



Betsy Ross Elementary
(03-2900-060)
Grades Offered: KG-03
2018-2019

Report Key:

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

| Type | Contact Information |
|----------------|---|
| County | Bergen |
| District | Mahwah Township Public School District |
| Principal Name | Dr. Linda Bovino |
| Address | 20 MALCOLM RD MAHWAH, NJ 07430-1822 |
| Phone Number | 201-762-2250 |
| Email Address | lbovino@mahwah.k12.nj.us |
| Website | https://www.mahwah.k12.nj.us/Domain/13 |
| Twitter | https://twitter.com/betsyrossmahwah?lang=en |



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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 | 54 | 44 | 59 |
| 1 | 55 | 52 | 49 |
| 2 | 43 | 61 | 56 |
| 3 | 65 | 42 | 63 |
| Total | 217 | 199 | 227 |

Enrollment Trends by Student Group

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

| Student Group | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| Female | 48.8% | 54.8% | 52.0% |
| Male | 51.2% | 45.2% | 48.0% |
| Economically Disadvantaged Students | 4.1% | 3.5% | 4.0% |
| Students with Disabilities | 12.4% | 11.1% | 12.3% |
| English Learners | 7.4% | 7.0% | 6.2% |
| 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 | 62.7% | 67.3% | 69.6% |
| Hispanic | 7.4% | 7.5% | 7.9% |
| Black or African American | 1.4% | 1.5% | 0.4% |
| Asian | 21.2% | 19.1% | 17.6% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0.0% | 0.5% | 0.9% |
| Two or More Races | 7.4% | 4.0% | 3.5% |

Enrollment Trends by Full/Half Day PK and KG

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

| Grade | 2016-17 | 2017-18 | 2018-19 |
|---------------|---------|---------|---------|
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 54 | 44 | 59 |

Enrollment by Home Language

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

| Home Language | % of Students |
|-----------------|---------------|
| English | 92.1% |
| Spanish | 2.2% |
| Telugu | 1.3% |
| Other Languages | 4.4% |



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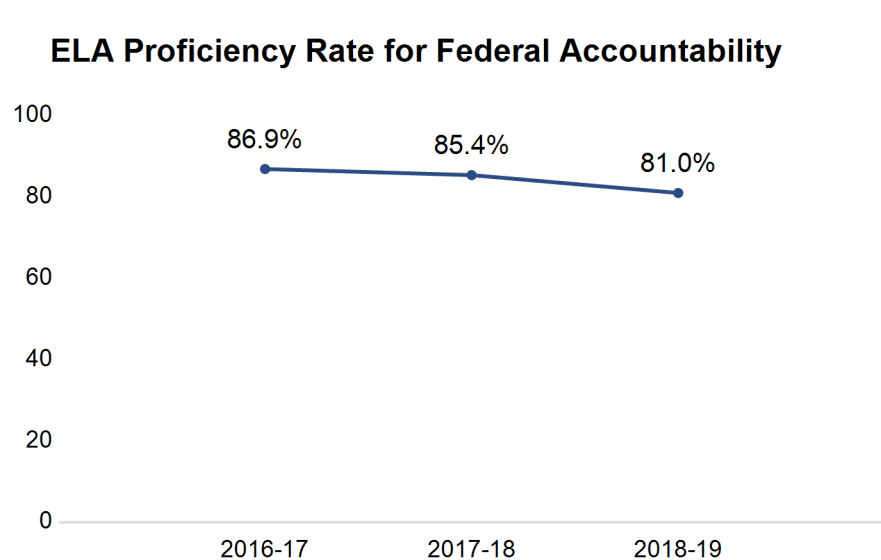
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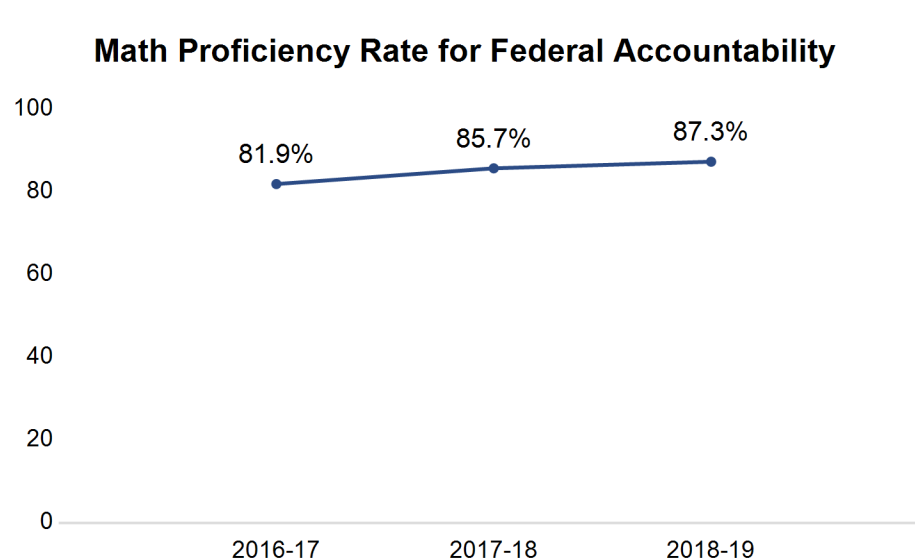
English Language Arts and Mathematics Performance Trends

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 | 96.9% | 100.0% | 98.4% | 96.9% | 100.0% | 98.4% |
| Proficiency Rate for Federal Accountability | 86.9% | 85.4% | 81.0% | 81.9% | 85.7% | 87.3% |
| Annual Target | 80.0% | 80.0% | 80.0% | 80.0% | 80.0% | 80.0% |
| Met Annual Target? | Met Goal | Met Goal | Met Goal | Met Goal | Met Goal | Met Goal |
| 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 | 63 | 98.4 | 81.0 | 80.2 | 57.9 | 81.0 | 80 | Met Goal |
| White | 46 | 97.9 | 78.3 | 80.7 | 66.9 | 78.3 | 80 | Met Target† |
| Hispanic | * | * | * | 69.7 | 43.9 | * | ** | ** |
| Black or African American | N | N | N | 58.1 | 38.5 | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 100.0 | 100.0 | * | 82.9 | 100.0 | ** | ** |
| American Indian or Alaska Native | * | * | * | 36.4 | 56.0 | * | ** | ** |
| Two or More Races | * | * | * | 80.0 | 64.4 | * | ** | ** |
| Female | 33 | 97.1 | 81.8 | 85.8 | 64.8 | 81.8 | | |
| Male | 30 | 100.0 | 80.0 | 74.6 | 51.3 | 80.0 | | |
| Economically Disadvantaged Students | * | * | * | * | 40.0 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | * | 67.9 | * | | |
| Students with Disabilities | 10 | 100.0 | 20.0 | 36.5 | 22.7 | 20.0 | ** | ** |
| Students without Disabilities | 53 | 98.1 | 92.5 | 88.4 | 65.1 | 92.5 | | |
| English Learners | * | * | * | * | 29.3 | * | ** | ** |
| Non-English Learners | * | * | * | * | 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 | N | 30.4 | N | | |

† Target was met within a confidence interval.



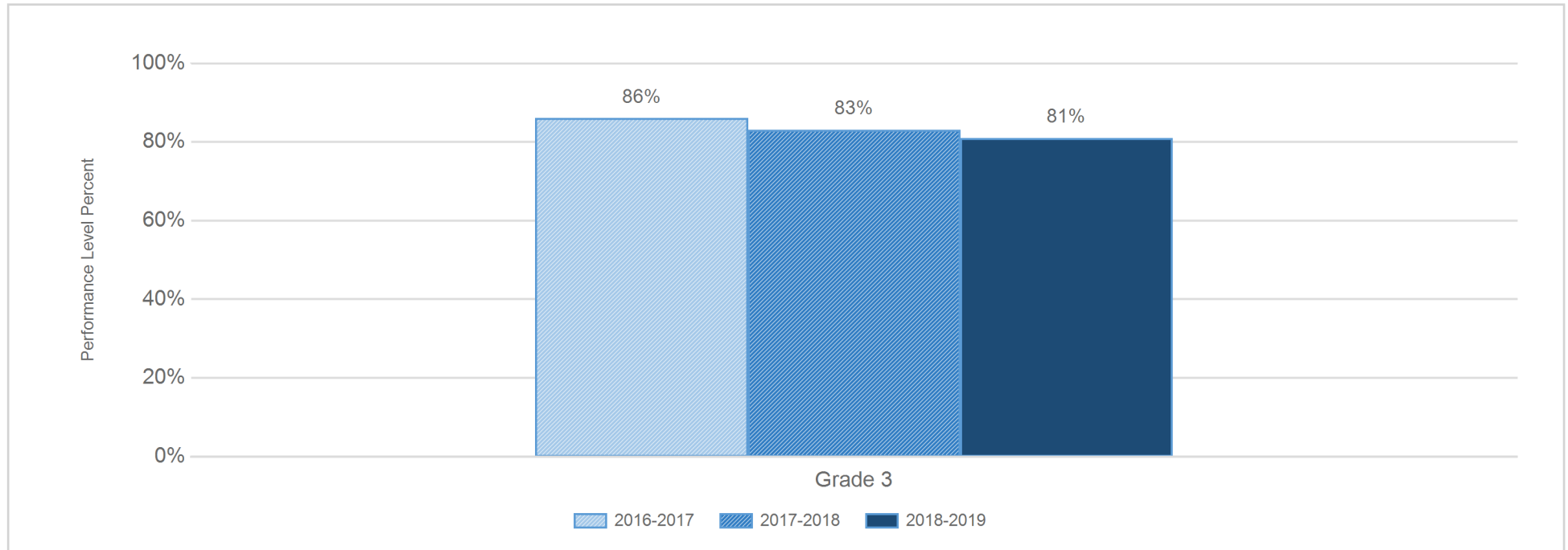
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English Language Arts Assessment - Performance Trends

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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 63 | 788 | 780 | 748 | 0% | * | * | 48% | 33% | 81% | 50% |
| White | 46 | 779 | 779 | 757 | 0% | * | * | * | * | 78% | 60% |
| Hispanic | * | * | 771 | 734 | * | * | * | * | * | * | 36% |
| Black or African American | N | N | * | 731 | N | N | N | N | N | N | 33% |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 836 | * | 773 | 0% | 0% | 0% | 0% | 100% | 100% | 75% |
| American Indian or Alaska Native | * | * | * | 746 | * | * | * | * | * | * | 46% |
| Two or More Races | * | * | * | 756 | * | * | * | * | * | * | 58% |
| Female | 33 | 787 | 782 | 753 | 0% | * | * | 52% | 30% | 82% | 55% |
| Male | 30 | 789 | 777 | 743 | 0% | * | * | 43% | 37% | 80% | 46% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 33% |
| Non-Economically Disadvantaged Students | * | * | * | 759 | * | * | * | * | * | * | 61% |
| Students with Disabilities | 10 | 740 | 741 | 719 | 0% | * | * | * | * | 20% | 24% |
| Students without Disabilities | 53 | 797 | 790 | 754 | 0% | * | * | * | * | 92% | 56% |
| English Learners | N | N | * | 713 | N | N | N | N | N | N | 17% |
| Non-English Learners | 63 | 788 | * | 751 | 0% | * | * | 48% | 33% | 81% | 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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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 | 63 | 98.4 | 87.3 | 68.8 | 44.5 | 87.3 | 80 | Met Goal |
| White | 46 | 97.9 | 87.0 | 68.2 | 54.1 | 87.0 | 80 | Met Goal |
| Hispanic | * | * | * | 54.5 | 28.8 | * | ** | ** |
| Black or African American | N | N | N | 37.2 | 23.0 | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 100.0 | 100.0 | * | 76.5 | 100.0 | ** | ** |
| American Indian or Alaska Native | * | * | * | 18.2 | 42.7 | * | ** | ** |
| Two or More Races | * | * | * | 67.1 | 53.3 | * | ** | ** |
| Female | 33 | 97.1 | 84.8 | 69.3 | 44.9 | 84.8 | | |
| Male | 30 | 100.0 | 90.0 | 68.4 | 44.2 | 90.0 | | |
| Economically Disadvantaged Students | * | * | * | * | 26.3 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | * | 54.9 | * | | |
| Students with Disabilities | 10 | 100.0 | 40.0 | 30.5 | 17.4 | 40.0 | ** | ** |
| Students without Disabilities | 53 | 98.1 | 96.2 | 76.1 | 50.0 | 96.2 | | |
| English Learners | * | * | * | 63.0 | 25.0 | * | ** | ** |
| Non-English Learners | * | * | * | 69.1 | 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 | N | 23.3 | N | | |

† Target was met within a confidence interval.



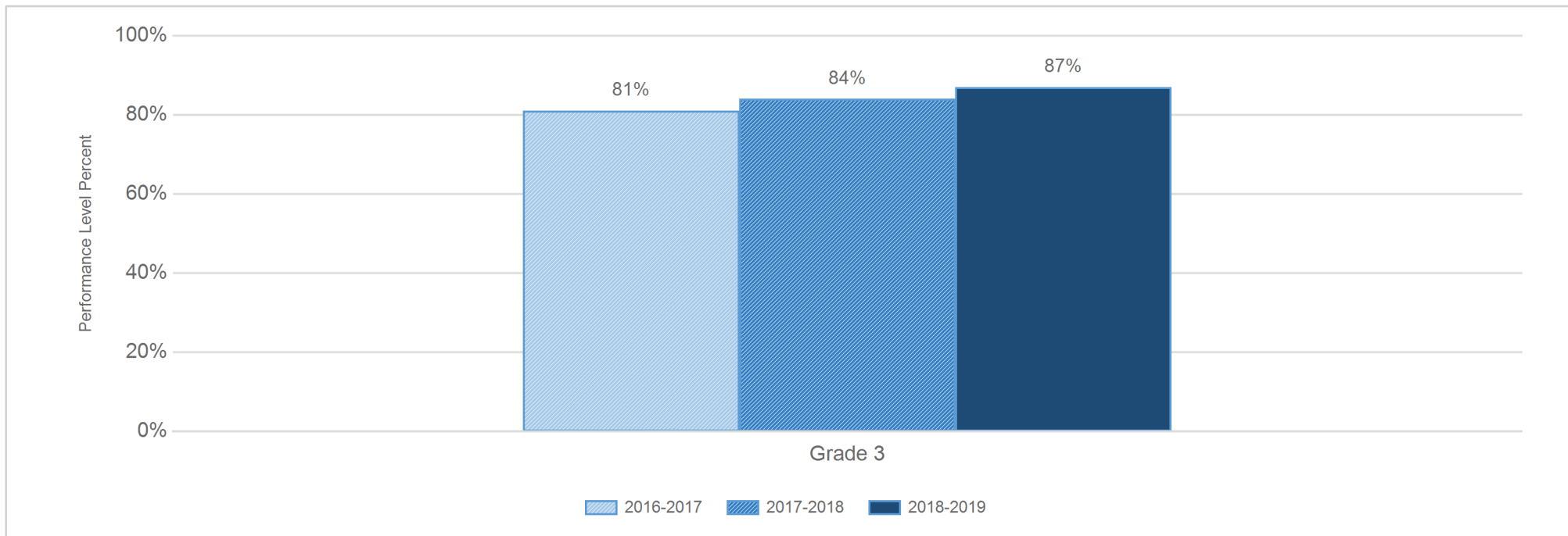
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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 63 | 781 | 775 | 752 | * | * | * | 51% | 37% | 87% | 55% |
| White | 46 | 774 | 773 | 760 | * | * | * | 59% | 28% | 87% | 66% |
| Hispanic | * | * | 763 | 739 | * | * | * | * | * | * | 40% |
| Black or African American | N | N | * | 735 | N | N | N | N | N | N | 35% |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 820 | * | 778 | 0% | 0% | 0% | * | * | 100% | 83% |
| American Indian or Alaska Native | * | * | * | 749 | * | * | * | * | * | * | 51% |
| Two or More Races | * | * | * | 758 | * | * | * | * | * | * | 62% |
| Female | 33 | 776 | 773 | 751 | * | * | * | 52% | 33% | 85% | 54% |
| Male | 30 | 786 | 779 | 752 | * | * | * | 50% | 40% | 90% | 56% |
| Economically Disadvantaged Students | * | * | * | 737 | * | * | * | * | * | * | 37% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 67% |
| Students with Disabilities | 10 | 734 | 752 | 731 | * | * | * | * | * | 40% | 31% |
| Students without Disabilities | 53 | 790 | 781 | 756 | * | * | * | * | * | 96% | 60% |
| English Learners | N | N | * | 728 | N | N | N | N | N | N | 26% |
| Non-English Learners | 63 | 781 | * | 754 | * | * | * | 51% | 37% | 87% | 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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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 |

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 | 10 | 70.0% | 30.0% |
| 3-4 | * | * | * |
| 5 or more | N | N | N |



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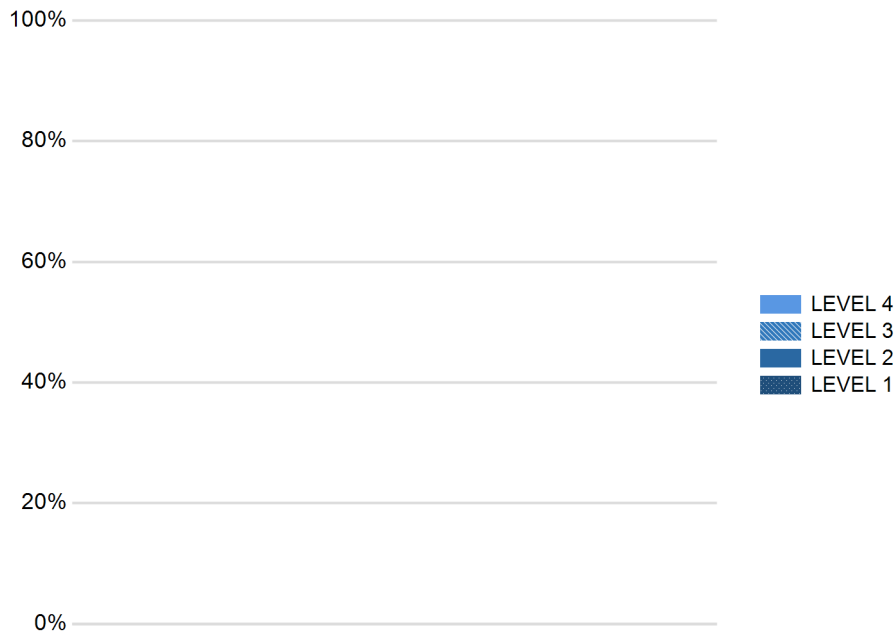
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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 |
|---------------|-----------|-----------|-----------|-----------|
| Overall | 0% | 0% | 0% | 0% |
| White | 0% | 0% | 0% | 0% |
| Black | 0% | 0% | 0% | 0% |
| Hispanic | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% |
| Male | 0% | 0% | 0% | 0% |
| Female | 0% | 0% | 0% | 0% |



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

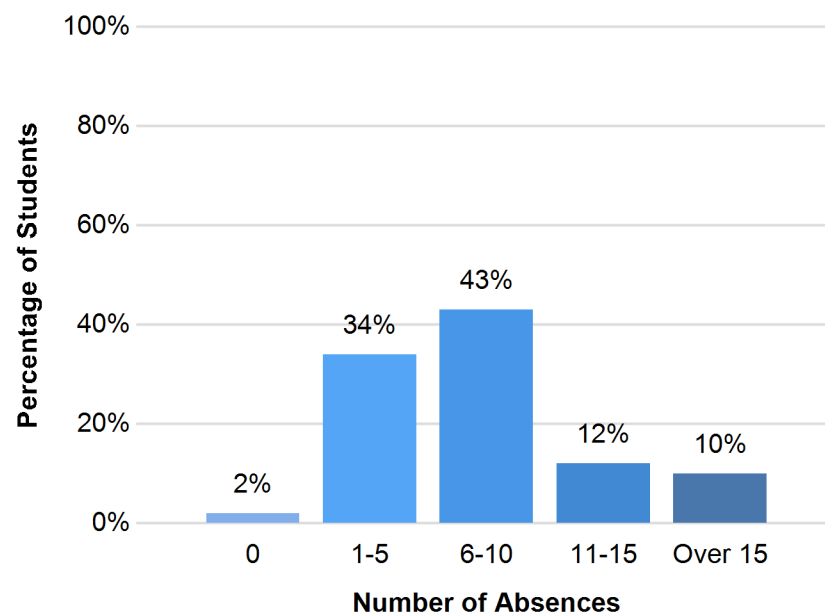
Chronic Absenteeism

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

| Student Group | Number of Students Chronically Absent | Percent of Students Chronically Absent | State Average | Met State Average? |
|-------------------------------------|---------------------------------------|--|---------------|--------------------|
| Schoolwide | 15 | 6.6 | 9.6 | Met |
| White | 12 | 7.5 | 9.6 | Met |
| Hispanic | 0 | 0 | ** | ** |
| Black or African American | * | * | ** | ** |
| Asian, Native Hawaiian, or Pacific | 1 | 2.5 | 9.6 | Met |
| American Indian or Alaska Native | * | * | ** | ** |
| Two or More Races | * | * | ** | ** |
| Female | 10 | 8.4 | | |
| Male | 5 | 4.6 | | |
| Economically Disadvantaged Students | * | * | ** | ** |
| Students with Disabilities | 4 | 13.8 | 9.6 | Not Met |
| English Learners | 2 | 14.3 | ** | ** |
| 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.





Betsy Ross Elementary

(03-2900-060)

Grades Offered: KG-03

2018-2019

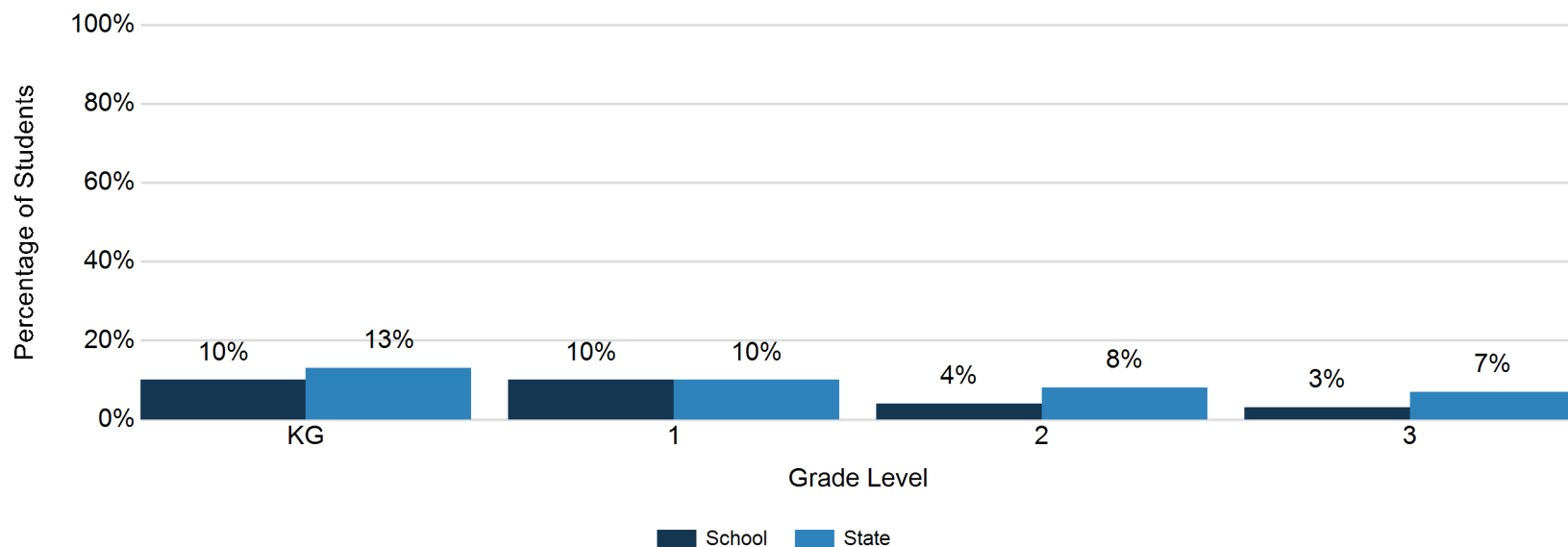
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select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

Chronic Absenteeism by Grade

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





Betsy Ross Elementary
(03-2900-060)
Grades Offered: KG-03
2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 0 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 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 |



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(03-2900-060)
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2018-2019

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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 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 | 2 | 0 | 2 |
| No Identified Nature | 0 | | 0 |

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

0

**Betsy Ross Elementary**

(03-2900-060)

Grades Offered: KG-03

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 | 8:45 AM |
| Typical End Time | 3:15 PM |
| Length of School Day | 6 Hrs 30 Mins |
| Full Time - Instructional Time | 5 Hrs 30 Mins |
| Shared Time - Instructional Time | 5 Hrs. 30 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 |



Betsy Ross Elementary
(03-2900-060)
Grades Offered: KG-03
2018-2019

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 21 | 118,214 |
| Average years experience in public schools | 14.8 | 12.1 |
| Average years experience in district | 13.0 | 10.8 |
| Percentage of Teachers with 4 or more years experience in the district | 85.7% | 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 | 27 | 9,530 |
| Average years experience in public schools | 18.7 | 16.0 |
| Average years experience in district | 7.7 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 51.9% | 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 | 10:1 |
| Students to Administrators | 227:1 | 105:1 |
| Teachers to Administrators | 21:1 | 10:1 |
| Students to Librarians/Media Specialists | | 566:1 |
| Students to Nurses | | 1414:1 |
| Students to Counselors | | 404:1 |
| Students to Child Study Team Members | | 202:1 |



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Teachers and Administrators – Demographics

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

| Category | Students in School | Teachers in School | Administrators in School | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|--------------------|--------------------|--------------------------|-------------------|-------------------|-------------------------|
| Female | 52.0% | 85.7% | 100.0% | 48.4% | 77.1% | 54.9% |
| Male | 48.0% | 14.3% | 0.0% | 51.6% | 22.9% | 45.1% |
| White | 69.6% | 100.0% | 100.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 7.9% | 0.0% | 0.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 0.4% | 0.0% | 0.0% | 15.0% | 6.6% | 13.9% |
| Asian | 17.6% | 0.0% | 0.0% | 10.2% | 2.0% | 1.1% |
| American Indian or Alaska Native | 0.9% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% | 0.2% | 0.1% | 0.1% |
| Two or More Races | 3.5% | 0.0% | 0.0% | 2.1% | 0.2% | 0.2% |



Betsy Ross Elementary
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2018-2019

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Teachers: All classroom teachers

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

Teachers and Administrators - 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 | 88.8% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 91.7% | 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 | 98.2% |



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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.

| | |
|---|---|
| Status for 2020-21 School Year | N |
| Category of Identification | N |
| Year Eligible to Exit Status | N |
| Student Group Status: White | N |
| Student Group Status: Hispanic | N |
| Student Group Status: Black or African American | N |
| Student Group Status: Asian, Native Hawaiian, or Pacific Islander | N |
| Student Group Status: American Indian or Alaska Native | N |
| Student Group Status: Two or More Races | N |
| Student Group Status: Economically Disadvantaged Students | N |
| Student Group Status: Students with Disabilities | N |
| Student Group Status: English Learners | N |

† 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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2018-2019

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ESSA Accountability Progress

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

| ESSA Accountability Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| ELA Proficiency | 86.9% | 85.4% | 81.0% |
| Math Proficiency | 81.9% | 85.7% | 87.3% |
| ELA Growth | N | N | N |
| Math Growth | N | N | N |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency | | 90.0% | * |
| Chronic Absenteeism | 2.8% | 3.5% | 6.6% |

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



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

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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

| Student Group | ELA Proficiency: Met Annual Target | Math Proficiency: Met Annual Target | ELA Student Growth: Met Standard | Math Student Growth: Met Standard | Progress Towards English Language Proficiency: Met Annual Target | Chronic Absenteeism: Met State Average | Requires Targeted Support: Consistently Underperforming Student Group - 2017-18 |
|---|------------------------------------|-------------------------------------|----------------------------------|-----------------------------------|--|--|---|
| Schoolwide | Met Goal | Met Goal | ** | ** | ** | Met | No |
| White | Met Target† | Met Goal | ** | ** | n/a | Met | No |
| Hispanic | ** | ** | ** | ** | n/a | ** | 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 | ** | No |
| Economically Disadvantaged Students | ** | ** | ** | ** | n/a | ** | No |
| Students with Disabilities | ** | ** | ** | ** | 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:

- Curriculum includes Everyday Math, Reading/Writing workshop, Words Their Way, and Knowing Science.
- NJDOE award winning school and National Blue Ribbon school 2012.
- Students have opportunities to think outside the box in our STEAM lab. We have over 100 recyclable materials, legos board, cublets, to name a few.



Mission, Vision, Theme:

The mission of the Mahwah Schools is to provide every student with the opportunity to maximize their educational and career potential in safe, high quality facilities, led by well trained and dedicated administrators, teachers and support staff. The culture of Betsy Ross is not just that of academic excellence but one of caring, loving, and acceptance. Each year we focus our attention to a theme which drives our conversations with students; this year our theme word is POWER.



Awards, Recognition, Accomplishments:

An element that separates Betsy Ross from many schools is that in the summer of 2014, the New Jersey Department of Education named Betsy Ross a Reward School for its high performance on standardized tests. In addition, on December 12, 2012, we had the honor of becoming a National Blue Ribbon School. This ceremony highlighted the amazing qualities of our K-3 school high performing students, dedicated, skilled staff and supportive parents.



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Courses, Curriculum, Instruction:

Our reading and writing programs, based on the Columbia University Teachers College Workshop model, emphasize just-right books, author study, and writing in multiple genres. Our mathematics program emphasizes problem-solving and the development of higher level thinking skills. Our Science and Social Studies curriculum allows students to experience Science through hands on activities and explore primary source documents in Social Studies. We offer PE, Art, Music and Library.





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| | |
|---|---|
|  <p>Before and After School Programs:</p> | <p>The Wyckoff YMCA run morning and after care programs in our schools. We also open our doors to scout groups run by Boy/Girl Scouts of America.</p> |
|  <p>Staff and Professional Learning:</p> | <p>Mahwah is committed to providing professional development that improves teaching craft and student learning outcomes. We have professional development opportunities on varied topics and have started our teachers teaching teachers academies where teachers have a chance to lead professional development workshops. Teachers also participate in Professional Learning Communities one time per month. Through their PLCs teachers do action research in their classrooms and report on their findings.</p> |






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| | |
|--|--|
|  <p>Student Supports and Services:</p> | <p>We have 5 day a week classes for ELL students. We offer general education, resource room, and self-contained settings through special education. Students are offered OT/PT, speech, and behavioral therapies if applicable. We have 504 and health plans in place that support of our students. We offer support services in reading, math, and multi-sensory reading and have I&RS plans in place to assist general education students. All teachers are certified in the corresponding specialized area.</p> |
|  <p>Student Health and Wellness:</p> | <p>All students participate in two PE classes per week and have 30 minutes of recess per day. Our Health and fitness teacher implements a health curriculum focused on healthy eating and students learn how to keep themselves fit and strong. We offer food at lunchtime that is balanced and nutritious. Pomptonian food service supplies the food for our district and makes sure that the food offered complies with all state and government mandates.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Parents are an integral part of Betsy Ross School. Our HSO has 35 committees that sponsor numerous events to raise money for assemblies, field trips, Science day, and Field day all which provide school-wide enrichment. Our teachers seek mini-grants to fund innovative curricular projects through the Mahwah Schools Foundation, a volunteer group of parents and community members who, supported by local businesses and fund-raising efforts, have donated over a million dollars to the Mahwah schools.</p> |



Betsy Ross Elementary
(03-2900-060)
Grades Offered: KG-03
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.



Facilities:

The original building was erected in 1931. There were two additions added to extend the building in 1960 and then again in 1996. Our classrooms, offices, and all-purpose room have air-conditioning. There are continual updates made to the doors, windows, security systems, boilers, and more to ensure that our school is up to date, safe and functions at its full capacity.



School Safety:

Two drills a month are held in the school and drills are reviewed throughout the year with the staff. A safety presentation is provided to all staff members in the beginning of the year by our Police Department and our school safety team meets twice a year to stay updated on the proper practices and procedures.



Betsy Ross Elementary

(03-2900-060)

Grades Offered: KG-03

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

The Betsy Ross staff and parents create a close-knit family of dedicated stakeholders providing a nurturing school environment a home away from home. Character education is the center for our daily and monthly activities. Our social-emotional learning program, called Responsive Classroom, teaches children to value honesty, responsibility, and respect and actively teaches caring for one another.



George Washington School
(03-2900-080)
Grades Offered: KG-03
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



George Washington School
(03-2900-080)
Grades Offered: KG-03
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 | Bergen |
| District | Mahwah Township Public School District |
| Principal Name | Mr. Kevin Ulmer |
| Address | 39 FARDALE AVENUE MAHWAH, NJ 07430 |
| Phone Number | 201-762-2242 |
| Email Address | kulmer@mahwah.k12.nj.us |
| Website | https://www.mahwah.k12.nj.us/domain/12 |
| Twitter | https://twitter.com/MahwahGW |



George Washington School
(03-2900-080)
Grades Offered: KG-03
2018-2019

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

Enrollment Trends by Grade

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

| Grade | 2016-17 | 2017-18 | 2018-19 |
|-------|---------|---------|---------|
| KG | 44 | 44 | 41 |
| 1 | 46 | 52 | 47 |
| 2 | 45 | 49 | 54 |
| 3 | 66 | 47 | 47 |
| Total | 201 | 192 | 189 |

Enrollment Trends by Student Group

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

| Student Group | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| Female | 48.3% | 50.5% | 55.0% |
| Male | 51.7% | 49.5% | 45.0% |
| Economically Disadvantaged Students | 9.5% | 9.9% | 6.3% |
| Students with Disabilities | 26.9% | 27.6% | 23.8% |
| English Learners | 4.5% | 5.2% | 2.6% |
| Homeless Students | 0.0% | 0.0% | 0.0% |
| Students in Foster Care | 0.0% | 0.0% | 0.0% |
| Military-Connected Students | 0.0% | 0.5% | 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 | 72.1% | 69.8% | 71.4% |
| Hispanic | 10.0% | 11.5% | 8.5% |
| Black or African American | 1.5% | 1.0% | 0.5% |
| Asian | 10.4% | 10.9% | 11.6% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.0% |
| Two or More Races | 6.0% | 6.8% | 7.9% |

Enrollment Trends by Full/Half Day PK and KG

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

| Grade | 2016-17 | 2017-18 | 2018-19 |
|---------------|---------|---------|---------|
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 44 | 44 | 41 |

Enrollment by Home Language

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

| Home Language | % of Students |
|-----------------|---------------|
| English | 91.5% |
| Korean | 2.1% |
| Russian | 1.6% |
| Spanish | 1.6% |
| Gujarati | 1.1% |
| Other Languages | 2.1% |



George Washington School
(03-2900-080)
Grades Offered: KG-03
2018-2019

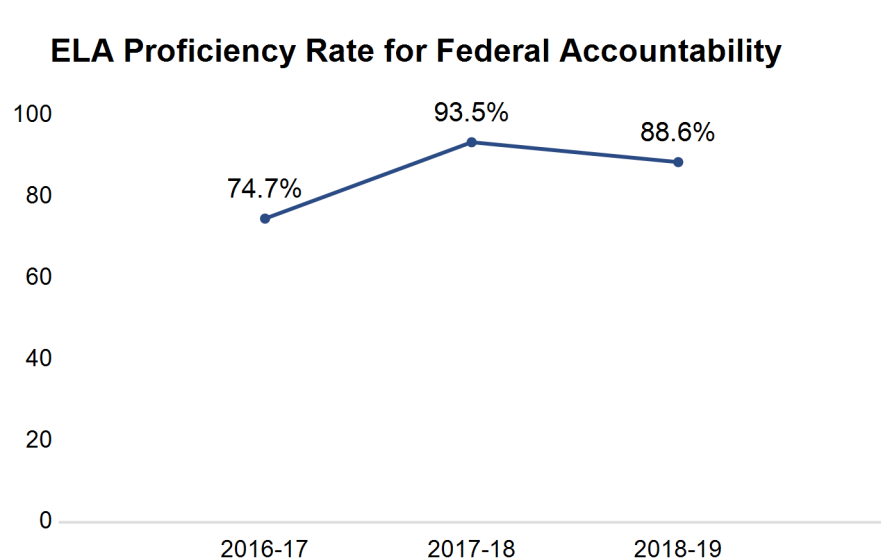
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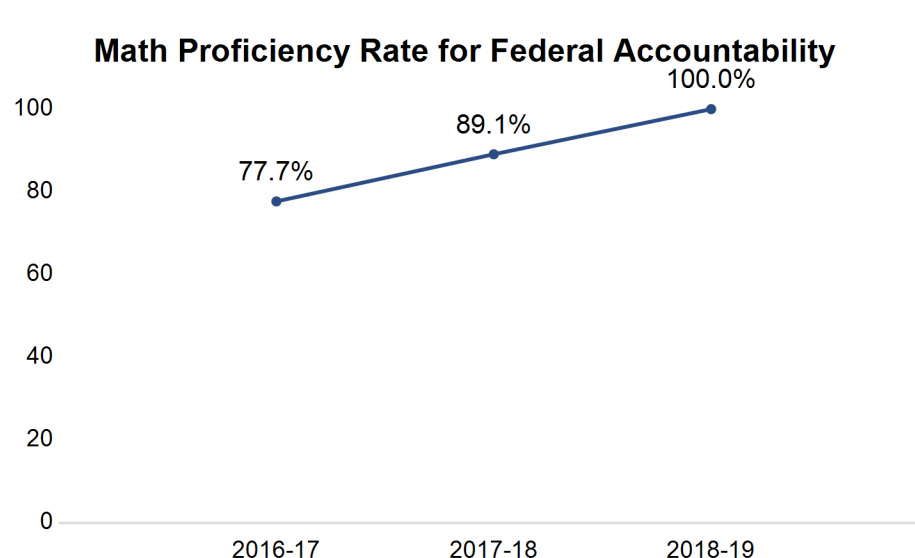
English Language Arts and Mathematics Performance Trends

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 | 100.0% | 100.0% | 97.8% | 100.0% | 100.0% | 97.8% |
| Proficiency Rate for Federal Accountability | 74.7% | 93.5% | 88.6% | 77.7% | 89.1% | 100.0% |
| Annual Target | 80.0% | 80.0% | 80.0% | 80.0% | 80.0% | 80.0% |
| Met Annual Target? | Met Target† | Met Goal | Met Goal | Met Target† | Met Goal | Met Goal |
| 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.



George Washington School
(03-2900-080)
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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 | 44 | 97.8 | 88.6 | 80.2 | 57.9 | 88.6 | 80 | Met Goal |
| White | 32 | 97.0 | 90.6 | 80.7 | 66.9 | 90.6 | 80 | Met Goal |
| Hispanic | * | * | * | 69.7 | 43.9 | * | ** | ** |
| Black or African American | N | N | N | 58.1 | 38.5 | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | 82.9 | * | ** | ** |
| American Indian or Alaska Native | N | N | N | 36.4 | 56.0 | N | ** | ** |
| Two or More Races | * | * | * | 80.0 | 64.4 | * | ** | ** |
| Female | 24 | 96.0 | 100.0 | 85.8 | 64.8 | 100.0 | | |
| Male | 20 | 100.0 | 75.0 | 74.6 | 51.3 | 75.0 | | |
| Economically Disadvantaged Students | N | N | N | * | 40.0 | N | ** | ** |
| Non-Economically Disadvantaged Students | 44 | 97.8 | 88.6 | * | 67.9 | 88.6 | | |
| Students with Disabilities | 11 | 91.7 | 54.5 | 36.5 | 22.7 | 52.6 | ** | ** |
| Students without Disabilities | 33 | 100.0 | 100.0 | 88.4 | 65.1 | 100.0 | | |
| English Learners | N | N | N | * | 29.3 | N | ** | ** |
| Non-English Learners | 44 | 97.8 | 88.6 | * | 60.6 | 88.6 | | |
| 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 | N | 30.4 | N | | |

† Target was met within a confidence interval.



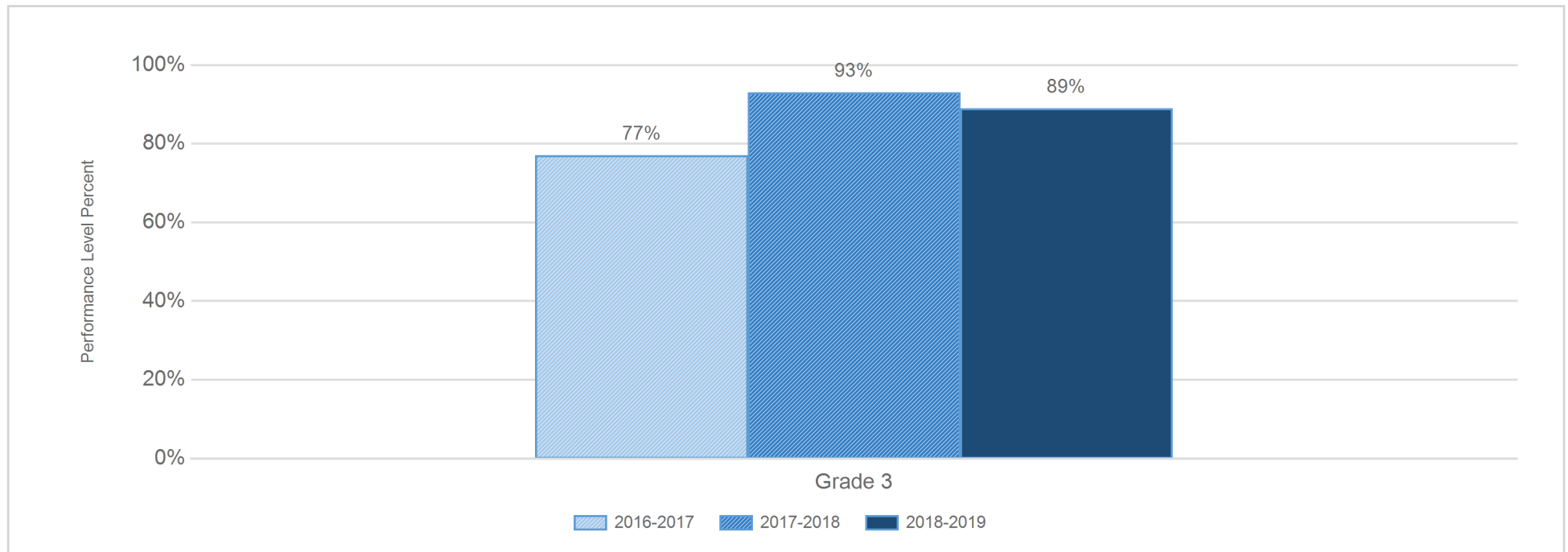
George Washington School
(03-2900-080)
Grades Offered: KG-03
2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 44 | 783 | 780 | 748 | 0% | * | * | 66% | 23% | 89% | 50% |
| White | 32 | 786 | 779 | 757 | 0% | * | * | * | * | 91% | 60% |
| Hispanic | * | * | 771 | 734 | * | * | * | * | * | * | 36% |
| Black or African American | N | N | * | 731 | N | N | N | N | N | N | 33% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 773 | * | * | * | * | * | * | 75% |
| American Indian or Alaska Native | N | N | * | 746 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 756 | * | * | * | * | * | * | 58% |
| Female | 24 | 790 | 782 | 753 | 0% | * | * | * | * | 100% | 55% |
| Male | 20 | 775 | 777 | 743 | 0% | * | * | * | * | 75% | 46% |
| Economically Disadvantaged Students | N | N | * | 731 | N | N | N | N | N | N | 33% |
| Non-Economically Disadvantaged Students | 44 | 783 | * | 759 | 0% | * | * | 66% | 23% | 89% | 61% |
| Students with Disabilities | 11 | 755 | 741 | 719 | 0% | * | * | * | * | 55% | 24% |
| Students without Disabilities | 33 | 792 | 790 | 754 | 0% | * | * | * | * | 100% | 56% |
| English Learners | N | N | * | 713 | N | N | N | N | N | N | 17% |
| Non-English Learners | 44 | 783 | * | 751 | 0% | * | * | 66% | 23% | 89% | 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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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 | 44 | 97.8 | 100.0 | 68.8 | 44.5 | 100.0 | 80 | Met Goal |
| White | 32 | 97.0 | 100.0 | 68.2 | 54.1 | 100.0 | 80 | Met Goal |
| Hispanic | * | * | * | 54.5 | 28.8 | * | ** | ** |
| Black or African American | N | N | N | 37.2 | 23.0 | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | 76.5 | * | ** | ** |
| American Indian or Alaska Native | N | N | N | 18.2 | 42.7 | N | ** | ** |
| Two or More Races | * | * | * | 67.1 | 53.3 | * | ** | ** |
| Female | 24 | 96.0 | 100.0 | 69.3 | 44.9 | 100.0 | | |
| Male | 20 | 100.0 | 100.0 | 68.4 | 44.2 | 100.0 | | |
| Economically Disadvantaged Students | N | N | N | * | 26.3 | N | ** | ** |
| Non-Economically Disadvantaged Students | 44 | 97.8 | 100.0 | * | 54.9 | 100.0 | | |
| Students with Disabilities | 11 | 91.7 | 100.0 | 30.5 | 17.4 | 96.5 | ** | ** |
| Students without Disabilities | 33 | 100.0 | 100.0 | 76.1 | 50.0 | 100.0 | | |
| English Learners | N | N | N | 63.0 | 25.0 | N | ** | ** |
| Non-English Learners | 44 | 97.8 | 100.0 | 69.1 | 46.5 | 100.0 | | |
| 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 | N | 23.3 | N | | |

† Target was met within a confidence interval.



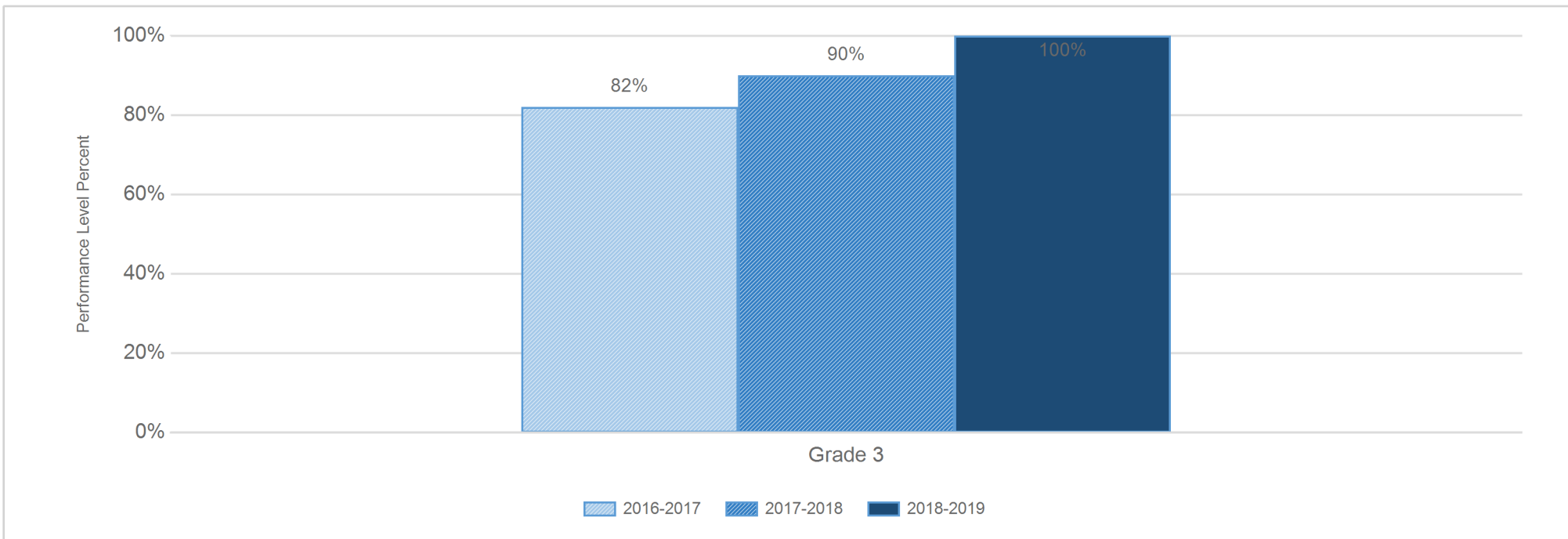
George Washington School
(03-2900-080)
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2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 44 | 786 | 775 | 752 | 0% | 0% | 0% | 55% | 45% | 100% | 55% |
| White | 32 | 787 | 773 | 760 | 0% | 0% | 0% | 53% | 47% | 100% | 66% |
| Hispanic | * | * | 763 | 739 | * | * | * | * | * | * | 40% |
| Black or African American | N | N | * | 735 | N | N | N | N | N | N | 35% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 778 | * | * | * | * | * | * | 83% |
| American Indian or Alaska Native | N | N | * | 749 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 758 | * | * | * | * | * | * | 62% |
| Female | 24 | 787 | 773 | 751 | 0% | 0% | 0% | * | * | 100% | 54% |
| Male | 20 | 784 | 779 | 752 | 0% | 0% | 0% | * | * | 100% | 56% |
| Economically Disadvantaged Students | N | N | * | 737 | N | N | N | N | N | N | 37% |
| Non-Economically Disadvantaged Students | 44 | 786 | * | 761 | 0% | 0% | 0% | 55% | 45% | 100% | 67% |
| Students with Disabilities | 11 | 780 | 752 | 731 | 0% | 0% | 0% | * | * | 100% | 31% |
| Students without Disabilities | 33 | 788 | 781 | 756 | 0% | 0% | 0% | * | * | 100% | 60% |
| English Learners | N | N | * | 728 | N | N | N | N | N | N | 26% |
| Non-English Learners | 44 | 786 | * | 754 | 0% | 0% | 0% | 55% | 45% | 100% | 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% |



George Washington School
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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 |

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 |



George Washington School
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 Grades Offered: KG-03
 2018-2019

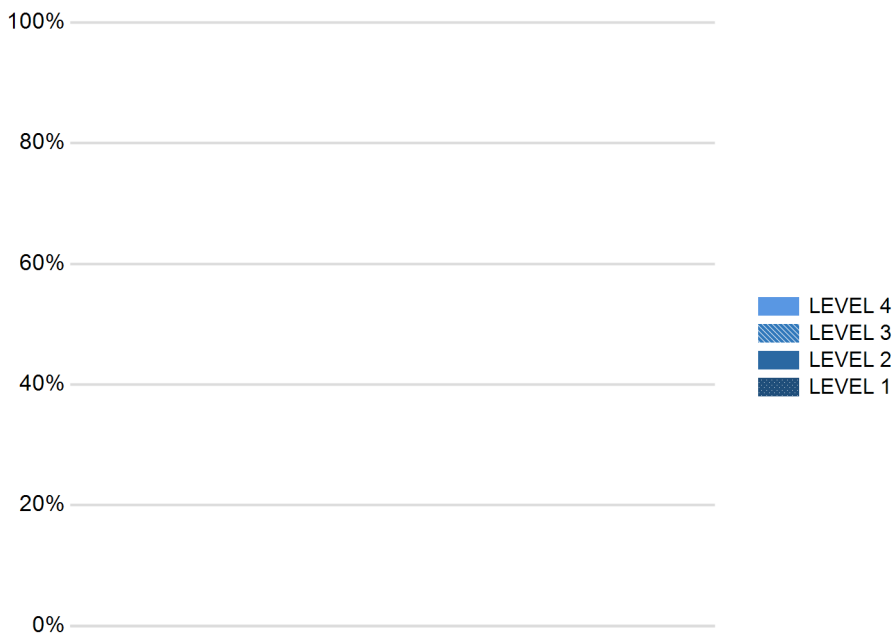
Report Key:

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

NJSLA Science Assessment: Grade 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 |
|---------------|-----------|-----------|-----------|-----------|
|---------------|-----------|-----------|-----------|-----------|



George Washington School

(03-2900-080)

Grades Offered: KG-03

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.

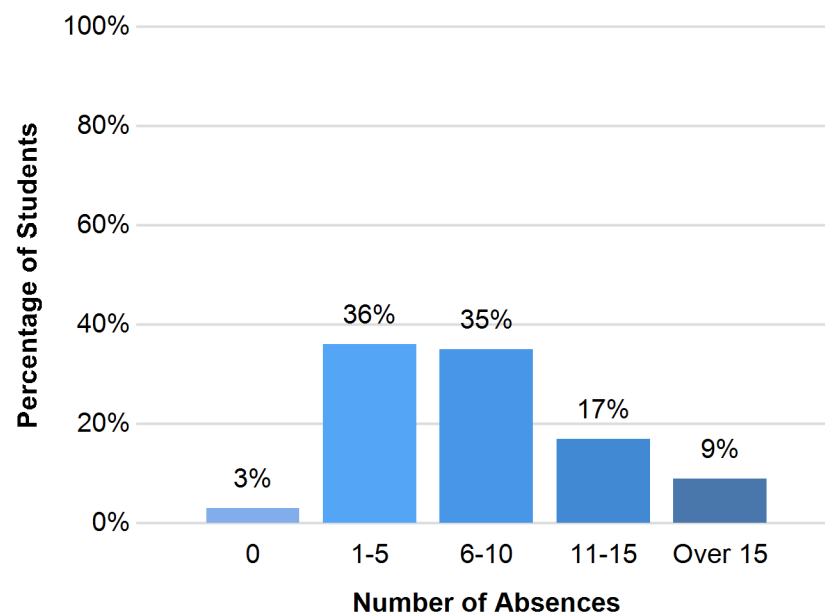
Chronic Absenteeism

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 | 5 | 2.6 | 9.6 | Met |
| White | 3 | 2.2 | 9.6 | Met |
| Hispanic | 1 | 5.9 | ** | ** |
| Black or African American | * | * | ** | ** |
| Asian, Native Hawaiian, or Pacific | 0 | 0 | 9.6 | Met |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | * | * | ** | ** |
| Female | 2 | 1.9 | | |
| Male | 3 | 3.6 | | |
| Economically Disadvantaged Students | 1 | 7.7 | ** | ** |
| Students with Disabilities | 3 | 6.5 | 9.6 | 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.





George Washington School

(03-2900-080)

Grades Offered: KG-03

2018-2019

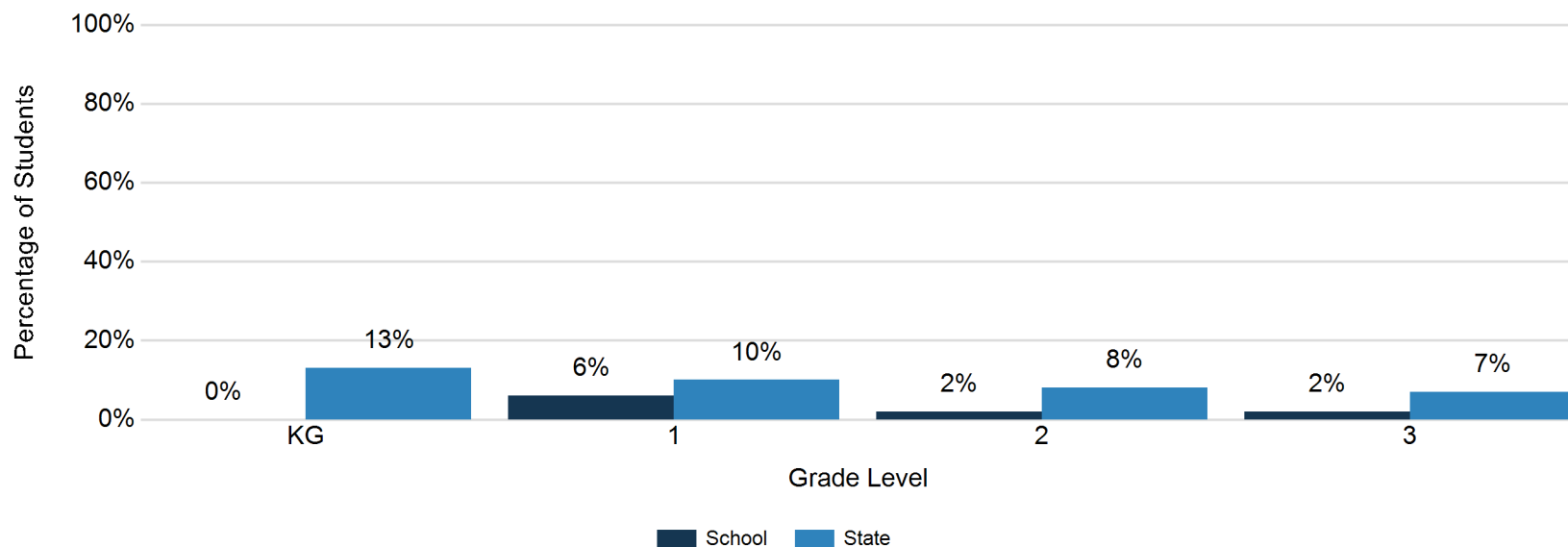
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Chronic Absenteeism by Grade

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





George Washington School
(03-2900-080)
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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.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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



George Washington School

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

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

Student Disciplinary Removals

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

| Removal Type | Number of Students | Percent of Students |
|------------------------------------|--------------------|---------------------|
| In-School Suspensions | N | N |
| Out-of-School Suspensions | N | N |
| Any Suspension | N | N |
| Removal to other education program | N | N |
| Expulsion | N | N |
| Arrest | N | N |

School Days Missed due to Out-of-School Suspensions

N

**George Washington School**

(03-2900-080)

Grades Offered: KG-03

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School Day

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

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 8:45 AM |
| Typical End Time | 3:15 PM |
| Length of School Day | 6 Hrs 30 Mins |
| Full Time - Instructional Time | 5 Hrs 30 Mins |
| Shared Time - Instructional Time | 5 Hrs. 30 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 |



George Washington School

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 17 | 118,214 |
| Average years experience in public schools | 11.8 | 12.1 |
| Average years experience in district | 11.3 | 10.8 |
| Percentage of Teachers with 4 or more years experience in the district | 82.4% | 75.3% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 27 | 9,530 |
| Average years experience in public schools | 18.7 | 16.0 |
| Average years experience in district | 7.7 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 51.9% | 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 | 10:1 |
| Students to Administrators | 189:1 | 105:1 |
| Teachers to Administrators | 17:1 | 10:1 |
| Students to Librarians/Media Specialists | | 566:1 |
| Students to Nurses | | 1414:1 |
| Students to Counselors | | 404:1 |
| Students to Child Study Team Members | | 202:1 |



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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 | 55.0% | 82.4% | 0.0% | 48.4% | 77.1% | 54.9% |
| Male | 45.0% | 17.6% | 100.0% | 51.6% | 22.9% | 45.1% |
| White | 71.4% | 94.1% | 100.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 8.5% | 5.9% | 0.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 0.5% | 0.0% | 0.0% | 15.0% | 6.6% | 13.9% |
| Asian | 11.6% | 0.0% | 0.0% | 10.2% | 2.0% | 1.1% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% | 0.2% | 0.1% | 0.1% |
| Two or More Races | 7.9% | 0.0% | 0.0% | 2.1% | 0.2% | 0.2% |



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Teachers: All classroom teachers

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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 | 88.8% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 91.7% | 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 | 98.5% |



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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.

| | |
|---|---|
| Status for 2020-21 School Year | N |
| Category of Identification | N |
| Year Eligible to Exit Status | N |
| Student Group Status: White | N |
| Student Group Status: Hispanic | N |
| Student Group Status: Black or African American | N |
| Student Group Status: Asian, Native Hawaiian, or Pacific Islander | N |
| Student Group Status: American Indian or Alaska Native | N |
| Student Group Status: Two or More Races | N |
| Student Group Status: Economically Disadvantaged Students | N |
| Student Group Status: Students with Disabilities | N |
| Student Group Status: English Learners | N |

† 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 | 74.7% | 93.5% | 88.6% |
| Math Proficiency | 77.7% | 89.1% | 100.0% |
| ELA Growth | N | N | N |
| Math Growth | N | N | N |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency | | N | * |
| Chronic Absenteeism | 4.4% | 5.2% | 2.6% |

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



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

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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

| Student Group | ELA Proficiency: Met Annual Target | Math Proficiency: Met Annual Target | ELA Student Growth: Met Standard | Math Student Growth: Met Standard | Progress Towards English Language Proficiency: Met Annual Target | Chronic Absenteeism: Met State Average | Requires Targeted Support: Consistently Underperforming Student Group - 2017-18 |
|---|------------------------------------|-------------------------------------|----------------------------------|-----------------------------------|--|--|---|
| Schoolwide | Met Goal | Met Goal | ** | ** | ** | Met | No |
| White | Met Goal | Met Goal | ** | ** | n/a | Met | No |
| Hispanic | ** | ** | ** | ** | n/a | ** | 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 | ** | No |
| Economically Disadvantaged Students | ** | ** | ** | ** | n/a | ** | No |
| Students with Disabilities | ** | ** | ** | ** | 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:

- Previously named NJDOE Reward School for High Performance.
- Curriculum includes Everyday Math, Balanced Literacy, and Next Gen Science Standards.
- GW strives to celebrate each student's unique gifts and encourage a love for learning.



Mission, Vision, Theme:

The mission of the Mahwah Schools is to provide every student with the opportunity to maximize their educational and career potential in safe, high quality facilities, led by well trained and dedicated administrators, teachers, and support staff. The culture of GW is not just that of academic excellence but one of caring, loving, and acceptance. Each year our school community focuses on a common theme. Our 2019-20 theme is Don't Worry Be Happy.



Awards, Recognition, Accomplishments:

The New Jersey Department of Education named George Washington a Reward School for High Performance in 2013 and 2014. In addition, GW continues to annually be recognized by many online media outlets as one of the top elementary schools in New Jersey.



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Courses, Curriculum, Instruction:

Our reading and writing programs, based on the Columbia University Teachers College Workshop model, emphasize just right books, author study, and writing in multiple genres. Our mathematics program emphasizes problem-solving and the development of higher level thinking skills. Our Science and Social Studies curriculum allows students to experience Science through hands on activities and explore primary source documents in Social Studies. We offer PE, Art, Music and Library.





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| | |
|---|---|
|  <p>Before and After School Programs:</p> | <p>The Wyckoff YMCA run morning and after care programs in our schools. We also open our doors to scout groups run by Boy/Girl Scouts of America.</p> |
|  <p>Staff and Professional Learning:</p> | <p>Mahwah is committed to providing professional development that improves teaching craft and student learning outcomes. We have professional development opportunities on varied topics and have started our teachers academies where teachers have a chance to lead professional development workshops. Teachers also participate in Professional Learning Communities. GW also has a peer program that promotes continual professional growth.</p> |



George Washington School

(03-2900-080)

Grades Offered: KG-03




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.

| | |
|--|---|
|  <p>Student Supports and Services:</p> | <p>We have 5 day a week classes for ELL students. We offer general education, resource room, and self-contained settings through special education. Students are offered OT/PT, speech, and behavioral therapies if applicable. When needed, 504 and health plans are implemented for students. We offer support services in reading, math, and multi-sensory reading and have I&RS plans in place to assist general education students. All teachers are certified in the corresponding specialized area.</p> |
|  <p>Student Health and Wellness:</p> | <p>All students participate in two PE classes per week and have 30 minutes of recess per day. Our Health and fitness teacher implements a health curriculum focused on healthy eating and students learn how to keep themselves fit and strong. We offer food at lunchtime that is balanced and nutritious. Pomptonian food service supplies the food for our district and makes sure that the food offered complies with all state and government mandates.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Parents are an integral part of GW. Our HSO has committees that sponsor numerous events to raise money for assemblies, field trips, Science Day, International Day, and Field Day all which provide school-wide enrichment. Our teachers seek grants to fund innovative curricular projects through the Mahwah Schools Foundation , a volunteer group of parents and community members who, supported by local businesses and fund-raising efforts, have donated over a million dollars to the Mahwah schools.</p> |



George Washington School

(03-2900-080)

Grades Offered: KG-03

2018-2019

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School Narrative

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Facilities:

The original school was built in 1910. In 1996, an addition to the school brought the building to its current floor plan. Modifications to the grounds, building and classrooms are regularly made to ensure that the building is safe, comfortable, and meeting the needs of the school community.



School Safety:

Two drills a month are held in the school and drills are reviewed throughout the year with the staff. A safety presentation is provided to all staff members in the beginning of the year by our Police Department and our school safety team meets twice a year to stay updated on the proper practices and procedures.



George Washington School

(03-2900-080)

Grades Offered: KG-03

2018-2019

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School Narrative

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Other Information

The GW staff and parents create a close-knit team, providing nurturing, dynamic school environment. Character education is a focus in our daily and monthly activities. Our social-emotional learning program called Responsive Classroom, teaches children to value honesty, responsibility and respect and actively teaches caring for another.



Joyce Kilmer School
(03-2900-075)
Grades Offered: 04-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Joyce Kilmer School
(03-2900-075)
Grades Offered: 04-05
2018-2019

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School Contact Information

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

| Type | Contact Information |
|----------------|---|
| County | Bergen |
| District | Mahwah Township Public School District |
| Principal Name | Mr. Billy Bowie |
| Address | 80 RIDGE ROAD MAHWAH, NJ 07430 |
| Phone Number | 201-762-2270 |
| Email Address | bbowie@mahwah.k12.nj.us |
| Website | https://www.mahwah.k12.nj.us |
| Twitter | https://twitter.com/JKSMahwah/media?lang=eng |



Joyce Kilmer School
(03-2900-075)
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2018-2019

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

Enrollment Trends by Grade

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

| Grade | 2016-17 | 2017-18 | 2018-19 |
|-------|---------|---------|---------|
| 4 | 219 | 231 | 200 |
| 5 | 227 | 221 | 230 |
| Total | 446 | 452 | 435 |

Enrollment Trends by Student Group

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

| Student Group | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| Female | 53.6% | 49.8% | 45.5% |
| Male | 46.4% | 50.2% | 54.5% |
| Economically Disadvantaged Students | 10.3% | 10.2% | 9.9% |
| Students with Disabilities | 17.0% | 19.0% | 15.6% |
| English Learners | 1.6% | 2.0% | 2.1% |
| Homeless Students | 0.2% | 0.0% | 0.2% |
| Students in Foster Care | 0.4% | 0.0% | 0.2% |
| Military-Connected Students | 0.0% | 0.7% | 0.2% |
| 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 | 68.6% | 63.3% | 61.4% |
| Hispanic | 10.3% | 10.0% | 11.3% |
| Black or African American | 1.8% | 3.3% | 2.8% |
| Asian | 12.8% | 14.8% | 16.6% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0.9% | 0.9% | 0.2% |
| Two or More Races | 5.6% | 7.7% | 7.8% |

Enrollment by Home Language

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

| Home Language | % of Students |
|-----------------|---------------|
| English | 85.5% |
| Spanish | 4.1% |
| Hindi | 1.4% |
| Chinese | 1.4% |
| Arabic | 1.1% |
| Other Languages | 6.4% |

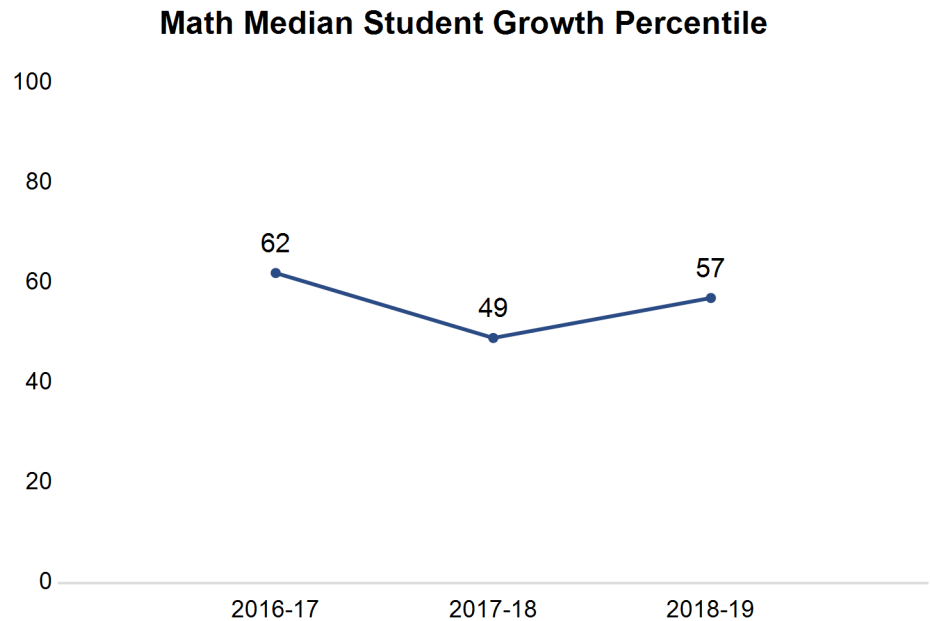
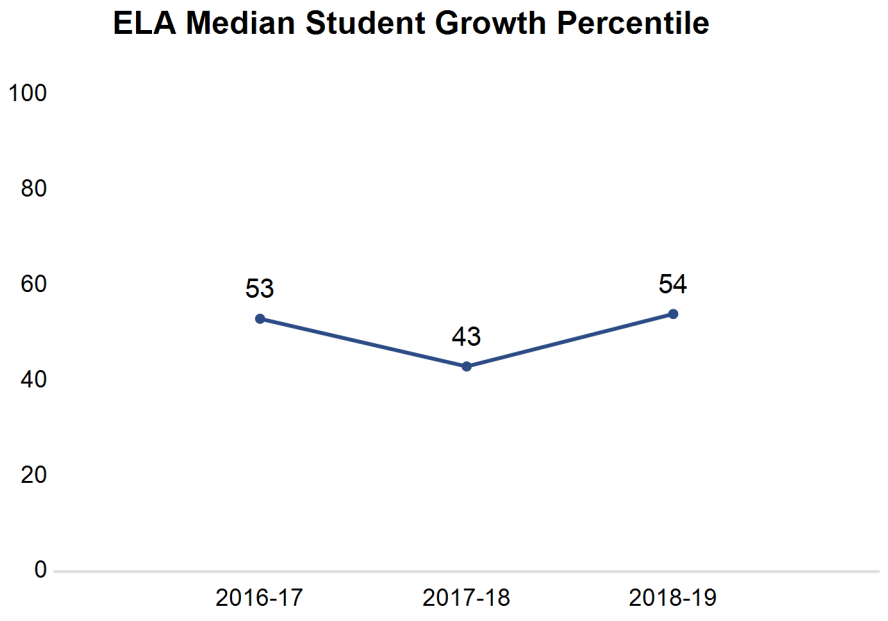


Joyce Kilmer School
 (03-2900-075)
 Grades Offered: 04-05
 2018-2019

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Student Growth Trends and Progress

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



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---|--------------|--------------|--------------|------------------|--------------|--------------|
| Median Student Growth Percentile | 53 | 43 | 54 | 62 | 49 | 57 |
| Met Standard (40-59.5)? | Met Standard | Met Standard | Met Standard | Exceeds Standard | Met Standard | Met Standard |
| Statewide: Median Student Growth Percentile | 50 | 50 | 50 | 50 | 50 | 50 |



Joyce Kilmer 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 | 54 | 52 | 50 | Met Standard | 57 | 49 | 50 | Met Standard |
| White | 48 | 51 | 50 | Met Standard | 52 | 47 | 52 | Met Standard |
| Hispanic | 40 | 45.5 | 49 | Met Standard | 54 | 49 | 47 | Met Standard |
| Black or African American | * | 49.5 | 45 | ** | * | 64.5 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 64 | 62.5 | 59 | Exceeds Standard | 68.5 | 61 | 60 | Exceeds Standard |
| American Indian or Alaska Native | * | * | 56 | ** | * | * | 51.5 | ** |
| Two or More Races | 55 | 54 | 49 | Met Standard | 59 | 52.5 | 52 | Met Standard |
| Female | 61 | 54 | 53 | N | 57 | 49 | 50 | N |
| Male | 49 | 51 | 47 | N | 55 | 50 | 51 | N |
| Economically Disadvantaged Students | 65 | 38.5 | 48 | Exceeds Standard | 51.5 | 46 | 46 | Met Standard |
| Students with Disabilities | 61 | 44 | 43 | Exceeds Standard | 60 | 47 | 45 | Exceeds Standard |
| English Learners | 47 | 52 | 52 | Met Standard | 68 | 61 | 50 | Exceeds Standard |
| Homeless Students | * | * | 43 | N | * | * | 44 | N |
| Students in Foster Care | * | * | 42 | N | * | * | 44 | N |
| Military-Connected Students | * | * | 49 | N | * | * | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |



Joyce Kilmer School
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 2018-2019

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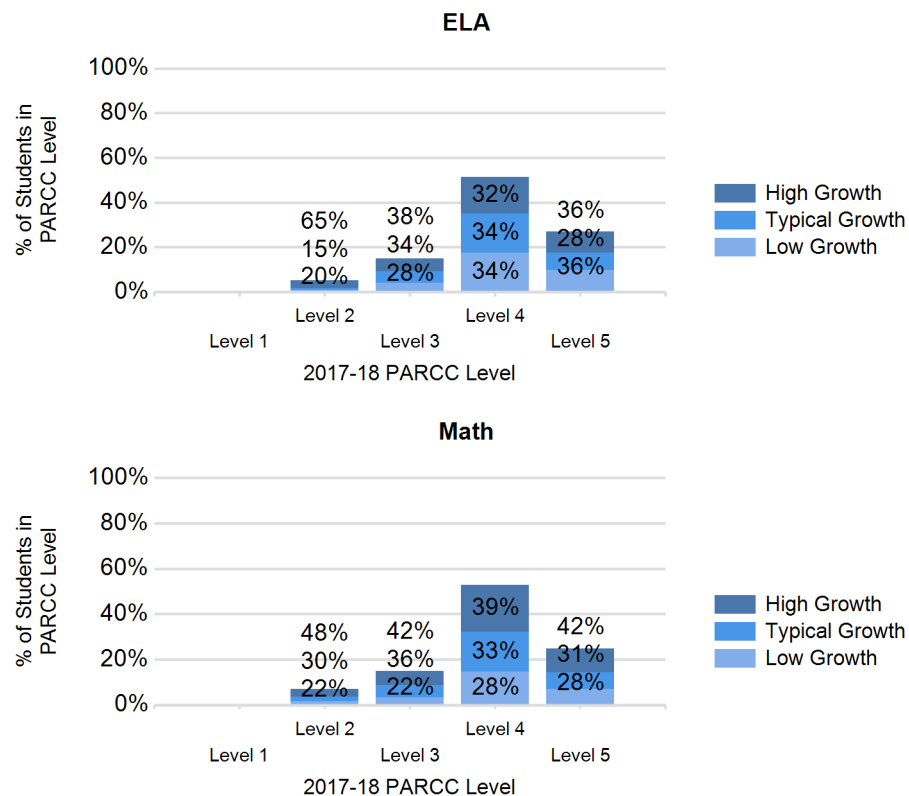
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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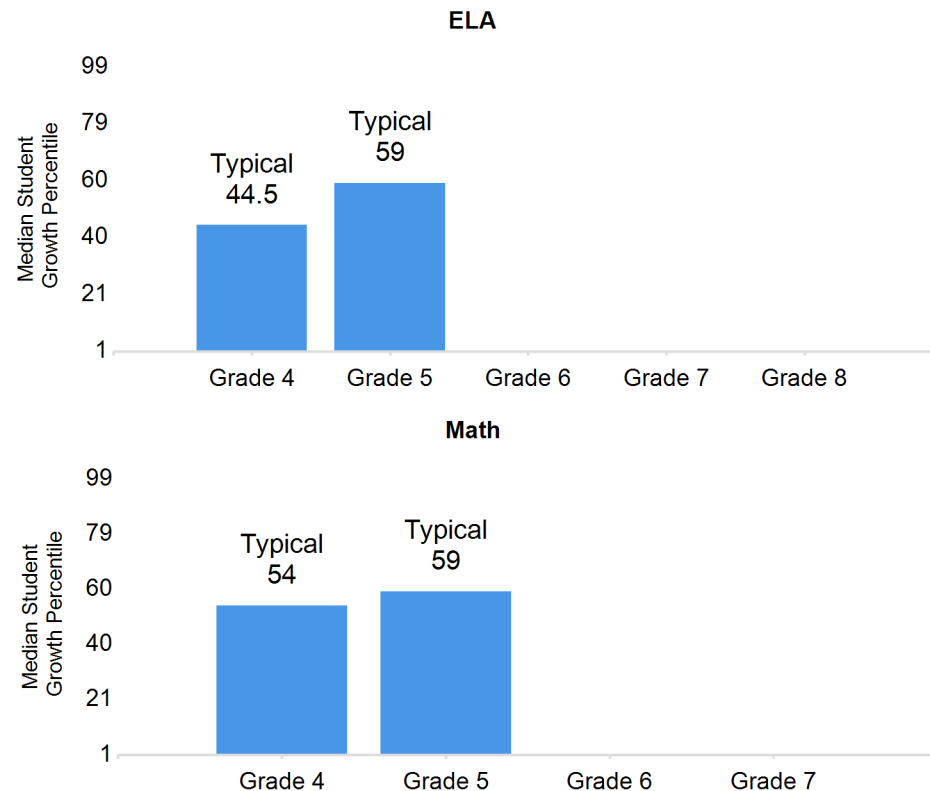
Student Growth by Performance Level

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.





Joyce Kilmer School
(03-2900-075)
Grades Offered: 04-05
2018-2019

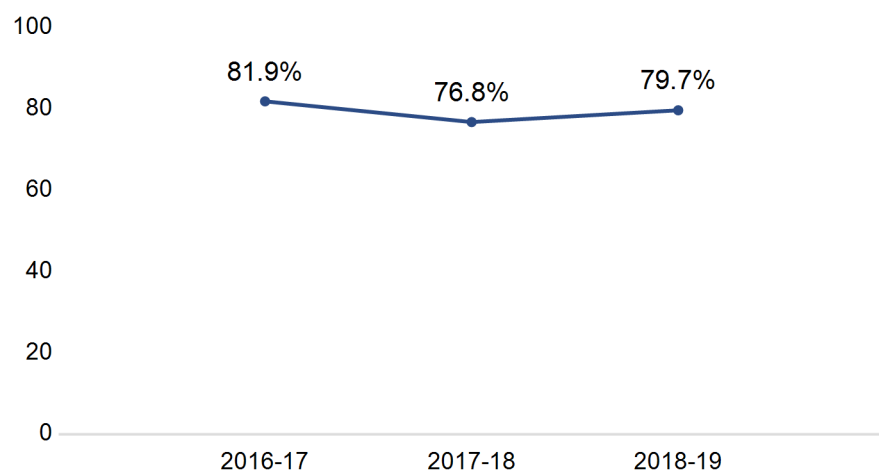
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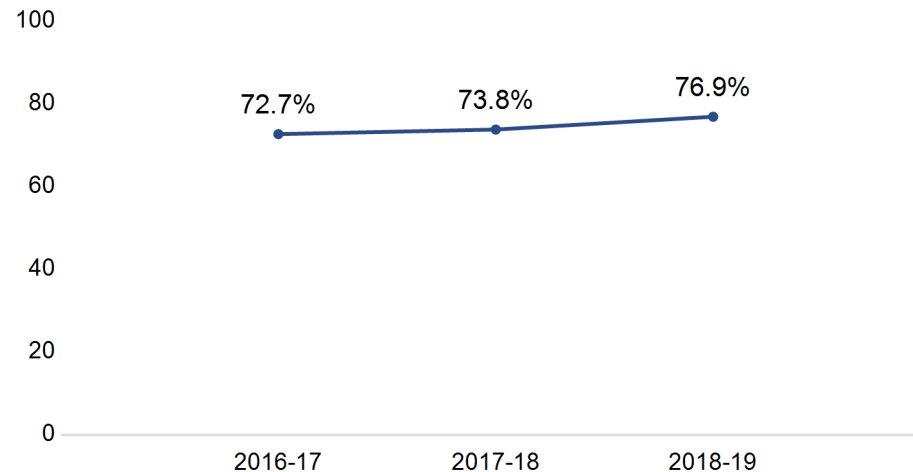
English Language Arts and Mathematics Performance Trends

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 | 96.7% | 97.1% | 97.9% | 96.7% | 97.2% | 97.7% |
| Proficiency Rate for Federal Accountability | 81.9% | 76.8% | 79.7% | 72.7% | 73.8% | 76.9% |
| Annual Target | 74.9% | 75.1% | 75.4% | 70.9% | 71.4% | 71.8% |
| Met Annual Target? | Met Goal | 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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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 | 413 | 97.9 | 79.7 | 80.2 | 57.9 | 79.7 | 75.4 | Met Target |
| White | 255 | 97.3 | 79.2 | 80.7 | 66.9 | 79.2 | 75.2 | Met Target |
| Hispanic | 41 | 97.8 | 65.9 | 69.7 | 43.9 | 65.9 | 54.5 | Met Target |
| Black or African American | * | * | * | 58.1 | 38.5 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 71 | 100.0 | 87.3 | * | 82.9 | 87.3 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | 36.4 | 56.0 | * | ** | ** |
| Two or More Races | 33 | 100.0 | 81.8 | 80.0 | 64.4 | 81.8 | 73.8 | Met Goal |
| Female | 193 | 97.0 | 82.9 | 85.8 | 64.8 | 82.9 | | |
| Male | 220 | 98.7 | 76.8 | 74.6 | 51.3 | 76.8 | | |
| Economically Disadvantaged Students | 32 | 100.0 | 65.6 | * | 40.0 | 65.6 | 44.7 | Met Target |
| Non-Economically Disadvantaged Students | 381 | 97.7 | 80.8 | * | 67.9 | 80.8 | | |
| Students with Disabilities | 63 | 95.5 | 44.4 | 36.5 | 22.7 | 44.4 | 35.1 | Met Target |
| Students without Disabilities | 350 | 98.3 | 86.0 | 88.4 | 65.1 | 86.0 | | |
| English Learners | 26 | 100.0 | 61.5 | * | 29.3 | 61.5 | 60 | Met Target |
| Non-English Learners | 387 | 97.8 | 80.9 | * | 60.6 | 80.9 | | |
| Homeless Students | * | * | * | * | 29.1 | * | | |
| Students In Foster Care | * | * | * | * | 27.6 | * | | |
| Military-Connected Students | * | * | * | * | 57.8 | * | | |
| Migrant Students | N | N | N | N | 30.4 | N | | |

† Target was met within a confidence interval.



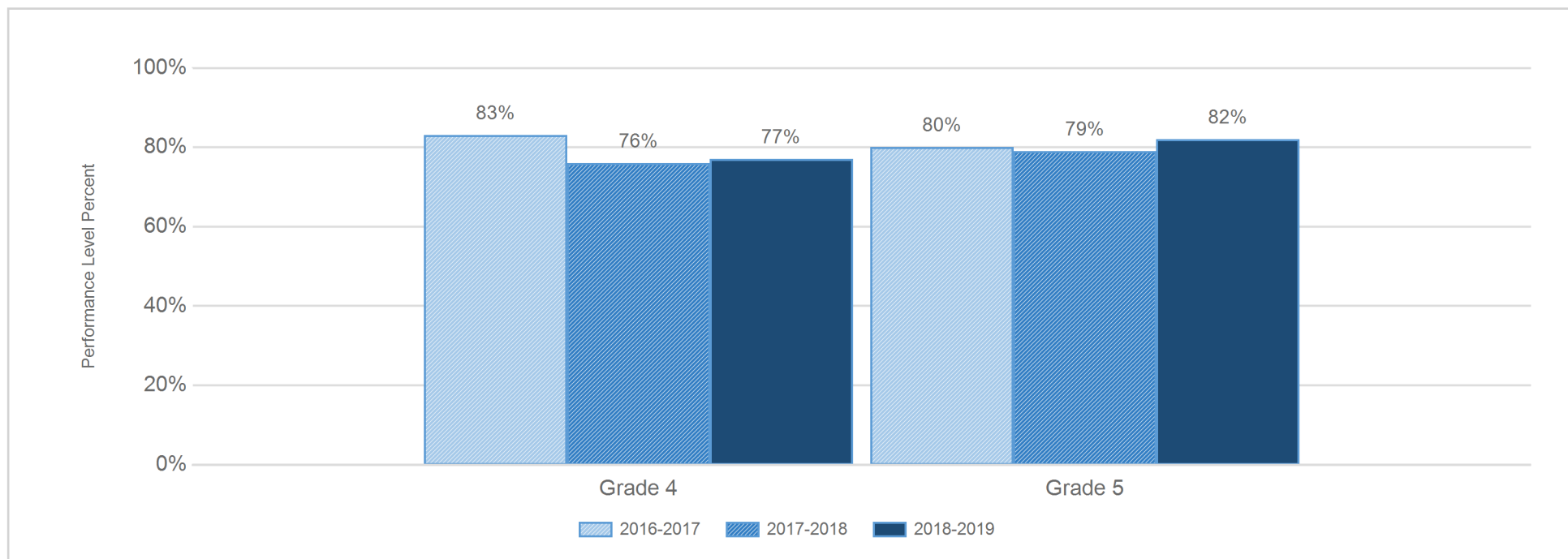
Joyce Kilmer School
(03-2900-075)
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2018-2019

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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 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 195 | 774 | 774 | 755 | * | * | 15% | 47% | 31% | 77% | 57% |
| White | 119 | 771 | 771 | 763 | * | * | 16% | 47% | 29% | 76% | 67% |
| Hispanic | 25 | 755 | 755 | 743 | * | * | * | * | * | 64% | 44% |
| Black or African American | * | * | * | 739 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | 35 | 792 | 792 | 779 | 0% | 0% | * | * | * | 86% | 82% |
| American Indian or Alaska Native | * | * | * | 749 | * | * | * | * | * | * | 53% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 64% |
| Female | 97 | 780 | 780 | 760 | * | * | 14% | 40% | 39% | 79% | 62% |
| Male | 98 | 768 | 768 | 750 | * | * | 16% | 53% | 22% | 76% | 53% |
| Economically Disadvantaged Students | 15 | 758 | 758 | 740 | * | * | * | * | * | 73% | 40% |
| Non-Economically Disadvantaged Students | 180 | 775 | 775 | 765 | * | * | * | * | * | 78% | 69% |
| Students with Disabilities | 22 | 750 | 750 | 725 | * | * | * | * | * | 50% | 25% |
| Students without Disabilities | 173 | 777 | 777 | 761 | * | * | * | * | * | 81% | 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% |



Joyce Kilmer School
(03-2900-075)
Grades Offered: 04-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 220 | 778 | 778 | 756 | 0% | * | * | 57% | 25% | 82% | 58% |
| White | 136 | 776 | 776 | 764 | 0% | * | * | 61% | 21% | 82% | 68% |
| Hispanic | * | * | * | 743 | * | * | * | * | * | * | 44% |
| Black or African American | * | * | * | 739 | * | * | * | * | * | * | 38% |
| Asian, Native Hawaiian, or Pacific Islander | 36 | 794 | 794 | 781 | 0% | 0% | * | * | * | 89% | 83% |
| American Indian or Alaska Native | N | N | N | 753 | N | N | N | N | N | N | 52% |
| Two or More Races | 23 | 777 | 777 | 762 | 0% | * | * | * | * | 83% | 65% |
| Female | 95 | 785 | 785 | 761 | 0% | * | * | * | * | 86% | 64% |
| Male | 125 | 772 | 772 | 750 | 0% | * | * | * | * | 78% | 52% |
| Economically Disadvantaged Students | 16 | 755 | 755 | 740 | 0% | * | * | * | * | 56% | 39% |
| Non-Economically Disadvantaged Students | 204 | 780 | 780 | 766 | 0% | * | * | * | * | 84% | 69% |
| Students with Disabilities | 38 | 746 | 746 | 724 | 0% | * | * | 42% | 0% | 42% | 23% |
| Students without Disabilities | 182 | 784 | 784 | 762 | 0% | * | * | 60% | 30% | 90% | 65% |
| English Learners | N | N | N | 713 | N | N | N | N | N | N | 11% |
| Non-English Learners | 220 | 778 | 778 | 758 | 0% | * | * | 57% | 25% | 82% | 60% |
| Homeless Students | * | * | * | 730 | * | * | * | * | * | * | 29% |
| Students in Foster Care | * | * | * | 729 | * | * | * | * | * | * | 28% |
| Military-Connected Students | * | * | * | 756 | * | * | * | * | * | * | 62% |
| Migrant Students | N | N | N | 723 | N | N | N | N | N | N | 26% |



Joyce Kilmer School
(03-2900-075)
Grades Offered: 04-05
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 | 416 | 97.7 | 76.9 | 68.8 | 44.5 | 76.9 | 71.8 | Met Target |
| White | 257 | 97.4 | 77.0 | 68.2 | 54.1 | 77.0 | 72.7 | Met Target |
| Hispanic | 42 | 97.9 | 61.9 | 54.5 | 28.8 | 61.9 | 44.5 | Met Target |
| Black or African American | * | * | * | 37.2 | 23.0 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 71 | 98.6 | 91.5 | * | 76.5 | 91.5 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | 18.2 | 42.7 | * | ** | ** |
| Two or More Races | 33 | 100.0 | 72.7 | 67.1 | 53.3 | 72.7 | 73.8 | Met Target† |
| Female | 193 | 97.0 | 79.8 | 69.3 | 44.9 | 79.8 | | |
| Male | 223 | 98.3 | 74.4 | 68.4 | 44.2 | 74.4 | | |
| Economically Disadvantaged Students | 33 | 100.0 | 48.5 | * | 26.3 | 48.5 | 40.3 | Met Target |
| Non-Economically Disadvantaged Students | 383 | 97.5 | 79.4 | * | 54.9 | 79.4 | | |
| Students with Disabilities | 63 | 95.5 | 39.7 | 30.5 | 17.4 | 39.7 | 33.6 | Met Target |
| Students without Disabilities | 353 | 98.1 | 83.6 | 76.1 | 50.0 | 83.6 | | |
| English Learners | 26 | 100.0 | 57.7 | 63.0 | 25.0 | 57.7 | 56.4 | Met Target |
| Non-English Learners | 390 | 97.5 | 78.2 | 69.1 | 46.5 | 78.2 | | |
| Homeless Students | * | * | * | * | 17.1 | * | | |
| Students In Foster Care | * | * | * | * | 17.1 | * | | |
| Military-Connected Students | * | * | * | * | 46.4 | * | | |
| Migrant Students | N | N | N | N | 23.3 | N | | |

† Target was met within a confidence interval.



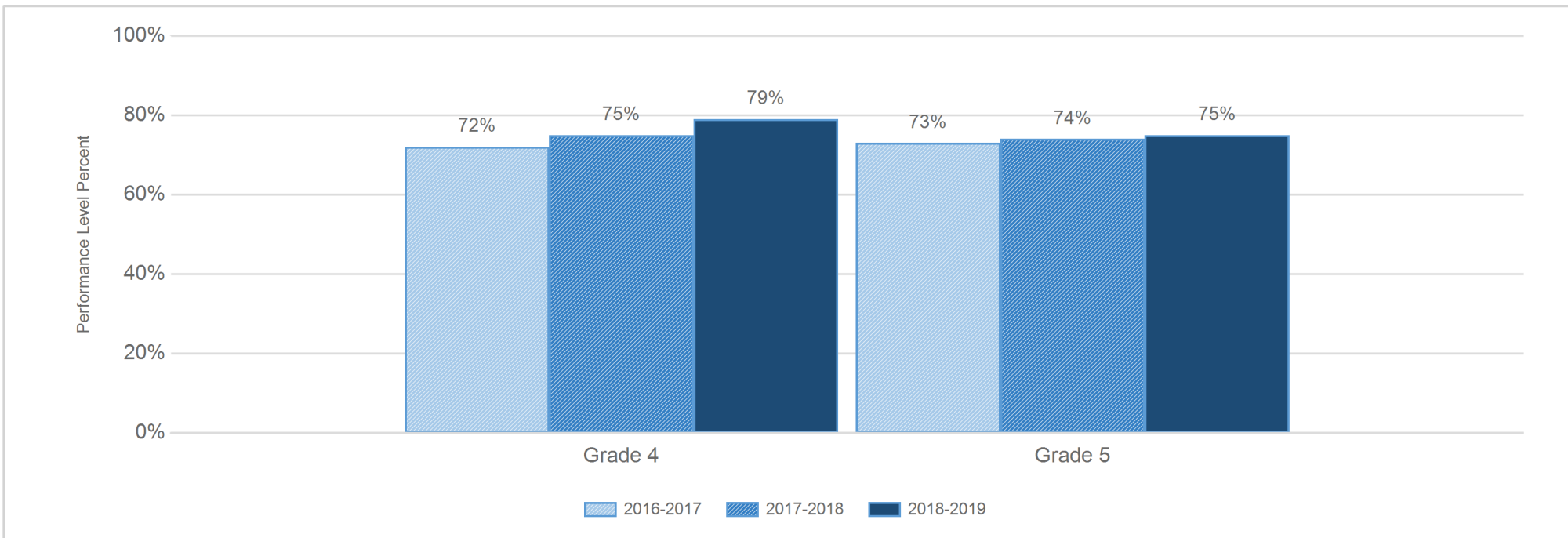
Joyce Kilmer School
(03-2900-075)
Grades Offered: 04-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



Joyce Kilmer School
(03-2900-075)
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Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 197 | 770 | 770 | 749 | * | * | 17% | 65% | 14% | 79% | 51% |
| White | 121 | 765 | 765 | 757 | * | * | 16% | 69% | 9% | 78% | 62% |
| Hispanic | 25 | 762 | 762 | 737 | 0% | 0% | * | * | * | 68% | 36% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 29% |
| Asian, Native Hawaiian, or Pacific Islander | 35 | 791 | 791 | 776 | 0% | 0% | * | * | * | 91% | 82% |
| American Indian or Alaska Native | * | * | * | 747 | * | * | * | * | * | * | 46% |
| Two or More Races | * | * | * | 754 | * | * | * | * | * | * | 58% |
| Female | 97 | 770 | 770 | 749 | * | * | 19% | * | * | 78% | 50% |
| Male | 100 | 770 | 770 | 749 | * | * | 15% | * | * | 80% | 52% |
| Economically Disadvantaged Students | 16 | 752 | 752 | 734 | * | * | * | * | * | 50% | 32% |
| Non-Economically Disadvantaged Students | 181 | 771 | 771 | 759 | * | * | * | * | * | 82% | 63% |
| Students with Disabilities | 22 | 753 | 753 | 726 | * | * | * | 55% | 0% | 55% | 25% |
| Students without Disabilities | 175 | 772 | 772 | 754 | * | * | * | 67% | 15% | 82% | 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% |



Joyce Kilmer School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 221 | 771 | 771 | 747 | * | * | 18% | 48% | 27% | 75% | 47% |
| White | 136 | 768 | 768 | 755 | * | * | 16% | 57% | 20% | 76% | 58% |
| Hispanic | * | * | * | 735 | * | * | * | * | * | * | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 23% |
| Asian, Native Hawaiian, or Pacific Islander | 36 | 796 | 796 | 775 | 0% | 0% | * | * | * | 92% | 80% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 42% |
| Two or More Races | 23 | 771 | 771 | 753 | 0% | * | * | * | * | 70% | 55% |
| Female | 95 | 772 | 772 | 747 | * | * | 12% | 56% | 25% | 81% | 47% |
| Male | 126 | 770 | 770 | 747 | * | * | 22% | 42% | 29% | 71% | 47% |
| Economically Disadvantaged Students | 16 | 748 | 748 | 732 | * | * | * | * | * | 44% | 27% |
| Non-Economically Disadvantaged Students | 205 | 773 | 773 | 757 | * | * | * | * | * | 78% | 59% |
| Students with Disabilities | 38 | 739 | 739 | 725 | * | * | * | 32% | 0% | 32% | 19% |
| Students without Disabilities | 183 | 778 | 778 | 752 | * | * | * | 51% | 33% | 84% | 52% |
| English Learners | N | N | N | 718 | N | N | N | N | N | N | 12% |
| Non-English Learners | 221 | 771 | 771 | 749 | * | * | 18% | 48% | 27% | 75% | 49% |
| Homeless Students | * | * | * | 723 | * | * | * | * | * | * | 17% |
| Students in Foster Care | * | * | * | 722 | * | * | * | * | * | * | 14% |
| Military-Connected Students | * | * | * | 748 | * | * | * | * | * | * | 50% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 17% |



Joyce Kilmer School
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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 |
|-------|---------------------------|----------------------------|
| 4 | * | * |
| 5 | * | * |

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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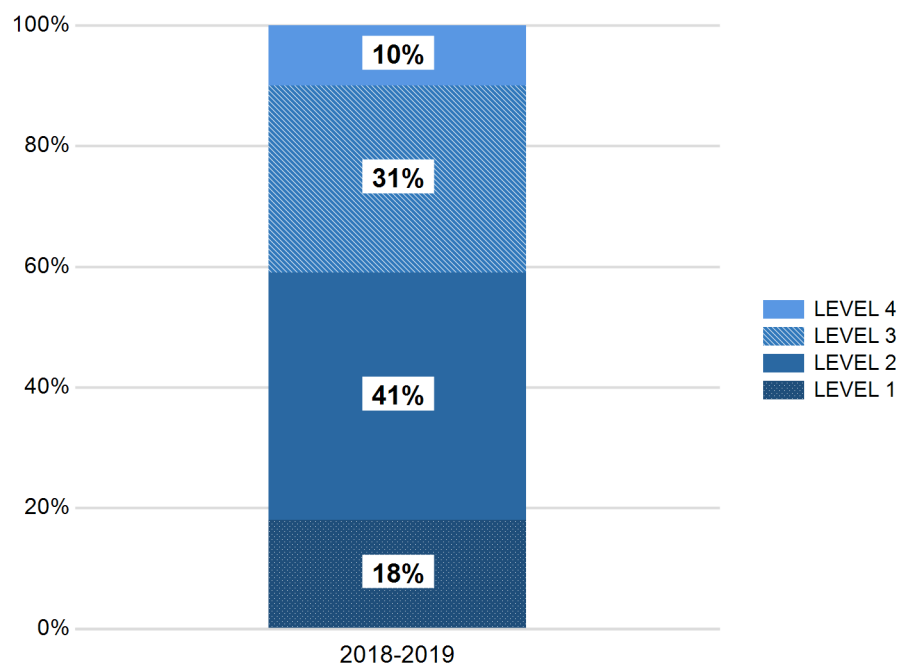
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

| Student Group | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---|-----------|-----------|-----------|-----------|
| Schoolwide | 18 | 41 | 31 | 10 |
| White | 18 | 42 | 31 | 9 |
| Hispanic | * | * | * | * |
| Black or African American | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | 6 | 28 | 47 | 19 |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | 17 | 52 | 17 | 13 |
| Female | 16 | 50 | 27 | 7 |
| Male | 20 | 34 | 34 | 12 |
| Economically Disadvantaged Students | 41 | 47 | 12 | 0 |
| Non-Economically Disadvantaged Students | 16 | 41 | 32 | 11 |
| Students with Disabilities | 63 | 26 | 8 | 3 |
| Students without Disabilities | 9 | 44 | 36 | 11 |
| English Learners | * | * | * | * |
| Non-English Learners | * | * | * | * |
| Homeless Students | * | * | * | * |
| Students in Foster Care | * | * | * | * |
| Military-Connected Students | * | * | * | * |
| Migrant Students | N | N | N | N |



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

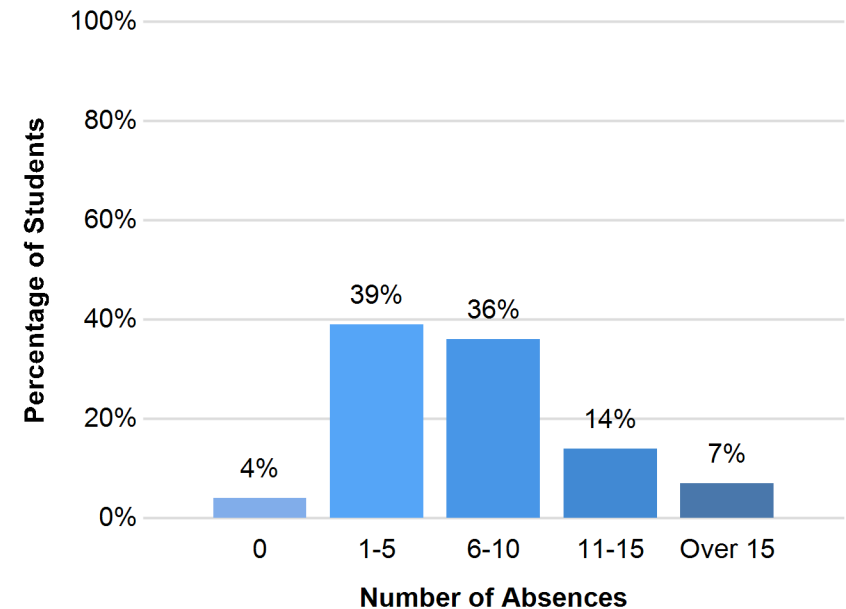
Chronic Absenteeism

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

| Student Group | Number of Students Chronically Absent | Percent of Students Chronically Absent | State Average | Met State Average? |
|-------------------------------------|---------------------------------------|--|---------------|--------------------|
| Schoolwide | 18 | 4.2 | 7.5 | Met |
| White | 14 | 5.3 | 7.5 | Met |
| Hispanic | 2 | 4.3 | 7.5 | Met |
| Black or African American | * | * | ** | ** |
| Asian, Native Hawaiian, or Pacific | 1 | 1.4 | 7.5 | Met |
| American Indian or Alaska Native | * | * | ** | ** |
| Two or More Races | 0 | 0 | 7.5 | Met |
| Female | 7 | 3.6 | | |
| Male | 11 | 4.7 | | |
| Economically Disadvantaged Students | 2 | 5.1 | 7.5 | Met |
| Students with Disabilities | 3 | 4.7 | 7.5 | Met |
| English Learners | * | * | ** | ** |
| Homeless Students | * | * | | |
| Students in Foster Care | * | * | | |
| 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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2018-2019

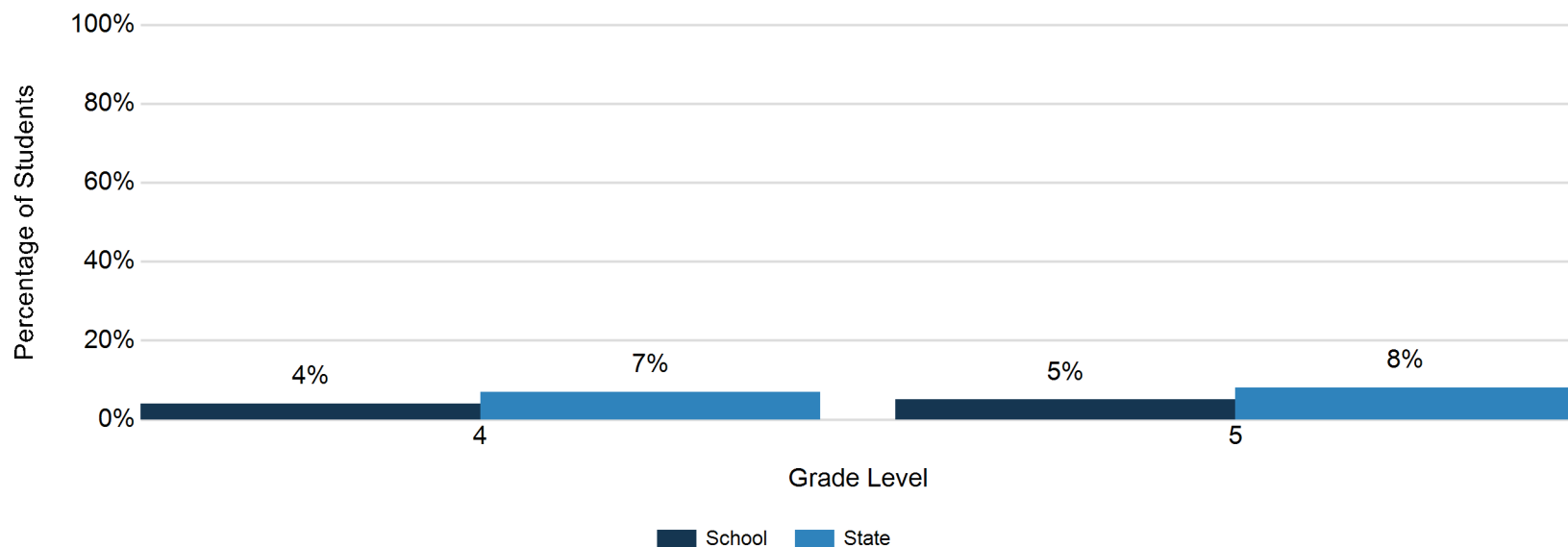
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 0 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Total Unique Incidents | 1 |
| Incidents Per 100 Students Enrolled | 0.23 |

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 |



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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 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 | 1 | 1 |
| Other | 0 | 0 | 0 |
| No Identified Nature | 4 | | 4 |

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

0



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School Day

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

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 8:55 AM |
| Typical End Time | 3:25 PM |
| Length of School Day | 6 Hrs 30 Mins |
| Full Time - Instructional Time | 5 Hrs 30 Mins |
| Shared Time - Instructional Time | 5 Hrs. 30 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 | 1.3:1 |



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 46 | 118,214 |
| Average years experience in public schools | 16.7 | 12.1 |
| Average years experience in district | 14.6 | 10.8 |
| Percentage of Teachers with 4 or more years experience in the district | 78.3% | 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 | 27 | 9,530 |
| Average years experience in public schools | 18.7 | 16.0 |
| Average years experience in district | 7.7 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 51.9% | 76.9% |

Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
|--|--------------|----------------|
| Students to Teachers | 9:1 | 10:1 |
| Students to Administrators | 109:1 | 105:1 |
| Teachers to Administrators | 12:1 | 10:1 |
| Students to Librarians/Media Specialists | | 566:1 |
| Students to Nurses | | 1414:1 |
| Students to Counselors | | 404:1 |
| Students to Child Study Team Members | | 202:1 |



Joyce Kilmer School
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Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

| Category | Students in School | Teachers in School | Administrators in School | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|--------------------|--------------------|--------------------------|-------------------|-------------------|-------------------------|
| Female | 45.5% | 80.4% | 50.0% | 48.4% | 77.1% | 54.9% |
| Male | 54.5% | 19.6% | 50.0% | 51.6% | 22.9% | 45.1% |
| White | 61.4% | 93.5% | 50.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 11.3% | 4.3% | 25.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 2.8% | 0.0% | 0.0% | 15.0% | 6.6% | 13.9% |
| Asian | 16.6% | 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 | 0.0% | 0.0% | 0.0% | 0.2% | 0.1% | 0.1% |
| Two or More Races | 7.8% | 2.2% | 25.0% | 2.1% | 0.2% | 0.2% |



Joyce Kilmer School
(03-2900-075)
Grades Offered: 04-05
2018-2019

Report Key:

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - 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.

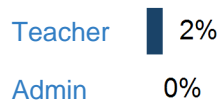
Bachelor's Degree



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 | 88.8% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 91.7% | 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% |



Joyce Kilmer School
(03-2900-075)
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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.



Joyce Kilmer School
(03-2900-075)
Grades Offered: 04-05
2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



Joyce Kilmer School
(03-2900-075)
Grades Offered: 04-05
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). 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 | 81.9% | 76.8% | 79.7% |
| Math Proficiency | 72.7% | 73.8% | 76.9% |
| ELA Growth | 53 | 43 | 54 |
| Math Growth | 62 | 49 | 57 |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency | | * | * |
| Chronic Absenteeism | 5.6% | 4.6% | 4.2% |

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



Joyce Kilmer School
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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](#).

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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(03-2900-075)
Grades Offered: 04-05
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

| Student Group | ELA Proficiency: Met Annual Target | Math Proficiency: Met Annual Target | ELA Student Growth: Met Standard | Math Student Growth: Met Standard | Progress Towards English Language Proficiency: Met Annual Target | Chronic Absenteeism: Met State Average | Requires Targeted Support: Consistently Underperforming Student Group - 2017-18 |
|---|------------------------------------|-------------------------------------|----------------------------------|-----------------------------------|--|--|---|
| Schoolwide | Met Target | Met Target | Met Standard | Met Standard | ** | Met | No |
| White | Met Target | Met Target | Met Standard | Met Standard | n/a | Met | No |
| Hispanic | Met Target | Met Target | Met Standard | Met Standard | n/a | Met | No |
| Black or African American | ** | ** | ** | ** | n/a | ** | 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 Target† | Met Standard | Met Standard | n/a | Met | No |
| Economically Disadvantaged Students | Met Target | Met Target | Exceeds Standard | Met Standard | n/a | Met | No |
| Students with Disabilities | Met Target | Met Target | Exceeds Standard | Exceeds Standard | n/a | Met | No |
| English Learners | Met Target | Met Target | Met Standard | Exceeds Standard | Exceeds Standard | ** | No |

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



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(03-2900-075)
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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:

- Educational & Performing Arts experiences for students: Instrumental/Choral Music & Gifted Program for academics and art



Mission, Vision, Theme:

Joyce Kilmer School selects a theme each year to guide instructional focus while inspiring the students in the school. The theme this year is COMMUNITY. Our 4-5 intermediate school receives students from three diverse K-3 primary schools, and we wanted to stress the importance of coming together and working together as one school community. Our mission as a new administrative team is to reach out to our town community and to collaborate and highlight all of the resources that Mahwah has to offer to assist with fostering our children in academics and social/emotional areas.



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**Courses, Curriculum,
Instruction:**

The Language Arts Curriculum aligns with the Columbia University's Teacher College Workshop Approach, emphasizing just-right books, author study, and writing. Everyday Math is our instructional math program. The Discovery Education online program allows technology to be infused into Science. Primary source documents drive instruction for Social Studies. The Special Area teachers align their practices to meet the standards set by the state.



Clubs and Activities:

Students are afforded the opportunity to take part in Instrumental Music (Band/Orchestra) as well as Choral Music.





Joyce Kilmer School
(03-2900-075)
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| | |
|---|---|
|  <p>Before and After School Programs:</p> | <p>At the K-5 schools, the Wyckoff YMCA run morning and aftercare programs. Joyce Kilmer School offers Math Magic and Future Problem Solvers. Both programs focus on STEM-type activities and problem-based learning.</p> |
|  <p>Staff and Professional Learning:</p> | <p>Mahwah is committed to providing professional development that improves teaching craft & student learning outcomes. We have in-house professional development opportunities on varied topics and have started our teachers teaching teachers academies where teachers have a chance to lead professional development workshops. Teachers also participate in Professional Learning Communities once a month. Through their PLCs, teachers do action research in their classrooms and report on their findings.</p> |






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2018-2019

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| | |
|--|--|
|  <p>Student Supports and Services:</p> | <p>We have 5 days a week classes for ELL students. We offer general ed, resource room, in-class resource, and self-contained settings through special education. Students are offered OT/PT, and behavioral therapies, if applicable. We have 504 and health plans in place that support our students. We provide support in reading, multi-sensory reading, and math, and have I&RS plans in place to assist general education students, as needed. Social workers conduct small groups to address social skills and other identified needs. We support with the Responsive Classroom program during morning meetings, Mindful Mondays. All teachers are certified in the corresponding specialized area.</p> |
|  <p>Student Health and Wellness:</p> | <p>All students have PE class once each week and 30 minutes of game time twice each week. Our health and fitness teacher implements a health curriculum focused on healthy eating and students learn how to keep themselves fit and healthy. We offer a balanced lunch through Pomptonian food service that ensures that the offerings comply with all state and government mandates. The Mahwah Police Department sponsors the Law Enforcement Against Drugs (L.E.A.D.) program. This 10-lesson program is designed to promote positive, pro-social attitudes and behaviors, while fostering healthy relationships, resistance to substance abuse and conflict, and resistance to negative peer pressure and influence.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Parents are an integral part of Joyce Kilmer School. Our HSO sponsors numerous events to raise money for assemblies, field trips, Team Building Day, Socials, The Color Run, and Field Day, all which provide school-wide enrichment. Our teachers seek mini-grants to fund innovative curricular projects through the Mahwah Schools Foundation, which is a volunteer group of parents and community members who are supported by local businesses and fund-raising efforts.</p> |



Joyce Kilmer School
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Facilities:

Our centrally air-conditioned school has Wi-Fi access points in every hallway that allows us to use over 200 wireless laptops throughout the building for instructional purposes. Every classroom is equipped with a multimedia presentation system that is connected to the Internet. Our Media Center, as well as three other computer labs, are hubs equipped with 28 computer workstations that students and teachers may utilize during the school day.



School Safety:

Two drills a month are held in the school and drills are reviewed throughout the year with the staff. A safety presentation is provided to all staff members in the beginning of the year by our Police Department and our school safety team meets twice a year to stay updated on the proper practices and procedures.



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Other Information

Joyce Kilmer School serves as the bridge between the K-3 schools and the middle school. The staff follows the Responsive Classroom model which instills a strong social and emotional learning experience for our students. The staff is committed to infusing 21st-century learning while embedding technology and innovation in the classroom.



Lenape Meadows
(03-2900-065)
Grades Offered: PK-03
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Lenape Meadows
(03-2900-065)
Grades Offered: PK-03
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 | Bergen |
| District | Mahwah Township Public School District |
| Principal Name | Mrs. Dawn Uttel |
| Address | 160 RIDGE ROAD MAHWAH, NJ 07430 |
| Phone Number | 201-762-2260 |
| Email Address | duttel@mahwah.k12.nj.us |
| Website | https://www.mahwah.k12.nj.us/Domain/11 |
| Twitter | https://twitter.com/LMMahwah |



Lenape Meadows
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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 | 47 | 52 | 44 |
| KG | 95 | 82 | 73 |
| 1 | 84 | 101 | 81 |
| 2 | 107 | 89 | 105 |
| 3 | 94 | 107 | 81 |
| Total | 427 | 431 | 384 |

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 | 52.5% | 51.3% | 49.5% |
| Male | 47.5% | 48.7% | 50.5% |
| Economically Disadvantaged Students | 15.9% | 14.4% | 15.9% |
| Students with Disabilities | 18.0% | 16.9% | 19.5% |
| English Learners | 8.2% | 9.7% | 8.3% |
| Homeless Students | 0.2% | 0.0% | 0.0% |
| Students in Foster Care | 0.0% | 0.0% | 0.0% |
| Military-Connected Students | 0.0% | 0.9% | 1.3% |
| Migrant Students | 0.0% | 0.0% | 0.0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White | 56.9% | 55.5% | 53.9% |
| Hispanic | 13.1% | 14.2% | 14.6% |
| Black or African American | 2.8% | 2.8% | 3.9% |
| Asian | 17.6% | 19.0% | 19.5% |
| Native Hawaiian or Pacific Islander | 0.2% | 0.2% | 0.3% |
| American Indian or Alaska Native | 1.9% | 1.9% | 1.6% |
| Two or More Races | 7.5% | 6.5% | 6.3% |

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 | 47 | 52 | 44 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 95 | 82 | 73 |

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 | 81.5% |
| Spanish | 5.7% |
| Polish | 1.3% |
| Gujarati | 1.3% |
| Russian | 1.3% |
| Other Languages | 8.9% |



Lenape Meadows
(03-2900-065)
Grades Offered: PK-03
2018-2019

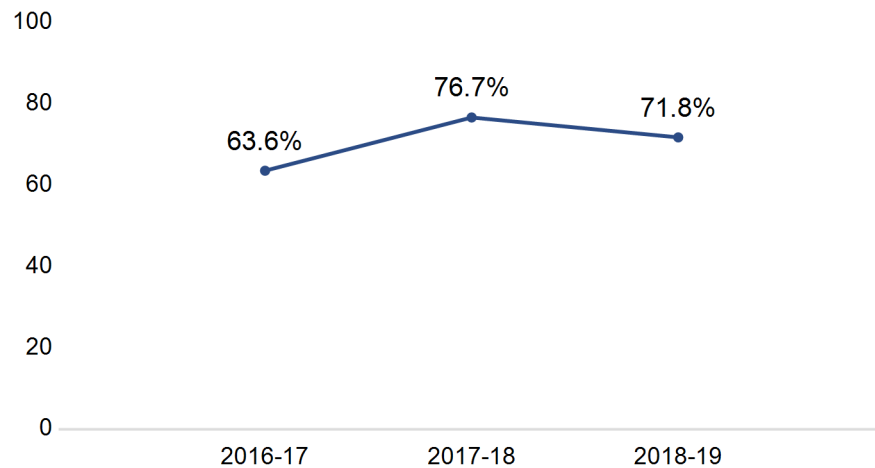
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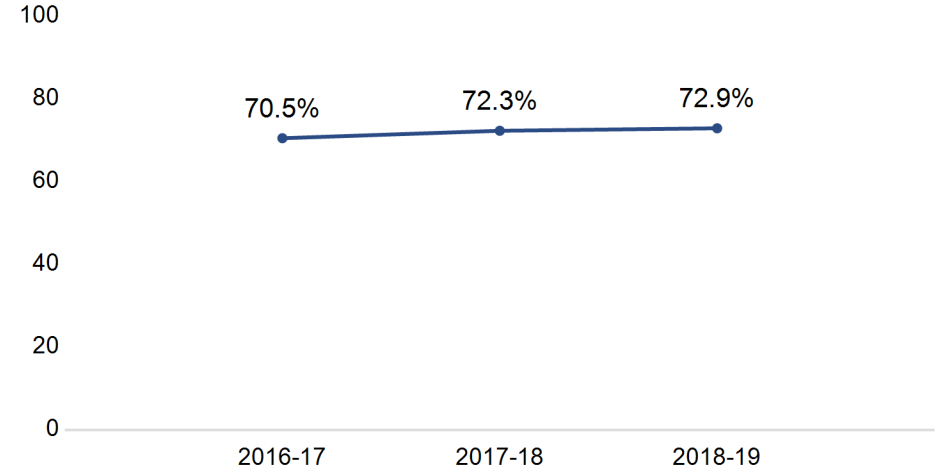
English Language Arts and Mathematics Performance Trends

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 | 94.7% | 95.4% | 95.5% | 94.7% | 95.5% | 95.6% |
| Proficiency Rate for Federal Accountability | 63.6% | 76.7% | 71.8% | 70.5% | 72.3% | 72.9% |
| Annual Target | 66.7% | 67.4% | 68.1% | 63.8% | 64.6% | 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.



Lenape Meadows
(03-2900-065)
Grades Offered: PK-03
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 | 85 | 95.5 | 71.8 | 80.2 | 57.9 | 71.8 | 68.1 | Met Target |
| White | 44 | 93.6 | 75.0 | 80.7 | 66.9 | 73.8 | 66.1 | Met Target |
| Hispanic | 10 | 90.9 | 70.0 | 69.7 | 43.9 | 66.7 | ** | ** |
| Black or African American | * | * | * | 58.1 | 38.5 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 19 | 100.0 | 84.2 | * | 82.9 | 84.2 | ** | ** |
| American Indian or Alaska Native | * | * | * | 36.4 | 56.0 | * | ** | ** |
| Two or More Races | * | * | * | 80.0 | 64.4 | * | ** | ** |
| Female | 45 | 97.8 | 73.3 | 85.8 | 64.8 | 73.3 | | |
| Male | 40 | 93.0 | 70.0 | 74.6 | 51.3 | 68.5 | | |
| Economically Disadvantaged Students | 14 | 93.3 | 64.3 | * | 40.0 | 62.9 | ** | ** |
| Non-Economically Disadvantaged Students | 71 | 95.9 | 73.2 | * | 67.9 | 73.2 | | |
| Students with Disabilities | 20 | 100.0 | 40.0 | 36.5 | 22.7 | 40.0 | N | N |
| Students without Disabilities | 65 | 94.2 | 81.5 | 88.4 | 65.1 | 80.8 | | |
| English Learners | 15 | 100.0 | 80.0 | * | 29.3 | 80.0 | ** | ** |
| Non-English Learners | 70 | 94.6 | 70.0 | * | 60.6 | 69.7 | | |
| 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 | N | 30.4 | N | | |

† Target was met within a confidence interval.



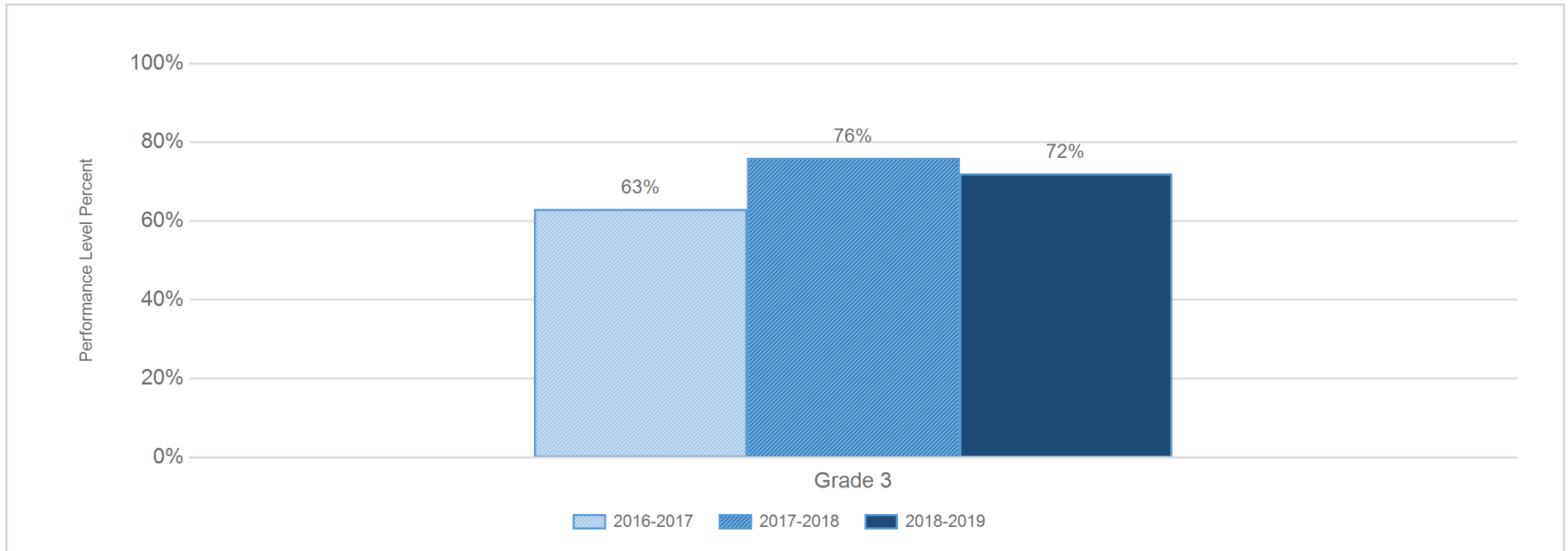
Lenape Meadows
(03-2900-065)
Grades Offered: PK-03
2018-2019

Report Key:

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 81 | 772 | 780 | 748 | * | * | 17% | 52% | 20% | 72% | 50% |
| White | 42 | 774 | 779 | 757 | * | * | * | 50% | 24% | 74% | 60% |
| Hispanic | 10 | 760 | 771 | 734 | * | 0% | * | * | * | 70% | 36% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 33% |
| Asian, Native Hawaiian, or Pacific Islander | 18 | 789 | * | 773 | 0% | 0% | * | * | * | 89% | 75% |
| American Indian or Alaska Native | * | * | * | 746 | * | * | * | * | * | * | 46% |
| Two or More Races | * | * | * | 756 | * | * | * | * | * | * | 58% |
| Female | 44 | 775 | 782 | 753 | * | * | * | * | * | 75% | 55% |
| Male | 37 | 769 | 777 | 743 | * | * | * | * | * | 68% | 46% |
| Economically Disadvantaged Students | 12 | 745 | * | 731 | * | * | * | * | * | 58% | 33% |
| Non-Economically Disadvantaged Students | 69 | 777 | * | 759 | * | * | * | * | * | 74% | 61% |
| Students with Disabilities | 16 | 731 | 741 | 719 | * | * | * | * | * | 31% | 24% |
| Students without Disabilities | 65 | 782 | 790 | 754 | * | * | * | * | * | 82% | 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% |



Lenape Meadows
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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 | 85 | 95.6 | 72.9 | 68.8 | 44.5 | 72.9 | 65.5 | Met Target |
| White | 44 | 93.6 | 70.5 | 68.2 | 54.1 | 69.4 | 67.7 | Met Target |
| Hispanic | 10 | 90.9 | 80.0 | 54.5 | 28.8 | 76.2 | ** | ** |
| Black or African American | * | * | * | 37.2 | 23.0 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 19 | 100.0 | 89.5 | * | 76.5 | 89.5 | N | N |
| American Indian or Alaska Native | * | * | * | 18.2 | 42.7 | * | ** | ** |
| Two or More Races | * | * | * | 67.1 | 53.3 | * | ** | ** |
| Female | 45 | 97.8 | 66.7 | 69.3 | 44.9 | 66.7 | | |
| Male | 40 | 93.2 | 80.0 | 68.4 | 44.2 | 78.3 | | |
| Economically Disadvantaged Students | 14 | 93.3 | 71.4 | * | 26.3 | 70.0 | ** | ** |
| Non-Economically Disadvantaged Students | 71 | 96.0 | 73.2 | * | 54.9 | 73.2 | | |
| Students with Disabilities | 20 | 100.0 | 55.0 | 30.5 | 17.4 | 55.0 | N | N |
| Students without Disabilities | 65 | 94.3 | 78.5 | 76.1 | 50.0 | 77.7 | | |
| English Learners | 15 | 100.0 | 86.7 | 63.0 | 25.0 | 86.7 | ** | ** |
| Non-English Learners | 70 | 94.7 | 70.0 | 69.1 | 46.5 | 70.0 | | |
| 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 | N | 23.3 | N | | |

† Target was met within a confidence interval.



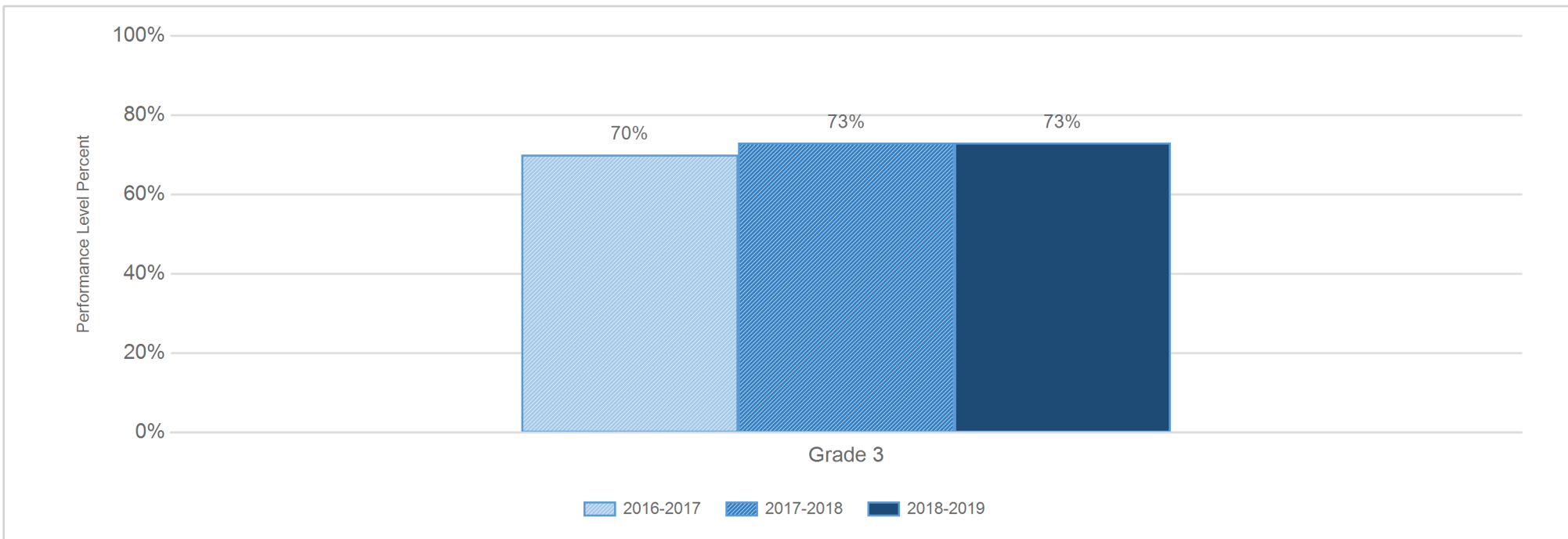
Lenape Meadows
(03-2900-065)
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2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 82 | 766 | 775 | 752 | * | * | 18% | 49% | 24% | 73% | 55% |
| White | 42 | 763 | 773 | 760 | * | * | * | * | * | 69% | 66% |
| Hispanic | 10 | 752 | 763 | 739 | * | * | 0% | * | * | 80% | 40% |
| Black or African American | * | * | * | 735 | * | * | * | * | * | * | 35% |
| Asian, Native Hawaiian, or Pacific Islander | 19 | 783 | * | 778 | 0% | 0% | * | * | * | 95% | 83% |
| American Indian or Alaska Native | * | * | * | 749 | * | * | * | * | * | * | 51% |
| Two or More Races | * | * | * | 758 | * | * | * | * | * | * | 62% |
| Female | 44 | 762 | 773 | 751 | * | * | * | * | * | 68% | 54% |
| Male | 38 | 770 | 779 | 752 | * | * | * | * | * | 79% | 56% |
| Economically Disadvantaged Students | 12 | 752 | * | 737 | * | * | * | * | * | 67% | 37% |
| Non-Economically Disadvantaged Students | 70 | 768 | * | 761 | * | * | * | * | * | 74% | 67% |
| Students with Disabilities | 16 | 745 | 752 | 731 | * | * | * | * | * | 50% | 31% |
| Students without Disabilities | 66 | 771 | 781 | 756 | * | * | * | * | * | 79% | 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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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 | * | * |

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 | 56.5% | 56.6% | Met Target† |

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 0-2 | 17 | 82.4% | 17.6% |
| 3-4 | 10 | 80.0% | 20.0% |
| 5 or more | * | * | * |



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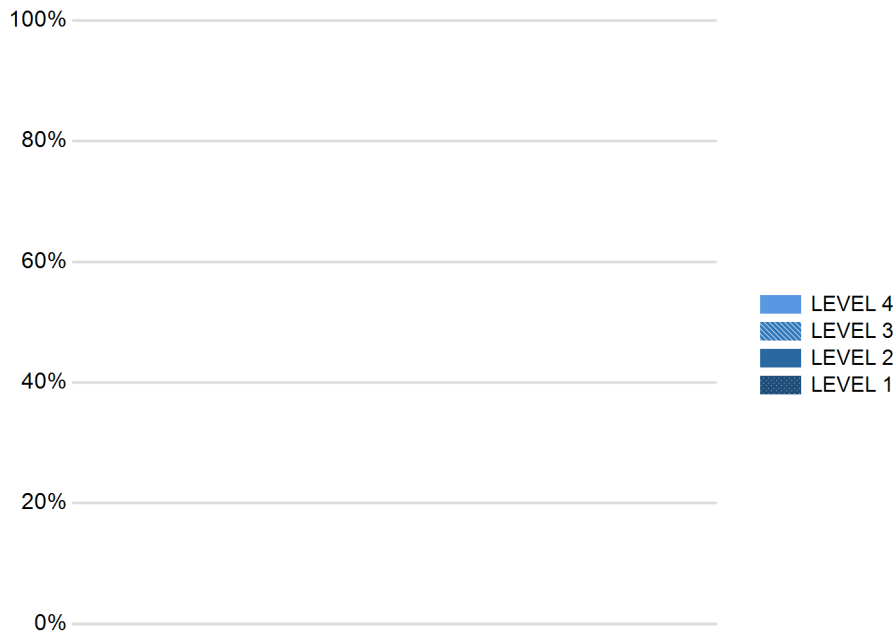
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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.

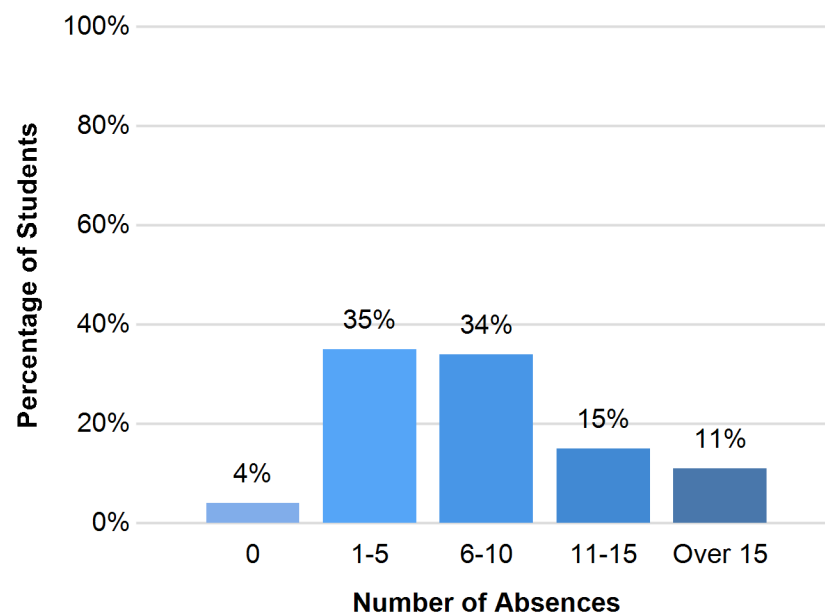
Chronic Absenteeism

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 | 21 | 5.9 | 9.6 | Met |
| White | 9 | 4.7 | 9.6 | Met |
| Hispanic | 3 | 6.0 | 9.6 | Met |
| Black or African American | * | * | ** | ** |
| Asian, Native Hawaiian, or Pacific | 8 | 11.1 | 9.6 | Not Met |
| American Indian or Alaska Native | * | * | ** | ** |
| Two or More Races | 1 | 3.8 | 9.6 | Met |
| Female | 9 | 5.1 | | |
| Male | 12 | 6.7 | | |
| Economically Disadvantaged Students | 2 | 3.5 | 9.6 | Met |
| Students with Disabilities | 4 | 6.6 | 9.6 | Met |
| English Learners | 2 | 6.3 | 9.6 | Met |
| 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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 2018-2019

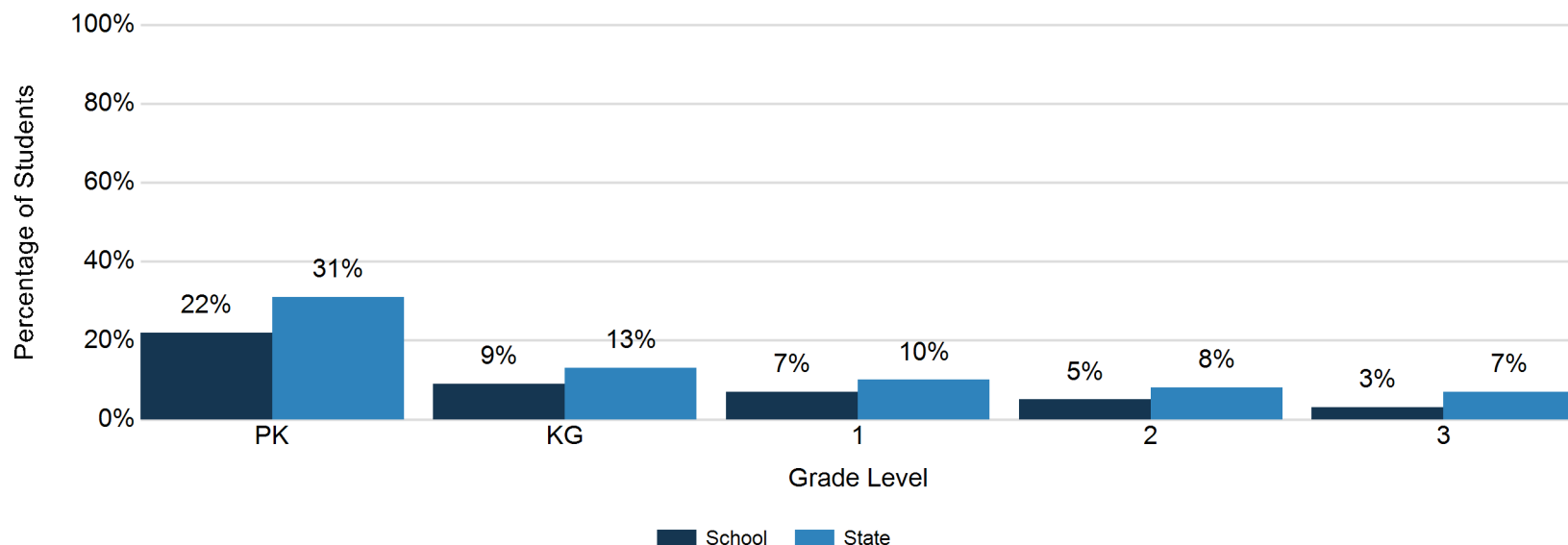
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Chronic Absenteeism by Grade

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



**Lenape Meadows**

(03-2900-065)

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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 0 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 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 |



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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 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 | 8 | | 8 |

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

**Lenape Meadows**

(03-2900-065)

Grades Offered: PK-03

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 | 8:50 AM |
| Typical End Time | 3:20 PM |
| Length of School Day | 6 Hrs 30 Mins |
| Full Time - Instructional Time | 5 Hrs 30 Mins |
| Shared Time - Instructional Time | 5 Hrs. 30 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 the United States Department of Education.

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 32 | 118,214 |
| Average years experience in public schools | 15.2 | 12.1 |
| Average years experience in district | 12.9 | 10.8 |
| Percentage of Teachers with 4 or more years experience in the district | 81.3% | 75.3% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 27 | 9,530 |
| Average years experience in public schools | 18.7 | 16.0 |
| Average years experience in district | 7.7 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 51.9% | 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 | 10:1 |
| Students to Administrators | 192:1 | 105:1 |
| Teachers to Administrators | 16:1 | 10:1 |
| Students to Librarians/Media Specialists | | 566:1 |
| Students to Nurses | | 1414:1 |
| Students to Counselors | | 404:1 |
| Students to Child Study Team Members | | 202:1 |



Lenape Meadows
(03-2900-065)
Grades Offered: PK-03
2018-2019

Report Key:

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

| Category | Students in School | Teachers in School | Administrators in School | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|--------------------|--------------------|--------------------------|-------------------|-------------------|-------------------------|
| Female | 49.5% | 96.9% | 100.0% | 48.4% | 77.1% | 54.9% |
| Male | 50.5% | 3.1% | 0.0% | 51.6% | 22.9% | 45.1% |
| White | 53.9% | 96.9% | 50.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 14.6% | 0.0% | 0.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 3.9% | 3.1% | 50.0% | 15.0% | 6.6% | 13.9% |
| Asian | 19.5% | 0.0% | 0.0% | 10.2% | 2.0% | 1.1% |
| American Indian or Alaska Native | 1.6% | 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 | 6.3% | 0.0% | 0.0% | 2.1% | 0.2% | 0.2% |



Lenape Meadows
(03-2900-065)
Grades Offered: PK-03
2018-2019

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Teachers: All classroom teachers

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

Teachers and Administrators - 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 | 88.8% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 91.7% | 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 | 97.5% |



Lenape Meadows
(03-2900-065)
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2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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



Lenape Meadows
(03-2900-065)
Grades Offered: PK-03
2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

| | |
|---|---|
| Status for 2020-21 School Year | N |
| Category of Identification | N |
| Year Eligible to Exit Status | N |
| Student Group Status: White | N |
| Student Group Status: Hispanic | N |
| Student Group Status: Black or African American | N |
| Student Group Status: Asian, Native Hawaiian, or Pacific Islander | N |
| Student Group Status: American Indian or Alaska Native | N |
| Student Group Status: Two or More Races | N |
| Student Group Status: Economically Disadvantaged Students | N |
| Student Group Status: Students with Disabilities | N |
| Student Group Status: English Learners | N |

† 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.



Lenape Meadows
(03-2900-065)
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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). 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 | 63.6% | 76.7% | 71.8% |
| Math Proficiency | 70.5% | 72.3% | 72.9% |
| ELA Growth | N | N | N |
| Math Growth | N | N | N |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency | | 64.3% | 56.5% |
| Chronic Absenteeism | 8.8% | 10.9% | 5.9% |

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

**Lenape Meadows**

(03-2900-065)

Grades Offered: PK-03

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.



Lenape Meadows
(03-2900-065)
Grades Offered: PK-03
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 Target† | Met | No |
| White | Met Target | Met Target | ** | ** | n/a | Met | No |
| Hispanic | ** | ** | ** | ** | n/a | Met | No |
| Black or African American | ** | ** | ** | ** | n/a | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | N | ** | ** | n/a | Not Met | No |
| American Indian or Alaska Native | ** | ** | ** | ** | n/a | ** | No |
| Two or More Races | ** | ** | ** | ** | n/a | Met | No |
| Economically Disadvantaged Students | ** | ** | ** | ** | n/a | Met | No |
| Students with Disabilities | N | N | ** | ** | n/a | Met | No |
| English Learners | ** | ** | ** | ** | ** | Met | No |

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



Lenape Meadows
(03-2900-065)
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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, open court for Word Study and Knowing Science (NJSL-S-S).
- Technology is integrated into learning, with all students having access to laptops and the Media Lab. Pre-K students also utilize tablets within their program.
- Monthly assemblies that recognize citizenship, character traits, and accomplishments in music and art.



Mission, Vision, Theme:

The mission of the Mahwah Schools is to provide every student with the opportunity to maximize their educational and career potential in safe, high quality facilities, led by well-trained and dedicated administrators, teachers and support staff. The culture of Lenape Meadows is not just that of academic excellence, but one of caring, showing kindness to one another, loving, and acceptance. Each year we focus our attention to a theme which drives our conversations with students; this year our theme is Be Brave, Be Bold, Be You!



Lenape Meadows
(03-2900-065)
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2018-2019

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Courses, Curriculum,
Instruction:

Our reading and writing programs, based on the Columbia University Teachers College Workshop model, emphasize just right books, author study, and writing in multiple genres. Our mathematics program emphasizes problem-solving and the development of higher-level thinking skills. Our students experience 3-dimensional learning through hands-on science activities and explore themes and primary source documents in social studies. We offer PE, Art, Music, Library, Coding and Spanish.





Lenape Meadows
(03-2900-065)
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2018-2019

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| | |
|---|---|
|  <p>Before and After School Programs:</p> | <p>The Wyckoff YMCA run morning and after care programs in our schools. We also open our doors to STACK basketball programs. Intermediate girls volleyball, Mahwah Rec basketball, and scout groups run by Boy/Girl Scouts of America.</p> |
|  <p>Staff and Professional Learning:</p> | <p>Mahwah is committed to providing professional development that improves teaching craft and student learning outcomes. We offer in-house PD opportunities on varied topics and offer Professional Development Academies where teachers have a chance to lead workshops. Teachers also participate in Self -Directed Professional Learning Communities one time per month. Through their PLCs, teachers do action research in their classrooms, develop lesson plans together analyze student work to assist in driving their instruction.</p> |






Lenape Meadows
(03-2900-065)
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2018-2019

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| | |
|--|---|
|  <p>Student Supports and Services:</p> | <p>We have 5 day a week classes for ELL students. We offer general ed, resource room, and self-contained settings through special education. Students are offered OT/PT, and behavioral therapies, if applicable. We have 504 and health plans in place that support our students. We offer support in reading, multi-sensory reading, and math, and have I&RS plans in place to assist general education students, as needed. All teachers are certified in the corresponding specialized area.</p> |
|  <p>Student Health and Wellness:</p> | <p>All students participate in 2 PE classes per week and have 30 minutes of recess per day. Our PE/Health teachers implement a health curriculum focused on wellness practices, and students learn how to keep themselves fit and strong. Pomptonian Food service offers a balanced and nutritious menu and ensures that the food complies with all state and government mandates.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Parents are an integral part of Lenape Meadows. Our HSO has 26 committees that sponsor numerous events to raise money for assemblies, field trips, Science Day, and Field Day, all of which provide school-wide enrichment. Our HSO meets monthly and work collaboratively with administrators. They run two book fairs a year and our Walk-A-Thon. Our teachers seek mini-grants to fund innovative curricular projects through the Mahwah School Foundation, a volunteer group of parents and community members, who, supported by local businesses and fund-raising efforts, have donated over a million dollars to the Mahwah schools.</p> |



Lenape Meadows
(03-2900-065)
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2018-2019

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School Narrative

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Facilities:

Our school building was built in 2002. The entire school building has central air-conditioning. There are continual updates made to the doors, windows, security systems, boilers, floors, and more to ensure that our school is safe, up-to-date, and functions at its full capacity.



School Safety:

Lenape Meadows works collaboratively with the district to make sure that all safety measures are in place. Two drills a month are held in the school and drills are reviewed throughout the year with the staff. A safety presentation is provided to all staff members in the beginning of the year by our Police Department and our school safety team meets twice a year to stay updated on the proper practices and procedures.



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Early Childhood Education:

Lenape Meadows has half-day Pre-K programs for both special education students and Title 1 students. We have both morning and afternoon sessions. Our Pre-K utilizes The Creative Curriculum and participates in all school activities.

**Lenape Meadows**

(03-2900-065)

Grades Offered: PK-03

2018-2019

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Other Information

The Lenape Meadows staff and parents create a close-knit family of dedicated stakeholders providing a nurturing school environment - a home away from home. Character education is the center of our daily and monthly activities, including our monthly Spirit Day. Our social-emotional learning program, called Responsive Classroom, teaches children to value honesty, responsibility, and respect and actively teaches caring for one another. Our students work together each day during Morning Meeting to build their classroom community and learn about respect and kindness. Each morning, as our 353 students gather together and before they begin their day, all students recite our Lenape Meadows Pledge: I pledge as a Lenape Meadows citizen to work hard, be kind to my schoolmates, and follow the rules of my school. This is just one reason why Lenape Meadows school is so special. Our Library/Media Center provides instruction in research and technology skills, as well as the development of lifelong readers. Students have supervised Internet access in all classrooms, through the Library/Media Center, our two computer labs, laptops that are in all classrooms from Pre-K to 3rd grade. All of our classrooms, including our three Pre-K classrooms, have Promethean interactive whiteboards, which provide the opportunity for teachers to deliver lessons using multiple sources that provide dynamic auditory, visual, and kinesthetic experiences for all students. The Lenape Meadows staff and parents have bonded together to create a safe and caring school environment that is truly our home away from home.



Mahwah High School
(03-2900-050)
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 at the top left of the screen to move between pages of the report

Other Resources:

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

Notes from the New Jersey Department of Education:



Mahwah High School
(03-2900-050)
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 | Bergen |
| District | Mahwah Township Public School District |
| Principal Name | Mr. John Pascale |
| Address | 50 RIDGE ROAD MAHWAH, NJ 07430 |
| Phone Number | 201-762-2300 |
| Email Address | jpascale@mahwah.k12.nj.us |
| Website | https://www.mahwah.k12.nj.us/Domain/8 |
| Facebook | https://www.facebook.com/MahwahHS |
| Twitter | https://twitter.com/@MahwahHS |



Mahwah High School
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2018-2019

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

Enrollment Trends by Grade

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

| Grade | 2016-17 | 2017-18 | 2018-19 |
|-------|---------|---------|---------|
| 9 | 247 | 231 | 246 |
| 10 | 209 | 246 | 231 |
| 11 | 221 | 200 | 238 |
| 12 | 251 | 222 | 200 |
| Total | 928 | 899 | 915 |

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 | 49.5% | 50.2% | 48.5% |
| Male | 50.5% | 49.8% | 51.5% |
| Economically Disadvantaged Students | 9.9% | 8.8% | 8.3% |
| Students with Disabilities | 13.8% | 14.4% | 14.8% |
| English Learners | 0.5% | 1.1% | 1.3% |
| Homeless Students | 0.0% | 0.2% | 0.0% |
| Students in Foster Care | 0.0% | 0.1% | 0.0% |
| Military-Connected Students | 0.0% | 0.3% | 0.3% |
| Migrant Students | 0.0% | 0.0% | 0.0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White | 77.3% | 77.1% | 76.5% |
| Hispanic | 7.1% | 7.2% | 8.3% |
| Black or African American | 3.0% | 2.8% | 2.4% |
| Asian | 9.7% | 9.6% | 9.3% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0.6% | 0.3% | 0.4% |
| Two or More Races | 2.3% | 3.0% | 3.1% |

Enrollment Trends by Full and Shared Time Status

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

| Enrollment Status | 2016-17 | 2017-18 | 2018-19 |
|----------------------|---------|---------|---------|
| Full Time Students | 926 | 898 | 914 |
| Shared Time Students | 2 | 2 | 2 |
| Full Time Equivalent | 927 | 899 | 915 |

Enrollment by Home Language

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

| Home Language | % of Students |
|-----------------|---------------|
| English | 90.4% |
| Spanish | 2.0% |
| Russian | 1.4% |
| Korean | 1.3% |
| Arabic | 1.1% |
| Other Languages | 3.8% |



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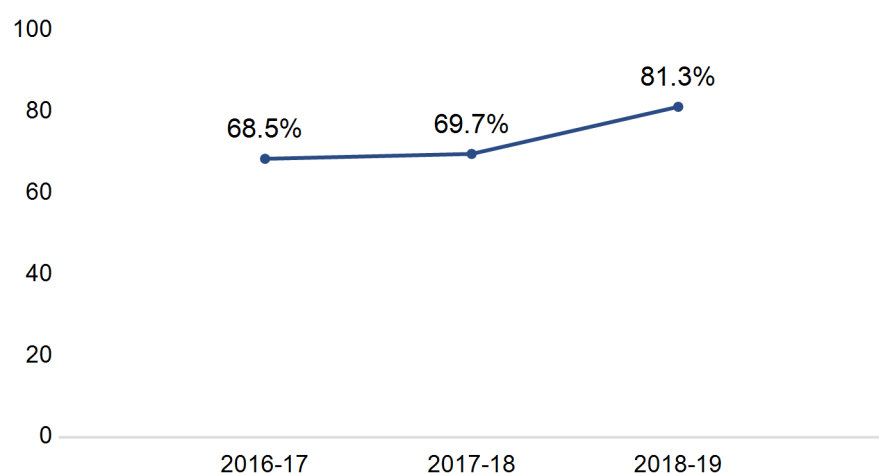
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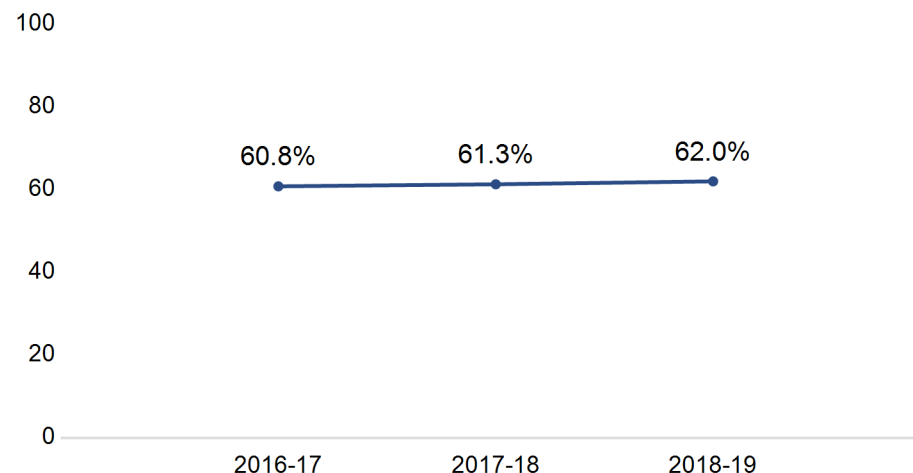
English Language Arts and Mathematics Performance Trends

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 | 88.6% | 100.0% | 99.2% | 88.7% | 99.6% | 99.6% |
| Proficiency Rate for Federal Accountability | 68.5% | 69.7% | 81.3% | 60.8% | 61.3% | 62.0% |
| Annual Target | 71.1% | 71.5% | 72.0% | 59.8% | 60.8% | 61.9% |
| Met Annual Target? | Met Target† | Met Target† | 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 | 459 | 99.2 | 81.3 | 80.2 | 57.9 | 81.3 | 72 | Met Goal |
| White | 348 | 99.2 | 80.7 | 80.7 | 66.9 | 80.7 | 74.6 | Met Goal |
| Hispanic | 33 | 97.4 | 75.8 | 69.7 | 43.9 | 75.8 | 60.5 | Met Target |
| Black or African American | * | * | * | 58.1 | 38.5 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 49 | 100.0 | 95.9 | * | 82.9 | 95.9 | 75.9 | Met Goal |
| American Indian or Alaska Native | * | * | * | 36.4 | 56.0 | * | ** | ** |
| Two or More Races | 18 | 100.0 | 83.3 | 80.0 | 64.4 | 83.3 | ** | ** |
| Female | 229 | 99.6 | 86.5 | 85.8 | 64.8 | 86.5 | | |
| Male | 230 | 98.8 | 76.1 | 74.6 | 51.3 | 76.1 | | |
| Economically Disadvantaged Students | 35 | 97.3 | 54.3 | * | 40.0 | 54.3 | 54.6 | Met Target† |
| Non-Economically Disadvantaged Students | 424 | 99.3 | 83.5 | * | 67.9 | 83.5 | | |
| Students with Disabilities | 68 | 98.6 | 33.8 | 36.5 | 22.7 | 33.8 | 45.4 | Not Met |
| Students without Disabilities | 391 | 99.3 | 89.5 | 88.4 | 65.1 | 89.5 | | |
| English Learners | 10 | 100.0 | 40.0 | * | 29.3 | 40.0 | ** | ** |
| Non-English Learners | 449 | 99.1 | 82.2 | * | 60.6 | 82.2 | | |
| 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 | N | 30.4 | N | | |

† Target was met within a confidence interval.



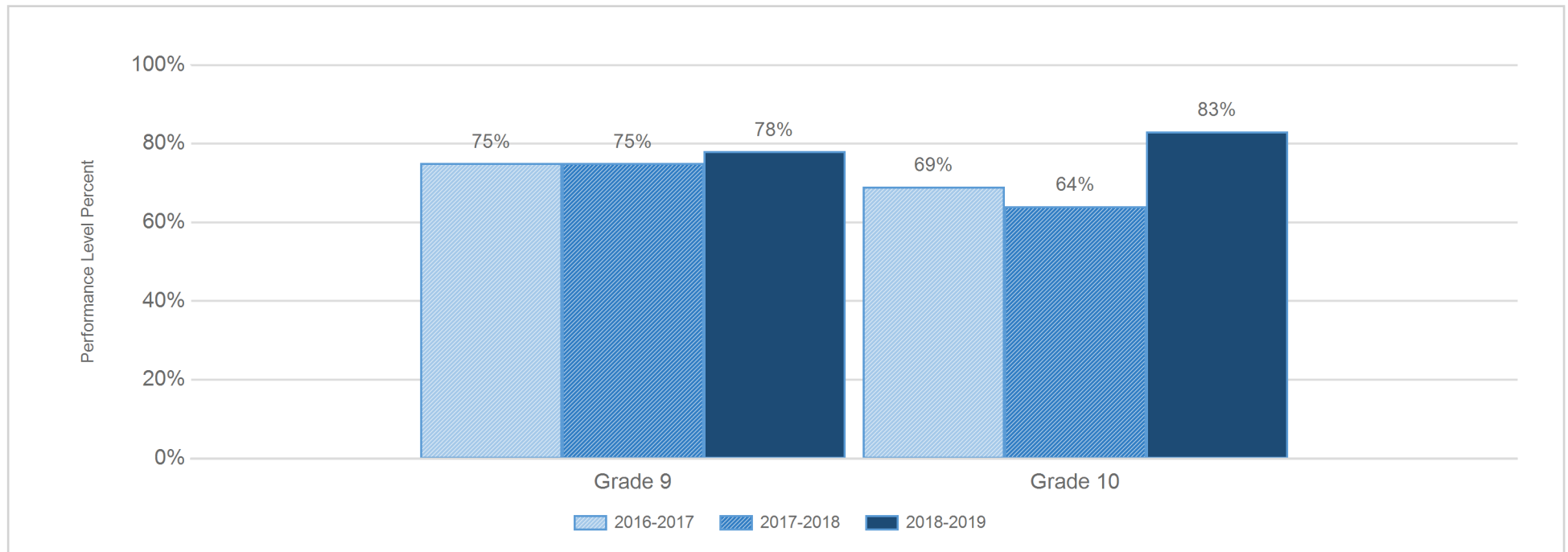
Mahwah High School
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 9

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 238 | 776 | 776 | 753 | * | * | 15% | 43% | 35% | 78% | 56% |
| White | 174 | 778 | 778 | 762 | * | * | 16% | 42% | 37% | 79% | 65% |
| Hispanic | 22 | 749 | 749 | 737 | * | 0% | * | * | * | 64% | 40% |
| Black or African American | * | * | * | 732 | * | * | * | * | * | * | 33% |
| Asian, Native Hawaiian, or Pacific Islander | 25 | 795 | 795 | 783 | 0% | 0% | * | * | * | 96% | 84% |
| American Indian or Alaska Native | * | * | * | 754 | * | * | * | * | * | * | 57% |
| Two or More Races | 10 | 791 | 791 | 761 | 0% | 0% | * | * | * | 90% | 63% |
| Female | 112 | 789 | 789 | 760 | * | * | 10% | 38% | 51% | 88% | 63% |
| Male | 126 | 766 | 766 | 746 | * | * | 19% | 48% | 21% | 69% | 49% |
| Economically Disadvantaged Students | 21 | 735 | 735 | 734 | * | * | * | * | * | 33% | 36% |
| Non-Economically Disadvantaged Students | 217 | 780 | 780 | 762 | * | * | * | * | * | 82% | 65% |
| Students with Disabilities | 39 | 740 | 740 | 717 | * | * | 36% | * | * | 36% | 17% |
| Students without Disabilities | 199 | 784 | 784 | 760 | * | * | 11% | * | * | 86% | 63% |
| English Learners | * | * | * | 693 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 755 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 21% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 22% |
| Military-Connected Students | * | * | * | 755 | * | * | * | * | * | * | 56% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 23% |



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English Language Arts Assessment - Performance by Grade: Grade 10

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 228 | 787 | 787 | 757 | * | * | 9% | 39% | 44% | 83% | 58% |
| White | 176 | 786 | 786 | 767 | * | * | 10% | 39% | 44% | 82% | 67% |
| Hispanic | 15 | 769 | 769 | 738 | * | * | * | * | * | 73% | 43% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 38% |
| Asian, Native Hawaiian, or Pacific Islander | 25 | 812 | 812 | 792 | 0% | * | 0% | * | * | 96% | 84% |
| American Indian or Alaska Native | N | N | N | 754 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 766 | * | * | * | * | * | * | 65% |
| Female | 118 | 788 | 788 | 766 | * | * | * | 36% | 47% | 84% | 66% |
| Male | 110 | 785 | 785 | 749 | * | * | * | 41% | 41% | 82% | 51% |
| Economically Disadvantaged Students | 15 | 779 | 779 | 735 | * | * | * | * | * | 80% | 40% |
| Non-Economically Disadvantaged Students | 213 | 787 | 787 | 767 | * | * | * | * | * | 83% | 67% |
| Students with Disabilities | 29 | 731 | 731 | 711 | * | * | * | * | * | 28% | 19% |
| Students without Disabilities | 199 | 795 | 795 | 765 | * | * | * | * | * | 91% | 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 | * | * | * | 754 | * | * | * | * | * | * | 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 | 450 | 99.6 | 62.0 | 68.8 | 44.5 | 62.0 | 61.9 | Met Target |
| White | 345 | 99.7 | 60.6 | 68.2 | 54.1 | 60.6 | 65.3 | Not Met |
| Hispanic | 32 | 97.2 | 56.3 | 54.5 | 28.8 | 56.3 | 45.8 | Met Target |
| Black or African American | * | * | * | 37.2 | 23.0 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 44 | 100.0 | 90.9 | * | 76.5 | 90.9 | 66.2 | Met Goal |
| American Indian or Alaska Native | * | * | * | 18.2 | 42.7 | * | ** | ** |
| Two or More Races | 18 | 100.0 | 44.4 | 67.1 | 53.3 | 44.4 | ** | ** |
| Female | 225 | 100.0 | 62.7 | 69.3 | 44.9 | 62.7 | | |
| Male | 225 | 99.1 | 61.3 | 68.4 | 44.2 | 61.3 | | |
| Economically Disadvantaged Students | 37 | 97.4 | 32.4 | * | 26.3 | 32.4 | 44.9 | Met Target† |
| Non-Economically Disadvantaged Students | 413 | 99.8 | 64.6 | * | 54.9 | 64.6 | | |
| Students with Disabilities | 71 | 100.0 | 15.5 | 30.5 | 17.4 | 15.5 | 28.7 | Not Met |
| Students without Disabilities | 379 | 99.5 | 70.7 | 76.1 | 50.0 | 70.7 | | |
| English Learners | * | * | * | 63.0 | 25.0 | * | ** | ** |
| Non-English Learners | * | * | * | 69.1 | 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 | N | 23.3 | N | | |

† Target was met within a confidence interval.



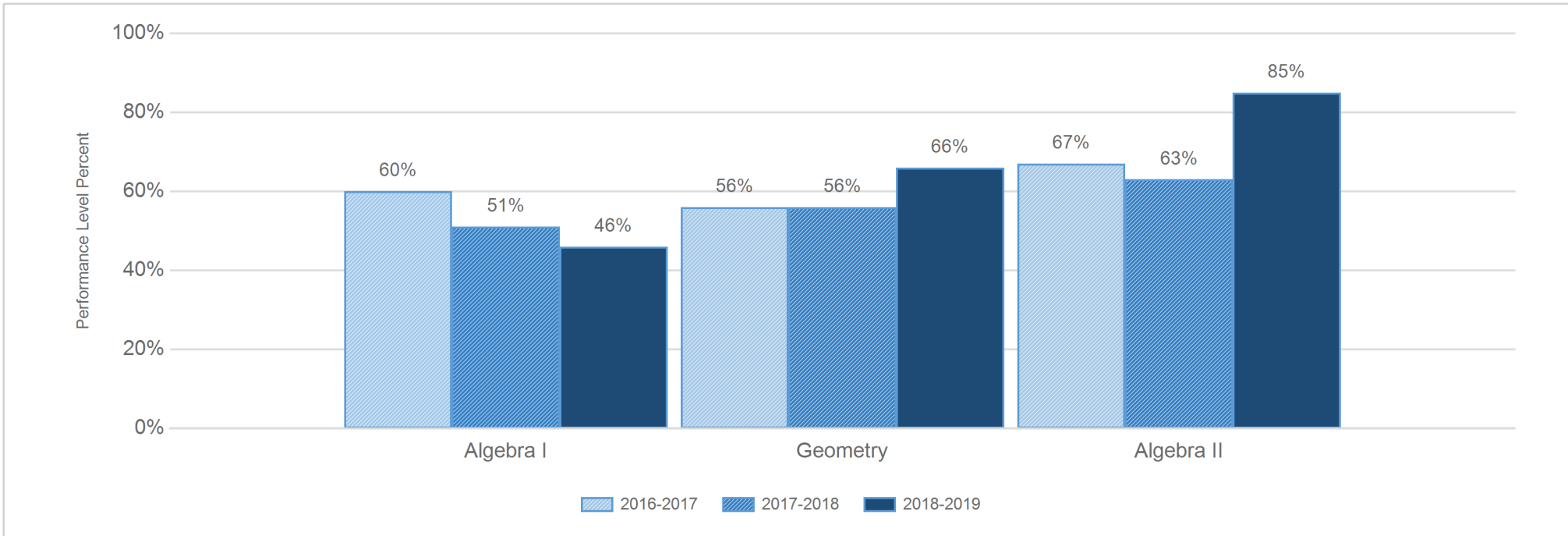
Mahwah High School
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Mathematics Assessment – Performance Trends

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 Test: Algebra I

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 203 | 746 | 760 | 744 | * | * | 32% | 46% | 0% | 46% | 42% |
| White | 157 | 747 | 759 | 752 | * | * | 34% | 46% | 0% | 46% | 53% |
| Hispanic | 24 | 745 | * | 728 | 0% | * | * | 46% | 0% | 46% | 24% |
| Black or African American | * | * | * | 725 | * | * | * | * | * | * | 20% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | * | * | * | 744 | * | * | * | * | * | * | 42% |
| Two or More Races | * | * | 752 | 752 | * | * | * | * | * | * | 51% |
| Female | 94 | 745 | 760 | 745 | * | * | 34% | 45% | 0% | 45% | 44% |
| Male | 109 | 747 | 760 | 743 | * | * | 29% | 47% | 0% | 47% | 41% |
| Economically Disadvantaged Students | 27 | 725 | * | 727 | * | * | * | * | * | 19% | 23% |
| Non-Economically Disadvantaged Students | 176 | 749 | * | 752 | * | * | * | * | * | 50% | 52% |
| Students with Disabilities | 55 | 727 | * | 717 | * | * | 31% | * | * | 20% | 12% |
| Students without Disabilities | 148 | 753 | * | 748 | * | * | 32% | * | * | 55% | 47% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 718 | N | N | N | N | N | N | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 11% |
| Military-Connected Students | * | * | * | 744 | * | * | * | * | * | * | 43% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | 12% |



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Mathematics Assessment - Performance by Test: Geometry

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

| 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 | 142 | 757 | 762 | 737 | * | * | 25% | 54% | 12% | 66% | 35% |
| White | 107 | 756 | 759 | 743 | * | * | 26% | 54% | 9% | 64% | 43% |
| Hispanic | * | * | 756 | 724 | * | * | * | * | * | * | 17% |
| Black or African American | * | * | * | 720 | * | * | * | * | * | * | 14% |
| Asian, Native Hawaiian, or Pacific Islander | 16 | 774 | * | 762 | 0% | 0% | * | * | * | 88% | 70% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 37% |
| Two or More Races | * | * | * | 745 | * | * | * | * | * | * | 46% |
| Female | 74 | 760 | * | 738 | * | * | 22% | * | * | 70% | 36% |
| Male | 68 | 755 | * | 736 | * | * | 28% | * | * | 62% | 34% |
| Economically Disadvantaged Students | * | * | * | 722 | * | * | * | * | * | * | 16% |
| Non-Economically Disadvantaged Students | * | * | * | 743 | * | * | * | * | * | * | 43% |
| Students with Disabilities | 16 | 715 | 715 | 712 | * | * | * | * | * | * | * |
| Students without Disabilities | 126 | 763 | 767 | 741 | * | * | * | * | * | * | * |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | * |
| Non-English Learners | 142 | 757 | 762 | 738 | * | * | 25% | 54% | 12% | 66% | * |
| 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 | * | * | * | 739 | * | * | * | * | * | * | 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.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 111 | 777 | 777 | 755 | * | * | 9% | 71% | 14% | 85% | 58% |
| White | 83 | 777 | 777 | 758 | * | * | * | 70% | 13% | 83% | 62% |
| Hispanic | * | * | * | 731 | * | * | * | * | * | * | 34% |
| Black or African American | * | * | * | 725 | * | * | * | * | * | * | 27% |
| Asian, Native Hawaiian, or Pacific Islander | 22 | 781 | 781 | 777 | 0% | * | 0% | * | * | 95% | 80% |
| American Indian or Alaska Native | N | N | N | 753 | N | N | N | N | N | N | 55% |
| Two or More Races | * | * | * | 761 | * | * | * | * | * | * | 65% |
| Female | 58 | 772 | 772 | 752 | * | * | * | * | * | 81% | 55% |
| Male | 53 | 782 | 782 | 758 | * | * | * | * | * | 89% | 62% |
| Economically Disadvantaged Students | * | * | * | 729 | * | * | * | * | * | * | 32% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 65% |
| Students with Disabilities | N | N | N | 715 | N | N | N | N | N | N | 25% |
| Students without Disabilities | 111 | 777 | 777 | 756 | * | * | 9% | 71% | 14% | 85% | 60% |
| English Learners | N | N | N | 696 | N | N | N | N | N | N | 11% |
| Non-English Learners | 111 | 777 | 777 | 755 | * | * | 9% | 71% | 14% | 85% | 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 | * | * | * |

† 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 | * | * | * |



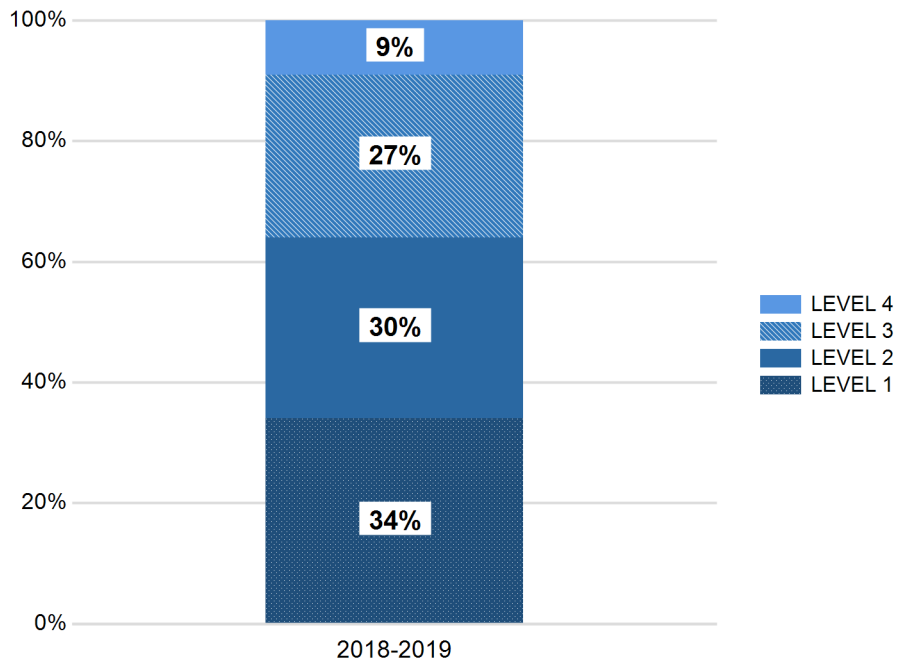
Mahwah High School
 (03-2900-050)
 Grades Offered: 09-12
 2018-2019

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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

| Student Group | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---|-----------|-----------|-----------|-----------|
| Schoolwide | 34 | 30 | 27 | 9 |
| White | 30 | 32 | 30 | 9 |
| Hispanic | 40 | 40 | 10 | 10 |
| Black or African American | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | 36 | 27 | 27 | 9 |
| American Indian or Alaska Native | * | * | * | * |
| Two or More Races | * | * | * | * |
| Female | 28 | 35 | 32 | 5 |
| Male | 38 | 27 | 23 | 12 |
| Economically Disadvantaged Students | 63 | 19 | 13 | 6 |
| Non-Economically Disadvantaged Students | 32 | 31 | 28 | 10 |
| Students with Disabilities | 72 | 17 | 7 | 3 |
| Students without Disabilities | 28 | 32 | 29 | 10 |
| English Learners | * | * | * | * |
| Non-English Learners | * | * | * | * |
| Homeless Students | N | N | N | N |
| Students in Foster Care | N | N | N | N |
| Military-Connected Students | * | * | * | * |
| 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 | 52.7% | 84.5% |
| 12th graders taking SAT in 2018-19 or prior years | 89.0% | 72.1% |
| 12th graders taking ACT in 2018-19 or prior years | 40.0% | 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 | 558 | 476 | Grade 10: 430 Grade 11: 460 | 91% | 61% |
| PSAT 10/NMSQT - Math | 556 | 477 | Grade 10: 480 Grade 11: 510 | 75% | 43% |
| SAT - Reading and Writing | 580 | 539 | 480 | 84% | 70% |
| SAT - Math | 605 | 541 | 530 | 81% | 53% |
| ACT - Reading | 25 | 25 | 22 | 66% | 66% |
| ACT - English | 25 | 24 | 18 | 88% | 81% |
| ACT - Math | 25 | 24 | 22 | 78% | 65% |
| ACT - Science | 24 | 24 | 23 | 64% | 57% |



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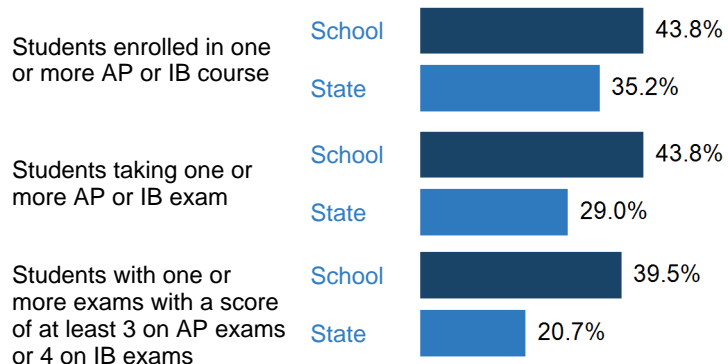
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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 | 14 | 14 |
| AP Biology | 13 | 12 |
| AP Calculus AB | 26 | 26 |
| AP Calculus BC | 26 | 26 |
| AP Chemistry | 7 | 7 |
| AP Chinese Language and Culture | 0 | 1 |
| AP Computer Science A | 26 | 26 |
| AP Computer Science Principles | 7 | 7 |
| AP English Language and Composition | 38 | 38 |
| AP English Literature and Composition | 50 | 50 |
| AP European History | 12 | 12 |
| AP French Language and Culture | 6 | 6 |
| AP Macroeconomics | 0 | 24 |
| AP Microeconomics | 24 | 24 |
| AP Music Theory | 12 | 12 |
| AP Physics C: Electricity and Magnetism | 11 | 0 |



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| AP/IB Course | Students Enrolled | Students Tested |
|--|-------------------|-----------------|
| AP Physics C: Mechanics | 0 | 11 |
| AP Psychology | 71 | 71 |
| AP Spanish Language | 17 | 16 |
| AP Statistics | 37 | 37 |
| AP Studio Art—Drawing Portfolio | 7 | 6 |
| AP Studio Art—Three-Dimensional | 5 | 5 |
| AP Studio Art—Two-Dimensional | 0 | 1 |
| AP U.S. Government and Politics | 21 | 21 |
| AP U.S. History | 20 | 20 |
| Total Exams taken | | 473 |
| Exams with scores of at least 3 on AP exams or 4 on IB exams | | 417 |



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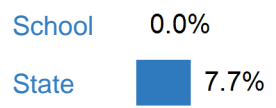
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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





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Career and Technical Education Participation by Student Group

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

| Student Group | School: % CTE Participants | School: % CTE Concentrators | State: % CTE Participants | State: % CTE Concentrators |
|---|----------------------------------|-----------------------------------|---------------------------------|----------------------------------|
| Schoolwide | 0.0% | * | 7.7% | 10.3% |
| White | 0.0% | * | 6.1% | 9.6% |
| Hispanic | 0.0% | 0.0% | 10.3% | 11.3% |
| Black or African American | 0.0% | 0.0% | 9.0% | 11.2% |
| Asian, Native Hawaiian, or Pacific Islander | 0.0% | 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 | 0.0% | * | 7.3% | 10.6% |
| Male | 0.0% | * | 8.0% | 10.1% |
| Economically Disadvantaged Students | 0.0% | 0.0% | 10.4% | 11.8% |
| Students with Disabilities | 0.0% | * | 6.6% | 9.2% |
| English Learners | 0.0% | 0.0% | 8.7% | 3.2% |
| Homeless Students | N | N | 8.1% | 6.6% |
| Students In Foster Care | N | N | 6.4% | 5.0% |
| Military-Connected Students | * | * | 9.7% | 13.3% |
| Migrant Students | N | N | 10.4% | * |



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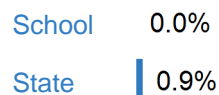
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Industry-Valued Credentials

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 |
|--------------------------------------|------------------------------|--|--------------------------|
| Arts, AV Technology & Communications | * | | |
| Hospitality & Tourism | * | | |
| Total (All Clusters) | * | 0 | 0 |



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

Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Algebra II | Pre-Calculus | Calculus | Statistics | Other Math |
|------------------------------------|-----------|----------|------------|--------------|----------|------------|------------|
| 9 | 148 | 78 | 18 | 0 | 0 | 0 | 49 |
| 10 | 6 | 118 | 93 | 15 | 0 | 11 | 60 |
| 11 | 3 | 8 | 137 | 75 | 15 | 19 | 37 |
| 12 | 0 | 0 | 13 | 80 | 69 | 31 | 10 |
| Total | 157 | 204 | 261 | 170 | 84 | 61 | 156 |
| Enrolled in AP/IB Course | | | | | 52 | 37 | 0 |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 0 | 0 | 24 | 6 |

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 | 234 | 2 | 0 | 0 | 1 | 3 |
| 10 | 3 | 227 | 0 | 0 | 0 | 6 |
| 11 | 1 | 10 | 0 | 1 | 227 | 5 |
| 12 | 13 | 6 | 0 | 13 | 22 | 116 |
| Total | 251 | 245 | 0 | 14 | 250 | 130 |
| Enrolled in AP/IB Course | 13 | 7 | | 0 | 11 | 0 |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 0 | 0 | 0 |



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

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 | 236 | 3 | 1 | 0 | 0 | 3 |
| 10 | 2 | 228 | 12 | 0 | 0 | 6 |
| 11 | 1 | 233 | 7 | 7 | 14 | 47 |
| 12 | 1 | 7 | 29 | 83 | 19 | 76 |
| Total | 240 | 471 | 49 | 90 | 33 | 132 |
| Enrolled in AP/IB Course | 0 | 20 | 24 | 71 | | 33 |
| Enrolled in Dual Enrollment Course | 0 | 79 | 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 | 177 | 35 | 0 | 0 | 0 | 9 | 0 |
| 10 | 168 | 41 | 0 | 0 | 0 | 25 | 0 |
| 11 | 152 | 21 | 0 | 0 | 0 | 13 | 0 |
| 12 | 89 | 23 | 0 | 0 | 0 | 10 | 0 |
| Total | 586 | 120 | 0 | 0 | 0 | 57 | 0 |
| Enrolled in AP/IB Course | 17 | 6 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in Dual Enrollment Course | 60 | 19 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in Level 3 or Higher | 342 | 70 | 0 | 0 | 0 | 21 | 0 |



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

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 | 23 | 0 | 0 | 0 | 0 | 20 |
| 10 | 28 | 0 | 3 | 0 | 0 | 10 |
| 11 | 24 | 0 | 2 | 0 | 0 | 7 |
| 12 | 17 | 0 | 2 | 0 | 0 | 3 |
| Total | 92 | 0 | 7 | 0 | 0 | 40 |
| Enrolled in AP/IB Course | 26 | | 7 | | | 0 |
| Enrolled in Dual Enrollment Course | 11 | 0 | 0 | 0 | 0 | 0 |

**Mahwah High School**

(03-2900-050)

Grades Offered: 09-12

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 |
|----------|---------------------------------------|
| Chinese | * |
| French | * |
| Spanish | 31 |
| Total | 36 |



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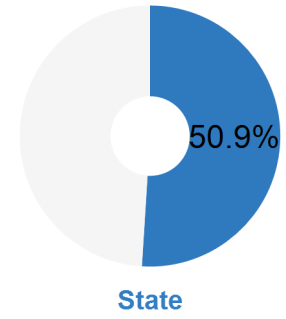
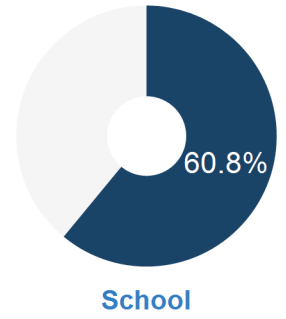
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Visual and Performing Arts – Course Participation

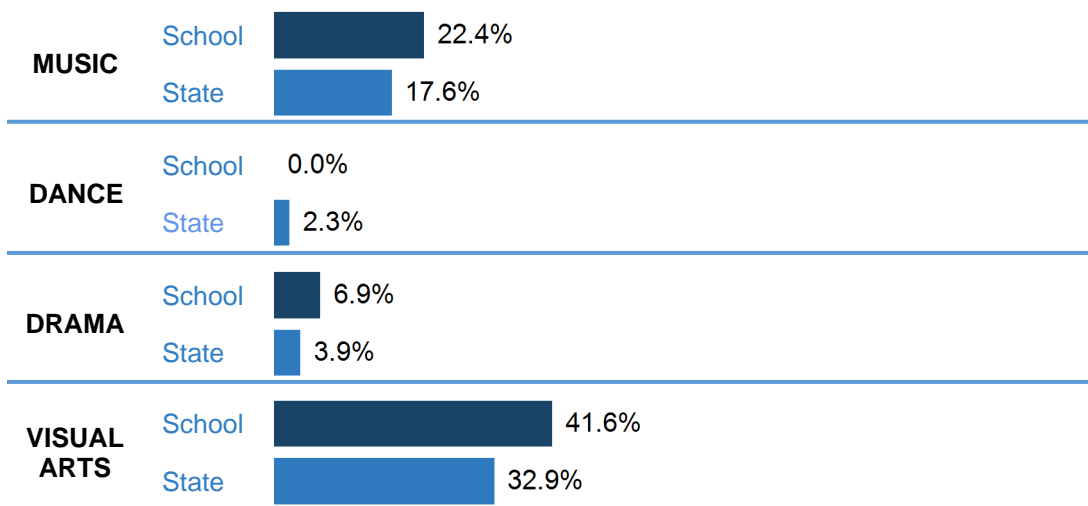
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Mahwah High School
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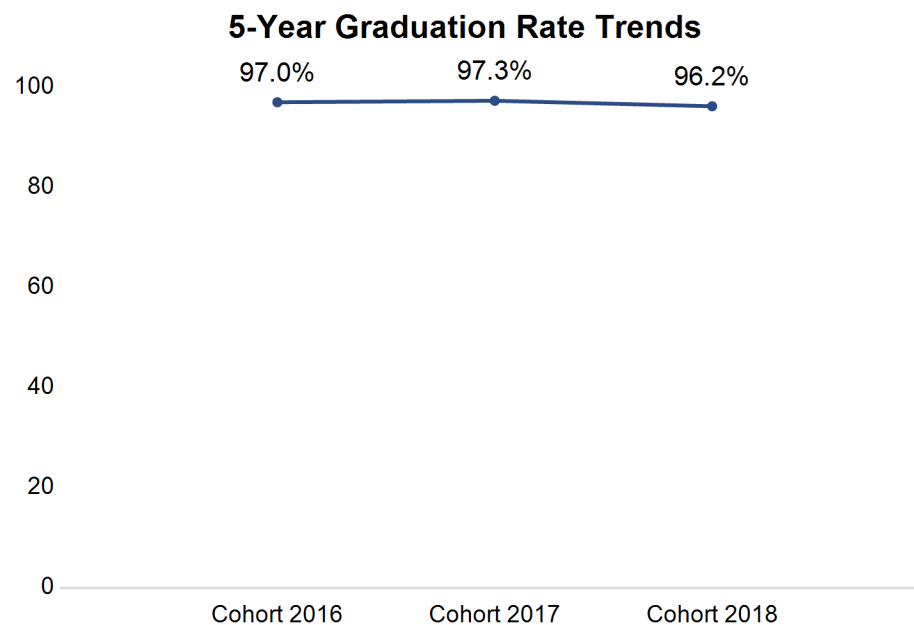
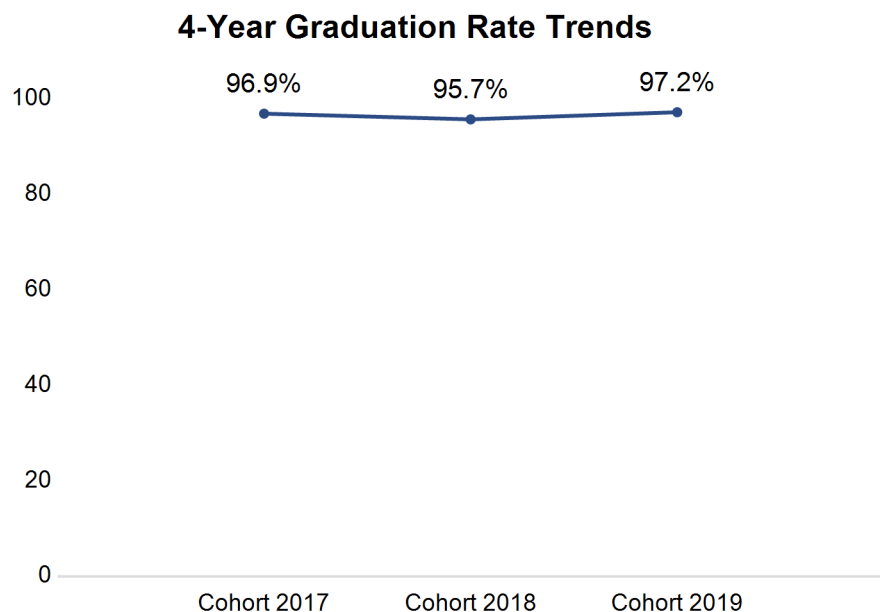
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

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 | 96.9% | 95.7% | 97.2% | 97.0% | 97.3% | 96.2% |
| 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

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% | 96.2% | 92.5% | 95.7% | N | Met Goal | 97.3% | N | Met Goal |
| White | 98.2% | 94.9% | 96.2% | 95.9% | 95.6% | N | Met Goal | 99.0% | N | Met Goal |
| Hispanic | 100.0% | 84.5% | 92.3% | 87.3% | 92.3% | ** | ** | 83.3% | ** | ** |
| Black or African American | * | 83.3% | * | 87.1% | * | ** | ** | * | ** | ** |
| Asian, Native Hawaiian or Pacific Islander | 100.0% | 96.9% | 100.0% | 97.8% | 95.8% | N | Met Goal | 97.0% | N | Met Goal |
| American Indian or Alaska Native | * | 92.2% | * | 88.9% | N | N | N | * | ** | ** |
| Two or More Races | * | 91.4% | * | 94.2% | * | ** | ** | * | ** | ** |
| Female | 99.1% | 92.8% | 95.3% | 94.4% | 95.2% | | | 96.7% | | |
| Male | 94.9% | 88.5% | 97.2% | 90.8% | 96.3% | | | 97.8% | | |
| Economically Disadvantaged Students | 100.0% | 84.0% | 87.5% | 87.3% | 87.5% | 90.7% | Not Met | 82.1% | 91.3% | Not Met |
| Students with Disabilities | 97.5% | 79.2% | 88.4% | 83.8% | 87.5% | 91.5% | Not Met | 93.8% | 86.8% | Met Target |
| English Learners | * | 75.4% | * | 80.1% | * | ** | ** | * | ** | ** |
| Homeless Students | * | 74.6% | * | 78.3% | * | | | N | | |
| Students in Foster Care | N | 57.6% | N | 82.5% | N | | | N | | |
| Migrant Students | N | 83.3% | N | 85.0% | N | | | N | | |



Mahwah High School
(03-2900-050)
Grades Offered: 09-12
2018-2019

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Graduation Pathways

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

| Graduation Pathway | ELA Graduation Pathway | Math Graduation Pathway |
|---|------------------------|-------------------------|
| Statewide Assessment | 95.1% | 95.6% |
| Substitute Competency Test | 1.9% | 1.5% |
| Portfolio Appeals Process | 0.0% | 0.0% |
| 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 | 0.2% | 1.2% |
| 2017-2018 | 1.0% | 1.2% |
| 2016-2017 | 0.5% | 1.1% |



Mahwah High School
(03-2900-050)
Grades Offered: 09-12
2018-2019

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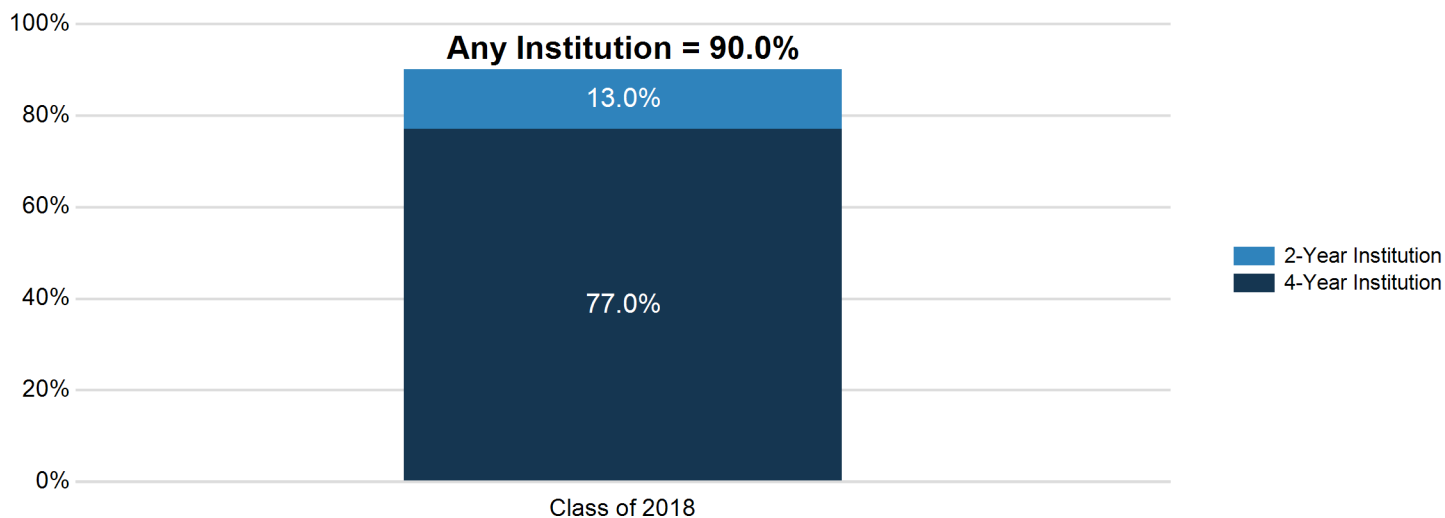
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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 | 13.0% |
| % Enrolled in 4-Year Institution | 77.0% |
| % Enrolled in Any Postsecondary Institution | 90.0% |



Mahwah High School
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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 | 84.4% | 15.2% | 84.8% |
| White | 88% | 14.3% | 85.7% |
| Hispanic | 72.2% | 23.1% | 76.9% |
| Black or African American | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | 92.9% | 15.4% | 84.6% |
| American Indian or Alaska Native | * | * | * |
| Two or More Races | * | * | * |
| Economically Disadvantaged | 66.7% | 10% | 90% |
| Students with Disabilities | 55.8% | 62.5% | 37.5% |
| 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 | 90% | 14.5% | 85.5% | 60.9% | 39.1% | 42% | 58% |
| White | 90.5% | 13.6% | 86.4% | 57.4% | 42.6% | 38.3% | 61.7% |
| Hispanic | 92.3% | 16.7% | 83.3% | 83.3% | 16.7% | 58.3% | 41.7% |
| Black or African American | * | * | * | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | 100% | 20% | 80% | 75% | 25% | 60% | 40% |
| American Indian or Alaska Native | N | N | N | N | N | N | N |
| Two or More Races | * | * | * | * | * | * | * |
| Economically Disadvantaged | 79.2% | 21.1% | 78.9% | 73.7% | 26.3% | 68.4% | 31.6% |
| Students with Disabilities | 61% | 40% | 60% | 72% | 28% | 64% | 36% |
| English Learners | * | * | * | * | * | * | * |



Mahwah High School
(03-2900-050)
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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.

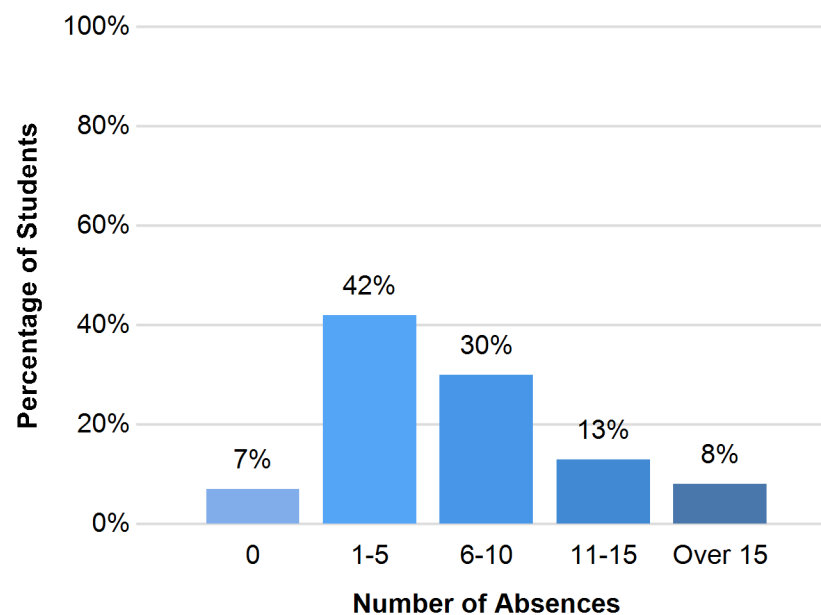
Chronic Absenteeism

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 | 57 | 6.1 | 14.2 | Met |
| White | 45 | 6.3 | 14.2 | Met |
| Hispanic | 5 | 6.5 | 14.2 | Met |
| Black or African American | * | * | 14.2 | Met |
| Asian, Native Hawaiian, or Pacific | 2 | 2.3 | 14.2 | Met |
| American Indian or Alaska Native | * | * | ** | ** |
| Two or More Races | 5 | 17.2 | 14.2 | Not Met |
| Female | 27 | 6.0 | | |
| Male | 30 | 6.2 | | |
| Economically Disadvantaged Students | 11 | 14.1 | 14.2 | Met |
| Students with Disabilities | 20 | 13.0 | 14.2 | Met |
| English Learners | 1 | 8.3 | ** | ** |
| 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.





Mahwah High School
(03-2900-050)
Grades Offered: 09-12
2018-2019

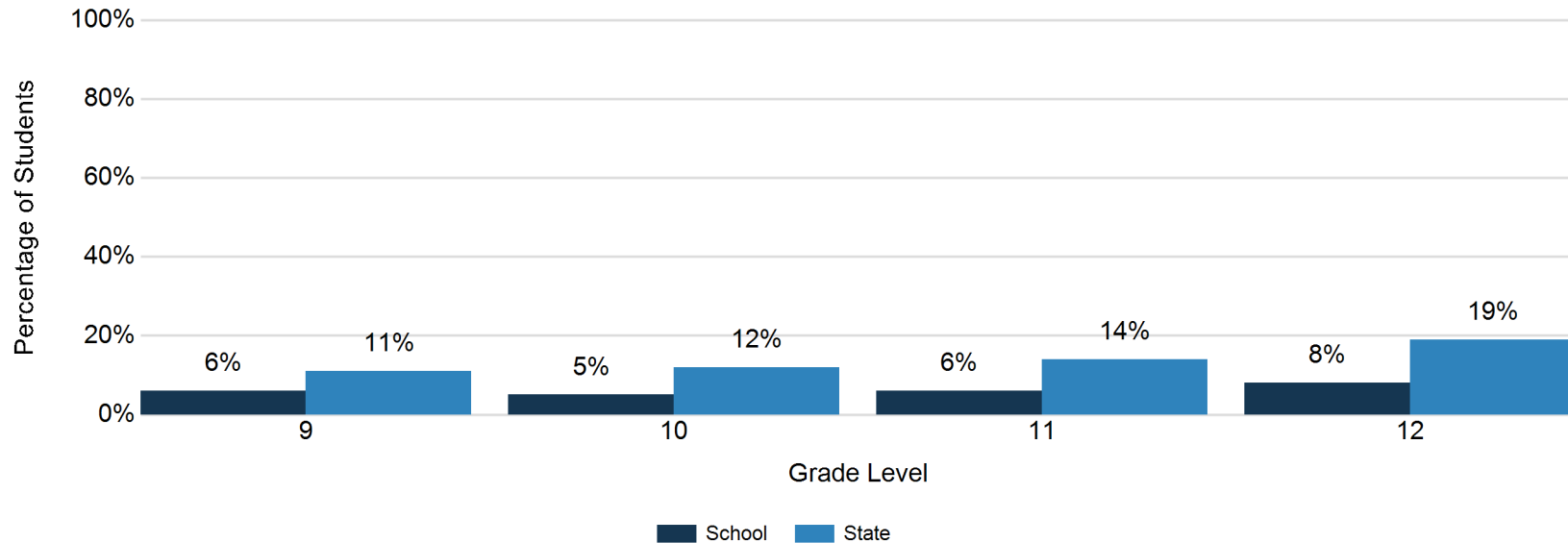
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Chronic Absenteeism by Grade

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





Mahwah High School
(03-2900-050)
Grades Offered: 09-12
2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 1 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 7 |
| Harassment, Intimidation, Bullying (HIB) | 2 |
| Total Unique Incidents | 10 |
| Incidents Per 100 Students Enrolled | 1.09 |

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



Mahwah High School
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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 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 | 3 | 2 | 5 |
| 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 | 16 | 1.7% |
| Any Suspension | 16 | 1.7% |
| Removal to other education program | * | * |
| Expulsion | 0 | 0.0% |
| Arrest | * | * |

School Days Missed due to Out-of-School Suspensions

70

**Mahwah High School**

(03-2900-050)

Grades Offered: 09-12

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 | 7:40 AM |
| Typical End Time | 2:20 PM |
| Length of School Day | 6 Hrs 40 Mins |
| Full Time - Instructional Time | 6 Hrs 30 Mins |
| Shared Time - Instructional Time | 6 Hrs. 30 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 |



Mahwah High School
(03-2900-050)
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2018-2019

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 98 | 118,214 |
| Average years experience in public schools | 12.2 | 12.1 |
| Average years experience in district | 9.3 | 10.8 |
| Percentage of Teachers with 4 or more years experience in the district | 69.4% | 75.3% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 27 | 9,530 |
| Average years experience in public schools | 18.7 | 16.0 |
| Average years experience in district | 7.7 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 51.9% | 76.9% |

Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
|--|--------------|----------------|
| Students to Teachers | 9:1 | 10:1 |
| Students to Administrators | 76:1 | 105:1 |
| Teachers to Administrators | 8:1 | 10:1 |
| Students to Librarians/Media Specialists | | 566:1 |
| Students to Nurses | | 1414:1 |
| Students to Counselors | | 404:1 |
| Students to Child Study Team Members | | 202:1 |



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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 | 48.5% | 67.3% | 50.0% | 48.4% | 77.1% | 54.9% |
| Male | 51.5% | 32.7% | 50.0% | 51.6% | 22.9% | 45.1% |
| White | 76.5% | 84.7% | 100.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 8.3% | 7.1% | 0.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 2.4% | 2.0% | 0.0% | 15.0% | 6.6% | 13.9% |
| Asian | 9.3% | 3.1% | 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% | 1.0% | 0.0% | 0.2% | 0.1% | 0.1% |
| Two or More Races | 3.1% | 2.0% | 0.0% | 2.1% | 0.2% | 0.2% |



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Teachers: All classroom teachers

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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 39%

Admin N/A

Master's Degree

Teacher 61%

Admin 100%

Doctoral Degree

Teacher 0%

Admin 0%

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

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

| Job Type | District | State |
|---|----------|-------|
| 2017-18 Teachers: Same district 2018-19 | 88.8% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 91.7% | 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 | 97.7% |



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

- Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.
- Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less
- Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

| ESSA Accountability Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| ELA Proficiency | 68.5% | 69.7% | 81.3% |
| Math Proficiency | 60.8% | 61.3% | 62.0% |
| ELA Growth | N | N | N |
| Math Growth | N | N | N |
| 4-Year Graduation Rate† | 96.9% | 95.7% | 97.2% |
| 5-Year Graduation Rate† | 97.0% | 97.3% | 96.2% |
| Progress toward English Language Proficiency | | * | * |
| Chronic Absenteeism | 6.9% | 7.5% | 6.1% |

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



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

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

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

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

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

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

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

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

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

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

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



Mahwah High School
(03-2900-050)
Grades Offered: 09-12
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 | 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 Goal | Met Target | Met Goal | Met Goal | ** | Met | No |
| White | Met Goal | Not Met | Met Goal | Met Goal | n/a | Met | No |
| Hispanic | Met Target | Met Target | ** | ** | n/a | Met | No |
| Black or African American | ** | ** | ** | ** | n/a | Met | No |
| Asian, Native Hawaiian, or Pacific Islander | Met Goal | Met Goal | Met Goal | Met Goal | n/a | Met | No |
| American Indian or Alaska Native | ** | ** | ** | ** | n/a | ** | No |
| Two or More Races | ** | ** | ** | ** | n/a | Not Met | No |
| Economically Disadvantaged Students | Met Target† | Met Target† | Not Met | Not Met | n/a | Met | No |
| Students with Disabilities | Not Met | Not Met | 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).



Mahwah High 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:

- Implemented 1:1 Laptop initiative in September 2019. Students and staff received state of the art HP Elite 360 Touch screen laptops.
- Over 12 academic STEAM electives offered in our new STEAM facility - Thunderbird Think Tank (T3) which opened September 2019.
- Award winning athletic, music, theater, and visual arts programs, as well as NJ State Future Problem Solving Champions.



Mission, Vision, Theme:

2019-2020 Theme- Imagine.Innovate.Inspire. Preparing Tomorrows Global Thinker Today! #MahwahConnects. Mahwah derived from the Lenni Lenape mawewi, is a place where people & paths meet. Mahwah High School is the meeting place where various neighborhoods converge as one community. Our mission is to ensure that rigorous and relevant curricula will pave the way for challenging & diverse opportunities for all students. Small learning communities will be the vehicle through which we pursue our mission by focusing on strong relationships, learning preferences, performance levels, and interests.



Awards, Recognition, Accomplishments:

Over seventy Mahwah High School students were recognized for their musical achievement through auditions & placement in the county, regional, and state groups. The remarkable musical theater production cast of Little Mermaid received high praise from the school community. The Robotics Team 1672 participated in the local FIRST competition for the twelfth year. The Future Problem Solving Team won the NJ Future Problem Solving State Bowl & qualified for the Future Problem Solving International Bowl.






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| | |
|--|--|
|  <p>Courses, Curriculum, Instruction:</p> | <p>S.T.E.M. courses include: Computer Programming/Design, Interior & Structural Design using CAD, Advanced Interior & Structural Design, Advanced Placement Computer Science Principles, Computer Animation 3-D, Humanoid Robotics, AP Computer Science A, Technology and Engineering Principles, Data Structures, Computer Modeling, Honors STEAM Capstone Research/Internship, Honors STEAM Design and Research. This year we added another new elective: T3 Inventions and Innovations</p> |
|  <p>Sports and Athletics:</p> | <p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Diving (Boys & Girls), Football (Coed), Golf (Boys & Girls), Gymnastics (Coed), Ice Hockey (Coed), 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 (Girls), Wrestling (Coed)</p> <p>The Boys and Girls Bowling teams won the BNC American Division Championships. Boys' won BCAA Group 2 County Championship. 49 athletes were selected All-league First Team, 5 athletes were named All-County First Team Players. 172 student-athletes earned Minds in Motion recognition. NJSIAA Sportsmanship Recipient - Mahwah High School is one of 12 schools in the Big North Conference that has earned the NJSIAA Sportsmanship banner for the 2018-19 school and athletic year.</p> |
|  <p>Clubs and Activities:</p> | <p>Our extra-curricular activities, performance opportunities, interscholastic athletics, STEAM activities, and enrichment programs continue to provide students with diverse opportunities for exploring learning experiences and developing their talents. Students are extremely active in such programs as athletic teams, volunteer work, community problem solving, environmental projects, dramatic productions, academic competitions, school publications, musical competitions, and class activities. This past year our theater production won the Foxy Award for Best Live or Original Music for A 1940s Radio Christmas Carol at the Montclair Theatre Night Awards. We also received nominations for the following Metropolitan High School Theater Awards for The Little Mermaid: Best Performance by a Lead Actress, Best Instrumentalist, and Best Orchestra.</p> |






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| | |
|--|--|
|  <p>Before and After School Programs:</p> | <p>Mahwah High School offers symphonic band, string orchestra, and choir during zero period prior to the school day to avoid conflicts with other academic courses. We offer an SAT preparation course after the formal school day ends for interested students during the fall, winter, and spring.</p> |
|  <p>Staff and Professional Learning:</p> | <p>Mahwah High School has an outstanding staff of caring and dedicated individuals who go above and beyond the call of duty for every student entrusted into their care. Faculty members continue to take courses and workshops to further their expertise in content and pedagogy. In-class support teachers & content area teachers have a common dedicated prep period scheduled each day. Content area teachers work in professional learning communities to create engaging lessons and common assessments.</p> |
|  <p>Postsecondary Information:</p> | <p>We are proud to announce that 99% of our senior class received diplomas. Over 96.5% of our graduates went on to some form of higher education, 80.0% were accepted to four year colleges. The Class of 2019 had 801 college acceptances out of 1300 submitted applications. Three Ivy League acceptances included: Cornell (2) and University of Pennsylvania (1). 1% of our graduates entered the United States Military. Many of our students begin their post-secondary careers having already earned college credit through our partnerships with Ramapo College of New Jersey, Farleigh Dickenson University, Seton Hall University, and Bergen Community College.</p> |



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Student Supports and Services:

Our guidance department provides a plethora of information through Naviance and the school website about the college admissions process, testing, and related guidance services available to students and parents. In addition, parents and students can access all student information via the Realtime Parent and Student Portals. We have Intervention & Referral Service Team, full CST team, ESS therapeutic program, and ELL services available to students in need of these services.



Student Health and Wellness:

We offer a grade 9 student advisory that meets regularly and is designed to build relationships and provide faculty advocacy for each student. Advisory groups discuss topics relevant to the high school setting including stress management, mindfulness, bullying prevention, study skills, and community service. Students participate in physical education every day.



Parent and Community Involvement:

Parents and students can access student information including attendance, progress reports, report cards, course grades, activities, etc. via the Realtime Parent and Student Portals and mobile apps. The Home School Organization, various Boosters clubs, Special Education Parents Advisory Group, Mahwah Schools Foundation, and Mahwah Municipal Alliance work collaboratively to support academic and character education initiatives.



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Facilities:

Our centrally air conditioned high school and ThunderbirdThink Tank has a Wi-Fi access point in every classroom which allows us to use over 1200 wireless laptops throughout the building for instructional purposes. Every classroom is equipped with a multimedia presentation system that is connected to the Internet. We implemented 1:1 Laptop initiative in September 2019. Students and staff received state of the art HP Elite 360 Touch screen laptops. Our media center has a hub of 35 computer workstations that students and teachers may utilize before and after school, as well as during lunch and study hall periods.



School Safety:

MHS prioritizes the safety and wellbeing of students and staff through comprehensive security measures and emergency preparedness procedures. Security measures and related plans are updated annually based on best practices as well as recommendations from experts in the field including local law enforcement. Our SRO Officer is a career law enforcement officer with sworn authority who is deployed by an employing police department or agency in a community-oriented policing assignment to work in collaboration with one or more schools. In addition to prioritizing physical safety, MHS prioritizes school safety through school counseling and an array of support services to target and support social, emotional, and mental health.



Mahwah High School

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Technology and STEM:

S.T.E.A.M. courses include: Computer Programming/Design, Interior & Structural Design using AutoCAD, Advanced Interior & Structural Design, Advanced Placement Computer Science Principles, Computer Animation 3-D, Humanoid Robotics, AP Computer Science A, Technology and Engineering Principles, Data Structures, Computer Modeling, Honors STEAM Capstone Research/Internship, Honors STEAM Design and Research, T3 Innovations and Inventions. The FIRST Robotics Club combines the excitement of a varsity sport with the rigors of science and technology. Under strict rules, limited resources, and time limits, teams are challenged to raise funds, design a team brand, hone teamwork skills, and build and program robots to perform prescribed tasks against a field of competitors. It is as close to real-world engineering as a student can get.



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Other Information

We are proud to announce that 99% of the senior class received diplomas. Over 96.5% of our graduates went on to some form of higher education, 80.0% were accepted to four year colleges. The Class of 2019 had 801 college acceptances out of 1300 submitted applications. Many of our students begin their post-secondary careers having already earned college credit through our partnerships with Ramapo College, Farleigh Dickenson University, Seton Hall University, and Bergen Community College. Others receive credit by scoring well on the Advanced Placement tests. Last year Mahwah High School offered 24 Advanced Placement (AP) courses spread over seven major curricular areas. Two-hundred twenty students took four hundred seventy-four AP Examinations in 26 subjects. We are proud of our National Merit Scholarship Finalist, 5 National Merit Commended Students, 28 Presidential Education Recipients, 36 Seal of Bi-literacy candidates, 35 members of the NHS, 20 Principal's Award Recipients, 9 Platinum Thunderbird Scholars (all grades in all courses were greater than 90% for all four years at MHS), and 7 Presidential Fitness Award Recipients. U.P.S. volunteers help students improve their reading skills with one to one assistance in the classroom each week. We continue to participate in a mentoring program with U.P.S. to facilitate life skills with at-risk students, both in and out of the classroom environment. Further, we are implementing Effective Schools Solutions, a wraparound program for at risk students who require therapeutic and academic support services within their home school. The Option Two programs include: Structured Learning Experience, community service, and co-curricular activities such as Marching Band, PE through athletic participation, and virtual distance learning programs.



Ramapo Ridge
(03-2900-076)
Grades Offered: 06-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Ramapo Ridge
(03-2900-076)
Grades Offered: 06-08
2018-2019

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School Contact Information

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

| Type | Contact Information |
|----------------|---|
| County | Bergen |
| District | Mahwah Township Public School District |
| Principal Name | Mr. Brian Cory |
| Address | 150 RIDGE ROAD MAHWAH, NJ 07430 |
| Phone Number | 201-762-2380 |
| Email Address | bcory@mahwah.k12.nj.us |
| Website | https://www.mahwah.k12.nj.us/Domain/9 |
| Twitter | https://twitter.com/RamapoRidgeMS |



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

Enrollment Trends by Grade

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

| Grade | 2016-17 | 2017-18 | 2018-19 |
|-------|---------|---------|---------|
| 6 | 203 | 238 | 231 |
| 7 | 247 | 206 | 241 |
| 8 | 254 | 252 | 206 |
| Total | 704 | 696 | 678 |

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 | 49.3% | 50.7% | 52.1% |
| Male | 50.7% | 49.3% | 47.9% |
| Economically Disadvantaged Students | 9.1% | 9.1% | 9.7% |
| Students with Disabilities | 13.8% | 15.5% | 15.6% |
| English Learners | 1.1% | 2.2% | 0.9% |
| Homeless Students | 0.0% | 0.0% | 0.1% |
| Students in Foster Care | 0.6% | 0.3% | 0.0% |
| Military-Connected Students | 0.0% | 0.4% | 0.3% |
| Migrant Students | 0.0% | 0.0% | 0.0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White | 73.6% | 71.7% | 70.1% |
| Hispanic | 5.8% | 7.9% | 8.7% |
| Black or African American | 3.7% | 3.2% | 3.2% |
| Asian | 12.5% | 13.2% | 13.4% |
| Native Hawaiian or Pacific Islander | 0.1% | 0.1% | 0.1% |
| American Indian or Alaska Native | 0.4% | 0.3% | 0.7% |
| Two or More Races | 3.8% | 3.6% | 3.7% |

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 | 90.1% |
| Spanish | 2.4% |
| Other Languages | 7.5% |



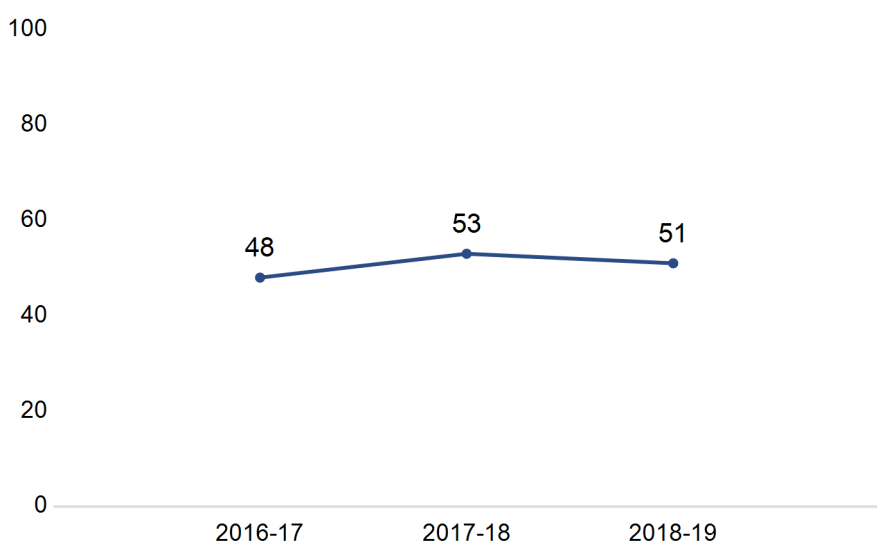
Ramapo Ridge
 (03-2900-076)
 Grades Offered: 06-08
 2018-2019

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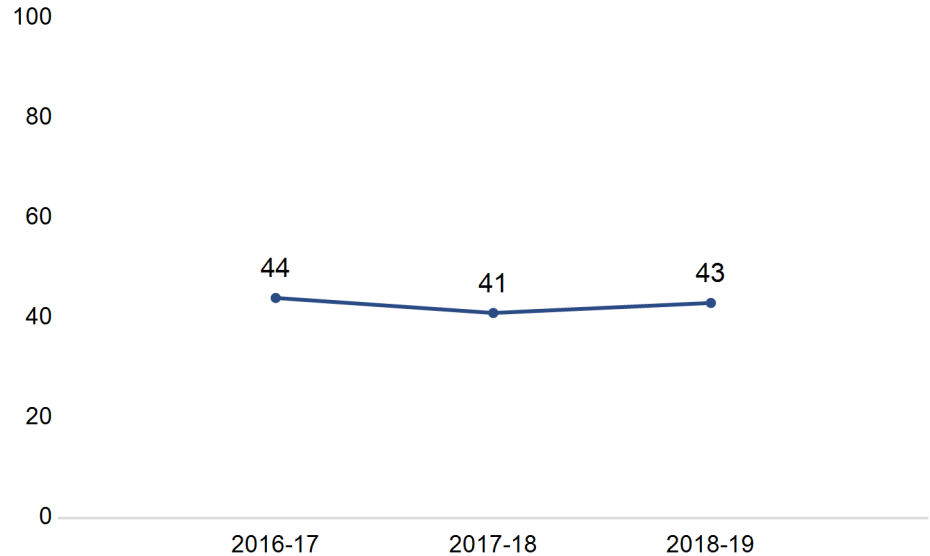
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is 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 | 48 | 53 | 51 | 44 | 41 | 43 |
| 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 | 51 | 52 | 50 | Met Standard | 43 | 49 | 50 | Met Standard |
| White | 51 | 51 | 50 | Met Standard | 43 | 47 | 52 | Met Standard |
| Hispanic | 47 | 45.5 | 49 | Met Standard | 40 | 49 | 47 | Met Standard |
| Black or African American | 42 | 49.5 | 45 | ** | * | 64.5 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 61 | 62.5 | 59 | Exceeds Standard | 43 | 61 | 60 | Met Standard |
| American Indian or Alaska Native | * | * | 56 | ** | * | * | 51.5 | ** |
| Two or More Races | 51.5 | 54 | 49 | Met Standard | 35 | 52.5 | 52 | ** |
| Female | 52 | 54 | 53 | N | 40 | 49 | 50 | N |
| Male | 51 | 51 | 47 | N | 43 | 50 | 51 | N |
| Economically Disadvantaged Students | 31 | 38.5 | 48 | Not Met | 44 | 46 | 46 | Met Standard |
| Students with Disabilities | 39 | 44 | 43 | Not Met | 28 | 47 | 45 | Not Met |
| English Learners | 54 | 52 | 52 | Met Standard | 60 | 61 | 50 | Exceeds Standard |
| Homeless Students | N | * | 43 | N | N | * | 44 | N |
| Students in Foster Care | N | * | 42 | N | N | * | 44 | N |
| Military-Connected Students | * | * | 49 | N | * | * | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |



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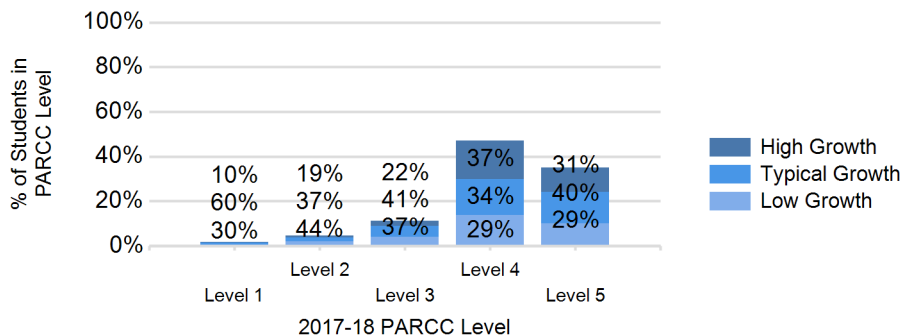
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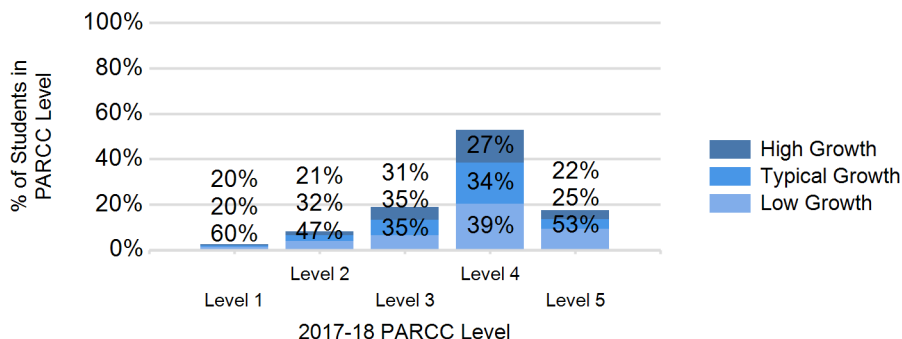
Student Growth by Performance Level

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

ELA



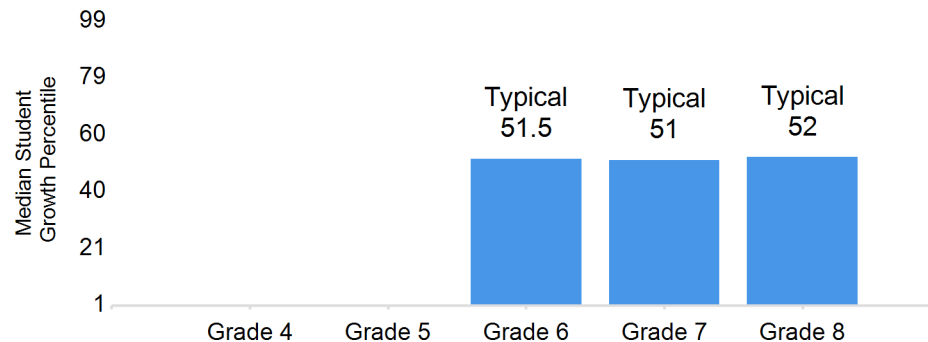
Math



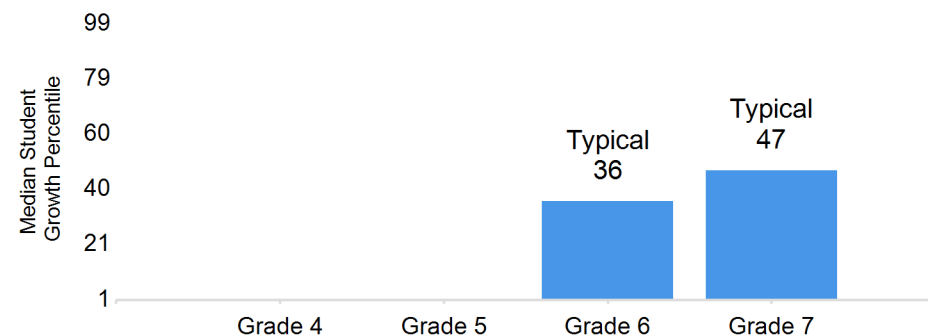
Student Growth by Grade

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

ELA



Math





Ramapo Ridge
(03-2900-076)
Grades Offered: 06-08
2018-2019

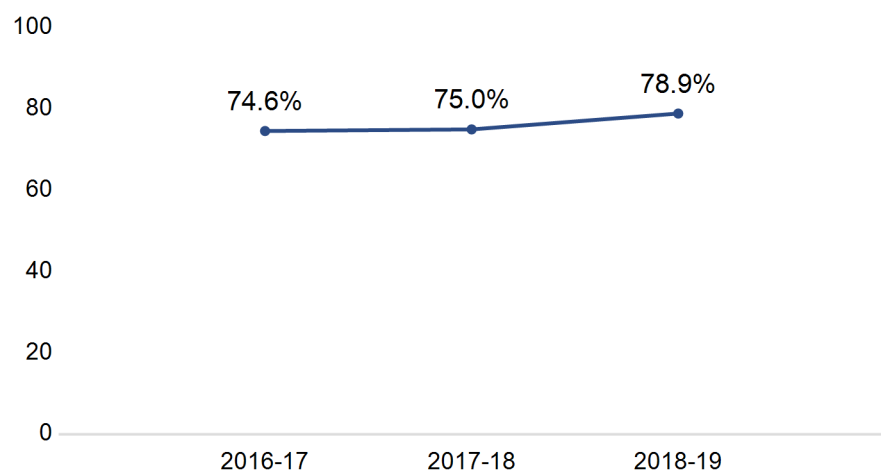
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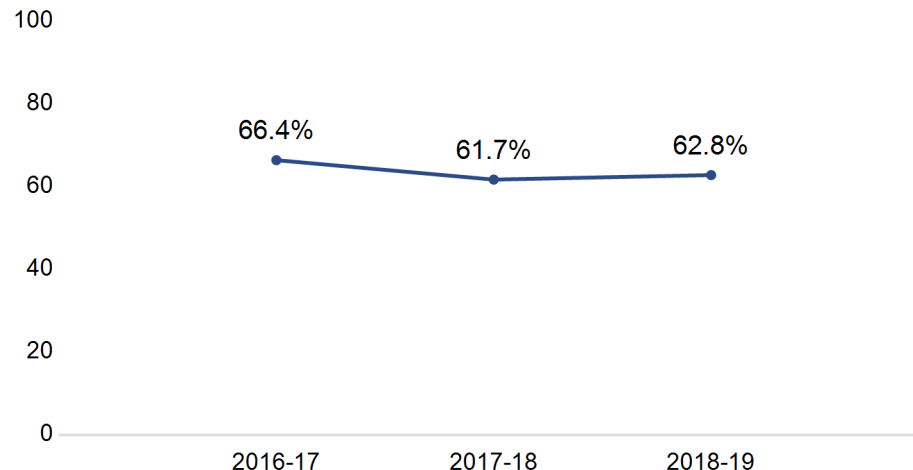
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---|-------------|-------------|-------------|--------------|--------------|--------------|
| Participation Rate | 94.4% | 91.0% | 93.4% | 94.9% | 91.8% | 93.5% |
| Proficiency Rate for Federal Accountability | 74.6% | 75.0% | 78.9% | 66.4% | 61.7% | 62.8% |
| Annual Target | 76.0% | 76.2% | 76.4% | 66.5% | 67.2% | 67.9% |
| 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.



Ramapo Ridge
(03-2900-076)
Grades Offered: 06-08
2018-2019

Report Key:

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English Language Arts Assessment - Participation and Performance

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

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 625 | 93.4 | 80.3 | 80.2 | 57.9 | 78.9 | 76.4 | Met Target |
| White | 433 | 93.2 | 81.5 | 80.7 | 66.9 | 79.9 | 75.7 | Met Target |
| Hispanic | 54 | 91.7 | 64.8 | 69.7 | 43.9 | 62.4 | 72.3 | Met Target† |
| Black or African American | * | * | * | 58.1 | 38.5 | * | 53 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 92 | 98.9 | 90.2 | * | 82.9 | 90.2 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | 36.4 | 56.0 | * | ** | ** |
| Two or More Races | 24 | 92.3 | 83.3 | 80.0 | 64.4 | 81.0 | 75.7 | Met Goal |
| Female | 327 | 93.8 | 88.1 | 85.8 | 64.8 | 86.9 | | |
| Male | 298 | 92.9 | 71.8 | 74.6 | 51.3 | 70.2 | | |
| Economically Disadvantaged Students | 48 | 85.7 | 50.0 | * | 40.0 | * | 58 | Not Met |
| Non-Economically Disadvantaged Students | 577 | 94.1 | 82.8 | * | 67.9 | * | | |
| Students with Disabilities | 94 | 89.8 | 31.9 | 36.5 | 22.7 | 30.1 | 27.8 | Met Target |
| Students without Disabilities | 531 | 94.0 | 88.9 | 88.4 | 65.1 | 87.9 | | |
| English Learners | 29 | 96.7 | 69.0 | * | 29.3 | 69.0 | 40.7 | Met Target |
| Non-English Learners | 596 | 93.2 | 80.9 | * | 60.6 | 79.3 | | |
| Homeless Students | * | * | * | * | 29.1 | * | | |
| Students In Foster Care | N | N | N | * | 27.6 | N | | |
| Military-Connected Students | * | * | * | * | 57.8 | * | | |
| Migrant Students | N | N | N | N | 30.4 | N | | |

† Target was met within a confidence interval.

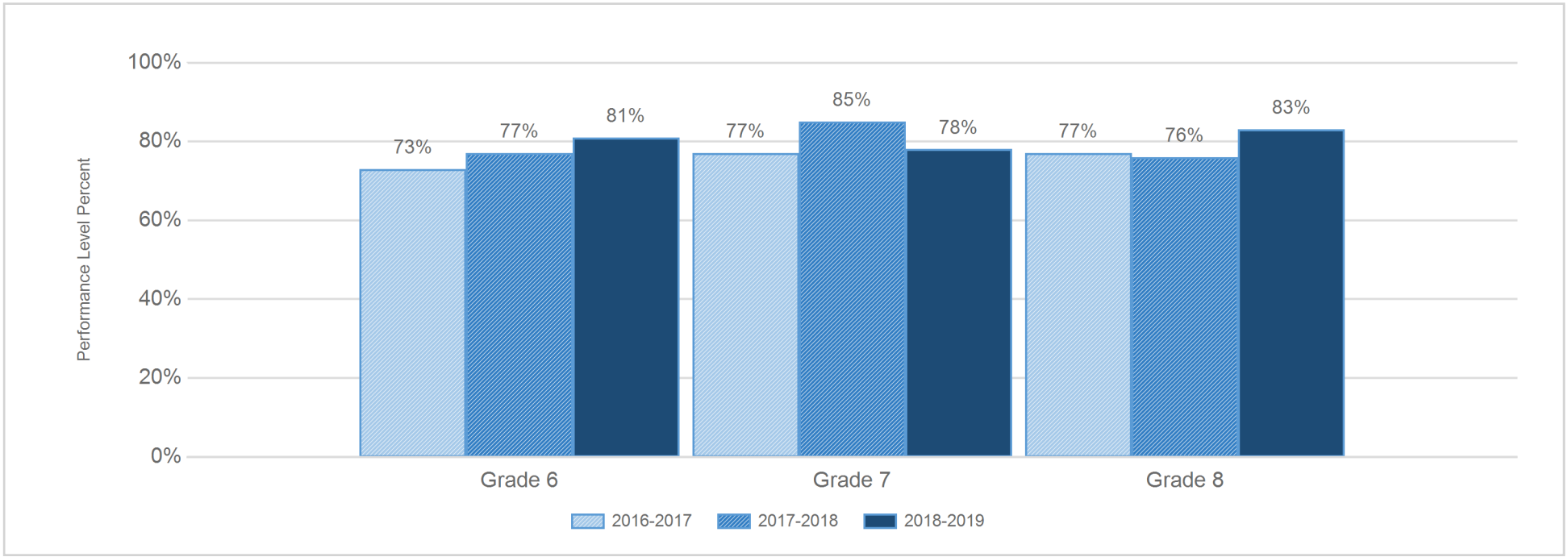


Ramapo Ridge
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 2018-2019

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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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Grades Offered: 06-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 213 | 773 | 773 | 754 | * | * | 10% | 54% | 27% | 81% | 56% |
| White | 141 | 773 | 773 | 762 | * | * | * | 54% | 28% | 82% | 65% |
| Hispanic | 22 | 758 | 758 | 743 | * | 0% | * | * | * | 68% | 43% |
| Black or African American | * | * | * | 738 | * | * | * | * | * | * | 36% |
| Asian, Native Hawaiian, or Pacific Islander | 29 | 788 | 788 | 780 | 0% | 0% | * | * | * | 90% | 83% |
| American Indian or Alaska Native | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Two or More Races | 11 | 785 | 785 | 760 | 0% | 0% | * | * | * | 91% | 64% |
| Female | 110 | 783 | 783 | 762 | * | * | * | 54% | 38% | 92% | 64% |
| Male | 103 | 762 | 762 | 748 | * | * | * | 54% | 16% | 70% | 48% |
| Economically Disadvantaged Students | 17 | 737 | 737 | 740 | * | * | * | * | * | 47% | 39% |
| Non-Economically Disadvantaged Students | 196 | 776 | 776 | 763 | * | * | * | * | * | 84% | 67% |
| Students with Disabilities | 29 | 738 | 738 | 722 | * | * | * | * | * | 45% | 19% |
| Students without Disabilities | 184 | 778 | 778 | 761 | * | * | * | * | * | 87% | 64% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 213 | 773 | 773 | 756 | * | * | 10% | 54% | 27% | 81% | * |
| Homeless Students | * | * | * | 729 | * | * | * | * | * | * | 27% |
| Students in Foster Care | N | 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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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 216 | 780 | 780 | 761 | 6% | 5% | 11% | 25% | 53% | 78% | 63% |
| White | 155 | 779 | 779 | 769 | * | * | 13% | 25% | 53% | 77% | 72% |
| Hispanic | 20 | 755 | 755 | 747 | * | * | * | * | * | 65% | 50% |
| Black or African American | * | * | * | 741 | * | * | * | * | * | * | 43% |
| Asian, Native Hawaiian, or Pacific Islander | 32 | 803 | 803 | 790 | 0% | * | * | * | * | 91% | 87% |
| American Indian or Alaska Native | N | N | N | 761 | N | N | N | N | N | N | 65% |
| Two or More Races | * | * | * | 768 | * | * | * | * | * | * | 68% |
| Female | 116 | 791 | 791 | 769 | * | * | * | 24% | 63% | 87% | 71% |
| Male | 100 | 768 | 768 | 753 | * | * | * | 25% | 42% | 67% | 55% |
| Economically Disadvantaged Students | 16 | 722 | 722 | 743 | * | * | 0% | * | * | 44% | 45% |
| Non-Economically Disadvantaged Students | 200 | 785 | 785 | 771 | * | * | 12% | * | * | 81% | 73% |
| Students with Disabilities | 36 | 723 | 723 | 720 | * | * | 31% | * | * | 17% | 22% |
| Students without Disabilities | 180 | 792 | 792 | 769 | * | * | 7% | * | * | 90% | 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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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 193 | 788 | 788 | 762 | * | * | 11% | 34% | 50% | 83% | 63% |
| White | 137 | 786 | 786 | 770 | * | * | 9% | 39% | 47% | 85% | 72% |
| Hispanic | 10 | 775 | 775 | 747 | * | 0% | * | * | * | 70% | 49% |
| Black or African American | 10 | 756 | 756 | 741 | * | 0% | * | * | * | 40% | 43% |
| Asian, Native Hawaiian, or Pacific Islander | 30 | 811 | 811 | 794 | 0% | 0% | * | * | * | 93% | 88% |
| American Indian or Alaska Native | * | * | * | 758 | * | * | * | * | * | * | 60% |
| Two or More Races | * | * | * | 769 | * | * | * | * | * | * | 69% |
| Female | 100 | 793 | 793 | 771 | * | * | * | 34% | 54% | 88% | 71% |
| Male | 93 | 783 | 783 | 753 | * | * | * | 33% | 45% | 78% | 55% |
| Economically Disadvantaged Students | 12 | 758 | 758 | 743 | * | * | * | * | * | 58% | 45% |
| Non-Economically Disadvantaged Students | 181 | 790 | 790 | 772 | * | * | * | * | * | 85% | 72% |
| Students with Disabilities | 21 | 743 | 743 | 721 | * | * | * | * | * | 38% | 22% |
| Students without Disabilities | 172 | 793 | 793 | 770 | * | * | * | * | * | 89% | 71% |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | 12% |
| Non-English Learners | 193 | 788 | 788 | 764 | * | * | 11% | 34% | 50% | 83% | 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 | N | 718 | N | N | N | N | N | N | 27% |



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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 | 630 | 93.5 | 63.8 | 68.8 | 44.5 | 62.8 | 67.9 | Not Met |
| White | 438 | 93.5 | 64.4 | 68.2 | 54.1 | 63.3 | 66.8 | Met Target† |
| Hispanic | 54 | 91.7 | 37.0 | 54.5 | 28.8 | 35.7 | 56.7 | Not Met |
| Black or African American | * | * | * | 37.2 | 23.0 | * | 30.5 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 92 | 98.9 | 84.8 | * | 76.5 | 84.8 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | 18.2 | 42.7 | * | ** | ** |
| Two or More Races | 24 | 92.3 | 70.8 | 67.1 | 53.3 | 68.8 | 75.7 | Met Target† |
| Female | 330 | 94.1 | 64.2 | 69.3 | 44.9 | 63.6 | | |
| Male | 300 | 93.0 | 63.3 | 68.4 | 44.2 | 62.0 | | |
| Economically Disadvantaged Students | 51 | 86.4 | 23.5 | * | 26.3 | * | 45.6 | Not Met |
| Non-Economically Disadvantaged Students | 579 | 94.2 | 67.4 | * | 54.9 | * | | |
| Students with Disabilities | 94 | 89.8 | 21.3 | 30.5 | 17.4 | 20.0 | 21.3 | Met Target† |
| Students without Disabilities | 536 | 94.3 | 71.3 | 76.1 | 50.0 | 70.6 | | |
| English Learners | 29 | 96.7 | 55.2 | 63.0 | 25.0 | 55.2 | 57.1 | Met Target† |
| Non-English Learners | 601 | 93.4 | 64.2 | 69.1 | 46.5 | 63.1 | | |
| Homeless Students | * | * | * | * | 17.1 | * | | |
| Students In Foster Care | N | N | N | * | 17.1 | N | | |
| Military-Connected Students | * | * | * | * | 46.4 | * | | |
| Migrant Students | N | N | N | N | 23.3 | N | | |

† Target was met within a confidence interval.



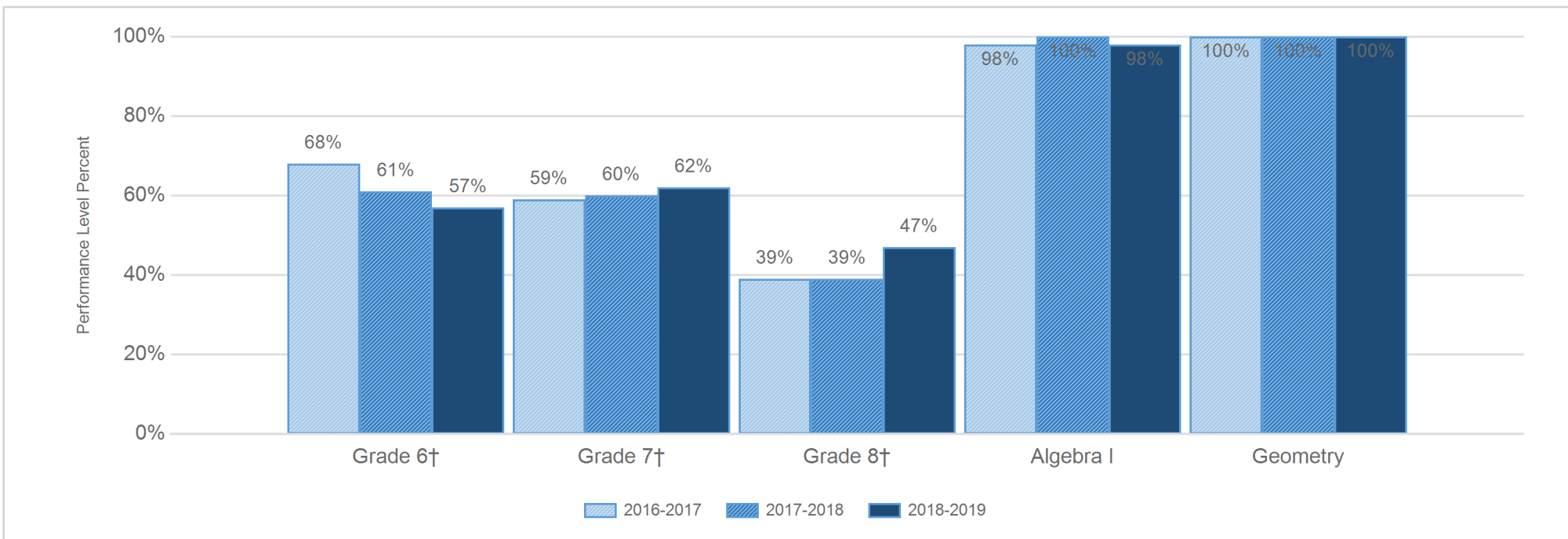
Ramapo Ridge
(03-2900-076)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 215 | 754 | 754 | 741 | 5% | 10% | 28% | 47% | 9% | 57% | 41% |
| White | 143 | 753 | 753 | 749 | * | 9% | 30% | * | * | 55% | 51% |
| Hispanic | 22 | 743 | 743 | 729 | * | * | * | * | * | 50% | 24% |
| Black or African American | * | * | * | 722 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | 29 | 774 | 774 | 769 | 0% | 0% | * | * | * | 83% | 76% |
| American Indian or Alaska Native | * | * | * | 738 | * | * | * | * | * | * | 37% |
| Two or More Races | 11 | 760 | 760 | 747 | 0% | * | * | * | * | 64% | 48% |
| Female | 112 | 757 | 757 | 742 | * | * | 29% | * | * | 59% | 42% |
| Male | 103 | 751 | 751 | 740 | * | * | 28% | * | * | 54% | 40% |
| Economically Disadvantaged Students | 18 | 729 | 729 | 726 | * | * | * | * | * | 28% | 21% |
| Non-Economically Disadvantaged Students | 197 | 756 | 756 | 750 | * | * | * | * | * | 59% | 53% |
| Students with Disabilities | 29 | 722 | 722 | 716 | * | * | * | * | * | 24% | 12% |
| Students without Disabilities | 186 | 759 | 759 | 746 | * | * | * | * | * | 62% | 46% |
| English Learners | N | N | N | 709 | N | N | N | N | N | N | * |
| Non-English Learners | 215 | 754 | 754 | 743 | 5% | 10% | 28% | 47% | 9% | 57% | * |
| Homeless Students | * | * | * | 717 | * | * | * | * | * | * | 12% |
| Students in Foster Care | N | 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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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 204 | 758 | 758 | 744 | * | * | 25% | 46% | 16% | 62% | 42% |
| White | 148 | 757 | 757 | 751 | * | * | 25% | 50% | 14% | 64% | 53% |
| Hispanic | 20 | 735 | 735 | 733 | * | * | 50% | * | * | 20% | 26% |
| Black or African American | * | * | * | 727 | * | * | * | * | * | * | 21% |
| Asian, Native Hawaiian, or Pacific Islander | 27 | 777 | 777 | 768 | 0% | * | * | 48% | 37% | 85% | 75% |
| American Indian or Alaska Native | N | N | N | 742 | N | N | N | N | N | N | 43% |
| Two or More Races | * | * | * | 749 | * | * | * | * | * | * | 51% |
| Female | 110 | 760 | 760 | 744 | * | * | 28% | 46% | 16% | 63% | 42% |
| Male | 94 | 755 | 755 | 743 | * | * | 21% | 46% | 16% | 62% | 42% |
| Economically Disadvantaged Students | 17 | 720 | 720 | 731 | * | * | * | * | * | 12% | 24% |
| Non-Economically Disadvantaged Students | 187 | 761 | 761 | 751 | * | * | * | * | * | 67% | 53% |
| Students with Disabilities | 36 | 725 | 725 | 718 | * | * | 28% | * | * | 22% | 13% |
| Students without Disabilities | 168 | 765 | 765 | 749 | * | * | 24% | * | * | 71% | 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 96 | 739 | 739 | 728 | 17% | 16% | 21% | 47% | 0% | 47% | 29% |
| White | 74 | 745 | 745 | 737 | * | * | 22% | 54% | 0% | 54% | 38% |
| Hispanic | * | * | * | 722 | * | * | * | * | * | * | 22% |
| Black or African American | * | * | * | 714 | * | * | * | * | * | * | 15% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 747 | * | * | * | * | * | * | 51% |
| American Indian or Alaska Native | * | * | * | 725 | * | * | * | * | * | * | 29% |
| Two or More Races | N | N | N | 730 | N | N | N | N | N | N | 31% |
| Female | 53 | 739 | 739 | 731 | * | * | * | 47% | 0% | 47% | 31% |
| Male | 43 | 739 | 739 | 726 | * | * | * | 47% | 0% | 47% | 27% |
| Economically Disadvantaged Students | 11 | 724 | 724 | 719 | * | * | * | * | * | 27% | 20% |
| Non-Economically Disadvantaged Students | 85 | 741 | 741 | 735 | * | * | * | * | * | 49% | 36% |
| Students with Disabilities | 20 | 701 | 701 | 707 | * | * | * | * | * | 15% | 10% |
| Students without Disabilities | 76 | 749 | 749 | 734 | * | * | * | * | * | 55% | 35% |
| English Learners | N | N | N | 706 | N | N | N | N | N | N | 10% |
| Non-English Learners | 96 | 739 | 739 | 730 | 17% | 16% | 21% | 47% | 0% | 47% | 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% |



Ramapo Ridge
(03-2900-076)
Grades Offered: 06-08
2018-2019

Report Key:

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Mathematics Assessment - Performance by Test: Algebra I

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

| 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 | 93 | 791 | 760 | 744 | 0% | * | * | 81% | 17% | 98% | 42% |
| White | 63 | 790 | 759 | 752 | 0% | * | * | 79% | 17% | 97% | 53% |
| Hispanic | * | * | * | 728 | * | * | * | * | * | * | 24% |
| Black or African American | * | * | * | 725 | * | * | * | * | * | * | 20% |
| Asian, Native Hawaiian, or Pacific Islander | 21 | 795 | * | 775 | 0% | 0% | 0% | * | * | 100% | 76% |
| American Indian or Alaska Native | N | N | * | 744 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | 752 | 752 | * | * | * | * | * | * | 51% |
| Female | 51 | 788 | 760 | 745 | 0% | * | * | * | * | 98% | 44% |
| Male | 42 | 794 | 760 | 743 | 0% | * | * | * | * | 98% | 41% |
| Economically Disadvantaged Students | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Non-Economically Disadvantaged Students | * | * | * | 752 | * | * | * | * | * | * | 52% |
| Students with Disabilities | * | * | * | 717 | * | * | * | * | * | * | 12% |
| Students without Disabilities | * | * | * | 748 | * | * | * | * | * | * | 47% |
| English Learners | N | N | * | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 93 | 791 | * | 745 | 0% | * | * | 81% | 17% | 98% | * |
| Homeless Students | N | N | N | 718 | N | N | N | N | N | N | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 11% |
| Military-Connected Students | N | N | * | 744 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | 12% |



Ramapo Ridge
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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.

| 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 | 19 | 792 | 762 | 737 | 0% | 0% | 0% | * | * | 100% | 35% |
| White | 10 | 796 | 759 | 743 | 0% | 0% | 0% | * | * | 100% | 43% |
| Hispanic | * | * | 756 | 724 | * | * | * | * | * | * | 17% |
| Black or African American | N | N | * | 720 | N | N | N | N | N | N | 14% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 762 | * | * | * | * | * | * | 70% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 37% |
| Two or More Races | N | N | * | 745 | N | N | N | N | N | N | 46% |
| Female | * | * | * | 738 | * | * | * | * | * | * | 36% |
| Male | * | * | * | 736 | * | * | * | * | * | * | 34% |
| Economically Disadvantaged Students | N | N | * | 722 | N | N | N | N | N | N | 16% |
| Non-Economically Disadvantaged Students | 19 | 792 | * | 743 | 0% | 0% | 0% | * | * | 100% | 43% |
| Students with Disabilities | N | N | 715 | 712 | N | N | N | N | N | N | * |
| Students without Disabilities | 19 | 792 | 767 | 741 | 0% | 0% | 0% | * | * | 100% | * |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | * |
| Non-English Learners | 19 | 792 | 762 | 738 | 0% | 0% | 0% | * | * | 100% | * |
| Homeless Students | N | N | N | 717 | N | N | N | N | N | N | * |
| Students in Foster Care | N | N | N | 713 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | * | 739 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 711 | N | N | N | N | N | N | 19% |



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DLM Alternate Assessment - Participation

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

| Grade | ELA: # Students Tested | Math: # Students Tested |
|-------|---------------------------|----------------------------|
| 6 | * | * |
| 7 | * | * |
| 8 | * | * |

English Language Progress to Proficiency

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

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

† 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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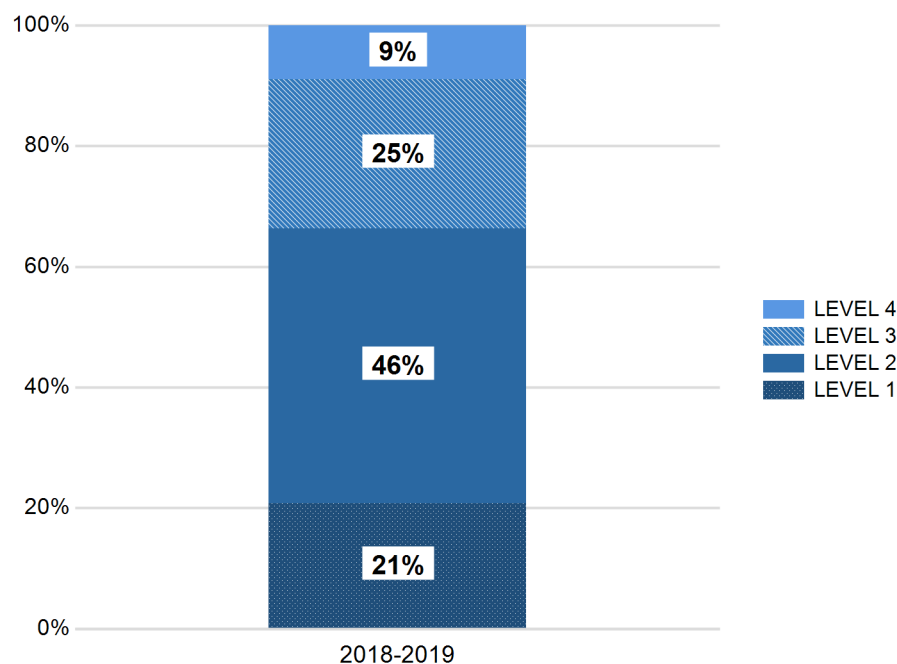
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 8 Summary

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



NJSLA Science Assessment: Grade 8

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

| Student Group | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---|-----------|-----------|-----------|-----------|
| Schoolwide | 21 | 46 | 25 | 9 |
| White | 20 | 48 | 24 | 8 |
| Hispanic | 40 | 40 | 20 | 0 |
| Black or African American | 58 | 33 | 8 | 0 |
| Asian, Native Hawaiian, or Pacific Islander | 7 | 37 | 37 | 20 |
| American Indian or Alaska Native | * | * | * | * |
| Two or More Races | * | * | * | * |
| Female | 20 | 52 | 26 | 2 |
| Male | 22 | 39 | 23 | 16 |
| Economically Disadvantaged Students | 44 | 44 | 6 | 6 |
| Non-Economically Disadvantaged Students | 19 | 46 | 26 | 9 |
| Students with Disabilities | 64 | 27 | 5 | 5 |
| Students without Disabilities | 16 | 48 | 27 | 9 |
| 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 | 227 |
| 7 | 14 | 0 | 224 |
| 8 | 80 | 19 | 105 |
| Total | 94 | 19 | 556 |

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 | 198 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | 157 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 169 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 524 | 0 | 0 | 0 | 0 | 0 | 0 |



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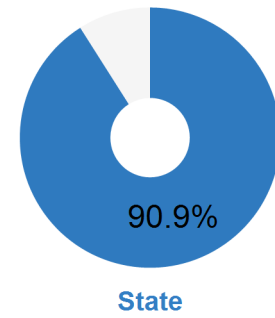
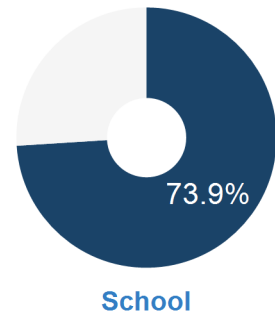
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Visual and Performing Arts – Course Participation

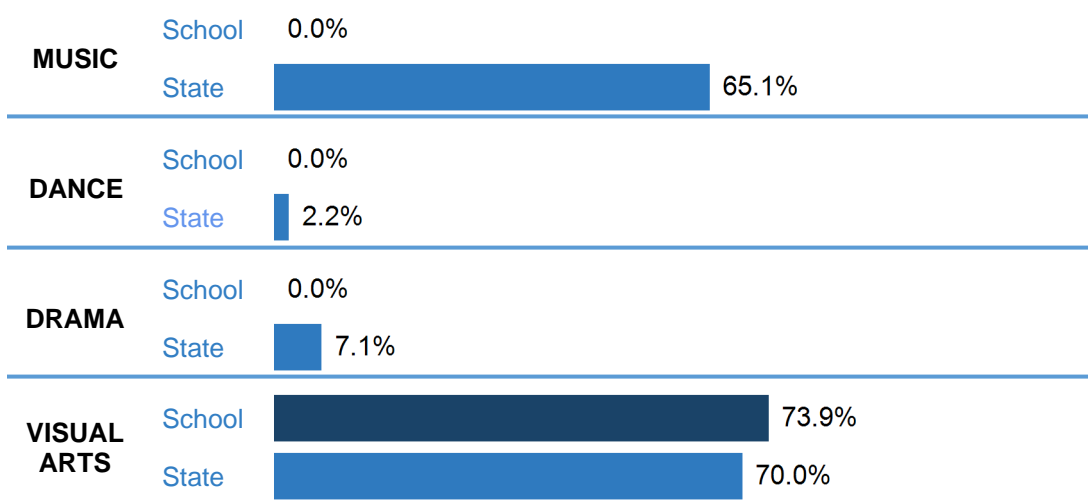
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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



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.

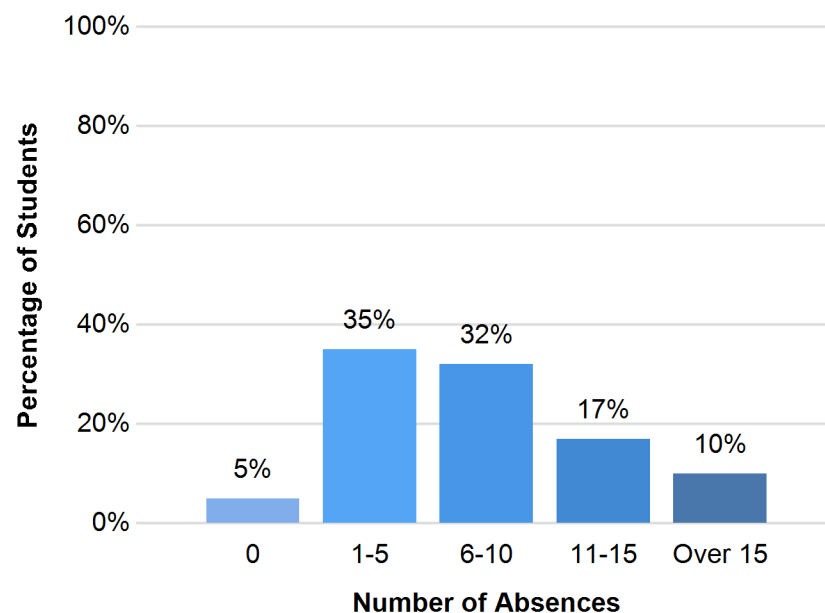
Chronic Absenteeism

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 | 41 | 6.0 | 9.1 | Met |
| White | 34 | 7.1 | 9.1 | Met |
| Hispanic | 2 | 3.3 | 9.1 | Met |
| Black or African American | * | * | 9.1 | Not Met |
| Asian, Native Hawaiian, or Pacific | 0 | 0 | 9.1 | Met |
| American Indian or Alaska Native | * | * | ** | ** |
| Two or More Races | 1 | 4.0 | 9.1 | Met |
| Female | 24 | 6.8 | | |
| Male | 17 | 5.2 | | |
| Economically Disadvantaged Students | 5 | 7.6 | 9.1 | Met |
| Students with Disabilities | 13 | 11.7 | 9.1 | Not Met |
| English Learners | * | * | ** | ** |
| Homeless Students | * | * | | |
| 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.





Ramapo Ridge

(03-2900-076)

Grades Offered: 06-08

2018-2019

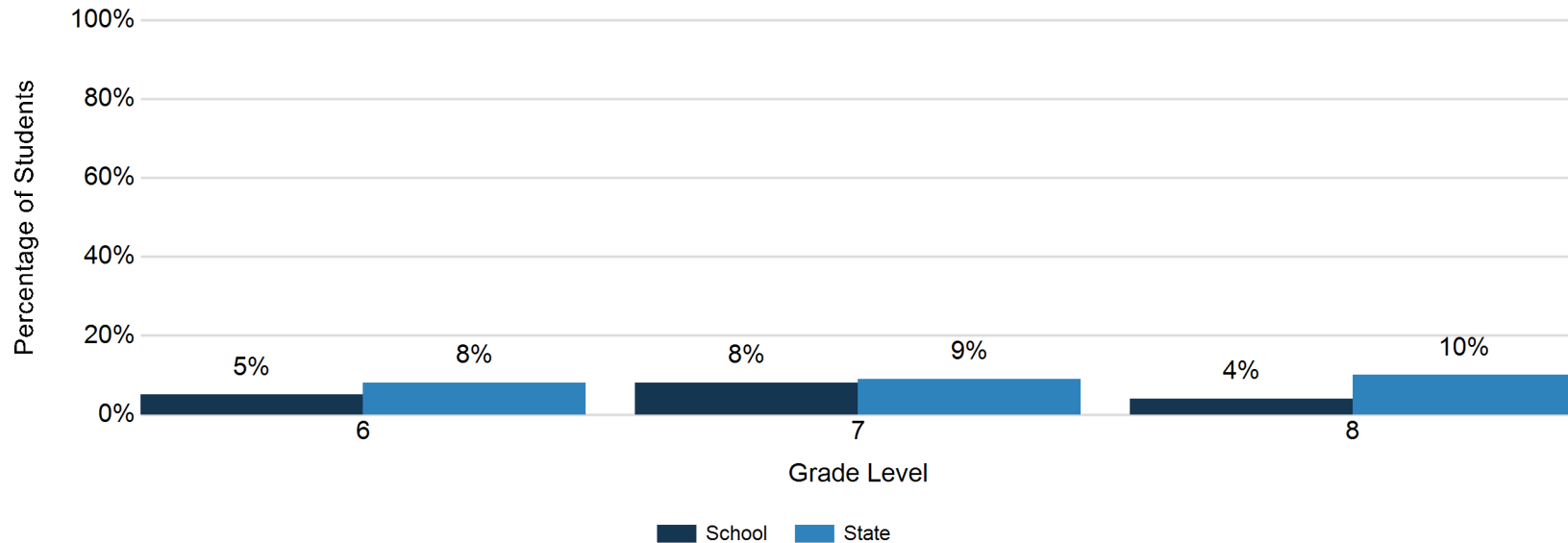
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Chronic Absenteeism by Grade

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



**Ramapo Ridge**

(03-2900-076)

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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 2 |
| Weapons | 2 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 24 |
| Total Unique Incidents | 27 |
| Incidents Per 100 Students Enrolled | 3.98 |

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 | 2 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 4 |
| 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 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 | 8 | 9 |
| Religion | 0 | 2 | 2 |
| Ancestry | 2 | 0 | 2 |
| Gender | 3 | 1 | 4 |
| Sexual Orientation | 5 | 3 | 8 |
| Disability | 0 | 1 | 1 |
| Other | 16 | 14 | 30 |
| 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 | * | * |
| Any Suspension | * | * |
| Removal to other education program | 0 | 0.0% |
| Expulsion | 0 | 0.0% |
| Arrest | * | * |

School Days Missed due to Out-of-School Suspensions

22



Ramapo Ridge

(03-2900-076)

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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 | 8:00 AM |
| Typical End Time | 2:40 PM |
| Length of School Day | 6 Hrs 40 Mins |
| Full Time - Instructional Time | 5 Hrs 55 Mins |
| Shared Time - Instructional Time | 5 Hrs. 55 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 the United States Department of Education.

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 64 | 118,214 |
| Average years experience in public schools | 14.4 | 12.1 |
| Average years experience in district | 11.9 | 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 | 27 | 9,530 |
| Average years experience in public schools | 18.7 | 16.0 |
| Average years experience in district | 7.7 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 51.9% | 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 | 10:1 |
| Students to Administrators | 75:1 | 105:1 |
| Teachers to Administrators | 7:1 | 10:1 |
| Students to Librarians/Media Specialists | | 566:1 |
| Students to Nurses | | 1414:1 |
| Students to Counselors | | 404:1 |
| Students to Child Study Team Members | | 202:1 |



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Teachers and Administrators – Demographics

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

| Category | Students in School | Teachers in School | Administrators in School | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|--------------------|--------------------|--------------------------|-------------------|-------------------|-------------------------|
| Female | 52.1% | 68.8% | 66.7% | 48.4% | 77.1% | 54.9% |
| Male | 47.9% | 31.3% | 33.3% | 51.6% | 22.9% | 45.1% |
| White | 70.1% | 93.8% | 100.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 8.7% | 3.1% | 0.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 3.2% | 1.6% | 0.0% | 15.0% | 6.6% | 13.9% |
| Asian | 13.4% | 1.6% | 0.0% | 10.2% | 2.0% | 1.1% |
| American Indian or Alaska Native | 0.7% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
| Native Hawaiian or Pacific Islander | 0.1% | 0.0% | 0.0% | 0.2% | 0.1% | 0.1% |
| Two or More Races | 3.7% | 0.0% | 0.0% | 2.1% | 0.2% | 0.2% |



Ramapo Ridge
(03-2900-076)
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2018-2019

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers 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 | 88.8% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 91.7% | 87.9% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19 | 97.0% |

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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

| ESSA Accountability Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| ELA Proficiency | 74.6% | 75.0% | 78.9% |
| Math Proficiency | 66.4% | 61.7% | 62.8% |
| ELA Growth | 48 | 53 | 51 |
| Math Growth | 44 | 41 | 43 |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency | | * | * |
| Chronic Absenteeism | 7.9% | 9.4% | 6.0% |

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



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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 | ** | Met | No |
| White | Met Target† | 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† | ** | ** | n/a | Not 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 | Met Goal | Met Target† | Met Standard | ** | n/a | Met | No |
| Economically Disadvantaged Students | Not Met | Not Met | Not Met | Met Standard | n/a | Met | No |
| Students with Disabilities | Met Target | Met Target† | Not Met | Not Met | n/a | Not Met | No |
| English Learners | Met Target | Met Target† | Met Standard | Exceeds Standard | Exceeds Standard | ** | 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:

- Instructional technology includes 720 laptops, 2 computer labs, 3D printers in science classrooms, a film lab equipped with iPads, and a STEAM robotics lab.
- Cycle courses include learning experiences with art, coding, robotics, 3-dimensional design software, film design, civic action, personal financial literacy, career pathways and digital citizenship.
- Students are supported by comprehensive integrated systems, grade-level teams, child study team, school counselors, I&RS committee, and 6-12 content area supervisors who employ a whole-child approach.



Mission, Vision, Theme:

The integration of instructional technology supports the collaborative, innovative, and hands-on education our students engage throughout their middle school experience and creates new and varied learning experiences. Consistent with all essential components of our middle school program, the integration of instructional technology is designed to be accessible and developmentally appropriate for all of our 720 students. Our middle school program prepares our students for high school, college and career readiness, and their future in a digital society.



Awards, Recognition, Accomplishments:

In 2019, our Future Problem Solvers competed and had members place in an international competition at the University of Massachusetts Amherst. RRMS was named the Most Improved School in the 2019 Math Counts competition held at Bergen Community College and had a team qualify to compete at the state competition at Rutgers University. Music students were selected for the 2019 NJSMA Junior Region 1 Concert Band, Chorus, and Orchestra.



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Courses, Curriculum, Instruction:

Our program of studies offers course work in STEAM, the Humanities, World Languages, Physical Education, Visual and Performing Arts. Cycle courses are designed for students to explore and pursue an array of pathways. Math and literacy labs and support classes are offered for struggling learners. Our special education program offers several tiers of services and includes a Life Skills program. Students identified for Gifted and Talented are supported by a stand-alone class.



Clubs and Activities:

Ramapo Ridge Middle School provides a wide array of activities that are open to all students that extend beyond the classroom. Students participate in co-curricular activities, which include Student Council, National Junior Honor Society, Community Service, Theater/Drama, Fit Club, School Newspaper, Yearbook, National History Club, and other clubs.





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| | |
|---|---|
|  <p>Before and After School Programs:</p> | <p>Ramapo Ridge partners with students from Ramapo College to provide the Ramapo College Reading and Writing workshop. This activity allows students to work with future teachers to help hone their reading and writing literacy.</p> |
|  <p>Staff and Professional Learning:</p> | <p>Through a variety of professional learning opportunities, staff continues to reflect on practice and assess how to enhance our program for students. Staff growth is supported by district professional development days and educators meet daily as grade-level teams to engage in PLCs and other collaborative opportunities. Program and practice articulation is fostered through department and faculty meetings.</p> |






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| | |
|--|---|
|  <p>Student Supports and Services:</p> | <p>We provide a full range of programs designed to support the social and emotional development of our students, including guidance counseling, psychological and social services, and ELL classes. We partner with high school students through the National Honor Society to provide tutoring for struggling students. A homework club meets twice a week after school for students who need additional assistance. Our I&RS team meets weekly to discuss and implement strategies for struggling students.</p> |
|  <p>Student Health and Wellness:</p> | <p>Our student advisory program meets throughout the year and is designed to build relationships among students and faculty. Advisory groups discuss topics relevant to the middle school setting including stress management, mindfulness, bullying prevention, study skills, kindness, community service, and mental health. Students participate in physical education every day and have the opportunity to go to recess during their lunch period.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Our Home and School Organization continues to sponsor numerous events, trips and services that enhance our programs. Generous funding through the Mahwah Schools Foundation provided staff members with a variety of classroom grants. These combined efforts continue to foster a positive connection between school and community.</p> |

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**Facilities:**

Our facility offers state-of-the-art science labs, a new unique and innovative Life Skills room, a STEAM lab, a film lab, two computer labs, a Library/Media Center, a fitness center, and one of the largest middle school gymnasiums in the area.

**School Safety:**

Ramapo Ridge Middle School prioritizes the safety and wellbeing of students and staff through comprehensive security measures and emergency preparedness procedures. Security measures and related plans are updated annually based on best practices as well as recommendations from experts in the field including local law enforcement. We work in conjunction with Mahwah Police Department to assess procedures and facilities. In addition to prioritizing physical safety, Ramapo Ridge Middle School prioritizes school safety through school counseling and an array of support services to target and support social, emotional, and mental health.



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Technology and STEM:

Ramapo Ridge Middle School has implemented a modified 1:1 plan that includes 720 laptops housed on 32 laptop carts. Each department serves as a homebase for five laptop carts which are available for class sign-up on a common Google sheet. In addition to the modified 1:1 plan, Ramapo Ridge Middle School has 4 computer labs that staff is able to sign-up to use with their classes via a common Google sheet. Ramapo Ridge Middle School also has a classroom space dedicated to computer/STEM cycle courses which provides hands-on learning experiences in programming, coding, robotics, and Lego Mindstorms EV3.



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Other Information

The school day is organized into a traditional 8 period day. Students attend 5 core academic, cycle, physical education and health classes and lunch/recess. We have over 720 laptops, that supports a modified 1:1 program, and two computer labs.