NJ SCHOOL PERFORMANCE REPORT

EMMA HAVENS YOUNG ELEMENTARY SCHOOL
(29-0530-035)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	OCEAN
District	BRICK TWP
Principal Name	MR. KASYAN
Address	43 DRUM POINT RD BRICK, NJ 08723-6021
Phone Number	(732)785-3000
Email Address	DKASYAN@BRICKSCHOOLS.ORG
Website	http://www.brickschools.org/Schools/EmmaHavensYoungES.aspx
Twitter	https://twitter.com/EHYDolphins

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
KG	114	101	121
1	116	117	97
2	156	111	128
3	138	158	122
4	151	130	172
5	146	149	131
Total	821	766	771

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	52.5%	52.3%	54.3%
Male	47.5%	47.7%	45.7%
Economically Disadvantaged Students	44.1%	41.6%	43.5%
Students with Disabilities	13.3%	13.6%	13.1%
English Learners	10.2%	5.6%	9.2%
Homeless Students		1.0%	0.8%
Students in Foster Care		0.1%	0.6%
Military-Connected Students		0.3%	0.3%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	71.7%	73.0%	70.7%
Hispanic	19.5%	19.7%	20.8%
Black or African American	3.0%	2.2%	3.4%
Asian	4.6%	3.5%	3.2%
Native Hawaiian or Pacific Islander	0.4%	0.7%	0.6%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	0.7%	0.9%	1.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	114	101	121

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	83.4%
Spanish	12.3%
Arabic	1.2%
Other Languages	3.1%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	39	54	50	Not Met	52	55	50	Met Standard
White	38	54	50	Not Met	49	55	51	Met Standard
Hispanic	44	60	49	Met Standard	62	55	48	Exceeds Standard
Black or African American	*	48	44	**	*	47	44	**
Asian, Native Hawaiian, or Pacific Islander	52	57	61	**	67	66	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	47	49	**	*	69	51	**
Economically Disadvantaged	38.5	52	48	Not Met	55	50.5	47	Met Standard
Students with Disabilities	30	47	41	Not Met	57	45	43	Met Standard
English Learners	43	59	54	Met Standard	55.5	55.5	51	Met Standard

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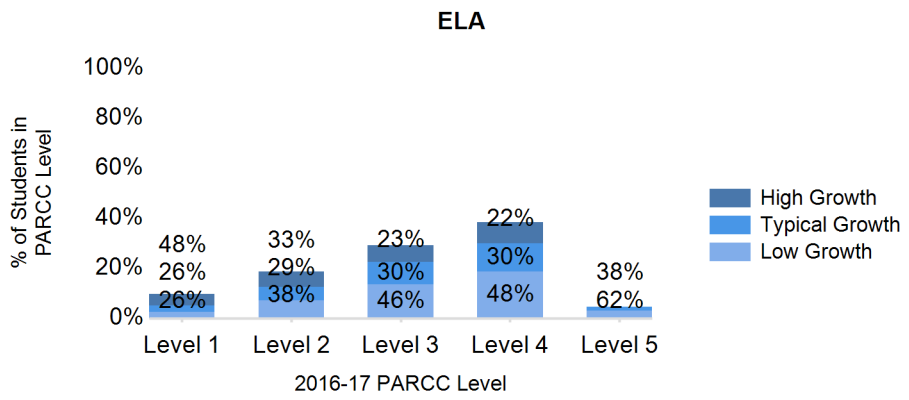
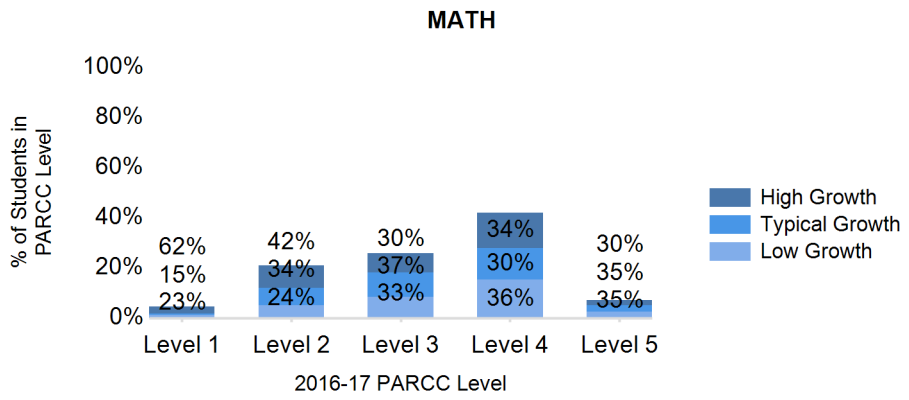
Student Growth by Performance Level

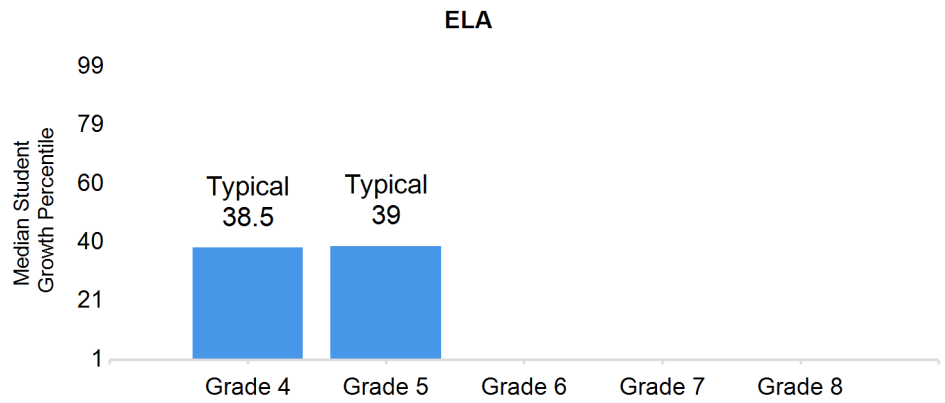
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

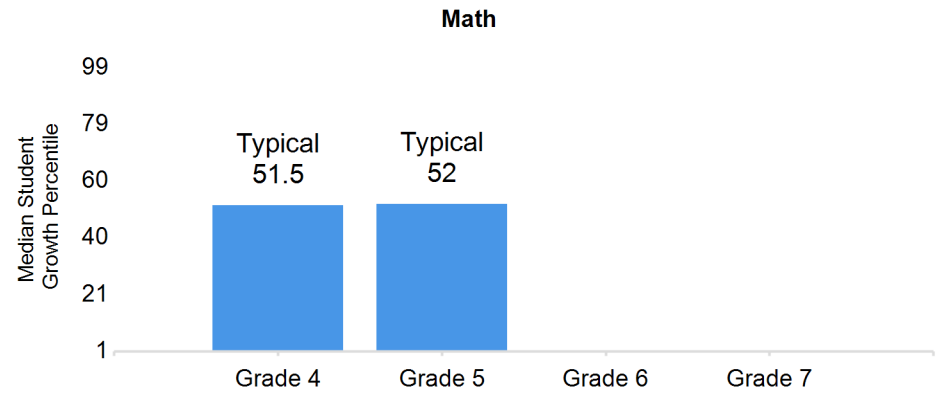




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	412	99.5	42.7	57.1	56.7	42.7	41.3	Met Target
White	282	99.3	48.9	61.2	65.6	48.9	44.4	Met Target
Hispanic	93	100.0	20.5	*	42.5	20.5	31	Not Met
Black or African American	16	100.0	25.0	33.9	37.3	25.0	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	75.1	72.6	82.3	75.1	**	**
American Indian or Alaska Native	*	*	*	66.6	52.7	*	**	**
Two or More Races	*	*	*	55.1	63.4	*	**	**
Female	221	99.1	46.2	66.2	64.5	46.2		
Male	191	100.0	38.7	48.6	49.4	38.7		
Economically Disadvantaged Students	186	99.5	26.4	42.1	38.5	26.4	32.3	Not Met
Non-Economically Disadvantaged Students	226	99.6	56.2	64.3	67.5	56.2		
Students with Disabilities	85	100.0	13.0	*	21.6	13.0	13.5	Met Target†
Students without Disabilities	327	99.4	50.5	*	63.9	50.5		
English Learners	64	100.0	14.1	21.2	27.3	14.1	17	Met Target†
Non-English Learners	348	99.4	48.0	58.8	59.4	48.0		
Homeless Students	*	*	*	36.0	27.7	*		
Students In Foster Care	*	*	*	33.3	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	130	736	742	750	20%	21%	25%	*	*	35%	52%
White	76	745	*	759	*	14%	34%	*	*	39%	61%
Hispanic	40	714	727	736	40%	30%	*	*	*	20%	38%
Black or African American	*	*	719	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	69	738	747	756	17%	19%	25%	*	*	39%	57%
Male	61	733	737	744	23%	23%	25%	*	*	30%	46%
Economically Disadvantaged Students	67	721	729	733	*	25%	25%	*	*	19%	34%
Non-Economically Disadvantaged Students	63	751	750	762	*	16%	24%	*	*	51%	64%
Students with Disabilities	30	708	718	719	47%	*	*	*	*	13%	24%
Students without Disabilities	100	744	749	756	12%	*	*	*	*	41%	57%
English Learners	21	702	710	712	*	*	*	*	*	*	15%
Non-English Learners	109	742	745	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	161	747	750	756	7%	12%	32%	43%	6%	49%	58%
White	123	752	*	764	*	9%	29%	*	*	58%	68%
Hispanic	27	731	735	744	*	*	52%	*	*	15%	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	83	749	756	762	*	*	28%	*	*	52%	63%
Male	78	746	745	751	*	*	37%	*	*	46%	53%
Economically Disadvantaged Students	69	740	*	740	*	*	36%	*	*	35%	40%
Non-Economically Disadvantaged Students	92	753	*	767	*	*	29%	*	*	60%	70%
Students with Disabilities	25	719	719	726	*	*	40%	*	*	12%	25%
Students without Disabilities	136	753	759	762	*	*	31%	*	*	56%	64%
English Learners	15	720	719	720	*	*	*	*	*	*	17%
Non-English Learners	146	750	751	759	*	*	*	*	*	*	61%
Homeless Students	*	*	730	729	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	130	743	752	755	8%	19%	32%	*	*	42%	58%
White	88	746	754	763	*	14%	34%	*	*	45%	68%
Hispanic	30	729	741	743	*	37%	*	*	*	20%	43%
Black or African American	*	*	748	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	74	745	*	762	*	20%	26%	*	*	46%	66%
Male	56	741	*	749	*	18%	39%	*	*	36%	51%
Economically Disadvantaged Students	58	728	*	739	*	*	34%	*	*	21%	39%
Non-Economically Disadvantaged Students	72	755	*	766	*	*	29%	*	*	58%	71%
Students with Disabilities	26	716	721	724	*	*	*	*	*	*	22%
Students without Disabilities	104	750	762	762	*	*	*	*	*	*	65%
English Learners	*	*	699	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	753	757	*	*	*	*	*	*	60%
Homeless Students	*	*	734	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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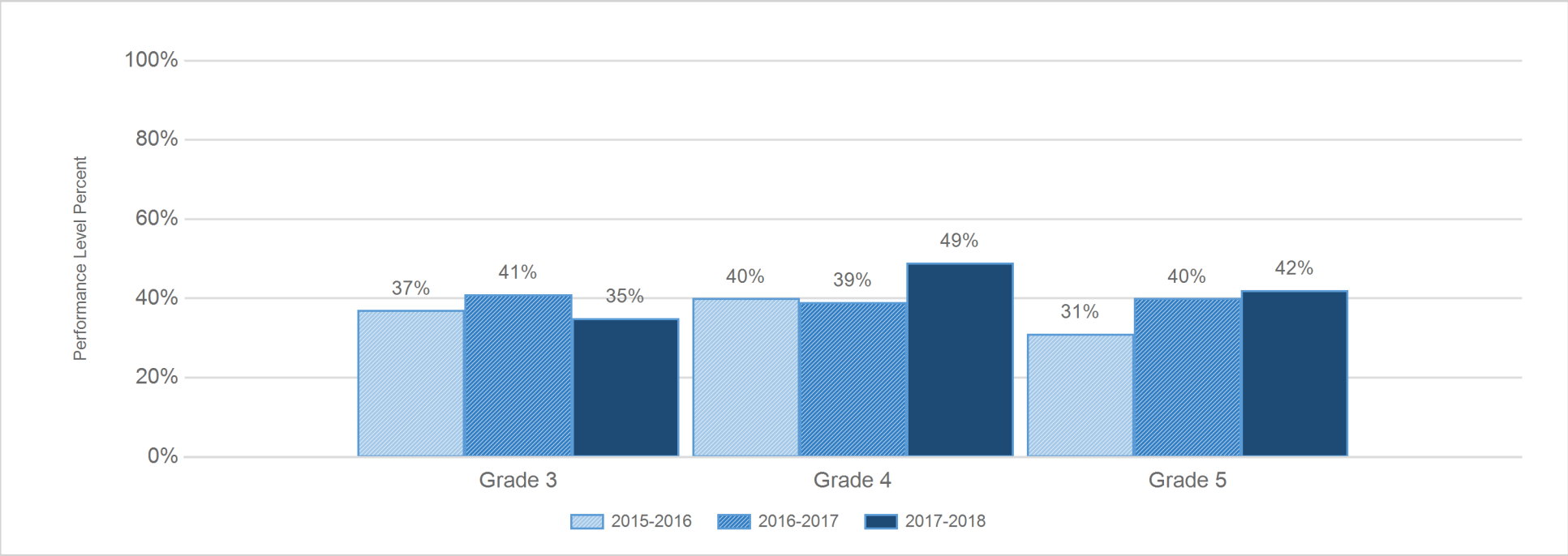
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	412	99.5	43.7	45.3	45.0	43.7	47	Met Target†
White	282	99.3	51.4	50.1	54.1	51.4	51.2	Met Target
Hispanic	93	100.0	22.6	*	29.2	22.6	30.8	Not Met
Black or African American	16	100.0	12.6	17.7	23.4	12.6	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	62.5	60.8	77.0	62.5	**	**
American Indian or Alaska Native	*	*	*	33.3	42.5	*	**	**
Two or More Races	*	*	*	34.7	53.0	*	**	**
Female	221	99.1	40.7	47.0	46.0	40.7		
Male	191	100.0	47.1	43.7	43.9	47.1		
Economically Disadvantaged Students	186	99.5	31.2	32.0	26.6	31.2	32.8	Met Target†
Non-Economically Disadvantaged Students	226	99.6	53.9	51.7	55.9	53.9		
Students with Disabilities	85	100.0	14.1	14.2	17.1	14.1	24.6	Not Met
Students without Disabilities	327	99.4	51.3	53.8	50.5	51.3		
English Learners	64	100.0	17.2	21.3	24.6	17.2	17	Met Target
Non-English Learners	348	99.4	48.6	46.4	46.9	48.6		
Homeless Students	*	*	*	25.4	17.3	*		
Students In Foster Care	*	*	*	13.3	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	131	744	750	752	*	27%	34%	*	*	36%	53%
White	76	752	*	760	0%	22%	33%	*	*	45%	64%
Hispanic	41	729	740	739	*	37%	39%	*	*	17%	38%
Black or African American	*	*	735	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	69	744	750	752	*	25%	41%	*	*	32%	53%
Male	62	745	751	751	*	31%	27%	*	*	40%	53%
Economically Disadvantaged Students	68	733	740	736	*	37%	35%	*	*	24%	35%
Non-Economically Disadvantaged Students	63	757	756	762	*	17%	33%	*	*	49%	66%
Students with Disabilities	30	729	737	730	*	40%	47%	*	*	10%	29%
Students without Disabilities	101	749	754	756	*	24%	31%	*	*	44%	57%
English Learners	22	726	734	726	*	45%	*	*	*	14%	23%
Non-English Learners	109	748	752	754	*	24%	*	*	*	40%	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

EMMA HAVENS YOUNG ELEMENTARY SCHOOL
(29-0530-035)
Grades Offered: KG-05
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	161	748	749	748	*	16%	32%	*	*	50%	49%
White	123	752	*	755	*	11%	28%	*	*	58%	60%
Hispanic	27	732	737	737	*	*	44%	*	*	19%	34%
Black or African American	*	*	729	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	748	*	*	*	*	*	*	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	83	744	750	748	*	18%	30%	*	*	46%	50%
Male	78	752	749	748	*	13%	33%	*	*	54%	49%
Economically Disadvantaged Students	69	742	*	733	*	*	32%	*	*	41%	30%
Non-Economically Disadvantaged Students	92	753	*	758	*	*	32%	*	*	57%	62%
Students with Disabilities	25	729	725	725	*	*	40%	*	*	24%	22%
Students without Disabilities	136	752	756	753	*	*	30%	*	*	54%	55%
English Learners	15	720	727	722	*	*	*	*	*	*	16%
Non-English Learners	146	751	750	750	*	*	*	*	*	*	52%
Homeless Students	*	*	734	722	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

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(29-0530-035)
Grades Offered: KG-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	130	744	750	748	*	21%	35%	*	*	42%	49%
White	88	746	752	756	*	18%	32%	*	*	48%	60%
Hispanic	30	737	742	736	*	*	40%	*	*	27%	32%
Black or African American	*	*	736	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	74	743	*	749	*	23%	32%	*	*	42%	50%
Male	56	746	*	747	*	18%	39%	*	*	41%	48%
Economically Disadvantaged Students	58	734	*	733	*	*	38%	*	*	24%	29%
Non-Economically Disadvantaged Students	72	753	*	758	*	*	33%	*	*	56%	62%
Students with Disabilities	26	726	730	726	*	*	*	*	*	*	20%
Students without Disabilities	104	749	756	752	*	*	*	*	*	*	55%
English Learners	*	*	722	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	751	750	*	*	*	*	*	*	51%
Homeless Students	*	*	732	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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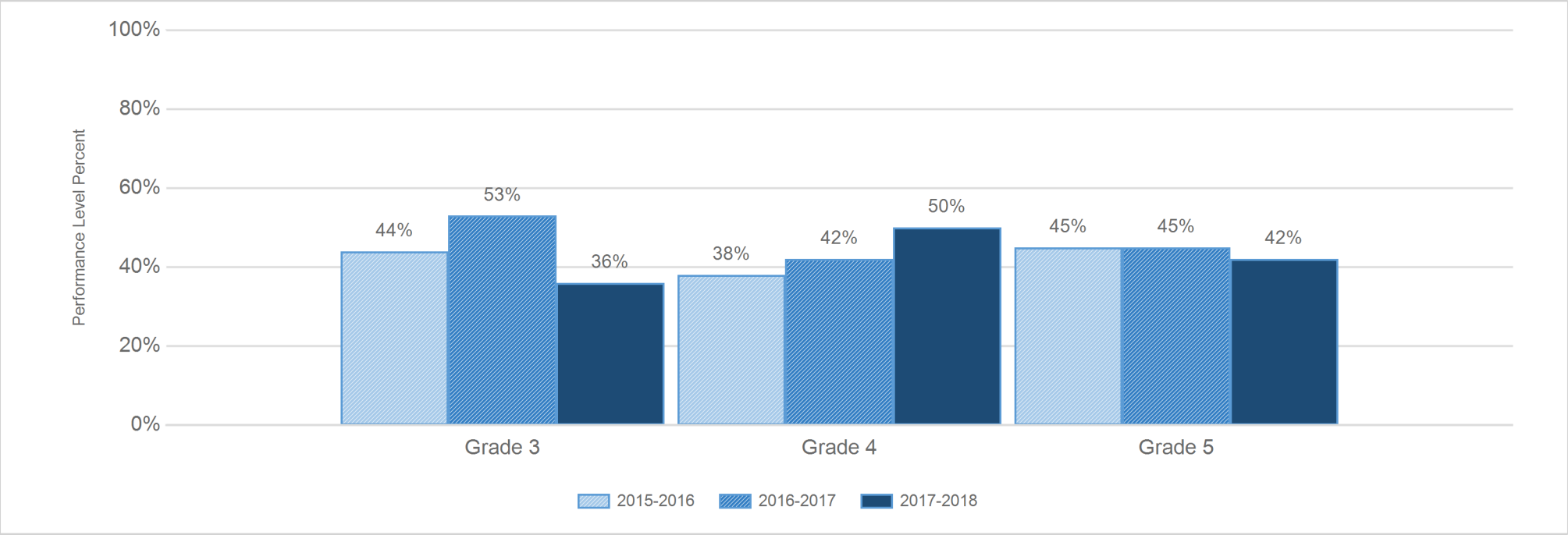
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
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. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	38.0%	60.7%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	37	*	*
3-4	17	76.5%	23.5%
5 or more	16	87.5%	12.5%

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

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

NJ SCHOOL PERFORMANCE REPORT

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

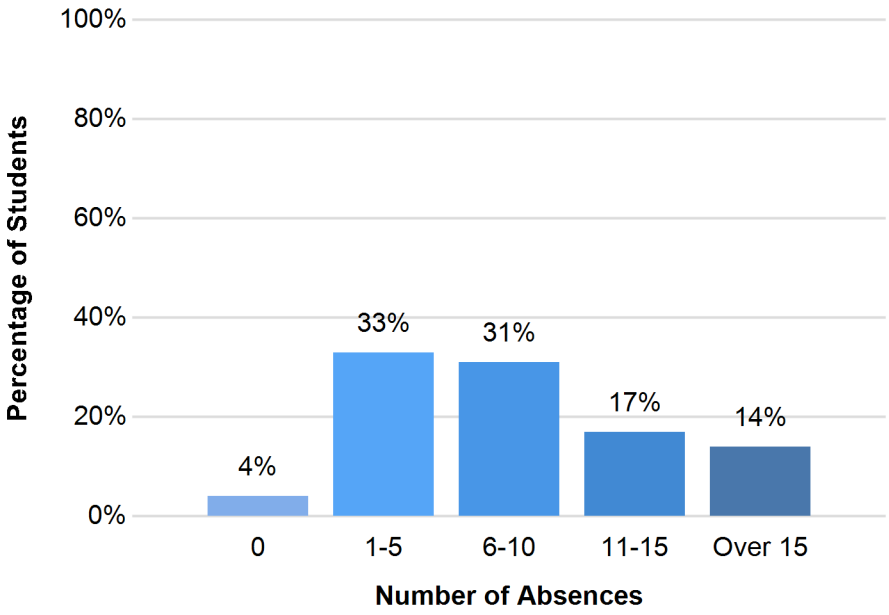
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	82	10.6	8.9	Not Met
White	60	11.0	8.9	Not Met
Hispanic	17	10.8	8.9	Not Met
Black or African American	4	15.4	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	0	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	49	14.7	8.9	Not Met
Students with Disabilities	9	8.8	8.9	Met
English Learners	3	4.3	8.9	Met

Days Absent

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



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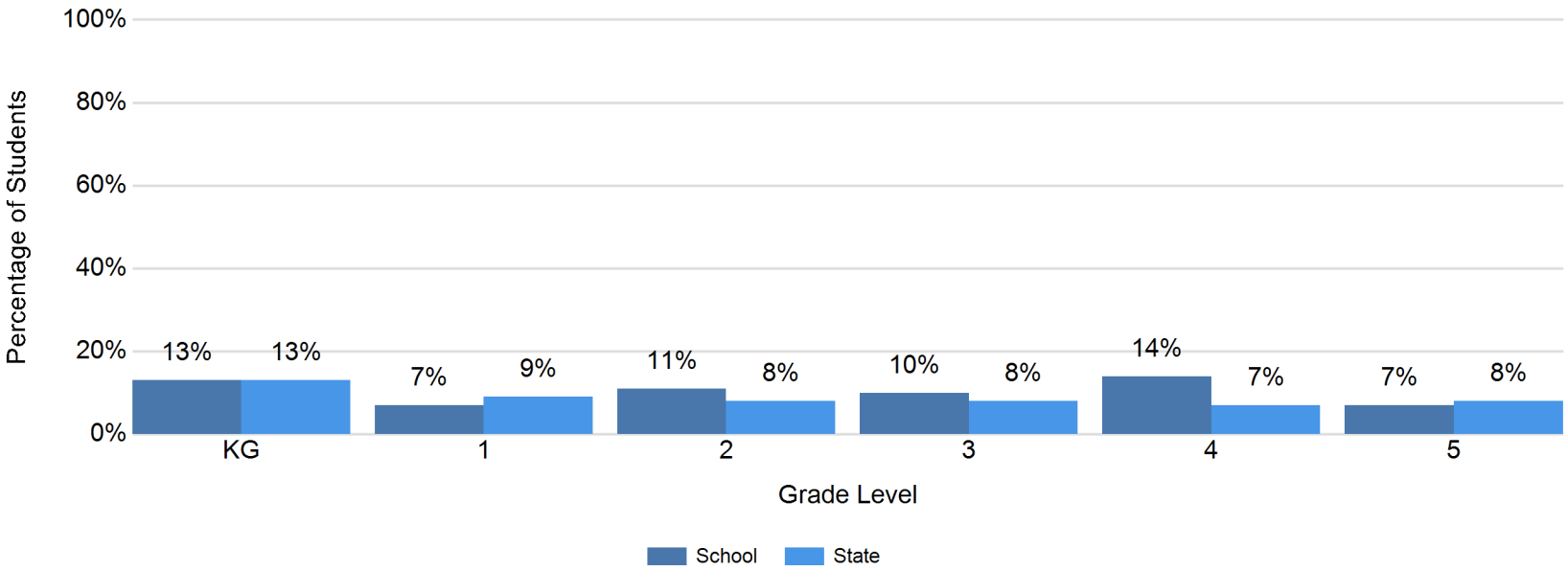
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.65

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	1
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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
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
15

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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	9:00 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$479	$13,973	$14,452

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

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	69	117,464
Average years experience in public schools	13.0	12.0
Average years experience in district	12.8	10.7
Teachers in district for 4 or more years	85.5%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,374
Average years experience in public schools	17.6	16.0
Average years experience in district	17.6	12.0
Administrators in district for 4 or more years	90.2%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	386:1	210:1
Teachers to Administrators	35:1	19:1
Students to Librarians/Media Specialists		783:1
Students to Nurses		507:1
Students to Counselors		431:1
Students to Child Study Team		210:1

NJ SCHOOL PERFORMANCE REPORT

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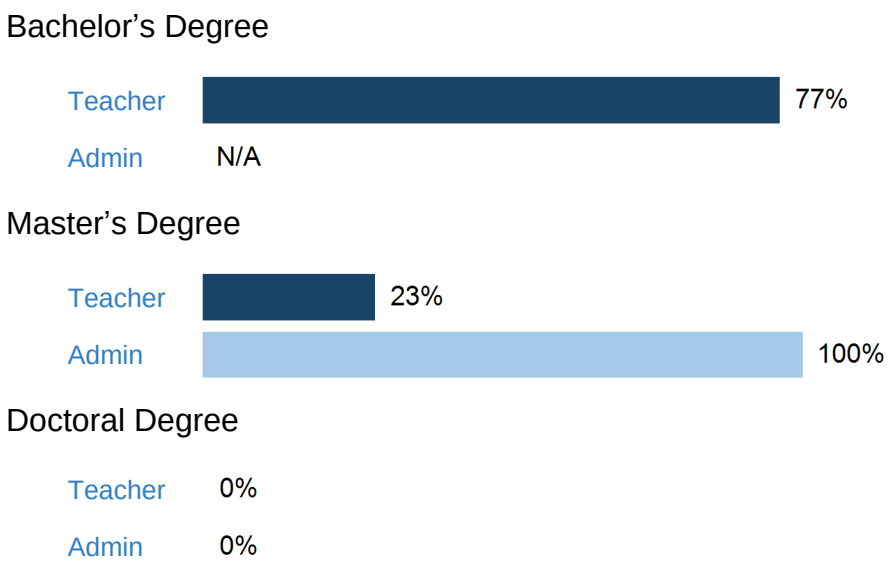
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.5%	90.2%
2016-17 Administrators: Same district 2017-18	85.4%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.1%

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

Category	Teachers	Administrators
Female	88.4%	0.0%
Male	11.6%	100.0%
White	94.2%	100.0%
Hispanic	4.3%	0.0%
Black or African American	1.4%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

EMMA HAVENS YOUNG ELEMENTARY SCHOOL
(29-0530-035)
Grades Offered: KG-05
2017-2018

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	15.28	15.0%
Mathematics Proficiency	34.00	15.0%
English Language Arts Growth	14.04	20.0%
Mathematics Growth	63.62	20.0%
Progress Towards English Language Proficiency	14.04	20.0%
Chronic Absenteeism	34.41	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	29.18	n/a
Summative Rating: Percentile Rank of Summative Score	17.48	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Not Met	Met Standard	Not Met	Not Met	No
White	24.01	14.08	No	Met Target	Met Target	Not Met	Met Standard	n/a	Not Met	No
Hispanic	41.11	14.08	No	Not Met	Not Met	Met Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	42.47	14.08	No	Not Met	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	47.81	14.08	No	Met Target†	Not Met	Not Met	Met Standard	n/a	Met	No
English Learners	35.55	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	Met Standard	Met	No

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

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School Narrative

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

Highlights:	• Emma Havens Young is focused on cultivating positive citizen traits within each learner. Students are actively engaged in school based character education initiatives, lessons, and assemblies. • Students in grades 2-5 are 1:1 with Chromebook devices. Teachers have access to document cameras, projection devices, and computer workstation to facilitate instruction. • An inclusive learning community committed to developing the whole child in a developmentally appropriate, safe, and nurturing environment.
Mission, Vision, Theme:	The mission of the Emma Havens Young Elementary School is to provide a safe, inclusive learning environment for every student. The staff at Emma Havens Young is committed to providing a rigorous comprehensive educational program while fostering a learning environment that enhances student's self-esteem, maximizes student growth potential, highlights positive character traits, and fosters respect for each learner.

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Courses, Curriculum, Instruction:	Emma Havens Young Elementary School provides a balanced literacy program and engaging mathematics curriculum aligned directly to the NJSLS for students in grades kindergarten through fifth. In addition to the core discipline periods of Literacy, Math, Science, and Social Studies instruction, Emma Havens Young Elementary School offers an Excel/Enrichment program to increase the educational rigor for students consistently performing above grade level expectations.
Clubs and Activities:	The Emma Havens Young Elementary School believes in growing the whole child by promoting citizenship and stewardship through opportunities to participate in various clubs. These clubs include Early Act, Student Council, Chorus, Band, Green Team, and Safety Patrol. Student opportunities to highlight unique talents and strengths occur through the participating in an Academic Bowl, Talent Show, Chorus Concerts, and Band Concerts.

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Before and After School Programs:	Emma Havens Young offers student support programs outside the confines of the school day. Students performing below grade level in math and/or literacy are offered an opportunity to attend an Extended Day Program where their needs are targeted with intervention. English Language Learners are offered an after school program to address identified learning challenges.
Staff and Professional Learning:	Teachers within the Brick Township School District are offered opportunities to attend workshops offered through partnerships with quality professional development providers and hosted at the district professional development building. Ongoing professional development is offered on site to teachers through the process of empowering teacher leaders, academic coaches, and district supervisors to provided targeted training. Teachers support one another through scheduled PLC meetings.

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Student Supports and Services:	Emma Havens Young School supports an inclusive environment, servicing students of diverse backgrounds and needs. Support services are in place for Special Education Students, English Language Learners, and Basic Skills Students. Additionally, the process of I&RS is followed with fidelity to ensure that all students struggling academically, behaviorally, socially, or emotionally are provided targeted supports to facilitate growth.
Student Health and Wellness:	The Emma Havens Young Elementary School promotes physical and mental well being through the process of providing DARE lessons to fifth grade students, Character Education Programs to students in grades K-5, and targeted wellness lessons from the Ocean County Health Department in grades K-1. Additionally, healthy eating habits are promoted daily by offering all students opportunities for breakfast and lunch.
Parent and Community Involvement:	The Emma Havens Young Elementary School has an active PTA organization, supporting district and school initiatives while offering students and families opportunities to remain involved in their school community. Emma Havens Young Elementary School believes in active communication between all parties to promote a positive learning experience for each student.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Climate surveys are utilized to monitor the perceived well being of the learning community. Students and staff are offered separate surveys tailored to offer reflection on school procedures, interpersonal relationships, and personal well being.
Facilities:	Built in 1965, the Emma Havens Young Elementary School is currently 58 years old. The facility is monitored and improved on an as needed basis. Most recently the front of the building was improved through the installment of a new sign, flower garden, and resurfaced sidewalk.
School Safety:	Building administration is vigilant in ensuring a safe and secure learning environment. In response to this effort, administration regularly performs building walkthroughs, security drills, and targeted conversations with the study body to review expectations. School safety procedures are an emphasis in all established building routines and procedures. Visitors must present ID upon arrival, prior to being buzzed into the building vestibule.

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Other Information:	The Emma Havens Young Elementary School provides rigorous instruction to students in grades K-5, facilitating student learning through active engagement with district curriculum. Students and staff are offered technology resources for lesson integration in the form of iPads, Chromebooks, Document Cameras, and Presentation Work Stations. Students in grades 2-5 are 1:1 with chromebook availability. Emma Havens Young promotes staff collaboration through participation in building based committees, attendance at bi-monthly grade level PLC meetings, and empowering teacher leaders to present professional development. The Emma Havens Young organization believes in an inclusive community, working directly with the PTA and community members to provide opportunities to connect with one another through family based activities.