NJ SCHOOL PERFORMANCE REPORT

BEERS STREET SCHOOL
(25-2105-060)
Grades Offered: 05-06
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MONMOUTH
District	HAZLET TWP
Principal Name	MR. COLLIS
Address	610 BEERS STREET HAZLET, NJ 07730-1405
Phone Number	(732)264-1107
Email Address	icollis@hazlet.org
Website	http://www.hazlet.org/3/home
Twitter	https://twitter.com/BeersStreet

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
5	137	116	113
6	131	140	111
Total	268	256	224

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	53.0%	52.0%	49.1%
Male	47.0%	48.0%	50.9%
Economically Disadvantaged Students	20.1%	21.5%	17.4%
Students with Disabilities	20.1%	20.3%	19.2%
English Learners	0.7%	1.2%	0.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		1.2%	0.9%
Military-Connected Students		0.0%	0.0%
Migrant Students		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	2015-16	2016-17	2017-18
White	84.0%	82.0%	79.5%
Hispanic	7.5%	9.8%	13.8%
Black or African American	3.0%	2.3%	1.3%
Asian	4.1%	3.9%	1.8%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.1%	1.6%	3.6%

Enrollment by Home Language

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

Home Language	% of Students
English	96.0%
Spanish	2.7%
Other Languages	1.3%

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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/Literacy (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/Literacy (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	67	48	50	Exceeds Standard	59	50	50	Met Standard
White	68	47	50	Exceeds Standard	59	50	51	Met Standard
Hispanic	42	53	49	Met Standard	56.5	47	48	Met Standard
Black or African American	*	52	44	**	*	*	44	**
Asian, Native Hawaiian, or Pacific Islander	*	43.5	61	**	*	59	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	76	49	**	*	66	51	**
Economically Disadvantaged	47.5	46	48	Met Standard	69	48	47	Exceeds Standard
Students with Disabilities	55	41	41	Met Standard	60.5	49.5	43	Exceeds Standard
English Learners	*	48	54	**	*	47	51	**

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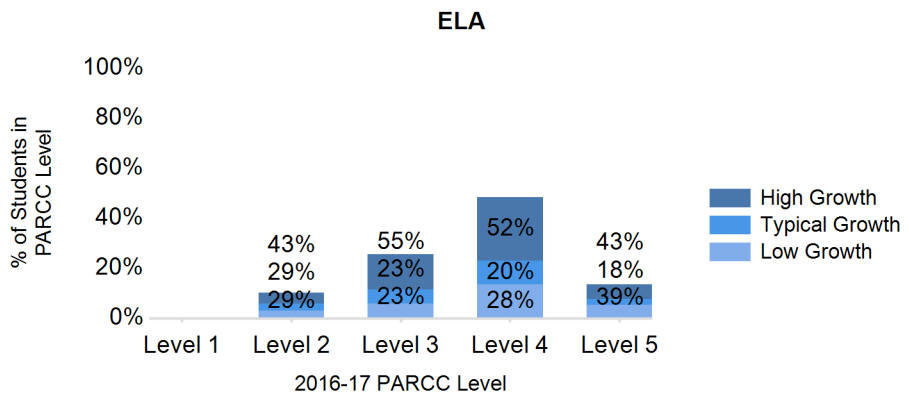
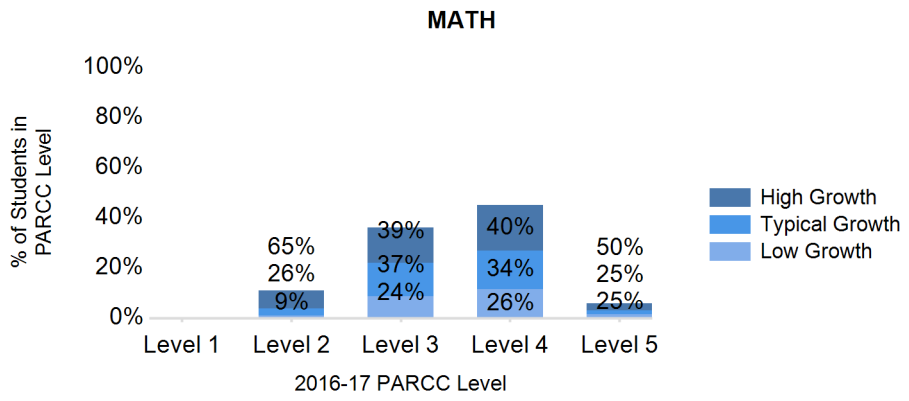
A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

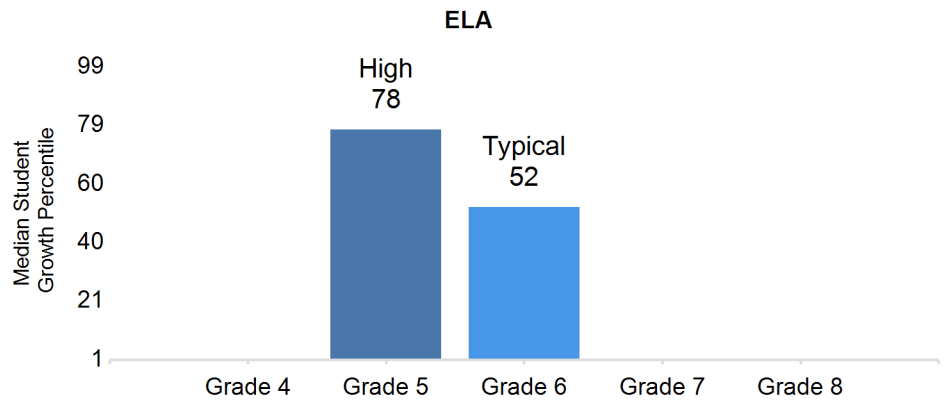
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

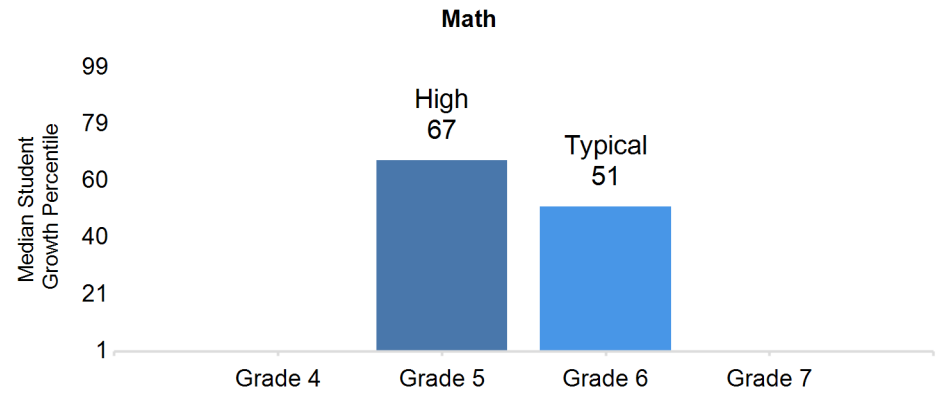




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. 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	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	219	100.0	70.8	59.3	56.7	70.8	69.9	Met Target
White	175	100.0	73.2	59.6	65.6	73.2	71.2	Met Target
Hispanic	30	100.0	43.4	*	42.5	43.4	37.1	Met Target
Black or African American	*	*	*	42.3	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.2	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	65.5	63.4	*	**	**
Female	106	100.0	77.3	69.4	64.5	77.3		
Male	113	100.0	64.6	50.2	49.4	64.6		
Economically Disadvantaged Students	38	100.0	55.2	47.5	38.5	55.2	57.6	Met Target†
Non-Economically Disadvantaged Students	181	100.0	74.0	62.0	67.5	74.0		
Students with Disabilities	45	100.0	40.0	23.2	21.6	40.0	31.8	Met Target
Students without Disabilities	174	100.0	78.7	67.9	63.9	78.7		
English Learners	*	*	*	26.4	27.3	*	**	**
Non-English Learners	*	*	*	59.7	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	766	766	755	*	*	19%	58%	12%	70%	58%
White	83	767	766	763	*	*	17%	61%	12%	73%	68%
Hispanic	17	752	758	743	0%	*	*	*	*	41%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	50	772	771	762	*	*	*	*	*	78%	66%
Male	58	761	762	749	*	*	*	*	*	64%	51%
Economically Disadvantaged Students	20	745	749	739	*	*	50%	*	*	40%	39%
Non-Economically Disadvantaged Students	88	771	770	766	*	*	13%	*	*	77%	71%
Students with Disabilities	19	739	742	724	*	*	*	*	*	37%	22%
Students without Disabilities	89	772	771	762	*	*	*	*	*	78%	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	108	766	*	757	*	*	19%	58%	12%	70%	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	764	770	754	*	*	22%	49%	19%	69%	56%
White	87	766	772	761	*	*	22%	49%	21%	70%	66%
Hispanic	14	747	755	742	0%	*	*	*	*	43%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	57	768	776	761	*	*	18%	*	*	75%	64%
Male	51	761	765	748	*	*	27%	*	*	61%	48%
Economically Disadvantaged Students	13	744	760	739	*	*	*	*	*	54%	37%
Non-Economically Disadvantaged Students	95	767	772	764	*	*	*	*	*	71%	68%
Students with Disabilities	17	725	734	723	*	*	*	*	*	18%	18%
Students without Disabilities	91	772	777	760	*	*	*	*	*	78%	63%
English Learners	N	N	*	712	N	N	N	N	N	N	*
Non-English Learners	108	764	*	755	*	*	22%	49%	19%	69%	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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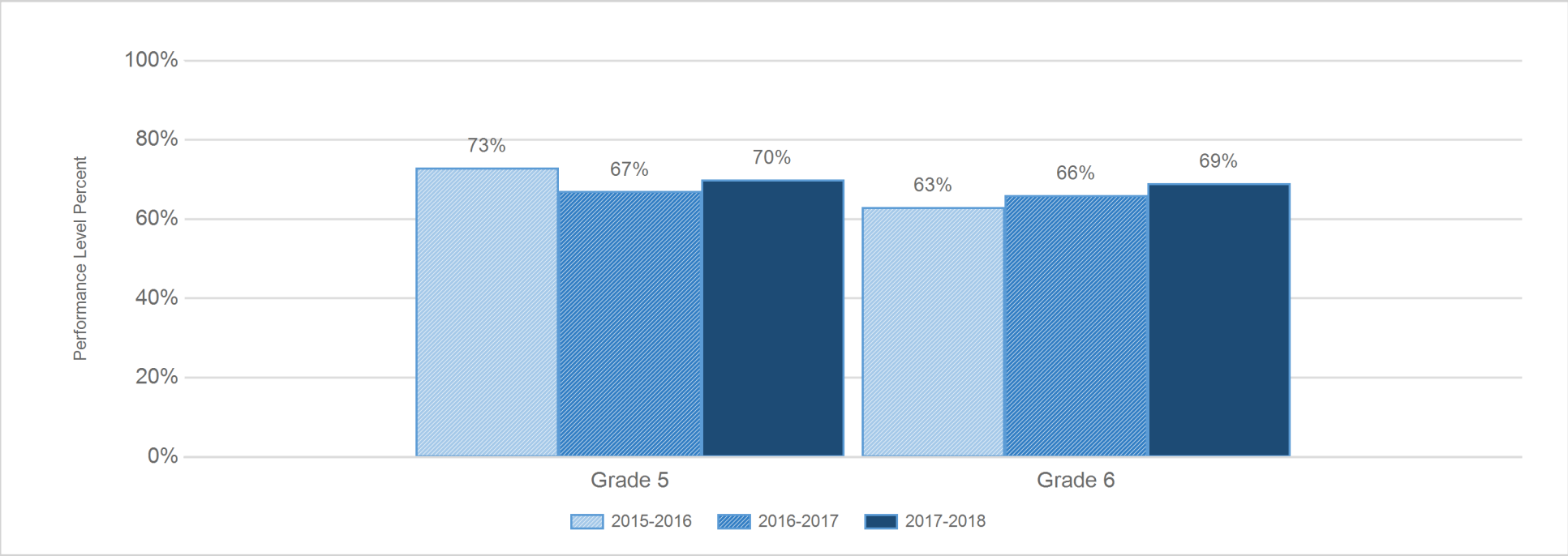
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. 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	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	219	100.0	57.6	41.1	45.0	57.6	54.8	Met Target
White	175	100.0	58.3	40.8	54.1	58.3	55.7	Met Target
Hispanic	30	100.0	43.3	*	29.2	43.3	41.1	Met Target
Black or African American	*	*	*	34.6	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	51.9	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	58.6	53.0	*	**	**
Female	106	100.0	55.6	42.2	46.0	55.6		
Male	113	100.0	59.3	40.1	43.9	59.3		
Economically Disadvantaged Students	38	100.0	42.1	30.5	26.6	42.1	48.4	Met Target†
Non-Economically Disadvantaged Students	181	100.0	60.7	43.5	55.9	60.7		
Students with Disabilities	45	100.0	33.3	*	17.1	33.3	25	Met Target
Students without Disabilities	174	100.0	63.7	*	50.5	63.7		
English Learners	*	*	*	22.2	24.6	*	**	**
Non-English Learners	*	*	*	41.3	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	758	757	748	*	*	27%	52%	11%	63%	49%
White	83	758	757	756	*	*	27%	*	*	63%	60%
Hispanic	17	749	751	736	0%	*	*	*	*	59%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	50	757	754	749	*	*	24%	*	*	64%	50%
Male	58	758	759	747	*	*	29%	*	*	62%	48%
Economically Disadvantaged Students	20	744	744	733	*	*	*	50%	0%	50%	29%
Non-Economically Disadvantaged Students	88	761	759	758	*	*	*	52%	14%	66%	62%
Students with Disabilities	19	740	744	726	*	*	*	*	*	26%	20%
Students without Disabilities	89	761	759	752	*	*	*	*	*	71%	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	108	758	*	750	*	*	27%	52%	11%	63%	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	749	752	744	*	16%	34%	*	*	49%	44%
White	87	750	754	751	*	13%	34%	*	*	52%	54%
Hispanic	14	735	737	731	0%	*	*	*	*	14%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	57	747	752	745	*	*	35%	*	*	46%	45%
Male	51	751	752	742	*	*	33%	*	*	53%	42%
Economically Disadvantaged Students	13	733	744	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	95	751	754	753	*	*	*	*	*	*	56%
Students with Disabilities	17	726	729	717	*	*	*	*	*	18%	13%
Students without Disabilities	91	753	756	748	*	*	*	*	*	55%	49%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	108	749	*	745	*	16%	34%	*	*	49%	45%
Homeless Students	N	N	*	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

BEERS STREET SCHOOL
(25-2105-060)
Grades Offered: 05-06
2017-2018

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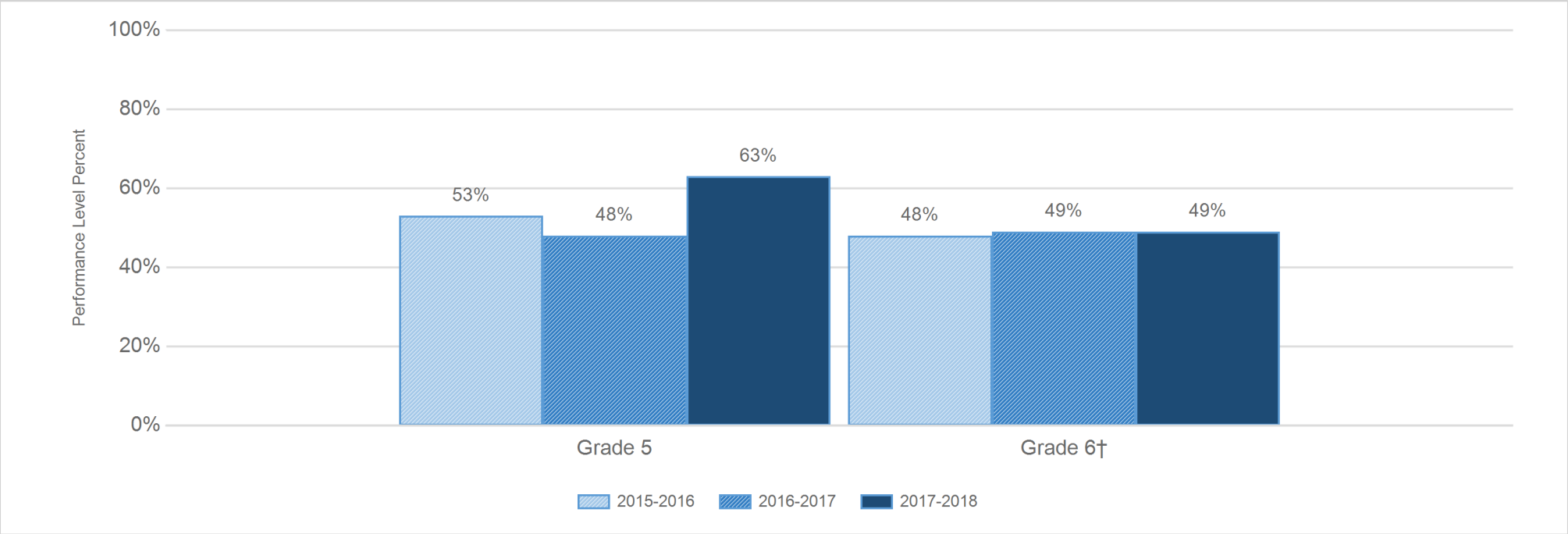
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps 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	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	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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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 grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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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.

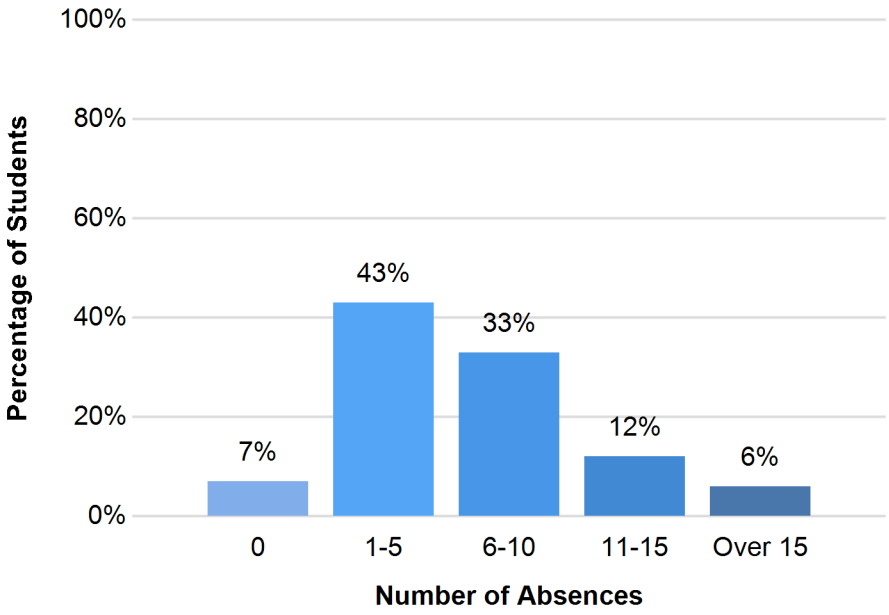
Chronic Absenteeism

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	11	4.9	8.2	Met
White	10	5.6	8.2	Met
Hispanic	1	3.2	8.2	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	2	5.1	8.2	Met
Students with Disabilities	7	15.9	8.2	Not Met
English Learners	N	N	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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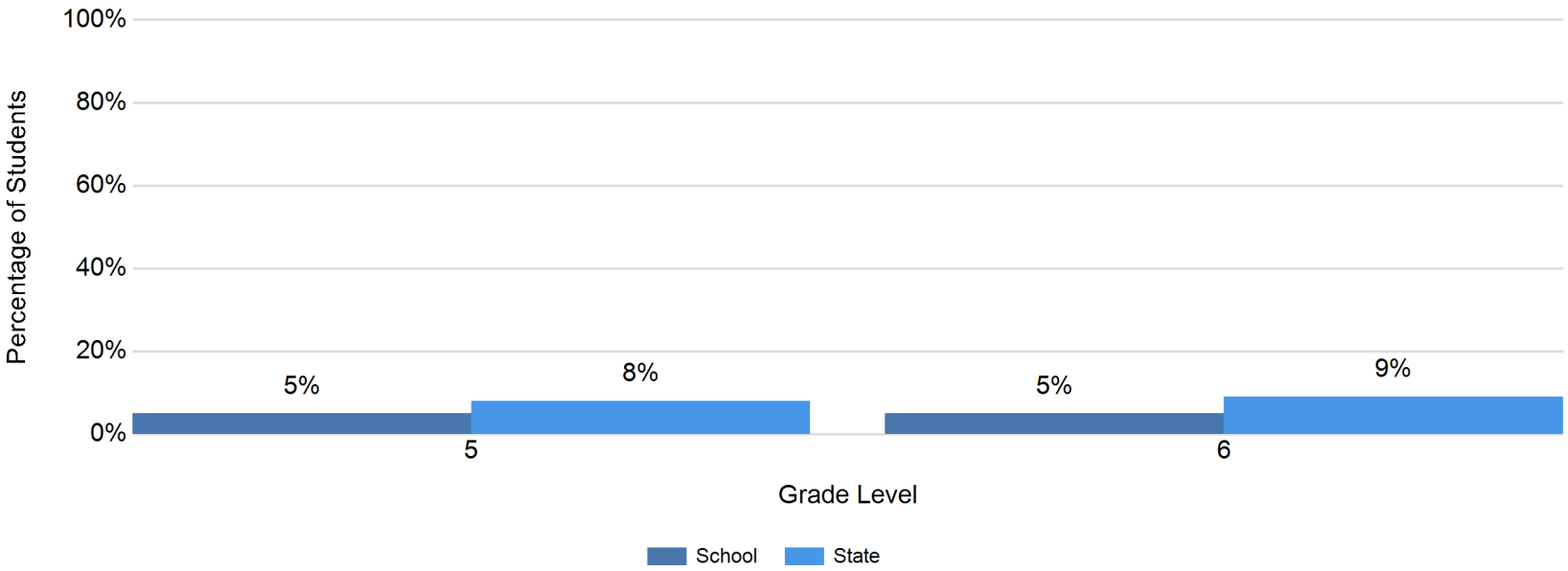
Chronic Absenteeism by Grade

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), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

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)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.79

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 49 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 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 3-11. 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
2017-18	1:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$369	$15,416	$15,785

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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 experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	29	117,464
Average years experience in public schools	11.6	12.0
Average years experience in district	11.6	10.7
Teachers in district for 4 or more years	86.2%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,374
Average years experience in public schools	11.5	16.0
Average years experience in district	10.3	12.0
Administrators in district for 4 or more years	79.2%	76.2%

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	8:1	11:1
Students to Administrators	224:1	120:1
Teachers to Administrators	29:1	11:1
Students to Librarians/Media Specialists		2881:1
Students to Nurses		360:1
Students to Counselors		360:1
Students to Child Study Team		262:1

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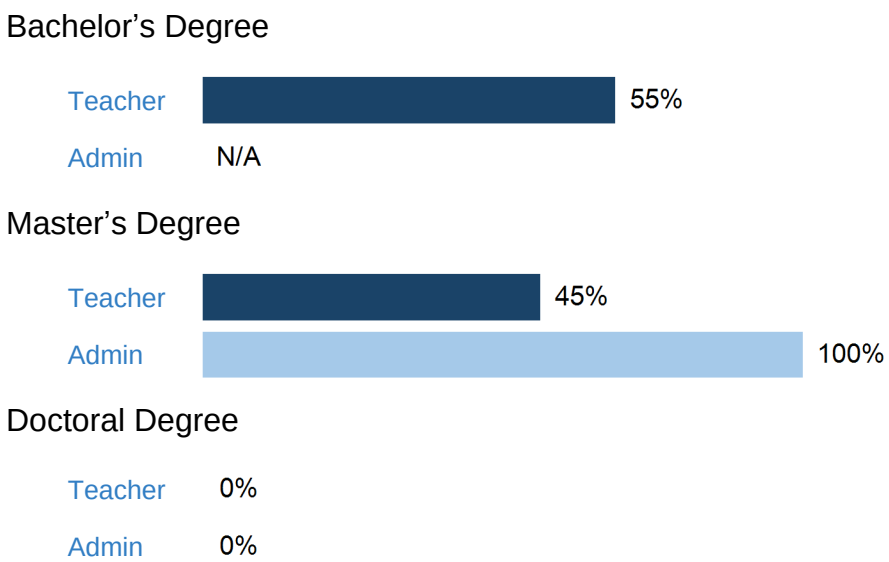
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the 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.



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	95.0%	90.2%
2016-17 Administrators: Same district 2017-18	95.7%	86.2%

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
2017-18	97.8%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	75.9%	0.0%
Male	24.1%	100.0%
White	96.6%	100.0%
Hispanic	3.4%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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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). 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.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has 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. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	70.26	17.5%
Mathematics Proficiency	66.53	17.5%
English Language Arts Growth	86.37	25.0%
Mathematics Growth	84.87	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	71.52	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	77.48	n/a
Summative Rating: Percentile Rank of Summative Score	88.63	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing 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	n/a	n/a	No	Met Target	Met Target	Exceeds Standard	Met Standard	N	Met	No
White	71.44	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	60.90	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	80.20	14.08	No	Met Target†	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	79.51	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	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 your school directly.

Highlights:	• Technology is a part of each school day, with all students utilizing 1:1 personal Chromebooks. • Student clubs and activities provide for extracurricular study, social interaction and individuality. • Our Student Government builds character and responsibility while employing the electoral process.
Mission, Vision, Theme:	Our mission is focused on educating our students to achieve their maximum potential. In the pursuit of excellence, Beers Street School, through a rigorous academic program with high expectations, will provide students with opportunities that lead them to become responsible, independent- thinking, global citizens. The school community implements this vision through ongoing and honest self-reflection with a commitment to continuous improvement.
Awards, Recognition, Accomplishments:	Beers Street School is a member of the Future Schools initiative and was awarded bronze level status because it is preparing students for college, career, and citizenship with various digital learning opportunities. Additionally, Beers Street School, as part of the Hazlet Township School District, was awarded Middle States Accreditation.

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Courses, Curriculum, Instruction:	Our school curriculum is designed to create a well-rounded student utilizing a personalized learning approach. Subjects include an effective anti-bullying program, an extensive arts program that incorporates vocal and instrumental music, general art, world language, coding, science, social studies, language arts, mathematics, and physical education. Other resources include a 3-D printer, iPads, Chromebooks, robotics, media center, computer lab and science lab.
Clubs and Activities:	Clubs include, Odyssey of the Mind, Yearbook/ Photography, Drama, Book, and Community. Students also participate in Student Government, Spelling Bee, Geography Bee, science and math leagues and the Talent Show.

NJ SCHOOL PERFORMANCE REPORT

BEERS STREET SCHOOL
(25-2105-060)
Grades Offered: 05-06
2017-2018

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

School Narrative

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Before and After School Programs:	The Right At School after school program is available to all students from 2:50pm until 6pm Mondays - Fridays.
Staff and Professional Learning:	The teachers and staff at Beers Street School are afforded twenty one hour professional development sessions, not including three district planned professional development service days to collaborate with colleagues and to learn new strategies and best practices. Topics include embedding technology in the classroom, curriculum analysis, and personalized learning.

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Student Supports and Services:	Support programs are designed for students with disabilities to include an inclusion setting, resource program, sensory room and self-contained models. In addition, for all students, Intervention and Referral Services are provided along with after school tutoring and Helping Hands Homework assistance. Beers Street School employs a shared-time School Counselor, shared-time Title I Interventions Teacher, Speech Teacher and an in house Child Study Team.
Student Health and Wellness:	The YMCA Healthy U Program has provided us with resources to support healthy living, quality food selection and the benefits of exercise through training and curriculum materials. We have a full time nurse, a school safety team and an AED unit. In addition to physical education classes, students enjoy active play during recess. Students take an active role in participating in the Healthy U kickoff campaign and participate in meetings related to food and nutrition.
Parent and Community Involvement:	The PTO takes an active role in school by sponsoring assemblies, promoting activities and contributing to special events including Field Day and Field Trips. The PTO meets once per month with teachers and the Principal. At the meeting, school events, organizational goals and finances are discussed. In addition to meetings, the PTO communicates directly to the community through a monthly newsletter and digital communication.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students An annual Climate Survey is administered to the students in the school for the purpose of gauging their perception on school environment, bullying, teacher relationships and services offered to support student population. The data is analyzed and the results are used for program initiatives to better serve the students.
Facilities:	Beers Street School features general education and special education classrooms, two science labs, a media center, computer lab, speech room, art/enrichment room, music room, band room, full service cafeteria, gymnasium, sensory room, faculty room, child study team office, nurse's office, school counselor's office, main office and Principal's office with a conference room. All learning spaces are equipped with SmartBoards and desktop computer devices and document cameras.

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Other Information:	We are happy to award students to reinforce positive behavior in and out of school. The BARK LOUD program has been established to recognize students each month for demonstrating good behavior, having the right attitude, being responsible and striving for knowledge. Students are also recognized for meeting the criteria in academic achievement in all academic classes at the closing of each marking period. At the end of the year, students are recognized for participating in all clubs and activities and receive merit recognition for academic excellence in all subject classes including attendance