NJ SCHOOL PERFORMANCE REPORT

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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

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:

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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

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	Atlantic
District	Absecon Public Schools District
Principal Name	Mr. Kevin Burns
Address	800 IRELAN AVENUE ABSECON, NJ 08201
Phone Number	609-641-5375
Email Address	kburns@abseconschools.org
Website	https://www.abseconschools.org/Domain/9
Twitter	https://twitter.com/abseconschools

NJ SCHOOL PERFORMANCE REPORT

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
5	87	97	106
6	83	93	96
7	115	79	95
8	75	106	80
Total	360	375	377

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.9%	46.9%	47.2%
Male	51.1%	53.1%	52.8%
Economically Disadvantaged Students	36.7%	42.4%	45.1%
Students with Disabilities	9.2%	10.4%	11.4%
English Learners	2.2%	2.4%	4.8%
Homeless Students	0.6%	0.5%	1.1%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.3%	0.3%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	63.1%	60.3%	53.3%
Hispanic	10.3%	13.1%	18.0%
Black or African American	16.7%	18.1%	19.9%
Asian	0.8%	2.1%	3.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	9.2%	6.4%	5.6%

Enrollment by Home Language

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

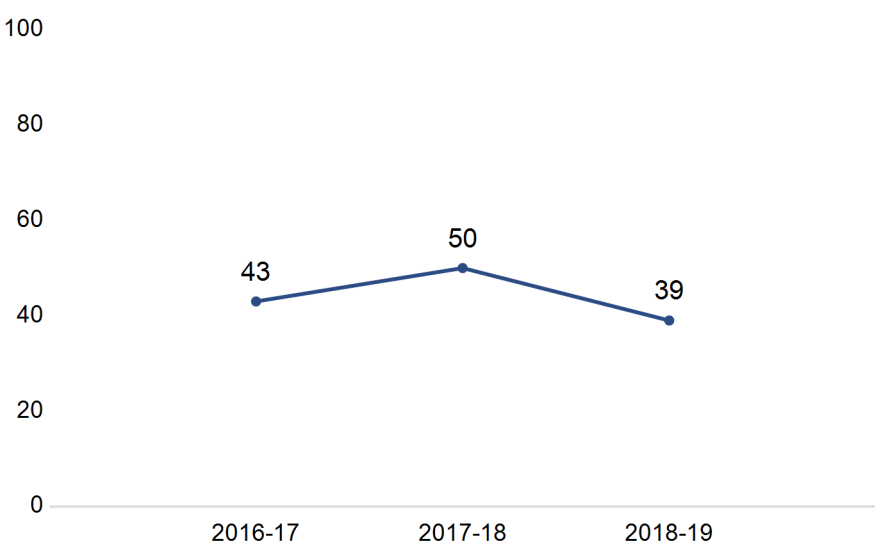| Home Language	% of Students
English	86.5%
Spanish	7.2%
Urdu	1.9%
Bengali	1.1%
Other Languages	3.4%

NJ SCHOOL PERFORMANCE REPORT

Emma C Attales
(01-0010-050)
Grades Offered: 05-08
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
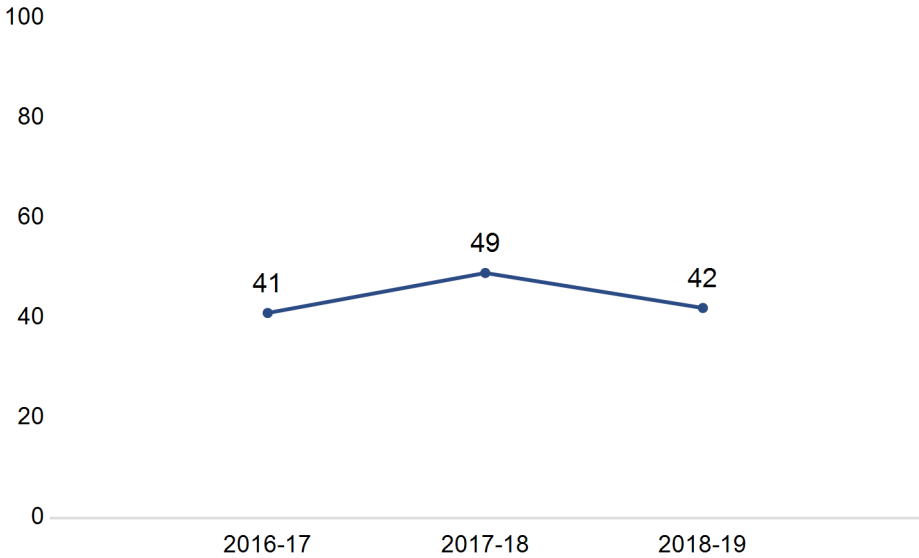† This indicates a table specific note, see note below table

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	43	50	39	41	49	42
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

4

NJ SCHOOL PERFORMANCE REPORT

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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

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	39	50	Not Met	42	41	50	Met Standard
White	39	39	50	Not Met	39	37	52	Not Met
Hispanic	37	38	49	Not Met	42	40	47	Met Standard
Black or African American	38	36	45	Not Met	38	38	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	51	59	**	*	58	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	60	55.5	49	**	54	59	52	**
Female	48	49	53	N	41	41.5	50	N
Male	36	35	47	N	44	40	51	N
Economically Disadvantaged Students	38.5	37	48	Not Met	42	44	46	Met Standard
Students with Disabilities	30.5	33	43	Not Met	29	27.5	45	Not Met
English Learners	58	51	52	Met Standard	54	55	50	Met Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Emma C Attales
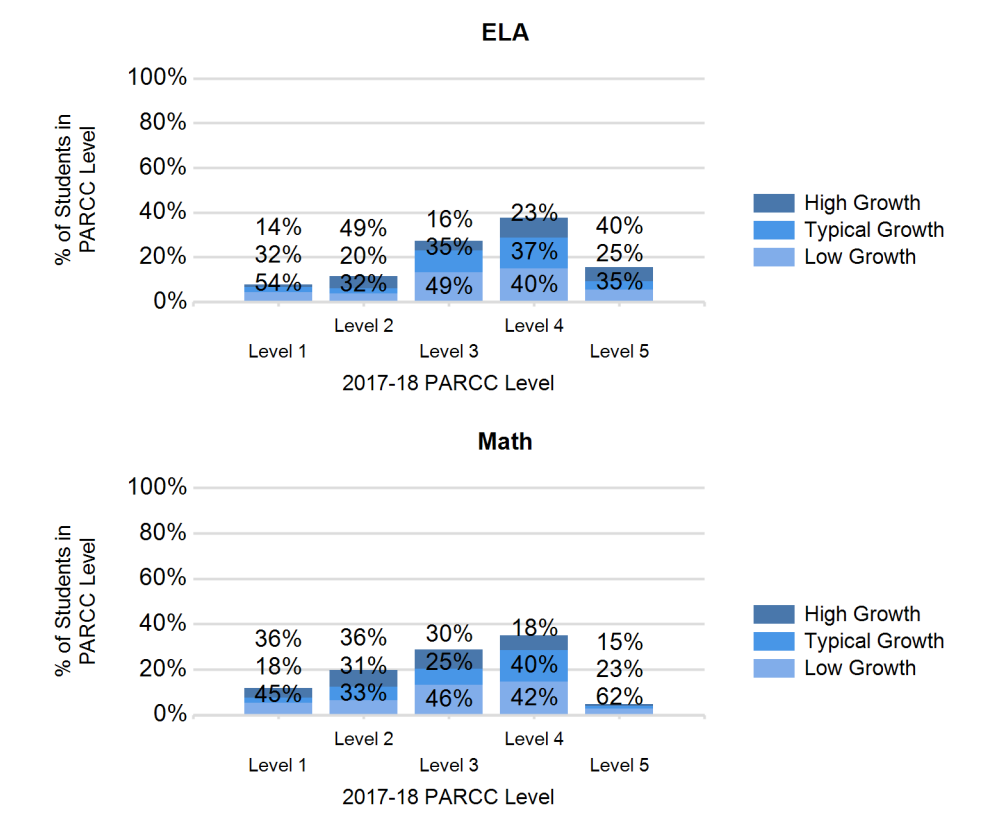
(01-0010-050)

Grades Offered: 05-08

2018-2019

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.
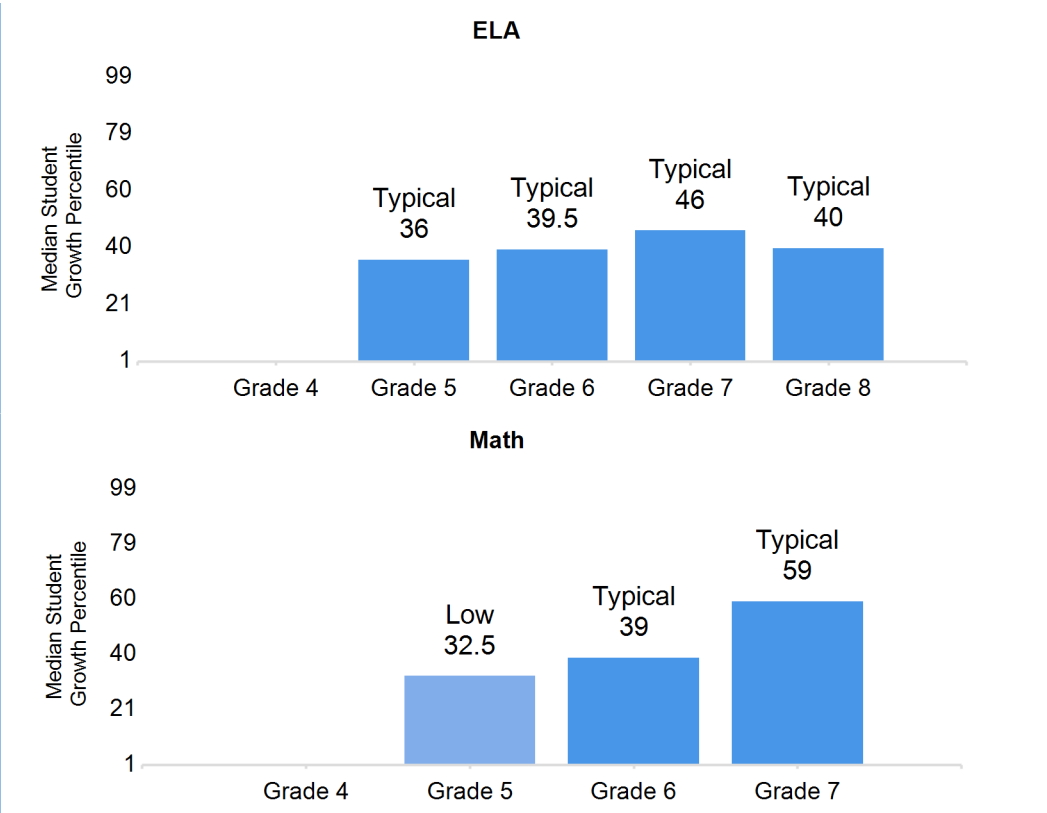
Student Growth by Performance Level

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

2017-18 PARCC Level	High Growth	Typical Growth	Low Growth
Level 1	14%	32%	54%
Level 2	49%	20%	32%
Level 3	16%	35%	49%
Level 4	23%	37%	40%
Level 5	40%	25%	35%

Math

2017-18 PARCC Level	High Growth	Typical Growth	Low Growth
Level 1	36%	18%	45%
Level 2	36%	31%	33%
Level 3	30%	25%	46%
Level 4	18%	40%	42%
Level 5	15%	23%	62%

Student Growth by Grade

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

ELA

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	Typical 36	Typical 39.5	Typical 46	Typical 40

Math

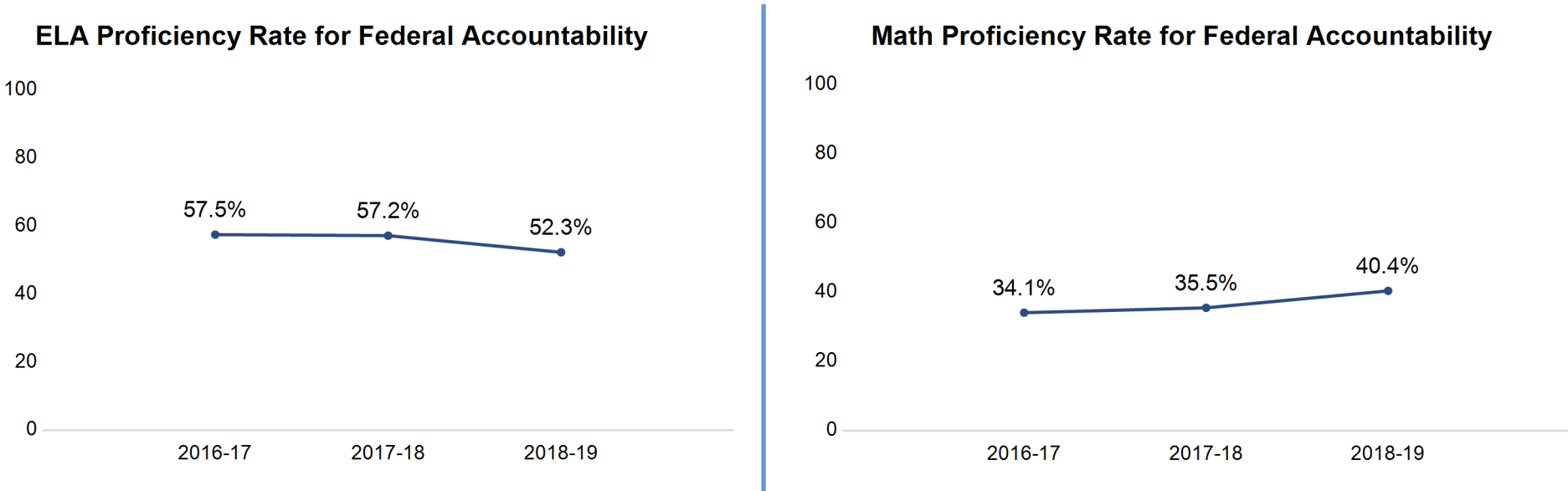| Grade 4	Grade 5	Grade 6	Grade 7
	Low 32.5	Typical 39	Typical 59

NJ SCHOOL PERFORMANCE REPORT

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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 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: 57.5%
2017-18: 57.2%
2018-19: 52.3%

Math Proficiency Rate for Federal Accountability

2016-17: 34.1%
2017-18: 35.5%
2018-19: 40.4%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.3%	96.0%	98.1%	95.3%	95.8%	98.1%
Proficiency Rate for Federal Accountability	57.5%	57.2%	52.3%	34.1%	35.5%	40.4%
Annual Target	56.7%	58.0%	59.2%	39.4%	41.6%	43.7%
Met Annual Target?	Met Target	Met Target†	Not Met	Not Met	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

7

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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 - 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	354	98.1	52.3	50.3	57.9	52.3	59.2	Not Met
White	193	97.0	61.1	58.3	66.9	61.1	62.6	Met Target†
Hispanic	59	100.0	42.4	42.9	43.9	42.4	50.2	Met Target†
Black or African American	74	98.7	35.1	32.7	38.5	35.1	33.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	38.9	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	64.0	64.4	*	N	N
Female	166	96.6	60.8	57.4	64.8	60.8		
Male	188	99.5	44.7	43.6	51.3	44.7		
Economically Disadvantaged Students	143	98.0	38.5	36.7	40.0	38.5	51.9	Not Met
Non-Economically Disadvantaged Students	211	98.2	61.6	60.0	67.9	61.6		
Students with Disabilities	39	97.8	*	*	22.7	*	17.4	Not Met
Students without Disabilities	315	98.2	*	*	65.1	*		
English Learners	33	100.0	45.5	40.7	29.3	45.5	42	Met Target
Non-English Learners	321	97.9	53.0	51.4	60.6	53.0		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

2018-2019

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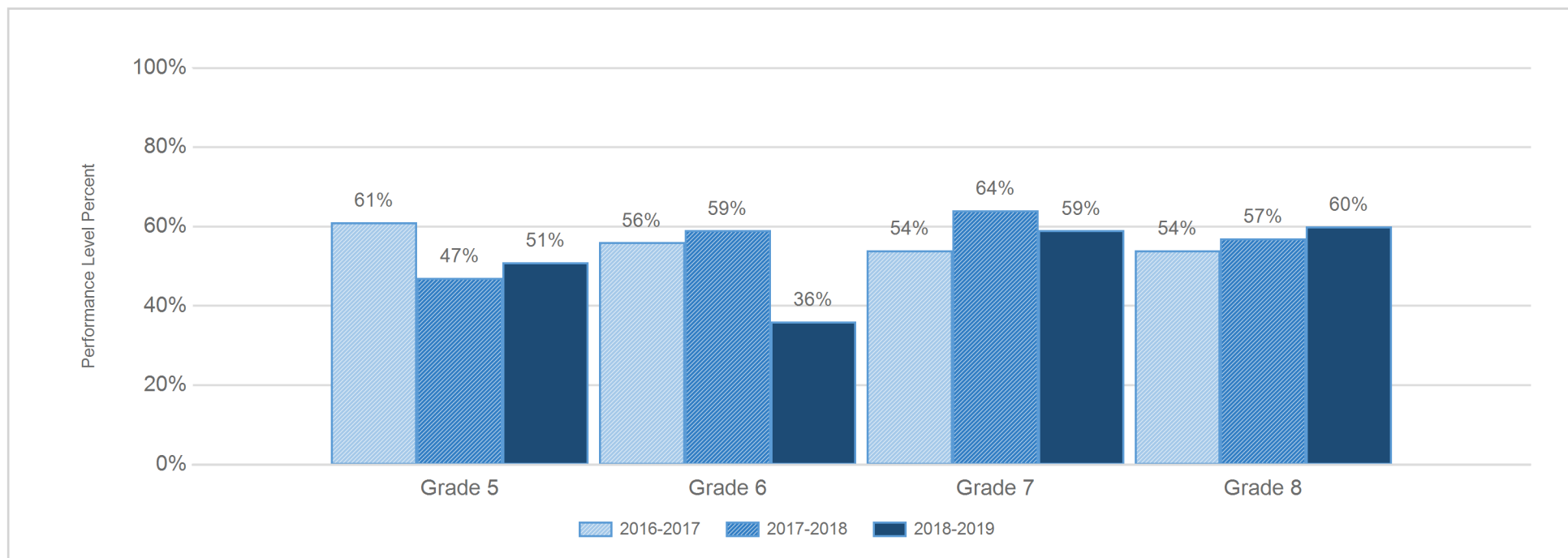* * Data is not displayed in order to protect student privacy
* ** Accountability calculations require 20 or more students
* **N** No Data is available to display
* **†** This indicates a table specific note, see note below table

English Language Arts Assessment - Performance 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

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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	105	747	747	756	*	15%	28%	*	*	51%	58%
White	55	754	754	764	0%	*	31%	*	*	56%	68%
Hispanic	21	743	743	743	0%	*	*	57%	0%	57%	44%
Black or African American	20	726	726	739	*	*	*	*	*	25%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	53	758	758	761	*	*	23%	*	*	66%	64%
Male	52	736	736	750	*	*	33%	*	*	37%	52%
Economically Disadvantaged Students	42	743	743	740	*	*	26%	*	*	48%	39%
Non-Economically Disadvantaged Students	63	749	749	766	*	*	29%	*	*	54%	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Emma C Attales
(01-0010-050)
Grades Offered: 05-08
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	94	739	739	754	13%	20%	31%	*	*	36%	56%
White	47	752	752	762	*	*	30%	*	*	51%	65%
Hispanic	18	720	720	743	*	*	*	*	*	17%	43%
Black or African American	20	728	728	738	*	*	*	*	*	25%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	44	747	747	762	*	*	36%	*	*	43%	64%
Male	50	733	733	748	*	*	26%	*	*	30%	48%
Economically Disadvantaged Students	43	732	732	740	*	*	35%	*	*	23%	39%
Non-Economically Disadvantaged Students	51	745	745	763	*	*	27%	*	*	47%	67%
Students with Disabilities	18	701	701	722	*	*	*	*	*	*	19%
Students without Disabilities	76	748	748	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Emma C Attales
(01-0010-050)
Grades Offered: 05-08
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 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	94	756	756	761	*	*	22%	36%	22%	59%	63%
White	46	766	766	769	0%	*	*	39%	28%	67%	72%
Hispanic	19	736	736	747	*	*	*	*	*	42%	50%
Black or African American	17	751	751	741	*	*	*	*	*	53%	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	47	758	758	769	*	*	21%	*	*	62%	71%
Male	47	754	754	753	*	*	23%	*	*	55%	55%
Economically Disadvantaged Students	37	744	744	743	*	*	30%	*	*	41%	45%
Non-Economically Disadvantaged Students	57	764	764	771	*	*	18%	*	*	70%	73%
Students with Disabilities	10	701	701	720	*	*	*	*	*	*	22%
Students without Disabilities	84	763	763	769	*	*	*	*	*	*	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	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	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Emma C Attales
(01-0010-050)
Grades Offered: 05-08
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.

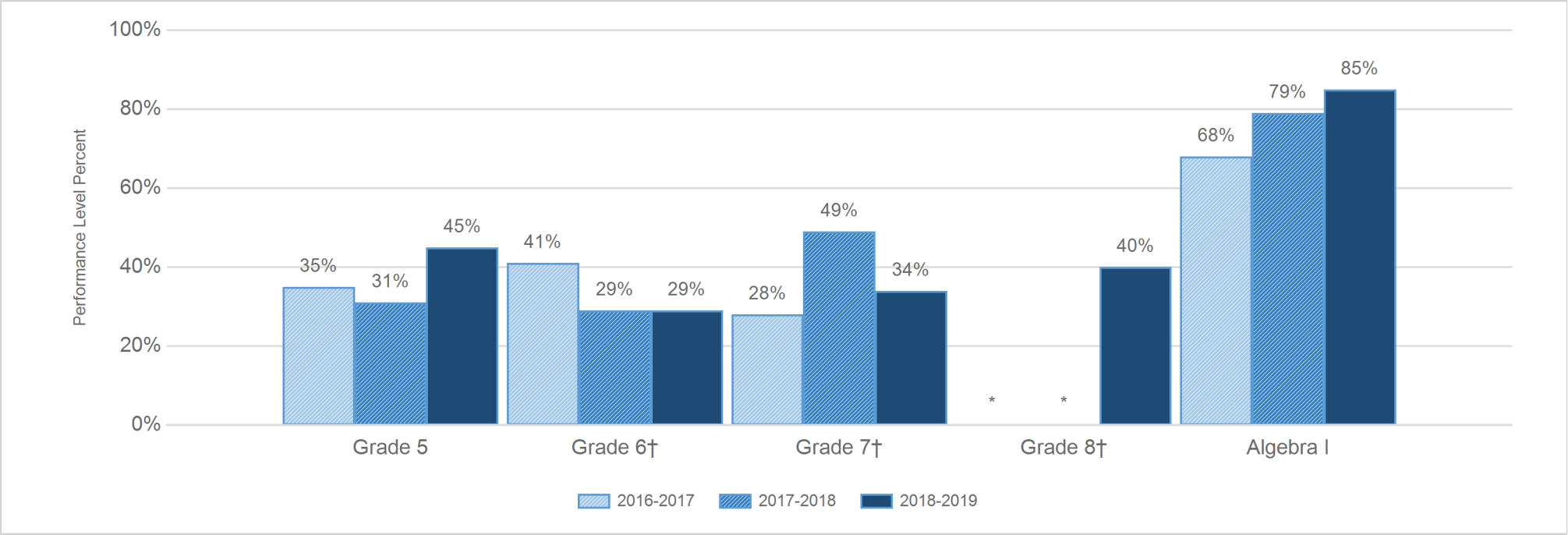| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	756	756	762	*	*	20%	35%	25%	60%	63%
White	46	768	768	770	*	*	*	37%	33%	70%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	49%
Black or African American	19	736	736	741	*	*	*	*	*	37%	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	770	770	771	*	*	*	*	*	70%	71%
Male	48	748	748	753	*	*	*	*	*	54%	55%
Economically Disadvantaged Students	26	736	736	743	*	*	*	*	*	46%	45%
Non-Economically Disadvantaged Students	49	766	766	772	*	*	*	*	*	67%	72%
Students with Disabilities	*	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	770	*	*	*	*	*	*	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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	354	98.1	40.4	43.7	44.5	40.4	43.7	Met Target†
White	193	97.0	54.4	55.8	54.1	54.4	46.1	Met Target
Hispanic	59	100.0	23.7	29.7	28.8	23.7	46	Not Met
Black or African American	74	98.7	18.9	22.4	23.0	18.9	20.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	27.8	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	52.0	53.3	*	N	N
Female	166	96.6	41.0	43.8	44.9	41.0		
Male	188	99.5	39.9	43.6	44.2	39.9		
Economically Disadvantaged Students	143	98.0	23.8	30.7	26.3	23.8	36.6	Not Met
Non-Economically Disadvantaged Students	211	98.2	51.7	53.0	54.9	51.7		
Students with Disabilities	39	97.8	*	*	17.4	*	11.1	Not Met
Students without Disabilities	315	98.2	*	*	50.0	*		
English Learners	33	100.0	18.2	27.8	25.0	18.2	32.5	Not Met
Non-English Learners	321	97.9	42.7	45.6	46.5	42.7		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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.

15

NJ SCHOOL PERFORMANCE REPORT

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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 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	105	742	742	747	*	25%	25%	*	*	45%	47%
White	55	752	752	755	0%	20%	20%	*	*	60%	58%
Hispanic	21	738	738	735	*	*	*	*	*	33%	30%
Black or African American	20	722	722	729	*	*	*	*	*	15%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	53	749	749	747	*	19%	21%	*	*	58%	47%
Male	52	735	735	747	*	31%	29%	*	*	31%	47%
Economically Disadvantaged Students	42	734	734	732	*	36%	*	*	*	33%	27%
Non-Economically Disadvantaged Students	63	748	748	757	*	17%	*	*	*	52%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	728	728	741	18%	27%	27%	*	*	29%	41%
White	47	738	738	749	*	23%	21%	*	*	45%	51%
Hispanic	18	716	716	729	*	*	*	*	*	*	24%
Black or African American	20	711	711	722	*	*	*	*	*	15%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	44	730	730	742	*	*	*	*	*	25%	42%
Male	50	726	726	740	*	*	*	*	*	32%	40%
Economically Disadvantaged Students	43	719	719	726	*	23%	30%	*	*	19%	21%
Non-Economically Disadvantaged Students	51	735	735	750	*	29%	24%	*	*	37%	53%
Students with Disabilities	18	694	694	716	*	*	*	*	*	*	12%
Students without Disabilities	76	736	736	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

17

NJ SCHOOL PERFORMANCE REPORT

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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 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	94	736	736	744	*	26%	33%	*	*	34%	42%
White	46	743	743	751	*	24%	24%	*	*	48%	53%
Hispanic	19	720	720	733	*	*	*	*	*	11%	26%
Black or African American	17	733	733	727	*	*	*	*	*	24%	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	47	733	733	744	*	28%	30%	*	*	30%	42%
Male	47	740	740	743	*	23%	36%	*	*	38%	42%
Economically Disadvantaged Students	37	726	726	731	*	35%	41%	*	*	14%	24%
Non-Economically Disadvantaged Students	57	743	743	751	*	19%	28%	*	*	47%	53%
Students with Disabilities	10	700	700	718	*	*	*	*	*	*	13%
Students without Disabilities	84	741	741	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	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	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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 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	55	735	735	728	18%	18%	24%	40%	0%	40%	29%
White	27	742	742	737	*	*	*	48%	0%	48%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	19	725	725	714	*	*	*	*	*	21%	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	22	742	742	731	*	*	*	*	*	36%	31%
Male	33	731	731	726	*	*	*	*	*	42%	27%
Economically Disadvantaged Students	26	729	729	719	*	*	*	*	*	35%	20%
Non-Economically Disadvantaged Students	29	740	740	735	*	*	*	*	*	45%	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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 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.

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	20	772	772	744	0%	*	*	*	*	85%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	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	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	*	*	*	745	*	*	*	*	*	*	44%
Male	*	*	*	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	20	772	772	752	0%	*	*	*	*	85%	52%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	12%
Students without Disabilities	20	772	772	748	0%	*	*	*	*	85%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	20	772	772	745	0%	*	*	*	*	85%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Emma C Attales
(01-0010-050)
Grades Offered: 05-08
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
5	N	N
6	*	*
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	14.3%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

NJ SCHOOL PERFORMANCE REPORT

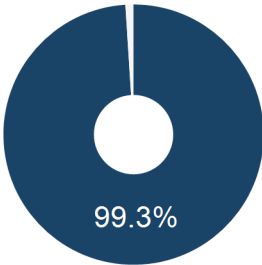**Emma C Attales**
(01-0010-050)
Grades Offered: 05-08
2018-2019

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

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.
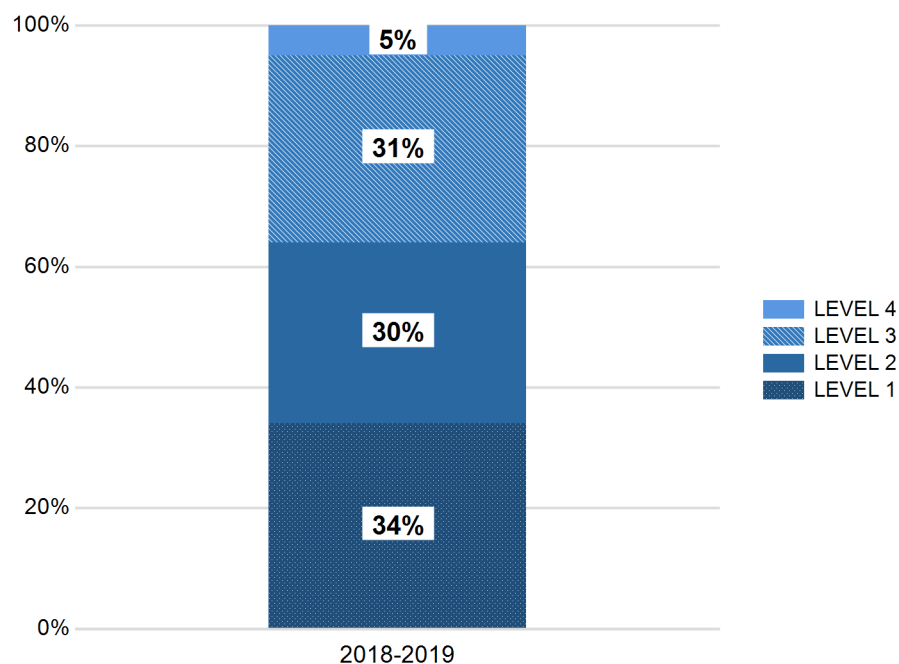
NJSLA Science Assessment: Grade 5

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	34	30	31	5
White	16	36	42	5
Hispanic	41	27	27	5
Black or African American	70	20	10	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	26	33	31	9
Male	42	27	31	0
Economically Disadvantaged Students	58	16	23	2
Non-Economically Disadvantaged Students	17	40	37	6
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

NJ SCHOOL PERFORMANCE REPORT

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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

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.

4%
20%
36%
40%

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1

2018-2019
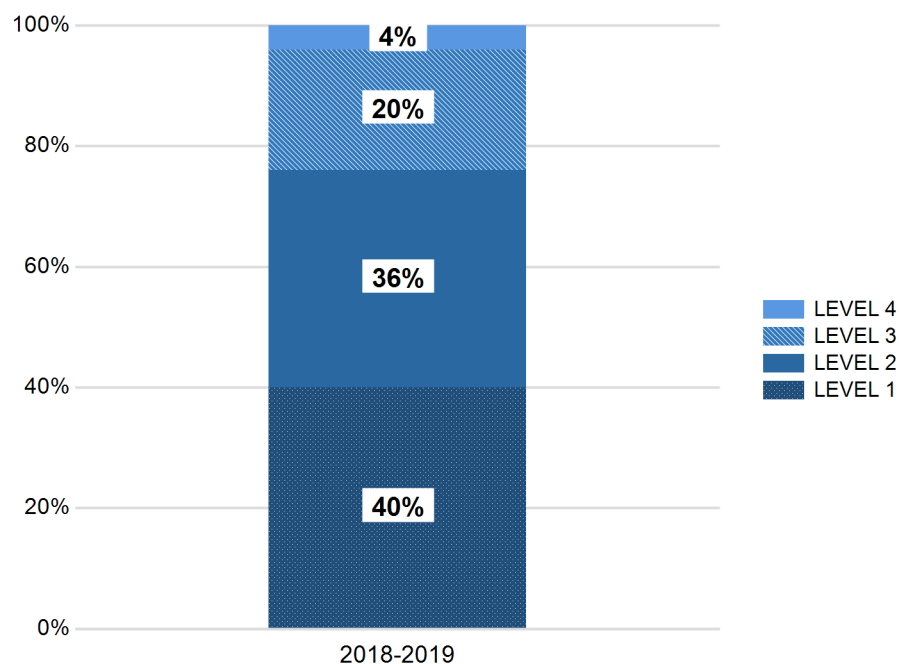
NJSLA Science Assessment: Grade 8

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.

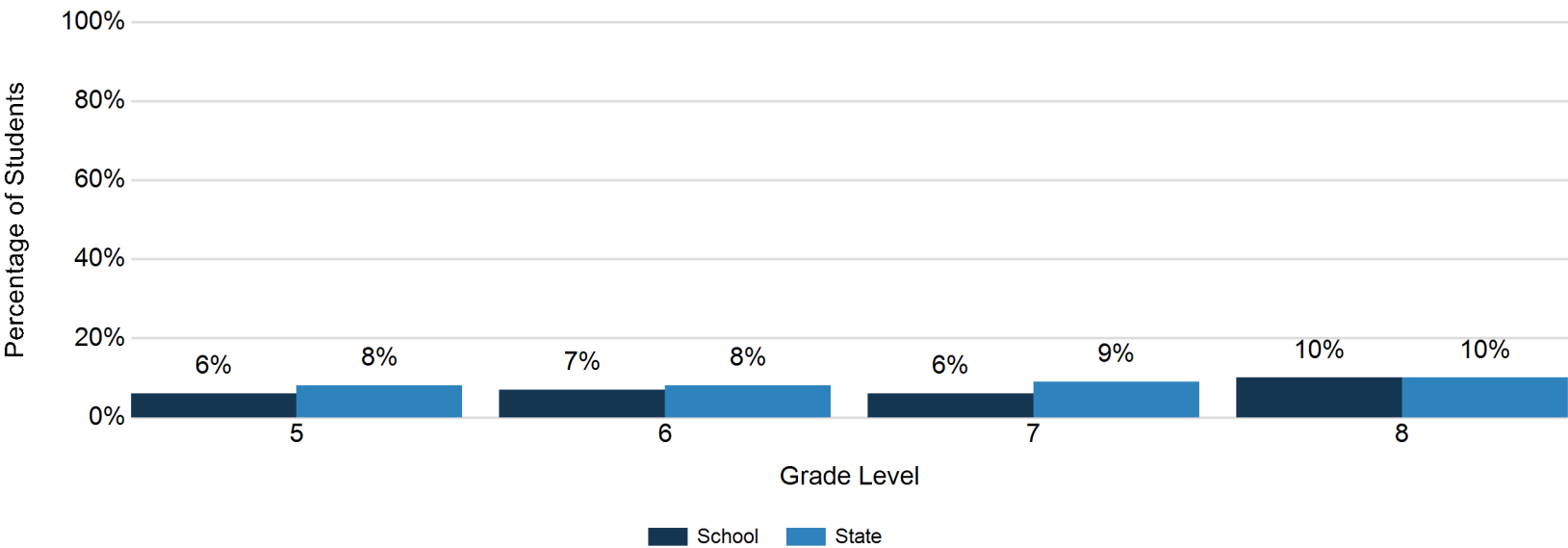| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	40	36	20	4
White	28	37	28	7
Hispanic	*	*	*	*
Black or African American	58	37	5	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	38	35	27	0
Male	41	37	16	6
Economically Disadvantaged Students	52	44	4	0
Non-Economically Disadvantaged Students	33	31	29	6
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

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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

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	96
7	0	0	94
8	20	0	59
Total	20	0	249

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	91	0	0	0	0	0	0
7	91	0	0	0	0	0	0
8	78	0	0	0	0	0	0
Total	260	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

2018-2019

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

99.3% — School
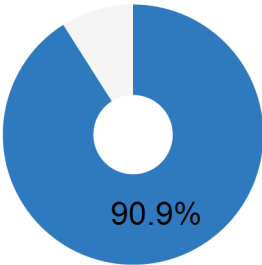
90.9% — State

Students enrolled in one or more classes by discipline:

		School	State
MUSIC	School	14.8%	
	State		65.1%
DANCE	School	0.0%	
	State		2.2%
DRAMA	School	0.0%	
	State		7.1%
VISUAL ARTS	School	99.3%	
	State		70.0%

25

NJ SCHOOL PERFORMANCE REPORT

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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

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	26	7.1	8.7	Met
White	13	6.5	8.7	Met
Hispanic	6	9.8	8.7	Not Met
Black or African American	7	9.5	8.7	Not Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	8.7	Met
Female	10	5.8		
Male	16	8.2		
Economically Disadvantaged Students	20	12.1	8.7	Not Met
Students with Disabilities	7	17.5	8.7	Not Met
English Learners	1	6.7	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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

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.

Grade Level	School	State
5	6%	8%
6	7%	8%
7	6%	9%
8	10%	10%

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.06

Police Notifications

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

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

Emma C Attales
(01-0010-050)
Grades Offered: 05-08
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

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.

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	1	1
No Identified Nature	7		7

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	17	4.5%
Any Suspension	19	5.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
63

Emma C Attales
(01-0010-050)
Grades Offered: 05-08
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	8:10 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	6 Hrs 20 Mins
Shared Time - Instructional Time	6 Hrs. 20 Mins.

Device Ratios

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

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

Emma C Attales
(01-0010-050)
Grades Offered: 05-08
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

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
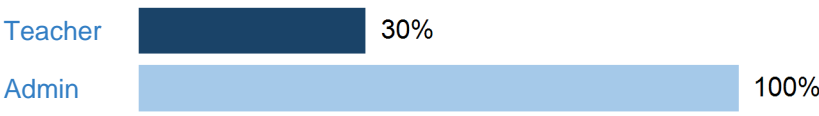
Teachers – Experience

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	33	118,214
Average years experience in public schools	11.1	12.1
Average years experience in district	10.2	10.8
Percentage of Teachers with 4 or more years experience in the district	75.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	5	9,530
Average years experience in public schools	17.0	16.0
Average years experience in district	7.0	12.0
Percentage of Administrators with 4 or more years experience in the district	40.0%	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	12:1
Students to Administrators	377:1	173:1
Teachers to Administrators	33:1	15:1
Students to Librarians/Media Specialists		N
Students to Nurses		867:1
Students to Counselors		434:1
Students to Child Study Team Members		434:1

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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

Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.2%	66.7%	0.0%	48.4%	77.1%	54.9%
Male	52.8%	33.3%	100.0%	51.6%	22.9%	45.1%
White	53.3%	90.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	18.0%	6.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	19.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	3.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.6%	3.0%	0.0%	2.1%	0.2%	0.2%

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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

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 67%

Admin N/A

Master's Degree

Teacher 30%

Admin 100%

Doctoral Degree

Teacher 3%

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	89.7%	90.5%
2017-18 Administrators: Same district 2018-19	40.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.9%

33

Emma C Attales
(01-0010-050)
Grades Offered: 05-08
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

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

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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

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	
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.

NJ SCHOOL PERFORMANCE REPORT

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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

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). 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	57.5%	57.2%	52.3%
Math Proficiency	34.1%	35.5%	40.4%
ELA Growth	43	50	39
Math Growth	41	49	42
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	14.3%
Chronic Absenteeism	9.3%	6.7%	7.1%

† 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

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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

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.

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

2018-2019

Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Emma C Attales
(01-0010-050)
Grades Offered: 05-08
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

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:

• Highly connected to our community through varied service and civic activities.

• Balanced literacy Language Arts curriculum supported by a 90-minute Language Arts period

• Professional Learning Communities improving achievement through weekly team meetings

Mission, Vision, Theme:

Attales students will build character through dedication to academic performance, participation in school/community activities, volunteerism, and the five core competencies of Social Emotional Learning. Attales students will uphold a positive and accountable school climate where attributes of leadership and responsibility are celebrated and a family atmosphere thrives!

Awards, Recognition, Accomplishments:

Students are awarded for their writing in the Patriot's Pen, VFW, Women's Guild Art Show, and Memorial Day essay contests. They are also recognized for their Service Learning projects and contributions to our community and surrounding area. Our staff members are leaders in their fields, participating in such things as international art/peace projects, presenting at local and national conferences, playing in the Baltimore Symphony, teaching at local universities and much more. Additionally, 6th grade Math teacher, Kelly Montgomery, is the 2017 Atlantic County Teacher of the Year.

NJ SCHOOL PERFORMANCE REPORT

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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

School Narrative

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

Courses, Curriculum, Instruction:	The 2019-20 brings major overhaul to our Attales schedule. Attales now uses a 70min rotating block schedule over the course of a four day rotation including a "Family Lunch" block. ELA now has a 70min daily balanced literacy block for all students. Math now has a 70min daily block. Science, Social Studies, Specials (Art/Spanish/STEAM), & Health/PE each rotate every other day for a 70min block. We also now have a 51min HR/CAP (Crusader Achievement Period) which starts off each day with support/enrichment for all students. We also offer after-school programs. We offer Algebra I, Advanced Math, and Advanced ELA courses. Team approach allows for implementation of cross-curricular projects & activities. G/T services offered to qualifying students. Students in G/T meet with select staff to develop critical thinking skills in a small group with independent & collaborative activities related to the core elements of STEAM. Also new for 2019-20 is our own Attales National Junior Honor Society.
Sports and Athletics:	Sports Offered: Cross Country (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Coed) Sports Offered: Cross-Country (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls). Our Cross Country and Track teams consistently earn league honors and championships. Many of our runners have gone on to be successful high school and college athletes.
Clubs and Activities:	Clubs Offered: Choir, Concert Band/Wind Ensemble/Jazz Band, Garden Club, Lip Sync, Recycling Crew, Safety Patrol, Spring Musical, Stage Crew/Set Design, Student Council, Think Day Team, Yearbook Club. Our chorus, concert band, and wind ensemble perform both holiday and spring concerts and contribute to the community through performing at the Veterans' Day ceremony, the community tree lighting, Ventnor Jazz Fest, and on TV for the Holiday Spectacular. Band members are chosen each year for the All South Jersey Junior High Band. Our drama club spends months preparing for a highly anticipated performance for our school and community.

NJ SCHOOL PERFORMANCE REPORT

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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.

Before and After School Programs:	ASSIST program provides additional supports for students after-school, which includes snack and transportation home. Our afterschool PALS program provides care and educational play and activities for our younger students after school.
Staff and Professional Learning:	Attales is improving student achievement through the formation of Professional Learning Communities. Grade-level teacher teams analyze data and review the specific needs of students during weekly team meetings. Staff collaborate and share frequently to turnkey professional development and lesson materials.

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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

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.

Student Supports and Services:	The Attales school counselor offers small group and individual counseling sessions to support the emotional and social needs of our growing students. Our staff, in conjunction with the District Child Study Team, utilizes a comprehensive Special Education program designed to address the specific needs of our students. Many teachers offer tutoring after school in community.
Student Health and Wellness:	All students participate in daily recess. Attales partners with regional healthcare provider AtlantiCare to promote health and wellness in the school community. Programs include Chefs in the Classroom, farm to school initiative, and our beautiful community and student-built garden.
Parent and Community Involvement:	Our PTO is highly involved in supporting our staff and students, as is the Absecon Education Foundation. Parents and students can log on to Realtime to access grades and assignments. Teachers partner with various organizations such as the Lion's Club, City Council, VFW, Atlantic County Utilities Authority ACUA, HIstorical Society in Absecon, local nursing homes, and many other businesses and civic groups.

NJ SCHOOL PERFORMANCE REPORT

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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

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.

	Facilities:	We recently renovated our media center to create a STEAM lab, complete with a computer lab and space for collaborative problem solving and project-based learning. Recent upgrades to safety and security keep Attales current and responsive.
	School Safety:	January 1st our new lockdown system went live. We now have emergency lockdown buttons where staff can activate the system. Once activated, our system closes the blackout shades in the cafeteria, art room and the library. It will also turn on access to our camera system for the police department. We added a total of 72 cameras. We worked closely with our Director of Facilities and ran all of the network cat6 runs. On the virtual side, we upgraded our firewall to a much newer, more secure and faster unit with deep packet inspection containing the latest intrusion protection. A new web filtering appliance was added that does SSL inspection to further protect our students.

Emma C Attales

(01-0010-050)

Grades Offered: 05-08

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

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.

Technology and STEM:	Students in our STEAM special meet once rotation to develop critical thinking skills with independent and collaborative activities aligned to the core elements of our overall S.T.E.A.M. Program: (Science, Technology, Engineering, Arts, and Mathematics).Through this enhanced learning experience rooted in higher-level thinking skills (Bloom's Taxonomy), it is our goal to nurture and challenge the potential of our students and best prepare them for college/career.

NJ SCHOOL PERFORMANCE REPORT

H Ashton Marsh

(01-0010-060)

Grades Offered: PK-04

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

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:

H Ashton Marsh

(01-0010-060)

Grades Offered: PK-04

2018-2019

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

School Contact Information

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

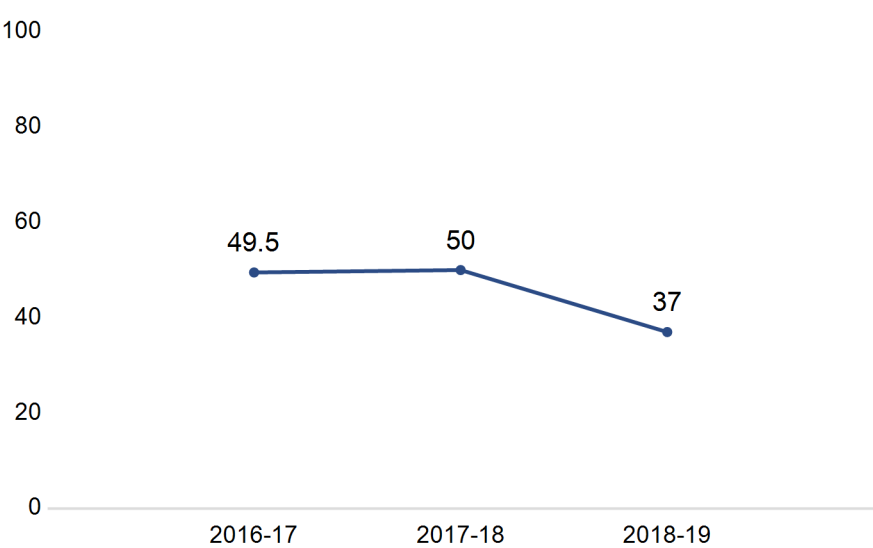| Type	Contact Information
County	Atlantic
District	Absecon Public Schools District
Principal Name	Mr. Joseph Giardina
Address	800 IRELAN AVE ABSECON, NJ 08201
Phone Number	609-641-5375
Email Address	jgiardina@abseconschools.org
Website	https://www.abseconschools.org/Domain/8
Twitter	https://twitter.com/abseconschools

NJ SCHOOL PERFORMANCE REPORT

H Ashton Marsh
(01-0010-060)
Grades Offered: PK-04
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

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	32	39	55
KG	93	99	84
1	81	84	98
2	80	86	85
3	93	81	82
4	93	103	86
Total	473	493	490

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	49.7%	48.7%	45.5%
Male	50.3%	51.3%	54.5%
Economically Disadvantaged Students	46.3%	49.3%	48.2%
Students with Disabilities	15.0%	16.4%	17.8%
English Learners	12.9%	10.5%	9.0%
Homeless Students	0.8%	0.0%	0.6%
Students in Foster Care	0.6%	0.4%	1.4%
Military-Connected Students	0.4%	0.8%	0.6%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	59.0%	55.2%	53.9%
Hispanic	14.0%	17.0%	20.2%
Black or African American	14.4%	15.0%	14.1%
Asian	7.2%	6.9%	7.8%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	5.1%	5.5%	3.9%

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	32	39	55
KG - Half Day	0	0	0
KG - Full Day	93	99	84

Enrollment by Home Language

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

Home Language	% of Students
English	79.0%
Spanish	12.4%
Urdu	2.2%
Bengali	1.4%
Other Languages	4.9%

NJ SCHOOL PERFORMANCE REPORT

H Ashton Marsh

(01-0010-060)

Grades Offered: PK-04

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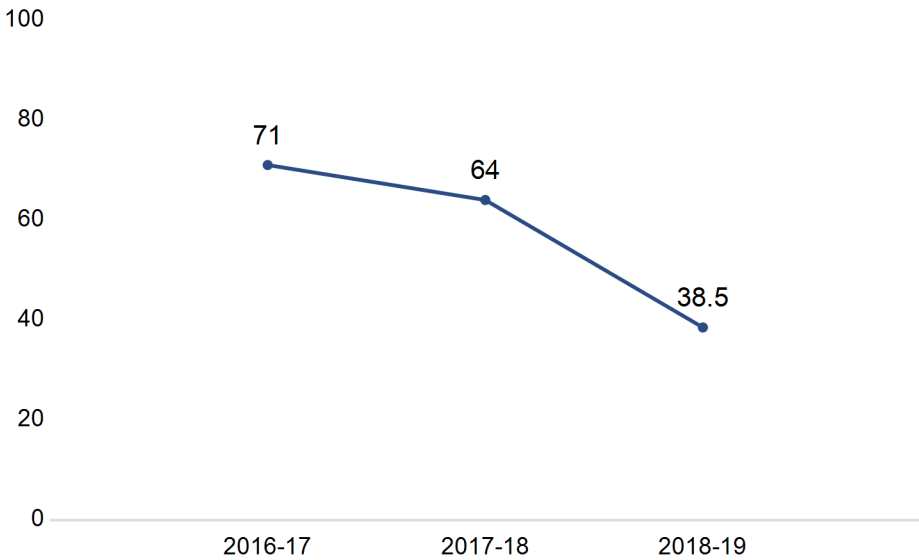† This indicates a table specific note, see note below table

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	49.5	50	37	71	64	38.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Exceeds Standard	Exceeds Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

H Ashton Marsh
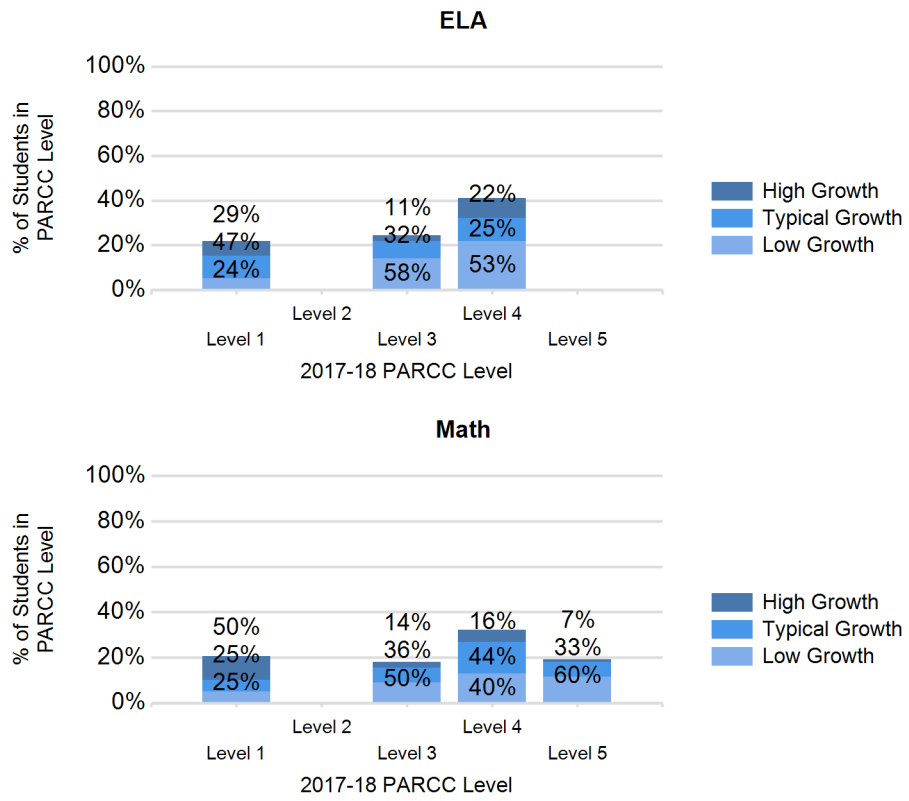(01-0010-060)
Grades Offered: PK-04
2018-2019

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.

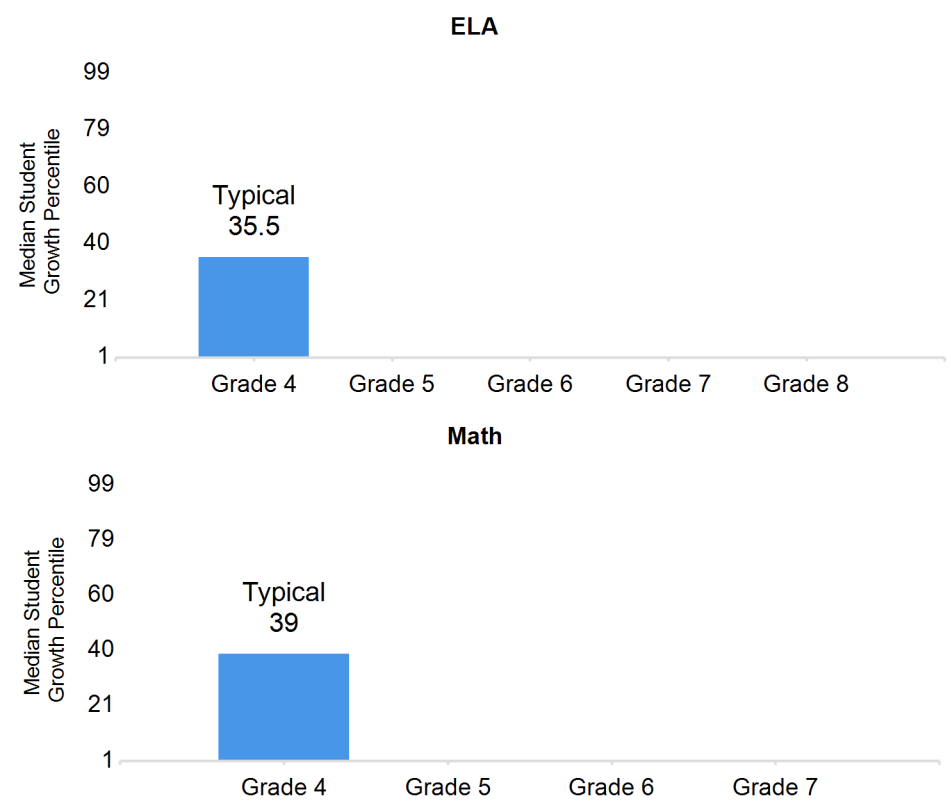## Student Growth

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.

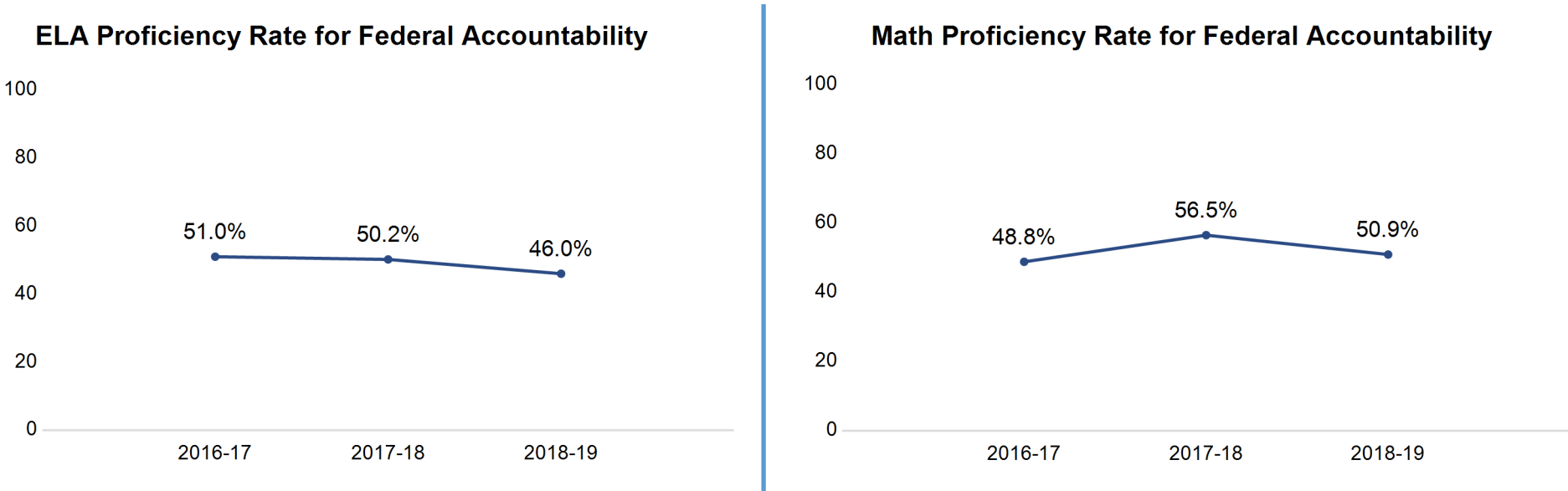| Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	37	39	50	Not Met	38.5	41	50	Not Met
White	41	39	50	Met Standard	36	37	52	Not Met
Hispanic	38.5	38	49	**	35.5	40	47	**
Black or African American	*	36	45	**	*	38	43	**
Asian, Native Hawaiian, or Pacific Islander	*	51	59	**	*	58	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	55.5	49	**	*	59	52	**
Female	54	49	53	N	49	41.5	50	N
Male	32	35	47	N	36	40	51	N
Economically Disadvantaged Students	35	37	48	Not Met	47.5	44	46	Met Standard
Students with Disabilities	47	33	43	**	26	27.5	45	**
English Learners	41	51	52	**	58	55	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

H Ashton Marsh
(01-0010-060)
Grades Offered: PK-04
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

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

2017-18 PARCC Level	Low Growth	Typical Growth	High Growth
Level 1	24%	47%	29%
Level 3	58%	32%	11%
Level 4	53%	25%	22%

Math

2017-18 PARCC Level	Low Growth	Typical Growth	High Growth
Level 1	25%	25%	50%
Level 3	50%	36%	14%
Level 4	40%	44%	16%
Level 5	60%	33%	7%

Student Growth by Grade

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

ELA

Grade 4: Typical 35.5

Math

Grade 4: Typical 39

6

NJ SCHOOL PERFORMANCE REPORT

H Ashton Marsh

(01-0010-060)

Grades Offered: PK-04

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 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
	51.0%	50.2%	46.0%

Math Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	48.8%	56.5%	50.9%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.7%	97.8%	100.0%	95.8%	97.8%	100.0%
Proficiency Rate for Federal Accountability	51.0%	50.2%	46.0%	48.8%	56.5%	50.9%
Annual Target	45.8%	47.6%	49.4%	41.0%	43.1%	45.1%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

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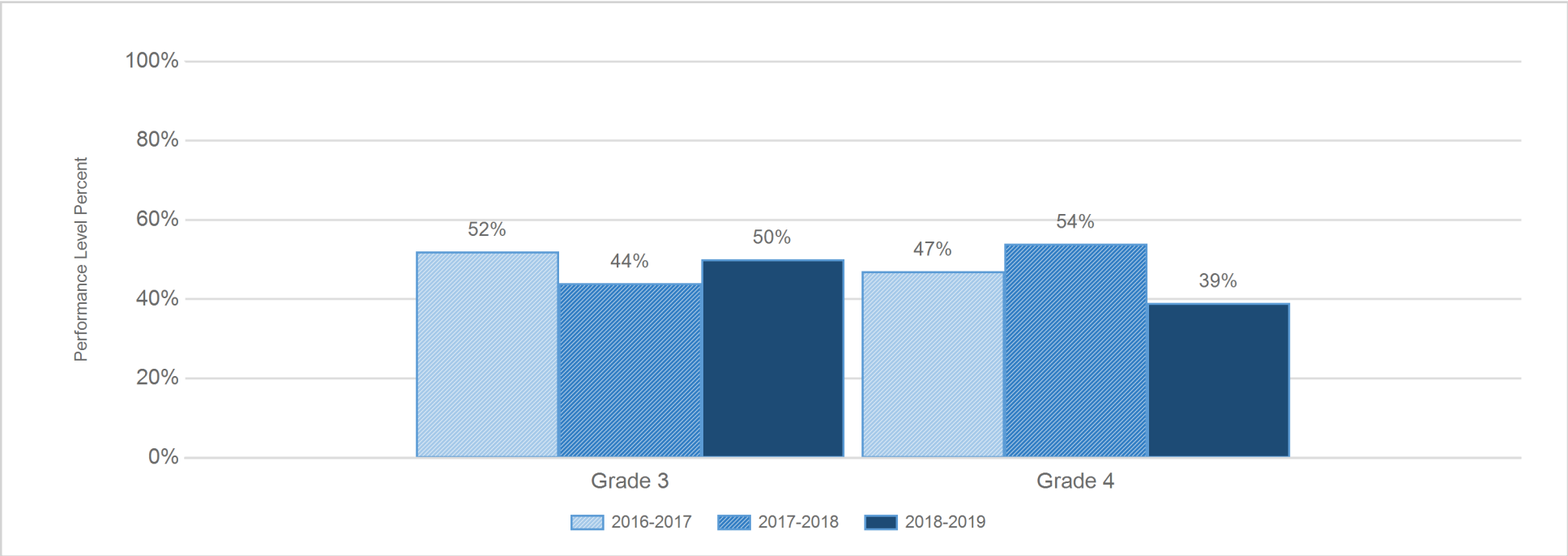
NJ SCHOOL PERFORMANCE REPORT

H Ashton Marsh

(01-0010-060)

Grades Offered: PK-04

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 - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	161	100.0	46.0	50.3	57.9	46.0	49.4	Met Target†
White	90	100.0	52.2	58.3	66.9	52.2	57.5	Met Target†
Hispanic	32	100.0	43.8	42.9	43.9	43.8	39.7	Met Target
Black or African American	24	100.0	25.0	32.7	38.5	25.0	33.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	38.9	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	64.0	64.4	*	**	**
Female	83	100.0	50.6	57.4	64.8	50.6		
Male	78	100.0	41.0	43.6	51.3	41.0		
Economically Disadvantaged Students	72	100.0	33.3	36.7	40.0	33.3	34.4	Met Target†
Non-Economically Disadvantaged Students	89	100.0	56.2	60.0	67.9	56.2		
Students with Disabilities	30	100.0	26.7	*	22.7	26.7	38	Met Target†
Students without Disabilities	131	100.0	50.4	*	65.1	50.4		
English Learners	21	100.0	33.3	40.7	29.3	33.3	42.9	Met Target†
Non-English Learners	140	100.0	47.9	51.4	60.6	47.9		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

H Ashton Marsh
(01-0010-060)
Grades Offered: PK-04
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.

Grade 3: 2016-2017 52%, 2017-2018 44%, 2018-2019 50%
Grade 4: 2016-2017 47%, 2017-2018 54%, 2018-2019 39%

NJ SCHOOL PERFORMANCE REPORT

H Ashton Marsh

(01-0010-060)

Grades Offered: PK-04

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 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	82	745	745	748	15%	13%	22%	*	*	50%	50%
White	48	748	748	757	*	*	25%	*	*	50%	60%
Hispanic	15	738	738	734	*	*	*	*	*	60%	36%
Black or African American	14	736	736	731	*	*	*	*	*	36%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	49	749	749	753	*	*	*	*	*	55%	55%
Male	33	738	738	743	*	*	*	*	*	42%	46%
Economically Disadvantaged Students	34	734	734	731	*	*	*	*	*	41%	33%
Non-Economically Disadvantaged Students	48	752	752	759	*	*	*	*	*	56%	61%
Students with Disabilities	13	719	719	719	*	*	*	*	*	23%	24%
Students without Disabilities	69	749	749	754	*	*	*	*	*	55%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

H Ashton Marsh
(01-0010-060)
Grades Offered: PK-04
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	83	739	739	755	17%	18%	27%	*	*	39%	57%
White	43	750	750	763	*	*	28%	*	*	51%	67%
Hispanic	19	728	728	743	*	*	*	*	*	26%	44%
Black or African American	11	707	707	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	36	742	742	760	*	*	*	*	*	42%	62%
Male	47	736	736	750	*	*	*	*	*	36%	53%
Economically Disadvantaged Students	37	729	729	740	*	*	*	*	*	24%	40%
Non-Economically Disadvantaged Students	46	747	747	765	*	*	*	*	*	50%	69%
Students with Disabilities	17	717	717	725	*	*	*	*	*	24%	25%
Students without Disabilities	66	744	744	761	*	*	*	*	*	42%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

H Ashton Marsh

(01-0010-060)

Grades Offered: PK-04

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	161	100.0	50.9	43.7	44.5	50.9	45.1	Met Target
White	90	100.0	58.9	55.8	54.1	58.9	49.7	Met Target
Hispanic	32	100.0	40.6	29.7	28.8	40.6	42.3	Met Target†
Black or African American	24	100.0	33.3	22.4	23.0	33.3	30.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	27.8	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	52.0	53.3	*	**	**
Female	83	100.0	49.4	43.8	44.9	49.4		
Male	78	100.0	52.6	43.6	44.2	52.6		
Economically Disadvantaged Students	72	100.0	44.4	30.7	26.3	44.4	28.7	Met Target
Non-Economically Disadvantaged Students	89	100.0	56.2	53.0	54.9	56.2		
Students with Disabilities	30	100.0	30.0	*	17.4	30.0	29.3	Met Target
Students without Disabilities	131	100.0	55.7	*	50.0	55.7		
English Learners	21	100.0	42.9	27.8	25.0	42.9	46.8	Met Target†
Non-English Learners	140	100.0	52.1	45.6	46.5	52.1		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

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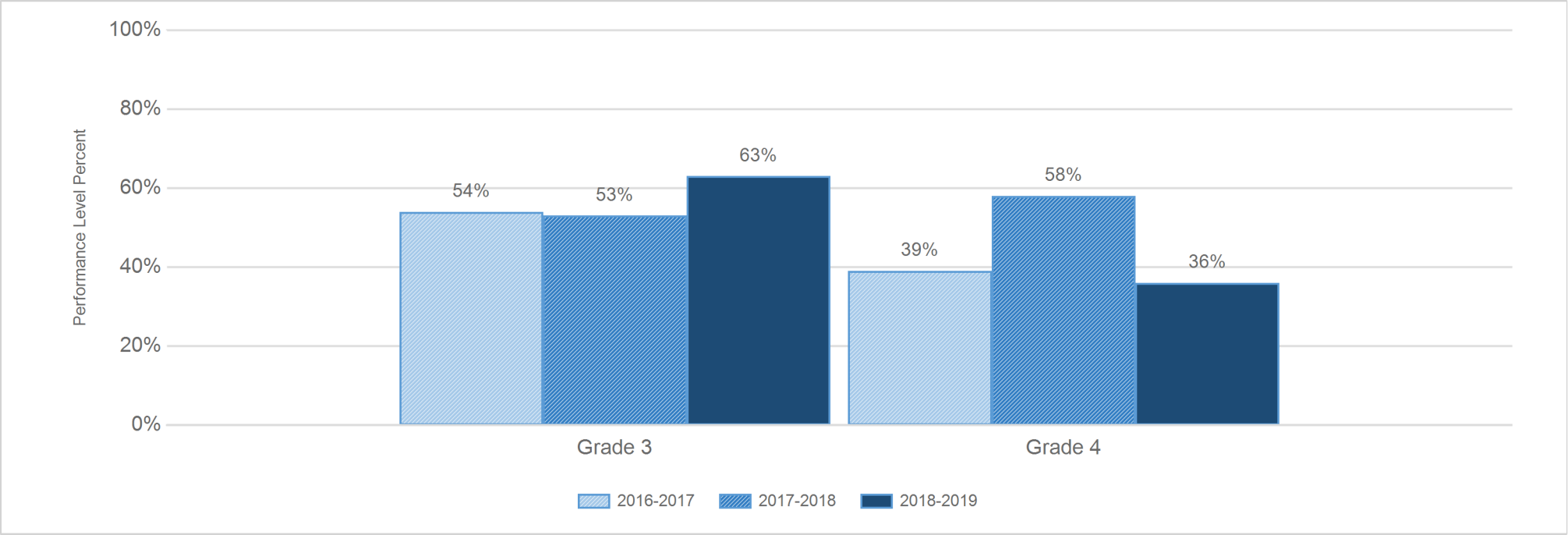
NJ SCHOOL PERFORMANCE REPORT

H Ashton Marsh
(01-0010-060)
Grades Offered: PK-04
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

H Ashton Marsh
(01-0010-060)
Grades Offered: PK-04
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 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	83	756	756	752	*	*	24%	47%	16%	63%	55%
White	48	761	761	760	*	*	27%	44%	21%	65%	66%
Hispanic	15	752	752	739	*	*	*	*	*	67%	40%
Black or African American	14	746	746	735	*	*	*	*	*	57%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	49	757	757	751	*	*	*	*	*	59%	54%
Male	34	756	756	752	*	*	*	*	*	68%	56%
Economically Disadvantaged Students	34	747	747	737	*	*	*	*	*	56%	37%
Non-Economically Disadvantaged Students	49	763	763	761	*	*	*	*	*	67%	67%
Students with Disabilities	13	731	731	731	*	*	*	*	*	31%	31%
Students without Disabilities	70	761	761	756	*	*	*	*	*	69%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

H Ashton Marsh

(01-0010-060)

Grades Offered: PK-04

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	83	736	736	749	17%	20%	27%	*	*	36%	51%
White	43	747	747	757	*	*	28%	*	*	49%	62%
Hispanic	19	721	721	737	*	*	*	*	*	16%	36%
Black or African American	11	712	712	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	36	735	735	749	*	*	*	*	*	36%	50%
Male	47	737	737	749	*	*	*	*	*	36%	52%
Economically Disadvantaged Students	37	730	730	734	*	*	*	*	*	32%	32%
Non-Economically Disadvantaged Students	46	742	742	759	*	*	*	*	*	39%	63%
Students with Disabilities	17	714	714	726	*	*	*	*	*	24%	25%
Students without Disabilities	66	742	742	754	*	*	*	*	*	39%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

H Ashton Marsh
(01-0010-060)
Grades Offered: PK-04
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.

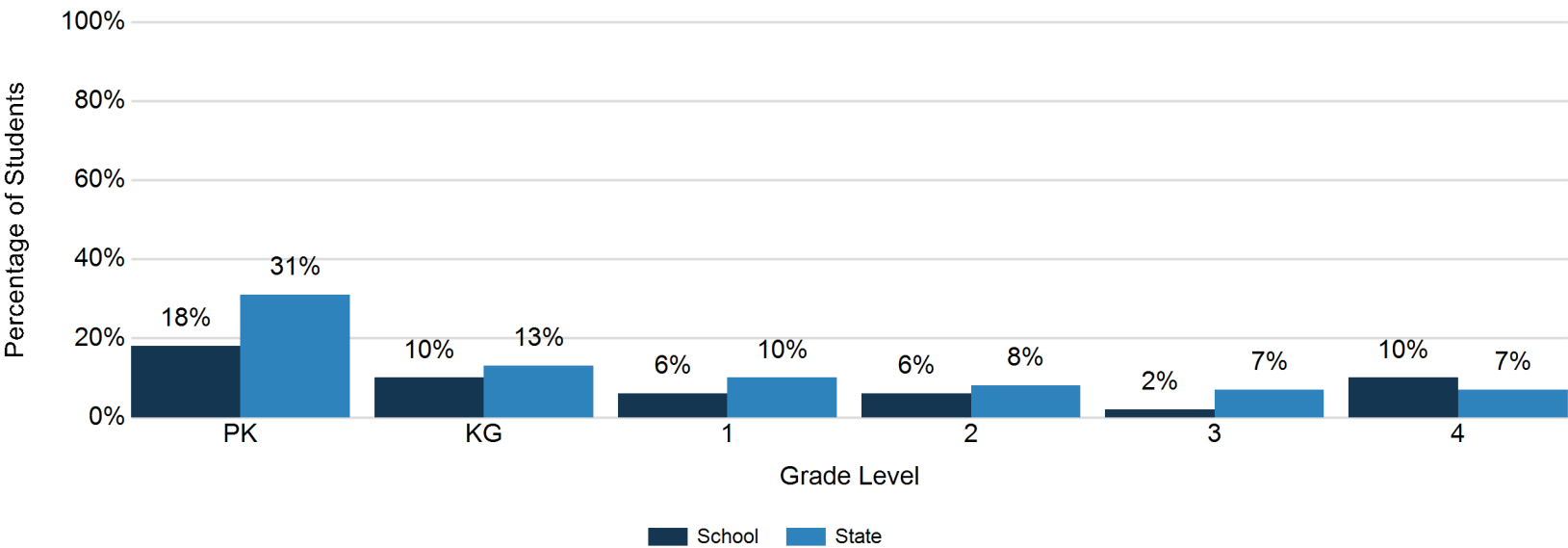| Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*

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	69.0%	56.6%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	25	88.0%	12.0%
3-4	14	85.7%	14.3%
5 or more	*	*	*

H Ashton Marsh
(01-0010-060)
Grades Offered: PK-04
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 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
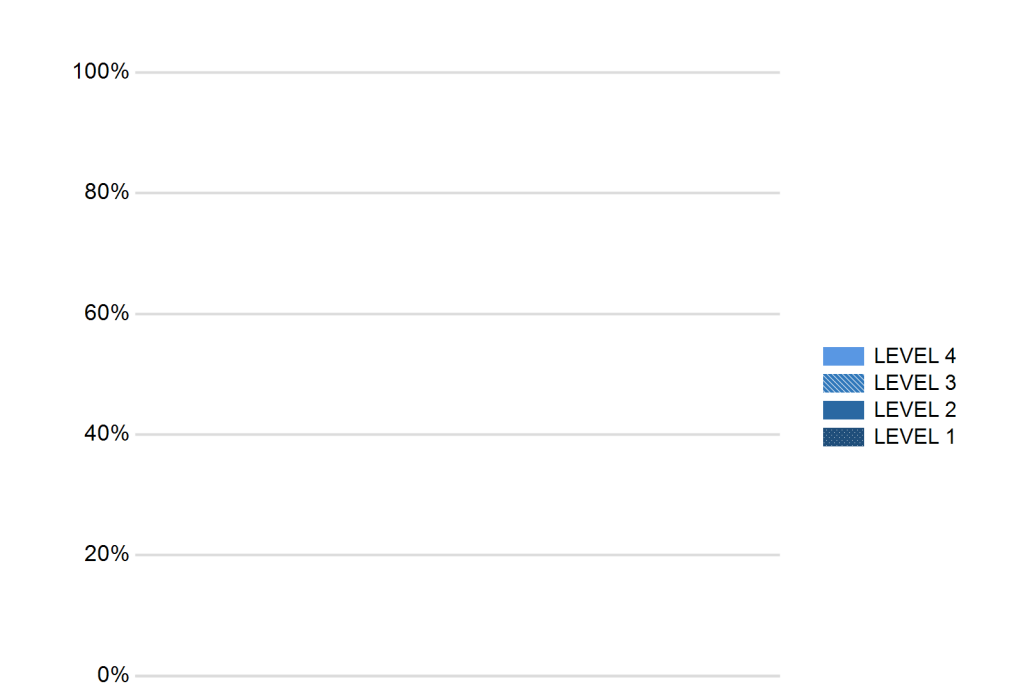
NJSLA Science Assessment: Grade

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

H Ashton Marsh
(01-0010-060)
Grades Offered: PK-04
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

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	30	6.8	9.2	Met
White	14	5.8	9.2	Met
Hispanic	7	8.3	9.2	Met
Black or African American	5	7.8	9.2	Met
Asian, Native Hawaiian, or Pacific	1	3.0	9.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	17.6	**	**
Female	13	6.4		
Male	17	7.2		
Economically Disadvantaged Students	14	6.8	9.2	Met
Students with Disabilities	9	12.0	9.2	Not Met
English Learners	3	7.0	9.2	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

H Ashton Marsh

(01-0010-060)

Grades Offered: PK-04

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

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.

Chronic Absenteeism by Grade. School vs State percentages:
- PK: School 18%, State 31%
- KG: School 10%, State 13%
- 1: School 6%, State 10%
- 2: School 6%, State 8%
- 3: School 2%, State 7%
- 4: School 10%, State 7%

H Ashton Marsh
(01-0010-060)
Grades Offered: PK-04
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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.41

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

H Ashton Marsh
(01-0010-060)
Grades Offered: PK-04
2018-2019

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.

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	3	0	3
No Identified Nature	4		4

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	11	2.2%
Any Suspension	11	2.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
24

H Ashton Marsh
(01-0010-060)
Grades Offered: PK-04
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	8:10 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	6 Hrs 20 Mins
Shared Time - Instructional Time	6 Hrs. 20 Mins.

Device Ratios

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

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

H Ashton Marsh
(01-0010-060)
Grades Offered: PK-04
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

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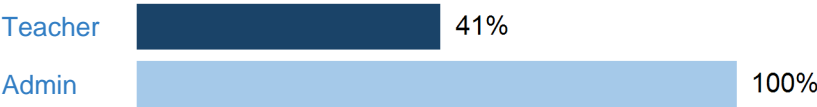
Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	38	118,214
Average years experience in public schools	13.9	12.1
Average years experience in district	13.0	10.8
Percentage of Teachers with 4 or more years experience in the district	78.9%	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	5	9,530
Average years experience in public schools	17.0	16.0
Average years experience in district	7.0	12.0
Percentage of Administrators with 4 or more years experience in the district	40.0%	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	12:1
Students to Administrators	490:1	173:1
Teachers to Administrators	38:1	15:1
Students to Librarians/Media Specialists		N
Students to Nurses		867:1
Students to Counselors		434:1
Students to Child Study Team Members		434:1

H Ashton Marsh

(01-0010-060)

Grades Offered: PK-04

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

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.5%	92.1%	0.0%	48.4%	77.1%	54.9%
Male	54.5%	7.9%	100.0%	51.6%	22.9%	45.1%
White	53.9%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	20.2%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	14.1%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	7.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.9%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

H Ashton Marsh
(01-0010-060)
Grades Offered: PK-04
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 60%
Admin N/A

Master's Degree

Teacher 41%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.7%	90.5%
2017-18 Administrators: Same district 2018-19	40.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.8%

H Ashton Marsh

(01-0010-060)

Grades Offered: PK-04

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.

H Ashton Marsh

(01-0010-060)

Grades Offered: PK-04

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

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.

H Ashton Marsh

(01-0010-060)

Grades Offered: PK-04

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). 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	51.0%	50.2%	46.0%
Math Proficiency	48.8%	56.5%	50.9%
ELA Growth	50	50	37
Math Growth	71	64	38
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		51.7%	69.0%
Chronic Absenteeism	6.3%	7.7%	6.8%

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

H Ashton Marsh

(01-0010-060)

Grades Offered: PK-04

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.

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.

H Ashton Marsh

(01-0010-060)

Grades Offered: PK-04

2018-2019

Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

H Ashton Marsh
(01-0010-060)
Grades Offered: PK-04
2018-2019

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

School Narrative

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

Highlights:	• The H. Ashton Marsh Elementary School also earned the distinction as a state of New Jersey Four Star Preschool in 2018-2019. • H. Ashton Marsh School is involved in the Connected Action Roadmap or CAR, that uses best practices and involves Professional Learning Communities to improve achievement through weekly meetings. • Marsh School was accepted into the SCTP or School Climate Transformation Project. Within this project, a solid plan is made to improve school climate and Social/Emotional learning for each child.
Mission, Vision, Theme:	The H. Ashton Marsh Elementary School is committed to providing educational excellence by challenging our children with state-of-the-art programs which empower students to make responsible choices, achieve personal success and contribute to a global 21st century society. Our school philosophy is that learning activities should be individual as well as cooperative to accommodate all learners.
Awards, Recognition, Accomplishments:	The H.Ashton Marsh School was the 2000-2001 recipient of a Best Practice award from the New Jersey Department of Education in Language Arts Literacy for an International Theme project in grade four. Marsh was also selected as Atlantic County's most improved school for the Healthy Schools Initiative sponsored by AtlantiCare in 2008 and won their grant each year after up to and including 2018. Marsh was awarded a NJ grant to establish two new Preschool programs in 2013, another in 2018 and a fourth for the academic year 2019-2020. We are also an award winning, four star rated Preschool.

NJ SCHOOL PERFORMANCE REPORT

H Ashton Marsh
(01-0010-060)
Grades Offered: PK-04
2018-2019

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

School Narrative

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

Courses, Curriculum, Instruction:	The H. Ashton Marsh Elementary School serves the children of Absecon in grades Preschool through fourth. Our preschool classrooms use Creative Curriculum and are assessed through Teaching Strategies GOLD as is the Kindergarten. The K-4th grade curriculum focuses on reading, writing, mathematics, social studies, and science. Our constant focus on literacy has allowed us to implement a balanced literacy program, which is uniform and progressive throughout all grade levels. Kindergarten through grade four experience a total leveling of their language acquisition and reading level by using the Fountas and Pinnell benchmarking system. Math is also very intensive and has a STEAM component incorporated throughout the curriculum. Classrooms are utilizing SEL programs to help with social/emotional growth. We also have a Resiliency team. Students are immersed in writing through the execution of The Writer's Workshop program. We house an I&RS/RTI and PIRT committee to aide in student achievement
Clubs and Activities:	H.A. Marsh Elementary School offers both academic clubs and social clubs after school. STEAM Club is provided for both grades three and four. Other clubs provided for grade four are: Spanish Club, American Sign Language Club, Media Productions, Art Club, Young Chefs, and the school play. PTO sponsors an after school program as well where students are exposed to many topics from academics to sports and crafts. Students may attend what is of interest. There is a thriving garden club as well as a fourth grade chorus and instrumental band.

H Ashton Marsh

(01-0010-060)

Grades Offered: PK-04

2018-2019

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

School 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.

Before and After School Programs:	The H. Ashton Marsh school offers both academic programs and programs of specific interests to the students.Our after school PALS program provides care and educational play and activities for our younger students after school. The PTO also offers classes to the students on alternate times of the year.
Staff and Professional Learning:	H. Ashton Marsh Elementary School seeks to positively influence student achievement through collaborative grade-level teacher teams with the purpose of analyzing data and reviewing the specific needs of students. Staff collaborate and share frequently to turnkey professional development and lesson materials.

33

NJ SCHOOL PERFORMANCE REPORT

H Ashton Marsh
(01-0010-060)
Grades Offered: PK-04
2018-2019

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

School 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.

Student Supports and Services:	The H. Ashton Marsh school counselor offers small group and individual counseling sessions to support the social and emotional needs of our growing students. There are also two in house therapy dogs to aide in various student issues. Our staff, in conjunction with the District Child Study Team, utilizes a comprehensive Special Education program designed to address the specific needs of our students. The YAP program also services our students.
Student Health and Wellness:	"All students participate in daily recess and two physical education classes a week. Marsh partners with regional healthcare provider AtlantiCare to promote health and wellness in the school community. Programs include the community working with students to make healthy choices, garden initiative, green mustache contest and Jump Rope for Heart along with the American Heart Association. We also have local doctors speak to the preschool students about proper care for their teeth. Annual health checks are also made on all students by the two school nurses.
Parent and Community Involvement:	The H.A Marsh Elementary has a strong foundation which is our connection to the community. The PTO club supports our children, teachers and administration. They host several fundraisers during the year. All proceeds directly go to the students. Our Absecon Education foundation supplies support and seed money for new and innovative programs by hosting events such as a handbag BINGO night. Marsh maintains a relationship with AtlantiCare. We have become an AtlantiCare Healthy school as well as maintain, harvest and serve vegitables grown in the garden they joined up with Marsh to create. We also hold our annual Jump Rope for Heart event which benefits the American Heart Association. The Absecon Municipal Alliance along with Marsh Elementary school hosts the annual Hooked on Fishing Event. This allows students to learn the danger of Drugs and alcahol. There is also an active DARE program given by the Absecon Police Department.

H Ashton Marsh

(01-0010-060)

Grades Offered: PK-04

2018-2019

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

School 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.

	Facilities:	The H. Ashton Marsh Elementary School is a Preschool through grade four facility. We house both large and small group instruction rooms. There is also a large playground for grades Kindergarten through grade four as well as another for use by our preschool students. There is also an AtlantiCare award winning garden area with a greenhouse.
	School Safety:	January 1st our new lockdown system went live. We now have emergency lockdown buttons where staff can activate the system. Once activated, our system closes the blackout shades in the cafeteria, art room and the library. It will also turn on access to our camera system for the police department. We added a total of 72 cameras. We worked closely with our Director of Facilities and ran all of the network cat6 runs. On the virtual side, we upgraded our firewall to a much newer, more secure and faster unit with deep packet inspection containing the latest intrusion protection. A new web filtering appliance was added that does SSL inspection to further protect our students.

H Ashton Marsh
(01-0010-060)
Grades Offered: PK-04
2018-2019

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

School 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.

	Technology and STEM:	The H. Ashton Marsh school offers a wide variety of technology at all grade levels to enhance STEAM and project based learning. Teachers in preschool expose their students during curricular "studies" to work on Kindles and Ipads. Kidergarten also uses Kindles and IPads for student usage. In Grades 1-4 students all have access to Chromebooks with grades 2-4 having a cart in each classroom. In grade four, students meet in STEAM class once a week in the STEAM lab. In the STEAM lab students have access to traditional desktops, Chromebooks, 3D printing and even a television studio.
	Early Childhood Education:	The H. Ashton has four mixed delivery full day classrooms as well as one full day special education preschool classroom. These classes are grant funded and are four star rated. Two new full day, mixed delivery class are scheduled to be added for the 2020-2021 school year. These classes all follow the Creative Curriculum and use Teaching Strategies GOLD as their assessment tool. Three year old classes will be introduced in the following year.