47	100.0	10.6	16.2	54.9	10.6		
Students with Disabilities	49	100.0	*	*	17.4	*	7.2	Not Met
Students without Disabilities	391	99.3	*	*	50.0	*		
English Learners	152	98.7	*	10.8	25.0	*	15.2	Not Met
Non-English Learners	288	99.7	*	13.9	46.5	*		
Homeless Students	29	100.0	13.8	11.0	17.1	13.8		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Quarter Mile Lane School
(11-0540-100)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment – Performance Trends

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

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

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NJ SCHOOL PERFORMANCE REPORT

Quarter Mile Lane School
(11-0540-100)
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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	91	716	722	752	34%	23%	23%	*	*	20%	55%
White	*	*	737	760	*	*	*	*	*	*	66%
Hispanic	50	725	*	739	24%	20%	32%	*	*	24%	40%
Black or African American	30	701	710	735	53%	*	*	*	*	13%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	728	758	*	*	*	*	*	*	62%
Female	41	720	723	751	34%	*	*	*	*	22%	54%
Male	50	712	720	752	34%	*	*	*	*	18%	56%
Economically Disadvantaged Students	78	713	720	737	*	*	*	*	*	19%	37%
Non-Economically Disadvantaged Students	13	734	735	761	*	*	*	*	*	23%	67%
Students with Disabilities	17	683	685	731	*	*	*	*	*	*	31%
Students without Disabilities	74	723	725	756	*	*	*	*	*	*	60%
English Learners	17	718	717	728	*	*	*	*	*	12%	26%
Non-English Learners	74	715	724	754	*	*	*	*	*	22%	58%
Homeless Students	*	*	716	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Quarter Mile Lane School

(11-0540-100)

Grades Offered: PK-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	700	716	749	*	*	*	*	*	*	51%
White	*	*	703	757	*	*	*	*	*	*	62%
Hispanic	73	702	719	737	51%	29%	*	*	*	10%	36%
Black or African American	25	698	709	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	57	703	716	749	*	*	*	*	*	*	50%
Male	48	697	717	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	91	701	717	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	14	699	714	759	*	*	*	*	*	*	63%
Students with Disabilities	23	683	689	726	*	*	*	*	*	*	25%
Students without Disabilities	82	705	719	754	*	*	*	*	*	*	56%
English Learners	40	694	704	722	*	*	*	*	*	*	18%
Non-English Learners	65	704	723	751	*	*	*	*	*	*	54%
Homeless Students	*	*	710	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	*	*	*	717	*	*	*	*	*	*	16%

NJ SCHOOL PERFORMANCE REPORT

Quarter Mile Lane School

(11-0540-100)

Grades Offered: PK-08

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	84	709	716	747	*	*	*	*	*	*	47%
White	*	*	723	755	*	*	*	*	*	*	58%
Hispanic	60	711	717	735	*	*	*	*	*	*	30%
Black or African American	20	702	711	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	44	712	718	747	*	*	*	*	*	*	47%
Male	40	706	713	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	*	*	715	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	717	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	707	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	717	752	*	*	*	*	*	*	52%
English Learners	22	702	702	718	*	*	*	*	*	*	12%
Non-English Learners	62	711	721	749	*	*	*	*	*	*	49%
Homeless Students	*	*	715	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	*	*	*	716	*	*	*	*	*	*	17%

NJ SCHOOL PERFORMANCE REPORT

Quarter Mile Lane School

(11-0540-100)

Grades Offered: PK-08

2018-2019

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	69	711	711	741	*	*	*	*	*	*	41%
White	*	*	723	749	*	*	*	*	*	*	51%
Hispanic	50	713	713	729	*	*	*	*	*	*	24%
Black or African American	15	705	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	35	711	713	742	*	*	*	*	*	*	42%
Male	34	710	710	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	712	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	706	750	*	*	*	*	*	*	53%
Students with Disabilities	N	N	700	716	N	N	N	N	N	N	12%
Students without Disabilities	69	711	713	746	*	*	*	*	*	*	46%
English Learners	*	*	696	709	*	*	*	*	*	*	*
Non-English Learners	*	*	714	743	*	*	*	*	*	*	*
Homeless Students	*	*	697	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	*	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Quarter Mile Lane School

(11-0540-100)

Grades Offered: PK-08

2018-2019

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	59	722	722	744	*	39%	34%	*	*	12%	42%
White	*	*	728	751	*	*	*	*	*	*	53%
Hispanic	41	725	724	733	*	41%	34%	*	*	15%	26%
Black or African American	14	714	715	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	32	724	724	744	*	41%	*	*	*	13%	42%
Male	27	719	720	743	*	37%	*	*	*	11%	42%
Economically Disadvantaged Students	47	724	722	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	12	713	723	751	*	*	*	*	*	*	53%
Students with Disabilities	*	*	706	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	724	749	*	*	*	*	*	*	48%
English Learners	*	*	705	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	724	745	*	*	*	*	*	*	44%
Homeless Students	*	*	725	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%

NJ SCHOOL PERFORMANCE REPORT

Quarter Mile Lane School

(11-0540-100)

Grades Offered: PK-08

2018-2019

Report Key:
* ***** Data is not displayed in order to protect student privacy
* ****** Accountability calculations require 20 or more students
* **N** No Data is available to display
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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.

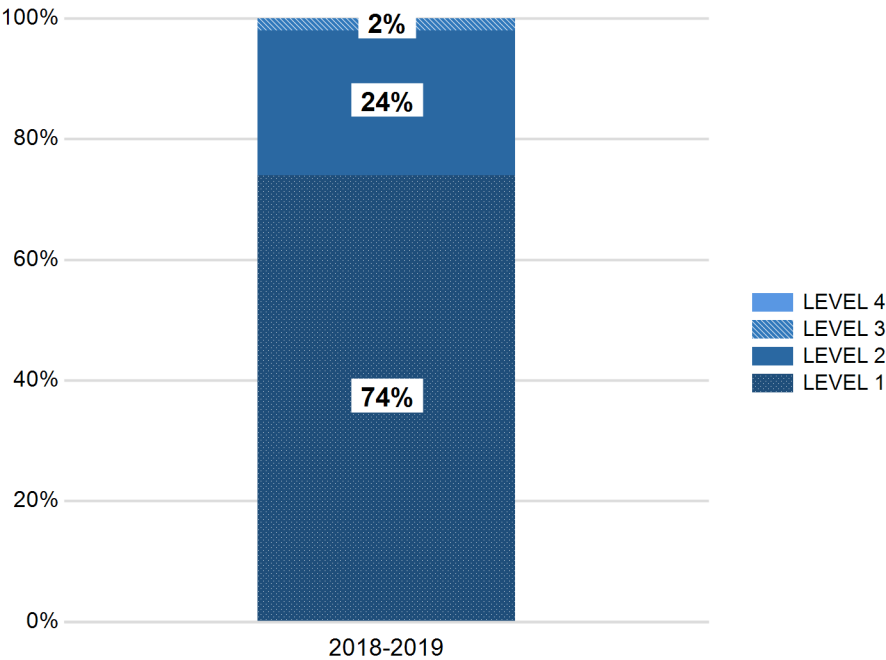| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	716	714	728	28%	33%	24%	*	*	15%	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	38	715	*	722	26%	34%	*	*	*	16%	22%
Black or African American	*	*	701	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	27	717	718	731	*	*	*	*	*	15%	31%
Male	27	715	711	726	*	*	*	*	*	15%	27%
Economically Disadvantaged Students	*	*	715	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	706	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	695	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	718	734	*	*	*	*	*	*	35%
English Learners	*	*	692	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	717	730	*	*	*	*	*	*	30%
Homeless Students	*	*	706	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	*	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Quarter Mile Lane School

(11-0540-100)

Grades Offered: PK-08

2018-2019

Report Key:
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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	N	N	717	744	N	N	N	N	N	N	42%
White	N	N	*	752	N	N	N	N	N	N	53%
Hispanic	N	N	719	728	N	N	N	N	N	N	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	720	745	N	N	N	N	N	N	44%
Male	N	N	714	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	714	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	*	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	694	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	720	748	N	N	N	N	N	N	47%
English Learners	N	N	693	710	N	N	N	N	N	N	*
Non-English Learners	N	N	720	745	N	N	N	N	N	N	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Quarter Mile Lane School
(11-0540-100)
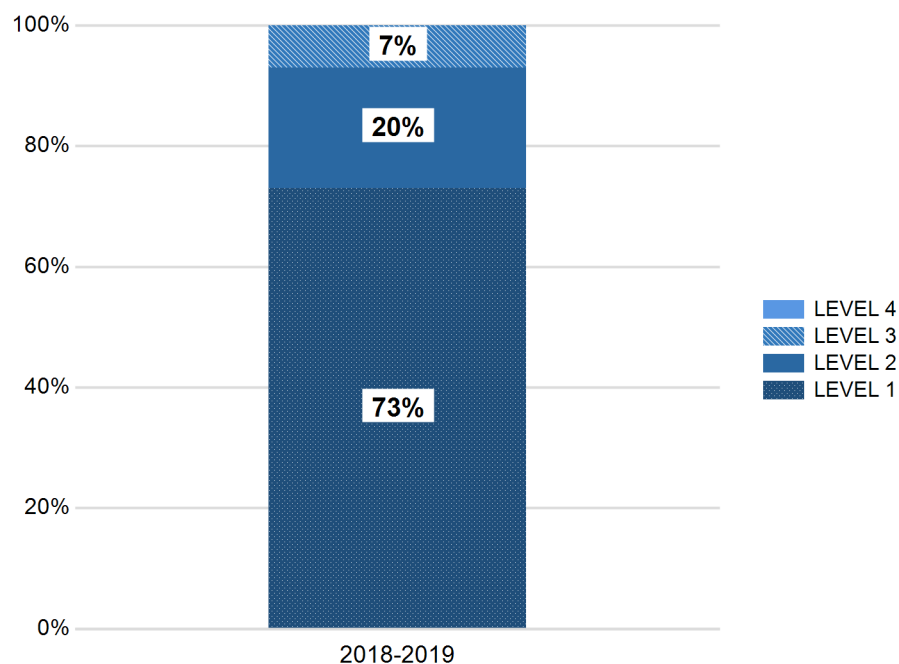Grades Offered: PK-08
2018-2019

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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
3	N	N
4	N	N
5	N	N
6	N	N
7	N	N
8	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	32.6%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	17	*	*
3-4	56	*	*
5 or more	99	*	*

NJ SCHOOL PERFORMANCE REPORT

Quarter Mile Lane School
(11-0540-100)
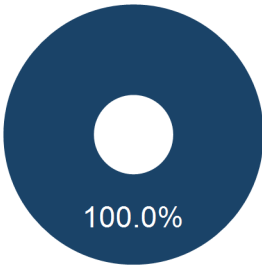Grades Offered: PK-08
2018-2019

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

NJSLA Science Assessment: Grade 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.

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1

2018-2019

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	74	24	2	0
White	*	*	*	*
Hispanic	69	27	3	0
Black or African American	90	10	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	67	30	2	0
Male	80	17	2	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	90	10	0	0
Students without Disabilities	72	26	3	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Quarter Mile Lane School

(11-0540-100)

Grades Offered: PK-08

2018-2019

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	73	20	7	0
White	*	*	*	*
Hispanic	75	23	3	0
Black or African American	72	17	11	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	83	10	7	0
Male	65	29	6	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

Quarter Mile Lane School

(11-0540-100)

Grades Offered: PK-08

2018-2019

NJ SCHOOL PERFORMANCE REPORT

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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	69
7	0	0	57
8	0	0	53
Total	0	0	179

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.

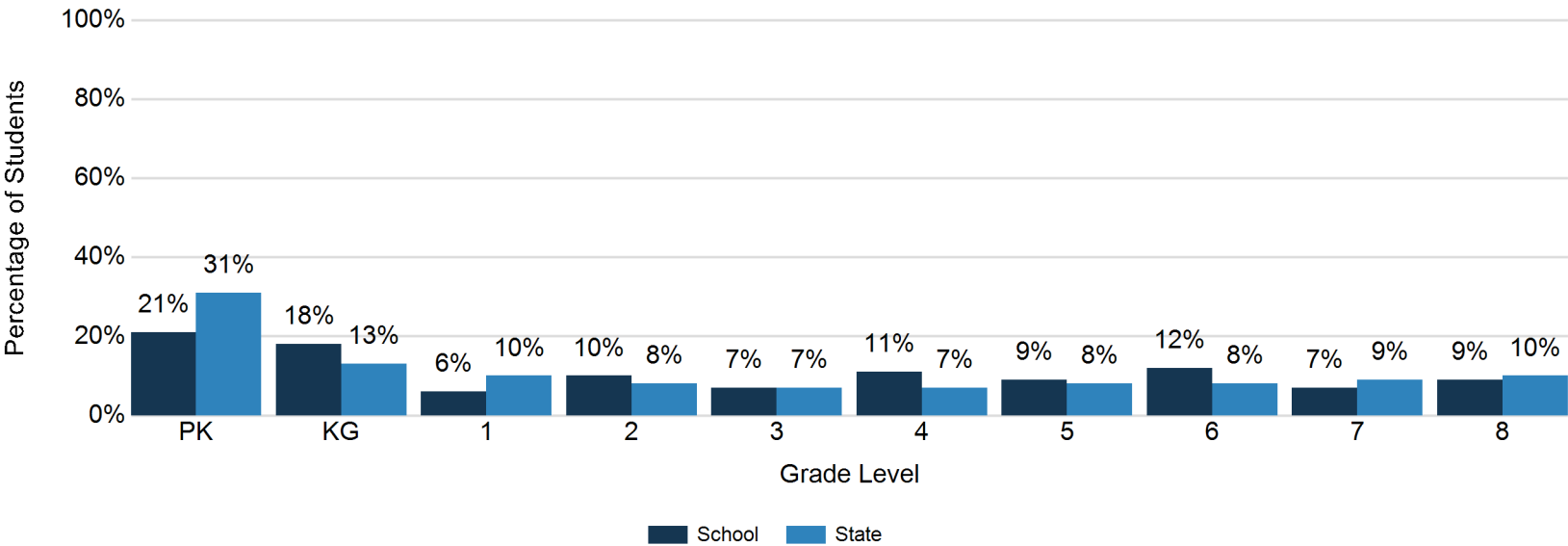| Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	69
7	0	0	0	0	0	0	57
8	0	0	0	0	0	0	53
Total	0	0	0	0	0	0	179

NJ SCHOOL PERFORMANCE REPORT

Quarter Mile Lane School
(11-0540-100)
Grades Offered: PK-08
2018-2019

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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

100.0%
School

90.9%
State

Students enrolled in one or more classes by discipline:

MUSIC	School	100.0%
	State	65.1%
DANCE	School	0.0%
	State	2.2%
DRAMA	School	0.0%
	State	7.1%
VISUAL ARTS	School	100.0%
	State	70.0%

Quarter Mile Lane School
(11-0540-100)

Grades Offered: PK-08

2018-2019

NJ SCHOOL PERFORMANCE REPORT

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	64	9.9	9.0	Not Met
White	6	24.0	9.0	Not Met
Hispanic	34	7.8	9.0	Met
Black or African American	18	10.8	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	4	28.6	**	**
Female	29	8.9		
Male	35	10.9		
Economically Disadvantaged Students	52	9.1	9.0	Not Met
Students with Disabilities	9	12.0	9.0	Not Met
English Learners	18	10.5	9.0	Not Met
Homeless Students	8	23.5		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

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

Quarter Mile Lane School

(11-0540-100)

Grades Offered: PK-08

2018-2019

NJ SCHOOL PERFORMANCE REPORT

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.

31

NJ SCHOOL PERFORMANCE REPORT

Quarter Mile Lane School

(11-0540-100)

Grades Offered: PK-08

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	46
Weapons	6
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	56
Incidents Per 100 Students Enrolled	7.41

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	5
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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	2	2
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	67	8.9%
Out-of-School Suspensions	29	3.8%
Any Suspension	74	9.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
135

Quarter Mile Lane School
(11-0540-100)
Grades Offered: PK-08
2018-2019

School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 45 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	N

Quarter Mile Lane School
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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	60	118,214
Average years experience in public schools	10.3	12.1
Average years experience in district	8.2	10.8
Percentage of Teachers with 4 or more years experience in the district	59.3%	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	19.4	16.0
Average years experience in district	13.3	12.0
Percentage of Administrators with 4 or more years experience in the district	76.3%	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	13:1
Students to Administrators	378:1	167:1
Teachers to Administrators	30:1	13:1
Students to Librarians/Media Specialists		1270:1
Students to Nurses		1059:1
Students to Counselors		289:1
Students to Child Study Team Members		454:1

Quarter Mile Lane School

(11-0540-100)

Grades Offered: PK-08

2018-2019

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.2%	75.0%	50.0%	48.4%	77.1%	54.9%
Male	50.8%	25.0%	50.0%	51.6%	22.9%	45.1%
White	4.2%	73.3%	0.0%	42.4%	83.6%	77.4%
Hispanic	65.9%	11.7%	50.0%	29.9%	7.3%	7.2%
Black or African American	27.0%	13.3%	50.0%	15.0%	6.6%	13.9%
Asian	0.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.7%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.1%	1.7%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Quarter Mile Lane School
(11-0540-100)
Grades Offered: PK-08
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

Teacher — 80%
Admin — N/A

Master's Degree

Teacher — 20%
Admin — 50%

Doctoral Degree

Teacher — 0%
Admin — 50%

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	91.0%	90.5%
2017-18 Administrators: Same district 2018-19	97.1%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	91.4%

Quarter Mile Lane School

(11-0540-100)

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2018-2019

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

Quarter Mile Lane School

(11-0540-100)

Grades Offered: PK-08

2018-2019

Report Key:
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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.

Quarter Mile Lane School

(11-0540-100)

Grades Offered: PK-08

2018-2019

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	12.9%	17.3%	15.5%
Math Proficiency	10.2%	11.9%	10.9%
ELA Growth	40	45	39
Math Growth	40	43	36
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		43.1%	32.6%
Chronic Absenteeism	5.7%	6.9%	9.9%

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

NJ SCHOOL PERFORMANCE REPORT

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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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:	• • Student of the Month, National Junior Honor Society, Perfect Attendance Award• Next Gen Science Standards, Go Math K-6, iRead • Gifted and Talented, Art, Chess Club
Mission, Vision, Theme:	Our mission is to build and provide a partnership of learners, teachers, families and community members who believe that every child can learn and become a positive, productive member of their community. QML strives to instill in all students a lifelong love of learning, a deep understanding of the global community in which we live and develop the academic and emotional skills necessary to become critical independent thinkers, active problem-solvers and productive members of their society.

NJ SCHOOL PERFORMANCE REPORT

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Courses, Curriculum, Instruction:	Our professional staff is highly qualified to meet the academic, rigor and cognitive development of all diverse learners.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls) Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls)
Clubs and Activities:	In conjunction with our regular school day, many activities and programs are available to our students throughout the school year. Students experience Career Day, Olympic Day, Read Across America Month Celebrations, Holiday Workshops, Safety Patrol, Winter and Spring Concerts, Spring Art Show, Banking, character education assemblies and programs as well as a wide array of educational field trips at all grade levels.

Quarter Mile Lane School

(11-0540-100)

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2018-2019

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Before and After School Programs:	Our intention is to provide interested and eligible students with the opportunity for remediation and enrichment in a variety of venues, some of which include Homework Club, Fitness Club, and Technology Based club which target students" basic skills needs. These after school activities provide students with opportunities to learn new skills, explore different areas of talent, deepen existing expertise, get support for areas of needs, and form relationships with supportive adults.
Staff and Professional Learning:	QML takes pride in providing a safe and supportive learning environment where; all members of the school community feel safe and supported; where improved academic and social growth is a reflection of high educational standards, where family involvement and meaningful collaboration and communication within and among its stakeholders is crucial for the success of all students. Our staff is highly qualified to meet the academic, rigor and cognitive development of all diverse learners.

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Student Supports and Services:	QML recognizes students for their academic and social achievements. This recognition is possible by celebrating successful students via our schoolwide PBSIS, Honor Roll, Attendance Awards and Student of the Month Awards. We also offer students the opportunity to participate in activities such as National Jr. Honor Society, Parade of Champions and an Evening of Academic Excellence. Our goal is to recognize the diverse population of learners and their behavioral and academic achievement.
Student Health and Wellness:	QML aims at building a strong foundation among parents, teachers, students and school staff. Parents and guardians are encouraged and welcomed to take an active role as participants in our student-family-school partnership. Parents are encouraged to become members of our School Leadership Council which meets every month to discuss school wide goals, academic achievement and other topics crucial to the success of our school and our students.
Parent and Community Involvement:	In addition to our SLC, we also look forward to those parents who can make time to attend our monthly Parent-Teacher Organization (PTO) meetings to plan and organize school wide activities and fundraisers for the social and emotional advancement of our students.

NJ SCHOOL PERFORMANCE REPORT

Quarter Mile Lane School
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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

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Other Information	Students experience Career Day, Olympic Day, Read Across America Month Celebrations, Holiday Workshops, Safety Patrol, Winter and Spring Concerts, Spring Art Show, Banking, character education assemblies and programs as well as a wide array of educational field trips at all grade levels. At Quarter Mile Lane school Parents are encouraged to become members of our School Leadership Council which meets every month to discuss school wide goals, academic achievement and other topics crucial to the success of our school and our students. In addition to our SLC, we also look forward to those parents who can make time to attend our monthly Parent-Teacher Organization (PTO) meetings to plan and organize school wide activities and fundraisers for the social and emotional advancement of our students. Aside from the monthly meetings, we look forward to working with our parents throughout the school year during our student-centered activities, such as Back-to-School Night, Parent-Teacher Conferences, and our Winter/Spring Concerts. We also have parent workshops offered through our Community and Parent Involvement Specialist. We provide parents, students, families, teachers and staff these opportunities because we understand that when We Work Together, We Work Best!

NJ SCHOOL PERFORMANCE REPORT

West Avenue School
(11-0540-130)
Grades Offered: KG-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:

West Avenue School

(11-0540-130)

Grades Offered: KG-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.

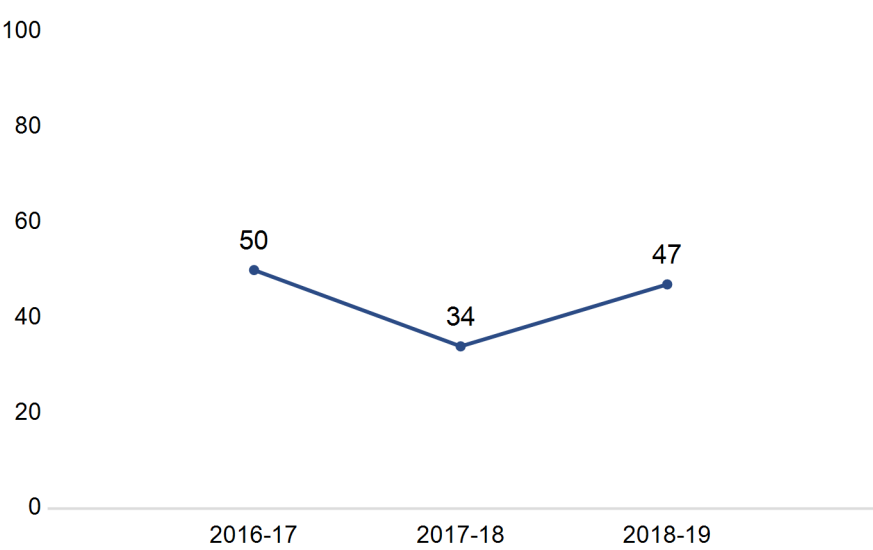| Type	Contact Information
County	Cumberland
District	Bridgeton City School District
Principal Name	Mr. Samuel Hull
Address	51 NORTH WEST AVENUE BRIDGETON, NJ 08302-1388
Phone Number	856-455-8030
Email Address	shull@bridgeton.k12.nj.us
Website	https://www.bridgeton.k12.nj.us
Facebook	https://www.facebook.com/bridgetonpublicschools

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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	53	62	61
1	53	65	63
2	69	68	62
3	75	68	61
4	71	73	63
5	65	70	73
6	104	109	108
7	100	99	102
8	99	106	98
Total	689	720	691

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	52.1%	54.4%	51.5%
Male	47.9%	45.6%	48.5%
Economically Disadvantaged Students	86.2%	89.0%	85.8%
Students with Disabilities	7.0%	7.2%	6.5%
English Learners	14.8%	18.1%	22.6%
Homeless Students	3.2%	2.8%	3.9%
Students in Foster Care	0.6%	1.3%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	1.7%	0.8%	1.2%

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	6.1%	4.7%	3.9%
Hispanic	68.4%	68.5%	70.9%
Black or African American	24.5%	25.4%	23.4%
Asian	0.1%	0.3%	0.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.9%	1.1%	1.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	53	62	61

Enrollment by Home Language

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

Home Language	% of Students
Spanish	58.8%
English	41.0%
Other Languages	0.3%

West Avenue School

(11-0540-130)

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2018-2019

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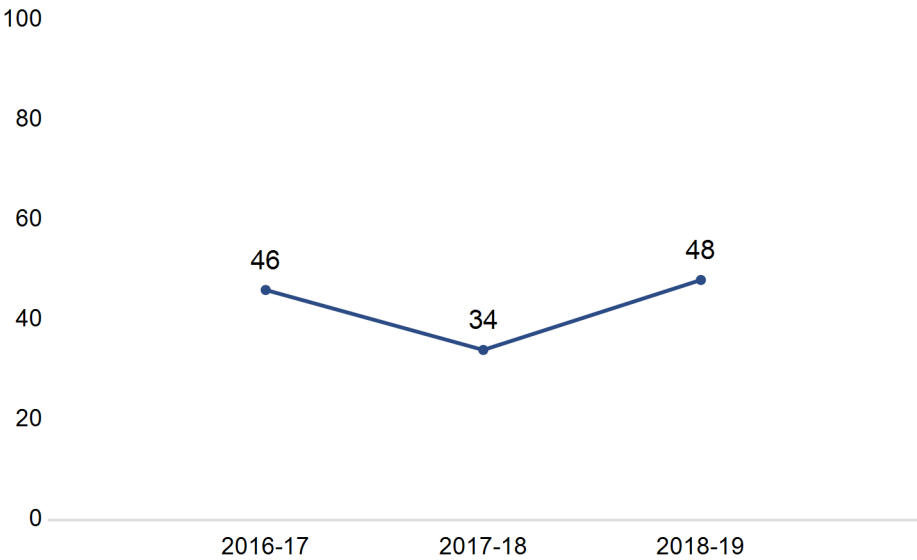* **†** This indicates a table specific note, see note below table

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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

- 2016-17: 50
- 2017-18: 34
- 2018-19: 47

Math Median Student Growth Percentile

- 2016-17: 46
- 2017-18: 34
- 2018-19: 48

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	50	34	47	46	34	48
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

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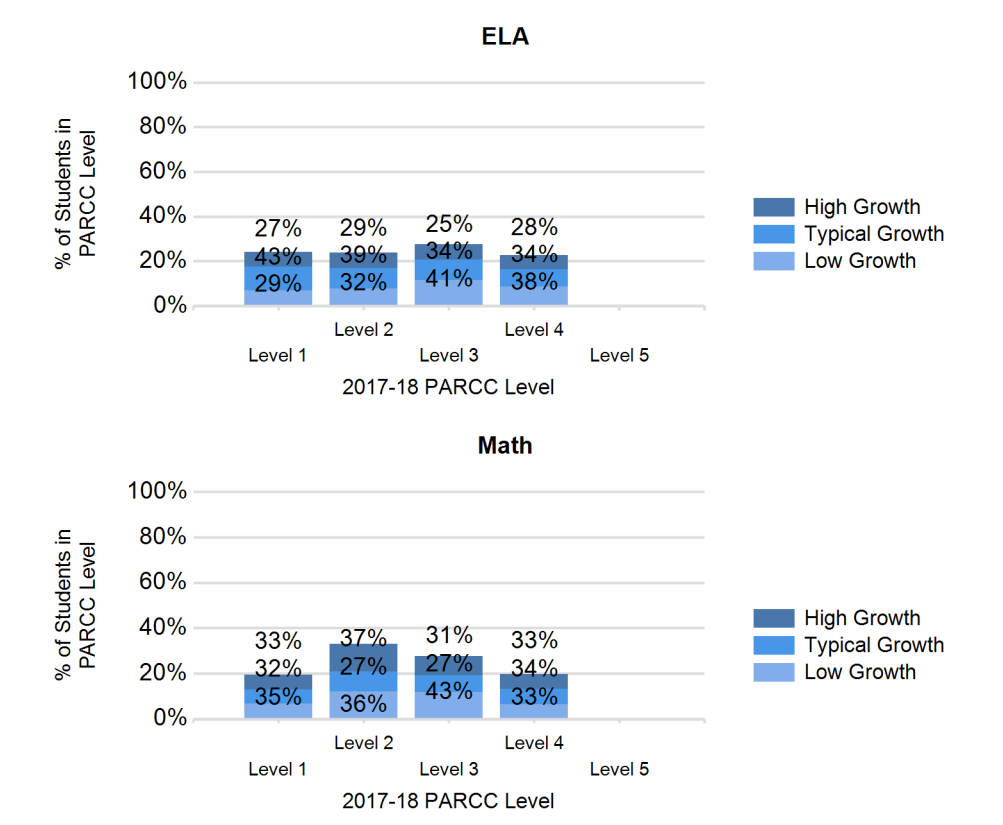* **†** This indicates a table specific note, see note below table

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	41	50	Met Standard	48	39	50	Met Standard
White	63	43	50	**	30	34.5	52	**
Hispanic	48	42	49	Met Standard	53.5	39	47	Met Standard
Black or African American	41	36	45	Met Standard	37	39	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	35.5	49	**	*	37	52	**
Female	50	44	53	N	47	37	50	N
Male	46	39	47	N	48	43	51	N
Economically Disadvantaged Students	48	41	48	Met Standard	48	39	46	Met Standard
Students with Disabilities	45	41	43	Met Standard	43	43.5	45	Met Standard
English Learners	48.5	41	52	Met Standard	47.5	37	50	Met Standard
Homeless Students	60.5	36.5	43	N	32	43.5	44	N
Students in Foster Care	N	30	42	N	N	41	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	*	35	47	N	*	31	51	N

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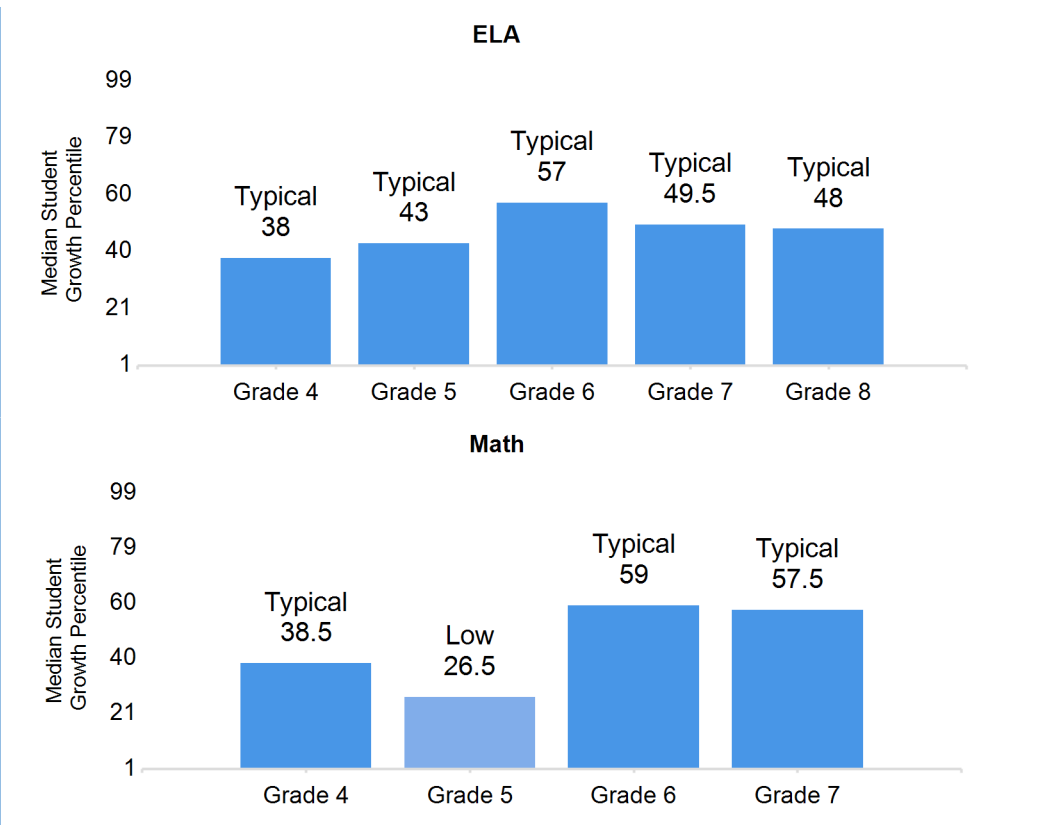
Student Growth by Performance Level

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

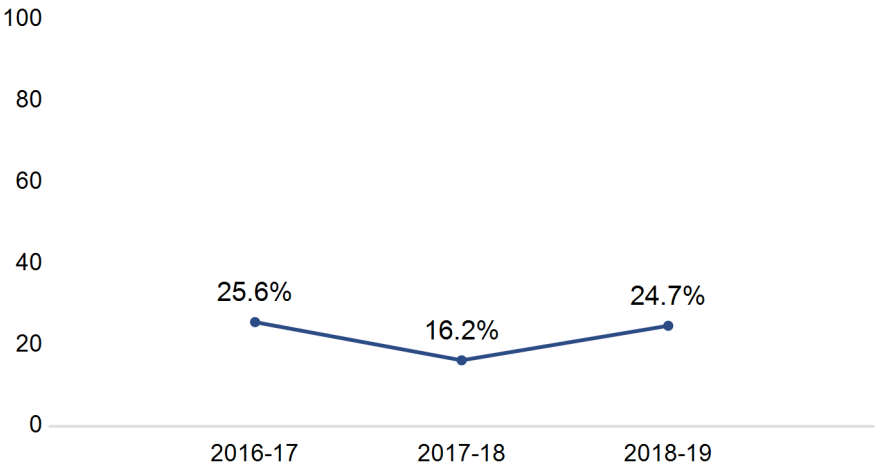**NJ SCHOOL PERFORMANCE REPORT**

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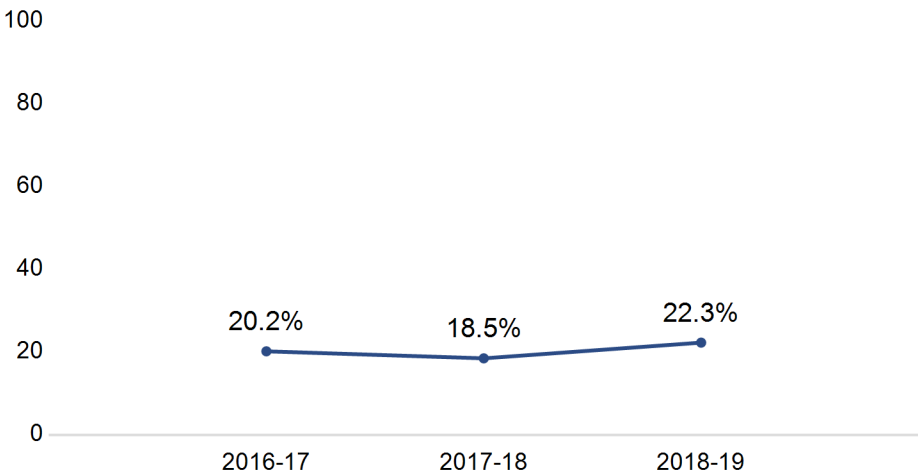† This indicates a table specific note, see note below table

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

- 2016-17: 25.6%
- 2017-18: 16.2%
- 2018-19: 24.7%

Math Proficiency Rate for Federal Accountability

- 2016-17: 20.2%
- 2017-18: 18.5%
- 2018-19: 22.3%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	99.0%	99.8%	100.0%	99.0%	99.8%
Proficiency Rate for Federal Accountability	25.6%	16.2%	24.7%	20.2%	18.5%	22.3%
Annual Target	29.6%	32.2%	34.9%	27.4%	30.1%	32.9%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

7

NJ SCHOOL PERFORMANCE REPORT

West Avenue School

(11-0540-130)

Grades Offered: KG-08

2018-2019

Report Key:
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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	497	99.8	24.7	18.7	57.9	24.7	34.9	Not Met
White	20	100.0	55.0	27.6	66.9	55.0	42.7	Met Target
Hispanic	349	99.7	26.6	20.1	43.9	26.6	37.1	Not Met
Black or African American	122	100.0	13.9	11.8	38.5	13.9	25.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	20.0	64.4	*	**	**
Female	258	100.0	32.9	24.7	64.8	32.9		
Male	239	99.6	15.9	12.6	51.3	15.9		
Economically Disadvantaged Students	428	99.8	23.6	*	40.0	23.6	35.7	Not Met
Non-Economically Disadvantaged Students	69	100.0	31.9	*	67.9	31.9		
Students with Disabilities	41	97.8	*	*	22.7	*	14.5	Not Met
Students without Disabilities	456	100.0	*	*	65.1	*		
English Learners	142	100.0	12.7	*	29.3	12.7	16.4	Met Target†
Non-English Learners	355	99.7	29.6	*	60.6	29.6		
Homeless Students	20	100.0	25.0	13.3	29.1	25.0		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	*	*	*	11.1	30.4	*		

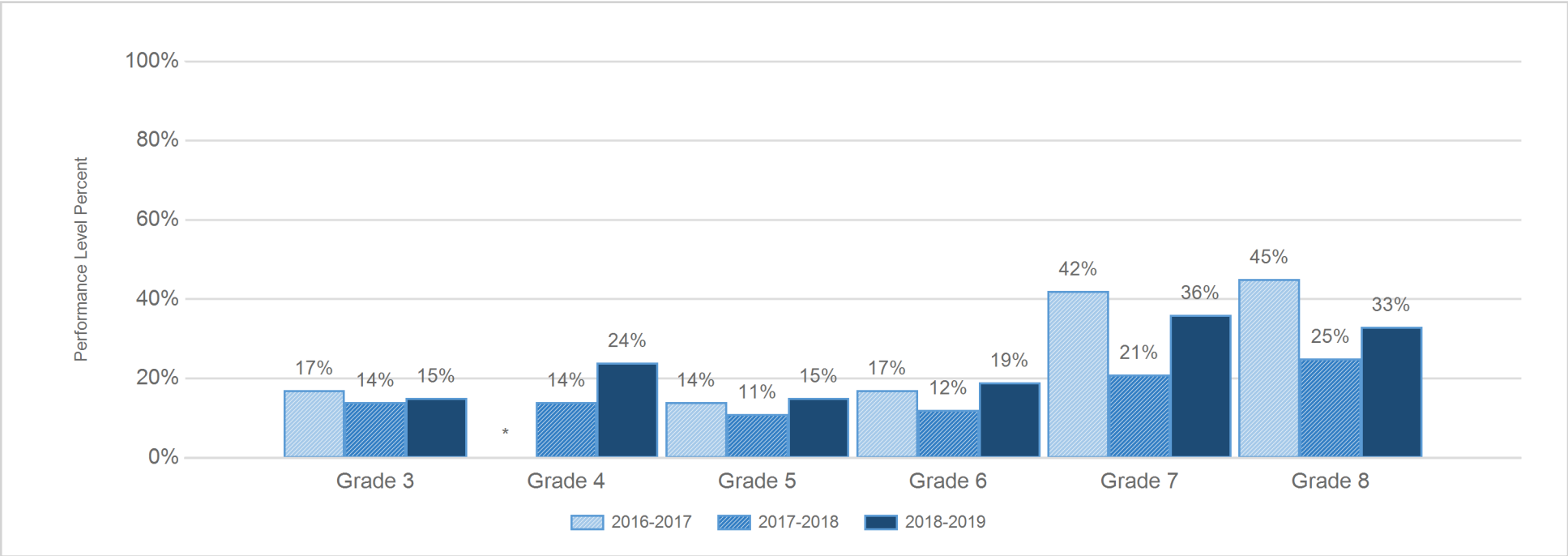† Target was met within a confidence interval.

West Avenue School

(11-0540-130)

Grades Offered: KG-08

2018-2019

Report Key:
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English Language Arts Assessment - Performance Trends

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

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NJ SCHOOL PERFORMANCE REPORT

West Avenue School
(11-0540-130)
Grades Offered: KG-08
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	61	715	710	748	33%	33%	20%	*	*	15%	50%
White	*	*	732	757	*	*	*	*	*	*	60%
Hispanic	41	717	*	734	24%	39%	24%	*	*	12%	36%
Black or African American	*	*	705	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	723	756	N	N	N	N	N	N	58%
Female	32	714	713	753	*	*	*	*	*	13%	55%
Male	29	715	707	743	*	*	*	*	*	17%	46%
Economically Disadvantaged Students	*	*	708	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	726	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	678	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	713	754	*	*	*	*	*	*	56%
English Learners	23	708	697	713	*	*	*	*	*	*	17%
Non-English Learners	38	718	717	751	*	*	*	*	*	*	54%
Homeless Students	*	*	706	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

West Avenue School
(11-0540-130)
Grades Offered: KG-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	721	717	755	27%	26%	23%	24%	0%	24%	57%
White	*	*	706	763	*	*	*	*	*	*	67%
Hispanic	44	726	718	743	*	*	*	32%	0%	32%	44%
Black or African American	15	705	711	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	35	722	719	760	*	*	*	*	*	20%	62%
Male	27	721	713	750	*	*	*	*	*	30%	53%
Economically Disadvantaged Students	*	*	717	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	715	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	685	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	720	761	*	*	*	*	*	*	64%
English Learners	14	700	702	720	*	*	*	*	*	*	17%
Non-English Learners	48	728	724	758	*	*	*	*	*	*	60%
Homeless Students	*	*	707	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	*	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

West Avenue School

(11-0540-130)

Grades Offered: KG-08

2018-2019

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	75	718	719	756	33%	28%	24%	15%	0%	15%	58%
White	*	*	737	764	*	*	*	*	*	*	68%
Hispanic	47	717	719	743	32%	30%	26%	*	*	13%	44%
Black or African American	*	*	715	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	40	724	726	761	*	*	*	*	*	*	64%
Male	35	711	713	750	*	*	*	*	*	*	52%
Economically Disadvantaged Students	61	715	718	740	*	*	*	*	*	10%	39%
Non-Economically Disadvantaged Students	14	731	724	766	*	*	*	*	*	36%	69%
Students with Disabilities	10	697	699	724	*	0%	*	*	*	10%	23%
Students without Disabilities	65	721	721	762	*	32%	*	*	*	15%	65%
English Learners	14	697	698	713	*	*	*	*	*	*	11%
Non-English Learners	61	723	726	758	*	*	*	*	*	*	60%
Homeless Students	*	*	716	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	*	*	*	723	*	*	*	*	*	*	26%

NJ SCHOOL PERFORMANCE REPORT

West Avenue School
(11-0540-130)
Grades Offered: KG-08
2018-2019

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	108	727	719	754	19%	28%	34%	19%	0%	19%	56%
White	*	*	726	762	*	*	*	*	*	*	65%
Hispanic	85	727	721	743	19%	29%	33%	19%	0%	19%	43%
Black or African American	16	719	*	738	*	*	*	*	*	13%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	48	738	725	762	*	*	44%	*	*	31%	64%
Male	60	719	713	748	*	*	27%	*	*	10%	48%
Economically Disadvantaged Students	98	728	719	740	*	31%	*	*	*	19%	39%
Non-Economically Disadvantaged Students	10	724	718	763	*	0%	*	*	*	20%	67%
Students with Disabilities	*	*	700	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	722	761	*	*	*	*	*	*	64%
English Learners	*	*	697	710	*	*	*	*	*	*	*
Non-English Learners	*	*	723	756	*	*	*	*	*	*	*
Homeless Students	*	*	710	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	*	*	*	721	*	*	*	*	*	*	25%

NJ SCHOOL PERFORMANCE REPORT

West Avenue School

(11-0540-130)

Grades Offered: KG-08

2018-2019

Report Key:
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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	104	733	722	761	17%	21%	26%	*	*	36%	63%
White	*	*	732	769	*	*	*	*	*	*	72%
Hispanic	74	739	725	747	14%	19%	27%	*	*	41%	50%
Black or African American	*	*	710	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	58	745	730	769	*	17%	24%	*	*	48%	71%
Male	46	718	713	753	*	26%	28%	*	*	20%	55%
Economically Disadvantaged Students	87	733	721	743	*	*	*	*	*	33%	45%
Non-Economically Disadvantaged Students	17	733	724	771	*	*	*	*	*	47%	73%
Students with Disabilities	13	693	699	720	*	*	*	*	*	15%	22%
Students without Disabilities	91	739	725	769	*	*	*	*	*	38%	71%
English Learners	*	*	691	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	725	763	*	*	*	*	*	*	65%
Homeless Students	*	*	724	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%

NJ SCHOOL PERFORMANCE REPORT

West Avenue School
(11-0540-130)
Grades Offered: KG-08
2018-2019

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.

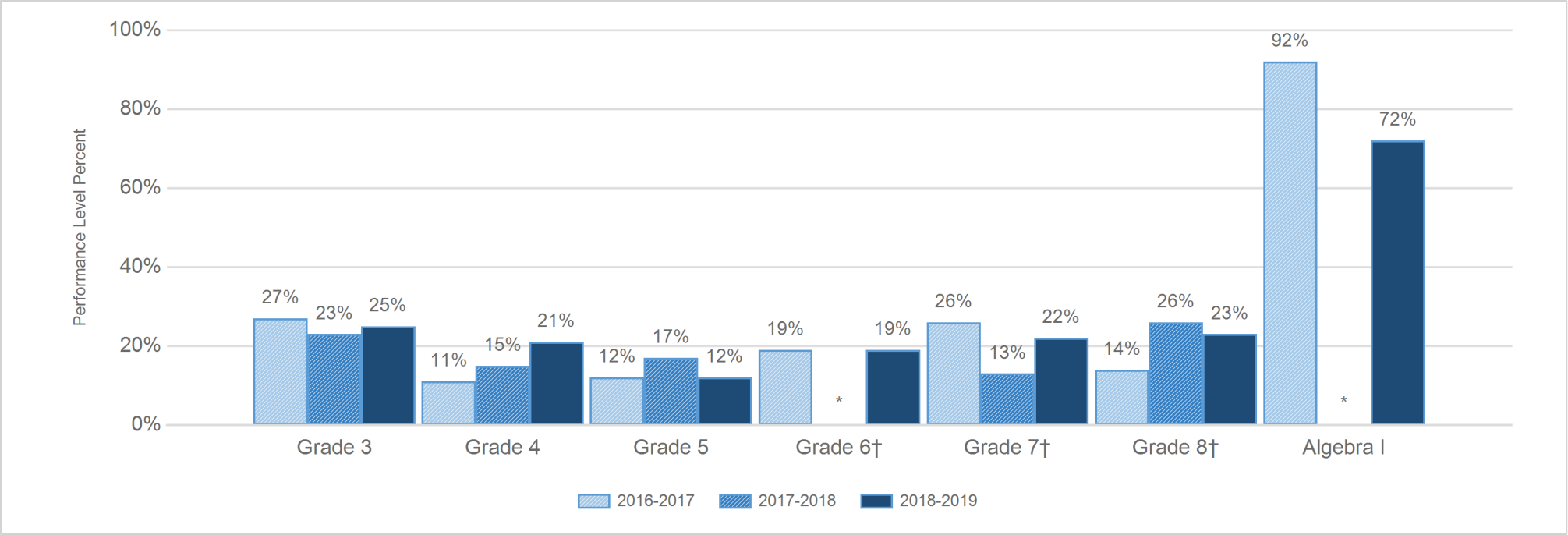| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	734	722	762	18%	23%	25%	23%	10%	33%	63%
White	*	*	*	770	*	*	*	*	*	*	72%
Hispanic	67	734	*	747	18%	22%	24%	*	*	36%	49%
Black or African American	24	725	711	741	*	*	*	*	*	17%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	50	752	734	771	*	*	30%	*	*	48%	71%
Male	49	717	710	753	*	*	20%	*	*	18%	55%
Economically Disadvantaged Students	86	733	722	743	*	*	*	*	*	34%	45%
Non-Economically Disadvantaged Students	13	743	724	772	*	*	*	*	*	31%	72%
Students with Disabilities	*	*	692	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	728	770	*	*	*	*	*	*	71%
English Learners	*	*	689	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	726	764	*	*	*	*	*	*	65%
Homeless Students	*	*	710	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	*	718	N	N	N	N	N	N	27%

West Avenue School

(11-0540-130)

Grades Offered: KG-08

2018-2019

Report Key:
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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	497	99.8	22.3	12.9	44.5	22.3	32.9	Not Met
White	20	100.0	35.0	19.8	54.1	35.0	35.6	Met Target†
Hispanic	349	99.7	26.4	14.6	28.8	26.4	35.6	Not Met
Black or African American	122	100.0	*	*	23.0	*	21.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	12.5	53.3	*	**	**
Female	258	100.0	25.6	13.4	44.9	25.6		
Male	239	99.6	18.8	12.4	44.2	18.8		
Economically Disadvantaged Students	428	99.8	22.7	12.3	26.3	22.7	32.6	Not Met
Non-Economically Disadvantaged Students	69	100.0	20.3	16.2	54.9	20.3		
Students with Disabilities	41	97.8	*	*	17.4	*	8	Met Target†
Students without Disabilities	456	100.0	*	*	50.0	*		
English Learners	142	100.0	18.3	10.8	25.0	18.3	21.1	Met Target†
Non-English Learners	355	99.7	23.9	13.9	46.5	23.9		
Homeless Students	20	100.0	10.0	11.0	17.1	10.0		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

West Avenue School
(11-0540-130)
Grades Offered: KG-08
2018-2019

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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West Avenue School

(11-0540-130)

Grades Offered: KG-08

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	61	729	722	752	21%	25%	30%	*	*	25%	55%
White	*	*	737	760	*	*	*	*	*	*	66%
Hispanic	41	733	*	739	*	*	41%	*	*	22%	40%
Black or African American	*	*	710	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	728	758	N	N	N	N	N	N	62%
Female	32	728	723	751	*	*	*	*	*	22%	54%
Male	29	730	720	752	*	*	*	*	*	28%	56%
Economically Disadvantaged Students	*	*	720	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	735	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	685	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	725	756	*	*	*	*	*	*	60%
English Learners	23	725	717	728	*	*	*	*	*	*	26%
Non-English Learners	38	731	724	754	*	*	*	*	*	*	58%
Homeless Students	*	*	716	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

West Avenue School

(11-0540-130)

Grades Offered: KG-08

2018-2019

Report Key:

 * Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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	62	727	716	749	24%	23%	32%	*	*	21%	51%
White	*	*	703	757	*	*	*	*	*	*	62%
Hispanic	44	734	719	737	*	*	36%	*	*	27%	36%
Black or African American	15	709	709	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	35	725	716	749	*	*	29%	*	*	20%	50%
Male	27	731	717	749	*	*	37%	*	*	22%	52%
Economically Disadvantaged Students	*	*	717	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	714	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	689	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	719	754	*	*	*	*	*	*	56%
English Learners	14	715	704	722	*	*	*	*	*	*	18%
Non-English Learners	48	731	723	751	*	*	*	*	*	*	54%
Homeless Students	*	*	710	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	*	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

West Avenue School

(11-0540-130)

Grades Offered: KG-08

2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note, see note below table

Mathematics Assessment - Performance 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	75	715	716	747	25%	44%	19%	*	*	12%	47%
White	*	*	723	755	*	*	*	*	*	*	58%
Hispanic	47	719	717	735	21%	45%	*	*	*	17%	30%
Black or African American	*	*	711	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	40	719	718	747	*	35%	*	*	*	13%	47%
Male	35	711	713	747	*	54%	*	*	*	11%	47%
Economically Disadvantaged Students	61	713	715	732	*	*	*	*	*	11%	27%
Non-Economically Disadvantaged Students	14	723	717	757	*	*	*	*	*	14%	59%
Students with Disabilities	10	699	707	725	*	*	*	*	*	*	19%
Students without Disabilities	65	718	717	752	*	*	*	*	*	*	52%
English Learners	14	701	702	718	*	*	*	*	*	*	12%
Non-English Learners	61	718	721	749	*	*	*	*	*	*	49%
Homeless Students	*	*	715	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	*	*	*	716	*	*	*	*	*	*	17%

West Avenue School

(11-0540-130)

Grades Offered: KG-08

2018-2019

Report Key:
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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	108	725	711	741	15%	35%	31%	19%	0%	19%	41%
White	*	*	723	749	*	*	*	*	*	*	51%
Hispanic	85	725	713	729	15%	36%	27%	21%	0%	21%	24%
Black or African American	16	717	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	48	730	713	742	*	31%	38%	*	*	21%	42%
Male	60	721	710	740	*	38%	27%	*	*	17%	40%
Economically Disadvantaged Students	98	726	712	726	*	*	*	*	*	19%	21%
Non-Economically Disadvantaged Students	10	717	706	750	*	*	*	*	*	10%	53%
Students with Disabilities	*	*	700	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	713	746	*	*	*	*	*	*	46%
English Learners	*	*	696	709	*	*	*	*	*	*	*
Non-English Learners	*	*	714	743	*	*	*	*	*	*	*
Homeless Students	*	*	697	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	*	*	*	717	*	*	*	*	*	*	20%

NJ SCHOOL PERFORMANCE REPORT

West Avenue School

(11-0540-130)

Grades Offered: KG-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	727	722	744	15%	33%	30%	22%	0%	22%	42%
White	*	*	728	751	*	*	*	*	*	*	53%
Hispanic	74	731	724	733	*	34%	*	28%	0%	28%	26%
Black or African American	*	*	715	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	58	734	724	744	*	29%	36%	*	*	28%	42%
Male	46	718	720	743	*	37%	22%	*	*	15%	42%
Economically Disadvantaged Students	87	728	722	731	*	*	*	*	*	22%	24%
Non-Economically Disadvantaged Students	17	721	723	751	*	*	*	*	*	24%	53%
Students with Disabilities	13	698	706	718	*	*	*	*	*	*	13%
Students without Disabilities	91	731	724	749	*	*	*	*	*	*	48%
English Learners	*	*	705	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	724	745	*	*	*	*	*	*	44%
Homeless Students	*	*	725	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%

NJ SCHOOL PERFORMANCE REPORT

West Avenue School

(11-0540-130)

Grades Offered: KG-08

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	81	722	714	728	26%	33%	17%	*	*	23%	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	56	730	*	722	20%	29%	20%	*	*	32%	22%
Black or African American	22	702	701	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	37	730	718	731	*	27%	*	*	*	35%	31%
Male	44	715	711	726	*	39%	*	*	*	14%	27%
Economically Disadvantaged Students	71	724	715	719	*	*	20%	*	*	25%	20%
Non-Economically Disadvantaged Students	10	710	706	735	*	*	0%	*	*	10%	36%
Students with Disabilities	*	*	695	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	718	734	*	*	*	*	*	*	35%
English Learners	*	*	692	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	717	730	*	*	*	*	*	*	30%
Homeless Students	*	*	706	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	*	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

West Avenue School

(11-0540-130)
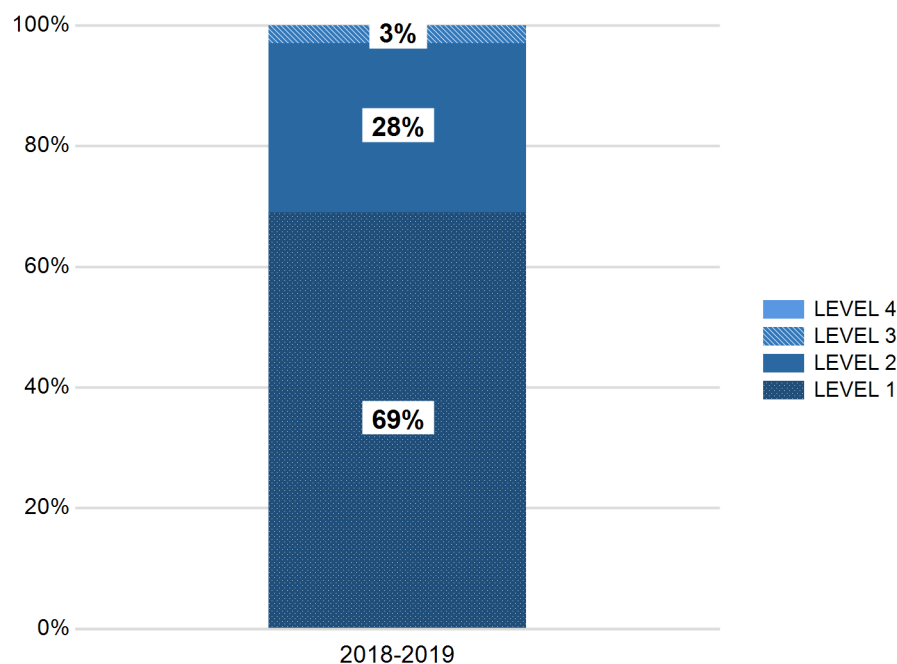
Grades Offered: KG-08

2018-2019

Report Key:
* ***** Data is not displayed in order to protect student privacy
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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.

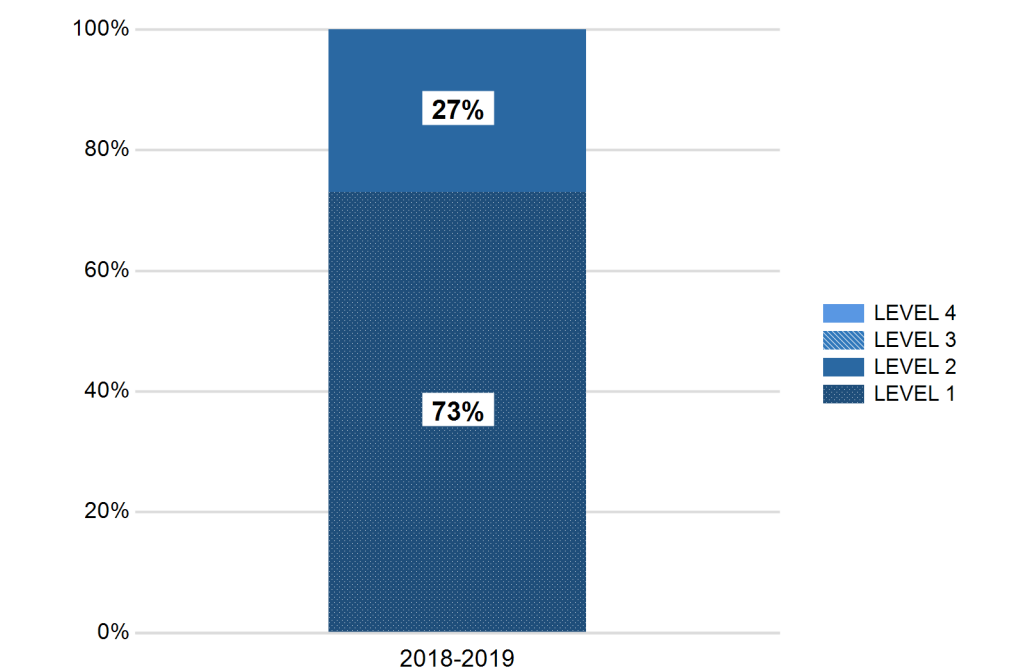| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	18	761	717	744	0%	0%	*	*	*	72%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	11	756	719	728	0%	0%	*	*	*	64%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	*	*	720	745	*	*	*	*	*	*	44%
Male	*	*	714	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	714	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	694	717	N	N	N	N	N	N	12%
Students without Disabilities	18	761	720	748	0%	0%	*	*	*	72%	47%
English Learners	N	N	693	710	N	N	N	N	N	N	*
Non-English Learners	18	761	720	745	0%	0%	*	*	*	72%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

West Avenue School
(11-0540-130)
Grades Offered: KG-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
3	N	N
4	N	N
5	N	N
6	*	*
7	*	*
8	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	29.1%	40.9%	Met Target†

 † Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	21	*	*
3-4	63	*	*
5 or more	71	*	*

NJ SCHOOL PERFORMANCE REPORT

West Avenue School
(11-0540-130)
Grades Offered: KG-08
2018-2019

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	69	28	3	0
White	*	*	*	*
Hispanic	63	33	4	0
Black or African American	83	17	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	65	30	5	0
Male	74	26	0	0
Economically Disadvantaged Students	73	23	3	0
Non-Economically Disadvantaged Students	53	47	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*

NJ SCHOOL PERFORMANCE REPORT

West Avenue School

(11-0540-130)
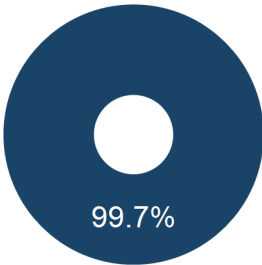
Grades Offered: KG-08

2018-2019

Report Key:

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

NJSLA Science Assessment: Grade 8 Summary

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

NJSLA Science Assessment: Grade 8

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

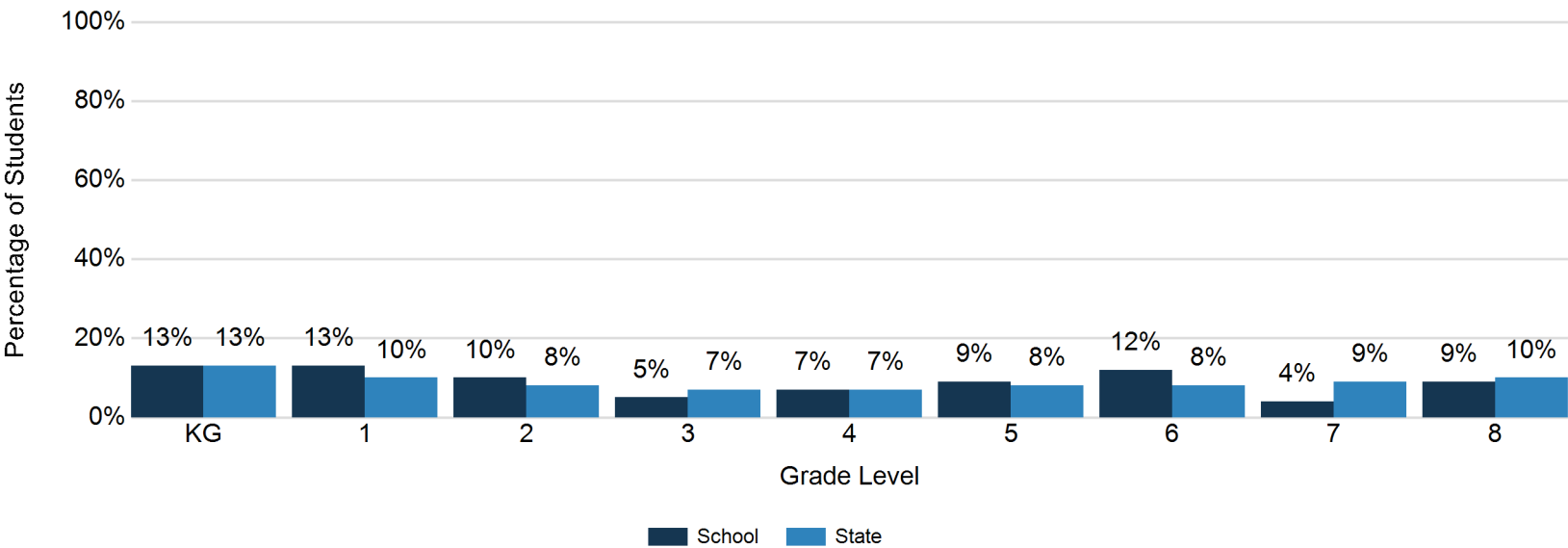| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	73	27	0	0
White	*	*	*	*
Hispanic	72	28	0	0
Black or African American	85	15	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	63	38	0	0
Male	81	19	0	0
Economically Disadvantaged Students	72	28	0	0
Non-Economically Disadvantaged Students	80	20	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

West Avenue School

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2018-2019

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

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	109
7	0	0	102
8	18	0	79
Total	18	0	290

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	0	0	0	0	0	0	108
7	0	0	0	0	0	0	102
8	0	0	0	0	0	0	97
Total	0	0	0	0	0	0	307

NJ SCHOOL PERFORMANCE REPORT

West Avenue School
(11-0540-130)
Grades Offered: KG-08
2018-2019

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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

99.7%
School

90.9%
State

Students enrolled in one or more classes by discipline:

MUSIC	School	51.9%
	State	65.1%
DANCE	School	0.0%
	State	2.2%
DRAMA	School	0.0%
	State	7.1%
VISUAL ARTS	School	99.7%
	State	70.0%

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	62	9.0	9.0	Met
White	1	3.6	9.0	Met
Hispanic	28	5.7	9.0	Met
Black or African American	31	19.0	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	31	8.7		
Male	31	9.2		
Economically Disadvantaged Students	57	9.6	9.0	Not Met
Students with Disabilities	12	23.5	9.0	Not Met
English Learners	10	6.5	9.0	Met
Homeless Students	4	15.4		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

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

Number of Absences	Percentage of Students
0	12%
1-5	49%
6-10	23%
11-15	9%
Over 15	7%

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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	26
Weapons	1
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	40
Incidents Per 100 Students Enrolled	5.79

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)	8
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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	2	3
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	4	4
Disability	0	0	0
Other	1	6	7
No Identified Nature	2		2

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	56	8.1%
Out-of-School Suspensions	20	2.9%
Any Suspension	64	9.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
83

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School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 45 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	N

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Key terms for staff data:

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

Teachers: All classroom teachers

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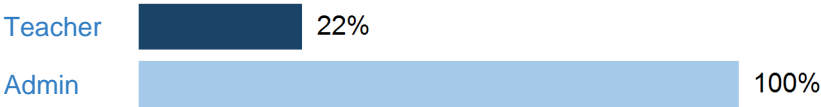
Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	56	118,214
Average years experience in public schools	13.9	12.1
Average years experience in district	10.6	10.8
Percentage of Teachers with 4 or more years experience in the district	73.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	38	9,530
Average years experience in public schools	19.4	16.0
Average years experience in district	13.3	12.0
Percentage of Administrators with 4 or more years experience in the district	76.3%	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	13:1
Students to Administrators	346:1	167:1
Teachers to Administrators	28:1	13:1
Students to Librarians/Media Specialists		1270:1
Students to Nurses		1059:1
Students to Counselors		289:1
Students to Child Study Team Members		454:1

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.5%	83.9%	0.0%	48.4%	77.1%	54.9%
Male	48.5%	16.1%	100.0%	51.6%	22.9%	45.1%
White	3.9%	71.4%	50.0%	42.4%	83.6%	77.4%
Hispanic	70.9%	12.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	23.4%	16.1%	50.0%	15.0%	6.6%	13.9%
Asian	0.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.1%	0.2%	0.2%

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 78%
Admin N/A

Master's Degree

Teacher 22%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.0%	90.5%
2017-18 Administrators: Same district 2018-19	97.1%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	91.3%

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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	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	Low Performing Student Group (ATSI)
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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	25.6%	16.2%	24.7%
Math Proficiency	20.2%	18.5%	22.3%
ELA Growth	50	34	47
Math Growth	46	34	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		48.5%	29.1%
Chronic Absenteeism	6.1%	10.1%	9.0%

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

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

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

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• • Won 1st Place at the Making Music in the Parks Competition • Placed laptop computers at grades 5-8 for classroom use
Mission, Vision, Theme:	The Mission of West Avenue School is to provide excellent meaningful instruction using state of the art facilities, educational resources, and professional research. Our staff is clearly focused on successful implementation of the NJ Student Learning Standards to ensure that all students may become lifelong learners.
Awards, Recognition, Accomplishments:	In 2017-18, our school received $100,000 grant from the NJDOE for Arts Integration in grades 1-3. In 2018-19, we were awarded an additional $50,000 to continue our work and expand the grade levels that can benefit from integrating the Arts into the classrooms. Last year our Instrumental Department won First Place at the Making Music in the Parks Competition at Hershey Park.

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Courses, Curriculum, Instruction:	Curriculum Resources-ELA K-5: Journeys Common Core, Math K-6: Go Math; ELA 6-8: Holt McDougal Literature, Math 7-8: Mathematics, Holt McDougal Grade 7 and Grade 8. Students receive instruction in the following areas: ELA, Math, Science, Social Studies, Music, Art, Technology, Library Media, Physical Education, Health, and World Language.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls) Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Football (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls)
Clubs and Activities:	Clubs offered: Math and Literacy Enrichment for grades 1-3; PARCC Enrichment for grades 3-8, Art Club, Expressive Dance, Music and Drama Clubs. Students volunteer for safety patrol. Grades 4-8 band, strings, and choir. Gifted and Talented, student advisory council, school banking, student mentoring, student council, yearbook, National Junior Honor Society.

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Before and After School Programs:	Pathways - This project was funded in its entirety with federal funds under the Every Student Succeeds Act, Title IV, Part B, 21st Century Community Learning Centers (21st CCLC), through a grant agreement with the New Jersey Department of Education. Grades 4-8. Operated by district at WAS location.
Staff and Professional Learning:	Some of the Professional Development Opportunites for staff are: Ethics Training, Differentiated Instruction, Stress/Time Management, Resolving Classroom Conflicts , Arts Integration, Reading for Success, ELL Methodology and Pedagogy., Dealing with Chronic Absenteeism, Culturally Relevant Classrooms and Teaching, Fountas & Pinnell Assessments, Guided Math, and Guided Reading.

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Student Supports and Services:	ESL and Bilingual, IR&S, OT, PT, Speech, Behavioral therapy, individual and group counseling, CST, Crisis Intervention, after-school programs, 504 plans.
Student Health and Wellness:	Our students all receive free breakfast and lunch daily. They also receive Physical Education and Health classes each day either taught by the physical education teacher or the classroom teacher. In these classes they develop the knowledge, skills, and attitudes necessary to incorporate physical activities into regular routines and leisure pursuits to live active, healthy lifestyles.
Parent and Community Involvement:	The PTO along with our Community Parent Involvement Specialist works with our parents to provide programs that supports their child"s learning and development. Some of the exciting activities that are sponsored for students and parents are Family Math and Literacy Night, Multicultural events, Family Science Night, Student/Parent Breakfasts', Read Across America activities, fitness classes, Fathers Bring Your Child to School program and many more activities and events.

NJ SCHOOL PERFORMANCE REPORT

West Avenue School
(11-0540-130)
Grades Offered: KG-08
2018-2019

School Narrative

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Given in Spring each year. Survey topics include school safety, physical environment, teaching and learning, and professional relationship with administration.
Facilities:	Fully air-conditioned. Brand new Science lab. Library, Science lab, Art room, Computer lab, Gymnasium, and Café.

NJ SCHOOL PERFORMANCE REPORT

West Avenue School
(11-0540-130)
Grades Offered: KG-08
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School Narrative

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Other Information	Our school is also partnered with Rowan University and serves as a Professional Development School (PDS). Through this partnership, full-time teachers who hold a masters degree and have obtained tenure in their position, work with a teacher candidate to further develop his or her knowledge and skills of teaching. Our school serves as a teaching clinic where college students interested in pursuing a career in education gain first-hand experience in the classroom. With support of college professors and district administration this collaboration benefits both the teacher candidate and the cooperating teacher in that research-based practices are infused in the daily instructional practices in the classrooms. The School Leadership Council (SLC) meets monthly. The SLC is an important part of the decision making process at West Ave. School. Stakeholders consisting of teachers, parents, support staff, community members and building administration comprise the team. The SLC is an integral part of the school culture and environment. The SLC is a vital component in the decision-making process, which assists in educating the children in our school.