

**Evergreen Elementary School**

(39-4670-090)

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 at the top left of the screen to move between pages of the report

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**

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## School Contact Information

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

Type	Contact Information
County	Union
District	Scotch Plains-Fanwood School District
Principal Name	Ms. Colleen Haubert
Address	2280 EVERGREEN AVENUE SCOTCH PLAINS, NJ 07076
Phone Number	908-889-5331
Email Address	<a href="mailto:chaubert@spfk12.org">chaubert@spfk12.org</a>
Website	<a href="https://www.spfk12.org/evergreen">https://www.spfk12.org/evergreen</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	29	38	39
KG	70	69	54
1	67	66	74
2	78	72	70
3	76	80	76
4	82	77	81
Total	402	402	394

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.0%	47.3%	50.8%
Male	50.0%	52.7%	49.2%
Economically Disadvantaged Students	5.2%	7.2%	3.8%
Students with Disabilities	13.4%	16.9%	19.0%
English Learners	0.2%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.7%	0.7%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	76.1%	67.4%	62.4%
Hispanic	5.2%	12.2%	12.4%
Black or African American	7.2%	7.2%	5.6%
Asian	9.0%	10.2%	12.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.3%
American Indian or Alaska Native	0.7%	0.0%	0.8%
Two or More Races	1.7%	3.0%	5.6%

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	29	38	39
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	70	69	54

### Enrollment by Home Language

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

Home Language	% of Students
English	94.7%
Arabic	1.5%
Spanish	1.3%
Other Languages	2.5%



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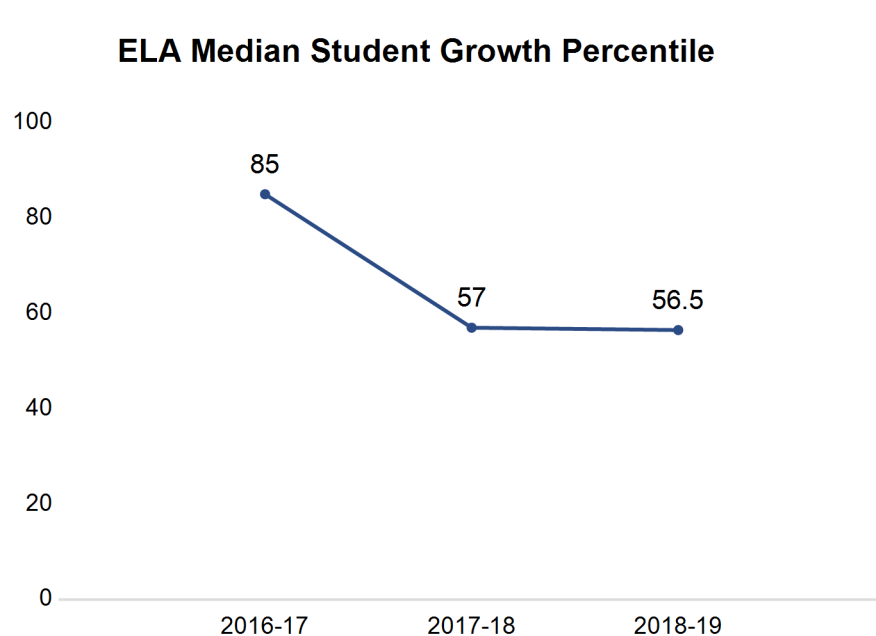
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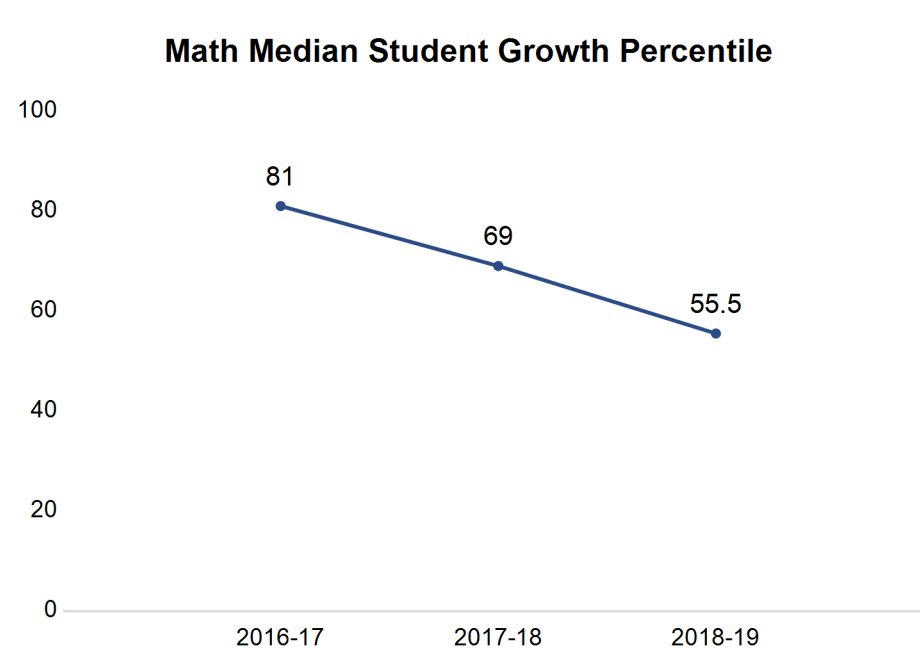
### Student Growth Trends and Progress

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

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	85	57	56.5	81	69	55.5
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	56.5	54	50	Met Standard	55.5	52	50	Met Standard
White	59	52	50	Met Standard	60	50	52	Exceeds Standard
Hispanic	*	56	49	**	*	49	47	**
Black or African American	48	56.5	45	**	41	49	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	57	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	62	49	**	*	63	52	**
Female	62	58	53	N	47	50	50	N
Male	53	50	47	N	59	52	51	N
Economically Disadvantaged Students	*	49	48	**	*	58	46	**
Students with Disabilities	46.5	46	43	**	63	44	45	**
English Learners	N	65	52	**	*	69	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	*	47	N	N	N	51	N



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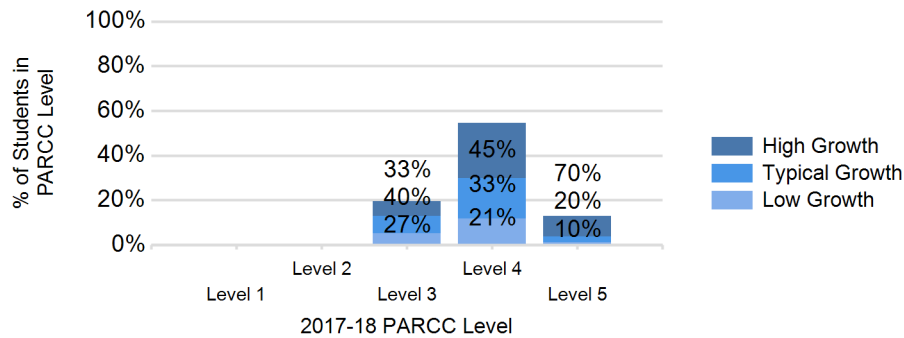
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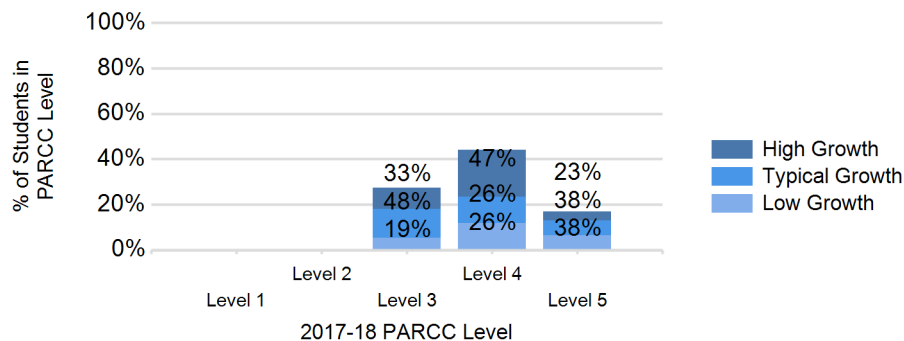
**Student Growth by Performance Level**

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

**ELA**



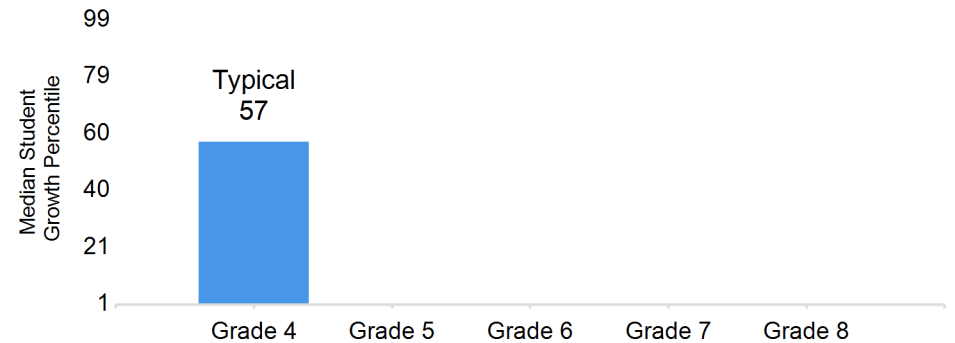
**Math**



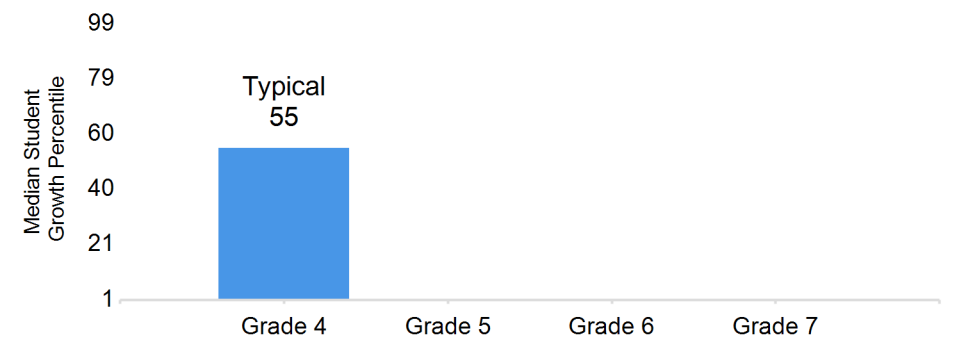
**Student Growth by Grade**

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

**ELA**



**Math**



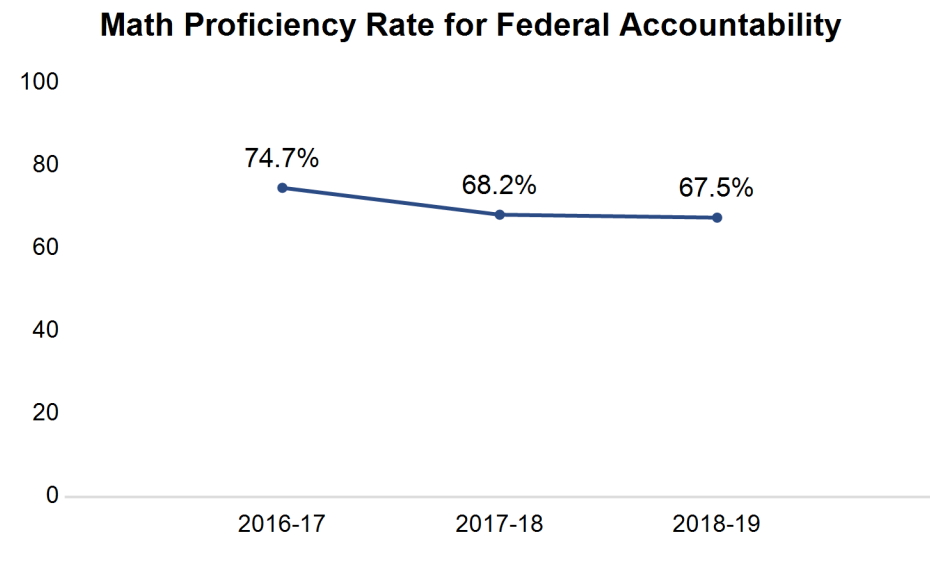
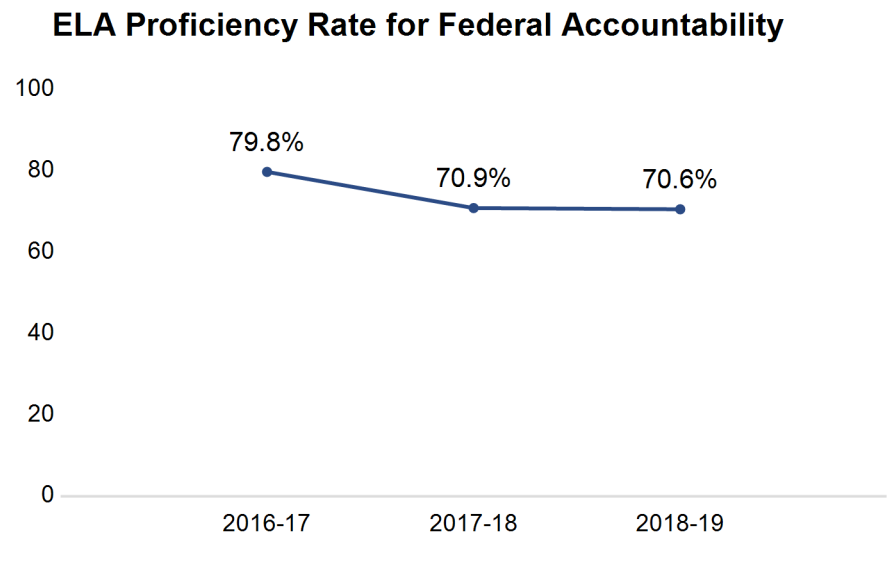


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**English Language Arts and Mathematics Performance Trends**

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.8%	97.5%	100.0%	98.8%	96.9%	100.0%
Proficiency Rate for Federal Accountability	79.8%	70.9%	70.6%	74.7%	68.2%	67.5%
Annual Target	74.4%	74.7%	75.0%	75.1%	75.3%	75.6%
Met Annual Target?	Met Target	Met Target†	Met Target†	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	160	100.0	70.6	78.0	57.9	70.6	75	Met Target†
White	102	100.0	75.5	78.9	66.9	75.5	76.1	Met Target†
Hispanic	17	100.0	58.8	70.8	43.9	58.8	**	**
Black or African American	*	*	*	62.2	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	18	100.0	72.2	*	82.9	72.2	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	77	100.0	75.3	84.2	64.8	75.3		
Male	83	100.0	66.3	71.9	51.3	66.3		
Economically Disadvantaged Students	*	*	*	53.5	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	79.0	67.9	*		
Students with Disabilities	33	100.0	45.5	38.4	22.7	45.5	53	Met Target†
Students without Disabilities	127	100.0	77.2	86.3	65.1	77.2		
English Learners	*	*	*	50.0	29.3	*	**	**
Non-English Learners	*	*	*	78.4	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



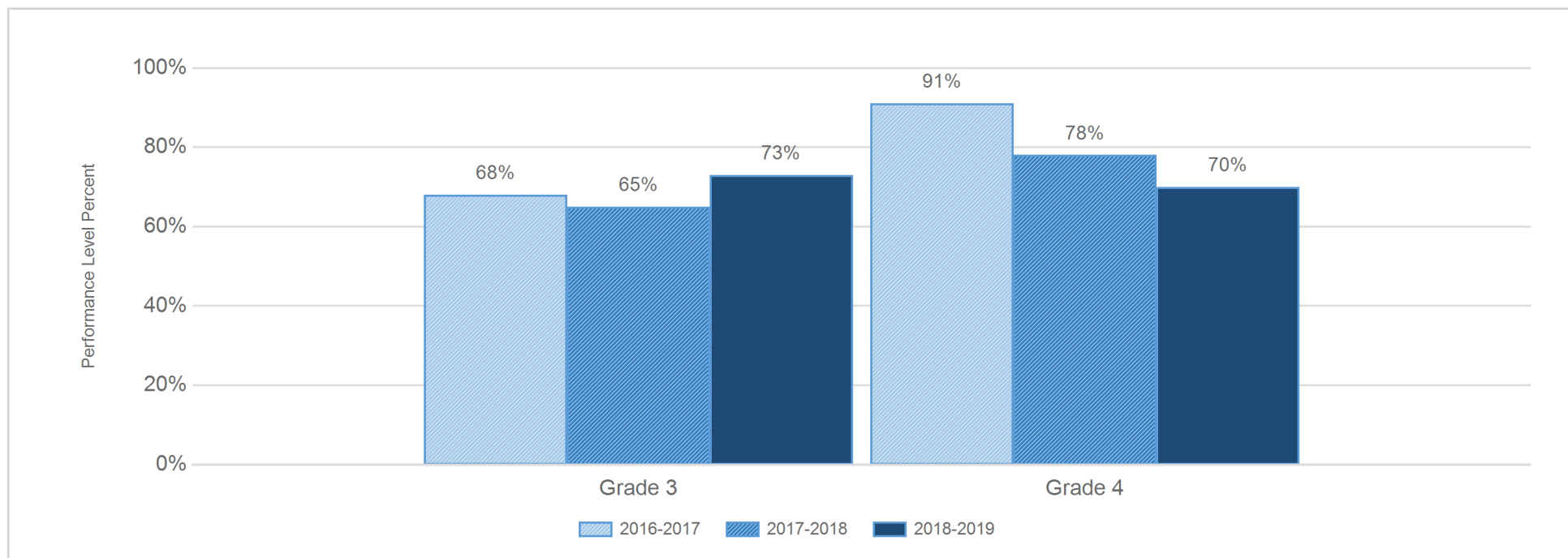
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### English Language Arts Assessment - Performance Trends

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





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### English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	78	767	766	748	*	*	15%	*	*	73%	50%
White	51	769	766	757	*	*	*	*	*	75%	60%
Hispanic	10	764	*	734	0%	*	*	*	*	60%	36%
Black or African American	*	*	757	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	782	756	*	*	*	*	*	*	58%
Female	46	769	771	753	*	*	*	*	*	74%	55%
Male	32	765	760	743	*	*	*	*	*	72%	46%
Economically Disadvantaged Students	*	*	743	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	766	759	*	*	*	*	*	*	61%
Students with Disabilities	13	748	741	719	*	*	*	*	*	62%	24%
Students without Disabilities	65	771	771	754	*	*	*	*	*	75%	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	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	81	772	775	755	*	*	16%	41%	30%	70%	57%
White	50	775	776	763	*	*	*	46%	32%	78%	67%
Hispanic	*	*	762	743	*	*	*	*	*	*	44%
Black or African American	11	753	765	739	0%	*	*	*	*	45%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	788	762	*	*	*	*	*	*	64%
Female	32	786	783	760	*	*	*	34%	44%	78%	62%
Male	49	763	769	750	*	*	*	45%	20%	65%	53%
Economically Disadvantaged Students	*	*	746	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	777	765	*	*	*	*	*	*	69%
Students with Disabilities	18	744	741	725	*	*	*	*	*	39%	25%
Students without Disabilities	63	780	782	761	*	*	*	*	*	79%	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	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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### 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	160	100.0	67.5	65.7	44.5	67.5	75.6	Not Met
White	102	100.0	72.5	66.1	54.1	72.5	76.9	Met Target†
Hispanic	17	100.0	52.9	59.1	28.8	52.9	**	**
Black or African American	*	*	*	42.4	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	18	100.0	77.8	*	76.5	77.8	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	77	100.0	67.5	66.7	44.9	67.5		
Male	83	100.0	67.5	64.6	44.2	67.5		
Economically Disadvantaged Students	*	*	*	40.3	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	66.7	54.9	*		
Students with Disabilities	33	100.0	36.4	28.6	17.4	36.4	44.8	Met Target†
Students without Disabilities	127	100.0	75.6	73.3	50.0	75.6		
English Learners	*	*	*	52.9	25.0	*	**	**
Non-English Learners	*	*	*	65.9	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



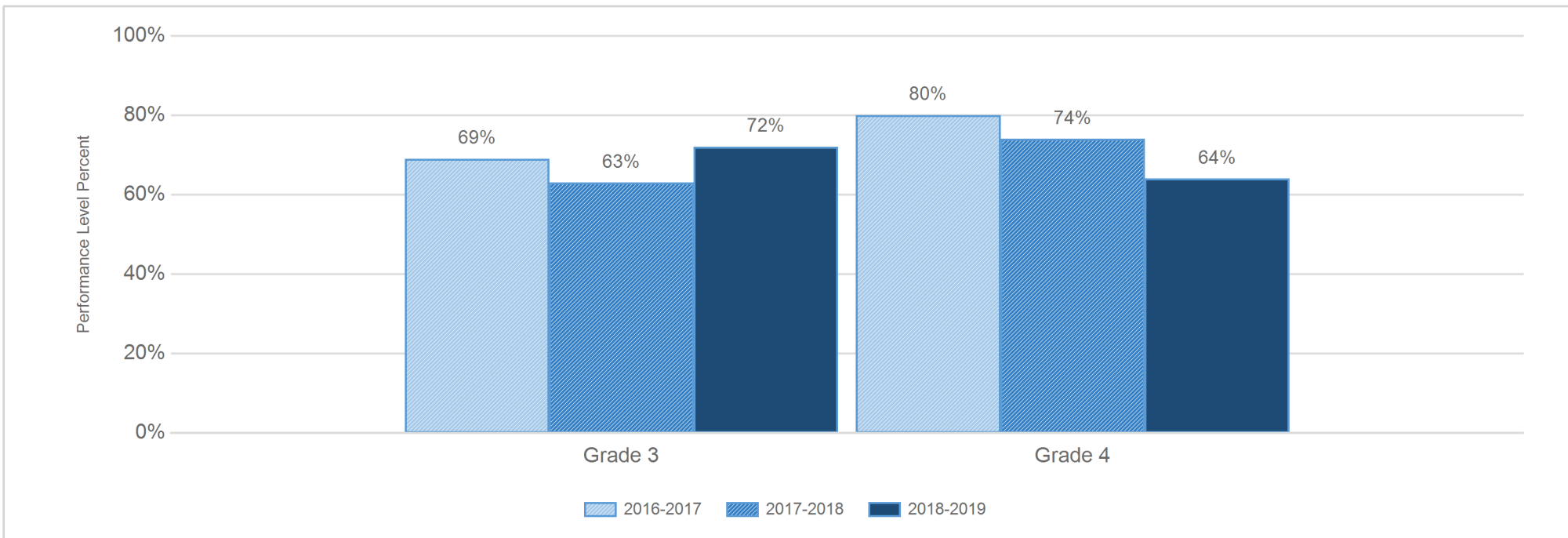
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### Mathematics Assessment – Performance Trends

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



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



**Evergreen Elementary School**  
(39-4670-090)  
Grades Offered: PK-04  
2018-2019

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### Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	78	764	766	752	*	*	18%	51%	21%	72%	55%
White	51	765	765	760	*	*	*	53%	24%	76%	66%
Hispanic	10	742	*	739	*	*	*	*	*	40%	40%
Black or African American	*	*	760	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	783	758	*	*	*	*	*	*	62%
Female	46	763	768	751	*	*	*	*	*	74%	54%
Male	32	764	764	752	*	*	*	*	*	69%	56%
Economically Disadvantaged Students	*	*	747	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	767	761	*	*	*	*	*	*	67%
Students with Disabilities	13	751	748	731	*	*	*	*	*	54%	31%
Students without Disabilities	65	766	770	756	*	*	*	*	*	75%	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	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	81	758	763	749	*	*	23%	*	*	64%	51%
White	50	762	764	757	0%	*	20%	*	*	70%	62%
Hispanic	*	*	753	737	*	*	*	*	*	*	36%
Black or African American	11	742	753	731	*	*	*	*	*	36%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	769	754	*	*	*	*	*	*	58%
Female	32	754	760	749	*	*	*	*	*	56%	50%
Male	49	761	766	749	*	*	*	*	*	69%	52%
Economically Disadvantaged Students	*	*	747	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	764	759	*	*	*	*	*	*	63%
Students with Disabilities	18	742	742	726	*	*	*	*	*	28%	25%
Students without Disabilities	63	763	768	754	*	*	*	*	*	75%	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	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

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



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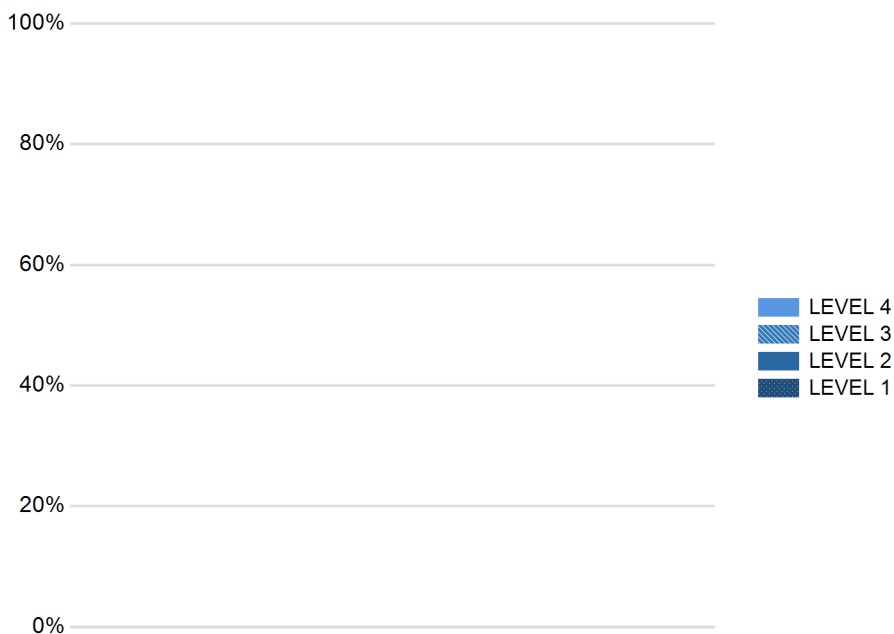
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

**NJSLA Science Assessment: Grade Summary**

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



**NJSLA Science Assessment: Grade**

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

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



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

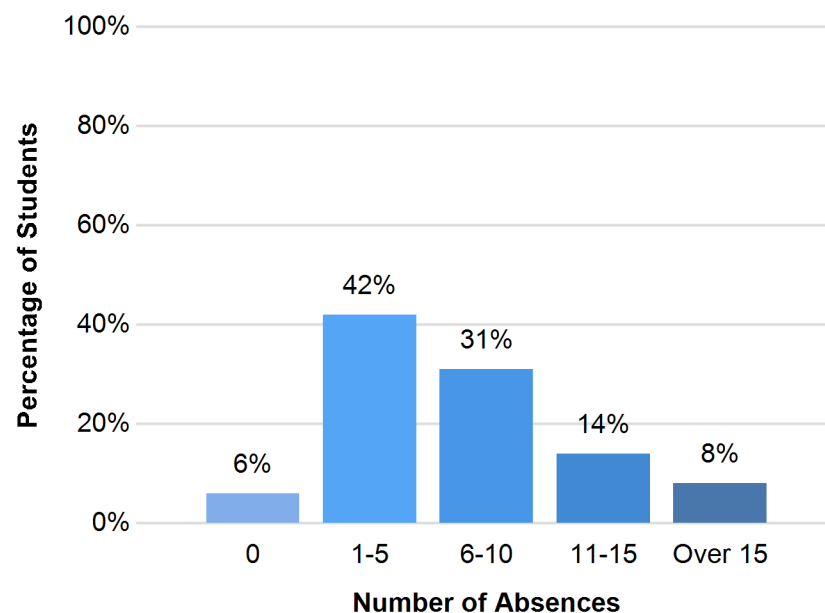
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	17	4.7	9.2	Met
White	10	4.4	9.2	Met
Hispanic	0	0	9.2	Met
Black or African American	1	4.8	9.2	Met
Asian, Native Hawaiian, or Pacific	4	8.3	9.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.2	Not Met
Female	6	3.3		
Male	11	6.1		
Economically Disadvantaged Students	0	0	**	**
Students with Disabilities	3	4.4	9.2	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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





### Evergreen Elementary School

(39-4670-090)

Grades Offered: PK-04

2018-2019

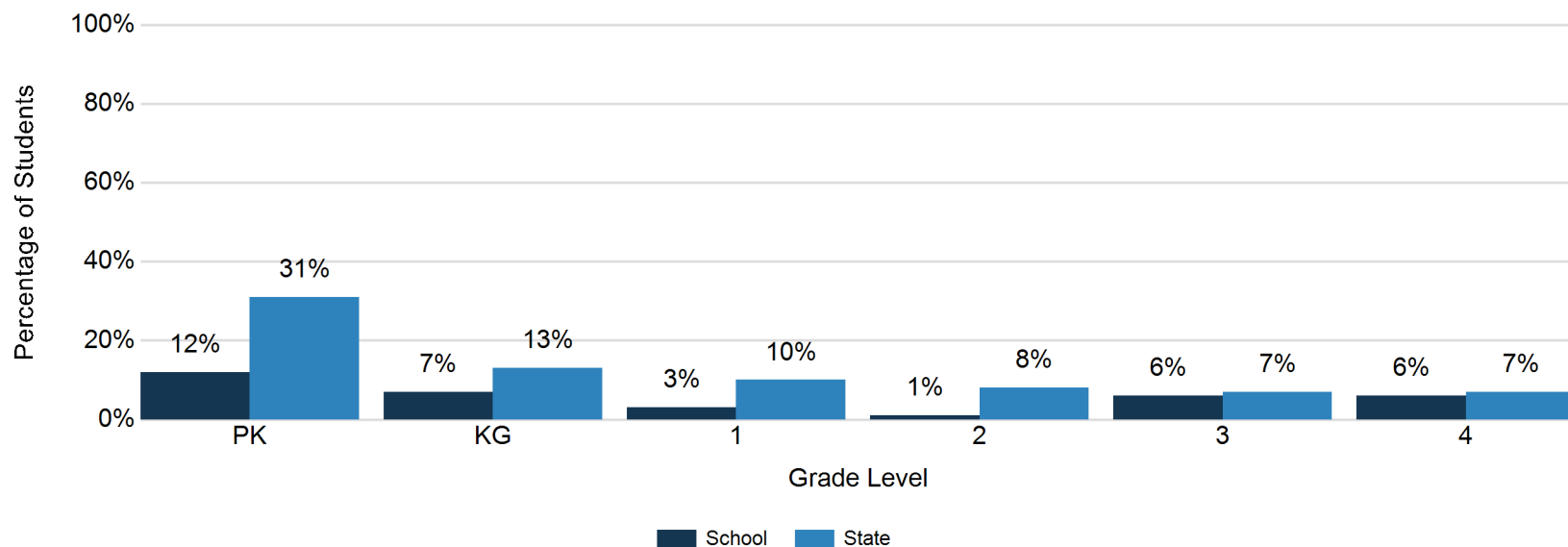
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### Chronic Absenteeism by Grade

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





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

### Violence, Vandalism, HIB, and Substance Offenses

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

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

### Police Notifications

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

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

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

### Student Disciplinary Removals

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

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

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

N



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#### School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

#### Device Ratios

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

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



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	38	118,214
Average years experience in public schools	12.4	12.1
Average years experience in district	10.7	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	29	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	9.6	12.0
Percentage of Administrators with 4 or more years experience in the district	79.3%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	394:1	191:1
Teachers to Administrators	38:1	15:1
Students to Librarians/Media Specialists		694:1
Students to Nurses		505:1
Students to Counselors		505:1
Students to Child Study Team Members		347:1



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.8%	94.7%	100.0%	48.4%	77.1%	54.9%
Male	49.2%	5.3%	0.0%	51.6%	22.9%	45.1%
White	62.4%	97.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	12.4%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	12.9%	2.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.8%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.3%	90.5%
2017-18 Administrators: Same district 2018-19	96.6%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	97.3%



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## Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

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

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



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

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

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

### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	79.8%	70.9%	70.6%
Math Proficiency	74.7%	68.2%	67.5%
ELA Growth	85	57	56
Math Growth	81	69	56
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	N
Chronic Absenteeism	5.3%	4.6%	4.7%

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



### Evergreen Elementary School

(39-4670-090)

Grades Offered: PK-04

2018-2019

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

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

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

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

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

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

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

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

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

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

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



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### Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



### Evergreen Elementary School

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2018-2019

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## School Narrative

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



### Highlights:

- Curriculum includes Everyday Math, Balanced Literacy, Global Perspectives, and Next Generation Science Standards.
- Technology incorporates a focus on student production of work through laptops, iPads, and document cameras.
- Evergreen's positive school climate is enhanced through Responsive Classroom activities and the Bucket Filler program.



### Mission, Vision, Theme:

Evergreen School strives to educate and empower our community of individual learners to be successful citizens of the world. We are committed to fostering effective communicators who use verbal, written, artistic, and technological forms of communication. In partnership with families, we strengthen and support our students' academic and social growth. Our staff is committed to empower our students to be reflective lifelong learners who will grow to be leaders in our global community.



### Evergreen Elementary School

(39-4670-090)

Grades Offered: PK-04



2018-2019

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Language Arts instruction integrates Good Habits, Great Readers/Writers and Words Their Way: Word Study for Phonics, Vocabulary, and Spelling. Math uses Everyday Mathematics. Science is taught through Full Option Science System (FOSS) modules. Social Studies is based on a comprehensive approach aligned with NJ Learning Standards. Special area classes include Spanish, Health and PE, Art, Library/Media and Music (vocal and instrumental).</p>
 <p><b>Clubs and Activities:</b></p>	<p>Many activities are offered beyond the curriculum, such as the Evergreen School Helping Hands and Kindness Club. A great number of PTA-sponsored activities, such as the Variety Show and cultural arts assemblies, reflect the commitment and importance the community places on education. A highly qualified and dedicated staff is involved and supportive, completing the home-school partnership. The combination results in a wealth of opportunities for the children.</p>



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 <p><b>Before and After School Programs:</b></p>	<p>After School Enrichment, Variety Show, and various evening activities for students and families are offered by the PTA. Parents and students enjoy our evening Instrumental and Vocal Music Concerts. Community organizations and parent volunteers offer Boy Scouts and Girl Scouts. In addition, in partnership with the Fanwood-Scotch Plains YMCA, before and after school care is available.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Professional development is delivered through three full days of professional development for teachers as well as after school options that further professional learning. In addition, summer programs are also available for all staff focused on professional learning and curriculum development.</p>



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 <p><b>Student Supports and Services:</b></p>	<p>English Language Learners are supported at one of the district's five elementary schools. Basic Skills and QUEST (gifted/talented) teachers provide supplementary instruction for language arts and math. The Intervention and Referral Services Team provides supports from staff members with expertise in different areas. Special services are provided for students in conjunction with their IEP through in-class support, Resource Room and self-contained classes as appropriate.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students participate in a comprehensive PE/health program offered by a certified PE teacher as well as extension activities in the general education classroom. Students have 30 minutes of recess daily and also have many activities sponsored by the PTA. Students are able to purchase lunch, which consists of an entree, fruit, vegetable, and choice of milk. The food service provider meets with the students, faculty and parents to learn their opinions and better serve the needs of the students.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Evergreen School community enjoys a very respectful and productive home-school partnership. Our highly professional and committed faculty works closely with our parent community to create an educational environment that encourages student learning and growth. We are proud of our very vibrant and active PTA that offers enriching cultural arts programs and many family centered activities during the year.</p>



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### Facilities:

Evergreen School was built in 1951 and includes a Library/Media Center, an art room, full gym as well as a multi-purpose room, which houses vocal and instrumental music and our cafeteria. In September 2016, a new wing was completed with five new classrooms designed for the new full-day Kindergarten Program. Field areas and a playground promote active play at recess.



### School Safety:

During the 2018-19 school year, Evergreen was staffed with a Special Law Enforcement Officer to oversee the school building on a daily basis. Evergreen also engages in both fire safety exercises as well as emergency response experiences to insure that in the event of an emergency students and staff respond accordingly.



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 <p>Technology and STEM:</p>	<p>All Evergreen students and teachers participate in Hour of Code and Week of Code activities. Teachers also engage students in STEM learning through our science program.</p>
 <p>Early Childhood Education:</p>	<p>During the 2018-19 school year, the Pre-K program continued to implement the Creative Curriculum for Preschool 6th Edition which engages students through center based instruction that is developmentally appropriate.</p>



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### Other Information

Evergreen Elementary School enrolls approximately 400 students. Our knowledgeable and dedicated faculty strives to meet the needs of our diverse population through differentiated instruction and varied learning activities designed to promote critical thinking and collaboration. During the 2018-2019 school year, Evergreen School had 22 general education classrooms grades pre-k through four. Evergreen is also home to one of the district's multi-graded self-contained classes for students with learning disabilities. The staff of Evergreen School is committed to providing a safe, nurturing environment where children are able to demonstrate their interests, talents, abilities and love of learning. Our school provides a well-defined Program of Studies that includes reading and language arts literacy, math, science, social studies, Spanish (grades 2-4) and special subject areas. Teachers use formative assessments across the curriculum to evaluate the level of student understanding and to adjust instruction accordingly. Our full-day kindergarten's instructional program is aligned with the NJ Kindergarten Guidelines and uses Teaching Strategies Gold to monitor student development in a variety of learning and social emotional domains. This fosters acceptance and inclusion. Responsive Classroom techniques such as Morning Meeting build a sense of community within the classroom and school. The Bucket Filler Program for early grades helps students to understand how their words can be a source of encouragement or discouragement. Students practice being kind by filling other students' buckets with notes of appreciation.



## Howard B. Brunner Elementary School

(39-4670-080)

Grades Offered: PK-04

2018-2019

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### How to use this report:

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

### Navigating through the reports:

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

### Other Resources:

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

### Notes from the New Jersey Department of Education:

**Howard B. Brunner Elementary School**

(39-4670-080)

Grades Offered: PK-04

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Union
District	Scotch Plains-Fanwood School District
Principal Name	Mr. Scott Bortnick
Address	721 WESTFIELD ROAD SCOTCH PLAINS, NJ 07076
Phone Number	908-889-2148
Email Address	<a href="mailto:sbortnick@spfk12.org">sbortnick@spfk12.org</a>
Website	<a href="https://www.spfk12.org/brunner">https://www.spfk12.org/brunner</a>
Facebook	<a href="http://www.facebook.com/howardbrunnerelementary">http://www.facebook.com/howardbrunnerelementary</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	55	54	49
KG	57	76	82
1	79	62	72
2	67	78	68
3	61	68	79
4	84	58	69
Total	403	396	419

### 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	47.6%	45.5%	45.3%
Male	52.4%	54.5%	54.7%
Economically Disadvantaged Students	8.2%	5.8%	2.4%
Students with Disabilities	16.6%	16.4%	18.6%
English Learners	0.7%	0.3%	0.5%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.5%	0.3%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	71.2%	61.9%	60.1%
Hispanic	9.2%	14.9%	13.6%
Black or African American	9.2%	8.6%	8.4%
Asian	8.4%	10.1%	10.5%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	1.7%	4.3%	6.9%

### 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	55	54	49
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	57	76	82

### Enrollment by Home Language

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

Home Language	% of Students
English	90.2%
Spanish	1.9%
Urdu	1.0%
Chinese	1.0%
Russian	1.0%
Other Languages	5.0%



**Howard B. Brunner Elementary School**  
(39-4670-080)  
Grades Offered: PK-04  
2018-2019

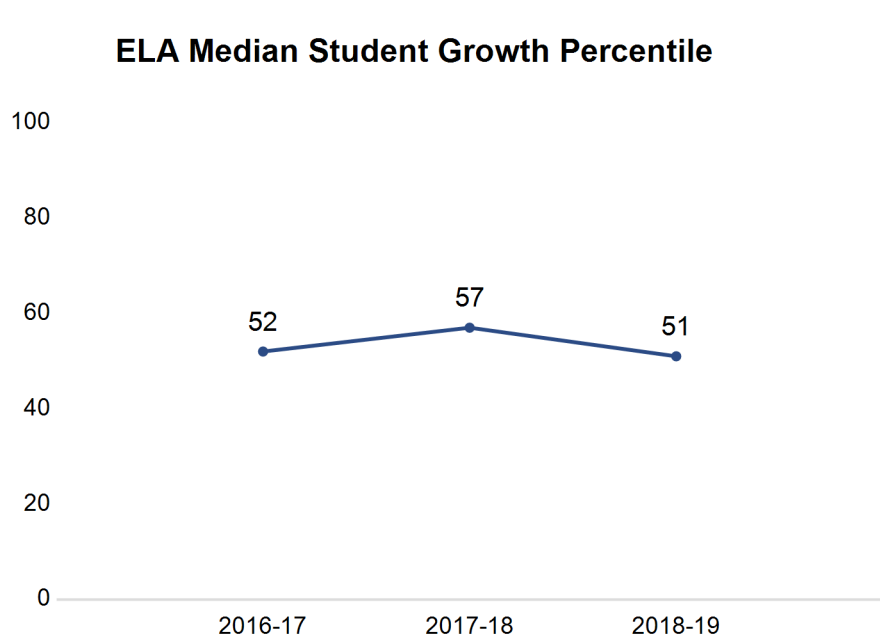
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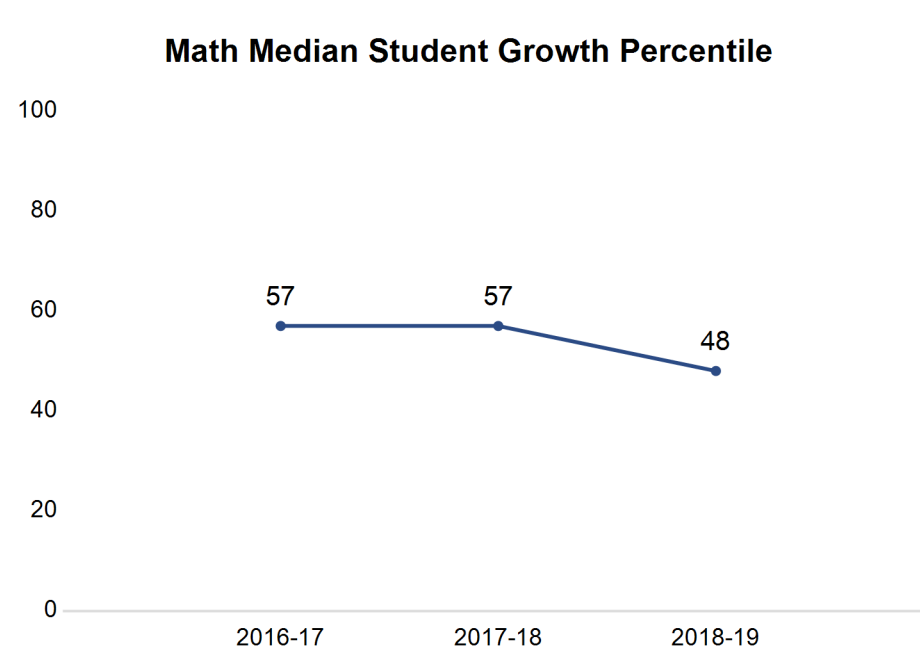
### Student Growth Trends and Progress

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

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	52	57	51	57	57	48
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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(39-4670-080)

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

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

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

## Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	51	54	50	Met Standard	48	52	50	Met Standard
White	53.5	52	50	Met Standard	49.5	50	52	Met Standard
Hispanic	*	56	49	**	*	49	47	**
Black or African American	*	56.5	45	**	*	49	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	57	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	62	49	**	*	63	52	**
Female	73	58	53	N	37	50	50	N
Male	47.5	50	47	N	51.5	52	51	N
Economically Disadvantaged Students	*	49	48	**	*	58	46	**
Students with Disabilities	52	46	43	**	48	44	45	**
English Learners	*	65	52	**	*	69	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	*	47	N	N	N	51	N



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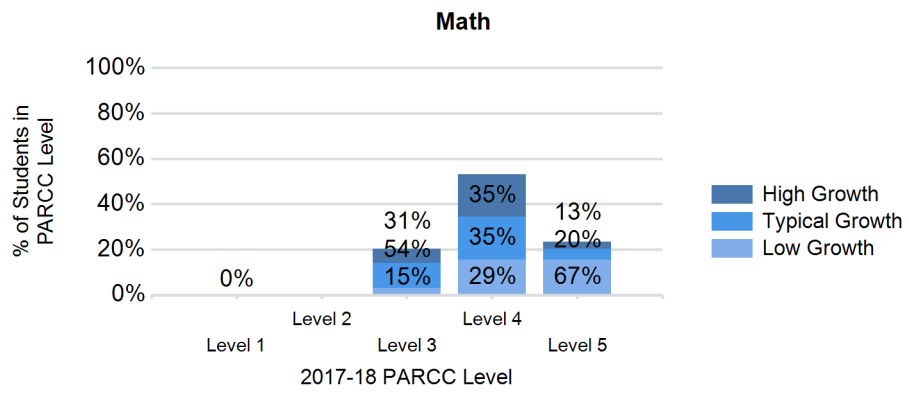
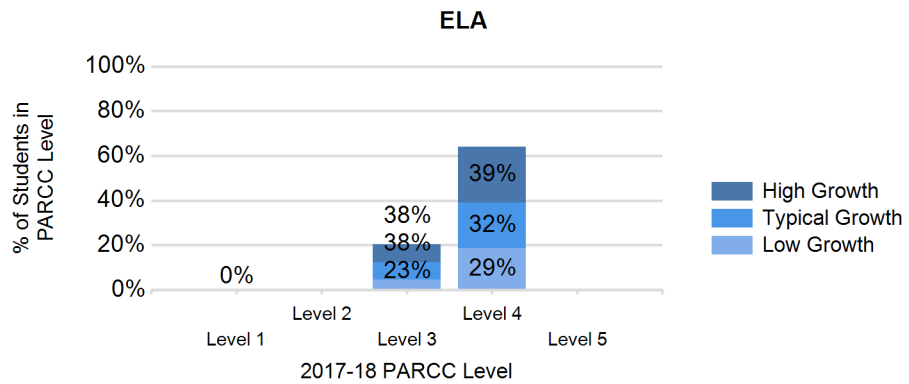
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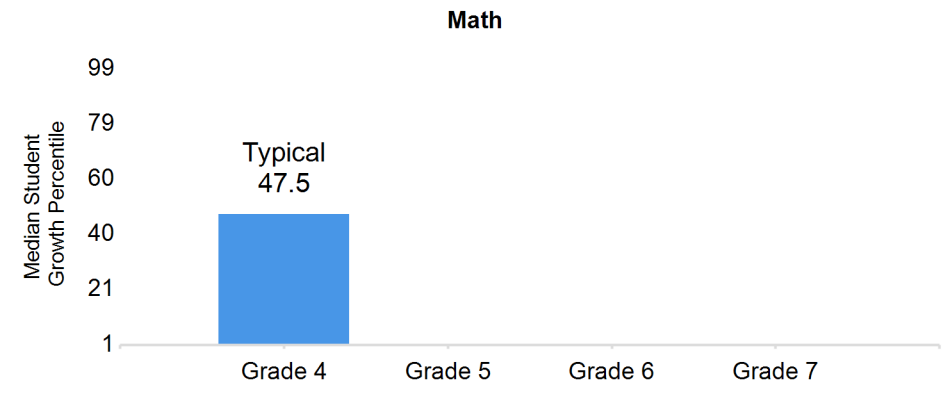
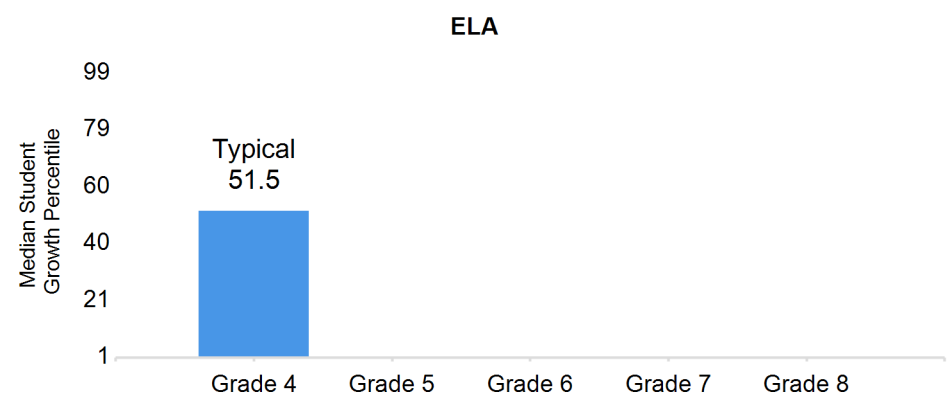
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





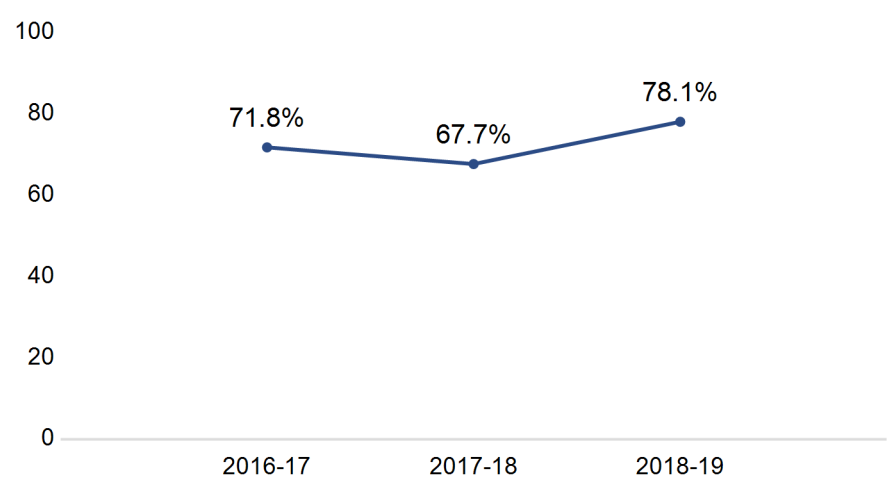
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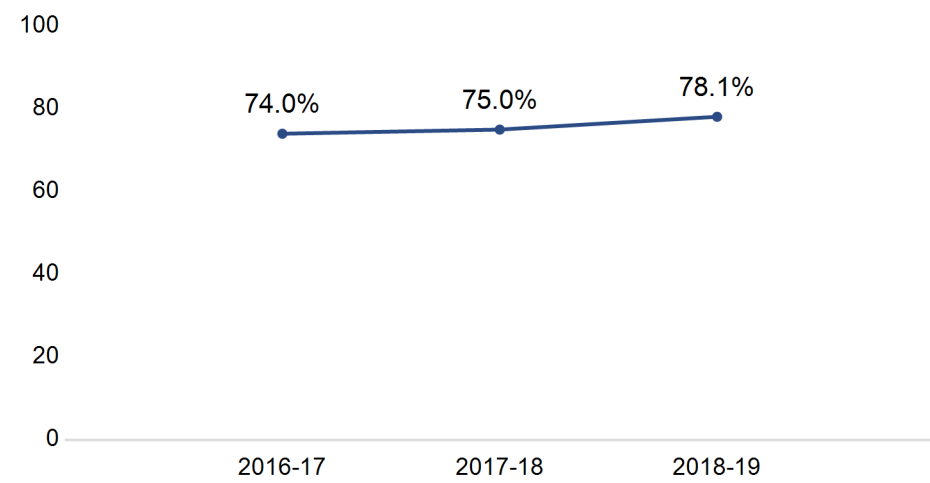
**English Language Arts and Mathematics Performance Trends**

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

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.3%	96.2%	98.7%	97.3%	96.2%	98.7%
Proficiency Rate for Federal Accountability	71.8%	67.7%	78.1%	74.0%	75.0%	78.1%
Annual Target	75.5%	75.8%	76.0%	78.7%	78.7%	78.8%
Met Annual Target?	Met Target†	Not Met	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.



**Howard B. Brunner Elementary School**  
(39-4670-080)  
Grades Offered: PK-04  
2018-2019

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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	146	98.7	78.1	78.0	57.9	78.1	76	Met Target
White	88	97.8	80.7	78.9	66.9	80.7	78.1	Met Goal
Hispanic	23	100.0	69.6	70.8	43.9	69.6	N	N
Black or African American	*	*	*	62.2	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	93.8	*	82.9	93.8	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	70	98.6	90.0	84.2	64.8	90.0		
Male	76	98.7	67.1	71.9	51.3	67.1		
Economically Disadvantaged Students	*	*	*	53.5	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	79.0	67.9	*		
Students with Disabilities	27	96.6	55.6	38.4	22.7	55.6	52.1	Met Target
Students without Disabilities	119	99.2	83.2	86.3	65.1	83.2		
English Learners	*	*	*	50.0	29.3	*	**	**
Non-English Learners	*	*	*	78.4	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



## Howard B. Brunner Elementary School

(39-4670-080)

Grades Offered: PK-04

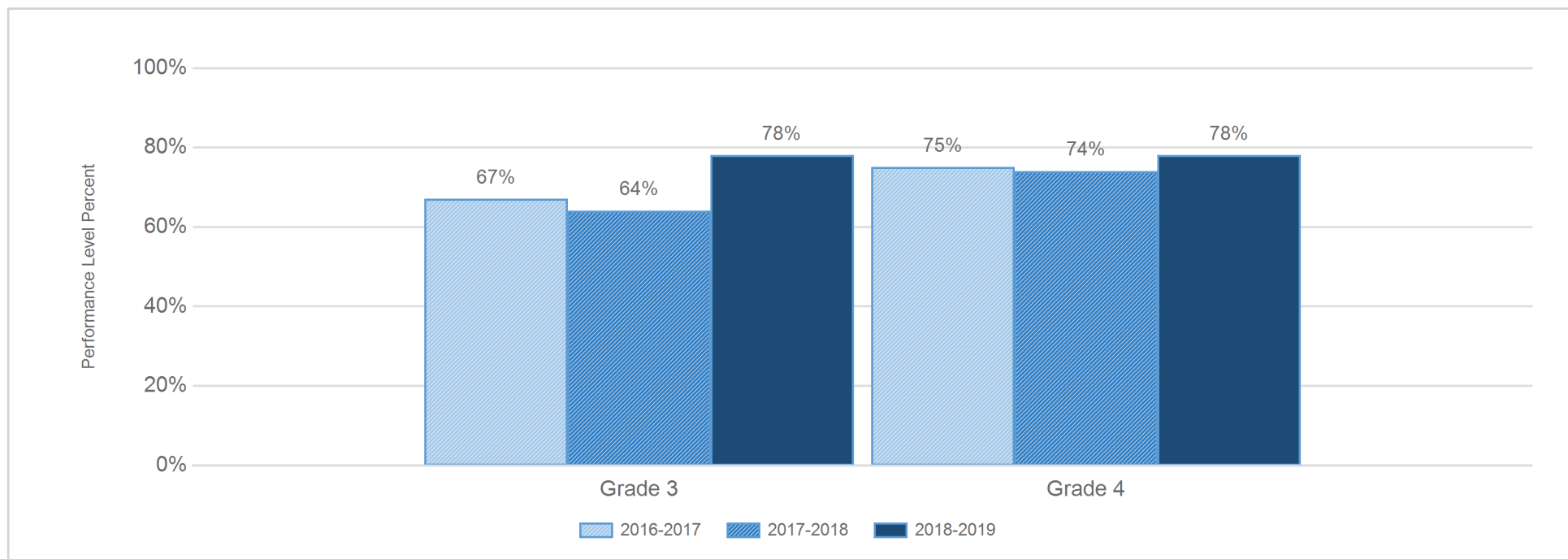
2018-2019

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## English Language Arts Assessment - Performance Trends

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





**Howard B. Brunner Elementary School**  
(39-4670-080)  
Grades Offered: PK-04  
2018-2019

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### English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	79	772	766	748	*	*	14%	65%	14%	78%	50%
White	42	774	766	757	*	*	*	*	*	83%	60%
Hispanic	17	771	*	734	*	*	*	*	*	71%	36%
Black or African American	*	*	757	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	782	756	*	*	*	*	*	*	58%
Female	41	782	771	753	*	*	*	*	*	93%	55%
Male	38	761	760	743	*	*	*	*	*	63%	46%
Economically Disadvantaged Students	*	*	743	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	766	759	*	*	*	*	*	*	61%
Students with Disabilities	13	750	741	719	*	*	*	*	*	62%	24%
Students without Disabilities	66	776	771	754	*	*	*	*	*	82%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	79	772	*	751	*	*	14%	65%	14%	78%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



**Howard B. Brunner Elementary School**  
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2018-2019

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### English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	68	769	775	755	*	*	*	57%	21%	78%	57%
White	45	770	776	763	*	*	*	58%	22%	80%	67%
Hispanic	*	*	762	743	*	*	*	*	*	*	44%
Black or African American	*	*	765	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	788	762	*	*	*	*	*	*	64%
Female	29	777	783	760	*	*	*	*	*	86%	62%
Male	39	764	769	750	*	*	*	*	*	72%	53%
Economically Disadvantaged Students	*	*	746	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	777	765	*	*	*	*	*	*	69%
Students with Disabilities	13	746	741	725	*	*	*	*	*	54%	25%
Students without Disabilities	55	775	782	761	*	*	*	*	*	84%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	68	769	*	758	*	*	*	57%	21%	78%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



**Howard B. Brunner Elementary School**  
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2018-2019

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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	146	98.7	78.1	65.7	44.5	78.1	78.8	Met Target†
White	88	97.8	78.4	66.1	54.1	78.4	80	Met Target†
Hispanic	23	100.0	69.6	59.1	28.8	69.6	N	N
Black or African American	*	*	*	42.4	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	81.3	*	76.5	81.3	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	70	98.6	80.0	66.7	44.9	80.0		
Male	76	98.7	76.3	64.6	44.2	76.3		
Economically Disadvantaged Students	*	*	*	40.3	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	66.7	54.9	*		
Students with Disabilities	27	96.6	48.1	28.6	17.4	48.1	64.4	Not Met
Students without Disabilities	119	99.2	84.9	73.3	50.0	84.9		
English Learners	*	*	*	52.9	25.0	*	**	**
Non-English Learners	*	*	*	65.9	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



## Howard B. Brunner Elementary School

(39-4670-080)

Grades Offered: PK-04

2018-2019

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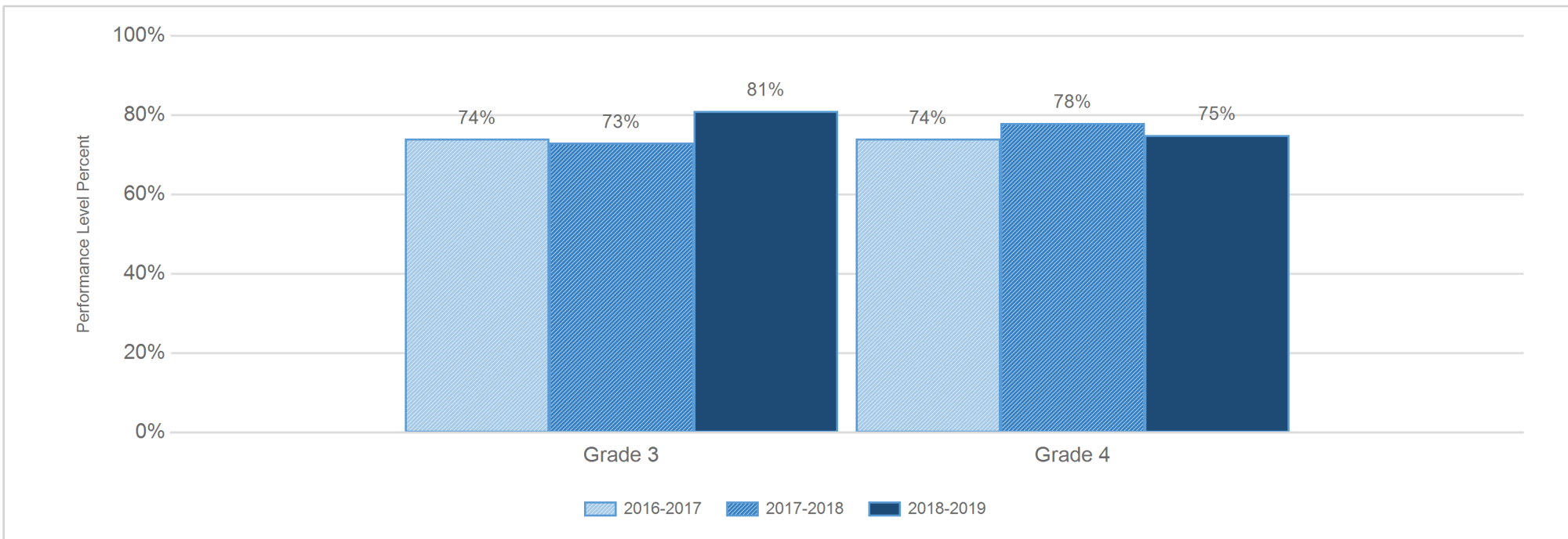
\*\* Accountability calculations require 20 or more students

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## Mathematics Assessment – Performance Trends

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



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



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2018-2019

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### Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	79	771	766	752	*	*	*	56%	25%	81%	55%
White	42	770	765	760	*	*	*	60%	24%	83%	66%
Hispanic	17	762	*	739	*	*	*	*	*	59%	40%
Black or African American	*	*	760	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	783	758	*	*	*	*	*	*	62%
Female	41	777	768	751	*	*	*	*	*	83%	54%
Male	38	765	764	752	*	*	*	*	*	79%	56%
Economically Disadvantaged Students	*	*	747	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	767	761	*	*	*	*	*	*	67%
Students with Disabilities	13	751	748	731	*	*	*	*	*	54%	31%
Students without Disabilities	66	775	770	756	*	*	*	*	*	86%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	79	771	*	754	*	*	*	56%	25%	81%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



## Howard B. Brunner Elementary School

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2018-2019

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## Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	68	763	763	749	0%	*	21%	*	*	75%	51%
White	45	764	764	757	0%	*	22%	*	*	76%	62%
Hispanic	*	*	753	737	*	*	*	*	*	*	36%
Black or African American	*	*	753	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	769	754	*	*	*	*	*	*	58%
Female	29	763	760	749	0%	*	*	*	*	76%	50%
Male	39	763	766	749	0%	*	*	*	*	74%	52%
Economically Disadvantaged Students	*	*	747	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	764	759	*	*	*	*	*	*	63%
Students with Disabilities	13	751	742	726	0%	*	*	*	*	46%	25%
Students without Disabilities	55	766	768	754	0%	*	*	*	*	82%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	68	763	*	751	0%	*	21%	*	*	75%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

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



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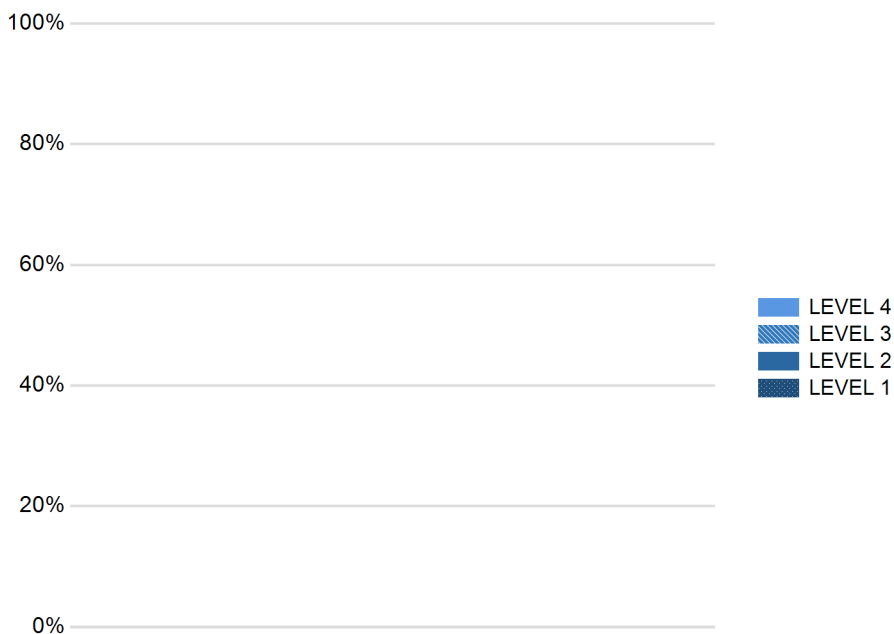
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

**NJSLA Science Assessment: Grade Summary**

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



**NJSLA Science Assessment: Grade**

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

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



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

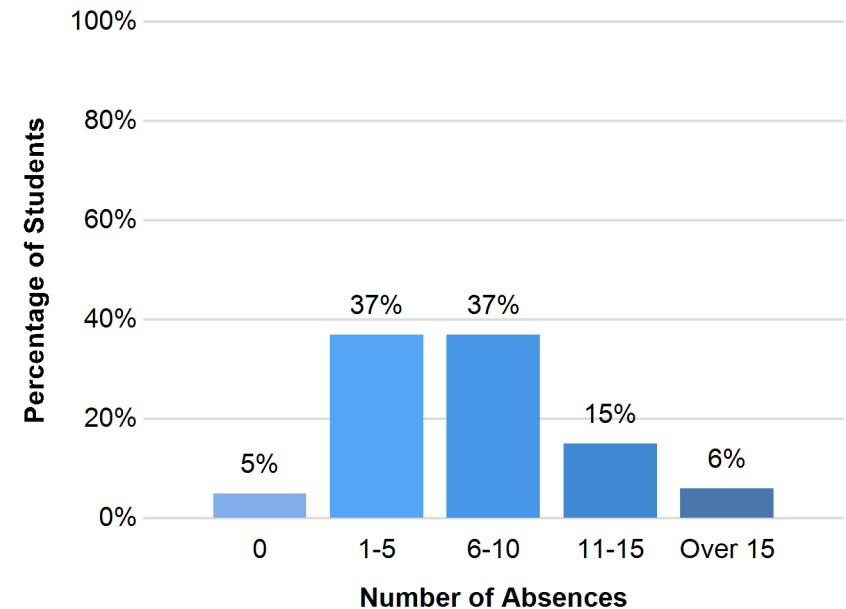
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	13	3.4	9.2	Met
White	8	3.5	9.2	Met
Hispanic	1	2.0	9.2	Met
Black or African American	1	3.0	9.2	Met
Asian, Native Hawaiian, or Pacific	2	4.3	9.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	4.5	9.2	Met
Female	7	4.0		
Male	6	3.0		
Economically Disadvantaged Students	1	7.7	**	**
Students with Disabilities	3	5.0	9.2	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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





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(39-4670-080)

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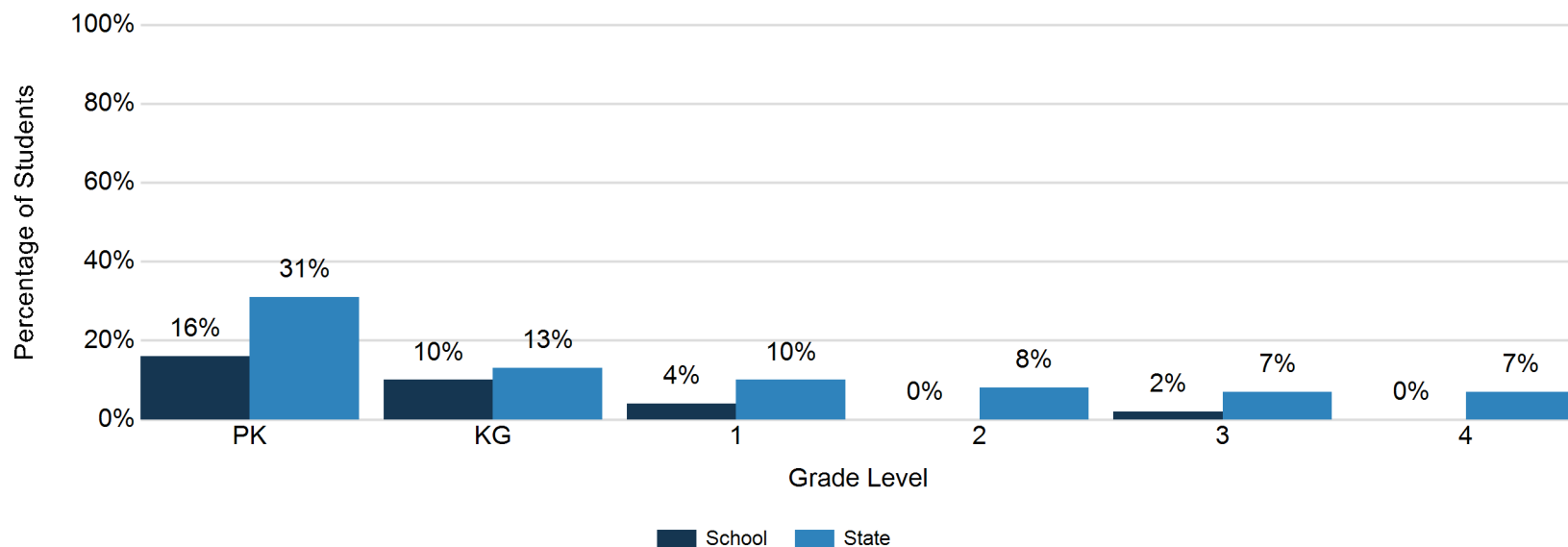
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### Chronic Absenteeism by Grade

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





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(39-4670-080)

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2018-2019

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

### Violence, Vandalism, HIB, and Substance Offenses

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

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

### Police Notifications

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

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

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

### Student Disciplinary Removals

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

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

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

N



## Howard B. Brunner Elementary School

(39-4670-080)

Grades Offered: PK-04

2018-2019

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### School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

### Device Ratios

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

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



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### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	37	118,214
Average years experience in public schools	11.9	12.1
Average years experience in district	10.7	10.8
Percentage of Teachers with 4 or more years experience in the district	67.6%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	9.6	12.0
Percentage of Administrators with 4 or more years experience in the district	79.3%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	419:1	191:1
Teachers to Administrators	37:1	15:1
Students to Librarians/Media Specialists		694:1
Students to Nurses		505:1
Students to Counselors		505:1
Students to Child Study Team Members		347:1



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.3%	91.9%	0.0%	48.4%	77.1%	54.9%
Male	54.7%	8.1%	100.0%	51.6%	22.9%	45.1%
White	60.1%	86.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	13.6%	10.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.4%	2.7%	0.0%	15.0%	6.6%	13.9%
Asian	10.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.3%	90.5%
2017-18 Administrators: Same district 2018-19	96.6%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	96.5%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

## ESSA Accountability Status

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

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

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



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## ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	71.8%	67.7%	78.1%
Math Proficiency	74.0%	75.0%	78.1%
ELA Growth	52	57	51
Math Growth	57	57	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	2.9%	2.6%	3.4%

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



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

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

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

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

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



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### Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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## School Narrative

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



### Highlights:

- Curriculum includes Everyday Math, Balanced Literacy, Global Perspectives, and Next Generation Science Standards.
- Technology incorporates a focus on student production of work through laptops, iPads, and document cameras.
- Brunner has a very active Butterfly Garden that integrates Science, Art, and Music.



### Mission, Vision, Theme:

Brunner Elementary School strives to educate and empower our community of individual learners to be successful citizens of the world. The Brunner School community is committed to equity and empowering students to achieve their goals through collaboration, flexibility and creativity.



### Awards, Recognition, Accomplishments:

Brunner School was honored with Education Enrichment Foundation of Scotch Plains-Fanwood grants that supported the integration of social emotional learning and mindfulness.



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### Courses, Curriculum, Instruction:

Language Arts instruction integrates Good Habits, Great Readers/Writers and Words Their Way: Word Study for Phonics, Vocabulary, and Spelling. Math uses EveryDay Mathematics. Science is taught through Full Option Science System (FOSS) modules. Social Studies is based on a comprehensive approach aligned with NJ Learning Standards. Special area classes include Spanish, Health and PE, Art, Library/Media and Music (vocal and instrumental).



### Clubs and Activities:

Activities are offered such as the Helping Hands which foster positive relationships between students across grade levels. A great number of PTA-sponsored activities, such as After School Enrichment and the Variety Show, reflect the commitment and importance our community places on education. A highly qualified and motivated staff is involved and supportive, completing the home-school partnership. The combination results in a wealth of opportunities for the children.



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 <p><b>Before and After School Programs:</b></p>	<p>After School Enrichment, Variety Show, and various evening activities for students and families are offered by the PTA. Parents and students enjoy our evening Instrumental and Vocal Music Concerts. Community organizations and parent volunteers offer Boy Scouts and Girl Scouts. In addition, in partnership with the Fanwood-Scotch Plains YMCA, before and after school care is available.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Professional development is delivered through three full days of professional development for teachers as well as after school options that further professional learning. Additionally, summer programs are also available for all staff focused on professional learning and curriculum development.</p>



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 <p><b>Student Supports and Services:</b></p>	<p>English Language Learners are supported at one of the district's five elementary schools. Basic Skills and QUEST (gifted/talented) teachers provide supplementary instruction for Language Arts and Math. The Intervention and Referral Services Team provides supports from staff members with expertise in different areas. Special services are provided for students in conjunction with their IEP through in-class support, Resource Room and self-contained classes as appropriate.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students participate in a comprehensive PE/health program offered by a certified PE teacher as well as extension activities in the general education classroom. Students have 30 minutes of recess daily and also have many activities sponsored by the PTA. Students are able to purchase lunch, which consists of an entree, fruit, vegetable, and choice of milk. The food service provider meets with the students, faculty and parents to learn their opinions and better serve the needs of the students.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Brunner has a Parent Teacher Association (PTA) that includes involvement from parents in grades pre-k through four. They have a number of volunteer activities throughout the year including a school wide Variety Show, Science Fair, and wonderful children's garden, among other things. They run fundraisers throughout the year to secure resources that support the students and staff.</p>



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### Facilities:

Howard Brunner Elementary School was built in 1960. There is a library/media center, art room, gymnasium, and multi-purpose room that houses vocal and instrumental music and our cafeteria. Small group instruction rooms support special programs. In recent years, air conditioned areas have been expanded. This is an on-going initiative.



### School Safety:

During the 2018-19 school year, Brunner was staffed with a Special Law Enforcement Officer to oversee the school building on a daily basis. Brunner also engages in both fire safety exercises as well as emergency response experiences to insure that in the event of an emergency students and staff respond accordingly.



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 <p>Technology and STEM:</p>	<p>Brunner school engages in activities connected with "Hour of Code" and "Week of Code" and also engages students in STEM activities through our elementary science program.</p>
 <p>Early Childhood Education:</p>	<p>In the 2018-19 school year, the Pre-K program implemented the Creative Curriculum for Preschool 6th Edition which engages students through center based instruction that is age level and developmentally appropriate.</p>



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



### Other Information

Brunner Elementary School enrolls approximately 400 students. We have a diverse population and strive to meet the needs of all students through differentiated instruction and varied learning activities. During the 2018-19 school year, Brunner supported 25 classrooms in grades pre-k through four. We had 3 half-day sections of pre-k, 2 sections of full-day self-contained pre-k, 1 section of k-2 self-contained, 4 sections of full-day kindergarten, 4 sections of first grade, 3 sections of second, 4 sections of third and 4 sections of fourth grade. Our entire staff at Brunner is committed to providing a safe, nurturing environment where children are able to demonstrate their interests, talents, abilities and love of learning. A well-defined Program of Studies includes reading and language arts literacy, math, science, social studies, Spanish (grades 2-4) and special subject areas. Teachers use formative assessments across the curriculum to evaluate the level of student understanding and adjust instruction accordingly. Our full-day kindergarten's instructional program is aligned with the NJ Kindergarten Guidelines. Teaching Strategies Gold is employed to monitor student development in a variety of learning and social emotional domains. Brunner is proud of its Service Learning initiative, which integrates social studies and language arts. Through this experience, students learn about a topic, identify groups in the school community impacted by the issues being studied, establish contact with these groups, and work on a project to address the identified challenges. Central components of this truly impressive project include student reflections on project themes through analysis of children's literature.

**J. Ackerman Coles Elementary School**

(39-4670-085)

Grades Offered: PK-04

2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**



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(39-4670-085)

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### School Contact Information

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

Type	Contact Information
County	Union
District	Scotch Plains-Fanwood School District
Principal Name	Dr. Karen Wetherell
Address	16 KEVIN ROAD SCOTCH PLAINS, NJ 07076
Phone Number	908-757-7555
Email Address	<a href="mailto:kwetherell@spfk12.org">kwetherell@spfk12.org</a>
Website	<a href="https://www.spfk12.org/coles">https://www.spfk12.org/coles</a>



## J. Ackerman Coles Elementary School

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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	51	44	41
KG	83	101	92
1	96	93	111
2	106	97	91
3	89	110	109
4	98	95	112
Total	523	540	556

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	52.2%	52.8%	51.8%
Male	47.8%	47.2%	48.2%
Economically Disadvantaged Students	3.1%	2.6%	1.4%
Students with Disabilities	15.5%	14.3%	15.8%
English Learners	0.2%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.4%	0.4%
Military-Connected Students	0.2%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	66.0%	64.1%	63.5%
Hispanic	10.9%	12.6%	12.9%
Black or African American	5.2%	5.4%	6.1%
Asian	14.7%	14.6%	14.2%
Native Hawaiian or Pacific Islander	0.4%	0.2%	0.0%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	2.7%	3.1%	3.2%

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	51	44	41
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	83	101	92

### 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	96.4%
Spanish	1.4%
Other Languages	2.2%



**J. Ackerman Coles Elementary School**  
(39-4670-085)  
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2018-2019

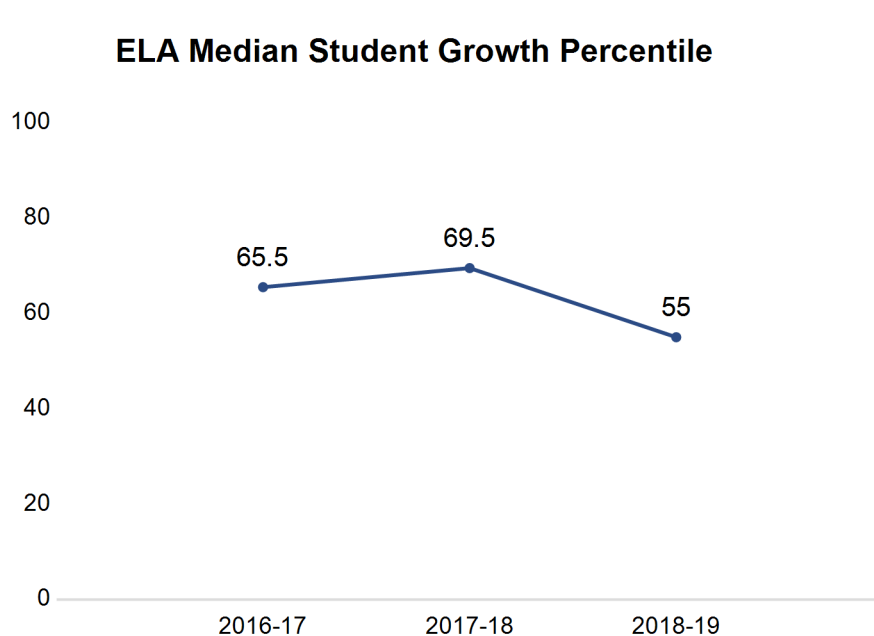
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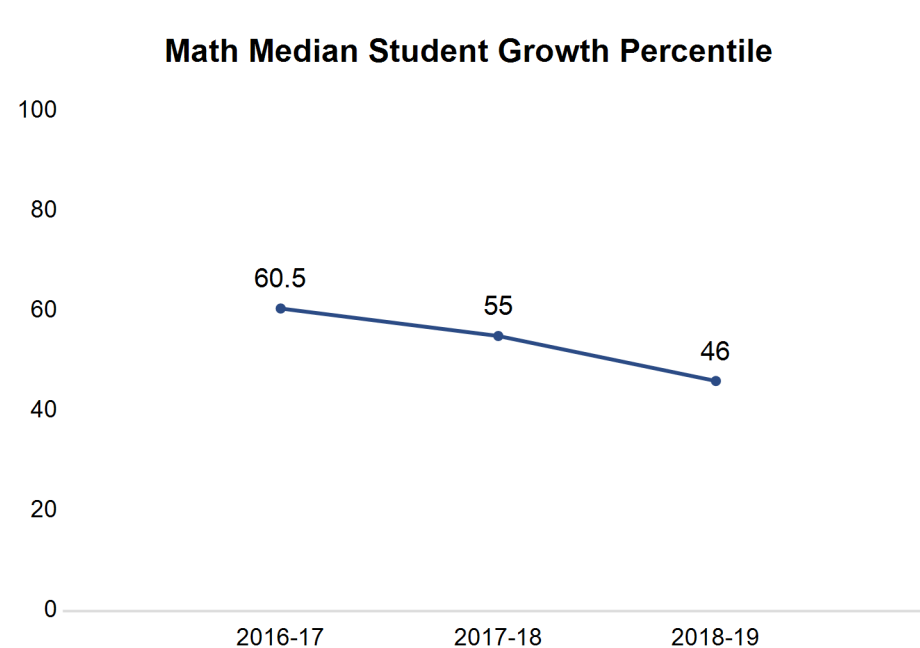
### Student Growth Trends and Progress

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

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	65.5	69.5	55	60.5	55	46
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

## Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	55	54	50	Met Standard	46	52	50	Met Standard
White	55	52	50	Met Standard	50	50	52	Met Standard
Hispanic	63	56	49	**	45.5	49	47	**
Black or African American	*	56.5	45	**	*	49	43	**
Asian, Native Hawaiian, or Pacific Islander	60	56	59	Exceeds Standard	44	57	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	62	49	**	*	63	52	**
Female	58	58	53	N	42	50	50	N
Male	53	50	47	N	61.5	52	51	N
Economically Disadvantaged Students	*	49	48	**	*	58	46	**
Students with Disabilities	58	46	43	**	42.5	44	45	**
English Learners	*	65	52	**	*	69	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	*	47	N	N	N	51	N



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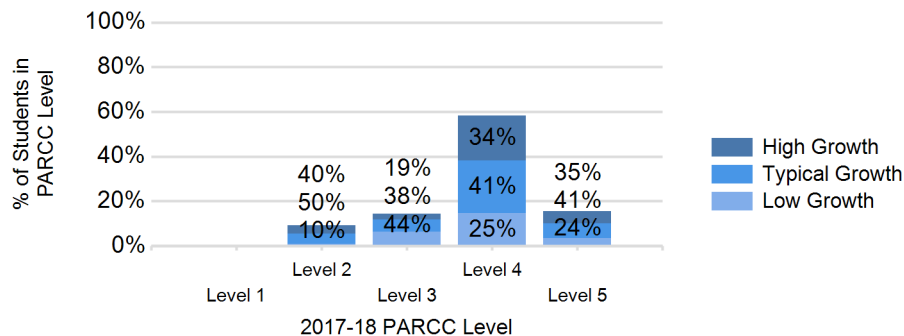
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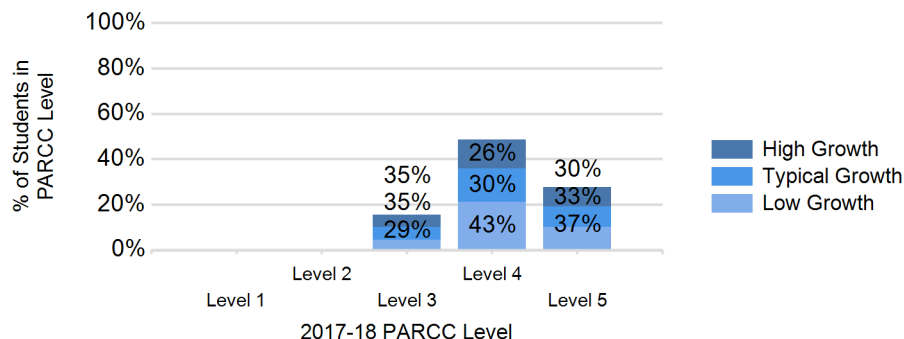
**Student Growth by Performance Level**

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

**ELA**



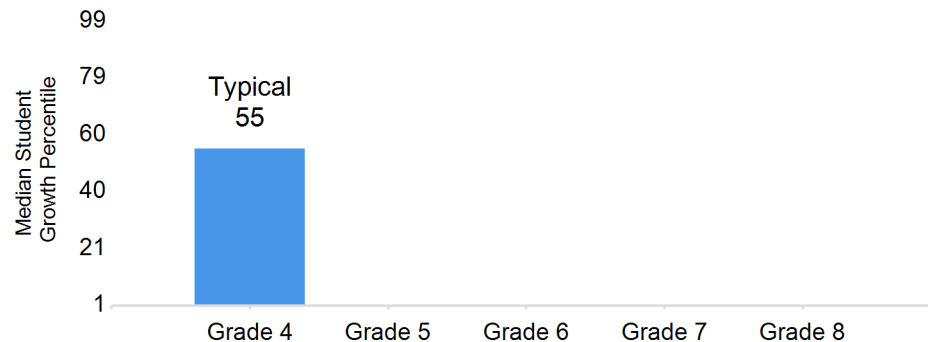
**Math**



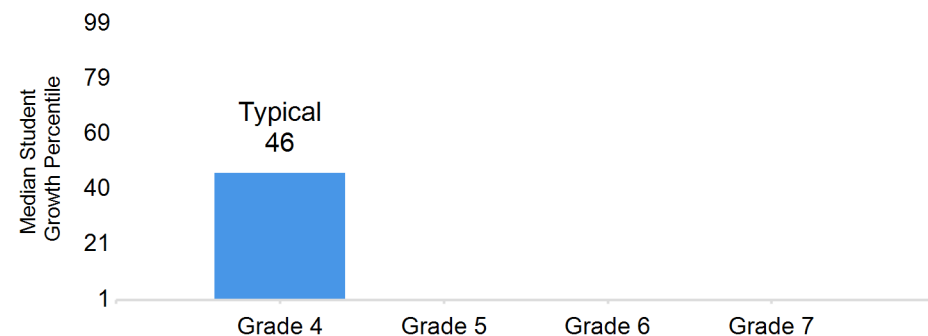
**Student Growth by Grade**

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

**ELA**



**Math**



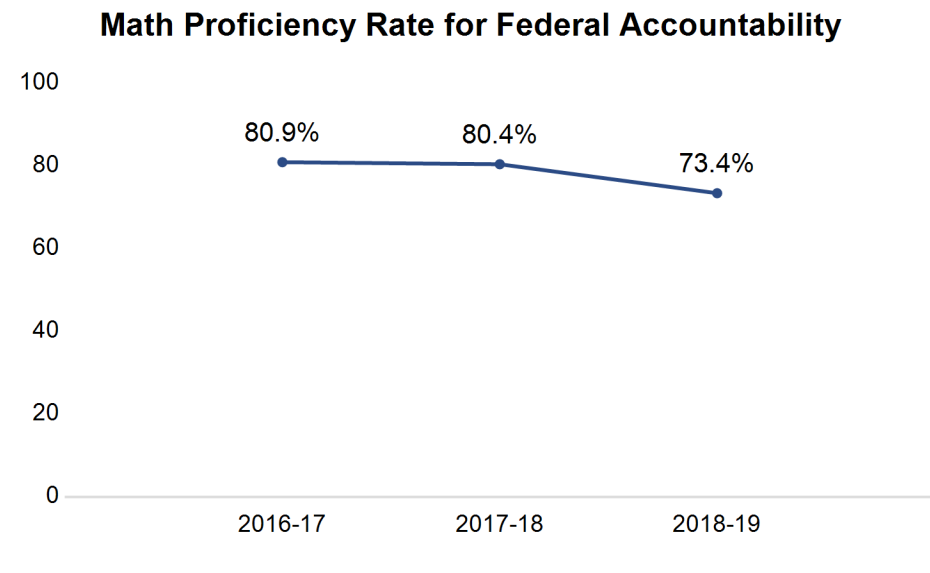
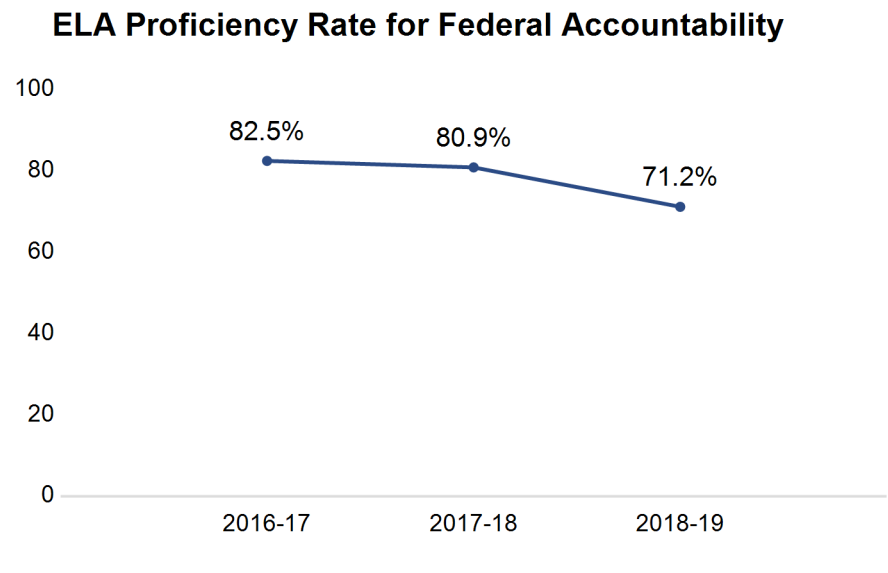


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**English Language Arts and Mathematics Performance Trends**

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.9%	99.5%	98.7%	98.9%	99.0%	98.7%
Proficiency Rate for Federal Accountability	82.5%	80.9%	71.2%	80.9%	80.4%	73.4%
Annual Target	74.9%	75.1%	75.4%	74.9%	75.1%	75.4%
Met Annual Target?	Met Goal	Met Goal	Met Target†	Met Goal	Met Goal	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	222	98.7	71.2	78.0	57.9	71.2	75.4	Met Target†
White	136	98.6	70.6	78.9	66.9	70.6	75.6	Met Target†
Hispanic	28	96.7	42.9	70.8	43.9	42.9	61	Not Met
Black or African American	*	*	*	62.2	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	37	100.0	89.2	*	82.9	89.2	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	115	100.0	75.7	84.2	64.8	75.7		
Male	107	97.3	66.4	71.9	51.3	66.4		
Economically Disadvantaged Students	*	*	*	53.5	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	79.0	67.9	*		
Students with Disabilities	35	94.6	34.3	38.4	22.7	34.1	47.4	Not Met
Students without Disabilities	187	99.5	78.1	86.3	65.1	78.1		
English Learners	*	*	*	50.0	29.3	*	**	**
Non-English Learners	*	*	*	78.4	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



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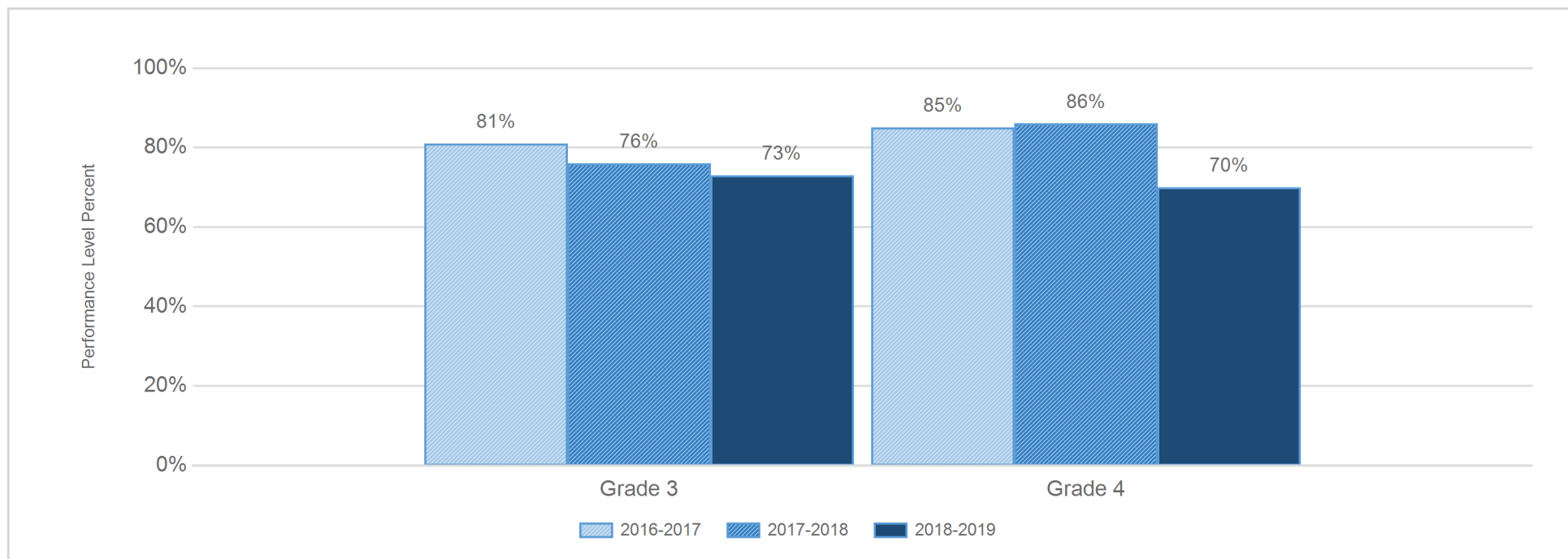
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## English Language Arts Assessment - Performance Trends

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





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## English Language Arts Assessment - Performance by Grade: Grade 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
<b>Schoolwide</b>	108	773	766	748	*	*	18%	54%	19%	73%	50%
White	66	773	766	757	*	*	20%	55%	18%	73%	60%
Hispanic	18	757	*	734	0%	*	*	*	*	44%	36%
Black or African American	*	*	757	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	15	792	773	773	0%	0%	0%	*	*	100%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	782	756	*	*	*	*	*	*	58%
Female	56	781	771	753	*	*	*	*	*	79%	55%
Male	52	766	760	743	*	*	*	*	*	67%	46%
Economically Disadvantaged Students	*	*	743	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	766	759	*	*	*	*	*	*	61%
Students with Disabilities	16	756	741	719	*	*	*	*	*	44%	24%
Students without Disabilities	92	776	771	754	*	*	*	*	*	78%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	108	773	*	751	*	*	18%	54%	19%	73%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	113	772	775	755	*	*	25%	36%	34%	70%	57%
White	69	769	776	763	*	*	25%	41%	29%	70%	67%
Hispanic	11	759	762	743	0%	*	*	*	*	36%	44%
Black or African American	*	*	765	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	21	792	784	779	0%	*	*	*	*	86%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	788	762	*	*	*	*	*	*	64%
Female	58	776	783	760	*	*	*	40%	34%	74%	62%
Male	55	767	769	750	*	*	*	33%	33%	65%	53%
Economically Disadvantaged Students	*	*	746	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	777	765	*	*	*	*	*	*	69%
Students with Disabilities	16	741	741	725	*	*	*	*	*	31%	25%
Students without Disabilities	97	777	782	761	*	*	*	*	*	76%	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	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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### 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.

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Schoolwide	222	98.7	73.4	65.7	44.5	73.4	75.4	Met Target†
White	136	98.6	75.0	66.1	54.1	75.0	75.6	Met Target†
Hispanic	28	96.7	57.1	59.1	28.8	57.1	57.2	Met Target†
Black or African American	*	*	*	42.4	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	37	100.0	86.5	*	76.5	86.5	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	115	100.0	71.3	66.7	44.9	71.3		
Male	107	97.3	75.7	64.6	44.2	75.7		
Economically Disadvantaged Students	*	*	*	40.3	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	66.7	54.9	*		
Students with Disabilities	35	94.6	45.7	28.6	17.4	45.4	45.1	Met Target
Students without Disabilities	187	99.5	78.6	73.3	50.0	78.6		
English Learners	*	*	*	52.9	25.0	*	**	**
Non-English Learners	*	*	*	65.9	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



### J. Ackerman Coles Elementary School

(39-4670-085)

Grades Offered: PK-04

2018-2019

#### Report Key:

\* Data is not displayed in order to protect student privacy

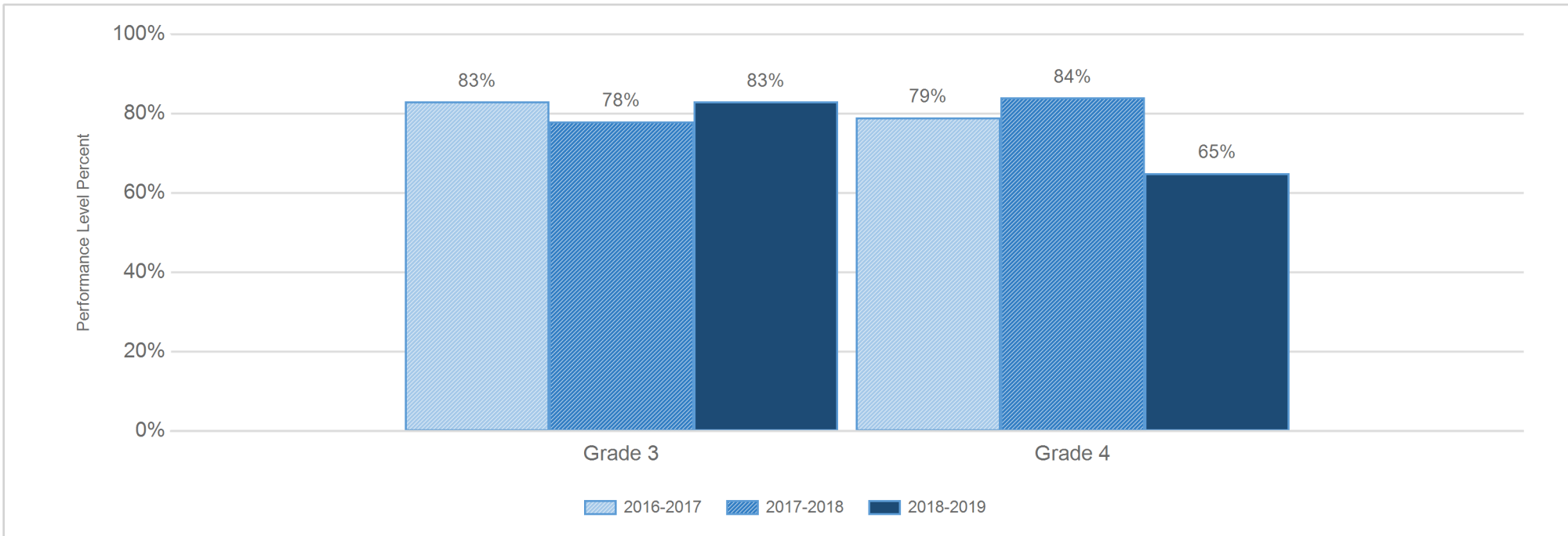
\*\* Accountability calculations require 20 or more students

**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.



**J. Ackerman Coles Elementary School**  
 (39-4670-085)  
 Grades Offered: PK-04  
 2018-2019

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### Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	108	774	766	752	*	*	13%	55%	29%	83%	55%
White	66	772	765	760	0%	*	*	61%	24%	85%	66%
Hispanic	18	758	*	739	*	*	*	*	*	67%	40%
Black or African American	*	*	760	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	15	803	784	778	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	783	758	*	*	*	*	*	*	62%
Female	56	775	768	751	*	*	*	50%	32%	82%	54%
Male	52	772	764	752	*	*	*	60%	25%	85%	56%
Economically Disadvantaged Students	*	*	747	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	767	761	*	*	*	*	*	*	67%
Students with Disabilities	16	758	748	731	*	*	*	*	*	69%	31%
Students without Disabilities	92	776	770	756	*	*	*	*	*	86%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	108	774	*	754	*	*	13%	55%	29%	83%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



**J. Ackerman Coles Elementary School**  
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2018-2019

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### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	113	764	763	749	*	*	27%	56%	10%	65%	51%
White	69	762	764	757	*	*	25%	*	*	68%	62%
Hispanic	11	744	753	737	0%	*	*	*	*	36%	36%
Black or African American	*	*	753	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	21	782	773	776	0%	0%	*	*	*	81%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	769	754	*	*	*	*	*	*	58%
Female	58	761	760	749	*	*	33%	*	*	62%	50%
Male	55	766	766	749	*	*	22%	*	*	69%	52%
Economically Disadvantaged Students	*	*	747	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	764	759	*	*	*	*	*	*	63%
Students with Disabilities	16	737	742	726	*	*	*	*	*	31%	25%
Students without Disabilities	97	768	768	754	*	*	*	*	*	71%	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	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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(39-4670-085)

Grades Offered: PK-04

2018-2019

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### DLM Alternate Assessment - Participation

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

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

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

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



**J. Ackerman Coles Elementary School**  
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 2018-2019

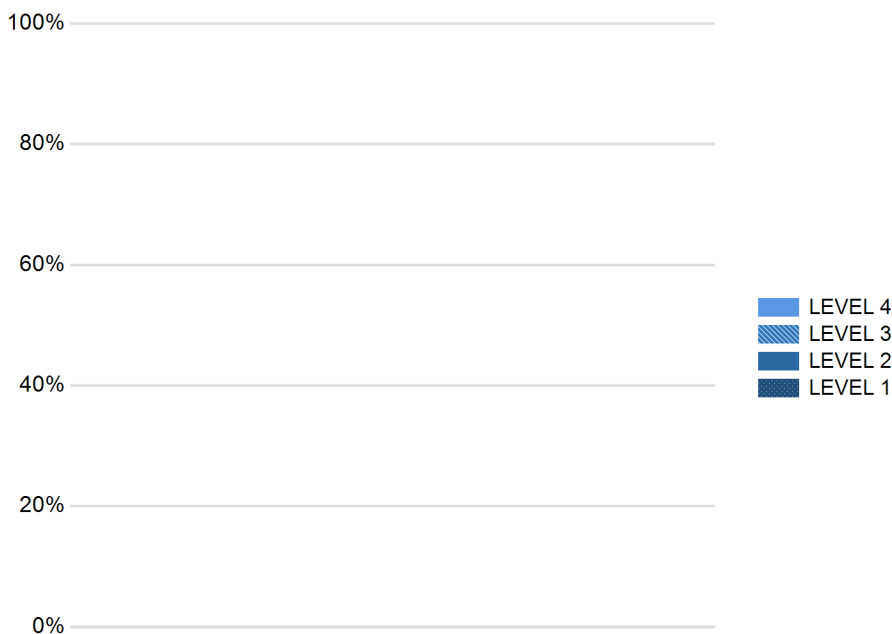
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

**NJSLA Science Assessment: Grade Summary**

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



**NJSLA Science Assessment: Grade**

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

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



## J. Ackerman Coles Elementary School

(39-4670-085)

Grades Offered: PK-04

2018-2019

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

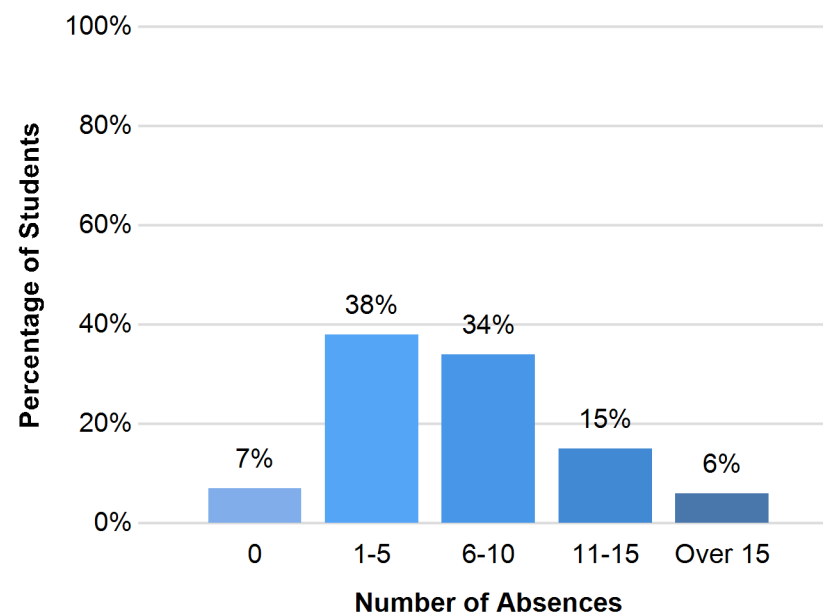
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	20	3.8	9.2	Met
White	9	2.7	9.2	Met
Hispanic	6	9.0	9.2	Met
Black or African American	2	5.7	9.2	Met
Asian, Native Hawaiian, or Pacific	3	4.0	9.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	6	2.2		
Male	14	5.6		
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	6	7.4	9.2	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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





### J. Ackerman Coles Elementary School

(39-4670-085)

Grades Offered: PK-04

2018-2019

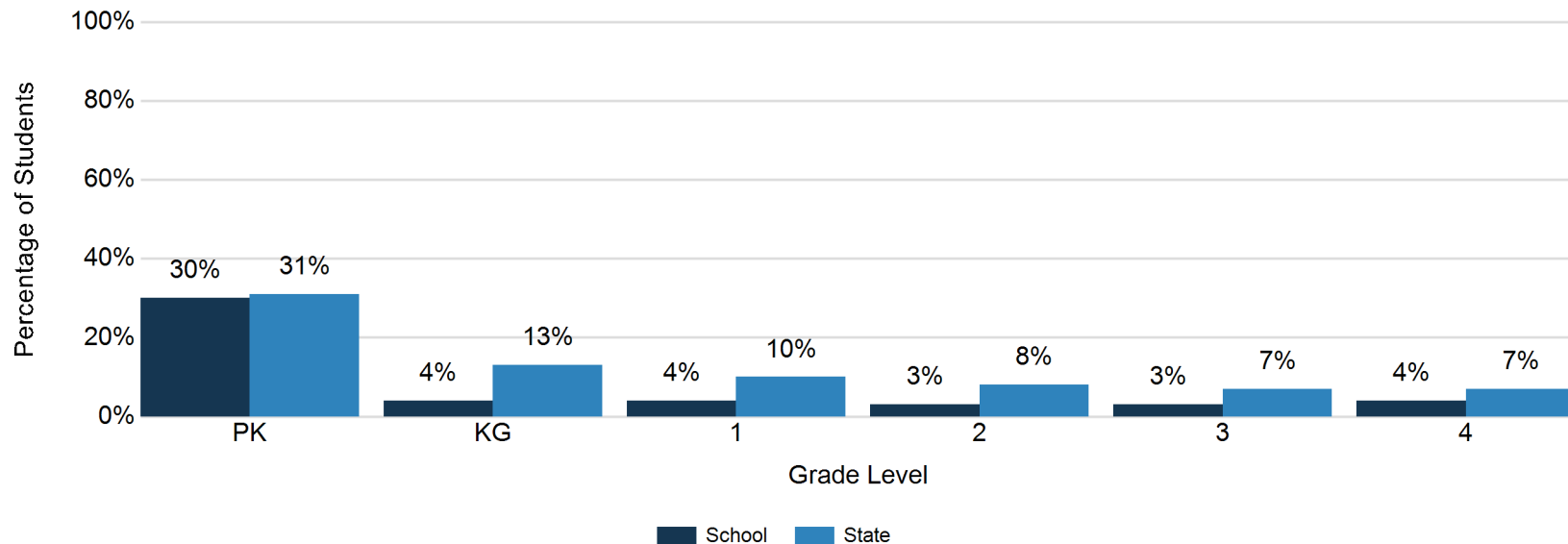
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### Chronic Absenteeism by Grade

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





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

### Violence, Vandalism, HIB, and Substance Offenses

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

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

### Police Notifications

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

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

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

### Student Disciplinary Removals

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

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

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



### J. Ackerman Coles Elementary School

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#### School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

#### Device Ratios

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

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



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### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	42	118,214
Average years experience in public schools	12.3	12.1
Average years experience in district	11.9	10.8
Percentage of Teachers with 4 or more years experience in the district	71.4%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	9.6	12.0
Percentage of Administrators with 4 or more years experience in the district	79.3%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	556:1	191:1
Teachers to Administrators	42:1	15:1
Students to Librarians/Media Specialists		694:1
Students to Nurses		505:1
Students to Counselors		505:1
Students to Child Study Team Members		347:1



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2018-2019

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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.8%	88.1%	100.0%	48.4%	77.1%	54.9%
Male	48.2%	11.9%	0.0%	51.6%	22.9%	45.1%
White	63.5%	88.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	12.9%	2.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.1%	2.4%	0.0%	15.0%	6.6%	13.9%
Asian	14.2%	4.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	2.4%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree

Teacher 43%

Admin N/A

#### Master's Degree

Teacher 57%

Admin

#### Doctoral Degree

Teacher 0%

Admin 100%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.3%	90.5%
2017-18 Administrators: Same district 2018-19	96.6%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	97.2%



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## Per-Pupil Expenditures by Source

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

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

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

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

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



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2018-2019

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

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

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

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

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

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

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

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

## ESSA Accountability Status

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

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

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



## J. Ackerman Coles Elementary School

(39-4670-085)

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 Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	82.5%	80.9%	71.2%
Math Proficiency	80.9%	80.4%	73.4%
ELA Growth	66	70	55
Math Growth	60	55	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	N
Chronic Absenteeism	4.0%	4.2%	3.8%

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



### J. Ackerman Coles Elementary School

(39-4670-085)

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2018-2019

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

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

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

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

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

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

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



**J. Ackerman Coles Elementary School**  
(39-4670-085)  
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2018-2019

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### Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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## School Narrative

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



### Highlights:

- Curriculum includes Balanced Literacy, EveryDay Math, Global Perspectives and Next Generation Science Standards.
- Technology incorporates a focus on student production of work through laptops, iPads, and document cameras.
- A working garden enhances our curriculum. Instruction is supported through chorus and band, Junior Achievement Day, Read Across America Day, and Author Visits, and coding activities in all grades.



### Mission, Vision, Theme:

J. A. Coles Elementary School strives to educate and empower our community of individual learners to be successful citizens of the world. Serving over 550 students in preschool through fourth grade, we strive to meet the needs of all students through differentiated instruction and varied instructional activities. Teachers, staff, and parents work collaboratively to provide rich, meaningful, academic and social experiences for our students.



### Awards, Recognition, Accomplishments:

Parents work with students to learn about and care for our garden. The kindergarten students count and plant sunflower seeds. First graders plant various types of lettuce and enjoy a salad party at the end of the year. Second grade students plant tomatoes and basil which are made into sauce for pizza. Third grade students study Native Americans and plant the three sister crops of corn, squash and beans. Fourth grade students beautify the school by planting bulbs and various annuals. In early Spring, all students share the task of weeding and preparing the beds for the new planting season. In late Fall, all students assist in cleaning the garden beds and covering them for the winter.



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2018-2019

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Language Arts instruction integrates Good Habits, Great Readers/Writers and Words Their Way: Word Study for Phonics, Vocabulary, and Spelling. Math uses EveryDay Mathematics. Science is taught through Full Option Science System (FOSS) modules. Social Studies is based on a comprehensive approach aligned with NJ Learning Standards. Special area classes include Spanish, Health and PE, Art, Library/Media and Music (vocal and instrumental).</p>
 <p><b>Clubs and Activities:</b></p>	<p>Many other activities beyond the curriculum, such as the Coles School Student Ambassadors and Helping Hands, and a great number of PTA-sponsored activities such as After School Enrichment, the Variety Show, and Junior Achievement, reflect the commitment and importance the community places on education. A highly qualified and motivated staff is involved and supportive, completing the home-school partnership. The combination results in a wealth of opportunity for the children.</p>



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 <p><b>Before and After School Programs:</b></p>	<p>After School Enrichment, Variety Show, and various evening activities for students and families are offered by the PTA. Parents and students enjoy our evening Instrumental and Vocal Music Concerts. Community organizations and parent volunteers offer Boy Scouts and Girl Scouts. In addition, in partnership with the Fanwood-Scotch Plains YMCA, before and after school care is available.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Professional development is delivered through three full days of professional development for teachers. Additionally, after school programs as well as summer programs are also available for all staff. Teachers in grades 1-3 have attended professional learning opportunities through the National Institute for Early Education Research.</p>



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 <p><b>Student Supports and Services:</b></p>	<p>English Language Learners are supported at one of the district's five elementary schools. Basic Skills and QUEST (gifted/talented) teachers provide supplementary instruction for Language Arts and Math. The Intervention and Referral Services Team provides supports from staff members with expertise in different areas. Special services are provided for students in conjunction with their IEP through in-class support, Resource Room and self-contained classes as appropriate.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students participate in a comprehensive PE/health program offered by the certified PE teacher as well as extension activities in the general education classroom. Students have 30 minutes of recess daily and also have many activities sponsored by the PTA. Students are able to purchase lunch, which consists of an entree, fruit, vegetable, and choice of milk. The food service provider meets with the students, faculty and parents to learn their opinions and better serve the needs of the students. Two weeks are designated as Wellness Week - one in the Fall and the second in the Spring. Students participate in wellness activities such as walking and movement breaks. All classes incorporate Mindfulness activities on a weekly basis.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>J. A. Coles has a PTA that includes involvement from parents in grades pre-k through four. They have a number of volunteer activities throughout the year including a school wide Variety Show, Science Fair, Activity Nights, amongst other things. They run fundraisers throughout the year to secure resources that support the students and staff. The PTA assists with the Coles Kids Care Program. This program provides assistance to local families.</p>



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### Facilities:

J. A. Coles Elementary School was built in 1963 and there have been several additions. There is a library/media center, art room, gymnasium, music room, and multi-purpose room, which houses instrumental music and our cafeteria. There are several small group instruction rooms and several areas of the school are air-conditioned. Fields and playground areas support active play at recess.



### School Safety:

J.A. Coles School engages in both fire safety exercises as well as emergency response exercises to insure that in the event of an emergency students and staff respond accordingly. A Class III officer is assigned to Coles School to further ensure student safety. The officer is part of the Coles Community, knowing the students and staff members. He assists with safety drills. He is present during arrival and dismissal, monitoring students and adults on school grounds. The Officer spends the day assuring the safety of the school by supervising the school grounds.



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(39-4670-085)

Grades Offered: PK-04



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 <p>Technology and STEM:</p>	<p>J.A. Coles School engages in activities connected with "Hour of Code" and "Week of Code" and also engage students in STEM activities through our elementary science program.</p>
 <p>Early Childhood Education:</p>	<p>In the 2018-19 school year, the Pre-K program readopted and implemented the Creative Curriculum for Preschool 6th Edition which engages students through center based instruction that is age level and developmentally appropriate.</p>



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### Other Information

J. A. Coles Elementary School enrolls approximately 550 students in grades pre k through grade four. We have a diverse population and strive to meet the needs of all students through differentiated instruction and varied learning activities. During the 2018-19 school year, Coles School was comprised of 27 classrooms grades pre-k through 4. We have two half-day sections of pre-k, 5 sections of full-day kindergarten, 5 sections of in all grades one through five. In addition, we provide special programs for the district: one multi-graded self-contained class for students with learning disabilities. Our entire staff at Coles is committed to providing a safe, nurturing environment where children are able to demonstrate their interests, talents, abilities and love of learning. A well-defined Program of Studies includes reading and language arts literacy, math, science, social studies, Spanish (grades 2-4) and special subject areas. Teachers use formative assessments across the curriculum to evaluate the level of student understanding and adjust instruction accordingly. Our full-day kindergarten's instructional program is aligned with the NJ Kindergarten Guidelines. Teaching Strategies Gold is employed to monitor student development in a variety of learning and social emotional domains. Teachers enhanced their professional learning through participation in the National Institute of Early Education Research professional development series on the NJ Guidelines for Early Learning in Grades K - 3. Coles School is extremely proud of the diligent and tireless efforts of the staff, the unwavering support of the parents, and the accomplishments of the students. The rapport between all and the recognition of a shared commitment to Coles School children is witnessed at special events like the Variety Show, Field Day, Junior Achievement Day, and Read Across America Day. Coles School is truly a great place to learn!



**Park Middle School**  
(39-4670-060)  
Grades Offered: 05-08  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**

**Park Middle School**

(39-4670-060)

Grades Offered: 05-08

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Union
District	Scotch Plains-Fanwood School District
Principal Name	Dr. Jocelyn Dumaresq
Address	580 PARK AVENUE SCOTCH PLAINS, NJ 07076
Phone Number	908-322-4445
Email Address	<a href="mailto:jdumaresq@spfk12.org">jdumaresq@spfk12.org</a>
Website	<a href="https://www.spfk12.org/parkms">https://www.spfk12.org/parkms</a>
Twitter	<a href="https://twitter.com/ParkMiddleSPF">https://twitter.com/ParkMiddleSPF</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
5	229	243	214
6	209	227	255
7	233	208	231
8	243	234	212
Total	914	912	912

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.6%	52.4%	51.9%
Male	50.4%	47.6%	48.1%
Economically Disadvantaged Students	6.9%	8.3%	5.3%
Students with Disabilities	15.2%	14.7%	14.7%
English Learners	1.0%	1.1%	1.1%
Homeless Students	0.0%	0.4%	0.0%
Students in Foster Care	0.1%	0.2%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.2%	0.1%

### 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	65.8%	63.4%	61.1%
Hispanic	10.6%	14.0%	15.1%
Black or African American	8.5%	8.4%	8.4%
Asian	10.4%	9.8%	10.3%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.3%
American Indian or Alaska Native	0.3%	0.1%	0.3%
Two or More Races	4.0%	4.1%	4.4%

### Enrollment by Home Language

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

Home Language	% of Students
English	93.0%
Spanish	2.0%
Chinese	1.1%
Other Languages	3.9%



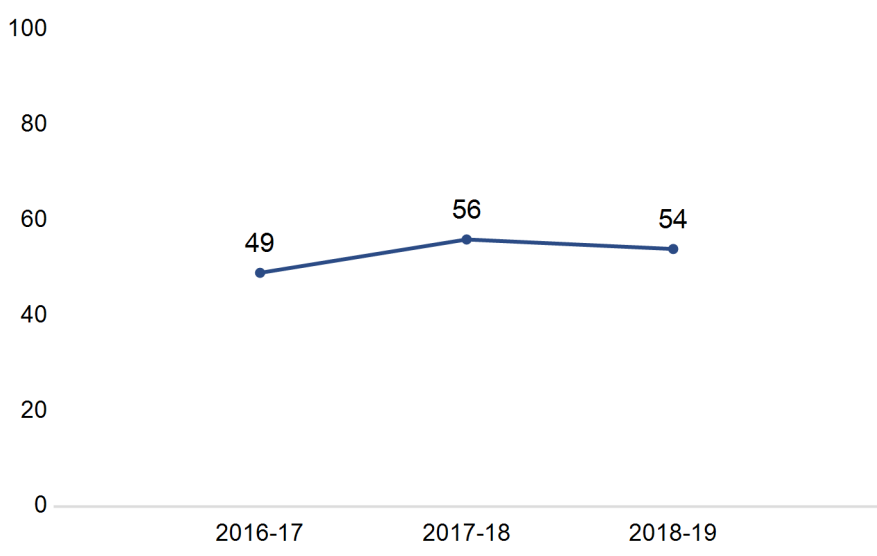
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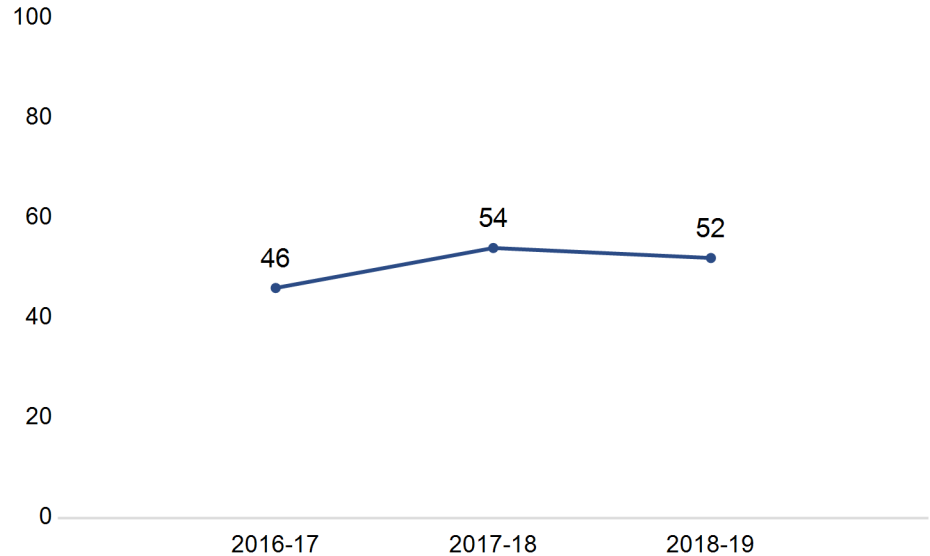
**Student Growth Trends and Progress**

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

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	49	56	54	46	54	52
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	54	54	50	Met Standard	52	52	50	Met Standard
White	51	52	50	Met Standard	51.5	50	52	Met Standard
Hispanic	54.5	56	49	Met Standard	49	49	47	Met Standard
Black or African American	55	56.5	45	Met Standard	48	49	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	62	56	59	Exceeds Standard	63.5	57	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	61.5	62	49	Exceeds Standard	64	63	52	Exceeds Standard
Female	56	58	53	N	55.5	50	50	N
Male	51	50	47	N	50	52	51	N
Economically Disadvantaged Students	50.5	49	48	Met Standard	57.5	58	46	Met Standard
Students with Disabilities	50.5	46	43	Met Standard	47.5	44	45	Met Standard
English Learners	62	65	52	**	72.5	69	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	*	*	47	N	N	N	51	N



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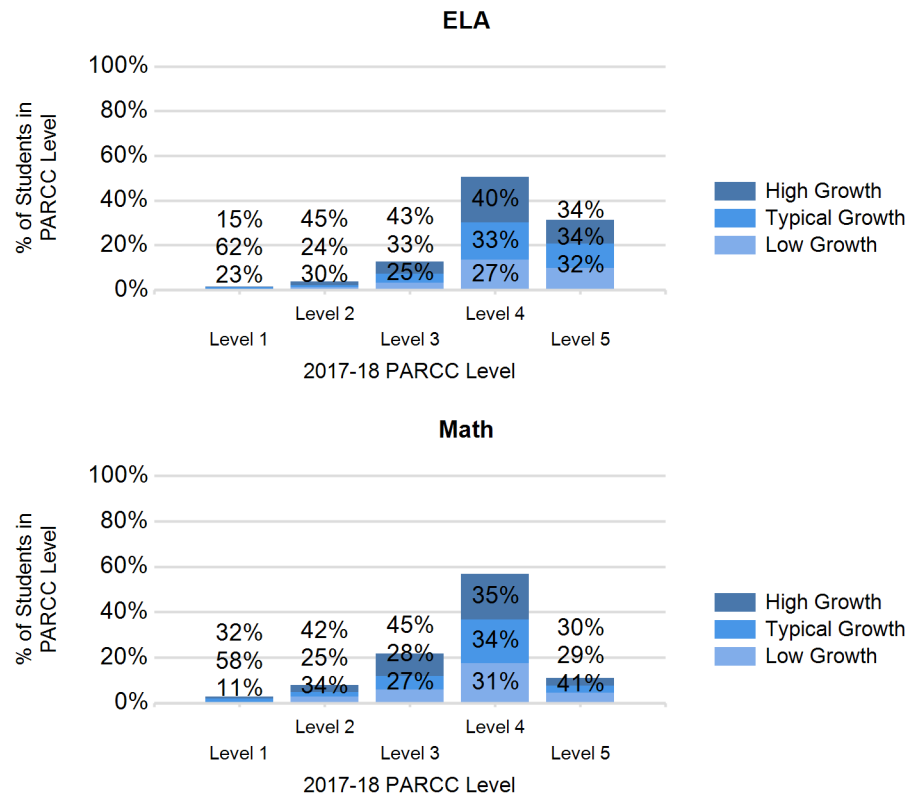
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

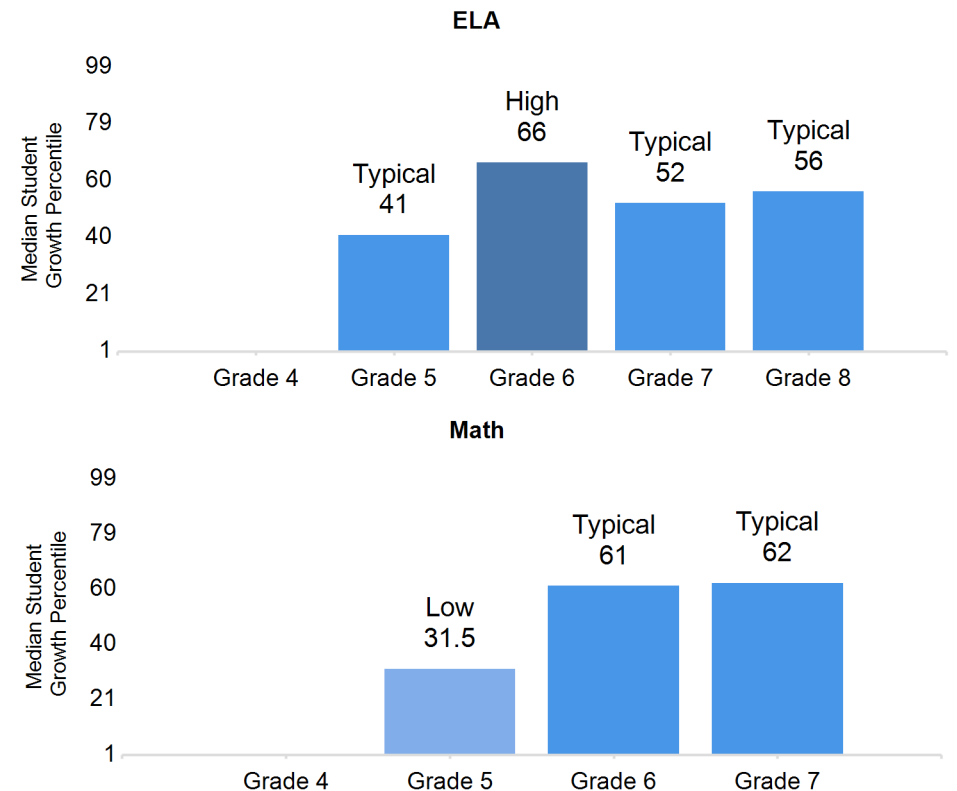
### Student Growth by Performance Level

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



### Student Growth by Grade

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





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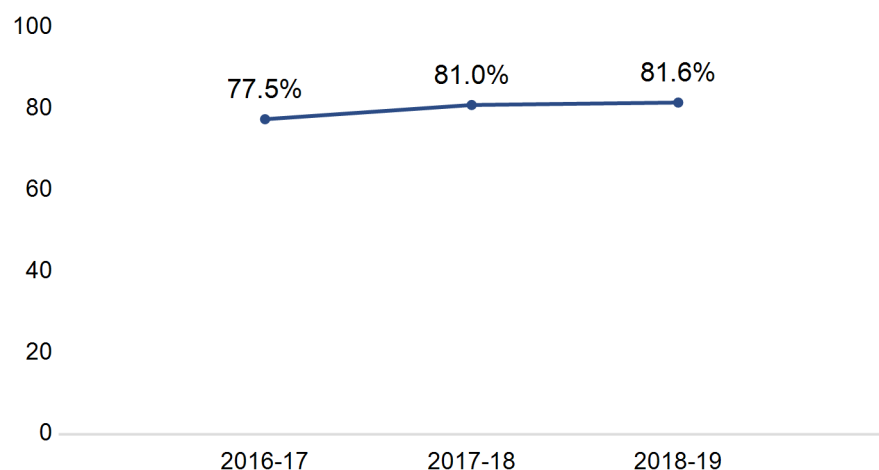
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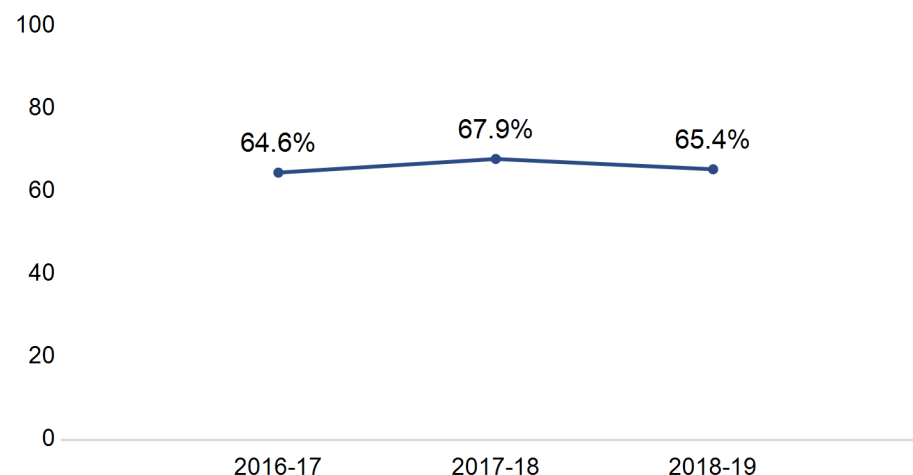
## English Language Arts and Mathematics Performance Trends

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

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.3%	98.9%	98.9%	98.9%	99.1%	98.9%
Proficiency Rate for Federal Accountability	77.5%	81.0%	81.6%	64.6%	67.9%	65.4%
Annual Target	77.2%	77.4%	77.5%	65.8%	66.6%	67.3%
Met Annual Target?	Met Target	Met Goal	Met Goal	Met Target†	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	902	98.9	81.6	78.0	57.9	81.6	77.5	Met Goal
White	549	98.6	82.3	78.9	66.9	82.3	79.5	Met Goal
Hispanic	138	99.3	81.2	70.8	43.9	81.2	67.4	Met Goal
Black or African American	77	100.0	61.0	62.2	38.5	61.0	58.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	95	100.0	88.4	*	82.9	88.4	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	80	Met Goal
Female	463	99.2	87.9	84.2	64.8	87.9		
Male	439	98.7	74.9	71.9	51.3	74.9		
Economically Disadvantaged Students	47	100.0	59.6	53.5	40.0	59.6	68.7	Met Target†
Non-Economically Disadvantaged Students	855	98.9	82.8	79.0	67.9	82.8		
Students with Disabilities	138	95.9	38.4	38.4	22.7	38.4	45.1	Met Target†
Students without Disabilities	764	99.5	89.4	86.3	65.1	89.4		
English Learners	18	100.0	44.4	50.0	29.3	44.4	**	**
Non-English Learners	884	98.9	82.4	78.4	60.6	82.4		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.

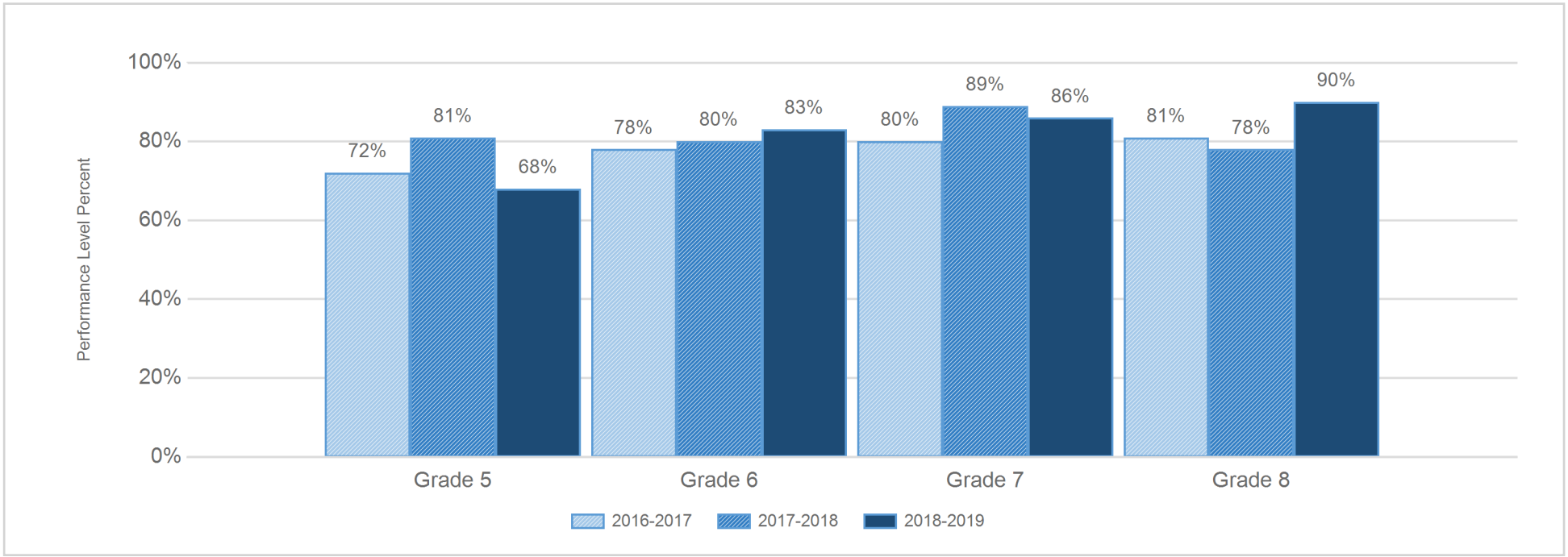


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**English Language Arts Assessment - Performance Trends**

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





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### English Language Arts Assessment - Performance by Grade: Grade 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
<b>Schoolwide</b>	211	764	766	756	*	*	21%	55%	14%	68%	58%
White	136	767	768	764	*	*	21%	57%	15%	72%	68%
Hispanic	33	752	757	743	*	*	*	*	*	58%	44%
Black or African American	21	747	*	739	*	*	*	*	*	52%	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	*	*	773	762	*	*	*	*	*	*	65%
Female	95	773	774	761	*	*	13%	*	*	79%	64%
Male	116	757	758	750	*	*	28%	*	*	59%	52%
Economically Disadvantaged Students	14	730	*	740	*	*	*	*	*	36%	39%
Non-Economically Disadvantaged Students	197	766	*	766	*	*	*	*	*	71%	69%
Students with Disabilities	43	730	731	724	30%	*	33%	*	*	30%	23%
Students without Disabilities	168	773	773	762	0%	*	18%	*	*	78%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### 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
<b>Schoolwide</b>	250	779	776	754	*	*	12%	46%	37%	83%	56%
White	158	780	776	762	*	*	12%	44%	39%	82%	65%
Hispanic	30	774	768	743	0%	*	*	*	*	90%	43%
Black or African American	19	763	764	738	*	*	*	*	*	63%	36%
Asian, Native Hawaiian, or Pacific Islander	27	784	782	780	*	0%	*	44%	41%	85%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	135	784	783	762	*	*	10%	41%	45%	86%	64%
Male	115	773	768	748	*	*	14%	52%	27%	79%	48%
Economically Disadvantaged Students	18	764	*	740	*	*	*	*	*	72%	39%
Non-Economically Disadvantaged Students	232	780	*	763	*	*	*	*	*	84%	67%
Students with Disabilities	34	741	742	722	*	*	35%	*	*	35%	19%
Students without Disabilities	216	785	782	761	*	*	8%	*	*	90%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	227	785	784	761	*	*	10%	37%	49%	86%	63%
White	137	785	784	769	0%	*	*	39%	50%	88%	72%
Hispanic	34	785	785	747	*	0%	*	38%	47%	85%	50%
Black or African American	19	753	756	741	*	*	*	*	*	53%	43%
Asian, Native Hawaiian, or Pacific Islander	26	800	802	790	0%	*	*	*	*	92%	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	128	791	792	769	*	*	*	32%	57%	89%	71%
Male	99	777	776	753	*	*	*	43%	38%	82%	55%
Economically Disadvantaged Students	*	*	757	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	786	771	*	*	*	*	*	*	73%
Students with Disabilities	29	742	744	720	*	*	*	*	*	38%	22%
Students without Disabilities	198	791	790	769	*	*	*	*	*	93%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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### English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	210	792	791	762	*	*	7%	40%	50%	90%	63%
White	116	790	790	770	*	*	*	39%	50%	89%	72%
Hispanic	39	790	789	747	*	0%	*	*	*	92%	49%
Black or African American	18	773	*	741	*	*	*	*	*	78%	43%
Asian, Native Hawaiian, or Pacific Islander	26	809	806	794	*	0%	*	*	*	96%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	11	815	*	769	*	0%	0%	*	*	100%	69%
Female	111	802	802	771	*	*	*	33%	62%	95%	71%
Male	99	781	780	753	*	*	*	48%	35%	84%	55%
Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	*	772	*	*	*	*	*	*	72%
Students with Disabilities	22	752	745	721	*	*	*	*	*	55%	22%
Students without Disabilities	188	797	799	770	*	*	*	*	*	94%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	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	*	*	*	718	*	*	*	*	*	*	27%



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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	902	98.9	65.4	65.7	44.5	65.4	67.3	Met Target†
White	549	98.6	67.0	66.1	54.1	67.0	68.3	Met Target†
Hispanic	138	99.3	60.9	59.1	28.8	60.9	56.4	Met Target
Black or African American	77	100.0	33.8	42.4	23.0	33.8	46	Not Met
Asian, Native Hawaiian, or Pacific Islander	95	100.0	82.1	*	76.5	82.1	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	77	Met Goal
Female	463	99.2	66.3	66.7	44.9	66.3		
Male	439	98.7	64.5	64.6	44.2	64.5		
Economically Disadvantaged Students	47	100.0	40.4	40.3	26.3	40.4	59.7	Not Met
Non-Economically Disadvantaged Students	855	98.9	66.8	66.7	54.9	66.8		
Students with Disabilities	138	95.9	19.6	28.6	17.4	19.6	31.9	Not Met
Students without Disabilities	764	99.5	73.7	73.3	50.0	73.7		
English Learners	18	100.0	61.1	52.9	25.0	61.1	**	**
Non-English Learners	884	98.9	65.5	65.9	46.5	65.5		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.



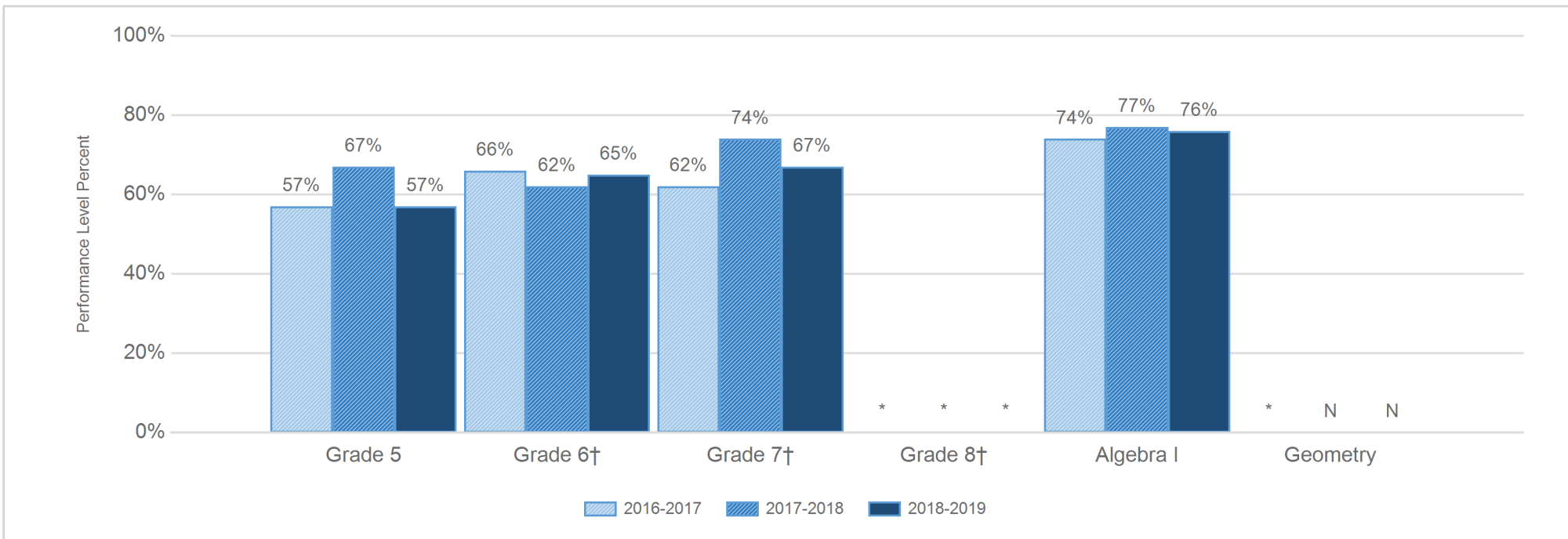
**Park Middle School**  
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**Mathematics Assessment – Performance Trends**

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



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



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### Mathematics Assessment - Performance by Grade: Grade 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
<b>Schoolwide</b>	211	751	755	747	5%	13%	26%	49%	8%	57%	47%
White	136	754	755	755	*	12%	28%	*	*	58%	58%
Hispanic	33	742	745	735	*	*	*	*	*	52%	30%
Black or African American	21	728	*	729	*	*	*	*	*	24%	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	*	*	769	753	*	*	*	*	*	*	55%
Female	95	753	756	747	0%	13%	29%	*	*	58%	47%
Male	116	750	754	747	9%	13%	22%	*	*	56%	47%
Economically Disadvantaged Students	14	732	*	732	*	*	*	*	*	29%	27%
Non-Economically Disadvantaged Students	197	753	*	757	*	*	*	*	*	59%	59%
Students with Disabilities	43	726	726	725	*	*	*	*	*	23%	19%
Students without Disabilities	168	758	761	752	*	*	*	*	*	65%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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### Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	250	759	757	741	*	*	23%	53%	12%	65%	41%
White	158	759	756	749	*	*	25%	56%	9%	66%	51%
Hispanic	30	748	747	729	0%	*	*	57%	0%	57%	24%
Black or African American	19	749	749	722	0%	*	*	*	*	47%	19%
Asian, Native Hawaiian, or Pacific Islander	27	776	771	769	0%	*	*	44%	37%	81%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	135	756	758	742	*	*	24%	*	*	63%	42%
Male	115	762	756	740	*	*	23%	*	*	68%	40%
Economically Disadvantaged Students	18	749	*	726	*	*	*	*	*	56%	21%
Non-Economically Disadvantaged Students	232	760	*	750	*	*	*	*	*	66%	53%
Students with Disabilities	34	731	728	716	*	*	35%	*	*	21%	12%
Students without Disabilities	216	763	762	746	*	*	21%	*	*	72%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



**Park Middle School**  
(39-4670-060)  
Grades Offered: 05-08  
2018-2019

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### Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	227	760	761	744	*	*	22%	49%	19%	67%	42%
White	137	761	762	751	*	*	20%	61%	15%	75%	53%
Hispanic	34	758	757	733	*	*	29%	*	*	62%	26%
Black or African American	19	727	733	727	*	53%	*	*	*	11%	21%
Asian, Native Hawaiian, or Pacific Islander	26	776	782	768	0%	*	*	*	*	73%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	128	760	762	744	*	*	23%	48%	18%	66%	42%
Male	99	760	761	743	*	*	22%	51%	19%	70%	42%
Economically Disadvantaged Students	*	*	735	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	762	751	*	*	*	*	*	*	53%
Students with Disabilities	29	724	726	718	*	*	48%	*	*	14%	13%
Students without Disabilities	198	765	767	749	*	*	19%	*	*	75%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	*	*	707	728	*	*	*	*	*	*	29%
White	*	*	702	737	*	*	*	*	*	*	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	N	N	N	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	*	*	*	731	*	*	*	*	*	*	31%
Male	*	*	*	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	*	*	707	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	707	707	*	*	*	*	*	*	10%
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	*	*	707	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	202	771	762	744	*	*	15%	60%	16%	76%	42%
White	113	767	761	752	*	*	16%	63%	11%	73%	53%
Hispanic	35	769	760	728	0%	*	*	*	*	77%	24%
Black or African American	18	750	*	725	*	*	*	*	*	56%	20%
Asian, Native Hawaiian, or Pacific Islander	25	796	*	775	0%	0%	*	*	*	92%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	11	785	779	752	0%	0%	0%	*	*	100%	51%
Female	110	774	764	745	*	*	15%	59%	19%	78%	44%
Male	92	767	761	743	*	*	14%	62%	12%	74%	41%
Economically Disadvantaged Students	*	*	734	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	763	752	*	*	*	*	*	*	52%
Students with Disabilities	13	732	730	717	*	*	*	*	*	15%	12%
Students without Disabilities	189	773	770	748	*	*	*	*	*	80%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	*	*	*	707	*	*	*	*	*	*	12%



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### Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	N	N	759	737	N	N	N	N	N	N	35%
White	N	N	760	743	N	N	N	N	N	N	43%
Hispanic	N	N	755	724	N	N	N	N	N	N	17%
Black or African American	N	N	747	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	771	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	756	745	N	N	N	N	N	N	46%
Female	N	N	762	738	N	N	N	N	N	N	36%
Male	N	N	756	736	N	N	N	N	N	N	34%
Economically Disadvantaged Students	N	N	744	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	N	N	759	743	N	N	N	N	N	N	43%
Students with Disabilities	N	N	742	712	N	N	N	N	N	N	*
Students without Disabilities	N	N	761	741	N	N	N	N	N	N	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	N	N	*	738	N	N	N	N	N	N	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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## DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
5	*	*
6	*	*
7	*	*
8	*	*

## English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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



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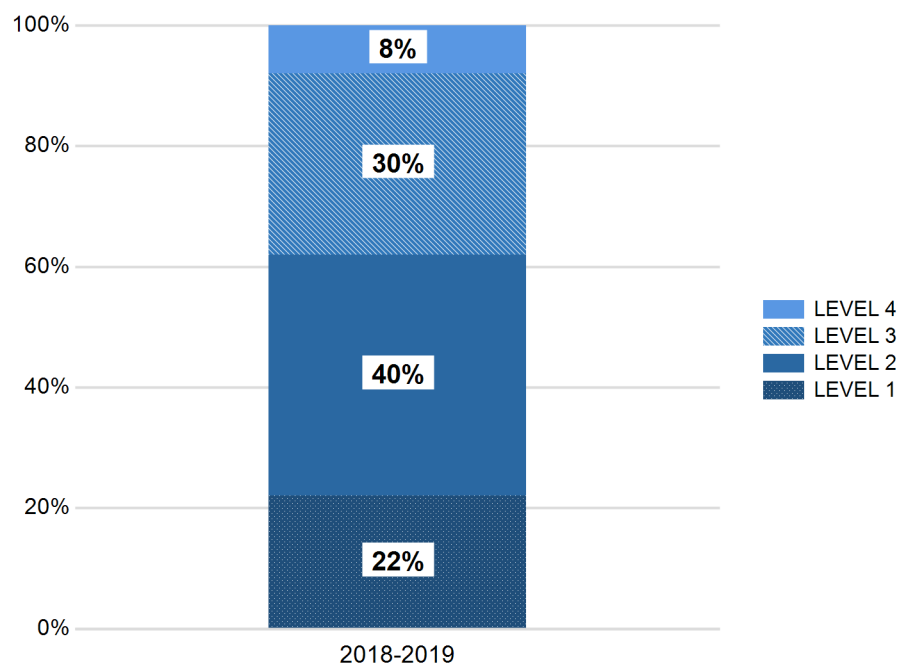
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	22	40	30	8
White	18	42	30	10
Hispanic	30	45	24	0
Black or African American	52	33	14	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	25	33	36	6
Male	19	47	25	9
Economically Disadvantaged Students	62	31	8	0
Non-Economically Disadvantaged Students	19	41	31	8
Students with Disabilities	51	37	5	7
Students without Disabilities	14	41	37	8
English Learners	N	N	N	N
Non-English Learners	22	40	30	8
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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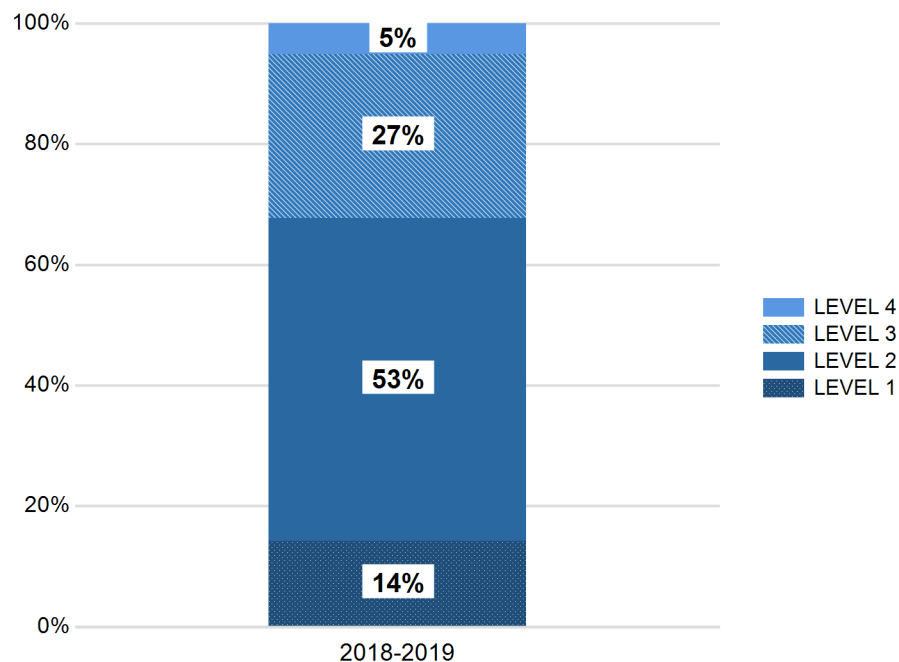
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### NJSLA Science Assessment: Grade 8 Summary

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



### NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	14	53	27	5
White	14	55	28	3
Hispanic	13	59	23	5
Black or African American	28	61	11	0
Asian, Native Hawaiian, or Pacific Islander	12	38	38	12
American Indian or Alaska Native	N	N	N	N
Two or More Races	9	36	36	18
Female	13	50	30	7
Male	16	57	24	3
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	45	50	5	0
Students without Disabilities	11	53	30	6
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*



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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	255
7	0	0	231
8	204	0	210
Total	204	0	696

### 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	130	23	103	0	0	0	0
7	115	26	84	0	0	0	0
8	87	19	99	0	0	0	0
Total	332	68	286	0	0	0	0



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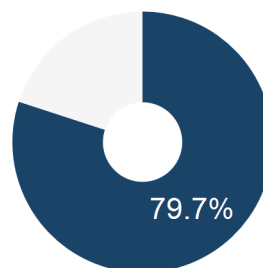
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## Visual and Performing Arts – Course Participation

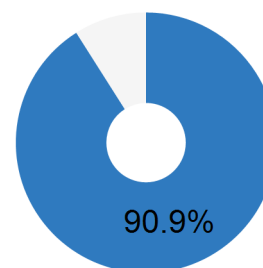
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 6-8:**

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

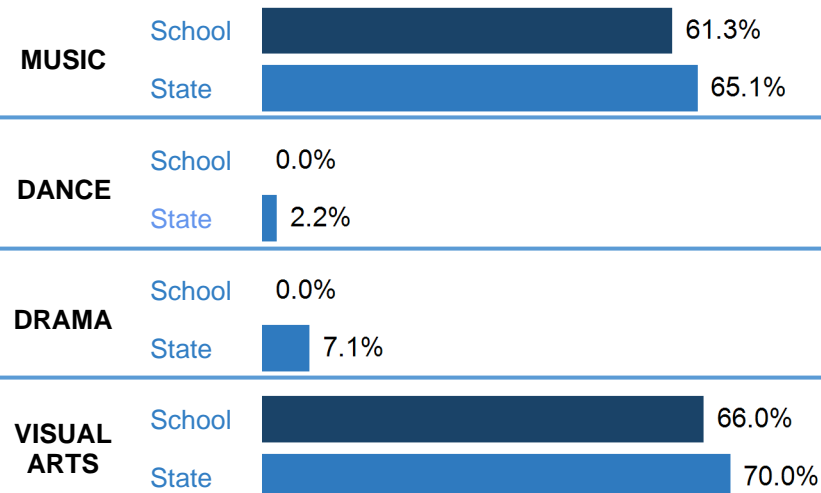


School



State

Students enrolled in one or more classes by discipline:





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

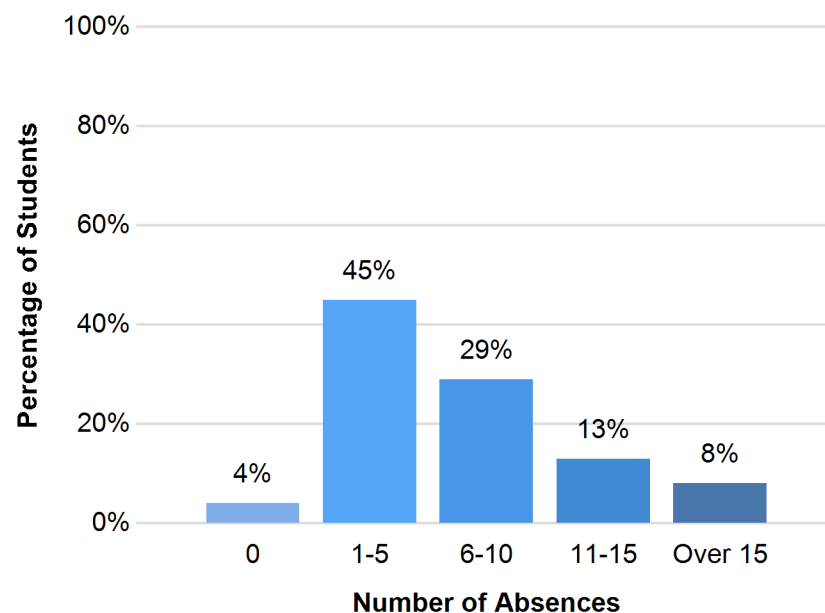
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	53	5.8	8.7	Met
White	36	6.4	8.7	Met
Hispanic	6	4.3	8.7	Met
Black or African American	6	7.6	8.7	Met
Asian, Native Hawaiian, or Pacific	0	0	8.7	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	8.7	Not Met
Female	27	5.7		
Male	26	5.8		
Economically Disadvantaged Students	3	6.4	8.7	Met
Students with Disabilities	14	9.7	8.7	Not Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	*	*		

### Days Absent

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





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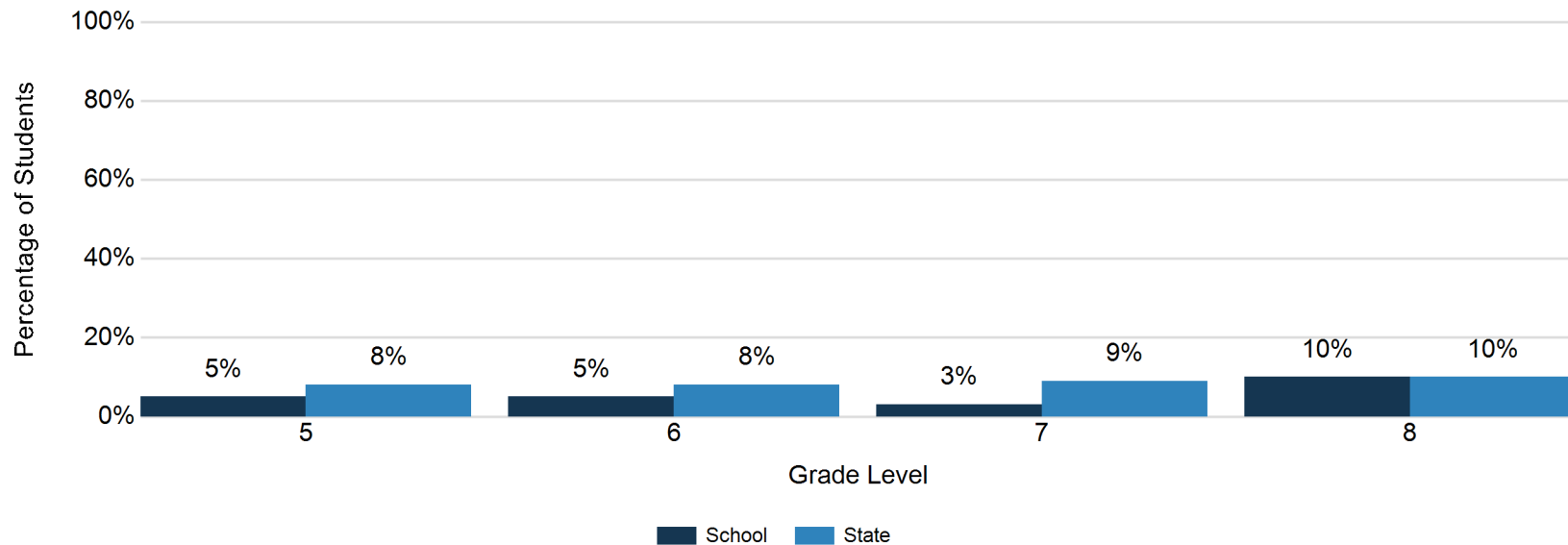
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### Chronic Absenteeism by Grade

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





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

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.10

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	1	0	1
Other	2	5	7
No Identified Nature	0		0

### Police Notifications

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

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

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	11	1.2%
Out-of-School Suspensions	*	*
Any Suspension	12	1.3%
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

\*



**Park Middle School**  
 (39-4670-060)  
 Grades Offered: 05-08  
 2018-2019

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**School Day**

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 41 Mins
Shared Time - Instructional Time	5 Hrs. 41 Mins.

**Device Ratios**

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

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



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	83	118,214
Average years experience in public schools	8.8	12.1
Average years experience in district	8.4	10.8
Percentage of Teachers with 4 or more years experience in the district	75.9%	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	29	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	9.6	12.0
Percentage of Administrators with 4 or more years experience in the district	79.3%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	456:1	191:1
Teachers to Administrators	42:1	15:1
Students to Librarians/Media Specialists		694:1
Students to Nurses		505:1
Students to Counselors		505:1
Students to Child Study Team Members		347:1



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.9%	81.9%	100.0%	48.4%	77.1%	54.9%
Male	48.1%	18.1%	0.0%	51.6%	22.9%	45.1%
White	61.1%	90.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	15.1%	6.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	10.3%	2.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	1.2%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.3%	90.5%
2017-18 Administrators: Same district 2018-19	96.6%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	97.4%



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## Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

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

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



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### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	77.5%	81.0%	81.6%
Math Proficiency	64.6%	67.9%	65.4%
ELA Growth	49	56	54
Math Growth	46	54	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	6.3%	4.6%	5.8%

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



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

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

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

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

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

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



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### Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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## School Narrative

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



### Highlights:

- We continue to implement a flexible Professional Development Program that is responsive to teachers' needs. We continue to celebrate that many of our offerings are teacher initiated and teacher led.
- Arts integration in writing is a continuing focus through professional development labs with students and faculty.
- Park Middle School is committed to supporting and nurturing students' social and emotional development through mindfulness, resilience and empowerment.



### Mission, Vision, Theme:

Park Middle School strives to educate and empower our community of individual learners to be successful citizens of the world. We encourage every student to explore, connect and persist - explore interests and friendships, create connections to the social and academic fiber of the school and practice persistence in pursuit of personal and educational goals.



### Awards, Recognition, Accomplishments:

Park received two grants from the Educational Enrichment Foundation of Scotch Plains-Fanwood. One grant from the EEF was to supplement our school garden with kindness rocks. The second was to create a little library out in front of Park. Similarly, our students won various awards for PTA Reflections contest, including a National winner.



**Park Middle School**

(39-4670-060)

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### Courses, Curriculum, Instruction:

All students in grades 5 - 8 take the following courses: language arts, writing workshop, mathematics, science, social studies and world language. Fifth, sixth and eighth grade students have an art experience; seventh grade students explore industrial technology. Students in every grade level may elect to participate in our outstanding music program through band and/or chorus.



### Clubs and Activities:

Students may participate in clubs and after school activities such as Computer Club, Environmental Club, Homework Club, Jazz Band, PALS (Peer and Leadership Support), Student Council, newspaper, yearbook, Science Olympiad, math enrichment, a musical production, select chorus, STEAM club, and Choose Your Own Adventure Club.



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 <p><b>Before and After School Programs:</b></p>	<p>Students who have been identified as needing extra support in language arts and mathematics may participate in our iSquared Program. This after school program runs throughout the year and focuses on hands-on, collaborative projects. In addition, in partnership with the Fanwood-Scotch Plains YMCA, an after school care program is available.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>All staff members participate in bi-monthly professional learning communities at their school and with their content area colleagues across the district. The district also offers optional professional development sessions on a variety of topics throughout the year. These offerings are in addition to the district-wide professional development days where teacher leaders spearhead the sessions.</p>






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 <p><b>Student Supports and Services:</b></p>	<p>Experiences for academically talented children in grades five through eight are offered through the QUEST (Question, Understand, Explore, Seek, Think) Program. The district offers three distinct course placements for special education students: in-class support, resource room, and self-contained classes. Additionally, Park has an active Intervention and Referral Services Committee to identify and support students who may struggle. English Language Learners benefit from specific instruction at Park.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Aside from participating in regular physical education, all students have had the opportunity to participate in Walk to School Day, co-sponsored by the Fanwood-Scotch Plains YMCA. In addition, students collaborate with food services to suggest healthy options for lunch.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Park Middle has an active PTA that helps sponsor a variety of events like our assemblies and the Book Fair. Last year, parents also had the opportunity to attend a workshop given in conjunction with the Scotch Plains Police on Cyber Safety. The district also hosts PowerSchool, which provides access to a parent portal. Park also collaborates with its Municipal Alliance and the Educational Enrichment Foundation of Scotch Plains-Fanwood, a local educational foundation that awards grants.</p>



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#### Facilities:

Park Middle School was built in 1926, making the building 93 years old. Park's facilities include the "Field of Dreams" complex, which has five athletic fields that are jointly supported by the school district, Scotch Plains Township and Fanwood Borough.



#### School Safety:

At Park Middle School, school safety is a top priority. As a result of the district's partnership with the Township, Park has been granted the assistance of an SLEO officer.



**Park Middle School**

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### Technology and STEM:

Math Expo classes lead instructional units with STEAM themes. Students can also participate in STEAM club.



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### Other Information

The fifth grade instructional program is primarily a self-contained environment with a strong emphasis on mathematics, language arts literacy, science, and social studies. In addition to these core subjects, students experience three world languages, fine arts and physical education/health. Understanding the importance and effectiveness of small learning communities, the departmentalized sixth, seventh, and eighth grade instructional programs are structured on a team concept. Students engage in classes in language arts, writing workshop, mathematics (Connected Math), science, social studies and world language (selecting from Spanish, French, and Italian) as well as physical education and health. Art is taught in grades six and eight and technology education takes place in grade seven. All students can elect to take band with supportive small group lessons and/or chorus. Recognizing the importance of the social and emotional growth of students, the middle school program incorporates a student-centered advisory program, entitled S.T.A.R. (Students Taking Academic Responsibility), for students in grades six through eight. In small group settings, students participate in interactive modules that afford them the opportunity to forge stronger relationships with teachers, develop stronger interpersonal skills, and expand their understanding of specific topics of interest to middle school students. Additionally, the S.T.A.R. program is designed to enhance students' citizenship, while bolstering a positive school climate through a variety of character education experiences. For the coming year, the S.T.A.R. program will continue to focus on digital citizenship, specifically how students can be more thoughtful consumers and producers of information online. As more and more learning becomes digital, as is the case for our teachers and students using Google Classroom, we believe this to be an important focus.



**School One Elementary**  
 (39-4670-070)  
 Grades Offered: PK-04  
 2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
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**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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



**School One Elementary**  
(39-4670-070)  
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
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### School Contact Information

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

Type	Contact Information
County	Union
District	Scotch Plains-Fanwood School District
Principal Name	Mr. Justin Fiory
Address	563 WILLOW AVENUE SCOTCH PLAINS, NJ 07076
Phone Number	908-322-7731
Email Address	<a href="mailto:jfiory@spfk12.org">jfiory@spfk12.org</a>
Website	<a href="https://www.spfk12.org/schoolone">https://www.spfk12.org/schoolone</a>
Twitter	<a href="https://twitter.com/@school1spf">https://twitter.com/@school1spf</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	29	29	27
KG	64	66	69
1	62	77	71
2	86	62	79
3	85	88	61
4	80	83	90
Total	406	405	397

### 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	47.3%	45.4%	43.8%
Male	52.7%	54.6%	56.2%
Economically Disadvantaged Students	9.6%	8.9%	10.6%
Students with Disabilities	15.3%	15.3%	16.9%
English Learners	5.9%	5.7%	7.1%
Homeless Students	0.0%	1.2%	0.3%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	63.1%	57.3%	60.2%
Hispanic	13.3%	22.5%	17.9%
Black or African American	7.6%	6.4%	6.5%
Asian	11.8%	9.4%	10.8%
Native Hawaiian or Pacific Islander	0.2%	0.5%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.3%
Two or More Races	3.9%	4.0%	4.3%

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	29	29	27
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	64	66	69

### Enrollment by Home Language

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

Home Language	% of Students
English	89.7%
Spanish	3.0%
Chinese	1.8%
Portuguese	1.3%
Arabic	1.0%
Other Languages	3.3%



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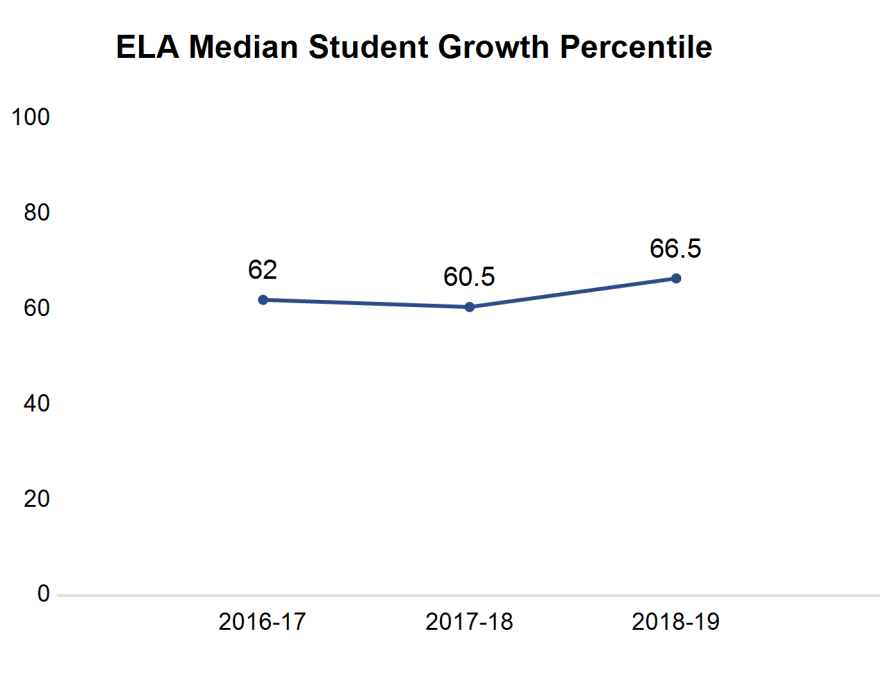
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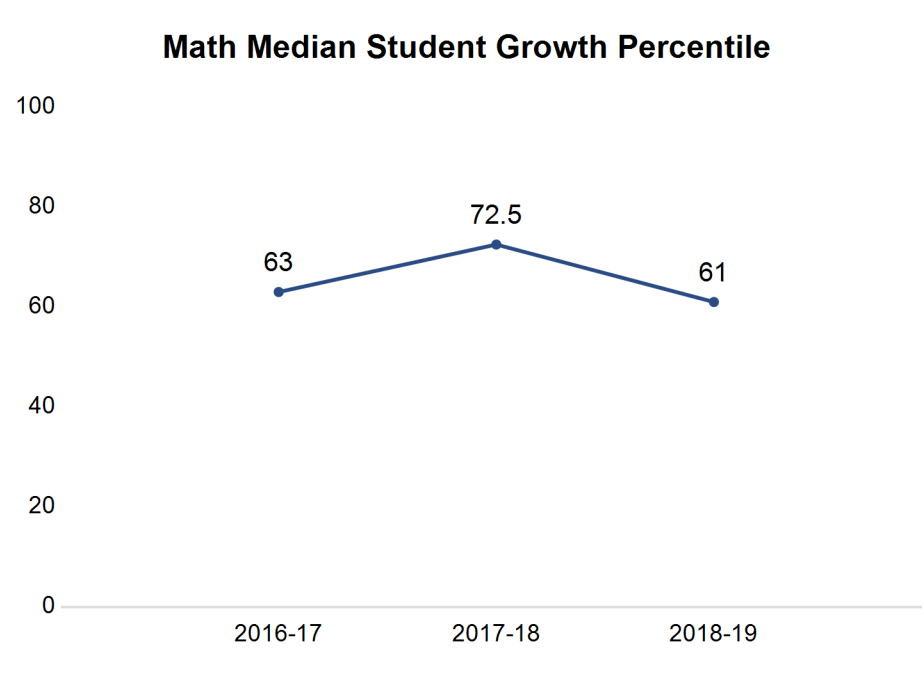
**Student Growth Trends and Progress**

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

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	62	60.5	66.5	63	72.5	61
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	66.5	54	50	Exceeds Standard	61	52	50	Exceeds Standard
White	68	52	50	Exceeds Standard	60.5	50	52	Exceeds Standard
Hispanic	49	56	49	**	43.5	49	47	**
Black or African American	*	56.5	45	**	*	49	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	57	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	62	49	**	*	63	52	**
Female	71.5	58	53	N	55	50	50	N
Male	63	50	47	N	63.5	52	51	N
Economically Disadvantaged Students	*	49	48	**	*	58	46	**
Students with Disabilities	80	46	43	**	45	44	45	**
English Learners	*	65	52	**	*	69	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	*	47	N	N	N	51	N



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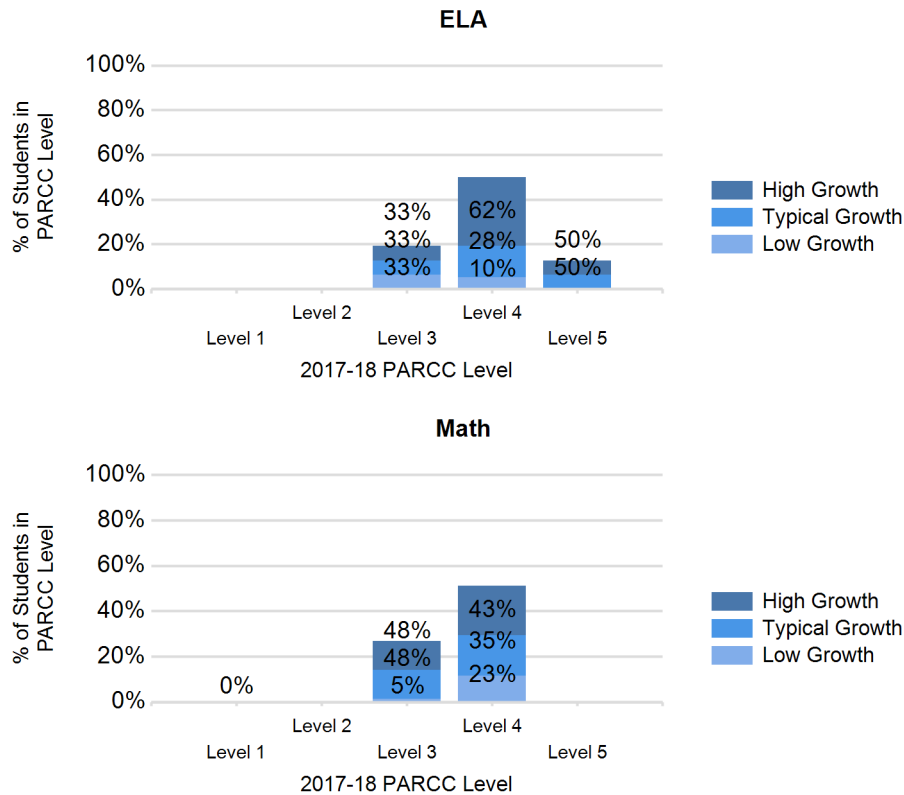
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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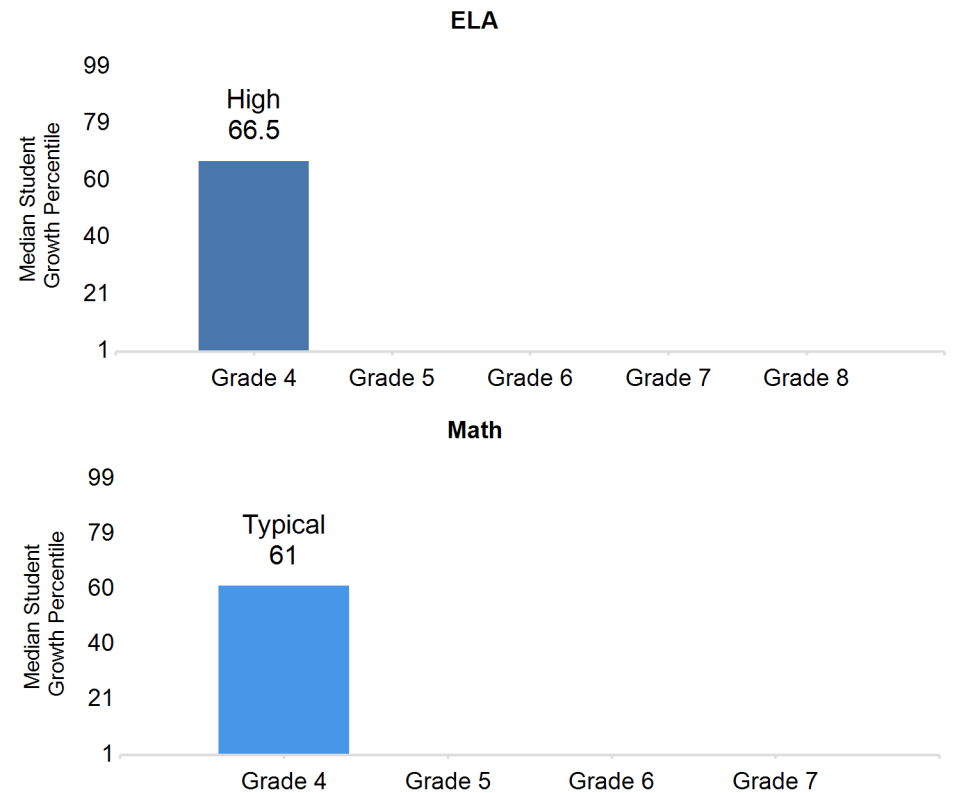
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





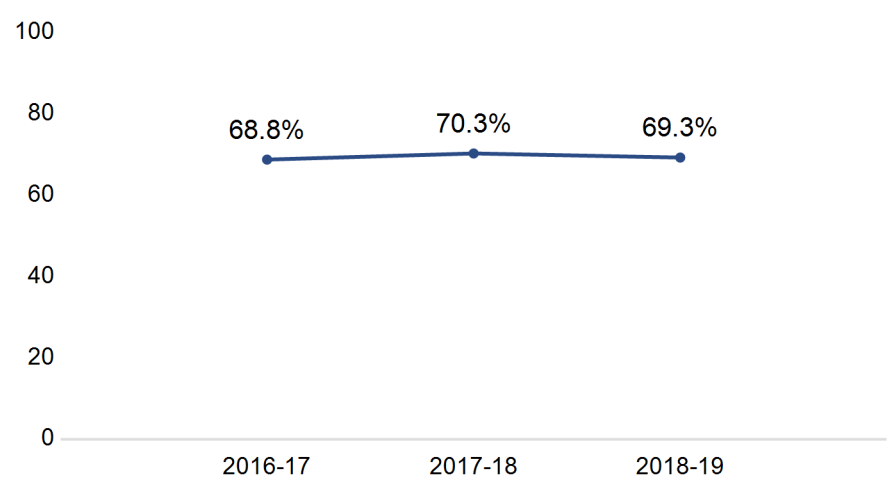
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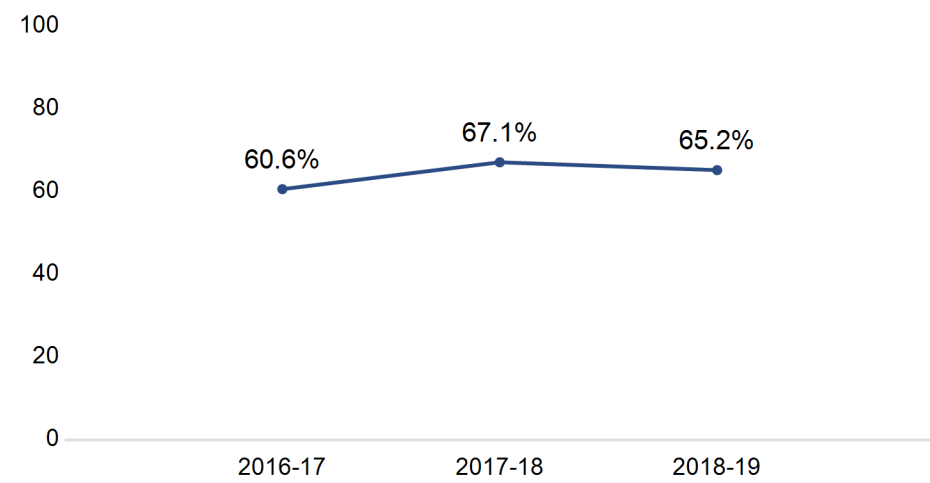
**English Language Arts and Mathematics Performance Trends**

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

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.5%	97.5%	97.9%	97.5%	96.9%	97.9%
Proficiency Rate for Federal Accountability	68.8%	70.3%	69.3%	60.6%	67.1%	65.2%
Annual Target	69.7%	70.3%	70.8%	63.8%	64.7%	65.5%
Met Annual Target?	Met Target†	Met Target	Met Target†	Met Target†	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	140	97.9	69.3	78.0	57.9	69.3	70.8	Met Target†
White	85	97.8	70.6	78.9	66.9	70.6	73.5	Met Target†
Hispanic	20	95.2	40.0	70.8	43.9	40.0	76.8	Not Met
Black or African American	*	*	*	62.2	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	82.4	*	82.9	82.4	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	57	98.3	66.7	84.2	64.8	66.7		
Male	83	97.7	71.1	71.9	51.3	71.1		
Economically Disadvantaged Students	16	100.0	43.8	53.5	40.0	43.8	**	**
Non-Economically Disadvantaged Students	124	97.7	72.6	79.0	67.9	72.6		
Students with Disabilities	31	100.0	41.9	38.4	22.7	41.9	41.3	Met Target
Students without Disabilities	109	97.4	77.1	86.3	65.1	77.1		
English Learners	*	*	*	50.0	29.3	*	**	**
Non-English Learners	*	*	*	78.4	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



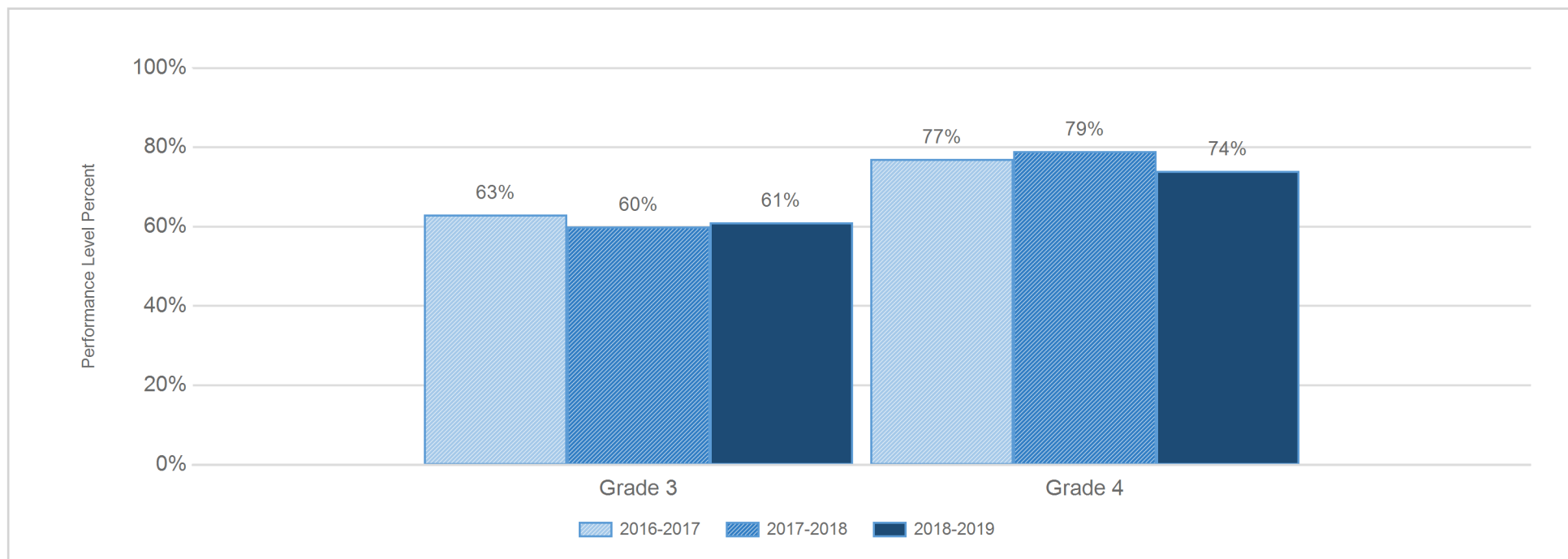
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### English Language Arts Assessment - Performance Trends

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





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### English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	59	756	766	748	*	*	17%	*	*	61%	50%
White	40	758	766	757	*	*	*	*	*	60%	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	*	*	757	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	782	756	N	N	N	N	N	N	58%
Female	27	756	771	753	*	*	*	*	*	59%	55%
Male	32	756	760	743	*	*	*	*	*	63%	46%
Economically Disadvantaged Students	*	*	743	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	766	759	*	*	*	*	*	*	61%
Students with Disabilities	14	731	741	719	*	*	*	*	*	36%	24%
Students without Disabilities	45	764	771	754	*	*	*	*	*	69%	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	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	82	774	775	755	*	*	16%	38%	37%	74%	57%
White	47	777	776	763	*	*	*	40%	38%	79%	67%
Hispanic	14	754	762	743	0%	*	*	*	*	43%	44%
Black or African American	*	*	765	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	788	762	*	*	*	*	*	*	64%
Female	31	778	783	760	*	*	*	32%	42%	74%	62%
Male	51	772	769	750	*	*	*	41%	33%	75%	53%
Economically Disadvantaged Students	10	746	746	740	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	72	778	777	765	*	*	*	*	*	78%	69%
Students with Disabilities	16	743	741	725	*	*	*	*	*	44%	25%
Students without Disabilities	66	782	782	761	*	*	*	*	*	82%	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	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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### 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.

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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	141	97.9	65.2	65.7	44.5	65.2	65.5	Met Target†
White	86	97.8	64.0	66.1	54.1	64.0	66.3	Met Target†
Hispanic	20	95.2	45.0	59.1	28.8	45.0	68.7	Not Met
Black or African American	*	*	*	42.4	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	76.5	*	76.5	76.5	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	57	98.3	59.6	66.7	44.9	59.6		
Male	84	97.7	69.0	64.6	44.2	69.0		
Economically Disadvantaged Students	16	100.0	37.5	40.3	26.3	37.5	**	**
Non-Economically Disadvantaged Students	125	97.7	68.8	66.7	54.9	68.8		
Students with Disabilities	31	100.0	45.2	28.6	17.4	45.2	47.2	Met Target†
Students without Disabilities	110	97.4	70.9	73.3	50.0	70.9		
English Learners	*	*	*	52.9	25.0	*	**	**
Non-English Learners	*	*	*	65.9	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



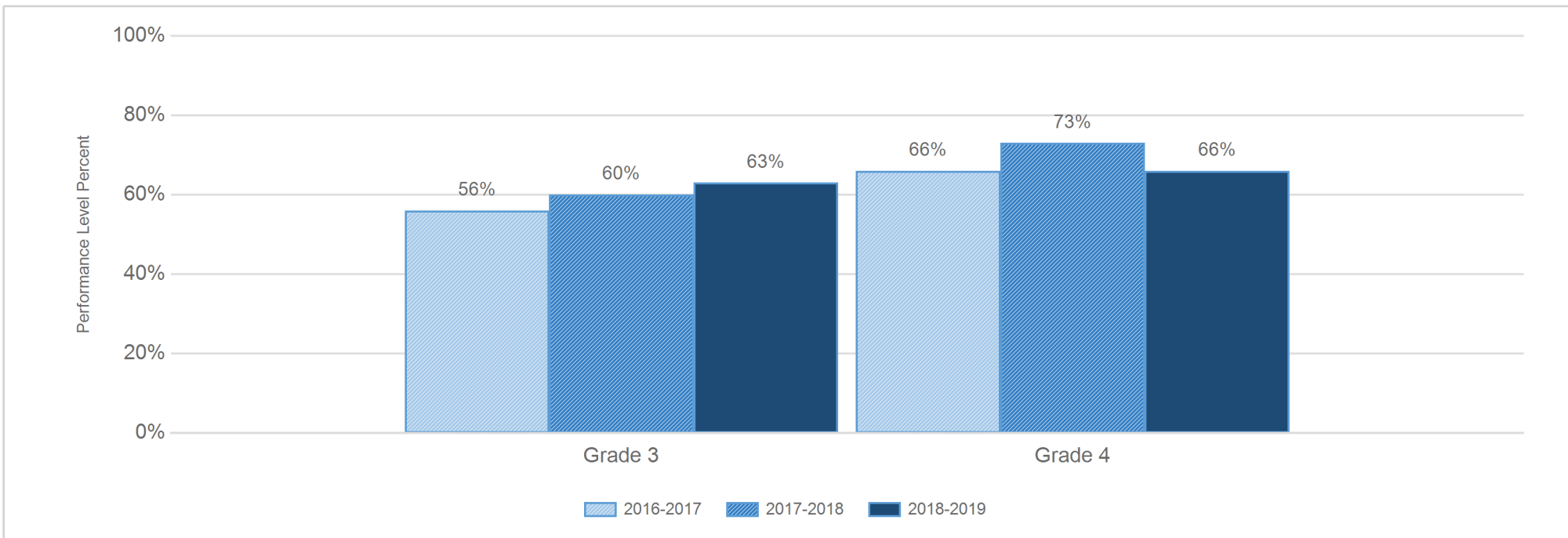
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### Mathematics Assessment – Performance Trends

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



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



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2018-2019

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### Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	60	760	766	752	*	*	20%	42%	22%	63%	55%
White	41	760	765	760	*	*	*	*	*	61%	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	*	*	760	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	783	758	N	N	N	N	N	N	62%
Female	27	760	768	751	*	*	*	*	*	63%	54%
Male	33	760	764	752	*	*	*	*	*	64%	56%
Economically Disadvantaged Students	*	*	747	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	767	761	*	*	*	*	*	*	67%
Students with Disabilities	14	744	748	731	*	*	*	*	*	50%	31%
Students without Disabilities	46	765	770	756	*	*	*	*	*	67%	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	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



**School One Elementary**  
(39-4670-070)  
Grades Offered: PK-04  
2018-2019

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### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	82	761	763	749	*	*	26%	*	*	66%	51%
White	47	764	764	757	*	*	26%	*	*	66%	62%
Hispanic	14	741	753	737	*	*	*	*	*	43%	36%
Black or African American	*	*	753	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	769	754	*	*	*	*	*	*	58%
Female	31	755	760	749	*	*	*	*	*	58%	50%
Male	51	765	766	749	*	*	*	*	*	71%	52%
Economically Disadvantaged Students	10	742	747	734	*	*	*	*	*	40%	32%
Non-Economically Disadvantaged Students	72	764	764	759	*	*	*	*	*	69%	63%
Students with Disabilities	16	738	742	726	*	*	*	*	*	38%	25%
Students without Disabilities	66	767	768	754	*	*	*	*	*	73%	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	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	66.7%	**	**

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	21	*	*
3-4	*	*	*
5 or more	*	*	*



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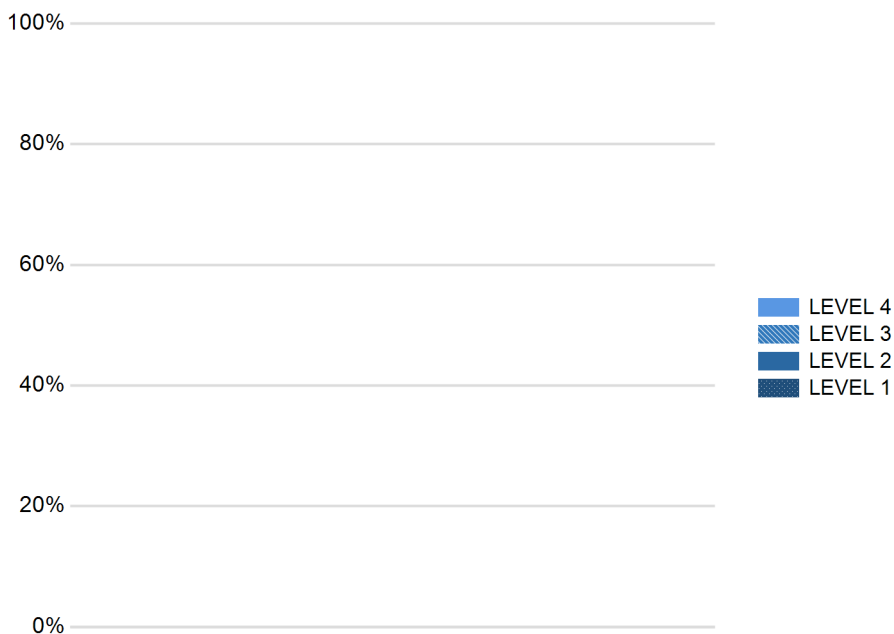
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

**NJSLA Science Assessment: Grade Summary**

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



**NJSLA Science Assessment: Grade**

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

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



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

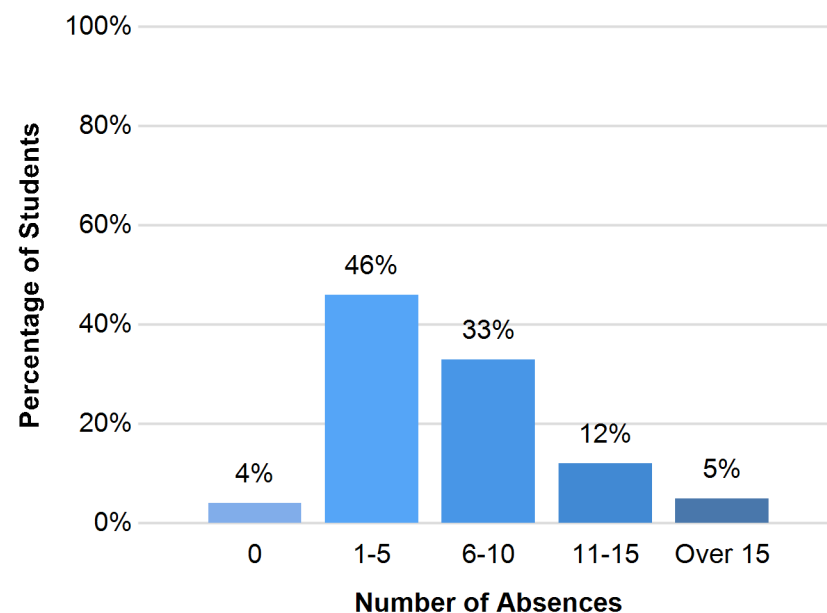
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	12	3.4	9.2	Met
White	7	3.3	9.2	Met
Hispanic	2	3.3	9.2	Met
Black or African American	1	3.8	9.2	Met
Asian, Native Hawaiian, or Pacific	1	2.9	9.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	5	3.2		
Male	7	3.6		
Economically Disadvantaged Students	2	6.5	9.2	Met
Students with Disabilities	4	6.7	9.2	Met
English Learners	1	10.0	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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



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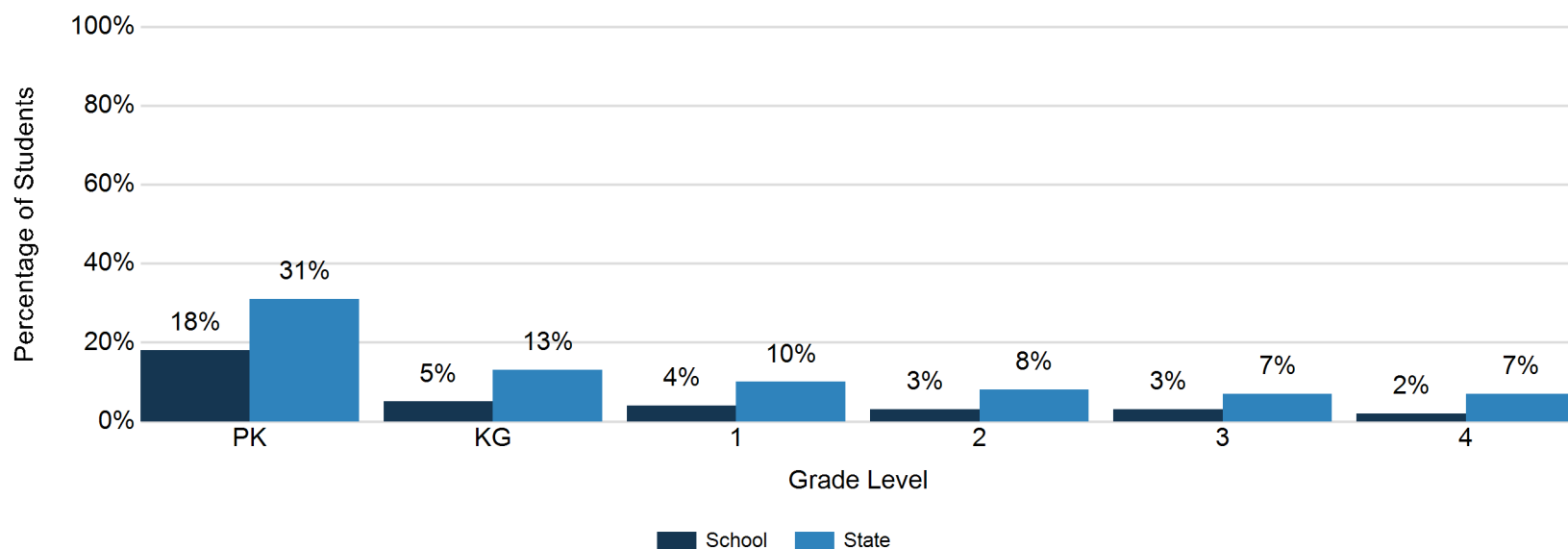
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### Chronic Absenteeism by Grade

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





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

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.25

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

### Police Notifications

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

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

### Student Disciplinary Removals

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

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

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

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**School Day**

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

**Device Ratios**

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

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



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	37	118,214
Average years experience in public schools	12.7	12.1
Average years experience in district	11.5	10.8
Percentage of Teachers with 4 or more years experience in the district	78.4%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	9.6	12.0
Percentage of Administrators with 4 or more years experience in the district	79.3%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	397:1	191:1
Teachers to Administrators	37:1	15:1
Students to Librarians/Media Specialists		694:1
Students to Nurses		505:1
Students to Counselors		505:1
Students to Child Study Team Members		347:1



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	43.8%	91.9%	0.0%	48.4%	77.1%	54.9%
Male	56.2%	8.1%	100.0%	51.6%	22.9%	45.1%
White	60.2%	91.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	17.9%	2.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.5%	2.7%	0.0%	15.0%	6.6%	13.9%
Asian	10.8%	2.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.3%	90.5%
2017-18 Administrators: Same district 2018-19	96.6%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	96.8%



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## Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

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

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



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### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	68.8%	70.3%	69.3%
Math Proficiency	60.6%	67.1%	65.2%
ELA Growth	62	60	66
Math Growth	63	72	61
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		54.5%	66.7%
Chronic Absenteeism	1.3%	3.8%	3.4%

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



**School One Elementary**  
(39-4670-070)  
Grades Offered: PK-04  
2018-2019

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

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

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

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

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

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

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

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

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

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

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



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### Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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2018-2019

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## School Narrative

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



### Highlights:

- Curriculum includes Everyday Math, Balanced Literacy, Global Perspectives, and Next Generation Science Standards.
- Technology incorporates a focus on student production of work through laptops, iPads, and document cameras.
- Successfully supports English Language Learners from throughout the school district at the K-4 level.



### Mission, Vision, Theme:

School One strives to educate and empower our community of individual learners to be successful citizens of the world. School One's mission is to prepare our students for an ever-changing world. To help support our mission, each year we strive to enhance our curriculum and facilities to better fit our students' needs. Our staff is an integral part of School One and is committed to the academic and social development of our students.



### School One Elementary

(39-4670-070)

Grades Offered: PK-04

2018-2019

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Language Arts instruction integrates Good Habits, Great Readers/Writers and Words Their Way: Word Study for Phonics, Vocabulary, and Spelling. Math uses Everyday Mathematics. Science is taught through Full Option Science System (FOSS) modules. Social Studies is based on a comprehensive approach aligned with NJ Learning Standards. Special area classes include Spanish, Health and PE, Art, Library/Media and Music (vocal and instrumental).</p>
 <p><b>Clubs and Activities:</b></p>	<p>Many activities are offered beyond the curriculum, such as Helping Hands and the School One Kids Care Club. A great number of PTA-sponsored activities, such as Beyond School Explorers (BSE) and the Variety Show, reflect the commitment and importance the community places on education. A highly qualified and motivated staff is involved and supportive, completing the home-school partnership. The combination results in a wealth of opportunity for the children.</p>



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### Before and After School Programs:

Our PTA offers various evening activities including our Variety Show and Science Fair and after-school Beyond School Explorers. Parents and students enjoy our evening Instrumental and Vocal Music Concerts. Community organizations and parent volunteers offer Boy Scouts and Girl Scouts. Innovation and Inspiration is an after-school Title I funded class for select fourth grade students. In addition, in partnership with the Fanwood-Scotch Plains YMCA, before and after school care is available.



### Staff and Professional Learning:

Professional development is delivered through three full days of professional development for teachers, as well as after school options that further professional learning. In addition, summer programs are also available for all staff focused on professional learning and curriculum development.






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 <p><b>Student Supports and Services:</b></p>	<p>English Language Learners for the district are supported at School One. Basic Skills and QUEST (gifted/talented) teachers provide supplementary instruction for language arts and math. The Intervention and Referral Services Team provides supports from staff members with expertise in different areas. Special services are provided for students in conjunction with their IEP through in-class support, Resource Room and self-contained classes as appropriate.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students participate in a comprehensive PE/health program offered by a certified PE teacher as well as extension activities in the general education classroom. Students have 30 minutes of recess daily and also have many activities sponsored by the PTA. Students are able to purchase lunch, which consists of an entree, fruit, vegetable, and choice of milk. The food service provider meets with the students, faculty and parents to learn their opinions and better serve the needs of the students.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>School One has a PTA that includes involvement from parents in grades pre-k through four. They have a number of volunteer activities throughout the year including a school wide Variety Show, Science Fair, amongst other things. They run fundraisers throughout the year that raise money to support the students and staff. School One has established a strong partnership with the PTA that supports our Kids Care Program.</p>

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**Facilities:**

School One was built in 1972 and major renovations were done in 2002. There is a library/media center, art room, gymnasium and multi-purpose room, which houses vocal and instrumental music and our cafeteria. The entire School One building is air-conditioned. A playground area and field support active play at recess.

**School Safety:**

During the 2018-19 school year, School One was staffed with a Special Law Enforcement Officer to oversee the school building on a daily basis. School One also engages in both fire safety exercises as well as emergency response experiences to insure that in the event of an emergency students and staff respond accordingly.

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 <p>Technology and STEM:</p>	<p>Students and staff participated in activities related to the Hour of Code.</p>
 <p>Early Childhood Education:</p>	<p>During the 2018-19 school year, the Pre-K program implemented the Creative Curriculum for Preschool 6th Edition which engages students through center based instruction that is developmentally appropriate.</p>



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### Other Information

School One Elementary School enrolls approximately 400 students. We have a diverse population and strive to meet the needs of all students through differentiated instruction and varied learning activities. During the 2018-2019 school year, School One was comprised of 20 classrooms in grades pre-k through four. We have two half-day sections of pre-k, 3 sections of full-day kindergarten, 3 sections of first grade, and 4 sections of second through fourth. In addition, we provide special programs for the district: one multi-graded self-contained class for students with learning disabilities and also English as a Second Language. Our entire staff at School One is committed to providing a safe, nurturing environment where children are able to demonstrate their interests, talents, abilities and love of learning. A well-defined Program of Studies includes reading and language arts literacy, math, science, social studies, Spanish (grades 2-4) and special subject areas. Teachers use formative assessments across the curriculum to evaluate the level of student understanding and adjust instruction accordingly. Our full-day kindergarten's instructional program is aligned with the New Jersey Kindergarten Guidelines, and Teaching Strategies Gold is employed to monitor student development in a variety of learning and social emotional domains. Teachers enhanced their professional learning through participation in the National Institute of Early Education Research professional development series on the NJ Guidelines for Early Learning in Grades K-3. The involvement of our staff, parents, and PTA speaks volumes of the commitment placed on our students' success. We are proud to make up School One Elementary and take pride in representing our district and community.



### Scotch Plains-Fanwood High School

(39-4670-050)

Grades Offered: 09-12

2018-2019

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#### How to use this report:

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

#### Navigating through the reports:

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

#### Other Resources:

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

#### Notes from the New Jersey Department of Education:

**Scotch Plains-Fanwood High School**

(39-4670-050)

Grades Offered: 09-12

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Union
District	Scotch Plains-Fanwood School District
Principal Name	Dr. David Heisey
Address	667 WESTFIELD ROAD SCOTCH PLAINS, NJ 07076
Phone Number	908-889-8600
Email Address	<a href="mailto:dheisey@spfk12.org">dheisey@spfk12.org</a>
Website	<a href="https://www.spfk12.org/spfhs">https://www.spfk12.org/spfhs</a>
Twitter	<a href="https://twitter.com/SPFHS_HEISEY">https://twitter.com/SPFHS_HEISEY</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	387	385	406
10	386	394	386
11	367	367	386
12	363	370	368
Total	1,503	1,516	1,546

### 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	49.2%	48.8%	48.4%
Male	50.8%	51.2%	51.6%
Economically Disadvantaged Students	6.1%	5.4%	3.4%
Students with Disabilities	11.0%	11.5%	14.4%
English Learners	0.7%	0.5%	0.7%
Homeless Students	0.0%	0.0%	0.1%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.1%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	71.4%	69.4%	69.7%
Hispanic	9.5%	11.0%	9.5%
Black or African American	10.5%	9.8%	9.9%
Asian	5.9%	6.5%	6.9%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	2.6%	3.2%	3.8%

### Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,464	1,483	1,512
Shared Time Students	76	65	67
Full Time Equivalent	1,502	1,516	1,546

### Enrollment by Home Language

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

Home Language	% of Students
English	93.9%
Spanish	1.7%
Other Languages	4.4%



**Scotch Plains-Fanwood High School**  
(39-4670-050)  
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2018-2019

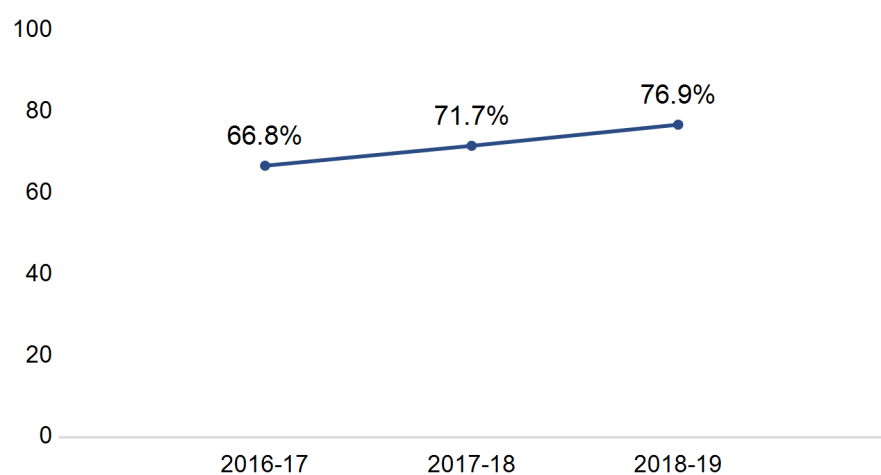
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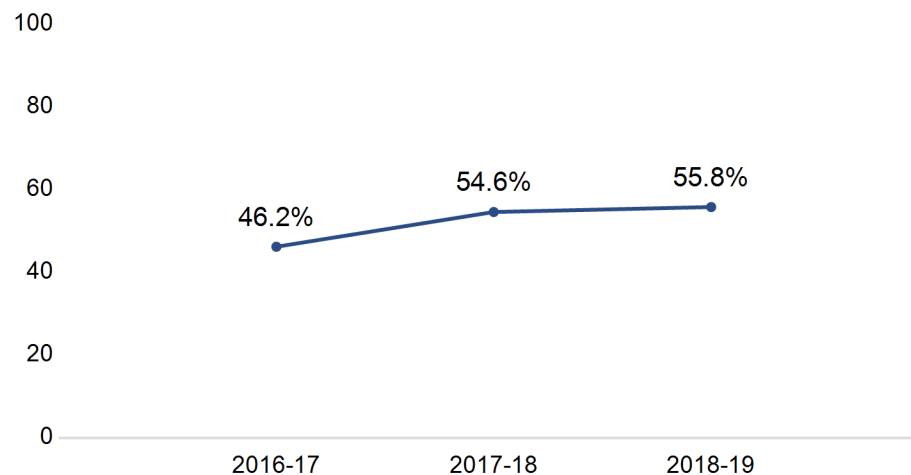
## English Language Arts and Mathematics Performance Trends

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

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	85.4%	98.7%	99.4%	81.8%	98.3%	99.5%
Proficiency Rate for Federal Accountability	66.8%	71.7%	76.9%	46.2%	54.6%	55.8%
Annual Target	56.4%	57.7%	58.9%	53.0%	54.4%	55.9%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	796	99.4	76.9	78.0	57.9	76.9	58.9	Met Target
White	560	99.3	79.1	78.9	66.9	79.1	59.9	Met Target
Hispanic	64	100.0	70.3	70.8	43.9	70.3	53.5	Met Target
Black or African American	77	100.0	57.1	62.2	38.5	57.1	45.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	57	98.3	87.7	*	82.9	87.7	79.7	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	38	100.0	78.9	*	64.4	78.9	66.5	Met Target
Female	385	99.5	82.3	84.2	64.8	82.3		
Male	411	99.3	71.8	71.9	51.3	71.8		
Economically Disadvantaged Students	27	100.0	48.1	53.5	40.0	48.1	34.8	Met Target
Non-Economically Disadvantaged Students	769	99.4	77.9	79.0	67.9	77.9		
Students with Disabilities	150	98.1	36.0	38.4	22.7	36.0	33.8	Met Target
Students without Disabilities	646	99.7	86.4	86.3	65.1	86.4		
English Learners	13	100.0	46.2	50.0	29.3	46.2	**	**
Non-English Learners	783	99.4	77.4	78.4	60.6	77.4		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.



### Scotch Plains-Fanwood High School

(39-4670-050)

Grades Offered: 09-12

2018-2019

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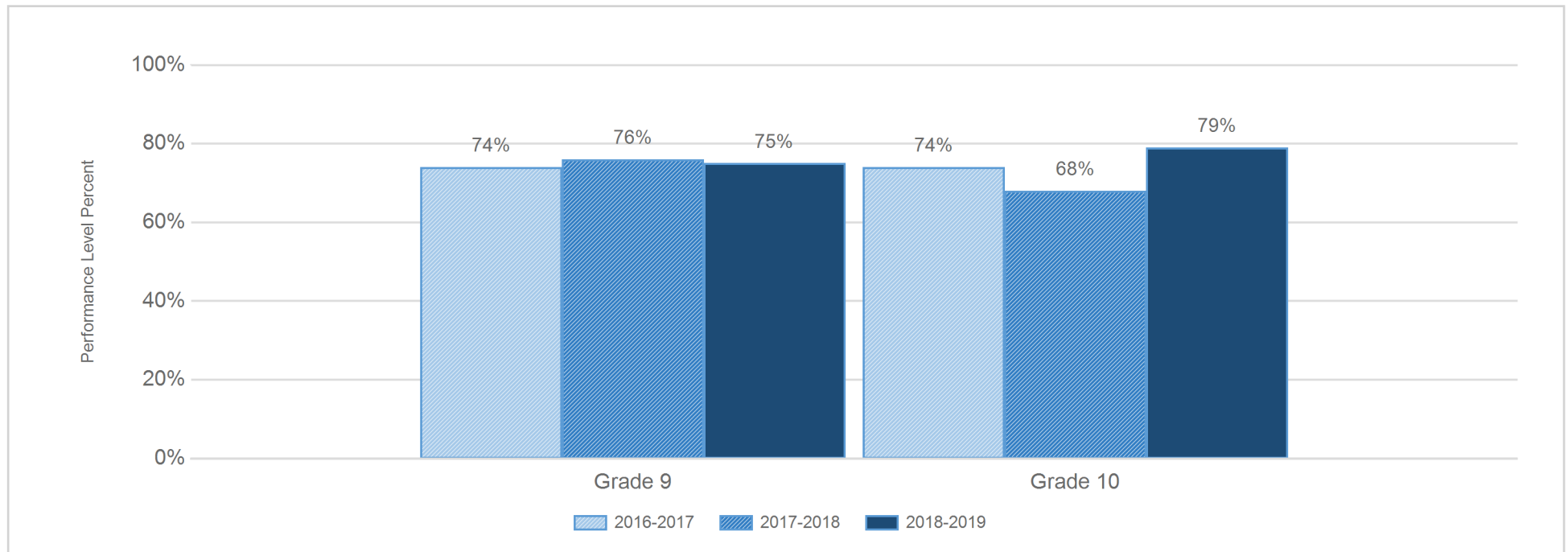
\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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## English Language Arts Assessment - Performance Trends

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





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### English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	407	774	774	753	3%	7%	15%	39%	36%	75%	56%
White	300	776	776	762	*	*	12%	39%	38%	77%	65%
Hispanic	27	763	763	737	*	*	*	*	*	63%	40%
Black or African American	39	756	756	732	*	*	28%	*	*	59%	33%
Asian, Native Hawaiian, or Pacific Islander	23	793	793	783	0%	0%	*	*	*	91%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	18	782	782	761	0%	0%	*	*	*	78%	63%
Female	201	782	782	760	*	*	11%	36%	46%	82%	63%
Male	206	766	766	746	*	*	19%	41%	27%	68%	49%
Economically Disadvantaged Students	15	739	739	734	*	*	*	*	*	40%	36%
Non-Economically Disadvantaged Students	392	776	776	762	*	*	*	*	*	77%	65%
Students with Disabilities	87	737	737	717	*	*	34%	*	*	32%	17%
Students without Disabilities	320	784	784	760	*	*	10%	*	*	87%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	*	*	*	715	*	*	*	*	*	*	23%



**Scotch Plains-Fanwood High School**  
(39-4670-050)  
Grades Offered: 09-12  
2018-2019

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### English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	387	779	779	757	4%	6%	11%	42%	37%	79%	58%
White	259	781	781	767	*	*	10%	43%	39%	82%	67%
Hispanic	39	776	776	738	*	*	*	38%	36%	74%	43%
Black or African American	37	754	754	733	*	*	*	*	*	57%	38%
Asian, Native Hawaiian, or Pacific Islander	32	789	789	792	*	*	*	50%	38%	88%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	20	783	783	766	0%	*	*	*	*	80%	65%
Female	183	783	783	766	*	*	8%	39%	44%	83%	66%
Male	204	775	775	749	*	*	14%	45%	31%	76%	51%
Economically Disadvantaged Students	12	744	744	735	*	0%	*	*	*	58%	40%
Non-Economically Disadvantaged Students	375	780	780	767	*	6%	*	*	*	80%	67%
Students with Disabilities	57	736	736	711	*	*	23%	*	*	42%	19%
Students without Disabilities	330	786	786	765	*	*	9%	*	*	85%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	782	99.5	55.8	65.7	44.5	55.8	55.9	Met Target†
White	552	99.6	55.6	66.1	54.1	55.6	58	Met Target†
Hispanic	64	98.5	60.9	59.1	28.8	60.9	44	Met Target
Black or African American	72	100.0	30.6	42.4	23.0	30.6	39.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	57	100.0	70.2	*	76.5	70.2	71.8	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	37	97.4	75.7	*	53.3	75.7	58.7	Met Target
Female	379	100.0	56.7	66.7	44.9	56.7		
Male	403	99.0	54.8	64.6	44.2	54.8		
Economically Disadvantaged Students	27	100.0	25.9	40.3	26.3	25.9	28.4	Met Target†
Non-Economically Disadvantaged Students	755	99.5	56.8	66.7	54.9	56.8		
Students with Disabilities	138	99.3	25.4	28.6	17.4	25.4	21.3	Met Target
Students without Disabilities	644	99.5	62.3	73.3	50.0	62.3		
English Learners	13	100.0	46.2	52.9	25.0	46.2	**	**
Non-English Learners	769	99.5	55.9	65.9	46.5	55.9		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.



### Scotch Plains-Fanwood High School

(39-4670-050)

Grades Offered: 09-12

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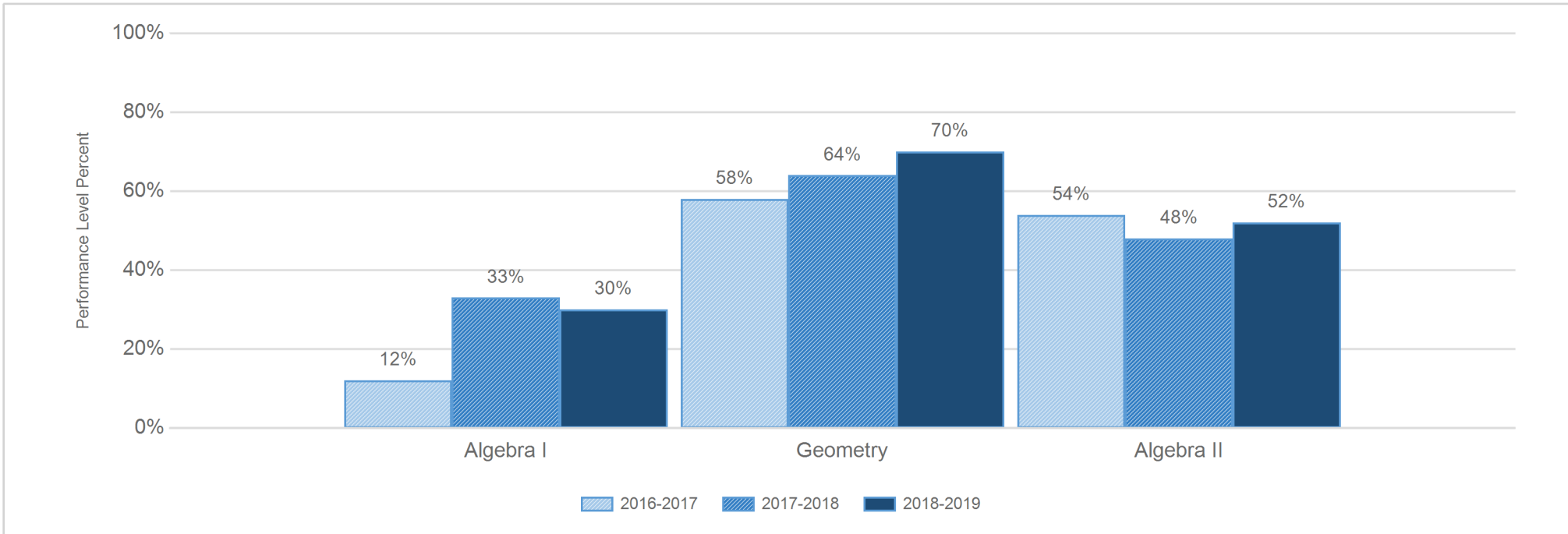
\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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## Mathematics Assessment – Performance Trends

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



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



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### Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	127	732	762	744	9%	31%	30%	*	*	30%	42%
White	85	732	761	752	*	35%	*	29%	0%	29%	53%
Hispanic	14	739	760	728	*	*	*	*	*	50%	24%
Black or African American	19	724	*	725	*	*	*	*	*	11%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	779	752	*	*	*	*	*	*	51%
Female	59	731	764	745	*	*	*	*	*	29%	44%
Male	68	733	761	743	*	*	*	*	*	31%	41%
Economically Disadvantaged Students	*	*	734	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	763	752	*	*	*	*	*	*	52%
Students with Disabilities	66	724	730	717	*	36%	30%	*	*	18%	12%
Students without Disabilities	61	741	770	748	*	25%	30%	*	*	43%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	*	*	*	707	*	*	*	*	*	*	12%



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### Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	339	759	759	737	*	*	24%	57%	13%	70%	35%
White	243	760	760	743	*	*	23%	60%	12%	72%	43%
Hispanic	24	755	755	724	*	0%	*	*	*	71%	17%
Black or African American	31	747	747	720	0%	*	52%	*	*	39%	14%
Asian, Native Hawaiian, or Pacific Islander	21	771	771	762	0%	0%	*	*	*	95%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	20	756	756	745	*	*	*	*	*	65%	46%
Female	162	762	762	738	*	*	19%	*	*	77%	36%
Male	177	756	756	736	*	*	30%	*	*	63%	34%
Economically Disadvantaged Students	13	744	744	722	*	*	*	*	*	38%	16%
Non-Economically Disadvantaged Students	326	759	759	743	*	*	*	*	*	71%	43%
Students with Disabilities	49	742	742	712	*	*	45%	37%	0%	37%	*
Students without Disabilities	290	761	761	741	*	*	21%	60%	15%	75%	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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### Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	314	752	752	755	6%	13%	28%	48%	4%	52%	58%
White	222	752	752	758	5%	13%	32%	*	*	49%	62%
Hispanic	28	748	748	731	*	*	*	57%	0%	57%	34%
Black or African American	21	737	737	725	*	*	*	*	*	38%	27%
Asian, Native Hawaiian, or Pacific Islander	29	760	760	777	*	*	*	*	*	62%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	14	772	772	761	0%	*	0%	*	*	93%	65%
Female	158	746	746	752	*	17%	27%	*	*	47%	55%
Male	156	758	758	758	*	9%	29%	*	*	58%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	17	739	739	715	*	0%	*	*	*	35%	25%
Students without Disabilities	297	753	753	756	*	14%	*	*	*	53%	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	70.0%	**	**

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

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



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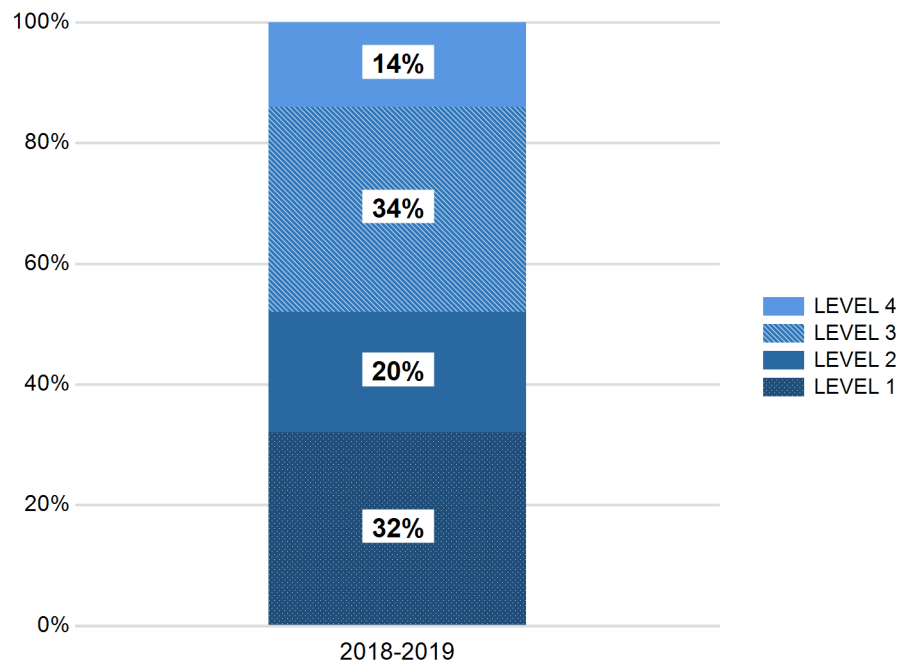
**N** No Data is available to display

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

### NJSLA Science Assessment: Grade 11 Summary

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



### NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	32	20	34	14
White	32	19	36	14
Hispanic	45	26	21	8
Black or African American	49	23	23	5
Asian, Native Hawaiian, or Pacific Islander	10	17	43	30
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	27	22	38	13
Male	38	18	29	16
Economically Disadvantaged Students	50	7	36	7
Non-Economically Disadvantaged Students	32	20	33	15
Students with Disabilities	60	16	21	4
Students without Disabilities	28	20	36	16
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

### PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	99.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	87.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	32.6%	19.6%

### PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	512	476	Grade 10: 430 Grade 11: 460	79%	61%
PSAT 10/NMSQT - Math	518	477	Grade 10: 480 Grade 11: 510	62%	43%
SAT - Reading and Writing	582	539	480	89%	70%
SAT - Math	602	541	530	79%	53%
ACT - Reading	26	25	22	72%	66%
ACT - English	26	24	18	92%	81%
ACT - Math	27	24	22	88%	65%
ACT - Science	25	24	23	74%	57%



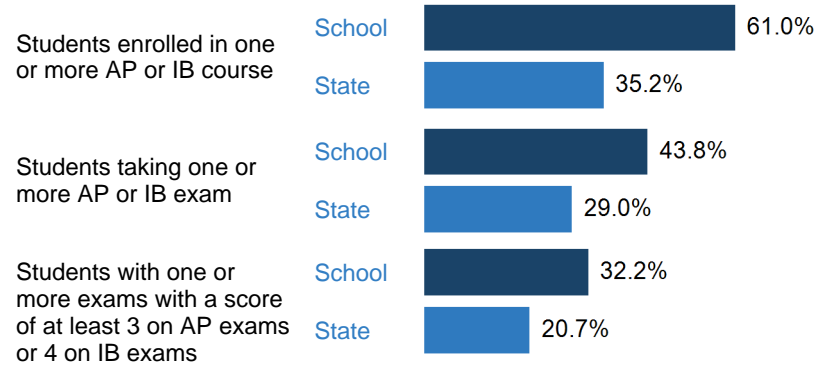
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

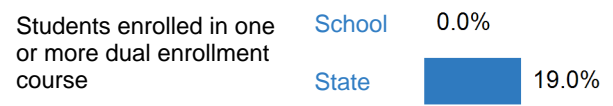
**AP/IB Coursework – Participation and Performance**

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



**Dual Enrollment Coursework - Participation**

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



**AP/ IB Courses Offered**

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	42	7
AP Biology	65	27
AP Calculus AB	79	51
AP Calculus BC	25	24
AP Chemistry	81	75
AP Computer Science A	17	10
AP Computer Science Principles	15	7
AP English Language and Composition	174	149
AP English Literature and Composition	146	28
AP Environmental Science	8	6
AP European History	69	52
AP French Language and Culture	22	0
AP Italian Language and Culture	24	6
AP Macroeconomics	0	44
AP Microeconomics	74	40
AP Physics B	31	0



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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Mechanics	0	23
AP Spanish Language	36	21
AP Statistics	37	30
AP U.S. Government and Politics	35	28
AP U.S. History	37	13
Total Exams taken		641
Exams with scores of at least 3 on AP exams or 4 on IB exams		456



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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

**Career and Technical Education Participation**

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

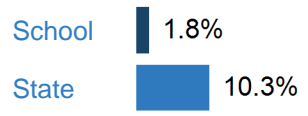
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

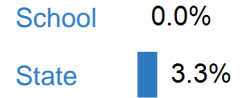
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

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

**Structured Learning Experiences**





### Scotch Plains-Fanwood High School

(39-4670-050)

Grades Offered: 09-12

2018-2019

#### Report Key:

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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

### Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	*	1.8%	7.7%	10.3%
White	*	1.7%	6.1%	9.6%
Hispanic	*	*	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	*	1.4%	7.3%	10.6%
Male	*	2.2%	8.0%	10.1%
Economically Disadvantaged Students	*	*	10.4%	11.8%
Students with Disabilities	*	5.6%	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	*	*	10.4%	*



## Scotch Plains-Fanwood High School

(39-4670-050)

Grades Offered: 09-12

2018-2019

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### Industry-Valued Credentials

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

#### Students Earning Industry-Valued Credentials



### Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	12	10	10
Arts, AV Technology & Communications	*		
Education and Training	*		
Health Science	*	*	*
Hospitality & Tourism	15	*	*
Human Services	11	*	*
Information Technology	0	*	*
Law, Public Safety, Corrections & Security	*		
Manufacturing	*		
Marketing	*		
Transportation, Distribution & Logistics	*		
<b>Total (All Clusters)</b>	<b>67</b>	<b>18</b>	<b>18</b>



**Scotch Plains-Fanwood High School**  
(39-4670-050)  
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2018-2019

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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	102	298	1	0	0	0	3
10	3	56	313	0	0	0	14
11	0	15	50	0	3	5	329
12	0	5	9	29	263	32	28
Total	105	374	373	29	266	37	374
Enrolled in AP/IB Course					104	37	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

### Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	401	0	0	0	0	0
10	5	375	0	0	0	3
11	11	97	0	0	198	161
12	64	9	0	8	102	192
Total	481	481	0	8	300	356
Enrolled in AP/IB Course	65	81		8	31	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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### Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	402	24	0	0	2
10	5	381	61	62	16	5
11	5	33	19	35	17	353
12	9	42	31	44	40	158
Total	19	858	135	141	73	518
Enrolled in AP/IB Course	0	37	74	0		100
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

### World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	215	44	114	0	0	24	0
10	235	35	93	0	0	13	0
11	190	31	75	0	0	13	0
12	79	35	35	0	0	5	0
Total	719	145	317	0	0	55	0
Enrolled in AP/IB Course	36	22	24	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	415	78	173	0	0	18	0



**Scotch Plains-Fanwood High School**  
(39-4670-050)  
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2018-2019

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

### Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	16	0	0	0	0	0
10	10	0	2	0	0	0
11	11	0	4	0	0	0
12	31	0	9	0	0	0
Total	68	0	15	0	0	0
Enrolled in AP/IB Course	17		15			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



### Scotch Plains-Fanwood High School

(39-4670-050)

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2018-2019

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### Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
French	*
Italian	*
Spanish	16
Total	21



**Scotch Plains-Fanwood High School**  
 (39-4670-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

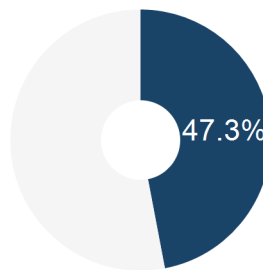
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**Visual and Performing Arts – Course Participation**

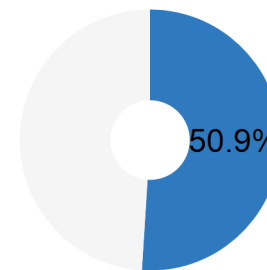
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 9-12:**

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

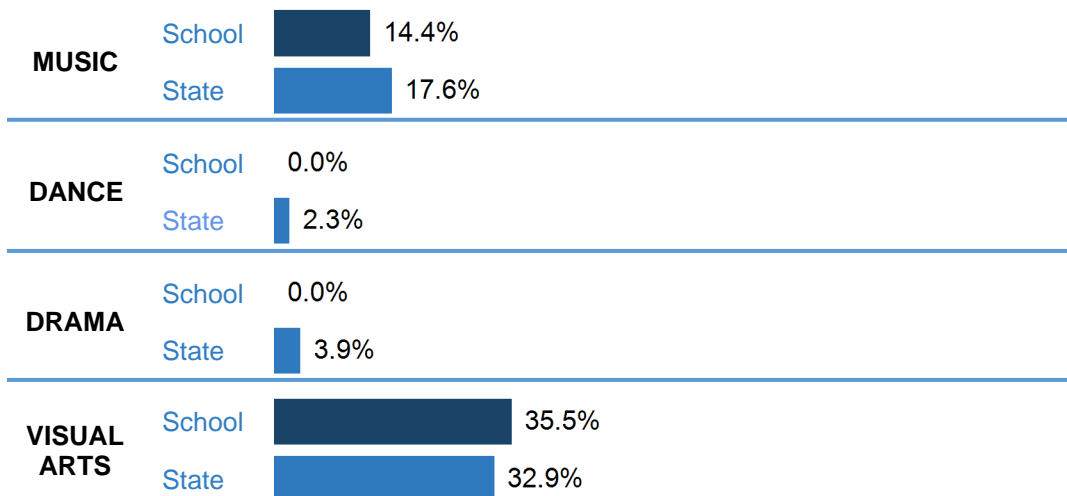


School



State

Students enrolled in one or more classes by discipline:





**Scotch Plains-Fanwood High School**  
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2018-2019

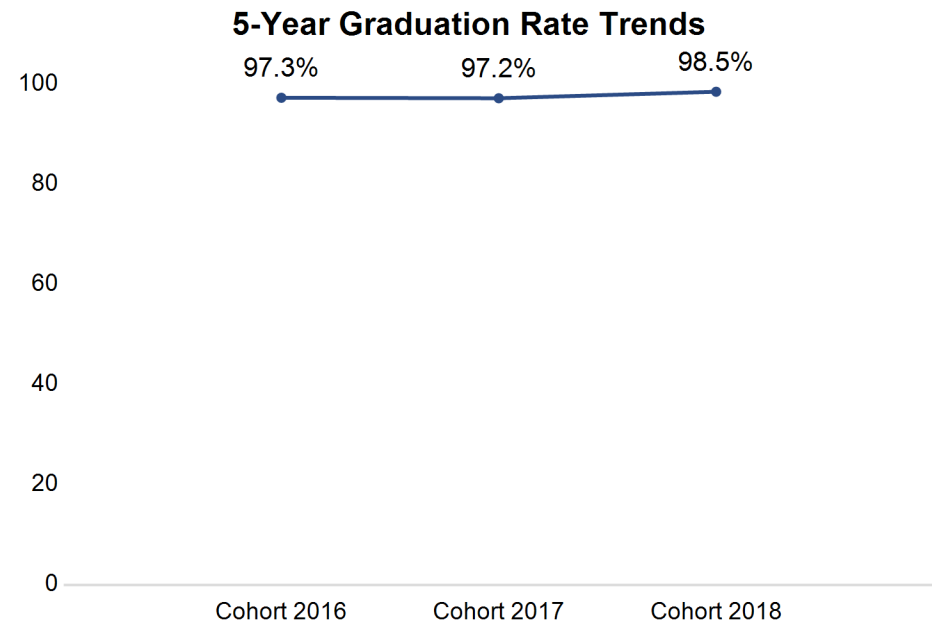
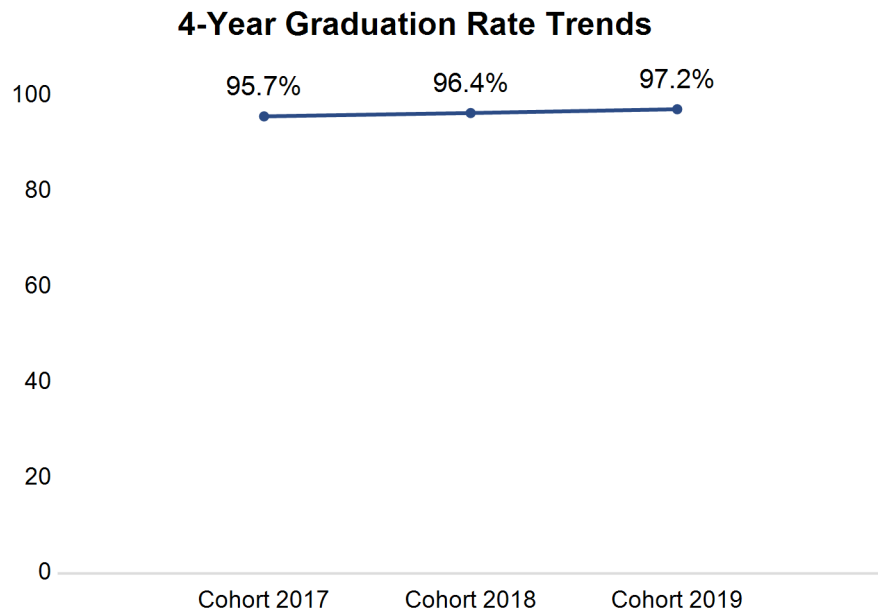
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

### Graduation Rate Trends and Progress

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



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	95.7%	96.4%	97.2%	97.3%	97.2%	98.5%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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

### Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	97.2%	90.6%	98.5%	92.5%	96.4%	N	Met Goal	97.2%	N	Met Goal
White	97.1%	94.9%	98.6%	95.9%	97.3%	N	Met Goal	98.2%	N	Met Goal
Hispanic	97.3%	84.5%	93.9%	87.3%	87.9%	95.0%	Not Met	94.9%	93.1%	Met Target
Black or African American	97.4%	83.3%	100.0%	87.1%	94.6%	95.0%	Not Met	91.1%	96.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	95.5%	96.9%	*	97.8%	*	**	**	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	100.0%	91.4%	*	94.2%	*	**	**	*	**	**
Female	97.8%	92.8%	100.0%	94.4%	98.5%			97.9%		
Male	96.6%	88.5%	97.0%	90.8%	94.4%			96.4%		
Economically Disadvantaged Students	96.0%	84.0%	100.0%	87.3%	90.3%	95.0%	Not Met	96.0%	N	Met Goal
Students with Disabilities	84.2%	79.2%	90.7%	83.8%	81.4%	88.0%	Not Met	87.0%	92.2%	Not Met
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



### Scotch Plains-Fanwood High School

(39-4670-050)

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2018-2019

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## Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	75.0%	82.2%
Substitute Competency Test	21.8%	13.8%
Portfolio Appeals Process	0.3%	1.1%
Alternate Requirements specified in IEP	2.9%	2.9%
Unknown	0.0%	0.0%

## Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.0%	1.2%
2017-2018	0.1%	1.2%
2016-2017	0.1%	1.1%



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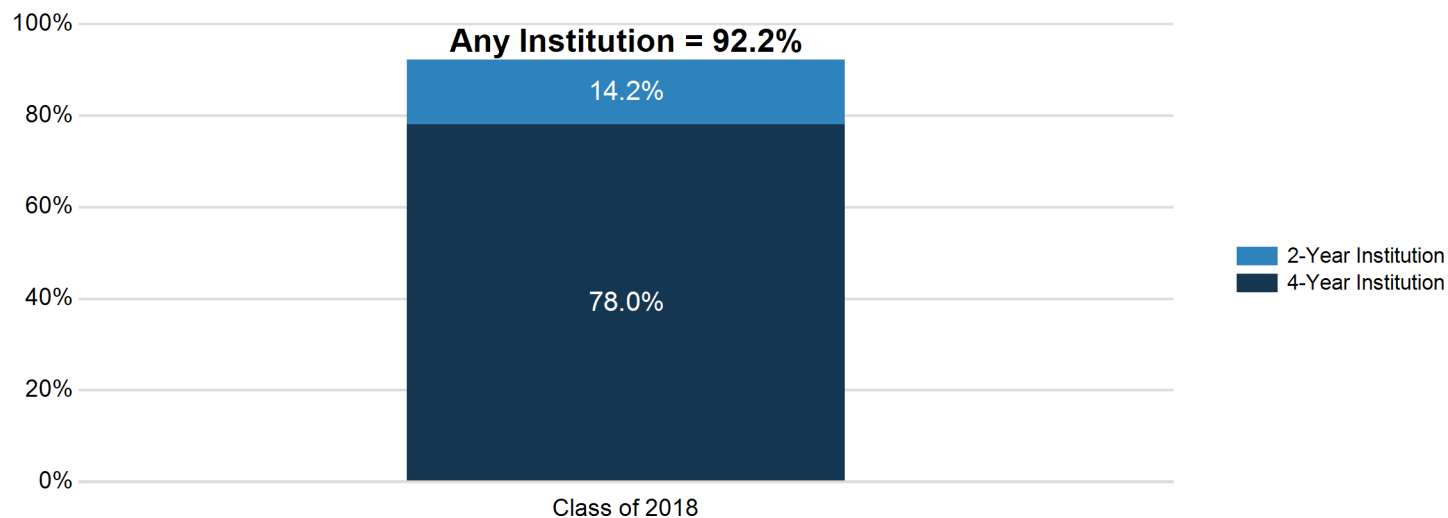
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

## Postsecondary Enrollment Rate Summary

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

### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	14.2%
% Enrolled in 4-Year Institution	78.0%
% Enrolled in Any Postsecondary Institution	92.2%



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### Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	90.4%	10.3%	89.7%
White	91.7%	8.3%	91.7%
Hispanic	80.9%	23.7%	76.3%
Black or African American	85.4%	14.3%	85.7%
Asian, Native Hawaiian, or Pacific Islander	100%	4.5%	95.5%
American Indian or Alaska Native	N	N	N
Two or More Races	100%	9.1%	90.9%
Economically Disadvantaged Students	81.8%	11.1%	88.9%
Students with Disabilities	71.1%	33.3%	66.7%
English Learners	*	*	*

### Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	92.2%	15.4%	84.6%	67.5%	32.5%	51.3%	48.7%
White	91.1%	12.5%	87.5%	64.8%	35.2%	44.9%	55.1%
Hispanic	97.5%	17.9%	82.1%	69.2%	30.8%	59%	41%
Black or African American	91.7%	30.3%	69.7%	81.8%	18.2%	81.8%	18.2%
Asian, Native Hawaiian, or Pacific Islander	100%	10.5%	89.5%	68.4%	31.6%	57.9%	42.1%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	90.9%	40%	60%	80%	20%	70%	30%
Economically Disadvantaged Students	90.5%	31.6%	68.4%	68.4%	31.6%	94.7%	5.3%
Students with Disabilities	73.8%	48.4%	51.6%	80.6%	19.4%	77.4%	22.6%
English Learners	N	N	N	N	N	N	N



### Scotch Plains-Fanwood High School

(39-4670-050)

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2018-2019

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

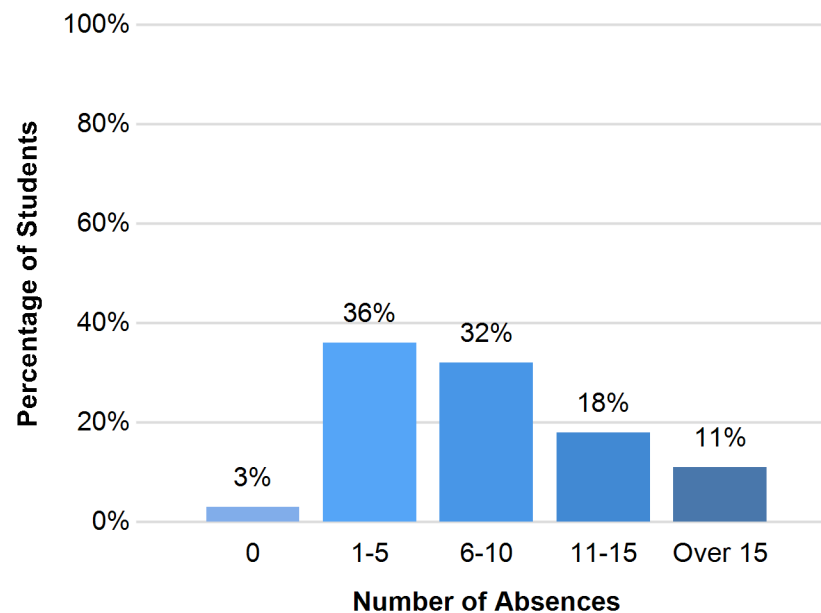
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	142	8.7	14.2	Met
White	102	9.0	14.2	Met
Hispanic	16	10.3	14.2	Met
Black or African American	14	8.3	14.2	Met
Asian, Native Hawaiian, or Pacific	5	4.5	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Met
Female	69	8.9		
Male	73	8.5		
Economically Disadvantaged Students	6	10.7	14.2	Met
Students with Disabilities	51	17.5	14.2	Not Met
English Learners	1	9.1	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	*	*		

### Days Absent

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





### Scotch Plains-Fanwood High School

(39-4670-050)

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2018-2019

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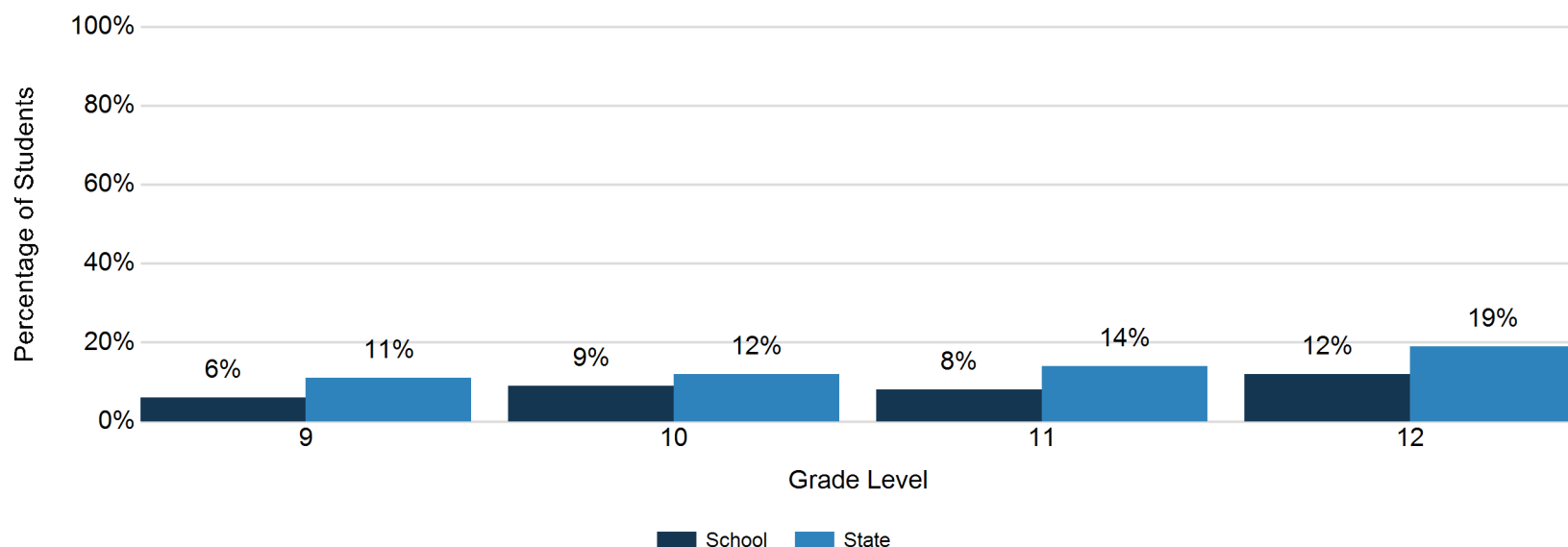
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select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

### Chronic Absenteeism by Grade

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





## Scotch Plains-Fanwood High School

(39-4670-050)

Grades Offered: 09-12

2018-2019

### Report Key:

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

## Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Weapons	1
Vandalism	1
Substances	25
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	34
Incidents Per 100 Students Enrolled	2.20

## Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	1
Vandalism	0
Substances	12
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	3

## Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

## Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	53	3.4%
Any Suspension	54	3.5%
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
199



### Scotch Plains-Fanwood High School

(39-4670-050)

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2018-2019

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#### School Day

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 16 Mins
Shared Time - Instructional Time	5 Hrs. 16 Mins.

#### Device Ratios

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

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



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**Key terms for staff data:**

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	117	118,214
Average years experience in public schools	11.8	12.1
Average years experience in district	11.1	10.8
Percentage of Teachers with 4 or more years experience in the district	80.3%	75.3%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	9.6	12.0
Percentage of Administrators with 4 or more years experience in the district	79.3%	76.9%

**Student and Staff Ratios**

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	309:1	191:1
Teachers to Administrators	23:1	15:1
Students to Librarians/Media Specialists		694:1
Students to Nurses		505:1
Students to Counselors		505:1
Students to Child Study Team Members		347:1



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.4%	62.4%	40.0%	48.4%	77.1%	54.9%
Male	51.6%	37.6%	60.0%	51.6%	22.9%	45.1%
White	69.7%	89.7%	80.0%	42.4%	83.6%	77.4%
Hispanic	9.5%	3.4%	20.0%	29.9%	7.3%	7.2%
Black or African American	9.9%	1.7%	0.0%	15.0%	6.6%	13.9%
Asian	6.9%	5.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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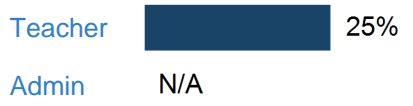
**Key terms for staff data:**

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

**Teachers and Administrators - Level of Education**

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

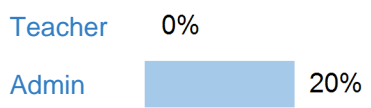
**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.3%	90.5%
2017-18 Administrators: Same district 2018-19	96.6%	87.9%

**Faculty Attendance**

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

School Year	% Days Present
2018-19	96.6%



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## Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

- Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.
- Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less
- Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

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

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

**ESSA Accountability Status**

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

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

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



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

## ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	66.8%	71.7%	76.9%
Math Proficiency	46.2%	54.6%	55.8%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	95.7%	96.4%	97.2%
5-Year Graduation Rate†	97.3%	97.2%	98.5%
Progress toward English Language Proficiency		*	70.0%
Chronic Absenteeism	10.4%	10.7%	8.7%

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



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

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

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

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

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

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

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



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### Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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## School Narrative

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



### Highlights:

- Accredited through The Middle States Association of Colleges and Schools.
- Recognized for outstanding achievement by Newsweek, NJ Monthly and Niche.com and offers a wide range of AP classes.
- Academic programs coupled with a wide variety of student activities offer something for everyone.



### Mission, Vision, Theme:

Scotch Plains-Fanwood High School strives to educate and empower our community of individual learners to be successful citizens of the world. The educators at Scotch Plains-Fanwood High School are committed to providing an academically excellent, developmentally responsive, and socially equitable learning environment for every student.



### Awards, Recognition, Accomplishments:

In the class of 2019, there were two National Merit Finalists and four National Merit Commended students. The New Jersey Monthly Magazine's most recent rankings placed Scotch Plains-Fanwood High School as one of the top 100 high schools in our state.



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### Courses, Curriculum, Instruction:

As a district, we strive to create the best academic environment for each student. Our school counselors work closely with students and parents regarding course selection, career choices, and post secondary options. The Counseling Department utilizes the Naviance Program as a vehicle to work with students and families on college and career choices.



### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)

Our athletic program offers twenty-five different sports during the fall, winter, and spring seasons. The authentic experiences offered by athletic competition are an extension of classroom learning. Many of our athletic programs qualify for post-season play due to regular-season success. The athletic programs serve as a springboard for success as we have many individuals that become student-athletes at the collegiate level.



### Clubs and Activities:

Scotch Plains-Fanwood High School's academic and co-curricular programs are designed to foster the aptitudes and talents of our students. The success of this effort is evident by the overwhelming participation of our students in clubs, athletics, service organizations, and music programs.



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### Staff and Professional Learning:

We are constantly examining the current research on teaching and learning and applying it to the needs of the students. We feel it is important to embrace and celebrate our tradition of success while also looking to the future of our rapidly changing society. Staff engages in professional development through a variety of formats: whole faculty and department meetings, professional development day offerings, as well as optional workshops on a variety of topics throughout the year.



### Postsecondary Information:

Over ninety percent of the Class of 2019 continued their education beyond the secondary level. Continuing education is a priority in our school community where a well-educated staff models the benefits of being life-long learners.



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### Student Supports and Services:

Scotch Plains-Fanwood High School strives to be a harmonious educational community committed to excellence in developing each member's potential. Within our environment, we consider students to be valued individuals, with unique aptitudes, attitudes, interests, and needs. In order to foster these individual potentials, we have a comprehensive high school providing programs and opportunities for academic, emotional, creative, physical, and social worth and growth.



### Student Health and Wellness:

The Health and Wellness of our students is a top priority. This is evident in the wide-array of activities available to students both through our Physical Education as well as our intramural programs.



### Parent and Community Involvement:

Scotch Plains-Fanwood High School has a strong and well established PTA that supports our academic and co-curricular programs. We utilize PowerSchool as our student information system providing students and parents with instant feedback regarding academic progress. We believe the educational process ultimately depends upon the combined efforts of administration, faculty, students, parents, and the community at large.



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### Facilities:

The high school offers students and visitors wireless capabilities to enhance instruction. Students have the opportunity to utilize a state-of-the-art media center as well as classrooms that can be converted into computer labs using laptop carts. The high school offers a recently updated science wing offering numerous innovations to enhance teaching and learning. Our athletic facilities provide students with opportunities to excel and are highlighted by two turf fields and indoor facilities.



### School Safety:

During the 2018-19 school year, Scotch Plains-Fanwood High School was staffed with a School Resource Officer (SRO) to oversee the school building on a daily basis. The high school also engages in regular fire safety exercises as well as emergency response experiences to insure that in the event of an emergency students and staff respond accordingly.



### Scotch Plains-Fanwood High School

(39-4670-050)

Grades Offered: 09-12

2018-2019

#### Report Key:

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## School Narrative

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



### Technology and STEM:

In the Technology classes, students focused on the purposefulness of the applications and equipment while designing and creating unique solutions to solve real-world problems. In the Engineering Technology course, the students concentrated on automated robots that are able to interact with the environment to meet specific needs. In the CAD classes, student designs were realized with the physical output using 3-D printing.



### Scotch Plains-Fanwood High School

(39-4670-050)

Grades Offered: 09-12

2018-2019

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## School Narrative

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



### Other Information

Scotch Plains-Fanwood High School is a four-year comprehensive school with an enrollment of approximately 1,600 students reflecting the diversity of the nation at large. In order to qualify for graduation, students must complete one hundred and twenty (120) credits of coursework. The school's academic and co-curricular programs are designed to foster the aptitudes and talents of our students. The success of this effort is evident in the overwhelming participation of our students in clubs, athletics, service organizations, and music programs. Many of our vocal and instrumental music groups have received recognition at the state level, including our award winning Raider Marching Band and our two jazz groups: SPF Jazz and the Moonglowers. Our Business Education Clubs (DECA and FBLA) have received numerous awards for their outstanding achievement. Our school newspaper, the Fanscotian, and the yearbook, the Culmen, have received numerous awards for outstanding reporting and publishing. Raider News, which is televised through local cable channels and through our website, is the longest running student news program in the country. We have many service related clubs and organizations designed to improve conditions throughout the world, the country, our state and local community. Scotch Plains-Fanwood High School operates on a seven period day featuring 44 minute periods. Students in grades 10 through 12 have the option to enroll in an early morning class to maximize the number of courses being taken. Technology is integrated in all academic offerings through the use of Google Classroom and through other means.



**Terrill Middle School**  
(39-4670-065)  
Grades Offered: 05-08  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**



**Terrill Middle School**  
 (39-4670-065)  
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 2018-2019

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**School Contact Information**

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

Type	Contact Information
County	Union
District	Scotch Plains-Fanwood School District
Principal Name	Dr. Kevin Holloway
Address	1301 TERRILL ROAD SCOTCH PLAINS, NJ 07076
Phone Number	908-322-5215
Email Address	<a href="mailto:kholloway@spfk12.org">kholloway@spfk12.org</a>
Website	<a href="https://www.spfk12.org/terrillms">https://www.spfk12.org/terrillms</a>
Facebook	<a href="https://www.facebook.com/TerrillMiddleSchool">https://www.facebook.com/TerrillMiddleSchool</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
5	208	190	205
6	198	208	193
7	223	205	211
8	202	225	201
Total	831	828	810

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.2%	50.7%	50.7%
Male	49.8%	49.3%	49.3%
Economically Disadvantaged Students	3.4%	2.9%	2.5%
Students with Disabilities	15.4%	16.5%	16.3%
English Learners	0.0%	0.1%	0.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.1%	0.1%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	70.9%	68.8%	68.3%
Hispanic	8.2%	10.0%	9.9%
Black or African American	5.8%	4.8%	4.3%
Asian	9.7%	10.9%	12.3%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	5.4%	5.3%	4.9%

### Enrollment by Home Language

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

Home Language	% of Students
English	93.6%
Chinese	1.9%
Spanish	1.4%
Other Languages	3.2%

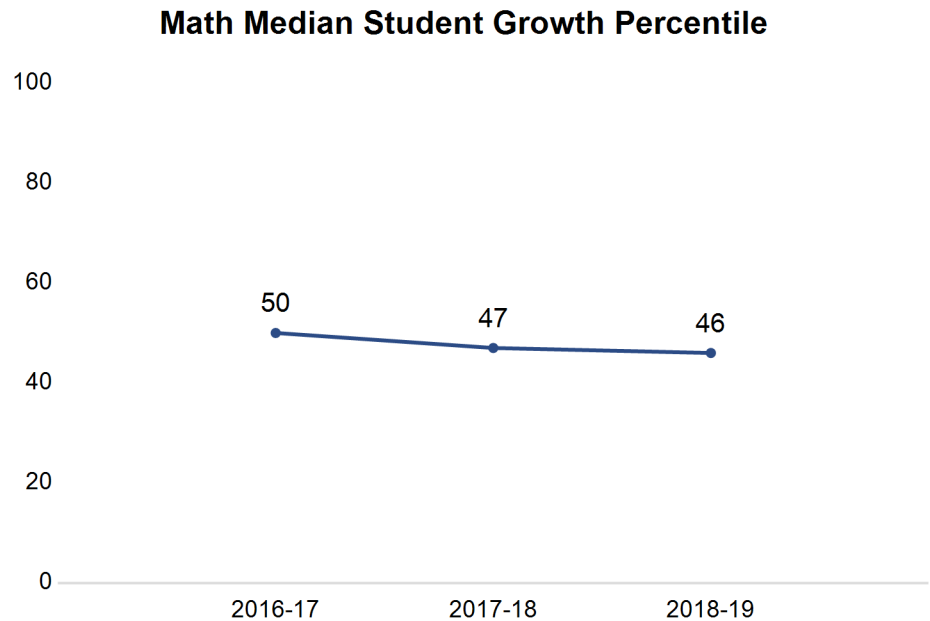
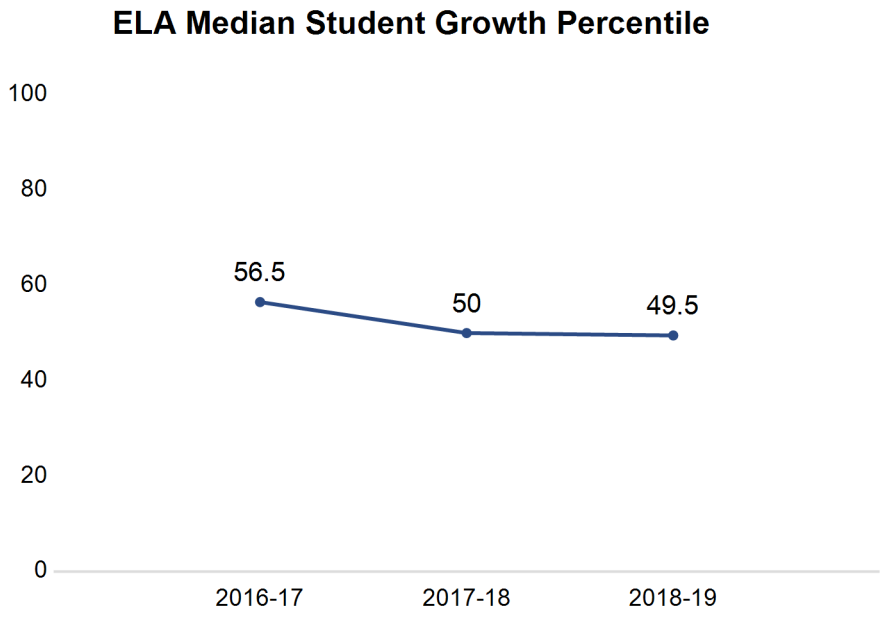


**Terrill Middle School**  
 (39-4670-065)  
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 2018-2019

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**Student Growth Trends and Progress**

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	56.5	50	49.5	50	47	46
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	49.5	54	50	Met Standard	46	52	50	Met Standard
White	48	52	50	Met Standard	42	50	52	Met Standard
Hispanic	58	56	49	Met Standard	43	49	47	Met Standard
Black or African American	56	56.5	45	Met Standard	65	49	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	50	56	59	Met Standard	56	57	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	51	62	49	Met Standard	59	63	52	Met Standard
Female	56	58	53	N	48	50	50	N
Male	45	50	47	N	44	52	51	N
Economically Disadvantaged Students	51	49	48	**	53.5	58	46	**
Students with Disabilities	42	46	43	Met Standard	37	44	45	Not Met
English Learners	*	65	52	**	*	69	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	*	47	N	N	N	51	N



**Terrill Middle School**  
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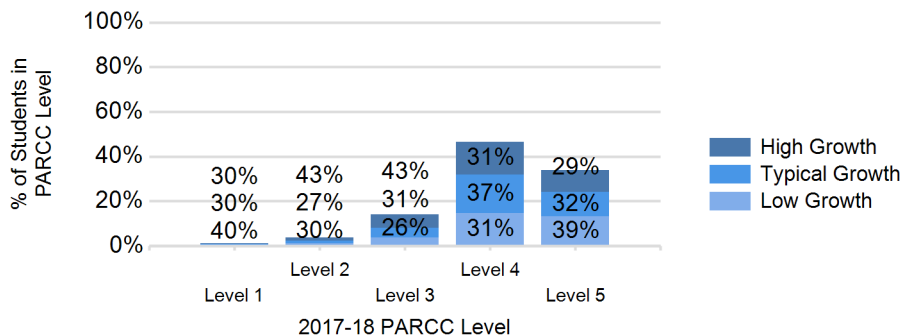
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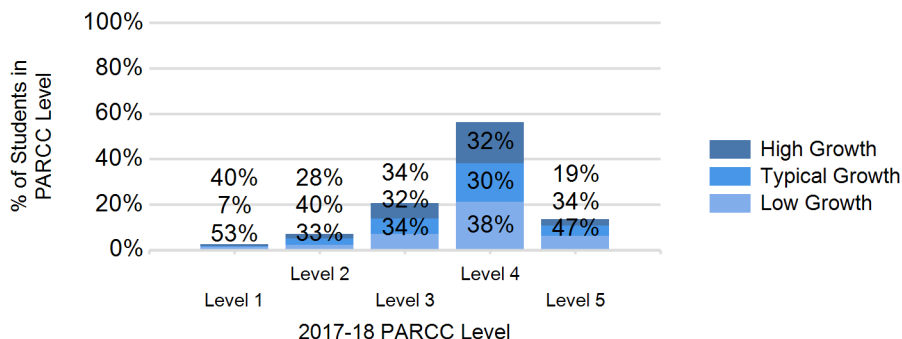
**Student Growth by Performance Level**

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

**ELA**



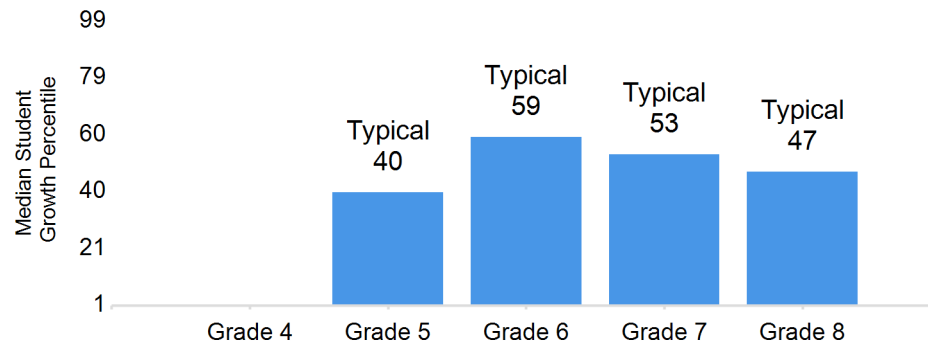
**Math**



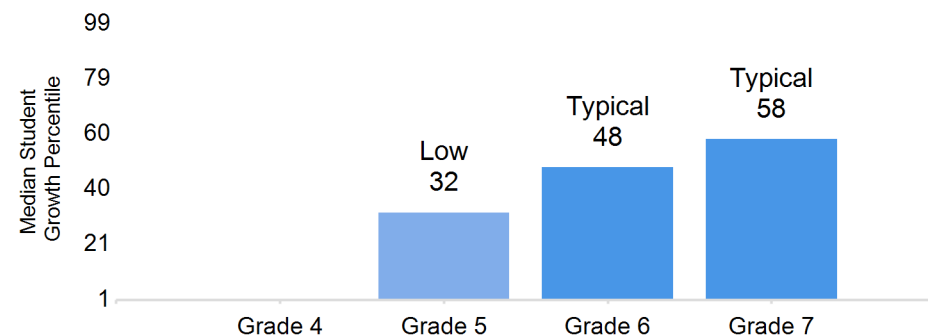
**Student Growth by Grade**

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

**ELA**



**Math**





**Terrill Middle School**  
(39-4670-065)  
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2018-2019

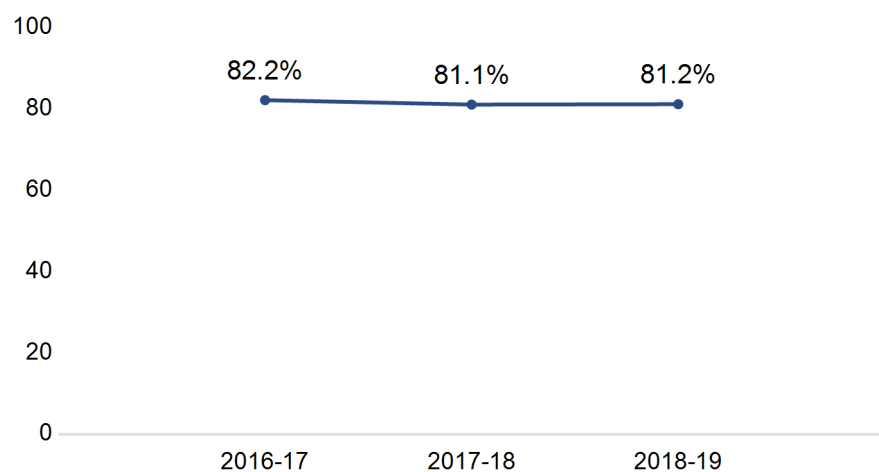
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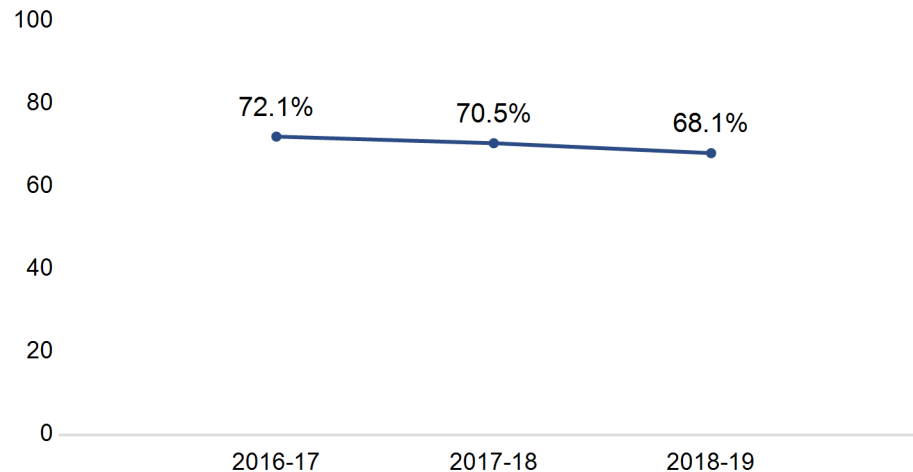
## English Language Arts and Mathematics Performance Trends

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

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.8%	98.0%	97.8%	97.5%	98.1%	97.7%
Proficiency Rate for Federal Accountability	82.2%	81.1%	81.2%	72.1%	70.5%	68.1%
Annual Target	77.1%	77.3%	77.4%	68.8%	69.4%	70.0%
Met Annual Target?	Met Goal	Met Goal	Met Goal	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.



**Terrill Middle School**  
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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	796	97.8	81.2	78.0	57.9	81.2	77.4	Met Goal
White	545	97.2	81.1	78.9	66.9	81.1	77.1	Met Goal
Hispanic	77	98.7	74.0	70.8	43.9	74.0	73.8	Met Target
Black or African American	33	100.0	69.7	62.2	38.5	69.7	62.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	102	99.0	88.2	*	82.9	88.2	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	39	100.0	87.2	*	64.4	87.2	80	Met Goal
Female	403	97.8	88.8	84.2	64.8	88.8		
Male	393	97.8	73.3	71.9	51.3	73.3		
Economically Disadvantaged Students	20	95.2	65.0	53.5	40.0	65.0	51.2	Met Target
Non-Economically Disadvantaged Students	776	97.9	81.6	79.0	67.9	81.6		
Students with Disabilities	130	93.6	36.9	38.4	22.7	36.9	47.4	Not Met
Students without Disabilities	666	98.7	89.8	86.3	65.1	89.8		
English Learners	*	*	*	50.0	29.3	*	**	**
Non-English Learners	*	*	*	78.4	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

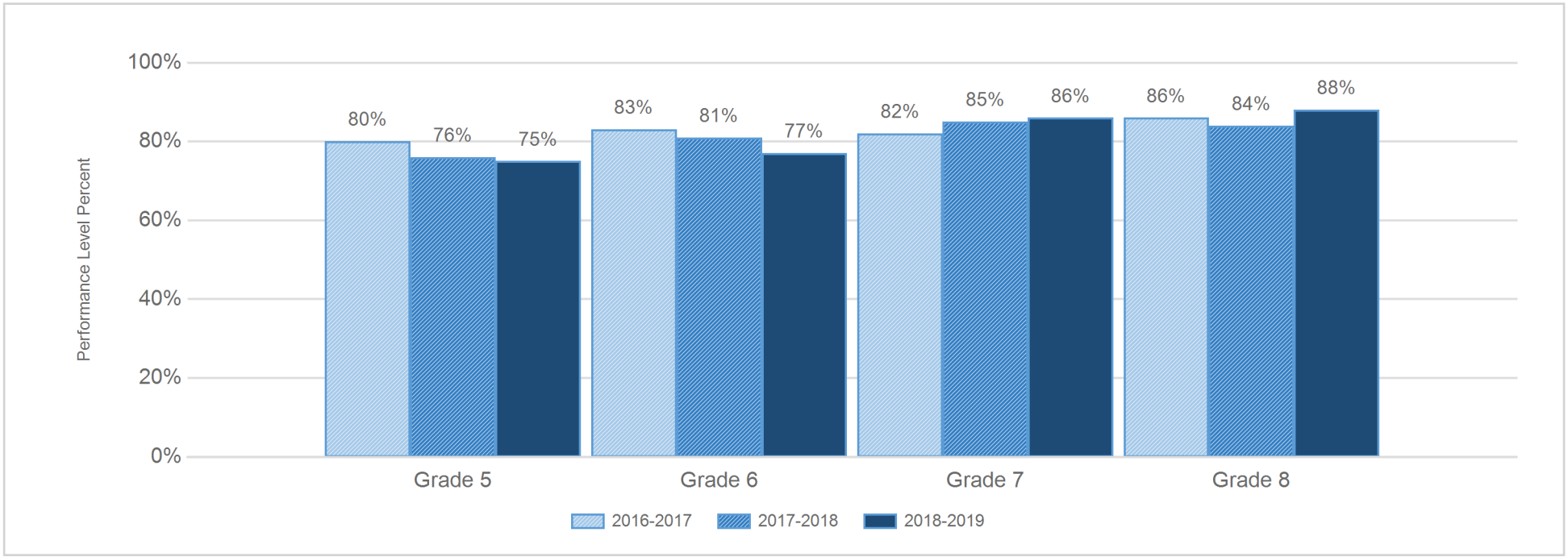


**Terrill Middle School**  
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 2018-2019

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**English Language Arts Assessment - Performance Trends**

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





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### English Language Arts Assessment - Performance by Grade: Grade 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
<b>Schoolwide</b>	201	768	766	756	*	*	18%	62%	13%	75%	58%
White	140	768	768	764	0%	9%	17%	61%	14%	74%	68%
Hispanic	21	766	757	743	0%	0%	*	*	*	71%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	29	772	*	781	*	0%	*	*	*	79%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	773	762	*	*	*	*	*	*	65%
Female	107	775	774	761	*	*	*	*	*	82%	64%
Male	94	760	758	750	*	*	*	*	*	67%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	27	732	731	724	*	*	37%	*	*	22%	23%
Students without Disabilities	174	774	773	762	*	*	16%	*	*	83%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	201	768	*	758	*	*	18%	62%	13%	75%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### 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
<b>Schoolwide</b>	190	772	776	754	*	*	18%	48%	29%	77%	56%
White	126	771	776	762	0%	*	*	48%	29%	76%	65%
Hispanic	16	757	768	743	*	*	*	*	*	63%	43%
Black or African American	11	766	764	738	0%	0%	*	*	*	82%	36%
Asian, Native Hawaiian, or Pacific Islander	27	780	782	780	*	0%	*	*	*	85%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	10	795	*	760	0%	0%	*	*	*	90%	64%
Female	97	783	783	762	*	*	*	46%	42%	89%	64%
Male	93	761	768	748	*	*	*	51%	15%	66%	48%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	763	*	*	*	*	*	*	67%
Students with Disabilities	36	743	742	722	*	*	*	*	*	33%	19%
Students without Disabilities	154	779	782	761	*	*	*	*	*	88%	64%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	190	772	*	756	*	*	18%	48%	29%	77%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	207	784	784	761	*	*	9%	38%	48%	86%	63%
White	139	782	784	769	*	*	7%	42%	46%	88%	72%
Hispanic	21	784	785	747	0%	*	*	*	*	76%	50%
Black or African American	12	760	756	741	*	0%	*	*	*	58%	43%
Asian, Native Hawaiian, or Pacific Islander	24	805	802	790	0%	0%	*	*	*	96%	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	11	787	*	768	0%	*	*	*	*	82%	68%
Female	105	793	792	769	*	*	*	35%	55%	90%	71%
Male	102	775	776	753	*	*	*	40%	40%	80%	55%
Economically Disadvantaged Students	*	*	757	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	786	771	*	*	*	*	*	*	73%
Students with Disabilities	27	746	744	720	*	*	*	*	*	59%	22%
Students without Disabilities	180	790	790	769	*	*	*	*	*	89%	71%
English Learners	N	N	*	706	N	N	N	N	N	N	12%
Non-English Learners	207	784	*	763	*	*	9%	38%	48%	86%	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



**Terrill Middle School**  
(39-4670-065)  
Grades Offered: 05-08  
2018-2019

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### English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	196	790	791	762	*	*	7%	38%	51%	88%	63%
White	138	790	790	770	*	*	*	38%	50%	88%	72%
Hispanic	19	786	789	747	0%	0%	*	*	*	84%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	20	802	806	794	0%	0%	0%	*	*	100%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	95	801	802	771	*	*	*	34%	62%	96%	71%
Male	101	780	780	753	*	*	*	42%	40%	81%	55%
Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	*	772	*	*	*	*	*	*	72%
Students with Disabilities	34	740	745	721	*	*	*	*	*	38%	22%
Students without Disabilities	162	800	799	770	*	*	*	*	*	99%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	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	*	718	N	N	N	N	N	N	27%



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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	795	97.7	68.1	65.7	44.5	68.1	70	Met Target†
White	544	97.0	68.0	66.1	54.1	68.0	68.9	Met Target†
Hispanic	77	98.7	54.5	59.1	28.8	54.5	64.3	Not Met
Black or African American	33	100.0	51.5	42.4	23.0	51.5	54.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	102	99.0	83.3	*	76.5	83.3	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	39	100.0	69.2	*	53.3	69.2	67.8	Met Target
Female	402	97.6	71.6	66.7	44.9	71.6		
Male	393	97.8	64.4	64.6	44.2	64.4		
Economically Disadvantaged Students	20	95.2	35.0	40.3	26.3	35.0	34.4	Met Target
Non-Economically Disadvantaged Students	775	97.7	68.9	66.7	54.9	68.9		
Students with Disabilities	129	92.9	22.5	28.6	17.4	22.3	43.2	Not Met
Students without Disabilities	666	98.7	76.9	73.3	50.0	76.9		
English Learners	*	*	*	52.9	25.0	*	**	**
Non-English Learners	*	*	*	65.9	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



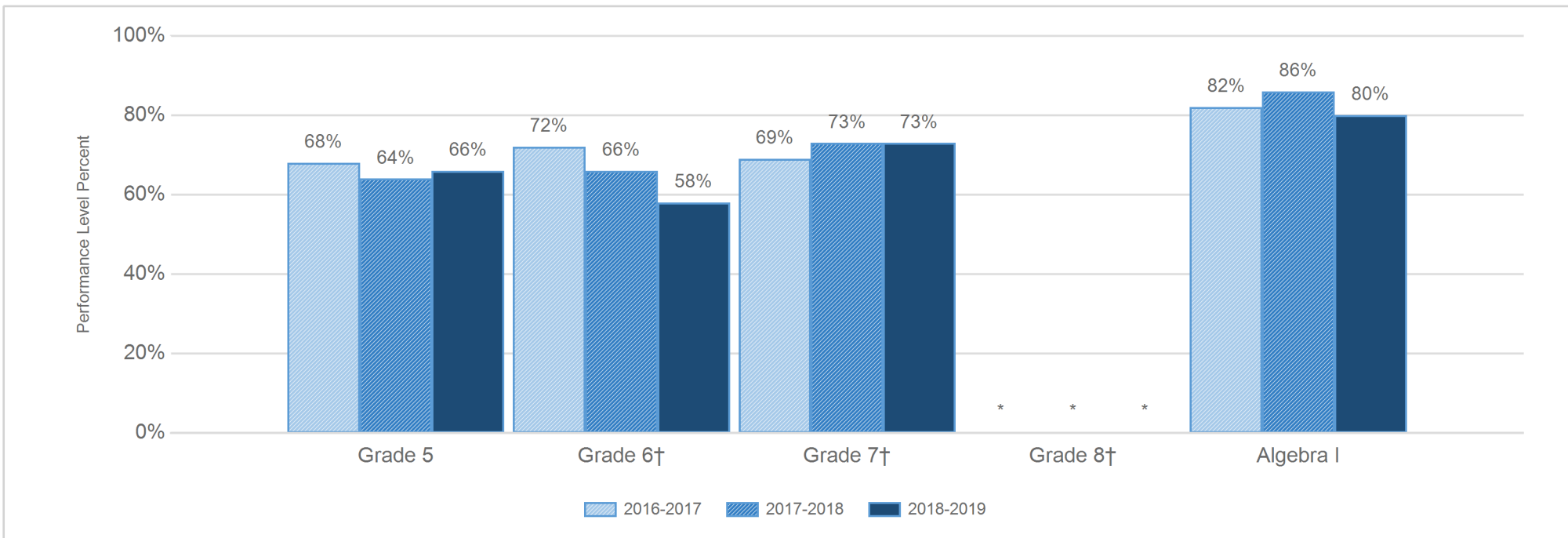
**Terrill Middle School**  
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### Mathematics Assessment – Performance Trends

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



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



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### Mathematics Assessment - Performance by Grade: Grade 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
<b>Schoolwide</b>	201	758	755	747	*	*	23%	54%	12%	66%	47%
White	140	757	755	755	*	*	23%	56%	9%	66%	58%
Hispanic	21	750	745	735	*	*	*	*	*	48%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	29	768	*	775	*	0%	*	*	*	79%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	769	753	*	*	*	*	*	*	55%
Female	107	758	756	747	*	*	23%	53%	12%	65%	47%
Male	94	759	754	747	*	*	23%	55%	12%	67%	47%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	27	728	726	725	*	*	*	*	*	26%	19%
Students without Disabilities	174	763	761	752	*	*	*	*	*	72%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	201	758	*	749	*	*	23%	54%	12%	66%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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### Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	190	754	757	741	*	13%	25%	*	*	58%	41%
White	126	752	756	749	*	15%	26%	*	*	56%	51%
Hispanic	16	744	747	729	*	*	*	*	*	44%	24%
Black or African American	11	748	749	722	*	*	*	*	*	55%	19%
Asian, Native Hawaiian, or Pacific Islander	27	766	771	769	*	*	*	*	*	78%	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	10	763	*	747	0%	*	*	*	*	60%	48%
Female	97	760	758	742	*	*	21%	*	*	68%	42%
Male	93	748	756	740	*	*	30%	*	*	48%	40%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	*	750	*	*	*	*	*	*	53%
Students with Disabilities	36	725	728	716	*	*	39%	*	*	11%	12%
Students without Disabilities	154	761	762	746	*	*	22%	*	*	69%	46%
English Learners	N	N	*	709	N	N	N	N	N	N	*
Non-English Learners	190	754	*	743	*	13%	25%	*	*	58%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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### Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	206	763	761	744	*	*	16%	53%	19%	73%	42%
White	138	762	762	751	*	*	14%	59%	16%	75%	53%
Hispanic	21	754	757	733	*	*	*	*	*	67%	26%
Black or African American	12	743	733	727	0%	*	*	*	*	42%	21%
Asian, Native Hawaiian, or Pacific Islander	24	787	782	768	0%	*	*	*	*	88%	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	11	757	*	749	0%	0%	*	*	*	64%	51%
Female	104	764	762	744	*	*	19%	52%	21%	73%	42%
Male	102	762	761	743	*	*	13%	55%	18%	73%	42%
Economically Disadvantaged Students	*	*	735	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	762	751	*	*	*	*	*	*	53%
Students with Disabilities	26	728	726	718	*	*	*	*	*	23%	13%
Students without Disabilities	180	768	767	749	*	*	*	*	*	80%	48%
English Learners	N	N	*	716	N	N	N	N	N	N	10%
Non-English Learners	206	763	*	745	*	*	16%	53%	19%	73%	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	*	*	707	728	*	*	*	*	*	*	29%
White	*	*	702	737	*	*	*	*	*	*	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	N	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	*	*	*	731	*	*	*	*	*	*	31%
Male	*	*	*	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	*	*	707	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	707	707	*	*	*	*	*	*	10%
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	*	*	707	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	187	774	762	744	*	*	12%	65%	15%	80%	42%
White	129	774	761	752	*	*	11%	69%	13%	82%	53%
Hispanic	19	760	760	728	0%	*	*	*	*	58%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	20	787	*	775	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	779	752	*	*	*	*	*	*	51%
Female	93	773	764	745	*	*	*	70%	14%	84%	44%
Male	94	774	761	743	*	*	*	61%	16%	77%	41%
Economically Disadvantaged Students	*	*	734	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	763	752	*	*	*	*	*	*	52%
Students with Disabilities	25	744	730	717	*	*	*	*	*	48%	12%
Students without Disabilities	162	778	770	748	*	*	*	*	*	85%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%



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## DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
5	*	*
6	N	N
7	*	*
8	*	*

## English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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



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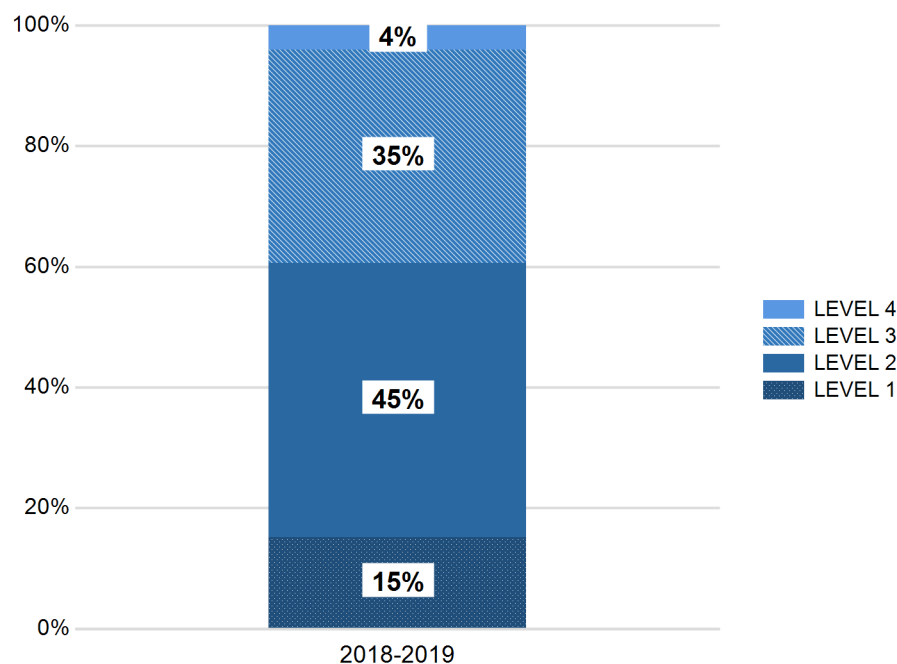
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	15	45	35	4
White	17	44	35	4
Hispanic	10	62	29	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	17	40	33	10
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	15	47	34	4
Male	16	43	36	5
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	56	37	7	0
Students without Disabilities	9	47	39	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



**Terrill Middle School**  
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2018-2019

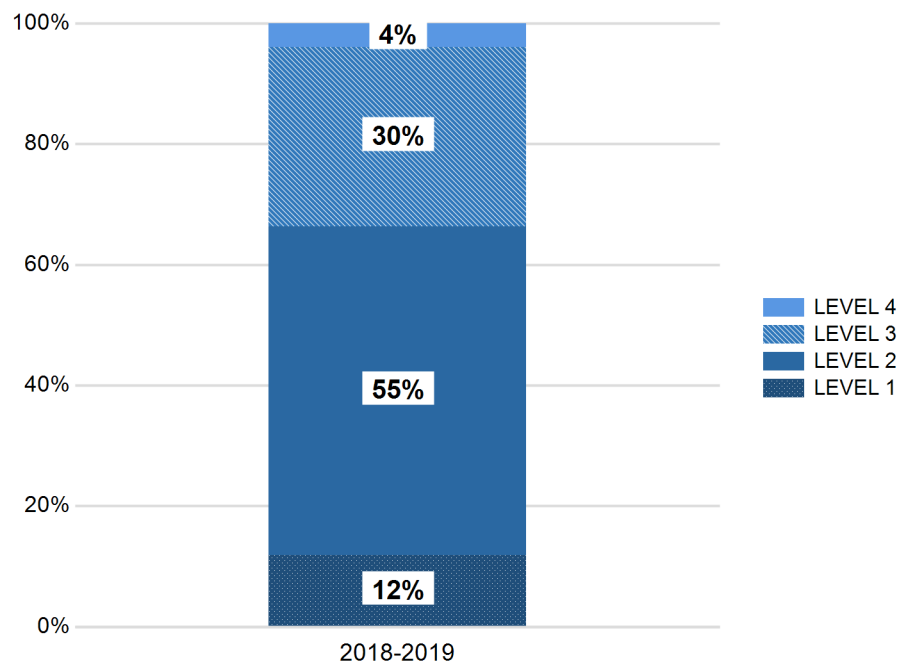
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 8 Summary

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



### NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	12	55	30	4
White	12	54	29	4
Hispanic	5	74	16	5
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	10	45	45	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	8	61	28	2
Male	15	49	32	5
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	50	44	3	3
Students without Disabilities	4	57	36	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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	193
7	0	0	211
8	190	0	201
Total	190	0	605

### 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	85	56	50	0	0	0	0
7	81	82	42	0	0	0	0
8	72	47	77	0	0	0	0
Total	238	185	169	0	0	0	0



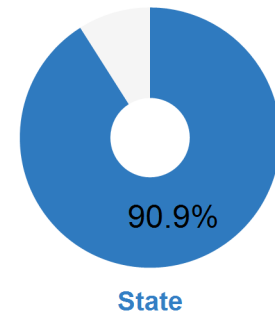
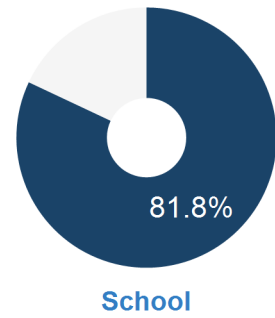
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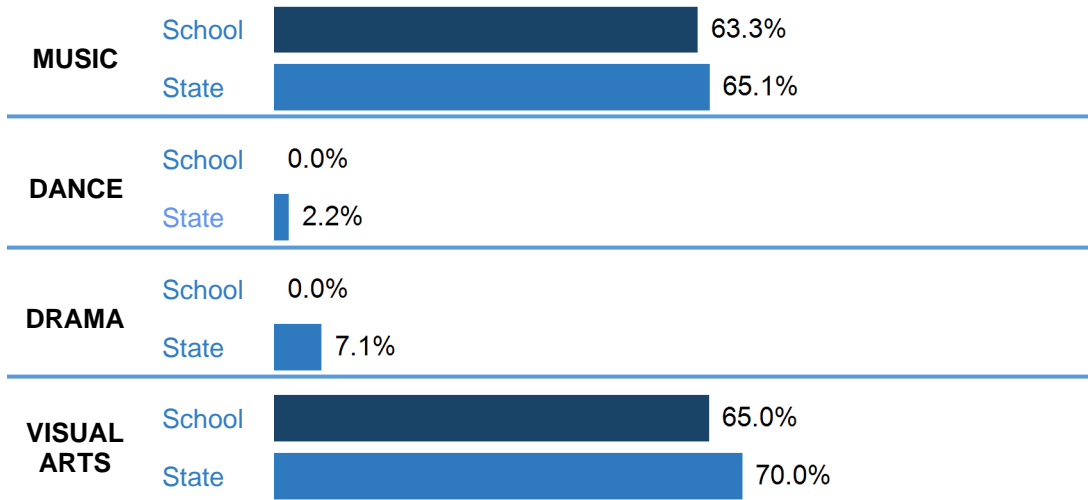
**Visual and Performing Arts – Course Participation**

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

**Grades 6-8:**  
  
 Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:





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

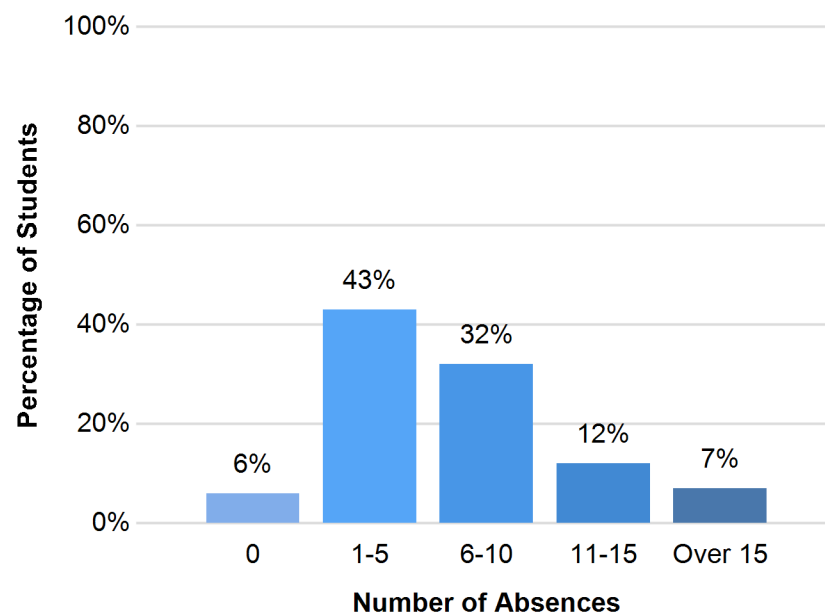
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	39	4.8	8.7	Met
White	28	5.0	8.7	Met
Hispanic	6	7.7	8.7	Met
Black or African American	1	2.9	8.7	Met
Asian, Native Hawaiian, or Pacific	3	2.9	8.7	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	2.6	8.7	Met
Female	18	4.3		
Male	21	5.2		
Economically Disadvantaged Students	4	18.2	8.7	Not Met
Students with Disabilities	16	11.3	8.7	Not Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





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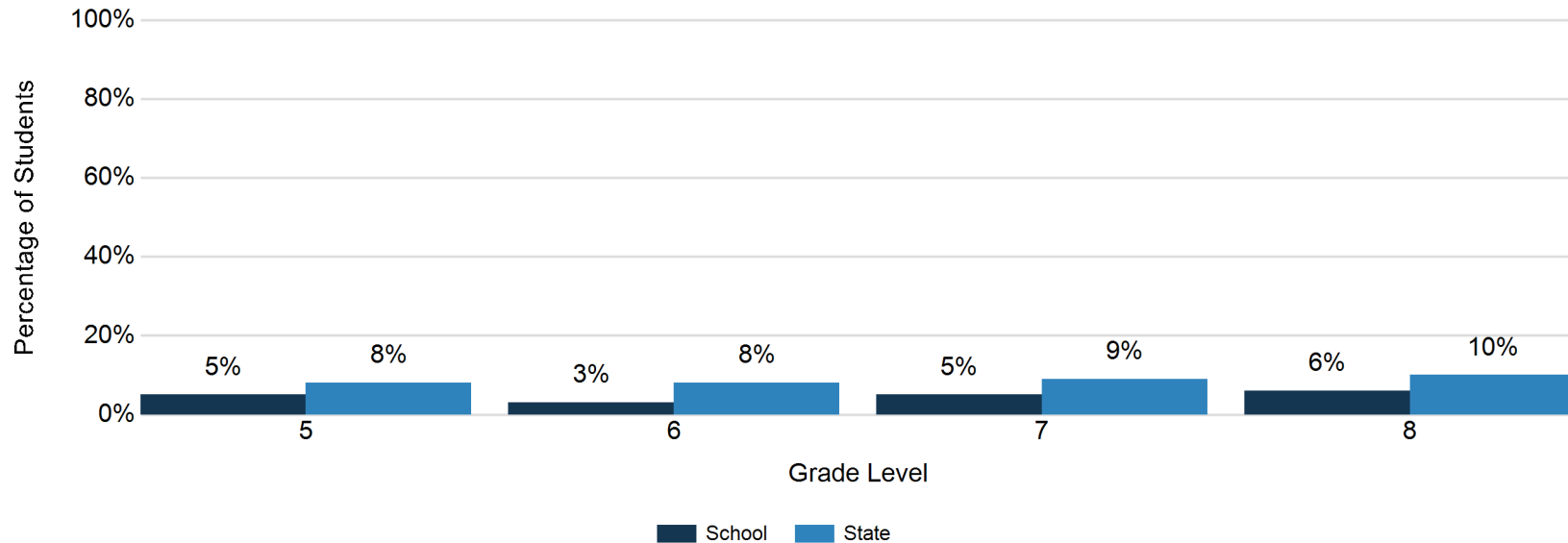
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### Chronic Absenteeism by Grade

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





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

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.11

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	1	1
Disability	1	0	1
Other	9	3	12
No Identified Nature	3		3

### Police Notifications

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

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

### Student Disciplinary Removals

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

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

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

\*



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**School Day**

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 41 Mins
Shared Time - Instructional Time	5 Hrs. 41 Mins.

**Device Ratios**

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

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



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	73	118,214
Average years experience in public schools	10.4	12.1
Average years experience in district	9.7	10.8
Percentage of Teachers with 4 or more years experience in the district	78.1%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	9.6	12.0
Percentage of Administrators with 4 or more years experience in the district	79.3%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	405:1	191:1
Teachers to Administrators	37:1	15:1
Students to Librarians/Media Specialists		694:1
Students to Nurses		505:1
Students to Counselors		505:1
Students to Child Study Team Members		347:1



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.7%	74.0%	0.0%	48.4%	77.1%	54.9%
Male	49.3%	26.0%	100.0%	51.6%	22.9%	45.1%
White	68.3%	87.7%	50.0%	42.4%	83.6%	77.4%
Hispanic	9.9%	6.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.3%	2.7%	50.0%	15.0%	6.6%	13.9%
Asian	12.3%	1.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.9%	1.4%	0.0%	2.1%	0.2%	0.2%



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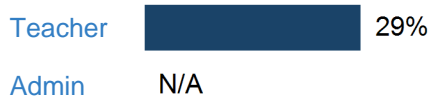
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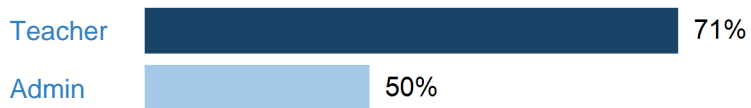
**Teachers and Administrators - Level of Education**

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

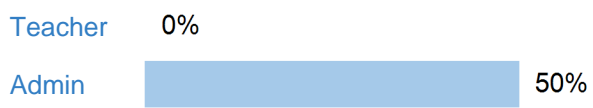
**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.3%	90.5%
2017-18 Administrators: Same district 2018-19	96.6%	87.9%

**Faculty Attendance**

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

School Year	% Days Present
2018-19	97.3%



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## Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

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

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



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### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	82.2%	81.1%	81.2%
Math Proficiency	72.1%	70.5%	68.1%
ELA Growth	56	50	50
Math Growth	50	47	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	5.2%	5.6%	4.8%

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



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

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

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

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

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



**Terrill Middle School**  
(39-4670-065)  
Grades Offered: 05-08  
2018-2019

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### Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



**Terrill Middle School**  
(39-4670-065)  
Grades Offered: 05-08  
2018-2019

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## School Narrative

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



### Highlights:

- A flexible Professional Development Program is responsive to teachers' needs. The offerings are teacher initiated and led. These opportunities result in high learning outcomes for students.
- Terrill promotes civic engagement and participation through the 7th grade service learning initiative. The program expands students' depth of knowledge regarding the government processes.
- Terrill Middle School is committed to supporting and nurturing students' social and emotional development through mindfulness, resilience, and empowerment.



### Mission, Vision, Theme:

Terrill Middle School strives to educate and empower our community of individual learners to be successful citizens of the world. The educators of Terrill Middle School, with parents as partners, are highly committed to pursuing and maintaining an academically excellent, developmentally responsive, and socially equitable learning environment for every student.



### Awards, Recognition, Accomplishments:

We are proud of our continued partnership with the Metropolitan Opera. Likewise, Terrill Staff have been recognized through the Governor' Educator of the Year Award, as well as the NJ Department of Education Exemplary Educator. Additionally, as a school Terrill continues to recognize students and staff through our U-Rock initiative.



**Terrill Middle School**  
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2018-2019

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### Courses, Curriculum, Instruction:

Our curriculum is guided by the New Jersey Student Learning Standards and our district's strategic plan that focuses on developing and nurturing the whole child. Our district emphasizes engaging students in problem based learning to prepare them to be globally minded problem solvers and communicators to meet the challenges of the future. We are proud of our schools' work with service learning through which students learn to respect and care for others.



### Clubs and Activities:

Terrill Middle School offers the following co-curricular activities: art club, robotics, homework club, intramurals, a musical, science olympiad, PALS, Heroes, book chatter, newspaper, tv production, and yearbook.





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 <p><b>Before and After School Programs:</b></p>	<p>In partnership with the Fanwood-Scotch Plains YMCA, an after school care program is available.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>All staff members participate in bi-monthly professional learning communities at their school and with their content area colleagues across the district. The district also offers optional professional development sessions on a variety of topics throughout the year. These offerings are in addition to the district-wide professional development days where teacher leaders spearhead the sessions.</p>






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 <p><b>Student Supports and Services:</b></p>	<p>Experiences for academically talented children in grades five through eight are offered through the QUEST (Question, Understand, Explore, Seek, Think) Program. The district also offers three distinct course placements for special education students. These include in-class support, resource room, and self-contained classes. Additionally, the school has an active Intervention and Referral Services Committee to identify and support students who may struggle.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Aside from participating in regular physical education, all students have had the opportunity to participate in Walk to School Day, co-sponsored by the Fanwood-Scotch Plains YMCA. In addition, students collaborate with food services to suggest healthy options for lunch.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Terrill Middle has an active PTA that sponsors a variety of events such as: assemblies, Book Fairs, and socials. Additionally, last year, parents had the opportunity to attend a workshop given in conjunction with the Scotch Plains Police on Cyber-Safety. The district also hosts PowerSchool, which provides access to a parent portal. Terrill also collaborates with the Municipal Alliance and Educational Enrichment Foundation of SPF, a local educational foundation that awards grants.</p>






**Terrill Middle School**  
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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No; Who is surveyed: Students N</p>
 <p>Facilities:</p>	<p>Terrill was constructed in 1965 and sits on a beautiful campus. The facility is well-maintained.</p>
 <p>School Safety:</p>	<p>At Terrill Middle School, school safety is a top priority. As a result of the district's partnership with the Township, Terrill has been granted the assistance of an SLEO officer.</p>




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 <p><b>Technology and STEM:</b></p>	<p>Math Expo classes lead instructional units with STEAM themes.</p>
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### Other Information

The fifth grade instructional program is primarily a self-contained environment with a strong emphasis on mathematics, language arts literacy, science, and social studies. In addition to these core subjects, students experience three world languages, fine arts and physical education/health. Understanding the importance and effectiveness of small learning communities, the departmentalized sixth, seventh, and eighth grade instructional programs are structured on a team concept. Students engage in classes in language arts, writing workshop, mathematics (Connected Math), science, social studies and world language (selecting from Spanish, French, and Italian) as well as physical education and health. Art is taught in grades six and eight and technology education takes place in grade seven. All students can elect to take band with supportive small group lessons and/or chorus. Recognizing the importance of the social and emotional growth of students, the middle school program incorporates a student-centered advisory program, entitled S.T.A.R. (Students Taking Academic Responsibility), for students in grades six through eight. In small group settings, students participate in interactive modules that afford them the opportunity to forge stronger relationships with teachers, develop stronger interpersonal skills, and expand their understanding of specific topics of interest to middle school students. Additionally, the S.T.A.R. program is designed to enhance students' citizenship, while bolstering a positive school climate through a variety of character education experiences. For the coming year, the S.T.A.R. program will focus on digital citizenship, specifically how students can be more thoughtful consumers and producers of information online. As more and more learning becomes digital, as is the case for our teachers and students using Google Classroom, we believe this to be an important focus.



**William J. McGinn Elementary School**  
(39-4670-105)  
Grades Offered: KG-04  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**

**William J. McGinn Elementary School**

(39-4670-105)

Grades Offered: KG-04

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Union
District	Scotch Plains-Fanwood School District
Principal Name	Dr. Sasha Slocum
Address	1100 ROOSEVELT AVENUE SCOTCH PLAINS, NJ 07076
Phone Number	908-233-7950
Email Address	<a href="mailto:sslocum@spfk12.org">sslocum@spfk12.org</a>
Website	<a href="https://www.spfk12.org/mcginn">https://www.spfk12.org/mcginn</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	90	95	102
1	108	96	97
2	105	112	99
3	92	106	110
4	92	99	108
Total	487	508	516

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	51.1%	51.8%	50.0%
Male	48.9%	48.2%	50.0%
Economically Disadvantaged Students	4.1%	3.0%	2.3%
Students with Disabilities	16.2%	14.0%	17.6%
English Learners	0.0%	0.0%	0.2%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	73.5%	69.1%	71.5%
Hispanic	8.8%	13.0%	9.7%
Black or African American	2.5%	2.2%	2.5%
Asian	9.7%	9.4%	8.3%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two or More Races	5.3%	6.3%	7.6%

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	90	95	102

### Enrollment by Home Language

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

Home Language	% of Students
English	97.3%
Spanish	1.2%
Other Languages	1.6%



**William J. McGinn Elementary School**  
 (39-4670-105)  
 Grades Offered: KG-04  
 2018-2019

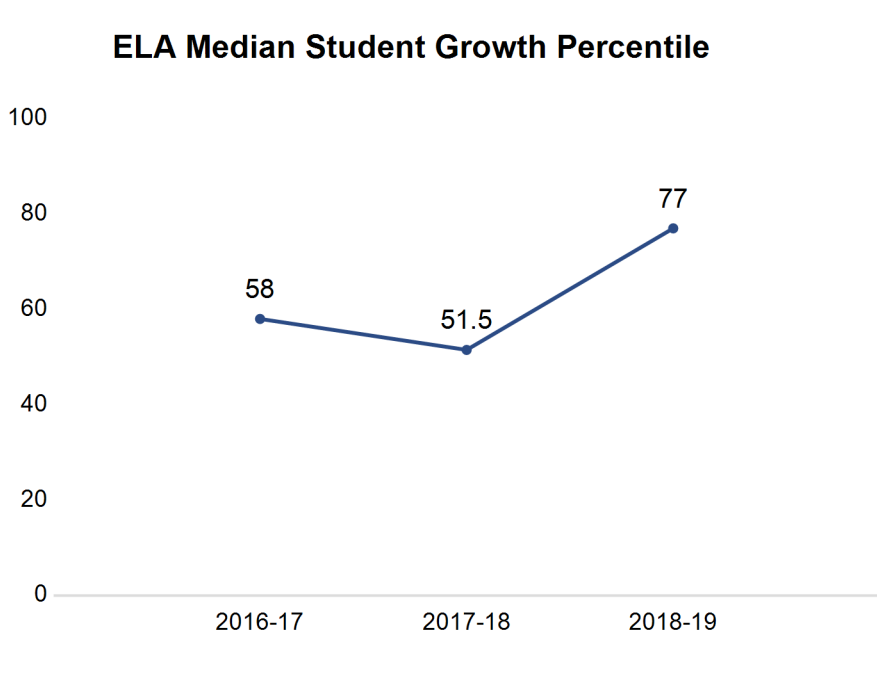
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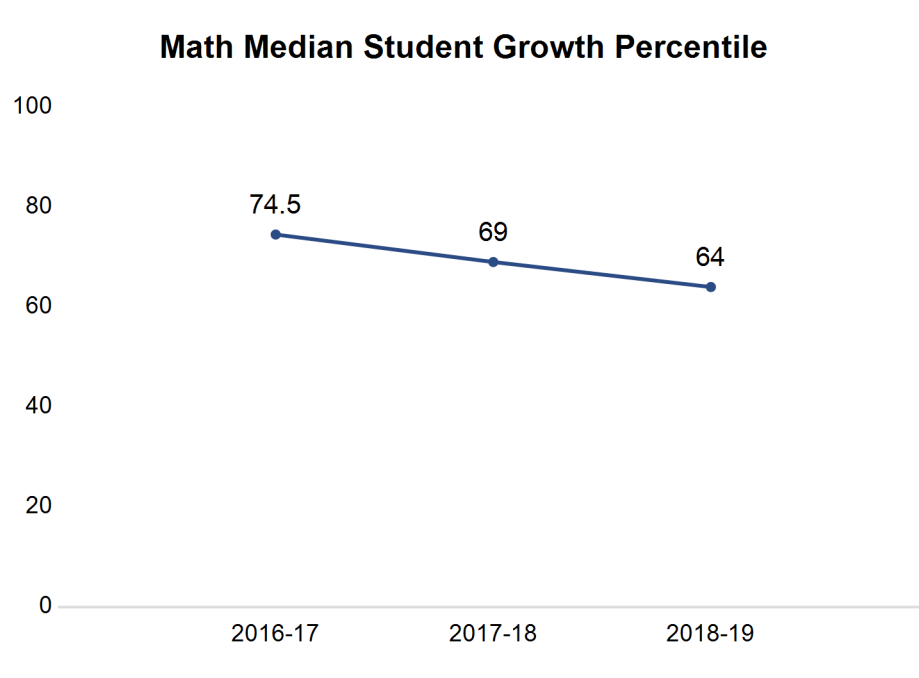
**Student Growth Trends and Progress**

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

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	58	51.5	77	74.5	69	64
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	77	54	50	Exceeds Standard	64	52	50	Exceeds Standard
White	75	52	50	Exceeds Standard	58.5	50	52	Met Standard
Hispanic	76	56	49	**	65	49	47	**
Black or African American	*	56.5	45	**	*	49	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	57	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	86.5	62	49	**	65.5	63	52	**
Female	86	58	53	N	65.5	50	50	N
Male	71	50	47	N	57	52	51	N
Economically Disadvantaged Students	*	49	48	**	*	58	46	**
Students with Disabilities	41	46	43	**	62	44	45	**
English Learners	N	65	52	**	N	69	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	*	47	N	N	N	51	N



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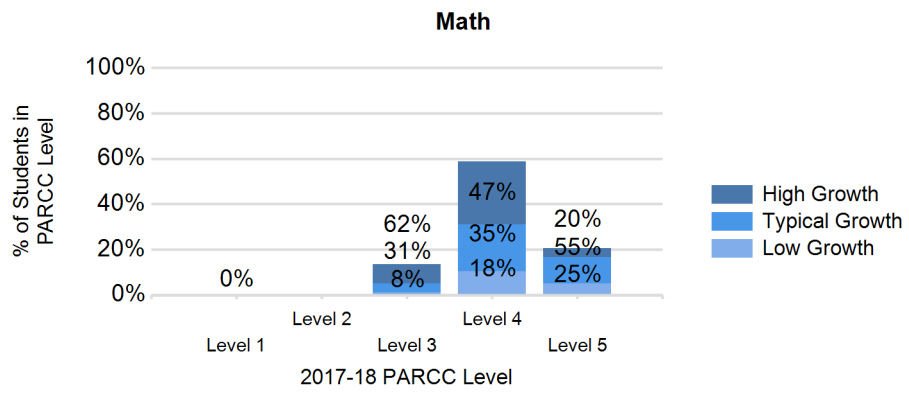
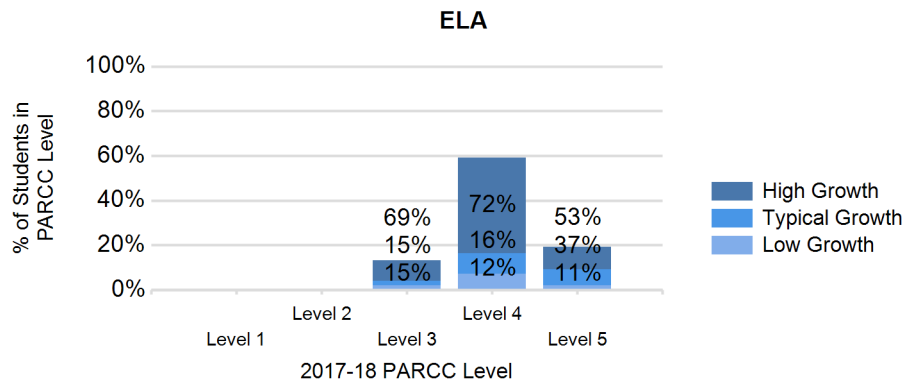
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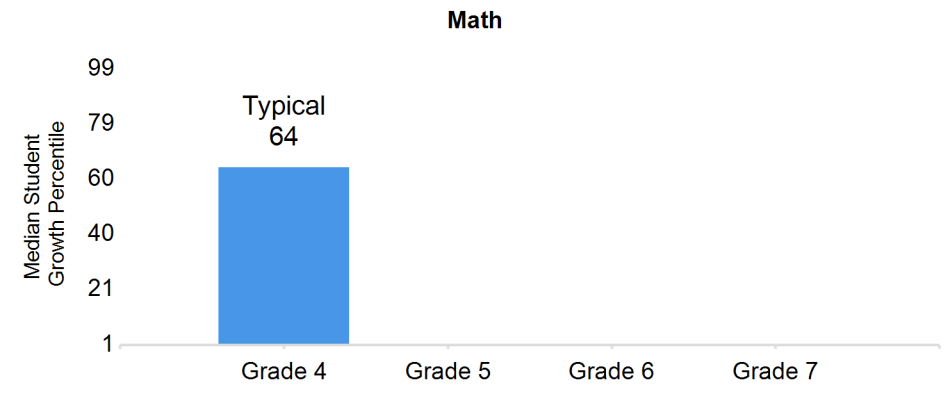
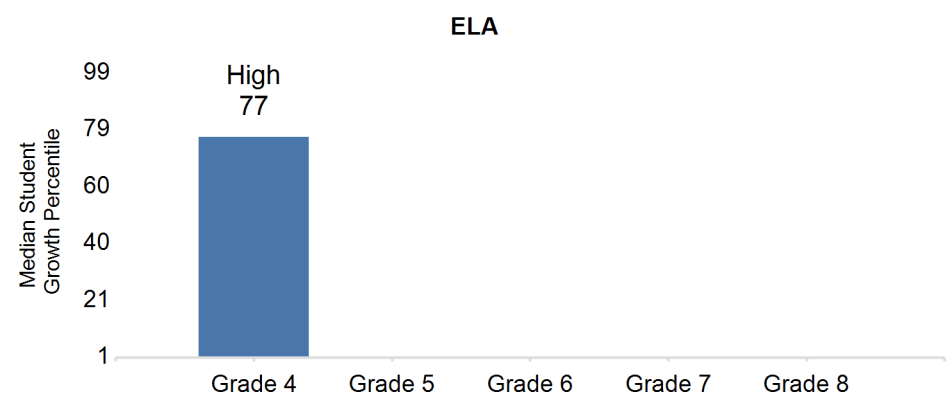
### Student Growth by Performance Level

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



### Student Growth by Grade

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





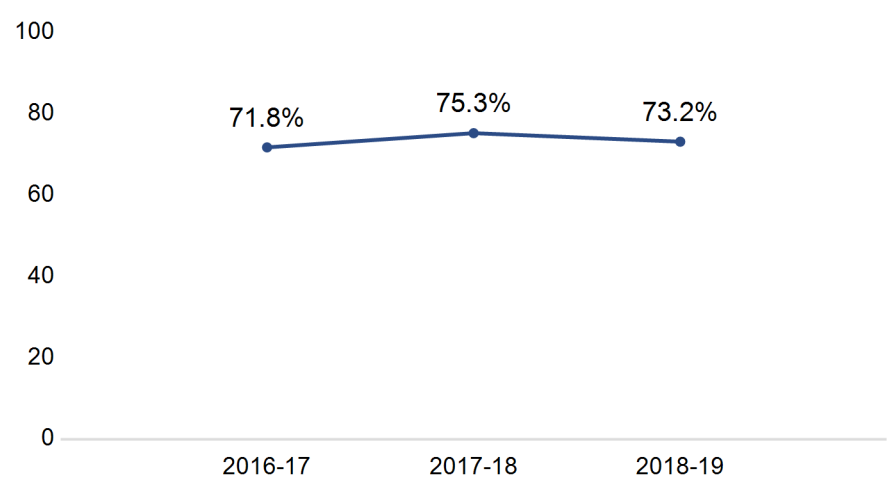
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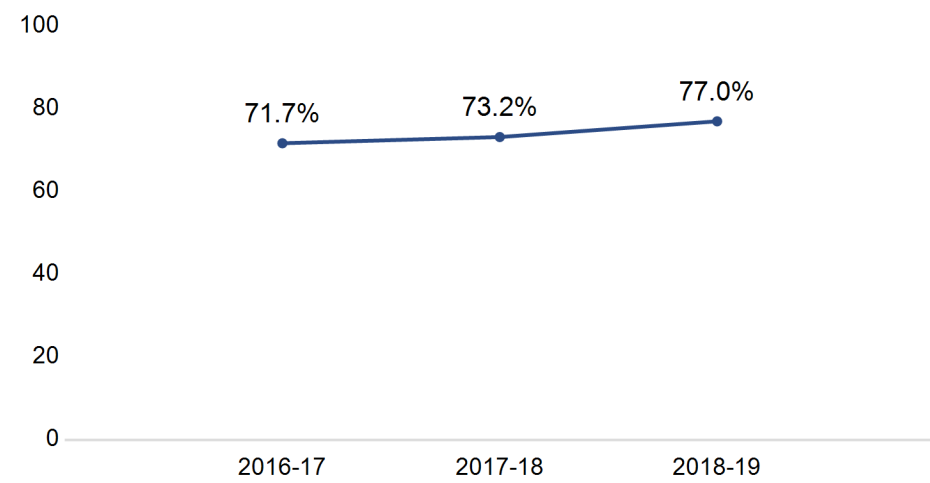
**English Language Arts and Mathematics Performance Trends**

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

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.9%	94.2%	96.8%	98.4%	93.7%	96.8%
Proficiency Rate for Federal Accountability	71.8%	75.3%	73.2%	71.7%	73.2%	77.0%
Annual Target	74.3%	74.6%	74.9%	72.1%	72.5%	72.9%
Met Annual Target?	Met Target†	Met Target	Met Target†	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	209	96.8	73.2	78.0	57.9	73.2	74.9	Met Target†
White	146	95.4	70.5	78.9	66.9	70.5	74.3	Met Target†
Hispanic	27	100.0	70.4	70.8	43.9	70.4	75.2	Met Target†
Black or African American	*	*	*	62.2	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	17	100.0	100.0	*	64.4	100.0	**	**
Female	97	96.0	77.3	84.2	64.8	77.3		
Male	112	97.4	69.6	71.9	51.3	69.6		
Economically Disadvantaged Students	*	*	*	53.5	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	79.0	67.9	*		
Students with Disabilities	39	88.6	35.9	38.4	22.7	33.5	51.4	Not Met
Students without Disabilities	170	98.8	81.8	86.3	65.1	81.8		
English Learners	*	*	*	50.0	29.3	*	**	**
Non-English Learners	*	*	*	78.4	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



### William J. McGinn Elementary School

(39-4670-105)

Grades Offered: KG-04

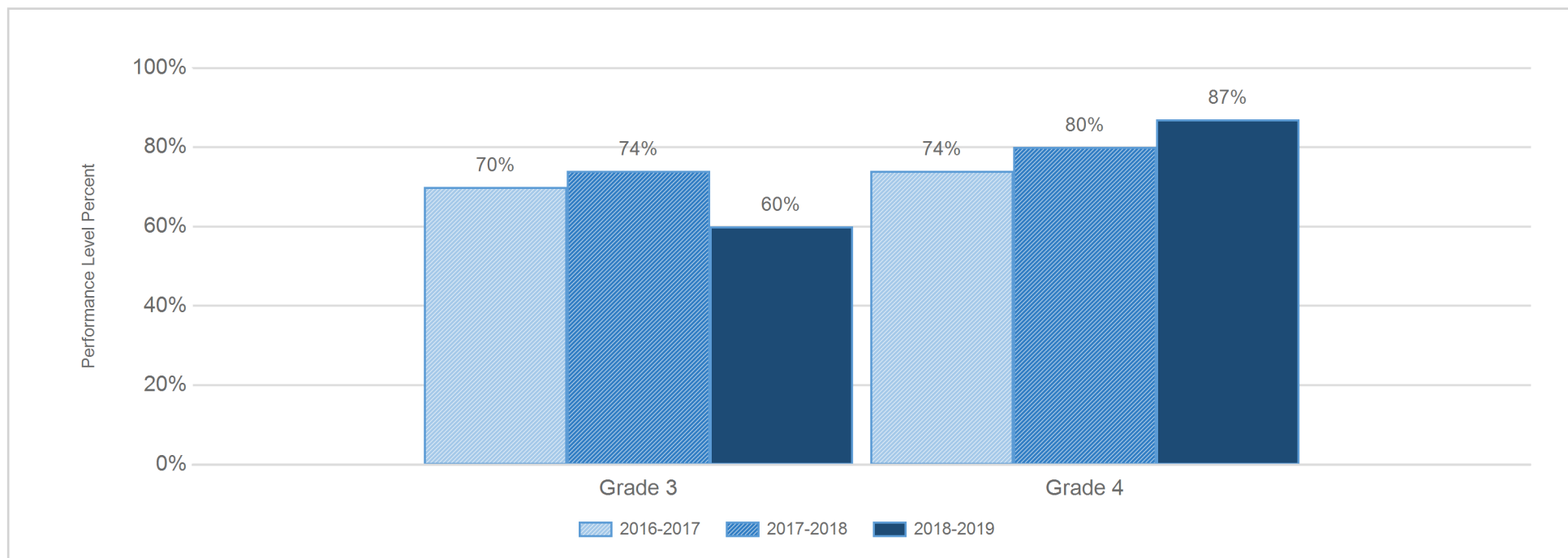
2018-2019

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## English Language Arts Assessment - Performance Trends

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





**William J. McGinn Elementary School**  
(39-4670-105)  
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2018-2019

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### English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	104	756	766	748	11%	*	21%	*	*	60%	50%
White	70	755	766	757	*	*	23%	*	*	56%	60%
Hispanic	14	748	*	734	*	*	*	*	*	57%	36%
Black or African American	*	*	757	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	12	764	773	773	*	0%	*	*	*	67%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	782	756	*	*	*	*	*	*	58%
Female	47	760	771	753	*	*	21%	*	*	64%	55%
Male	57	753	760	743	*	*	21%	*	*	56%	46%
Economically Disadvantaged Students	*	*	743	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	766	759	*	*	*	*	*	*	61%
Students with Disabilities	24	729	741	719	*	*	*	*	*	29%	24%
Students without Disabilities	80	765	771	754	*	*	*	*	*	69%	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	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	102	787	775	755	*	*	*	33%	54%	87%	57%
White	73	786	776	763	*	*	*	33%	52%	85%	67%
Hispanic	13	768	762	743	*	0%	0%	*	*	85%	44%
Black or African American	*	*	765	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	12	808	788	762	0%	0%	0%	*	*	100%	64%
Female	50	795	783	760	*	*	*	24%	66%	90%	62%
Male	52	778	769	750	*	*	*	42%	42%	85%	53%
Economically Disadvantaged Students	*	*	746	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	777	765	*	*	*	*	*	*	69%
Students with Disabilities	12	731	741	725	*	*	*	*	*	42%	25%
Students without Disabilities	90	794	782	761	*	*	*	*	*	93%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	102	787	*	758	*	*	*	33%	54%	87%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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2018-2019

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### 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	209	96.8	77.0	65.7	44.5	77.0	72.9	Met Target
White	146	95.4	76.7	66.1	54.1	76.7	75.1	Met Target
Hispanic	27	100.0	66.7	59.1	28.8	66.7	68.4	Met Target†
Black or African American	*	*	*	42.4	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	17	100.0	88.2	*	53.3	88.2	**	**
Female	97	96.0	76.3	66.7	44.9	76.3		
Male	112	97.4	77.7	64.6	44.2	77.7		
Economically Disadvantaged Students	*	*	*	40.3	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	66.7	54.9	*		
Students with Disabilities	39	88.6	43.6	28.6	17.4	40.7	50.4	Met Target†
Students without Disabilities	170	98.8	84.7	73.3	50.0	84.7		
English Learners	*	*	*	52.9	25.0	*	**	**
Non-English Learners	*	*	*	65.9	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



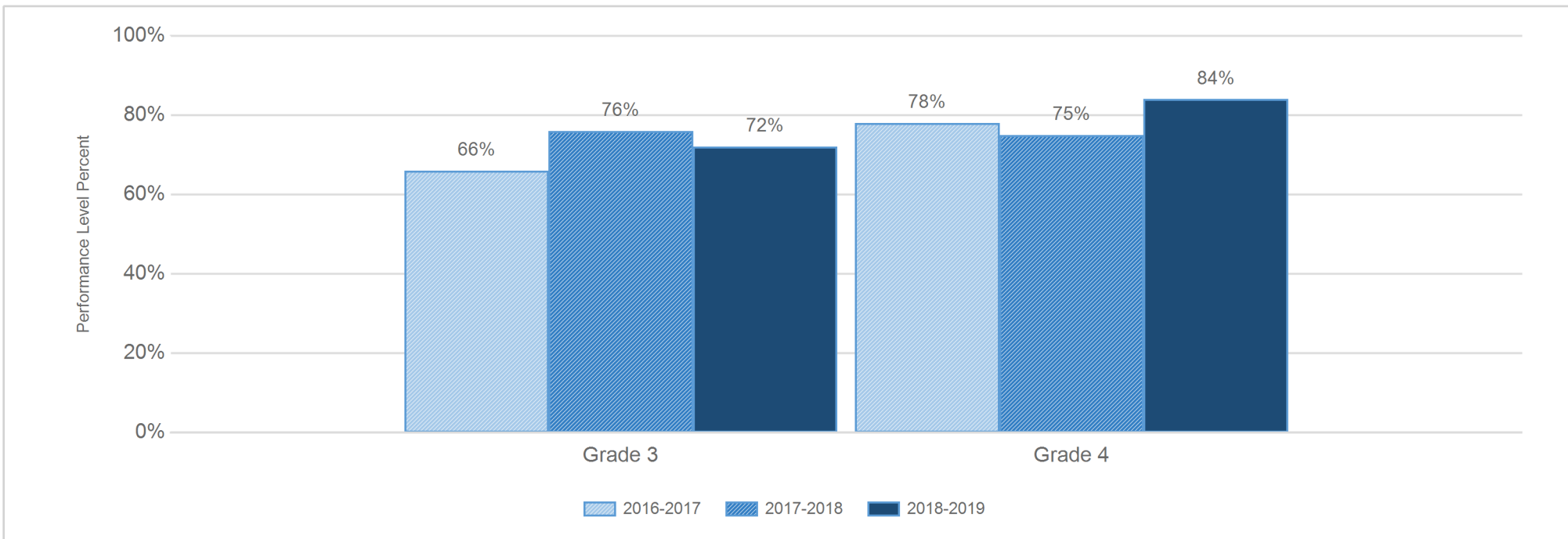
**William J. McGinn Elementary School**  
(39-4670-105)  
Grades Offered: KG-04  
2018-2019

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### Mathematics Assessment – Performance Trends

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



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



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### Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	104	760	766	752	*	*	13%	62%	11%	72%	55%
White	70	758	765	760	*	*	16%	*	*	70%	66%
Hispanic	14	748	*	739	*	*	*	*	*	57%	40%
Black or African American	*	*	760	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	12	767	784	778	0%	*	0%	*	*	83%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	783	758	*	*	*	*	*	*	62%
Female	47	760	768	751	*	*	*	*	*	72%	54%
Male	57	759	764	752	*	*	*	*	*	72%	56%
Economically Disadvantaged Students	*	*	747	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	767	761	*	*	*	*	*	*	67%
Students with Disabilities	24	741	748	731	*	*	*	*	*	46%	31%
Students without Disabilities	80	765	770	756	*	*	*	*	*	80%	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	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	102	769	763	749	*	*	11%	75%	10%	84%	51%
White	73	767	764	757	*	*	*	*	*	86%	62%
Hispanic	13	767	753	737	*	0%	*	*	*	77%	36%
Black or African American	*	*	753	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	12	777	769	754	0%	0%	*	*	*	83%	58%
Female	50	765	760	749	*	*	*	*	*	80%	50%
Male	52	772	766	749	*	*	*	*	*	88%	52%
Economically Disadvantaged Students	*	*	747	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	764	759	*	*	*	*	*	*	63%
Students with Disabilities	12	742	742	726	*	*	*	*	*	50%	25%
Students without Disabilities	90	772	768	754	*	*	*	*	*	89%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	102	769	*	751	*	*	11%	75%	10%	84%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

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



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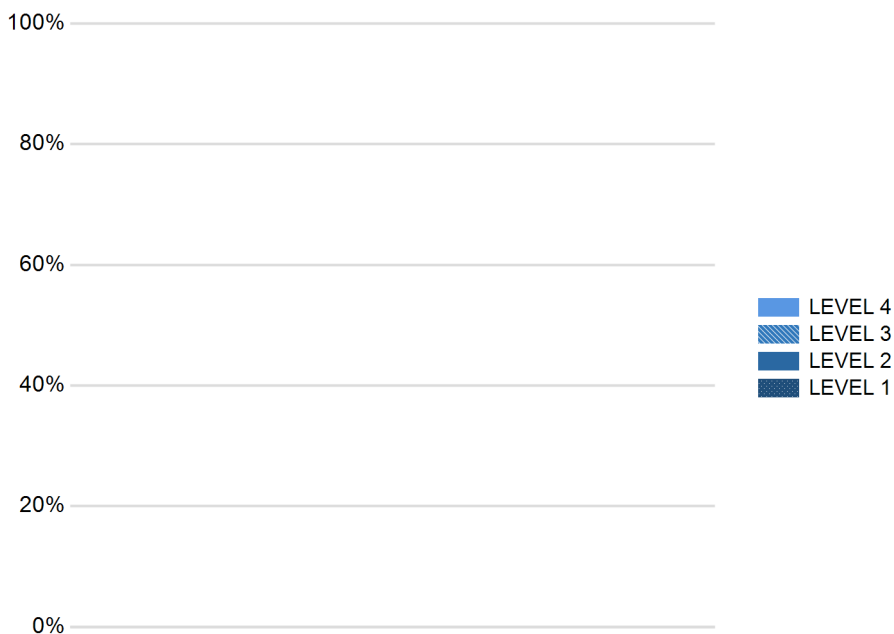
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

**NJSLA Science Assessment: Grade Summary**

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



**NJSLA Science Assessment: Grade**

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

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



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

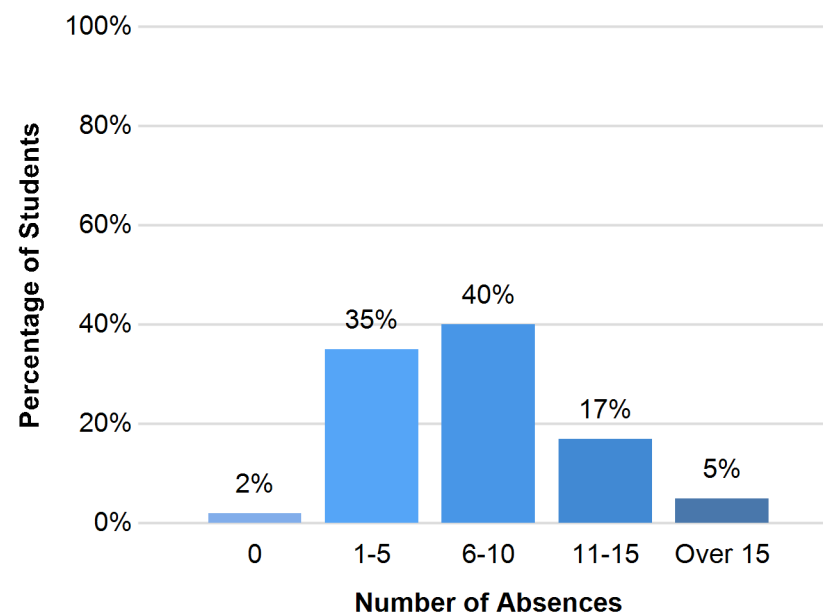
#### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	14	2.7	9.2	Met
White	8	2.2	9.2	Met
Hispanic	3	5.9	9.2	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	2.3	9.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	5.0	9.2	Met
Female	4	1.6		
Male	10	3.9		
Economically Disadvantaged Students	2	16.7	**	**
Students with Disabilities	7	7.6	9.2	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

#### Days Absent

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





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2018-2019

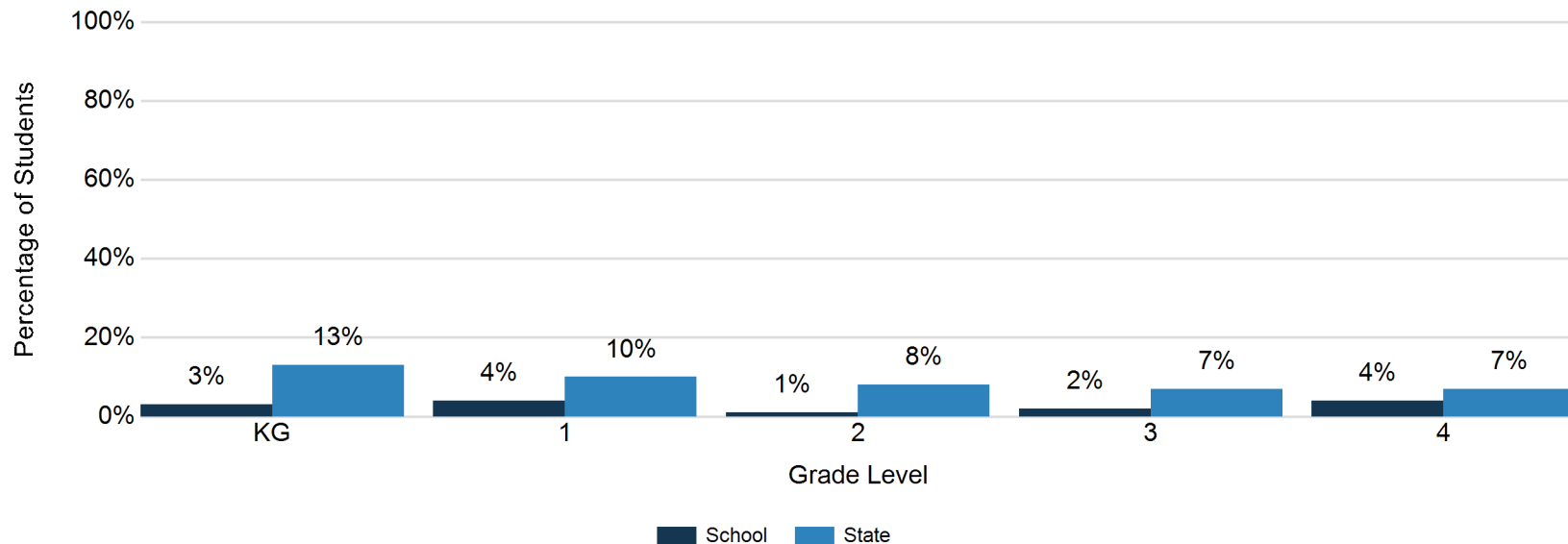
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### Chronic Absenteeism by Grade

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





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

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.19

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

### Police Notifications

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

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

### Student Disciplinary Removals

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

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

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



### William J. McGinn Elementary School

(39-4670-105)

Grades Offered: KG-04

2018-2019

#### Report Key:

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#### School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

#### Device Ratios

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

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



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### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	44	118,214
Average years experience in public schools	10.9	12.1
Average years experience in district	10.7	10.8
Percentage of Teachers with 4 or more years experience in the district	75.0%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,530
Average years experience in public schools	13.6	16.0
Average years experience in district	9.6	12.0
Percentage of Administrators with 4 or more years experience in the district	79.3%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	516:1	191:1
Teachers to Administrators	44:1	15:1
Students to Librarians/Media Specialists		694:1
Students to Nurses		505:1
Students to Counselors		505:1
Students to Child Study Team Members		347:1



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.0%	93.2%	100.0%	48.4%	77.1%	54.9%
Male	50.0%	6.8%	0.0%	51.6%	22.9%	45.1%
White	71.5%	93.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	9.7%	4.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.5%	2.3%	0.0%	15.0%	6.6%	13.9%
Asian	8.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	7.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree

Teacher 30%

Admin N/A

#### Master's Degree

Teacher 71%

Admin

#### Doctoral Degree

Teacher 0%

Admin 100%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.3%	90.5%
2017-18 Administrators: Same district 2018-19	96.6%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	96.3%



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## Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

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

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



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### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	71.8%	75.3%	73.2%
Math Proficiency	71.7%	73.2%	77.0%
ELA Growth	58	52	77
Math Growth	74	69	64
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	4.7%	3.9%	2.7%

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



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

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

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

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

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

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



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### Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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## School Narrative

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



### Highlights:

- Curriculum includes Everyday Math, Balanced Literacy, Global Perspectives, and Next Generation Science Standards.
- Technology incorporates a focus on student production of work through laptops, iPads, and document cameras.
- McGinn's award-winning gardens support interdisciplinary curricular experiences and enrich student learning.



### Mission, Vision, Theme:

The William J. McGinn Elementary School strives to educate and empower our community of individual learners to be successful citizens of the world. We strive to meet the needs of all students through differentiated instruction and varied instructional activities. Teachers, staff, and parents work collaboratively to provide rich, meaningful, academic and social experiences for the students. Our mission statement is: The Foundation to Grow. The Compassion to Give. The Imagination to Dream.



### Awards, Recognition, Accomplishments:

McGinn received a 2019 Educational Enrichment Foundation Grant for Sphero Robots to support our integration of STEAM activities into the curriculum. In addition, we received a Union County "Kids Dig In" Grant to provide supplies for our two gardens.



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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Language Arts instruction integrates Good Habits, Great Readers/Writers and Words Their Way: Word Study for Phonics, Vocabulary, and Spelling. Math uses Everyday Mathematics. Science is taught through Full Option Science System (FOSS) modules. Social Studies is based on a comprehensive approach aligned with NJ Learning Standards. Special area classes include Spanish, Health and PE, Art, Library/Media and Music (vocal and instrumental).</p>
 <p><b>Clubs and Activities:</b></p>	<p>Interdisciplinary and extracurricular activities, such as McGinn School's Community Health and Garden Project, Helping Hands, Spanish Club, Homework Club and Cultural Arts Assemblies reflect the commitment and importance that the community places on education. District activities further support the curriculum. Our highly qualified staff rounds out the home-school partnership.</p>



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 <p><b>Before and After School Programs:</b></p>	<p>After School Enrichment, Variety Show, and various evening activities for students and families are offered by the PTA. Parents and students enjoy our evening Instrumental and Vocal Music Concerts. Community organizations and parent volunteers offer Boy Scouts and Girl Scouts. In addition, in partnership with the Fanwood-Scotch Plains YMCA, before and after school care is available.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Professional development is delivered through three full days of professional development for teachers as well as after school options that further professional learning. In addition, summer programs are also available for all staff focused on professional learning and curriculum development.</p>



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 <p><b>Student Supports and Services:</b></p>	<p>English Language Learners are supported at one of the district's five elementary schools. Basic Skills and QUEST (gifted/talented) teachers provide supplementary instruction for language arts and math. The Intervention and Referral Services Team provides supports from staff members with expertise in different areas. Special services are provided for students in conjunction with their IEP through in-class support, Resource Room and self-contained classes as appropriate.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students participate in a comprehensive PE/health program offered by a certified PE teacher as well as extension activities in the general education classroom. Students have 30 minutes of recess daily and also have many activities sponsored by the PTA. Students are able to purchase lunch, which consists of an entree, fruit, vegetable, and choice of milk. The food service provider meets with the students, faculty and parents to learn their opinions and better serve the needs of the students.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>McGinn has a Parent Teacher Association (PTA) that involves parents in grades kindergarten through four. They have a number of volunteer activities throughout the year including a student Variety Show, Science Fair, Global Family Night, and Breakfast with Flame (our mascot). They run fundraisers throughout the year to support students and staff through providing technology and educational mini-grants. Our PTA provides after school programs, such as Lego Club and Fearless Dragon Writers.</p>



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### Facilities:

McGinn was built in 1966 with a fourth grade wing/media center added in 1981. Kindergarten classrooms were added in 2016. There is a library/media center, art room, gymnasium and multi-purpose room, which houses vocal and instrumental music and our cafeteria. The fourth grade and kindergarten wings are equipped with air conditioning. Fields and playgrounds support active play at recess.



### School Safety:

During the 2018-19 school year, McGinn School was staffed with a Special Law Enforcement Officer to oversee the school building on a daily basis. McGinn also engages in both fire safety exercises as well as emergency response experiences to insure that in the event of an emergency students and staff respond accordingly.



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#### Technology and STEM:

McGinn school incorporates use of technological devices, including laptop computers and tablets, throughout the curriculum. Our students and staff participate in "Hour of Code" and "Week of Code" activities, as well as STEM initiatives through our elementary science program, including working with Sphero and Lego robots.



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### Other Information

McGinn Elementary School enrolls just over 500 students. We have a diverse population and strive to meet their needs through differentiated instruction and varied learning activities. During the 2018-2019 school year, McGinn was comprised of 26 classrooms in grades K-4. We had 5 sections of full-day kindergarten through fourth grade. In addition, we provide special programs for the district, including one multi-graded self-contained class for students with Multiple Disabilities. Our entire staff at McGinn is committed to providing a safe, nurturing environment where children are able to demonstrate their interests, talents, abilities and love of learning. A well-defined Program of Studies includes reading and language arts literacy, math, science, social studies, Spanish (grades 2-4) and special subject areas. Teachers use formative assessments across the curriculum to evaluate the level of student understanding and adjust instruction accordingly. Our full-day kindergarten's instructional program is aligned with the NJ Kindergarten Guidelines. Teaching Strategies Gold is employed to monitor student development in a variety of learning and social emotional domains. Teachers continued to enhance their professional learning through participation in the National Institute of Early Education Research professional development series on the NJ Guidelines for Early Learning in Grades K-3. McGinn is a community of learners that is made stronger by the collaboration of students, staff, families and community. Families work together through our PTA and with McGinn staff to provide assemblies, grant opportunities, technology, author visits, learning materials and extra-curricular activities. Our students benefit from interdisciplinary activities, such as McGinn School's Community Health and Garden Project and its Student Council. Together our school community ensures each student can reach his or her potential.