



West Essex High School
 (13-5630-050)
 Grades Offered: 09-12
 2018-2019

Report Key:
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 ** 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

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	Essex
District	West Essex Regional School District
Principal Name	Mr. Caesar Diliberto
Address	65 WEST GREENBROOK RD NORTH CALDWELL, NJ 07006
Phone Number	973-228-1200
Email Address	cdiliberto@westex.org
Website	https://hs.westex.org
Facebook	https://www.facebook.com/west-essex-regional-school-district-168876806510129/
Twitter	https://twitter.com/westessexhs



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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	271	267	271
10	297	278	269
11	256	301	281
12	300	263	307
Total	1,124	1,109	1,128

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

Student Group	2016-17	2017-18	2018-19
Female	50.3%	50.9%	50.6%
Male	49.7%	49.1%	49.4%
Economically Disadvantaged Students	3.3%	3.5%	3.9%
Students with Disabilities	15.6%	16.3%	17.6%
English Learners	0.1%	0.1%	0.3%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.1%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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	87.0%	83.8%	84.0%
Hispanic	6.7%	8.2%	7.8%
Black or African American	1.5%	1.8%	1.7%
Asian	3.6%	4.8%	4.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.2%	1.4%	1.5%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,119	1,107	1,128
Shared Time Students	9	3	0
Full Time Equivalent	1,124	1,109	1,128

Enrollment by Home Language

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

Home Language	% of Students
English	93.4%
Spanish	1.5%
Chinese	1.0%
Other Languages	4.2%

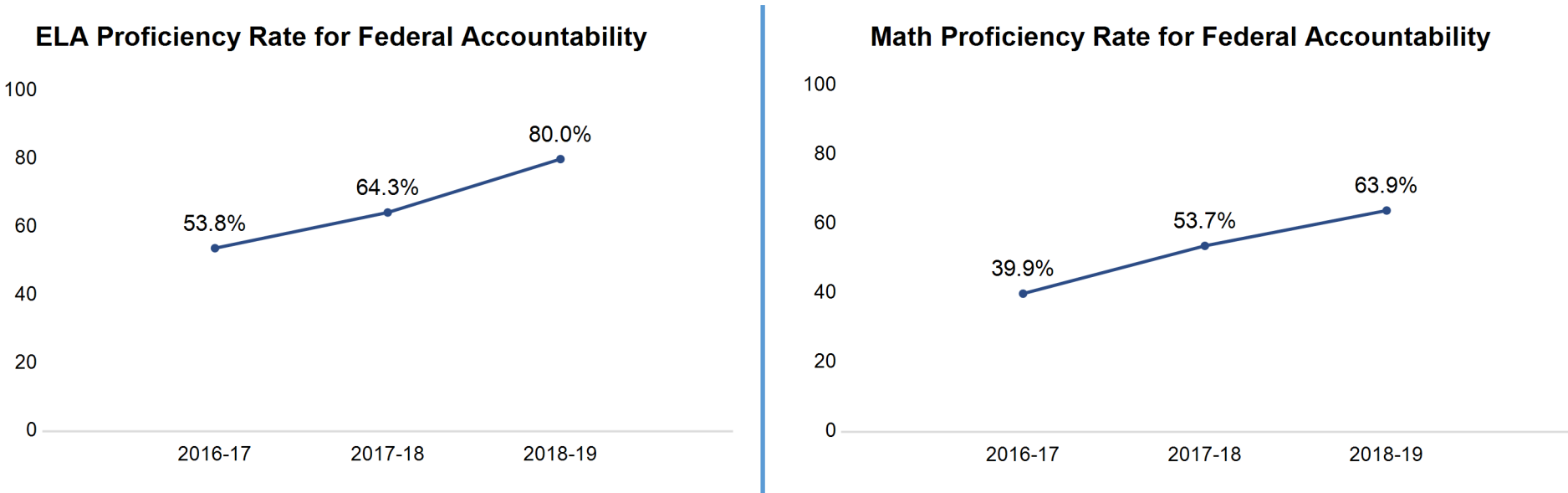


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.8%	97.5%	98.5%	95.8%	96.6%	98.9%
Proficiency Rate for Federal Accountability	53.8%	64.3%	80.0%	39.9%	53.7%	63.9%
Annual Target	63.4%	64.2%	65.1%	49.2%	50.8%	52.5%
Met Annual Target?	Not Met	Met Target	Met Goal	Not Met	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	535	98.5	80.0	79.7	57.9	80.0	65.1	Met Goal
White	442	98.9	79.6	79.6	66.9	79.6	65	Met Target
Hispanic	42	95.5	78.6	73.2	43.9	78.6	60.5	Met Target
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	30	96.8	96.7	93.9	82.9	96.7	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	88.9	64.4	*	**	**
Female	273	98.6	87.9	89.2	64.8	87.9		
Male	262	98.5	71.8	70.0	51.3	71.8		
Economically Disadvantaged Students	17	94.4	64.7	63.3	40.0	64.3	**	**
Non-Economically Disadvantaged Students	518	98.7	80.5	80.1	67.9	80.5		
Students with Disabilities	88	96.8	42.0	38.3	22.7	42.0	28.6	Met Target
Students without Disabilities	447	98.9	87.5	88.2	65.1	87.5		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

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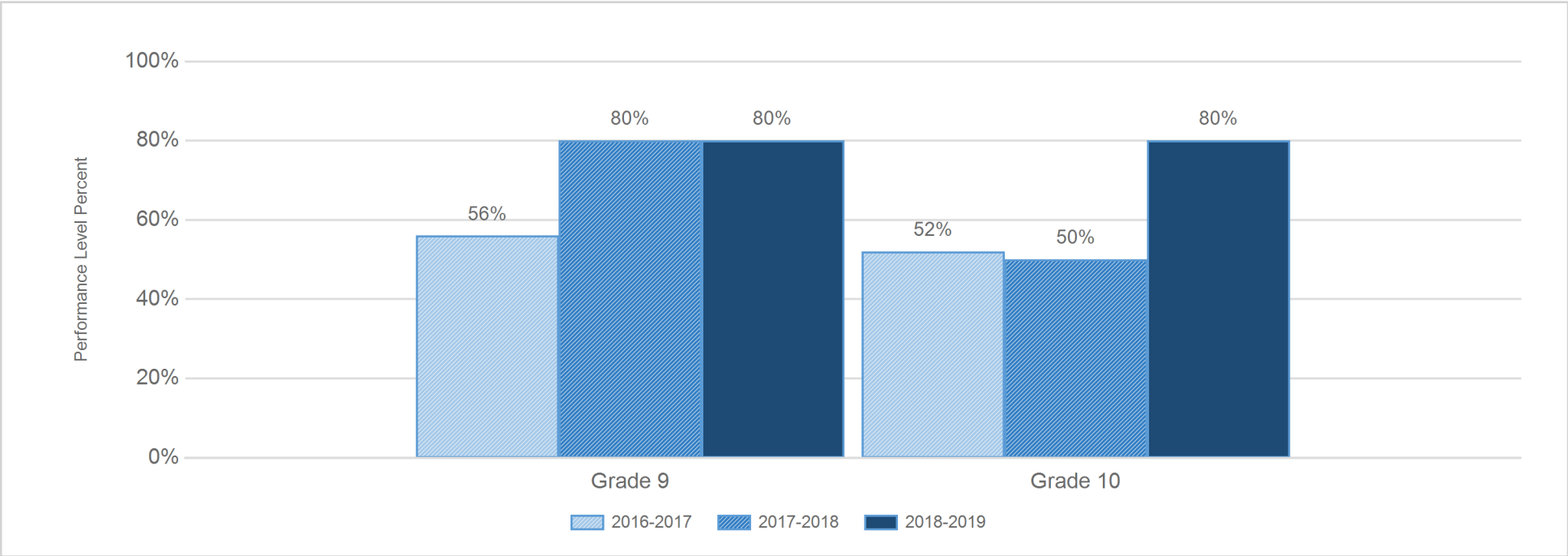


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 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	269	772	772	753	*	*	14%	51%	29%	80%	56%
White	228	772	772	762	*	*	14%	53%	27%	80%	65%
Hispanic	18	758	758	737	*	*	*	*	*	61%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	15	795	795	783	0%	0%	0%	*	*	100%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	131	778	778	760	*	*	*	56%	32%	88%	63%
Male	138	766	766	746	*	*	*	46%	25%	72%	49%
Economically Disadvantaged Students	13	764	764	734	*	*	*	*	*	77%	36%
Non-Economically Disadvantaged Students	256	772	772	762	*	*	*	*	*	80%	65%
Students with Disabilities	44	738	738	717	*	*	*	45%	0%	45%	17%
Students without Disabilities	225	779	779	760	*	*	*	52%	34%	86%	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	269	772	772	755	*	*	14%	51%	29%	80%	*
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	N	N	N	755	N	N	N	N	N	N	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	268	784	784	757	*	*	12%	34%	46%	80%	58%
White	216	784	784	767	*	*	13%	32%	47%	79%	67%
Hispanic	23	787	787	738	0%	0%	*	*	*	96%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	15	799	799	792	0%	0%	*	*	*	93%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	144	792	792	766	*	*	7%	33%	53%	87%	66%
Male	124	775	775	749	*	*	18%	35%	38%	73%	51%
Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	767	*	*	*	*	*	*	67%
Students with Disabilities	43	735	735	711	*	*	*	*	*	40%	19%
Students without Disabilities	225	793	793	765	*	*	*	*	*	88%	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	268	784	784	760	*	*	12%	34%	46%	80%	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	518	98.9	63.9	64.7	44.5	63.9	52.5	Met Target
White	432	99.1	65.0	65.3	54.1	65.0	52.2	Met Target
Hispanic	40	97.6	50.0	48.8	28.8	50.0	44.5	Met Target
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	25	100.0	84.0	83.3	76.5	84.0	75.7	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	72.2	53.3	*	**	**
Female	267	98.9	67.8	67.8	44.9	67.8		
Male	251	98.8	59.8	61.5	44.2	59.8		
Economically Disadvantaged Students	17	94.4	47.1	43.3	26.3	46.8	**	**
Non-Economically Disadvantaged Students	501	99.0	64.5	65.3	54.9	64.5		
Students with Disabilities	87	97.8	17.2	21.0	17.4	17.2	18.5	Met Target†
Students without Disabilities	431	99.1	73.3	73.7	50.0	73.3		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

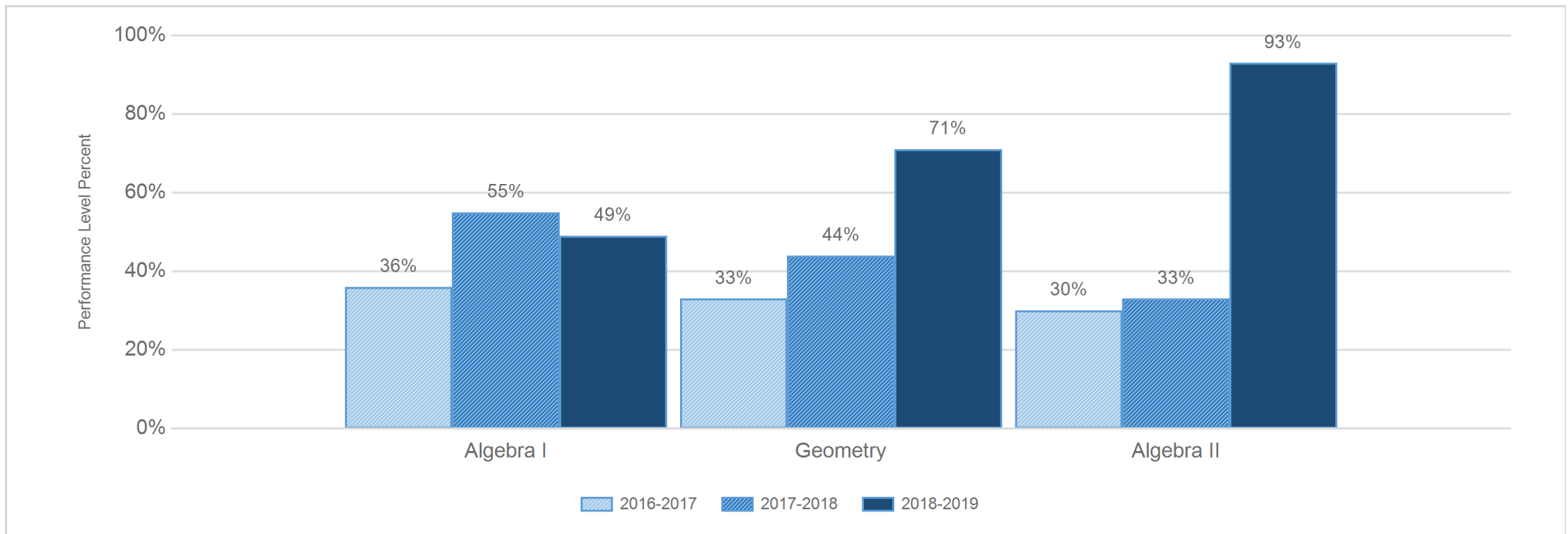


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	249	749	762	744	*	16%	32%	*	*	49%	42%
White	213	750	761	752	*	15%	31%	*	*	51%	53%
Hispanic	20	736	*	728	0%	*	*	*	*	25%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	115	749	763	745	*	*	27%	*	*	52%	44%
Male	134	749	761	743	*	*	37%	*	*	46%	41%
Economically Disadvantaged Students	11	735	*	727	*	*	*	*	*	36%	23%
Non-Economically Disadvantaged Students	238	750	*	752	*	*	*	*	*	50%	52%
Students with Disabilities	67	729	*	717	*	34%	43%	*	*	13%	12%
Students without Disabilities	182	757	*	748	*	9%	28%	*	*	62%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	249	749	762	745	*	16%	32%	*	*	49%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	187	759	759	737	*	*	26%	59%	12%	71%	35%
White	158	759	759	743	*	*	25%	59%	12%	72%	43%
Hispanic	13	764	764	724	0%	0%	*	*	*	77%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	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	*	*	*	745	*	*	*	*	*	*	46%
Female	107	761	761	738	*	*	24%	*	*	74%	36%
Male	80	756	756	736	*	*	28%	*	*	66%	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	19	737	737	712	*	*	*	*	*	32%	*
Students without Disabilities	168	761	761	741	*	*	*	*	*	75%	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	187	759	759	738	*	*	26%	59%	12%	71%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	779	779	755	0%	0%	*	*	*	93%	58%
White	64	777	777	758	0%	0%	*	*	*	94%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	46	778	778	752	0%	0%	*	*	*	91%	55%
Male	38	781	781	758	0%	0%	*	*	*	95%	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	84	779	779	756	0%	0%	*	*	*	93%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	84	779	779	755	0%	0%	*	*	*	93%	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	*



West Essex High School
(13-5630-050)
Grades Offered: 09-12
2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
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	N	N	N
3-4	*	*	*
5 or more	N	N	N



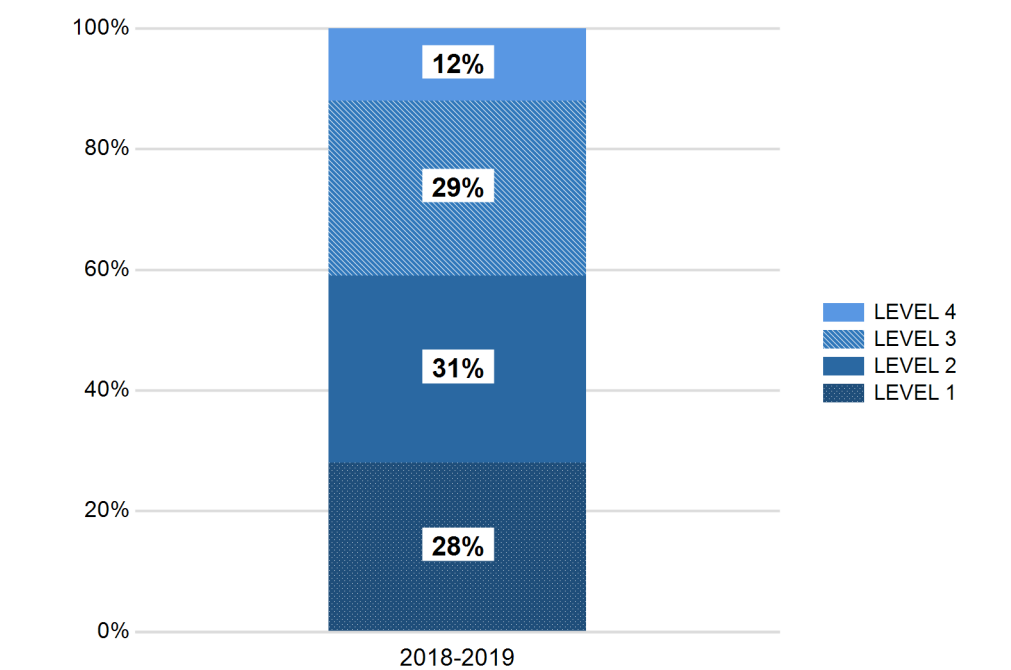
West Essex High School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. 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	28	31	29	12
White	27	30	30	12
Hispanic	35	52	9	4
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	27	20	33	20
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	25	29	31	15
Male	31	33	27	9
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	71	22	4	4
Students without Disabilities	18	33	35	14
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	94.4%	84.5%
12th graders taking SAT in 2018-19 or prior years	80.5%	72.1%
12th graders taking ACT in 2018-19 or prior years	56.4%	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	520	476	Grade 10: 430 Grade 11: 460	81%	61%
PSAT 10/NMSQT - Math	514	477	Grade 10: 480 Grade 11: 510	59%	43%
SAT - Reading and Writing	579	539	480	87%	70%
SAT - Math	588	541	530	72%	53%
ACT - Reading	25	25	22	69%	66%
ACT - English	25	24	18	86%	81%
ACT - Math	24	24	22	70%	65%
ACT - Science	24	24	23	56%	57%



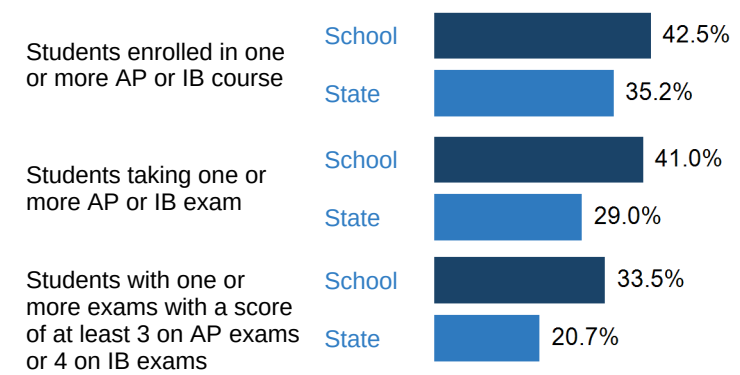
West Essex High School
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International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

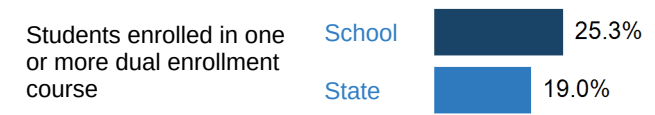
AP/IB Coursework – Participation and Performance

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	10	10
AP Biology	28	28
AP Calculus AB	36	35
AP Calculus BC	17	17
AP Chemistry	15	14
AP Chinese Language and Culture	0	3
AP Comparative Government and Politics	0	1
AP Computer Science A	79	14
AP Computer Science Principles	0	60
AP English Language and Composition	47	46
AP English Literature and Composition	39	39
AP Environmental Science	29	28
AP European History	23	22
AP French Language and Culture	17	13
AP Human Geography	19	20
AP Italian Language and Culture	33	26



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AP/IB Course	Students Enrolled	Students Tested
AP Japanese Language and Culture	0	1
AP Latin (Virgil, Catullus and Horace)	1	1
AP Macroeconomics	38	37
AP Microeconomics	35	31
AP Music Theory	4	4
AP Physics 1	43	43
AP Physics 2	19	20
AP Psychology	0	1
AP Spanish Language	11	11
AP Statistics	24	23
AP Studio Art—Drawing Portfolio	10	9
AP U.S. Government and Politics	85	83
AP U.S. History	189	75
AP World History	0	1
Total Exams taken		716
Exams with scores of at least 3 on AP exams or 4 on IB exams		567



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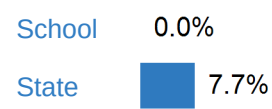
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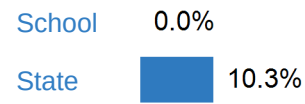
Career and Technical Education Participation

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%	0.0%	7.7%	10.3%
White	0.0%	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	N	N	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	*	*	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	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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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
Total (All Clusters)	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.

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	168	82	6	0	0	0	9
10	4	169	80	19	0	2	5
11	1	12	178	62	13	4	22
12	0	0	4	67	62	61	126
Total	173	263	268	148	75	67	162
Enrolled in AP/IB Course					53	24	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	19

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	67	2	196	0	0	7
10	178	77	3	0	0	12
11	8	233	4	4	39	34
12	25	151	0	25	95	55
Total	278	463	203	29	134	108
Enrolled in AP/IB Course	28	15		29	62	0
Enrolled in Dual Enrollment Course	0	69	0	0	0	38



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	269	0	0	0	0	9
10	1	221	0	1	0	17
11	3	278	12	23	0	37
12	0	63	26	69	0	219
Total	273	562	38	93	0	282
Enrolled in AP/IB Course	0	189	38	0		112
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	131	26	83	5	0	15	0
10	161	20	57	14	0	12	0
11	152	15	62	6	0	3	0
12	41	19	36	3	0	2	0
Total	485	80	238	28	0	32	0
Enrolled in AP/IB Course	11	17	33	1	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	233	36	106	7	0	7	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	16	0	0	0	0	0
10	26	0	0	0	0	0
11	26	0	0	0	0	0
12	39	0	0	0	0	0
Total	107	0	0	0	0	0
Enrolled in AP/IB Course	79		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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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
Total	0



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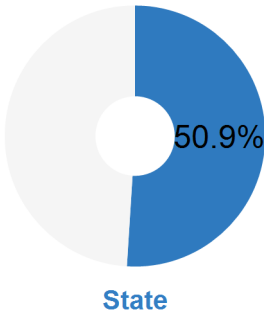
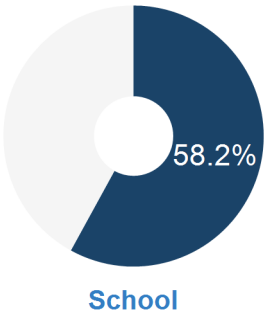
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Visual and Performing Arts – Course Participation

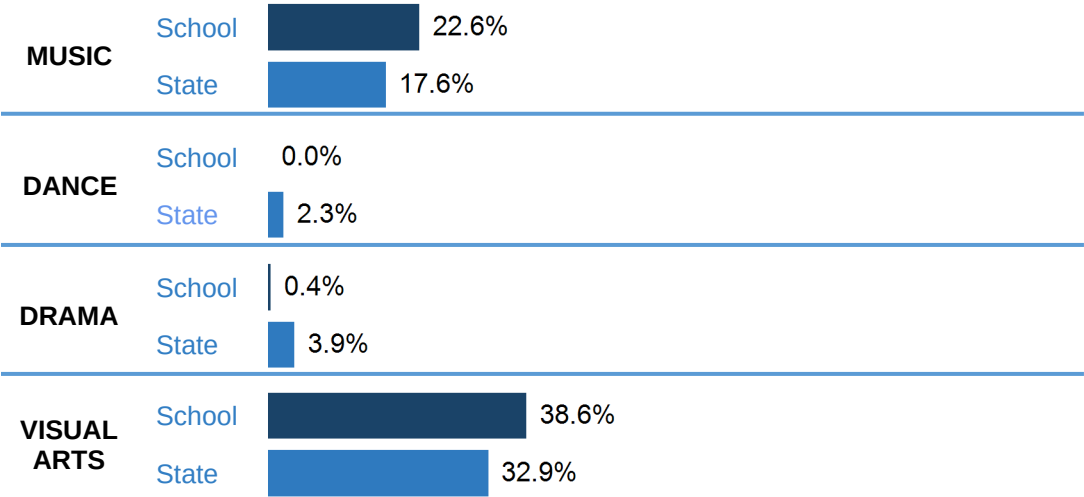
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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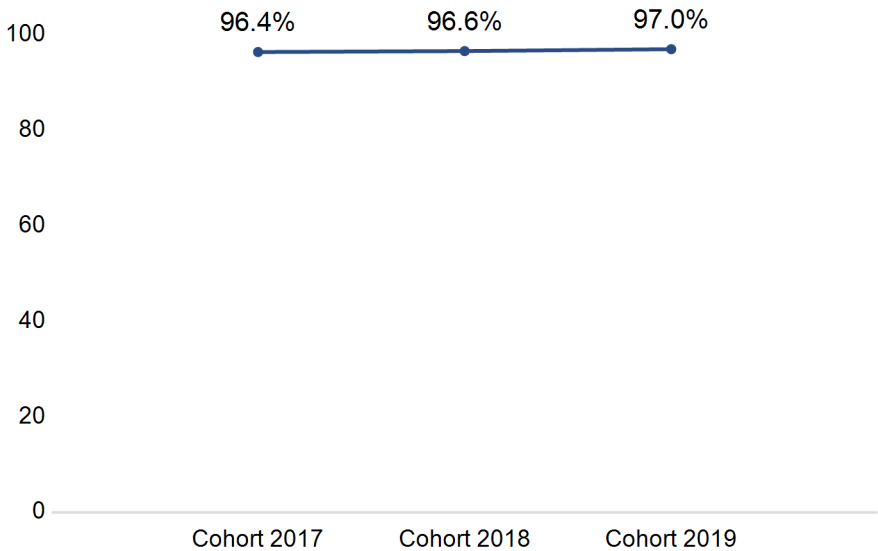
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

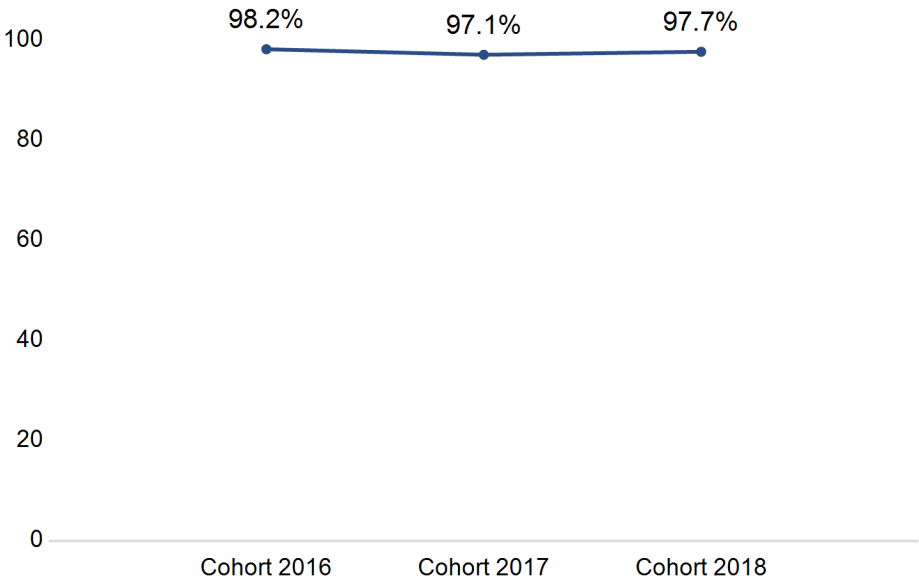
Graduation Rate Trends and Progress

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.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



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	96.4%	96.6%	97.0%	98.2%	97.1%	97.7%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	97.0%	90.6%	97.7%	92.5%	96.6%	N	Met Goal	97.1%	N	Met Goal
White	98.5%	94.9%	98.6%	95.9%	97.2%	N	Met Goal	96.9%	N	Met Goal
Hispanic	87.5%	84.5%	91.7%	87.3%	91.7%	95.0%	Not Met	100.0%	**	**
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	90.0%	96.9%	93.3%	97.8%	93.3%	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	97.5%	92.8%	98.4%	94.4%	97.6%			98.7%		
Male	96.6%	88.5%	97.1%	90.8%	95.6%			95.5%		
Economically Disadvantaged Students	92.3%	84.0%	100.0%	87.3%	93.3%	**	**	100.0%	**	**
Students with Disabilities	88.9%	79.2%	89.2%	83.8%	86.5%	95.0%	Not Met	89.5%	92.9%	Not Met
English Learners	N	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



West Essex High School
(13-5630-050)
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	71.4%	75.2%
Substitute Competency Test	27.2%	22.8%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	1.4%	2.0%
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	0.1%	1.2%
2016-2017	0.0%	1.1%



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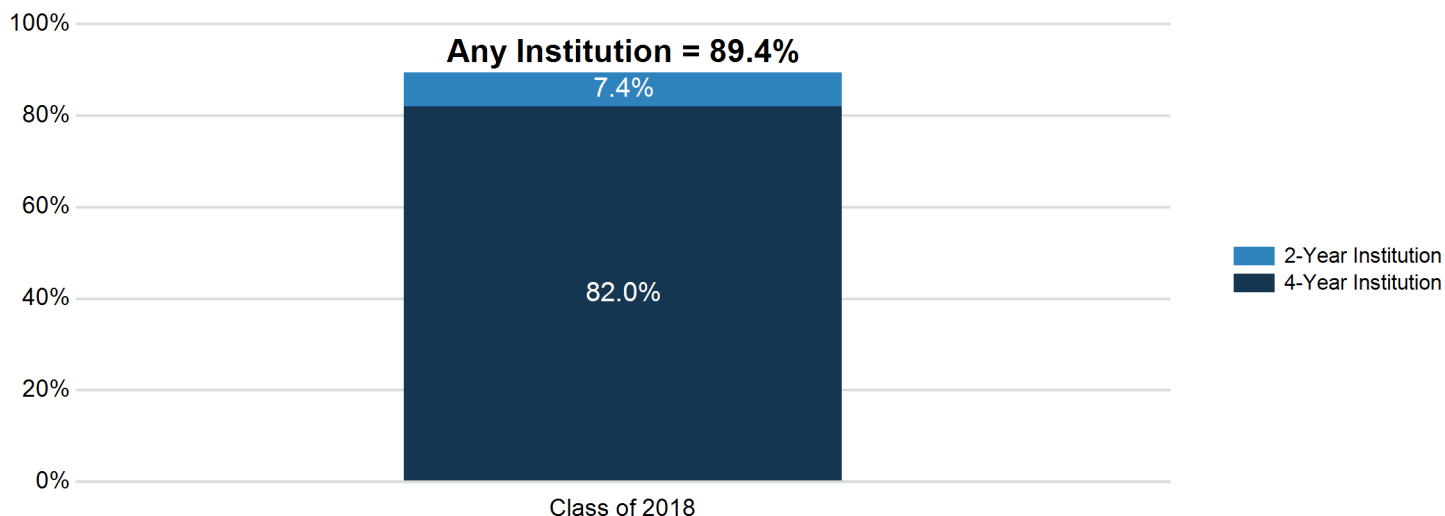
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	7.4%
% Enrolled in 4-Year Institution	82.0%
% Enrolled in Any Postsecondary Institution	89.5%



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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.

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
Statewide	72%	28.7%	71.3%
Schoolwide	90.9%	8.1%	91.9%
White	91.5%	7.6%	92.4%
Hispanic	81.8%	11.1%	88.9%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	64.3%	33.3%	66.7%
Students with Disabilities	70.8%	23.5%	76.5%
English Learners	N	N	N

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	89.5%	8.3%	91.7%	67.7%	32.3%	42.4%	57.6%
White	90.1%	7.9%	92.1%	66.5%	33.5%	40.8%	59.2%
Hispanic	77.3%	17.6%	82.4%	70.6%	29.4%	41.2%	58.8%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	100%	0%	100%	78.6%	21.4%	57.1%	42.9%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	83.3%	20%	80%	100%	0%	90%	10%
Students with Disabilities	73.5%	32%	68%	76%	24%	76%	24%
English Learners	N	N	N	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.

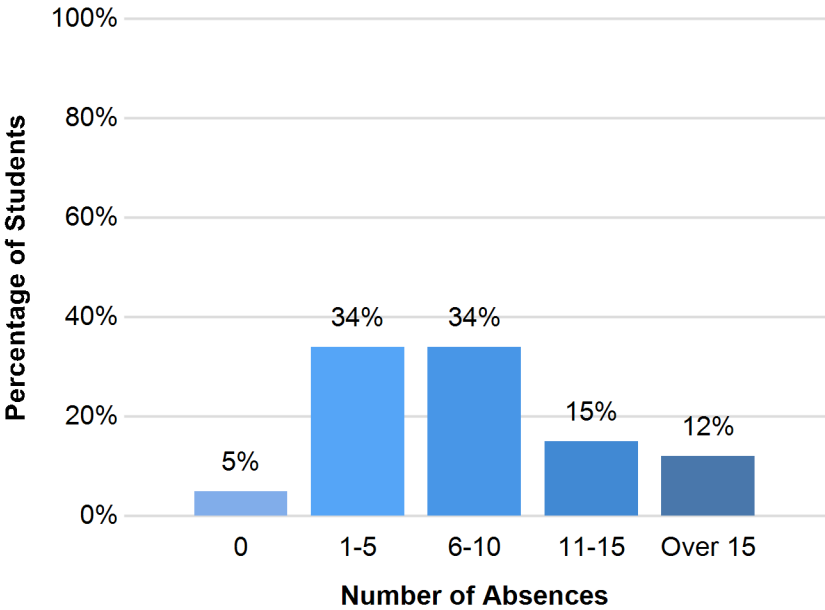
Chronic Absenteeism

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	102	8.9	14.2	Met
White	83	8.6	14.2	Met
Hispanic	13	14.4	14.2	Not Met
Black or African American	3	15.0	14.2	Not Met
Asian, Native Hawaiian, or Pacific	2	3.6	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	5.6	**	**
Female	50	8.7		
Male	52	9.1		
Economically Disadvantaged Students	11	25.0	14.2	Not Met
Students with Disabilities	41	18.5	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





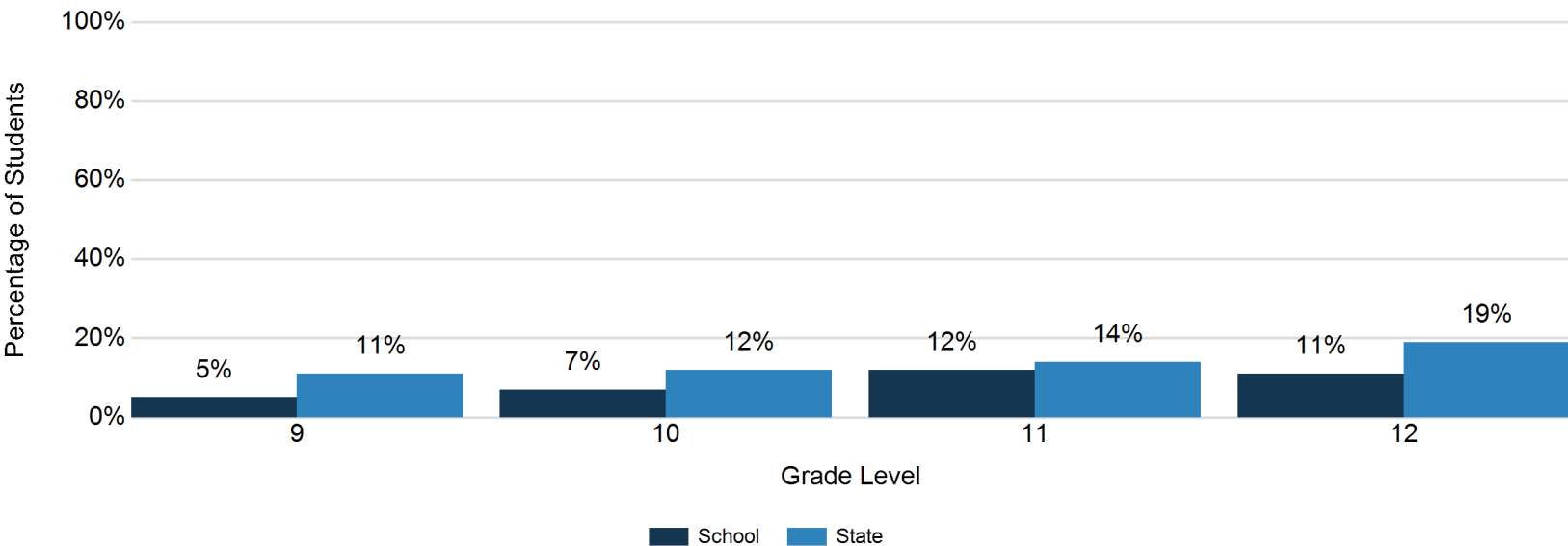
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Chronic Absenteeism by Grade

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	6
Weapons	0
Vandalism	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	1.33

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	1	2
Religion	1	1	2
Ancestry	1	1	2
Gender	2	0	2
Sexual Orientation	0	2	2
Disability	7	1	8
Other	0	0	0
No Identified Nature	0		0

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	4
Weapons	0
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	27	2.4%
Any Suspension	27	2.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
189



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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	2:35 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs 2 Mins
Shared Time - Instructional Time	6 Hrs. 2 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	105	118,214
Average years experience in public schools	10.4	12.1
Average years experience in district	10.4	10.8
Percentage of Teachers with 4 or more years experience in the district	75.2%	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	15	9,530
Average years experience in public schools	8.5	16.0
Average years experience in district	8.5	12.0
Percentage of Administrators with 4 or more years experience in the district	80.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	113:1	113:1
Teachers to Administrators	11:1	10:1
Students to Librarians/Media Specialists		845:1
Students to Nurses		845:1
Students to Counselors		241:1
Students to Child Study Team Members		282:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.6%	67.6%	60.0%	48.4%	77.1%	54.9%
Male	49.4%	32.4%	40.0%	51.6%	22.9%	45.1%
White	84.0%	96.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	7.8%	2.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.7%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	4.9%	1.0%	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	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

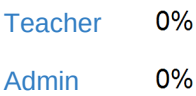
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.3%	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	95.7%



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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	53.8%	64.3%	80.0%
Math Proficiency	39.9%	53.7%	63.9%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	96.4%	96.6%	97.0%
5-Year Graduation Rate†	98.2%	97.1%	97.7%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	9.9%	7.3%	8.9%

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



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 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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



West Essex High School
 (13-5630-050)
 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 Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Met Target	Not Met	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



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School Narrative

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

 Highlights:	- Awarded The College Board's AP Honor Roll 3 times - Awarded the NJSIAA ShopRite Cup for winning and placing in State tournaments - Consistently rated ""Best Communities for Music Education"" by the National Association of Music Merchants
 Mission, Vision, Theme:	The mission of West Essex Regional High School is to produce self-sufficient citizens who are adaptable to change and who possess the self-esteem, motivation, and skill to continue life-long learning and individual growth.
 Awards, Recognition, Accomplishments:	West Essex Regional is consistently ranked as a top high school in NJ by NJ Monthly and Niche.com. West Essex High School has made the College Board's AP Honor Roll 3 times. The National Association of Music Merchants ranked WEHS among Best Communities for Music Education for the fourth year.



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 Courses, Curriculum, Instruction:	West Essex offers 26 AP courses as well as courses such as Forensics and Multivariable Calculus that are offered for college credit through Syracuse University. A robust Arts Department includes electives such as Fashion Illustration, Music Technology, Guitar, Culinary Arts and an extensive woodshop program. WEHS provides a full array of special ed programming to meet the needs of students.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Boys), 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 (Boys & Girls), Wrestling (Coed) West Essex was ranked #1 Best School District in NJ for Athletics by Niche.com. Athletic teams consistently win County and State Championships. Individuals also compete and win at the State and National levels. Annually, over 20 student athletes commit to playing in college for varying scholarships and grants.
 Clubs and Activities:	Extensions of the arts: Marching Knights, Jazz Band, string and choir ensembles, honors music ensembles, and two annual theatrical productions. Honor Societies: NHS, NEHS, NAHS, Rho Kappa, SNHS, Mu Alpha Theta, Tri-Music Honors, and honor societies for offered world languages. Publications: Wessex Wire, The Roundtable, and Milestone. Other activities and clubs: Student Council, Key Club, FBLA, DECA, Math League, Robotics, Eng Design Challenge, Quiz Bowl, WE Care, SADD, STEM, Pre-Med, CS, Investors, Photography, Cooking, Dance, Book, Debate.



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 Staff and Professional Learning:	Professional development time is built into the school calendar each year. Faculty and staff are trained in schoolwide and departmental academic, pedagogical initiatives. Faculty members also take advantage of personal, professional learning goals and attend conferences, workshops, training sessions, etc.
 Postsecondary Information:	Over 90% of students continued education to the postsecondary level, of which approximately 85% attended four-year colleges and 5% attended two-year colleges. Acceptances range from State schools, private schools, and prestigious schools in NJ and across the nation. WEHS offers a SAT Prep course and sponsors SAT and ACT Bootcamps. WEHS pays for SATs, ACTs, and AP exams of students on free or reduced lunch programs. Shared-time opportunities are available for students at local vocational schools. Guidance runs a college fair, Instant Decision Day and informational nights for parents.



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 Student Supports and Services:	The West Essex National Honor Society runs peer tutoring program for all subjects. English labs and math labs are available to students twice a week. The co-teaching model is used for integrated classrooms. The HS offers a unique program designed to address students' academic and social-emotional needs. Resource replacement level classes are available for every grade level. The language and learning based disability program provides authentic life-skills learning opportunities and a successive transition program.
 Student Health and Wellness:	The Comprehensive Wellness Program, initiated in 2017, has spawned highly successful, viable programs including U Knight - the peer leader program, a guest speaker series infused in the health and physical education curriculum, counseling groups, and soon to be Green Team in participation with Sustainable Jersey for Schools.
 Parent and Community Involvement:	The West Essex PTO collects dues and hosts fundraisers to pay for student and teacher events. The West Essex Foundation for Education sponsors events and pays for educational enrichment equipment, supplies and services. WEHS hosts community outreach events such as the Senior Citizens Breakfast, Intergenerational Prom, and programs with town organizations. Booster clubs raise money for athletic and art programs. The central student information system has both parent and student portals with access to grades, attendance, testing and schedules.



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 Facilities:	Built in 1962, the WEHS facility has undergone several major additions for classrooms and athletic facilities paid for by referendums. Continuous budgeted upgrades and renovations are completed each year. Recent upgrades include new turf field and track, fitness center, tennis courts, a Mac lab, state-of-the-art security systems and schoolwide Wi-Fi for 1:1 Chromebook program.
 School Safety:	School safety measures include multiple State certified School Safety Specialists, state-of-the art surveillance and communication systems, frequent facility upgrades, building procedures adjustments, extensive staff training, at-risk student identification and intervention systems, and redundancies for all safety measures. Approximately half of all staff members are certified in First Aid and CPR . First Aid and CPR certification is part of the 11th grade curriculum.



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 Technology and STEM:	Course offerings include multiple levels of Computer Aided Drafting; Engineering, Technology & Power Mechanics; computer science courses at the introductory and AP levels; and Music Technology. West Essex has been 1:1 Chromebook since 2015.



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 Other Information	The school operates on a flexible rotating drop calendar, where 4 morning and 4 afternoon classes rotate between 3 morning and 3 afternoon time slots. All students eat lunch at the same time. Labs and music lessons occur during unit lunch, as do club meetings and athletic video review. Seniors with qualifying GPAs and attendance go on Senior Service, a program of various community service projects, the last 4 weeks of the school year.



West Essex Middle School
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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:



West Essex Middle School
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Grades Offered: 07-08
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	Essex
District	West Essex Regional School District
Principal Name	Mr. Vee Popat
Address	65 WEST GREENBROOK RD NORTH CALDWELL, NJ 07006
Phone Number	973-228-1200
Email Address	vpopat@westex.org
Website	https://ms.westex.org
Facebook	https://www.facebook.com/west-essex-regional-school-district-168876806510129/
Twitter	https://twitter.com/westessexms



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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
7	278	276	289
8	293	281	272
Total	571	557	561

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.3%	50.1%	50.6%
Male	49.7%	49.9%	49.4%
Economically Disadvantaged Students	3.0%	3.1%	2.3%
Students with Disabilities	15.4%	15.3%	16.2%
English Learners	0.5%	0.7%	0.4%
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	84.4%	85.5%	85.2%
Hispanic	7.2%	6.8%	6.8%
Black or African American	1.4%	0.7%	0.7%
Asian	4.9%	5.0%	6.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.2%	0.2%
Two or More Races	2.1%	1.8%	1.1%

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	98.0%
Other Languages	2.0%



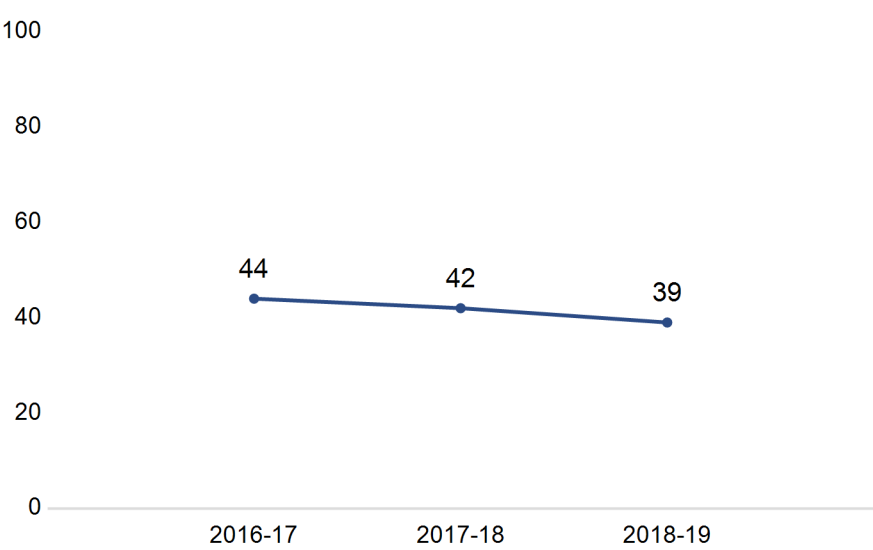
West Essex Middle School
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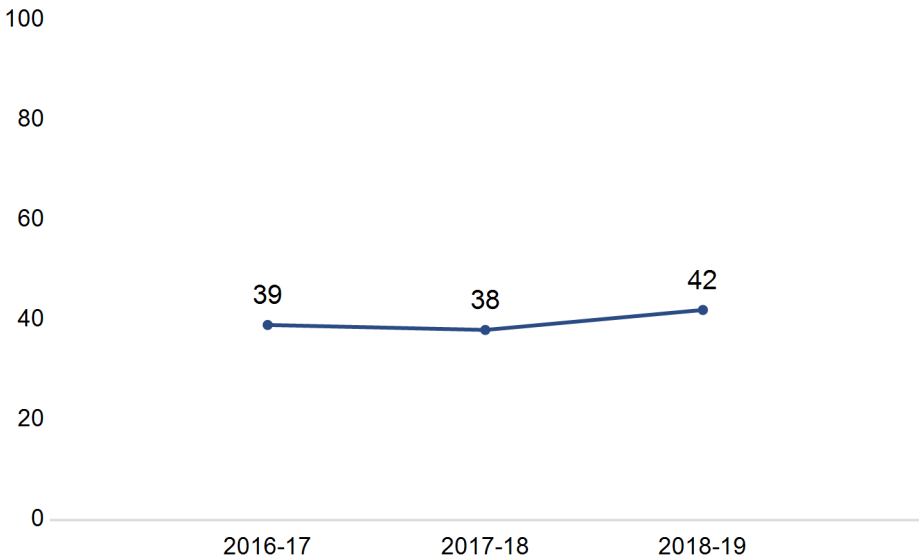
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	44	42	39	39	38	42
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Not Met	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



West Essex Middle School

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	39	39	50	Not Met	42	42	50	Met Standard
White	38	38	50	Not Met	38.5	38.5	52	Not Met
Hispanic	60	60	49	Exceeds Standard	53	53	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	39	39	59	Not Met	68	68	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	44	44	53	N	36	36	50	N
Male	35	35	47	N	45	45	51	N
Economically Disadvantaged Students	42	42	48	**	*	*	46	**
Students with Disabilities	38	38	43	Not Met	40	40	45	Met Standard
English Learners	*	*	52	**	N	N	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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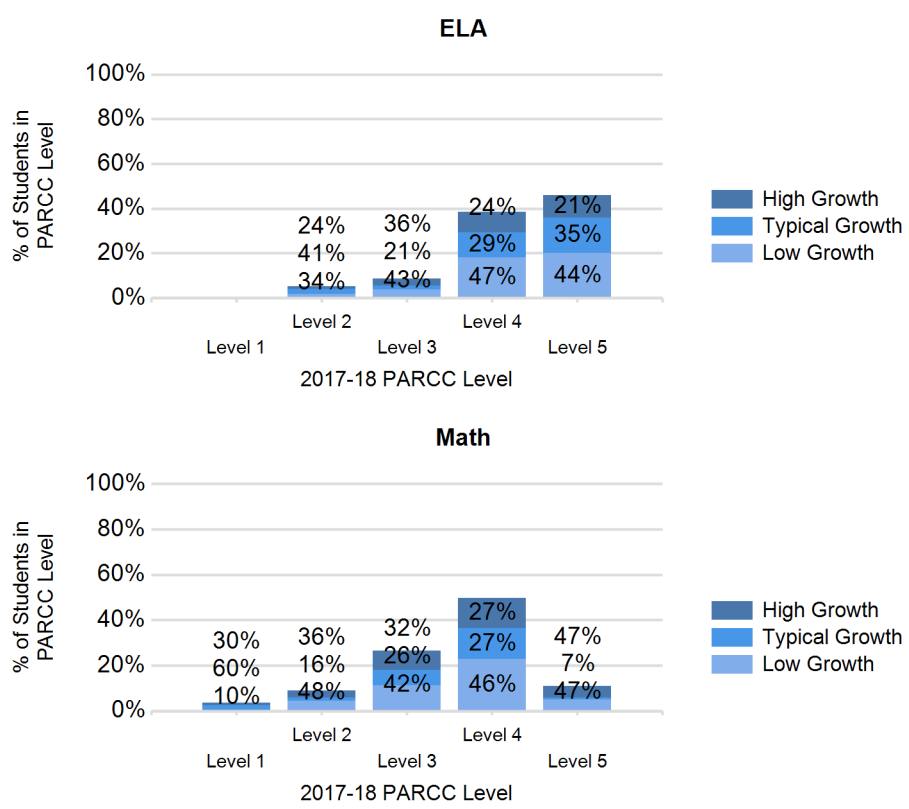
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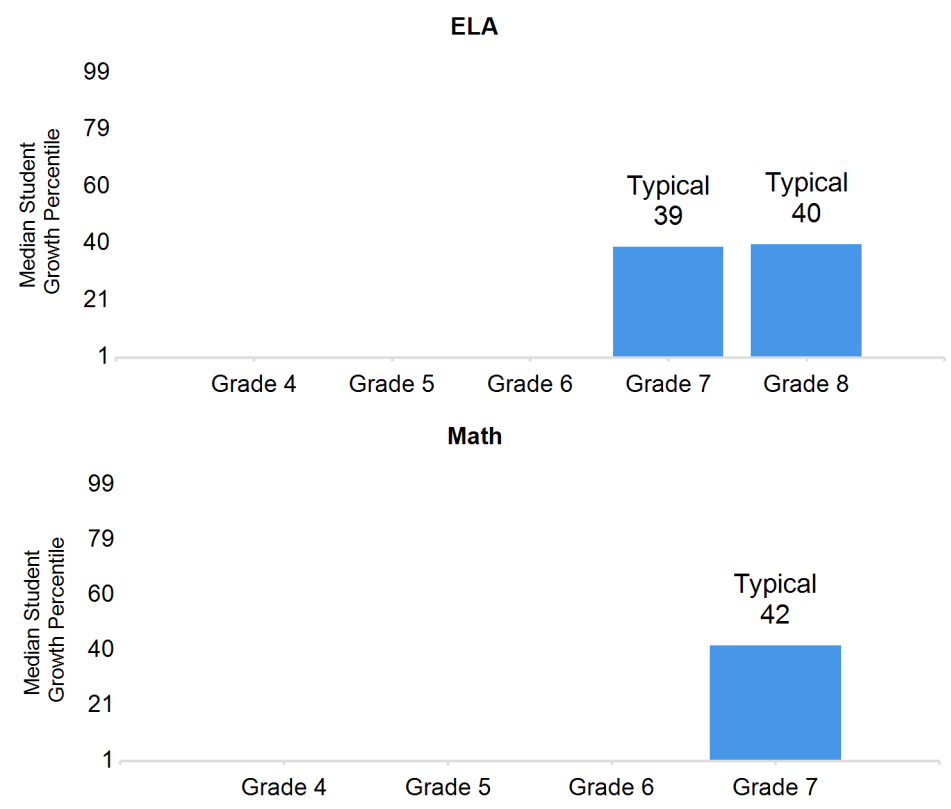
Student Growth by Performance Level

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



Student Growth by Grade

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





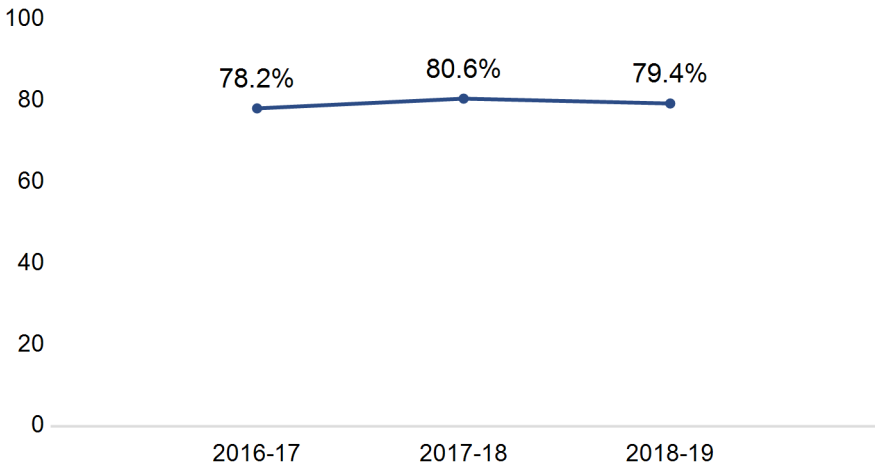
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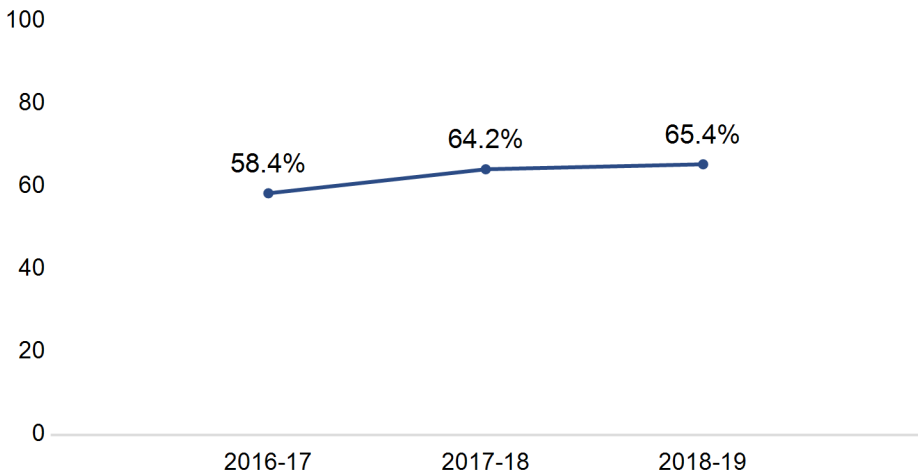
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.0%	98.2%	99.7%	97.2%	98.0%	99.7%
Proficiency Rate for Federal Accountability	78.2%	80.6%	79.4%	58.4%	64.2%	65.4%
Annual Target	60.2%	61.3%	62.3%	60.0%	61.0%	62.1%
Met Annual Target?	Met Target	Met Goal	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	568	99.7	79.4	79.7	57.9	79.4	62.3	Met Target
White	481	99.6	79.6	79.6	66.9	79.6	63.3	Met Target
Hispanic	40	100.0	67.5	73.2	43.9	67.5	41.6	Met Target
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	36	100.0	91.7	93.9	82.9	91.7	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	88.9	64.4	*	**	**
Female	283	99.7	90.5	89.2	64.8	90.5		
Male	285	99.7	68.4	70.0	51.3	68.4		
Economically Disadvantaged Students	13	100.0	61.5	63.3	40.0	61.5	**	**
Non-Economically Disadvantaged Students	555	99.6	79.8	80.1	67.9	79.8		
Students with Disabilities	100	99.0	35.0	38.3	22.7	35.0	26.2	Met Target
Students without Disabilities	468	99.8	88.9	88.2	65.1	88.9		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

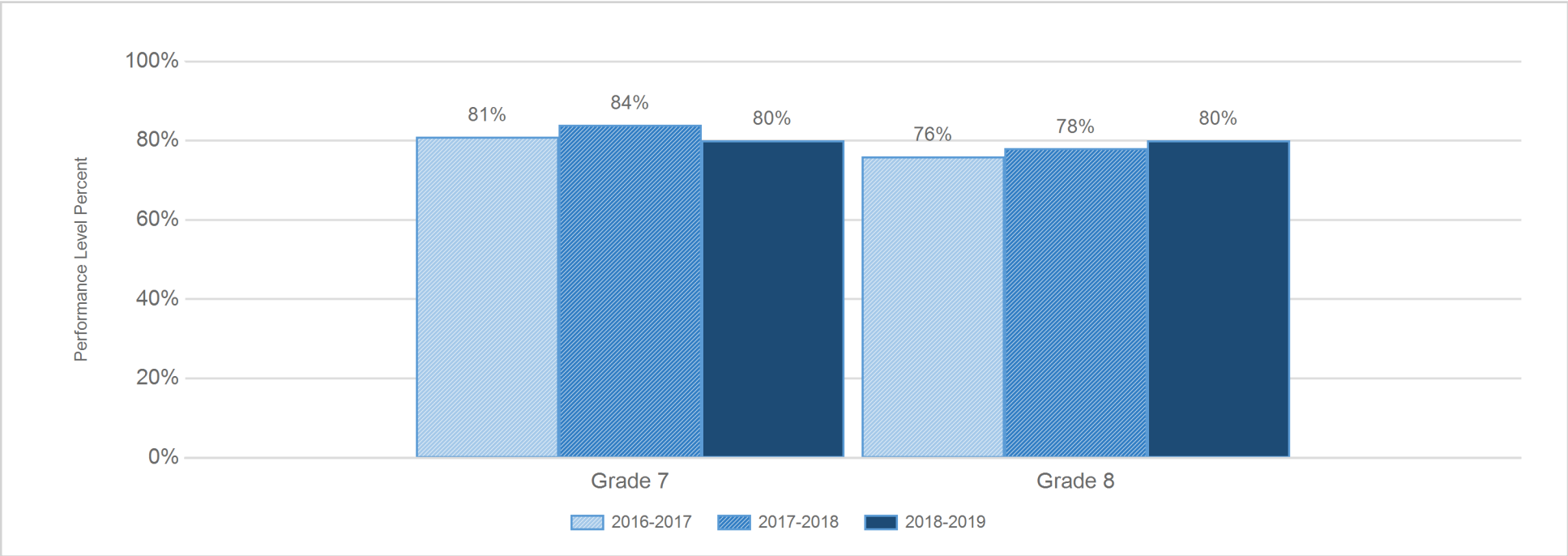


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English Language Arts Assessment - Performance Trends

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.





West Essex Middle School
(13-5630-070)
Grades Offered: 07-08
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	294	781	781	761	4%	4%	13%	34%	46%	80%	63%
White	248	781	781	769	*	*	12%	35%	45%	80%	72%
Hispanic	20	765	765	747	*	0%	*	*	*	65%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	22	796	796	790	*	0%	*	*	*	86%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	143	790	790	769	*	*	*	38%	52%	90%	71%
Male	151	772	772	753	*	*	*	30%	39%	70%	55%
Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	57	737	737	720	19%	*	*	*	*	35%	22%
Students without Disabilities	237	792	792	769	0%	*	*	*	*	90%	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	294	781	781	763	4%	4%	13%	34%	46%	80%	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%



West Essex Middle School
(13-5630-070)
Grades Offered: 07-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	273	779	779	762	*	*	11%	45%	35%	80%	63%
White	233	778	778	770	*	*	12%	47%	33%	80%	72%
Hispanic	19	777	777	747	*	*	*	*	*	74%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	14	802	802	794	0%	0%	0%	*	*	100%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	141	790	790	771	*	*	*	48%	44%	91%	71%
Male	132	767	767	753	*	*	*	43%	25%	68%	55%
Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	*	772	*	*	*	*	*	*	72%
Students with Disabilities	40	737	737	721	*	*	25%	*	*	38%	22%
Students without Disabilities	233	786	786	770	*	*	9%	*	*	88%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



West Essex Middle School
(13-5630-070)
Grades Offered: 07-08
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	567	99.7	65.4	64.7	44.5	65.4	62.1	Met Target
White	481	99.6	65.5	65.3	54.1	65.5	62.9	Met Target
Hispanic	40	100.0	47.5	48.8	28.8	47.5	37.8	Met Target
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	35	100.0	82.9	83.3	76.5	82.9	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	72.2	53.3	*	**	**
Female	283	99.7	67.8	67.8	44.9	67.8		
Male	284	99.6	63.0	61.5	44.2	63.0		
Economically Disadvantaged Students	13	100.0	38.5	43.3	26.3	38.5	**	**
Non-Economically Disadvantaged Students	554	99.6	66.1	65.3	54.9	66.1		
Students with Disabilities	99	99.0	24.2	21.0	17.4	24.2	21.4	Met Target
Students without Disabilities	468	99.8	74.1	73.7	50.0	74.1		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



West Essex Middle School

(13-5630-070)

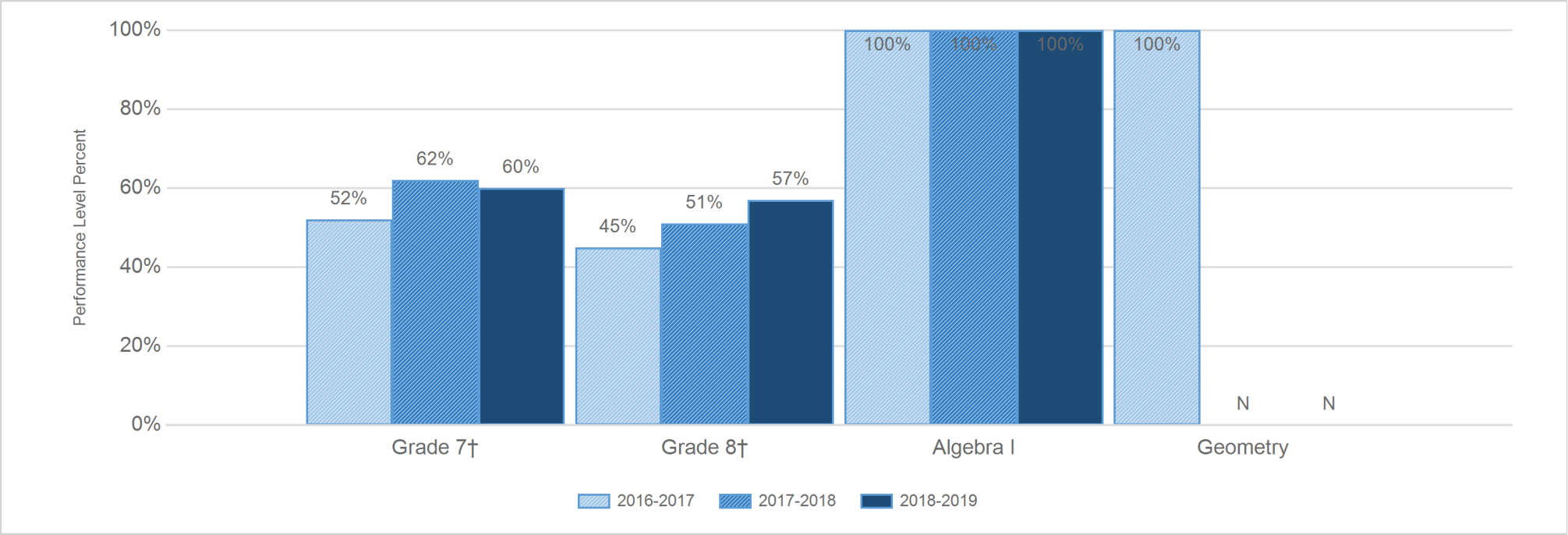
Grades Offered: 07-08

2018-2019

Report Key:
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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.



West Essex Middle School
(13-5630-070)
Grades Offered: 07-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	293	756	756	744	4%	10%	26%	46%	15%	60%	42%
White	248	755	755	751	4%	10%	26%	46%	13%	60%	53%
Hispanic	20	743	743	733	*	*	*	*	*	45%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	21	781	781	768	0%	*	*	*	*	81%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	143	755	755	744	*	*	29%	44%	14%	58%	42%
Male	150	757	757	743	*	*	22%	47%	15%	63%	42%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	53%
Students with Disabilities	56	726	726	718	20%	34%	23%	*	*	23%	13%
Students without Disabilities	237	763	763	749	0%	5%	26%	*	*	69%	48%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	293	756	756	745	4%	10%	26%	46%	15%	60%	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%



West Essex Middle School
(13-5630-070)
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2018-2019

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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	180	750	750	728	7%	13%	24%	*	*	57%	29%
White	158	752	752	737	*	12%	24%	*	*	59%	38%
Hispanic	15	739	739	722	*	*	*	*	*	40%	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	*	*	*	730	*	*	*	*	*	*	31%
Female	87	754	754	731	*	*	22%	*	*	64%	31%
Male	93	746	746	726	*	*	26%	*	*	49%	27%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	36%
Students with Disabilities	38	726	726	707	*	*	29%	*	*	24%	10%
Students without Disabilities	142	756	756	734	*	*	23%	*	*	65%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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(13-5630-070)
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	797	762	744	0%	0%	0%	61%	39%	100%	42%
White	75	793	761	752	0%	0%	0%	68%	32%	100%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	11	812	*	775	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	54	792	763	745	0%	0%	0%	70%	30%	100%	44%
Male	39	803	761	743	0%	0%	0%	49%	51%	100%	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	N	710	N	N	N	N	N	N	*
Non-English Learners	93	797	762	745	0%	0%	0%	61%	39%	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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(13-5630-070)
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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	759	737	N	N	N	N	N	N	35%
White	N	N	759	743	N	N	N	N	N	N	43%
Hispanic	N	N	764	724	N	N	N	N	N	N	17%
Black or African American	N	N	*	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	N	N	761	738	N	N	N	N	N	N	36%
Male	N	N	756	736	N	N	N	N	N	N	34%
Economically Disadvantaged Students	N	N	*	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	N	N	*	743	N	N	N	N	N	N	43%
Students with Disabilities	N	N	737	712	N	N	N	N	N	N	*
Students without Disabilities	N	N	761	741	N	N	N	N	N	N	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	N	N	759	738	N	N	N	N	N	N	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



West Essex Middle 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
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



West Essex Middle School
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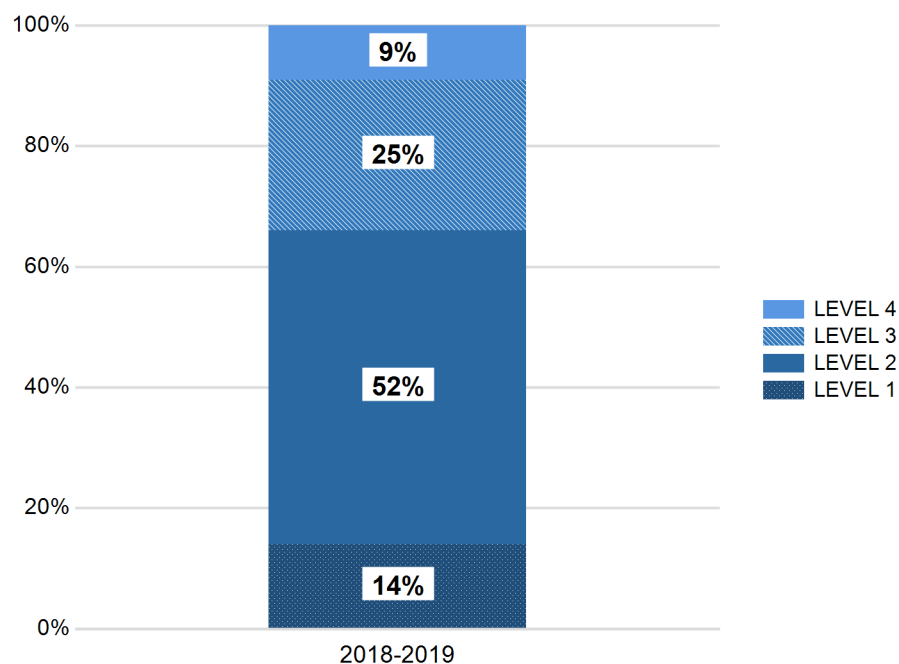
Report Key:

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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 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	14	52	25	9
White	14	54	25	8
Hispanic	21	47	21	11
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	0	50	29	21
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	11	53	28	8
Male	17	52	20	11
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	49	44	2	5
Students without Disabilities	8	54	28	10
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
7	0	0	296
8	93	0	182
Total	93	0	478

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
7	152	27	86	0	0	0	0
8	126	30	93	0	0	0	0
Total	278	57	179	0	0	0	0



West Essex Middle School
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2018-2019

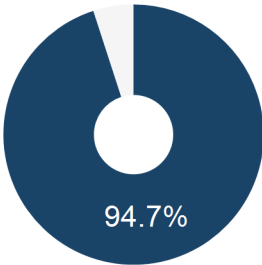
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Visual and Performing Arts – Course Participation

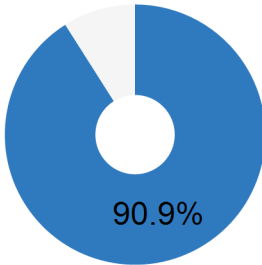
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

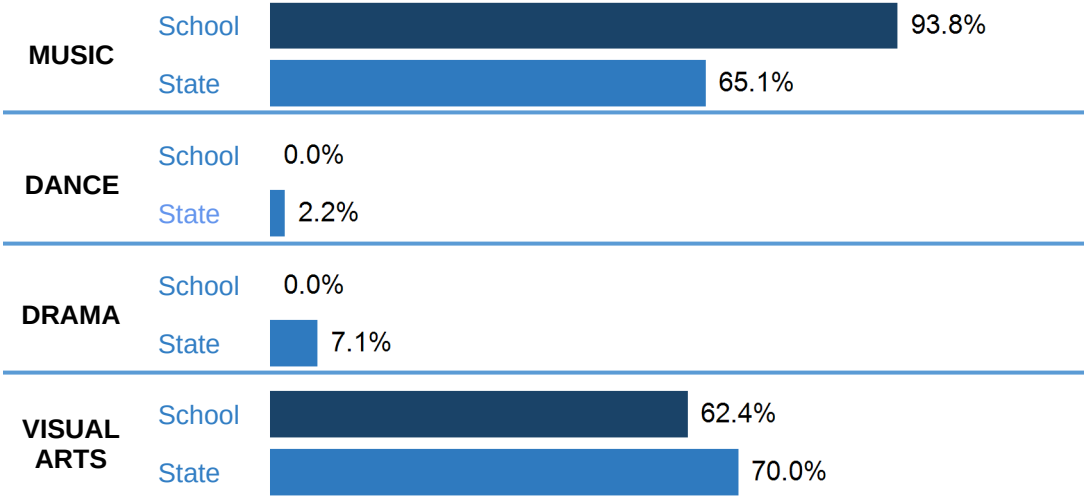


School



State

Students enrolled in one or more classes by discipline:





West Essex Middle School
(13-5630-070)
Grades Offered: 07-08
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.

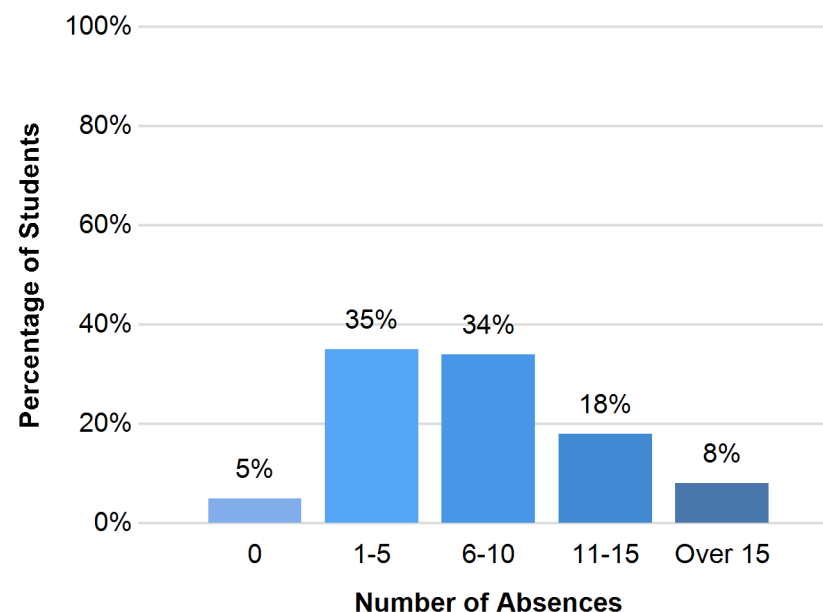
Chronic Absenteeism

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	28	4.9	9.5	Met
White	25	5.2	9.5	Met
Hispanic	1	2.4	9.5	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	2.9	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	18	6.3		
Male	10	3.5		
Economically Disadvantaged Students	3	23.1	**	**
Students with Disabilities	10	9.8	9.5	Not Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





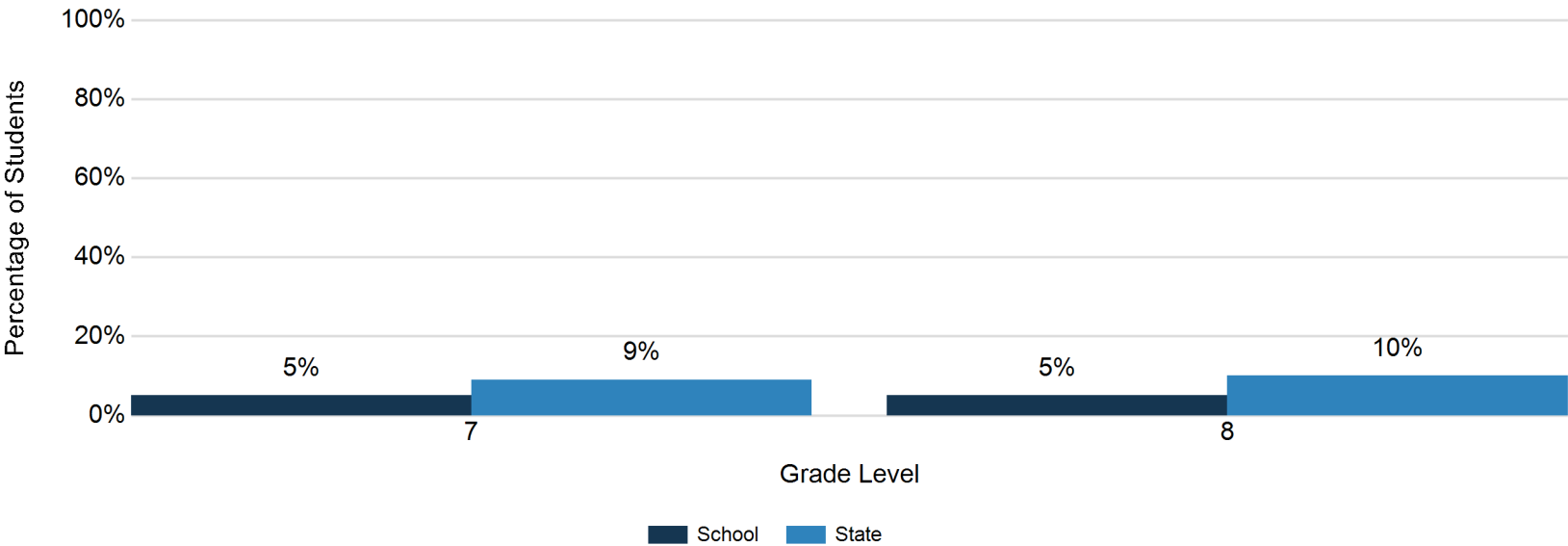
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Chronic Absenteeism by Grade

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	1
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.53

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	12	2.1%
Any Suspension	12	2.1%
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
26



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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	2:35 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 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	57	118,214
Average years experience in public schools	9.9	12.1
Average years experience in district	9.6	10.8
Percentage of Teachers with 4 or more years experience in the district	75.4%	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	15	9,530
Average years experience in public schools	8.5	16.0
Average years experience in district	8.5	12.0
Percentage of Administrators with 4 or more years experience in the district	80.0%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	112:1	113:1
Teachers to Administrators	11:1	10:1
Students to Librarians/Media Specialists		845:1
Students to Nurses		845:1
Students to Counselors		241:1
Students to Child Study Team Members		282:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.6%	78.9%	60.0%	48.4%	77.1%	54.9%
Male	49.4%	21.1%	40.0%	51.6%	22.9%	45.1%
White	85.2%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	6.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.7%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	6.1%	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	1.1%	0.0%	0.0%	2.1%	0.2%	0.2%



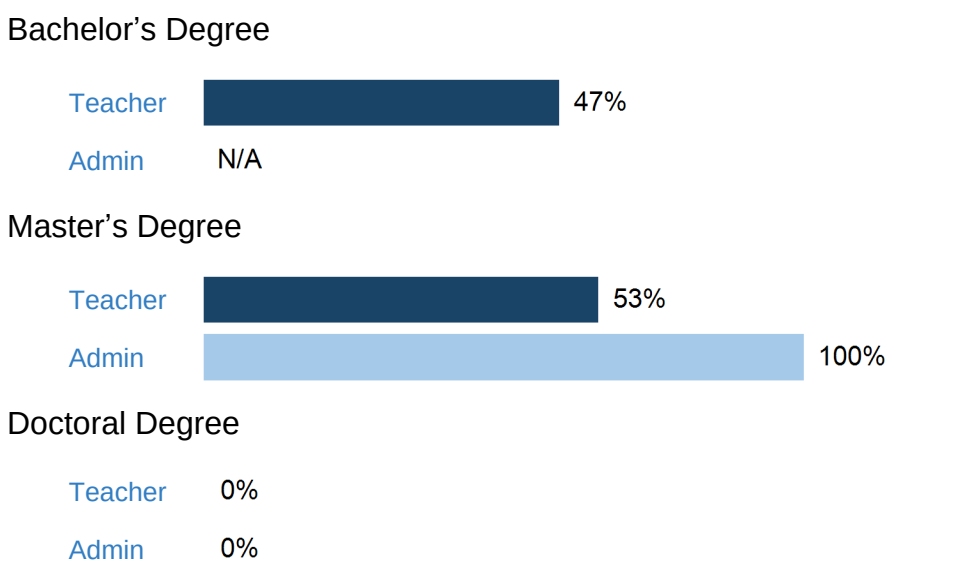
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Teachers and Administrators - Level of Education

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



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	93.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.3%	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	95.6%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	78.2%	80.6%	79.4%
Math Proficiency	58.4%	64.2%	65.4%
ELA Growth	44	42	39
Math Growth	39	38	42
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	5.2%	3.7%	4.9%

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

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

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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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

 Highlights:	- Technology is part of each school day, with all students utilizing 1:1 personal Chromebooks - Rigorous curriculum that is fully aligned with New Jersey Student Learning Standards - Comprehensive character education program, featuring monthly advisory and guest speakers throughout the school year
 Mission, Vision, Theme:	West Essex Regional Middle School, located in North Caldwell, receives students from the Essex Fells, Fairfield, North Caldwell, and Roseland elementary school districts. The Middle School currently houses approximately 560 students in grades 7 and 8. The guiding philosophy of our school is to provide a supportive learning environment as students move through a period in which biological, psychological, intellectual, and social growth and change will be evident.
 Awards, Recognition, Accomplishments:	West Essex Middle School was honored by the National Middle School Forum and the New Jersey Schools to Watch program as a "Spotlight School" for 2018. The evaluation committee noted our outstanding school climate, rigorous academic program, and expansive student support initiatives as the strengths of our school. WEMS also features an award-winning Music Program that includes Band, Choir, and Orchestra. Finally, our athletics teams are extremely successful, balancing the importance of participation with competitive excellence.



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 Courses, Curriculum, Instruction:	We have a comprehensive academic program that includes two distinct Language Arts classes in grades 7 and 8, Math, Social Studies, and Science. Students also take Health/Physical Education, World Language, Performing Arts electives (Band, Chorus, Orchestra), and cycle electives - Art, Music, Computer Science, and S.T.E.M.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)
 Clubs and Activities:	Art Club, Book Club, Builders' Club, Dance Team, Gifted and Talented Enrichment, Glee Club, Jazz Ensemble, Knightlights Literary Magazine, The Knightly News Newspaper, Math Counts, Random Acts of Kindness, Select Choir, STEM Club, Steppingstone Yearbook Club, String Ensemble, Trep\$.



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 Before and After School Programs:	We offer four levels of after school academic support for our students. All teachers are available for extra help after school. West Essex High School National Honor Society Students are available for tutoring in the 5 core academic subjects. Homework Club provides a quiet, structured environment for students to complete their work. Finally, Knight Squad offers focused assistance to students who are in danger of failure and/or performing below grade level.



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	Parent and Community Involvement: Based upon research that indicates a direct correlation between academic excellence and parent involvement, a variety of initiatives are either continuing from past years or are being added to strengthen the partnership between the "Home Team" and the "School Team." The Middle School has added numerous day and evening programs for parents that allow the opportunity to explore areas of our Curricula, learn about social-emotional issues, and celebrate achievements of our students. All parents/guardians receive a weekly e-mail each Friday with updates on school initiatives, keeping all members of the school community in the loop regarding the activities within the halls of West Essex Middle School. We are dedicated to the further development of a school program sensitive to the significant physical, emotional, social, and intellectual changes children will experience during early adolescence.



West Essex Middle School
(13-5630-070)
Grades Offered: 07-08
2018-2019

Report Key:
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School Narrative

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School Safety:	School safety is a top priority for West Essex Middle School. Along with constant facility upgrades and thorough examination of our procedures, WEMS began a partnership with the non-profit organization "Sandy Hook Promise (SHP)." Through SHP, we have brought in a number of programs to increase student awareness and promote a community of upstanders.



West Essex Middle School
 (13-5630-070)
 Grades Offered: 07-08
 2018-2019

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 Technology and STEM:	Students enrolled in the Cycle Elective program receive one marking period of STEM instruction and one marking period of Computer Science instruction. The STEM Cycle class presents students with engineering design challenges that foster flexible thinking and problem-solving skills. Students learn to use the equipment in the STEM room to construct projects that require higher-order thinking skills to complete. The Computer Science Cycle class introduces students to the world of Coding. Students also learn about the numerous careers that use technology as a means for solving large-scale problems such as pollution, drought, and poverty.



West Essex Middle School
(13-5630-070)
Grades Offered: 07-08
2018-2019

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Other Information	The school operates on a flexible rotating drop calendar, where 4 morning and 4 afternoon classes rotate between 3 morning and 3 afternoon time slots. All students share a common lunch period.



Betty Maddalena Early Learning Center
(13-5680-300)
Grades Offered: PK-PK
2018-2019

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Notes from the New Jersey Department of Education:



Betty Maddalena Early Learning Center

(13-5680-300)

Grades Offered: PK-PK

2018-2019

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School Contact Information

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Type	Contact Information
County	Essex
District	West Orange Public Schools
Principal Name	Ms. Constance Salimbeno
Address	747 Nothfield Avenue West Orange, NJ 07052
Phone Number	973-435-9630
Email Address	csalimbeno@westorangeschools.org
Website	https://www.woboe.org/Domain/1453
Facebook	https://www.facebook.com/woschools/videos/320240792162020/



Betty Maddalena Early Learning Center

(13-5680-300)

Grades Offered: PK-PK

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
PK	0	100	87
Total	0	100	87

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	N	26.0%	24.1%
Male	N	74.0%	75.9%
Economically Disadvantaged Students	N	25.0%	23.0%
Students with Disabilities	N	75.0%	75.9%
English Learners	N	0.0%	0.0%
Homeless Students	N	0.0%	0.0%
Students in Foster Care	N	0.0%	0.0%
Military-Connected Students	N	0.0%	0.0%
Migrant Students	N	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	N	20.0%	18.4%
Hispanic	N	41.0%	40.2%
Black or African American	N	27.0%	31.0%
Asian	N	4.0%	1.1%
Native Hawaiian or Pacific Islander	N	0.0%	0.0%
American Indian or Alaska Native	N	0.0%	0.0%
Two or More Races	N	8.0%	9.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	N	71	78
PK - Full Day	N	29	9

Enrollment by Home Language

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

Home Language	% of Students
English	75.9%
Spanish	20.7%
Portuguese	2.3%
Erzya	1.1%



Betty Maddalena Early Learning Center

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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.

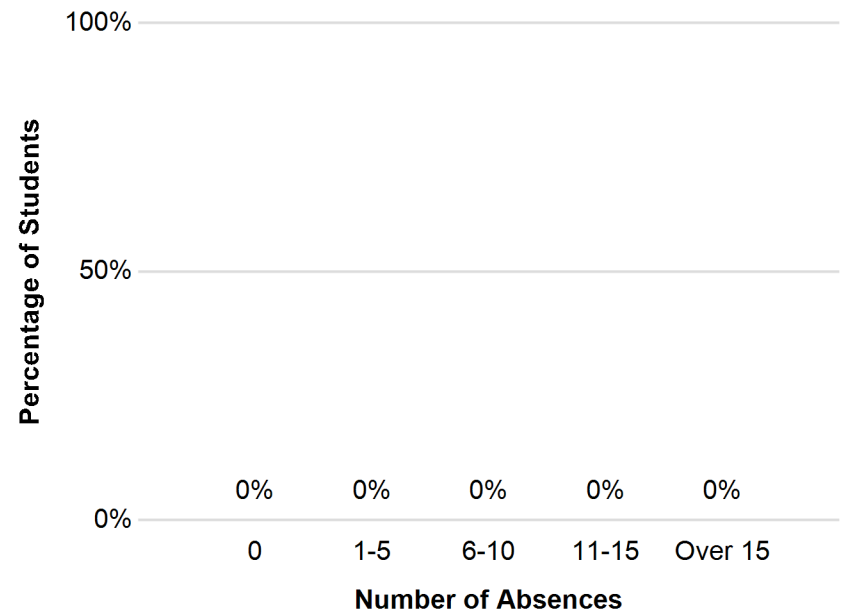
Chronic Absenteeism

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	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Betty Maddalena Early Learning Center

(13-5680-300)

Grades Offered: PK-PK

2018-2019

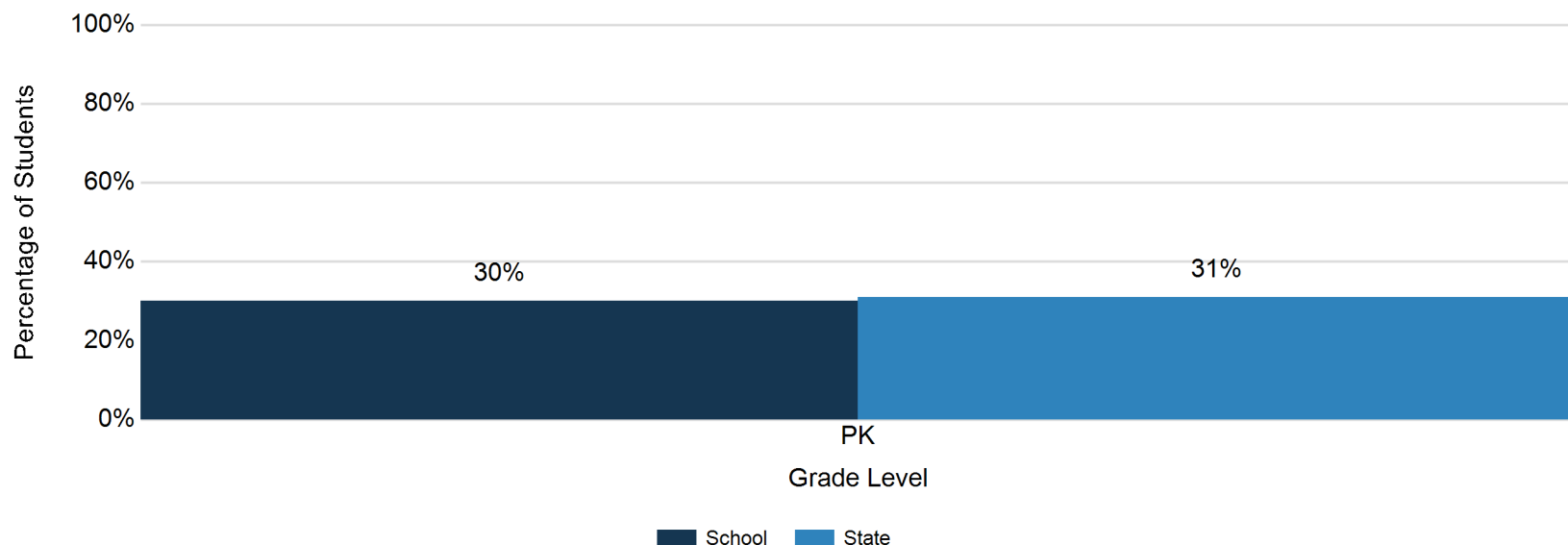
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Chronic Absenteeism by Grade

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





Betty Maddalena Early Learning Center

(13-5680-300)

Grades Offered: PK-PK

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

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



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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	3:25 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 53 Mins
Shared Time - Instructional Time	5 Hrs. 53 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	N



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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	11	118,214
Average years experience in public schools	9.2	12.1
Average years experience in district	9.2	10.8
Percentage of Teachers with 4 or more years experience in the district	72.7%	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	45	9,530
Average years experience in public schools	15.8	16.0
Average years experience in district	13.7	12.0
Percentage of Administrators with 4 or more years experience in the district	75.6%	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	8:1	10:1
Students to Administrators	87:1	147:1
Teachers to Administrators	11:1	14:1
Students to Librarians/Media Specialists		510:1
Students to Nurses		510:1
Students to Counselors		276:1
Students to Child Study Team Members		201:1



Betty Maddalena Early Learning Center
 (13-5680-300)
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 2018-2019

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	24.1%	81.8%	100.0%	48.4%	77.1%	54.9%
Male	75.9%	18.2%	0.0%	51.6%	22.9%	45.1%
White	18.4%	81.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	40.2%	9.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	31.0%	9.1%	0.0%	15.0%	6.6%	13.9%
Asian	1.1%	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	9.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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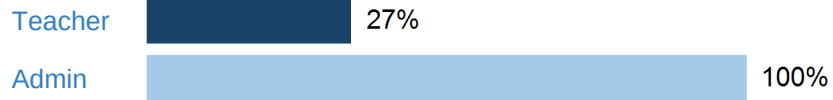
Teachers and Administrators - Level of Education

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

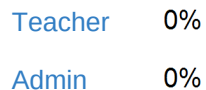
Bachelor's Degree



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	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	98.0%



Betty Maddalena Early Learning Center

(13-5680-300)

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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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Mission, Vision,
Theme:

Betty Maddalena mission is essentially to provide a supportive, nurturing environment where students are delivered instruction and support using best practices in early childhood education and curriculum/ programs (Tools is the Mind & the principles of ABA) to prepare them for Kindergarten and beyond. It is also our mission to provide a welcoming and collaborative setting where families are an integral part of the team and whose input is valued and respected at Early Learning Center's.



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Staff and Professional Learning:

The Betty Maddalena Early Learning Center staff engages in professional learning designed to promote best practices in early childhood education through collaboration in Common Planning Time and peer discussions, targeted professional development with Tools of the Mind and Early Childhood experts and district professional development.



Betty Maddalena Early Learning Center

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Student Supports and Services:

As a preschool disabilities program, Betty Maddalena Early Learning Center offers a variety of services to meet the needs of individual students. After being found eligible through a comprehensive assessment, an individualized program is created based on the child's strengths and weaknesses. For children with motor impairments or delays Occupational Therapy and Physical Therapy is available. Similarly, if a child has a delay in communication, Speech & Language Therapy is available.



Student Health and Wellness:

At the Betty Maddalena Early Learning Center we build health knowledge and skills in developmentally appropriate ways in an effort to prepare and empower student to value and engage in a healthy lifestyle. This knowledge our students will bring with them to kindergarten and use throughout their life and will allow them to reach their fullest potential. We have exercise incorporated into our day with movement and dance .



Parent and Community Involvement:

The Betty Madelaina Early Learning Center promotes parent collaboration and involvement in a consistent basis. Families are invited into the classrooms as guest readers and to engage in special activities with the students .



Edison Middle School
(13-5680-070)
Grades Offered: 06-06
2018-2019

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(13-5680-070)
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2018-2019

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School Contact Information

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

Type	Contact Information
County	Essex
District	West Orange Public Schools
Principal Name	Mr. Xavier Fitzgerald
Address	75 WILLIAM ST W ORANGE, NJ 07052-5725
Phone Number	973-669-5360
Email Address	xfitzgerald@westorangeschools.org
Website	https://www.woboe.org/Domain/15
Twitter	https://twitter.com/edison_central6



Edison Middle School

(13-5680-070)

Grades Offered: 06-06

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
6	488	484	497
Total	488	484	497

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	44.7%	53.1%	49.3%
Male	55.3%	46.9%	50.7%
Economically Disadvantaged Students	42.0%	45.0%	42.3%
Students with Disabilities	15.6%	14.7%	18.3%
English Learners	1.8%	1.0%	3.0%
Homeless Students	0.0%	0.0%	0.2%
Students in Foster Care	0.0%	0.0%	0.2%
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	20.9%	21.1%	18.9%
Hispanic	30.7%	34.1%	32.8%
Black or African American	38.7%	35.3%	36.4%
Asian	4.7%	4.1%	5.4%
Native Hawaiian or Pacific Islander	0.4%	0.2%	0.4%
American Indian or Alaska Native	0.0%	0.2%	0.0%
Two or More Races	4.5%	5.0%	6.0%

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	78.5%
Spanish	16.9%
Creoles and pidgins, French-based	1.8%
Other Languages	2.8%



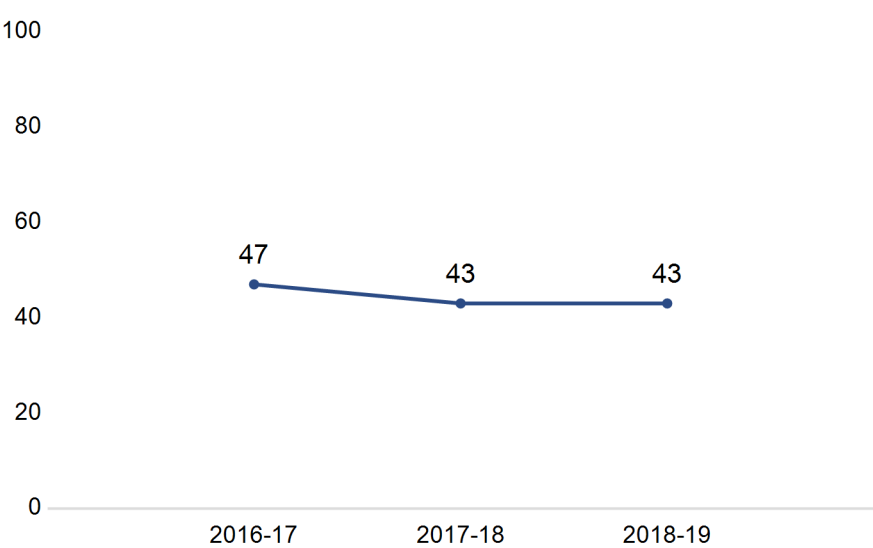
Edison Middle School
(13-5680-070)
Grades Offered: 06-06
2018-2019

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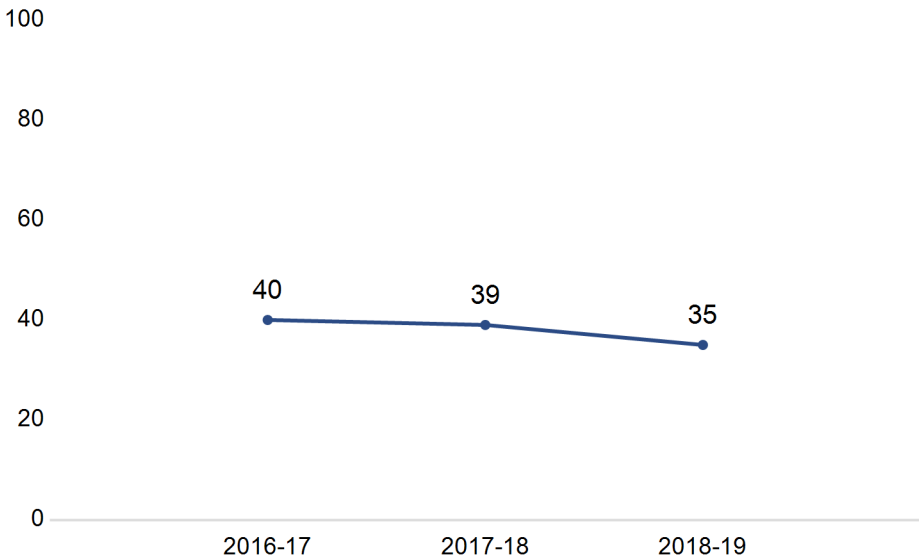
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47	43	43	40	39	35
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Not Met	Not Met
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	43	50	50	Met Standard	35	46	50	Not Met
White	39	55	50	Not Met	36	47	52	Not Met
Hispanic	42	48	49	Met Standard	30	42	47	Not Met
Black or African American	42	48	45	Met Standard	32	45	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	51	51	59	Met Standard	44.5	57	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	65	57	49	Exceeds Standard	48	48.5	52	Met Standard
Female	49	54	53	N	39.5	47	50	N
Male	39	46	47	N	29	45	51	N
Economically Disadvantaged Students	42	47	48	Met Standard	28	44	46	Not Met
Students with Disabilities	34	40	43	Not Met	27	38	45	Not Met
English Learners	N	53	52	**	N	63	50	**
Homeless Students	*	52.5	43	N	*	35.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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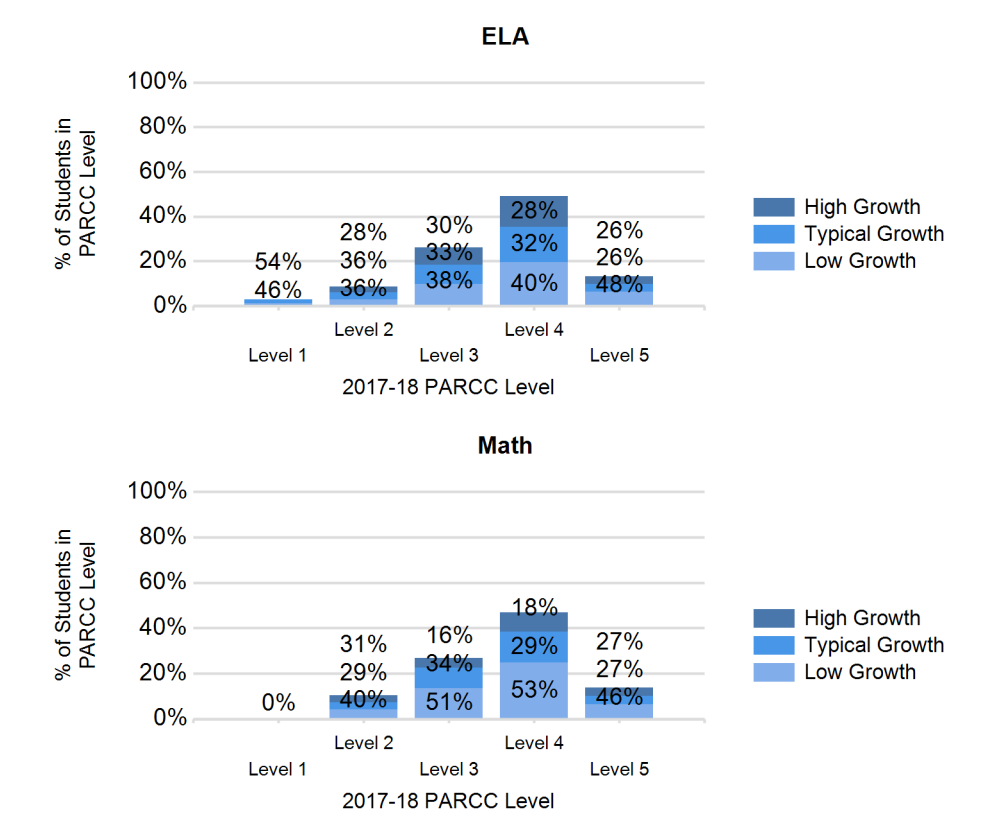
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

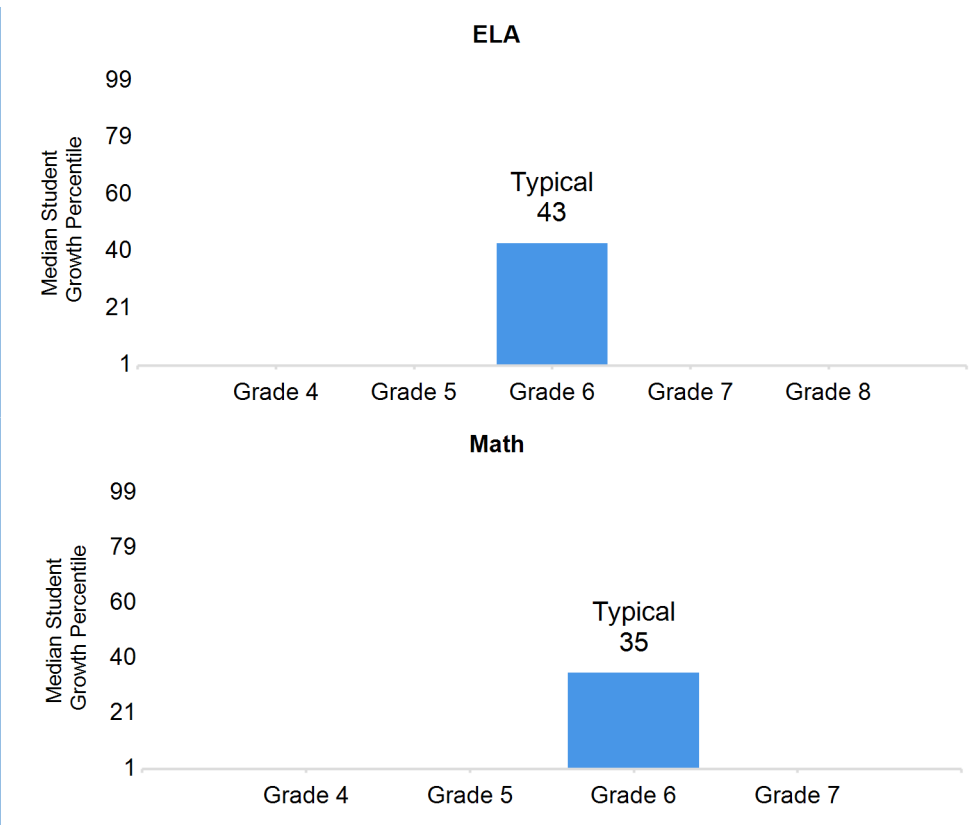
Student Growth by Performance Level

Student Growth by Grade

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.



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



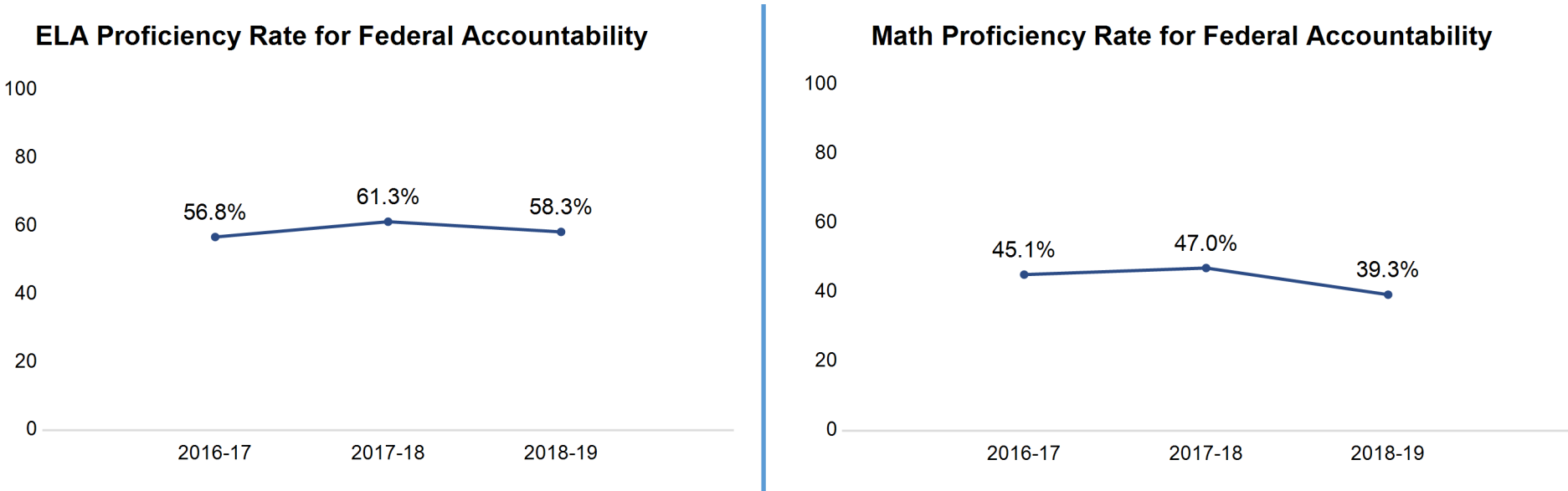


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.0%	94.4%	97.6%	93.7%	94.5%	97.1%
Proficiency Rate for Federal Accountability	56.8%	61.3%	58.3%	45.1%	47.0%	39.3%
Annual Target	56.2%	57.4%	58.7%	46.8%	48.5%	50.2%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	482	97.6	58.3	59.4	57.9	58.3	58.7	Met Target†
White	88	94.7	76.1	*	66.9	75.8	73	Met Target
Hispanic	156	99.4	50.0	50.3	43.9	50.0	42	Met Target
Black or African American	179	97.3	49.2	53.9	38.5	49.2	57.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	30	100.0	76.7	82.0	82.9	76.7	80	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	29	96.7	86.2	*	64.4	86.2	71.8	Met Goal
Female	230	96.7	70.4	67.0	64.8	70.4		
Male	252	98.5	47.2	52.6	51.3	47.2		
Economically Disadvantaged Students	204	98.6	46.6	46.5	40.0	46.6	48	Met Target†
Non-Economically Disadvantaged Students	278	96.9	66.9	69.4	67.9	66.9		
Students with Disabilities	93	96.0	15.1	23.5	22.7	15.1	26.1	Not Met
Students without Disabilities	389	98.0	68.6	68.2	65.1	68.6		
English Learners	N	N	N	34.3	29.3	N	**	**
Non-English Learners	482	97.6	58.3	60.8	60.6	58.3		
Homeless Students	*	*	*	42.1	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



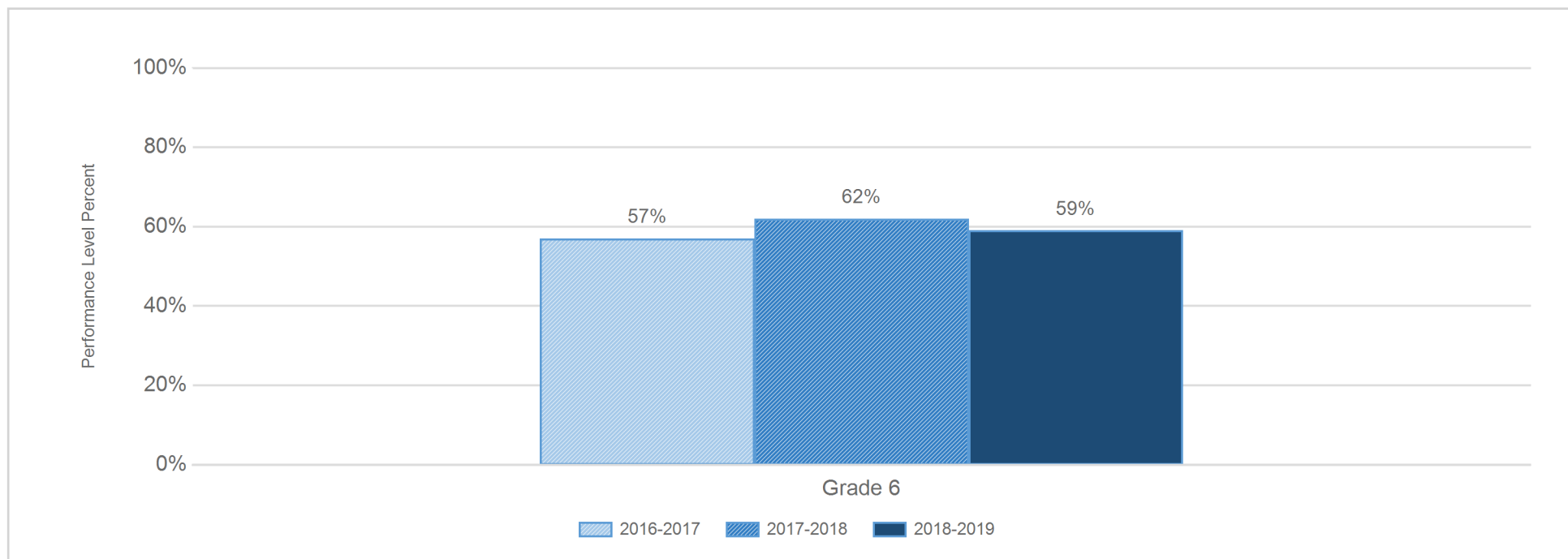
Edison Middle School
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English Language Arts Assessment - Performance Trends

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 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	484	756	756	754	5%	10%	26%	45%	13%	59%	56%
White	88	770	770	762	*	*	16%	49%	27%	76%	65%
Hispanic	160	749	749	743	*	16%	32%	*	*	49%	43%
Black or African American	178	748	748	738	10%	10%	29%	43%	8%	51%	36%
Asian, Native Hawaiian, or Pacific Islander	29	783	783	780	0%	*	*	38%	41%	79%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	29	775	775	760	0%	*	*	*	*	86%	64%
Female	233	765	765	762	*	*	23%	54%	16%	70%	64%
Male	251	748	748	748	*	*	29%	37%	11%	48%	48%
Economically Disadvantaged Students	208	745	745	740	*	*	30%	*	*	46%	39%
Non-Economically Disadvantaged Students	276	765	765	763	*	*	23%	*	*	68%	67%
Students with Disabilities	88	726	726	722	17%	28%	39%	*	*	16%	19%
Students without Disabilities	396	763	763	761	3%	6%	23%	*	*	68%	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	484	756	756	756	5%	10%	26%	45%	13%	59%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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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	481	97.1	39.3	43.1	44.5	39.3	50.2	Not Met
White	87	93.7	69.0	*	54.1	67.9	69.7	Met Target†
Hispanic	157	99.4	25.5	34.4	28.8	25.5	35.6	Not Met
Black or African American	179	96.8	27.4	33.8	23.0	27.4	45.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	29	96.7	82.8	70.2	76.5	82.8	77	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	29	96.7	55.2	*	53.3	55.2	63.8	Met Target†
Female	231	96.4	45.5	45.1	44.9	45.5		
Male	250	97.7	33.6	41.4	44.2	33.6		
Economically Disadvantaged Students	206	98.6	24.3	29.1	26.3	24.3	38.9	Not Met
Non-Economically Disadvantaged Students	275	95.9	50.5	54.0	54.9	50.5		
Students with Disabilities	92	94.9	12.0	18.0	17.4	11.9	23.3	Not Met
Students without Disabilities	389	97.6	45.8	49.3	50.0	45.8		
English Learners	*	*	*	26.6	25.0	*	**	**
Non-English Learners	*	*	*	44.2	46.5	*		
Homeless Students	*	*	*	16.7	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

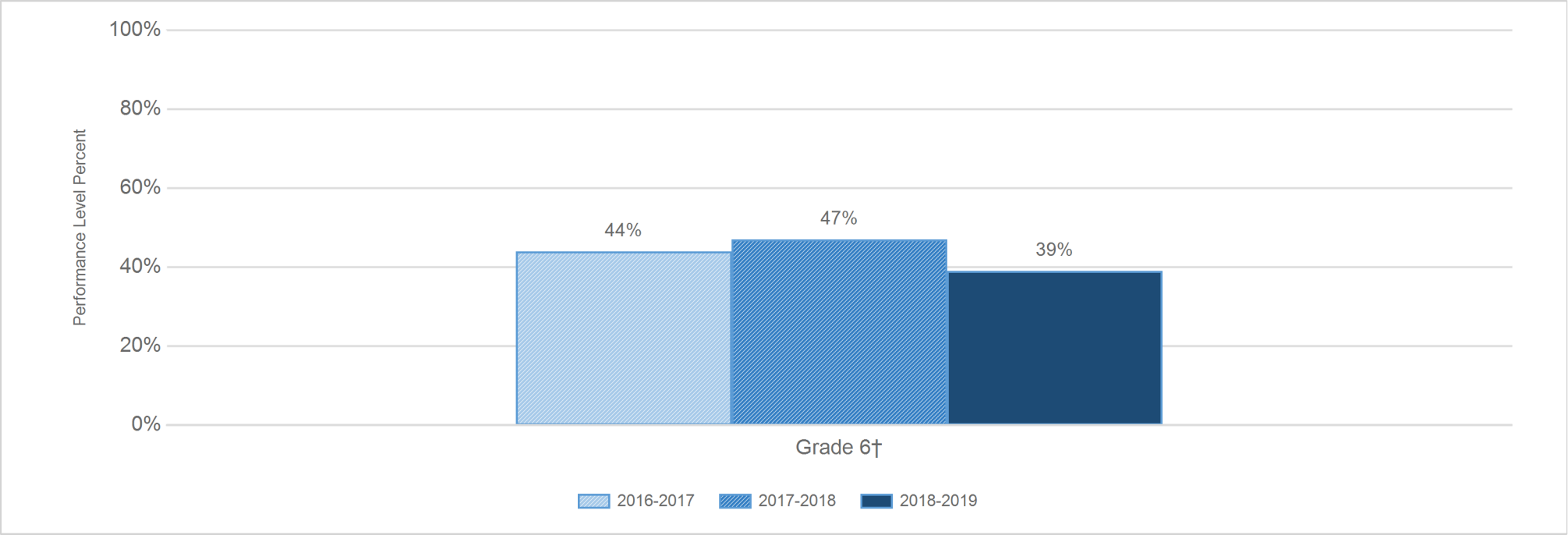


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Mathematics Assessment – Performance Trends

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



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



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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	487	742	742	741	8%	23%	30%	33%	6%	39%	41%
White	88	759	759	749	*	*	18%	53%	15%	68%	51%
Hispanic	164	735	735	729	7%	30%	37%	*	*	26%	24%
Black or African American	178	732	732	722	13%	25%	34%	*	*	28%	19%
Asian, Native Hawaiian, or Pacific Islander	28	775	775	769	*	*	*	*	*	86%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	29	754	754	747	0%	*	*	*	*	55%	48%
Female	238	746	746	742	5%	20%	30%	39%	6%	45%	42%
Male	249	738	738	740	10%	26%	31%	27%	7%	34%	40%
Economically Disadvantaged Students	212	731	731	726	11%	32%	33%	*	*	25%	21%
Non-Economically Disadvantaged Students	275	750	750	750	5%	16%	28%	*	*	51%	53%
Students with Disabilities	87	720	720	716	21%	43%	24%	13%	0%	13%	12%
Students without Disabilities	400	746	746	746	5%	19%	32%	37%	8%	45%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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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	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



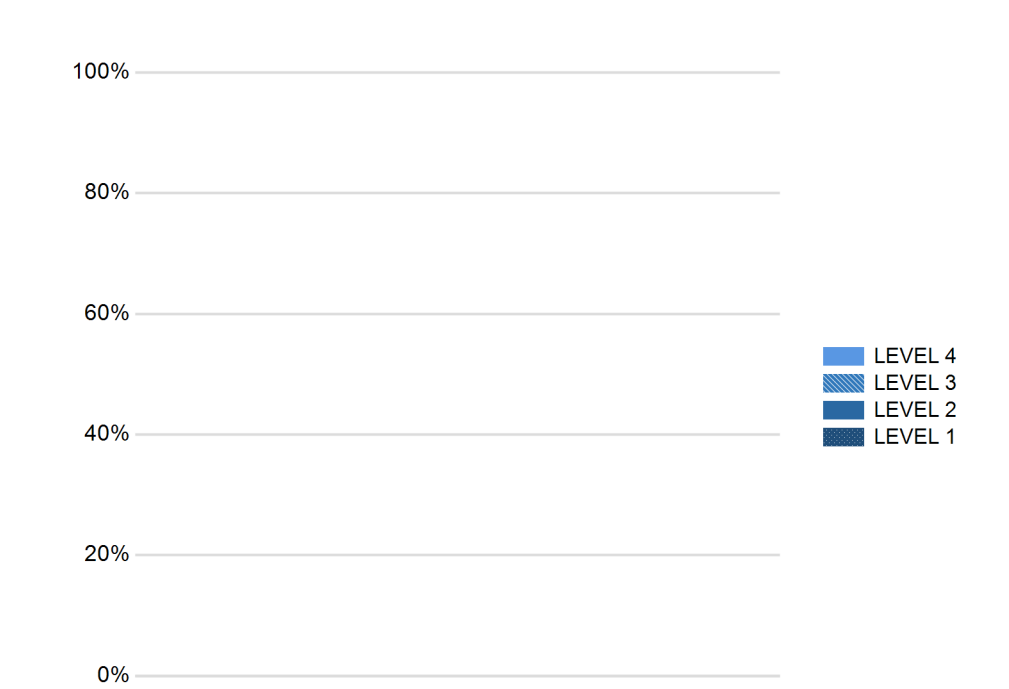
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

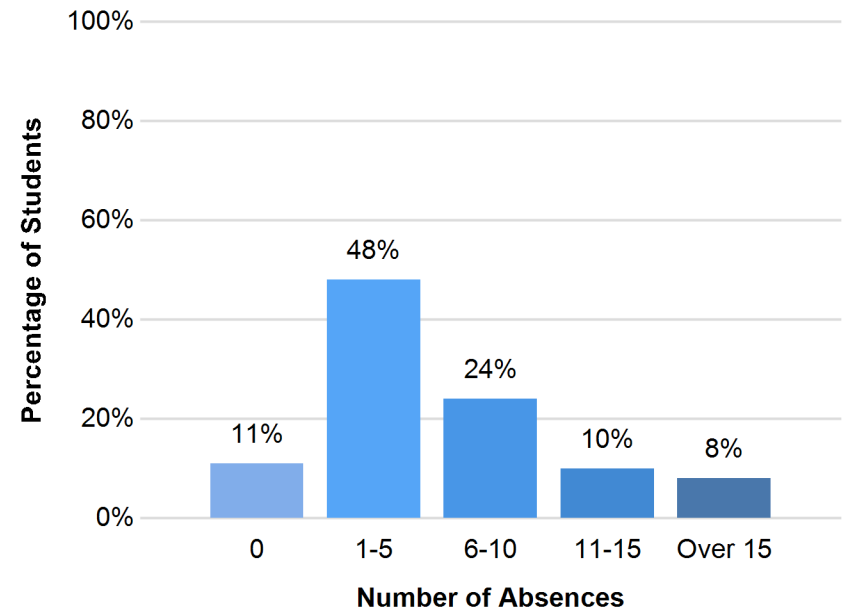
Chronic Absenteeism

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	26	5.2	8.4	Met
White	6	6.4	8.4	Met
Hispanic	8	4.9	8.4	Met
Black or African American	10	5.4	8.4	Met
Asian, Native Hawaiian, or Pacific	1	3.3	8.4	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	3.3	8.4	Met
Female	9	3.7		
Male	17	6.6		
Economically Disadvantaged Students	10	4.8	8.4	Met
Students with Disabilities	11	11.1	8.4	Not Met
English Learners	1	7.7	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





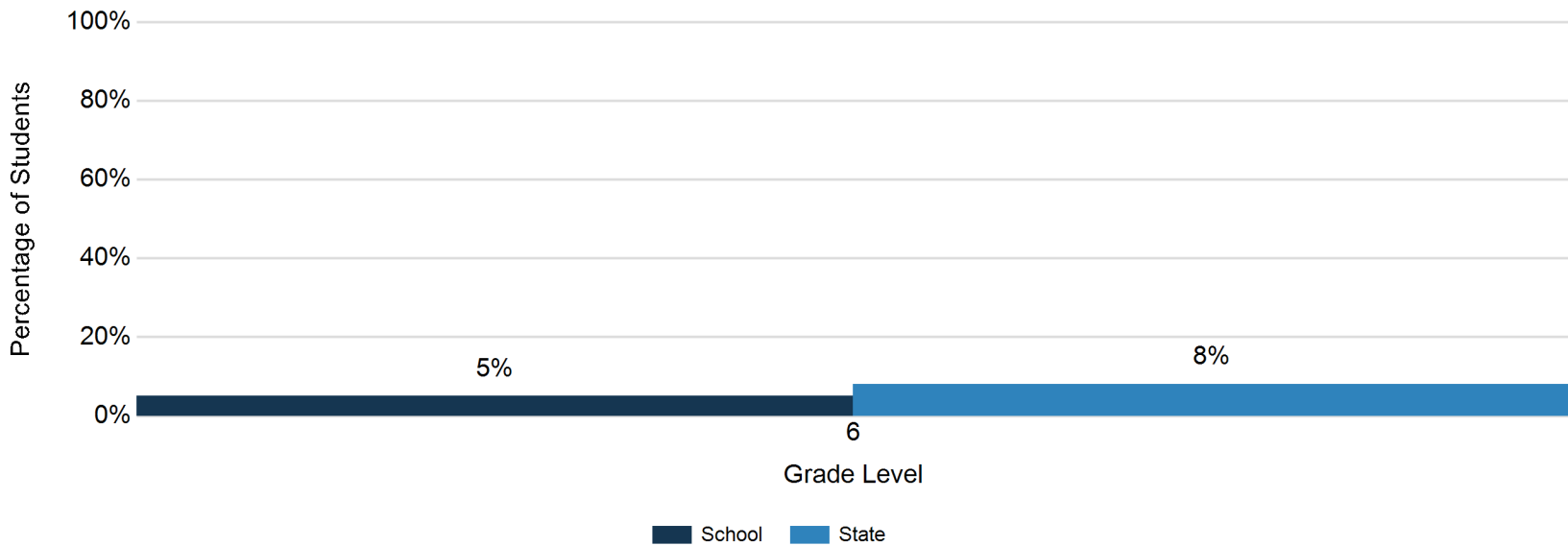
Edison Middle School
(13-5680-070)
Grades Offered: 06-06
2018-2019

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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.





Edison Middle School

(13-5680-070)

Grades Offered: 06-06

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	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.40

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	10	2.0%
Out-of-School Suspensions	20	4.0%
Any Suspension	28	5.6%
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

47



Edison Middle School
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School Day

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 5 Mins
Shared Time - Instructional Time	6 Hrs. 5 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	50	118,214
Average years experience in public schools	9.3	12.1
Average years experience in district	9.2	10.8
Percentage of Teachers with 4 or more years experience in the district	70.0%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	45	9,530
Average years experience in public schools	15.8	16.0
Average years experience in district	13.7	12.0
Percentage of Administrators with 4 or more years experience in the district	75.6%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	249:1	147:1
Teachers to Administrators	25:1	14:1
Students to Librarians/Media Specialists		510:1
Students to Nurses		510:1
Students to Counselors		276:1
Students to Child Study Team Members		201:1



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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	49.3%	74.0%	0.0%	48.4%	77.1%	54.9%
Male	50.7%	26.0%	100.0%	51.6%	22.9%	45.1%
White	18.9%	64.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	32.8%	14.0%	50.0%	29.9%	7.3%	7.2%
Black or African American	36.4%	12.0%	50.0%	15.0%	6.6%	13.9%
Asian	5.4%	8.0%	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	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.0%	2.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

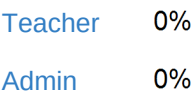
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.0%



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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	56.8%	61.3%	58.3%
Math Proficiency	45.1%	47.0%	39.3%
ELA Growth	47	43	43
Math Growth	40	39	35
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	5.1%	3.5%	5.2%

† 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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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	Not Met	**	Met	No
White	Met Target	Met Target†	Not Met	Not Met	n/a	Met	No
Hispanic	Met Target	Not Met	Met Standard	Not Met	n/a	Met	No
Black or African American	Not Met	Not Met	Met Standard	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Goal	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Goal	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Economically Disadvantaged Students	Met Target†	Not Met	Met Standard	Not Met	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



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School Narrative

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

 Highlights:	Ready Math Program; Honors Courses in Science, Social Studies, ELA and Math, Balanced Literacy Approach, Spanish/Mandarin World Languages, Financial Literacy and Extended Homework Help
 Mission, Vision, Theme:	"Good Better Best Never Let It Rest Until Your Good Is Better and Your Better is Best". Thomas A. Edison Middle School is in its 13th year as a Central Six School. The school resides in a multi-cultural community which celebrates the benefits of diversity. The staff believes in a shared mission that assists students in growing and developing intellectually, physically socially and emotionally to their fullest potential. As a team we strive to create a supportive, disciplined school environment. We are a true community of learners.
 Awards, Recognition, Accomplishments:	Future Ready Bronze Tier Certified



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 Courses, Curriculum, Instruction:	Our curriculum acknowledges the demands of the 21st Century and is based upon the values of intellectual inquiry and the uniqueness of each individual student. Emphasizing achievement, exploration, skill mastery, critical thinking, and problem solving, our school is organized to provide a safe, orderly and nurturing environment for all. Academic excellence is recognized through Honors Assemblies, the Presidential Academic Fitness Awards, and Team Student of the Month Awards. We also provide a strong Special Education component as well as a High Aptitude and Honors Programs.
 Clubs and Activities:	In keeping with the middle school concept, our students are exposed to a wide variety of co-curricular offerings, including Student Council, Math Club, Dramatics, Jazz Band, School Newspaper, School Yearbook, Unity Club, Science Club, Jr. Interact, Coding Club, STEM Club and Academically Speaking. Athletic Opportunities are provided for student participation in our after school sports program. A Homework Center is open after school for students who need assistance in completing assignments.



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 Before and After School Programs:	Edison Middle School has a comprehensive after care program that runs from 2:53 pm to 6:00pm Monday -Friday. The program has after school activities along with Computer lab access along with Homework help. The Program is staffed by Edison Middle School Teachers.
 Staff and Professional Learning:	Our staff engages in rich and collaborative professional learning opportunities across the content through professional learning communities, grade level meetings, collaborative planning, district professional development, and workshops.



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 Student Supports and Services:	Instruction is provided in Inclusion settings, In-Class Resource/Support settings, Resource Program classes, and Language Based Learning Disabilities classes. Our programs align with the general education curriculum, while providing modifications and accommodations included in students' IEP's. The Academic Intervetion Team will focus in the area of literacy for all students GE/SPED/G&T
 Parent and Community Involvement:	Parental involvement is an essential aspect of our program. The PTA and the Principal's Advisory Council are examples of two vehicles through which parents participate in the life of the school. Overall we believe that effective communication between school and home is essential to student success. In this regard, a school newsletter is posted quarterly, and student progress reports and report cards are available via our Parent Portal.EMS PTA sponsors and host events to bring our school community together. The COPE Center provides student and parent counseling. Bethany Church provides Mentors and afterschool activities. West Orange African Heritage Assoc. hosts a STEM Day.



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 Technology and STEM:	Commputer Applications and Coding Course, STEM Course. Clubs Coding and STEM clubs.



Gregory Elementary School
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Grades Offered: KG-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 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:



Gregory Elementary School
(13-5680-120)
Grades Offered: KG-05
2018-2019

Report Key:

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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	Essex
District	West Orange Public Schools
Principal Name	Ms. Makeida Estupinan
Address	301 GREGORY AVE W ORANGE, NJ 07052-4439
Phone Number	973-669-5397
Email Address	mestupinan@westorangeschools.org
Website	https://www.woboe.org/Domain/8
Facebook	https://www.facebook.com/GregElementary
Twitter	https://twitter.com/GregElementary



Gregory Elementary School

(13-5680-120)

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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
KG	84	77	68
1	68	86	68
2	101	69	77
3	80	91	65
4	78	75	87
5	87	75	70
Total	498	473	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	47.4%	48.2%	49.0%
Male	52.6%	51.8%	51.0%
Economically Disadvantaged Students	26.7%	25.2%	22.8%
Students with Disabilities	19.9%	14.8%	13.1%
English Learners	3.8%	6.1%	5.7%
Homeless Students	0.0%	0.0%	0.2%
Students in Foster Care	0.0%	0.0%	0.5%
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	37.6%	37.4%	39.5%
Hispanic	19.7%	19.5%	19.1%
Black or African American	32.1%	32.3%	30.3%
Asian	3.0%	3.4%	3.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	7.4%	7.2%	7.8%

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	84	77	68

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	90.6%
Spanish	5.1%
Creoles and pidgins, French-based	2.3%
Other Languages	2.1%



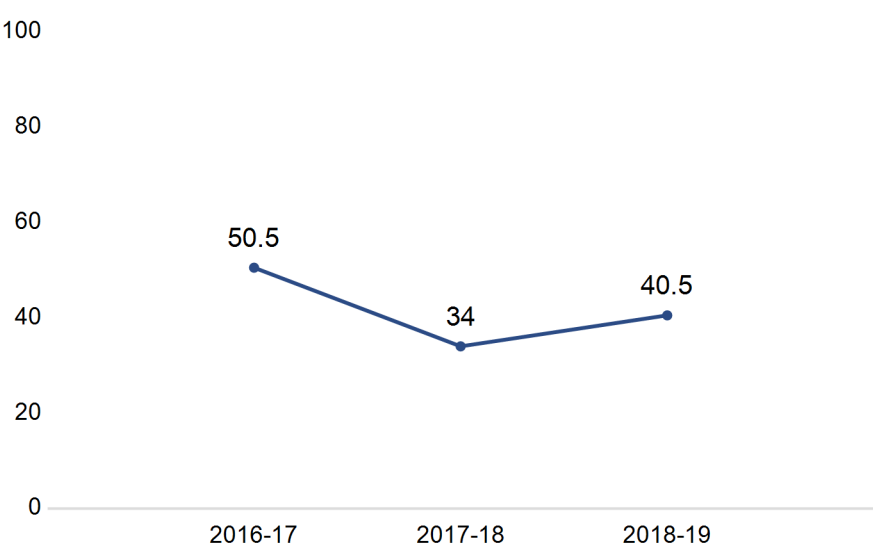
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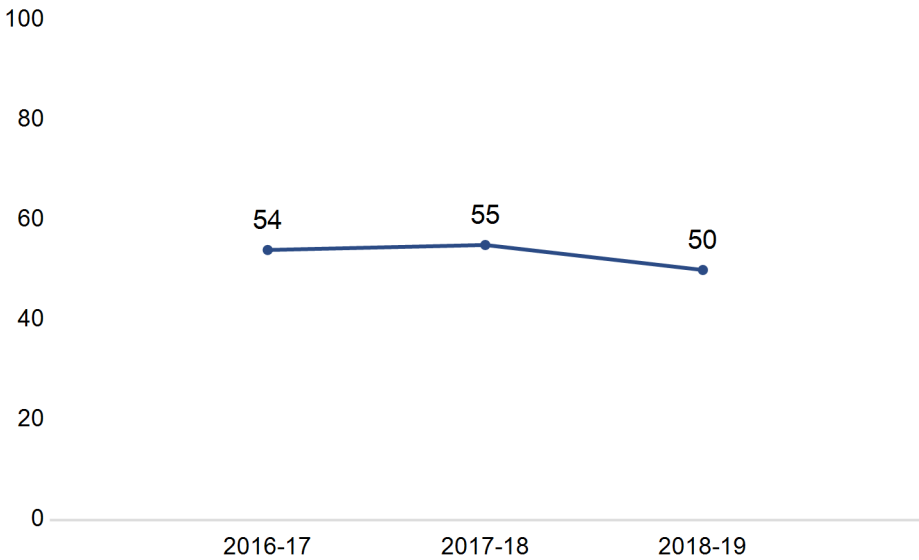
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	50.5	34	40.5	54	55	50
Met Standard (40-59.5)?	Met Standard	Not Met	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	40.5	50	50	Met Standard	50	46	50	Met Standard
White	57	55	50	Met Standard	60	47	52	Exceeds Standard
Hispanic	32	48	49	Not Met	31	42	47	Not Met
Black or African American	41	48	45	Met Standard	54	45	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	51	59	**	*	57	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	57	49	**	*	48.5	52	**
Female	31	54	53	N	53.5	47	50	N
Male	43.5	46	47	N	50	45	51	N
Economically Disadvantaged Students	39	47	48	Not Met	50	44	46	Met Standard
Students with Disabilities	29	40	43	Not Met	31	38	45	Not Met
English Learners	*	53	52	**	*	63	50	**
Homeless Students	*	52.5	43	N	*	35.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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A student's SGP falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

Typical Growth: Between 35 and 65

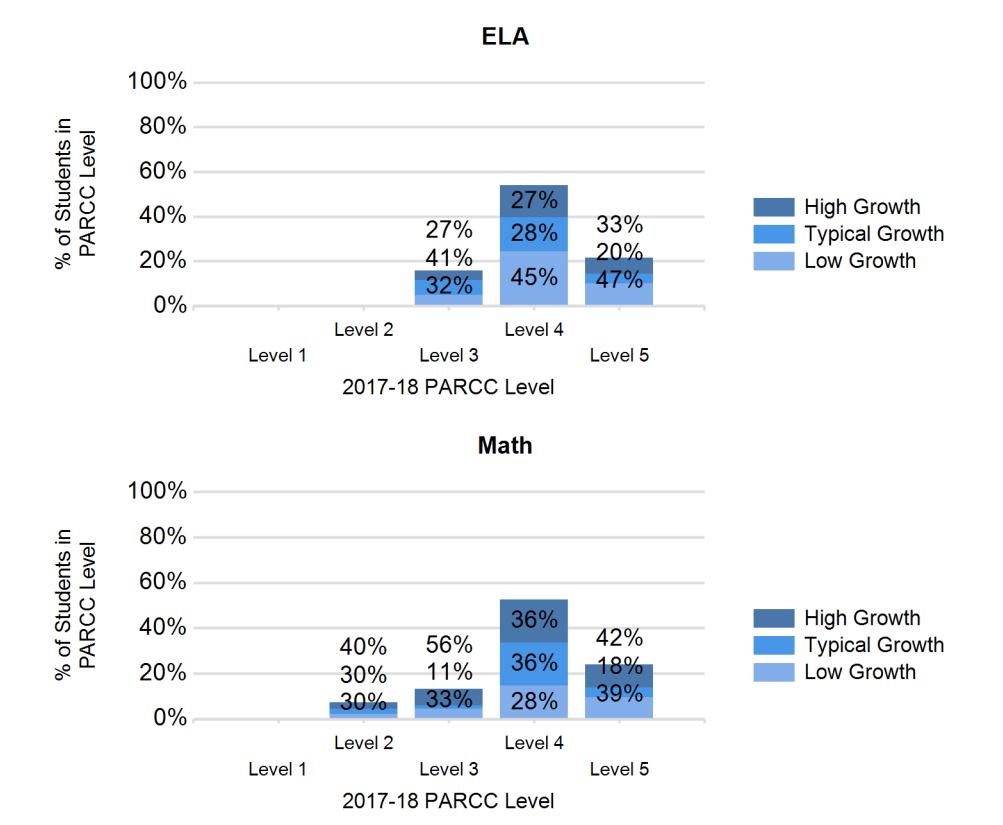
High Growth: Greater than 65

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

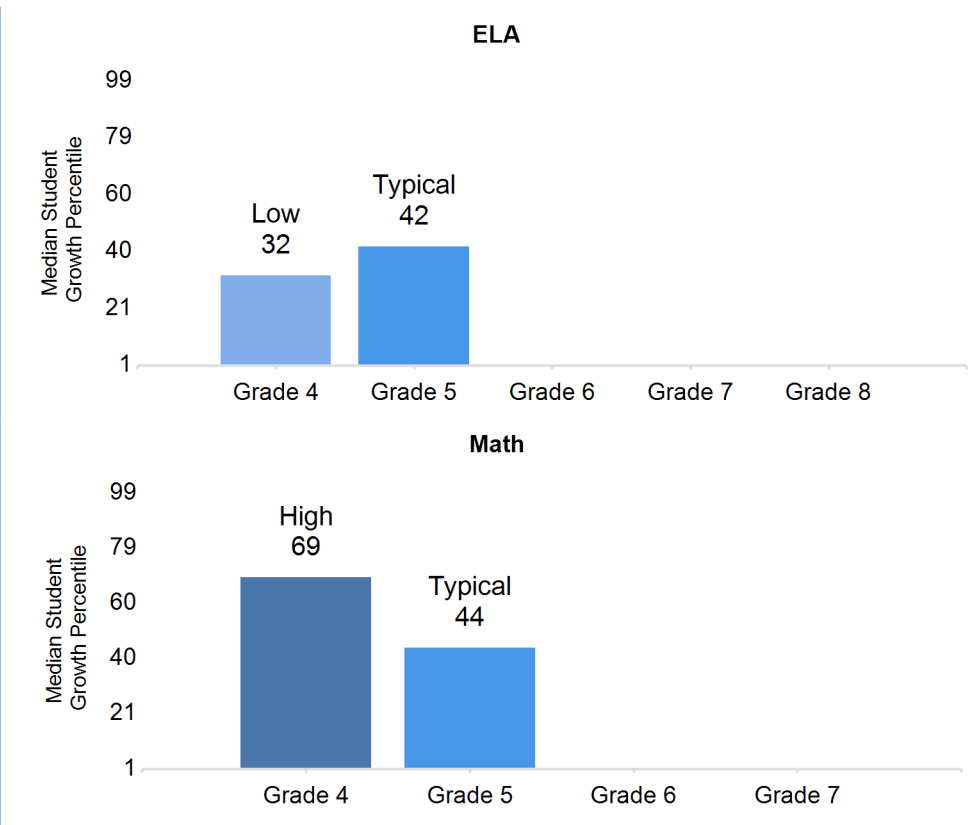
Student Growth by Performance Level

Student Growth by Grade

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.



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





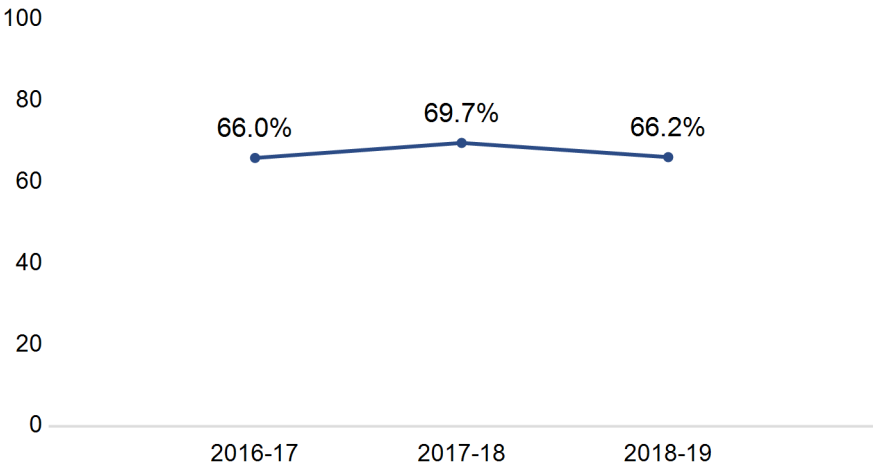
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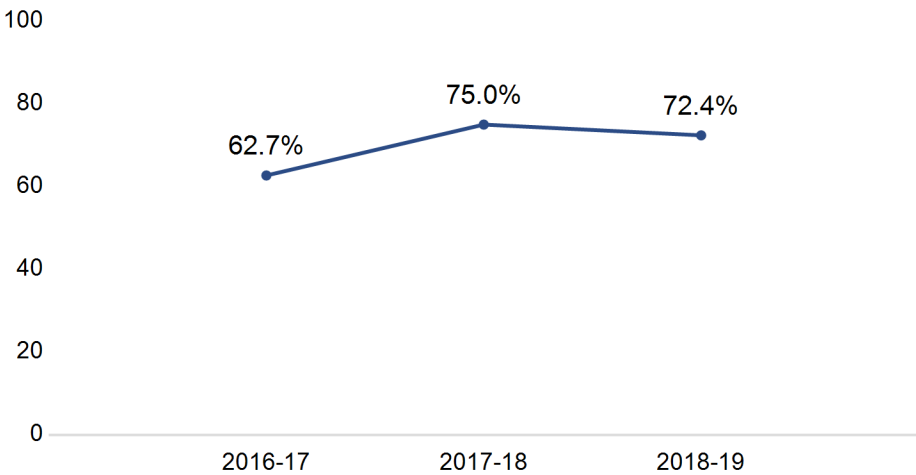
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	88.2%	91.8%	94.2%	88.2%	91.5%	93.7%
Proficiency Rate for Federal Accountability	66.0%	69.7%	66.2%	62.7%	75.0%	72.4%
Annual Target	63.7%	64.5%	65.4%	65.5%	66.2%	67.0%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	205	94.2	66.8	59.4	57.9	66.2	65.4	Met Target
White	77	90.9	77.9	*	66.9	74.3	74.2	Met Target
Hispanic	37	92.7	56.8	50.3	43.9	55.3	54.8	Met Target
Black or African American	71	98.6	57.7	53.9	38.5	57.7	61.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.0	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	93	92.3	66.7	67.0	64.8	64.6		
Male	112	95.8	67.0	52.6	51.3	67.0		
Economically Disadvantaged Students	55	100.0	45.5	46.5	40.0	*	52.1	Met Target†
Non-Economically Disadvantaged Students	150	92.3	74.7	69.4	67.9	*		
Students with Disabilities	45	91.8	40.0	23.5	22.7	38.6	40.6	Met Target†
Students without Disabilities	160	94.8	74.4	68.2	65.1	74.1		
English Learners	11	100.0	36.4	34.3	29.3	36.4	**	**
Non-English Learners	194	93.8	68.6	60.8	60.6	67.6		
Homeless Students	*	*	*	42.1	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



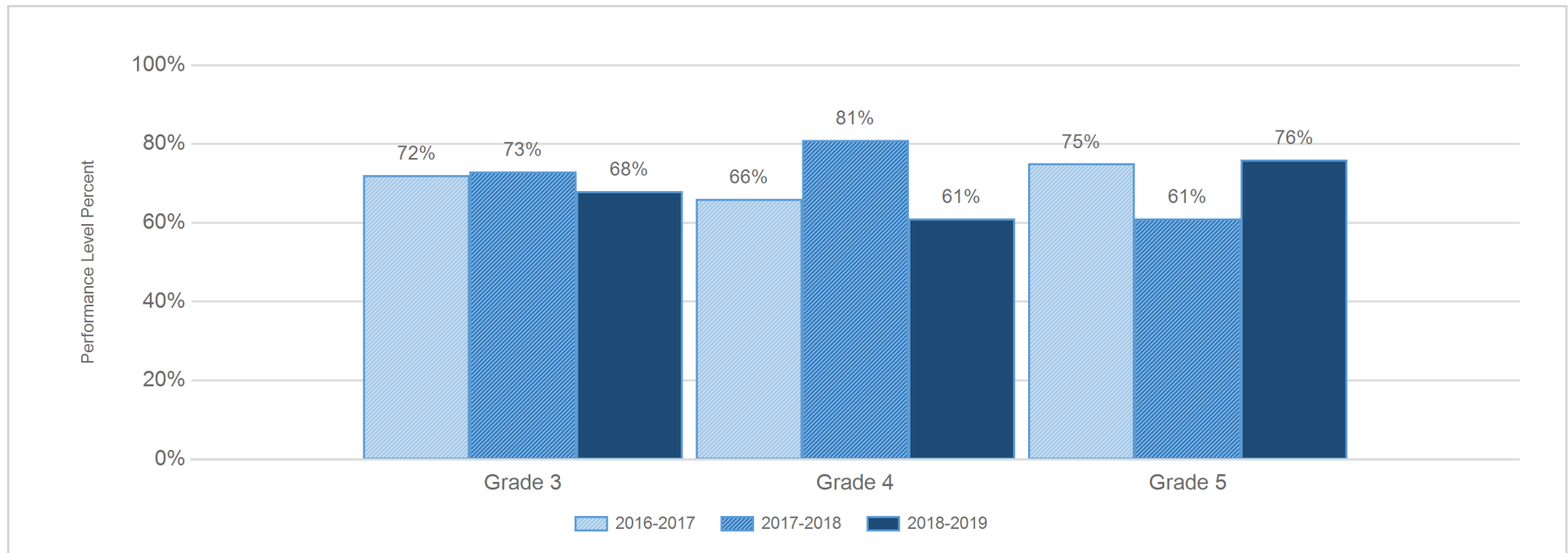
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	764	755	748	*	*	19%	*	*	68%	50%
White	22	770	770	757	*	*	*	*	*	73%	60%
Hispanic	*	*	741	734	*	*	*	*	*	*	36%
Black or African American	21	762	752	731	*	*	*	*	*	67%	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	*	*	766	756	*	*	*	*	*	*	58%
Female	31	757	757	753	*	*	*	*	*	61%	55%
Male	28	772	754	743	*	*	*	*	*	75%	46%
Economically Disadvantaged Students	13	744	*	731	*	*	*	*	*	38%	33%
Non-Economically Disadvantaged Students	46	770	*	759	*	*	*	*	*	76%	61%
Students with Disabilities	14	739	*	719	*	*	*	*	*	43%	24%
Students without Disabilities	45	772	*	754	*	*	*	*	*	76%	56%
English Learners	*	*	707	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	758	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	761	763	755	*	*	25%	40%	21%	61%	57%
White	29	777	781	763	0%	*	*	41%	38%	79%	67%
Hispanic	12	763	756	743	0%	0%	*	*	*	67%	44%
Black or African American	30	746	756	739	*	*	*	*	*	43%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	786	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	771	762	*	*	*	*	*	*	64%
Female	40	766	771	760	*	*	25%	*	*	65%	62%
Male	40	756	755	750	*	*	25%	*	*	58%	53%
Economically Disadvantaged Students	18	749	752	740	*	*	*	*	*	39%	40%
Non-Economically Disadvantaged Students	62	765	772	765	*	*	*	*	*	68%	69%
Students with Disabilities	17	731	728	725	*	*	*	*	*	35%	25%
Students without Disabilities	63	769	771	761	*	*	*	*	*	68%	64%
English Learners	*	*	715	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	764	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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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	67	770	768	756	0%	*	*	*	*	76%	58%
White	27	783	783	764	0%	*	*	41%	44%	85%	68%
Hispanic	16	755	762	743	0%	0%	*	*	*	56%	44%
Black or African American	20	764	762	739	0%	*	*	*	*	75%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	776	762	*	*	*	*	*	*	65%
Female	25	769	775	761	0%	*	*	*	*	80%	64%
Male	42	771	763	750	0%	*	*	*	*	74%	52%
Economically Disadvantaged Students	22	756	*	740	0%	*	*	*	*	59%	39%
Non-Economically Disadvantaged Students	45	778	*	766	0%	*	*	*	*	84%	69%
Students with Disabilities	10	751	741	724	0%	*	*	*	*	50%	23%
Students without Disabilities	57	774	774	762	0%	*	*	*	*	81%	65%
English Learners	*	*	730	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	770	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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	206	93.7	72.8	43.1	44.5	72.4	67	Met Target
White	78	89.8	84.6	*	54.1	81.7	75.3	Met Goal
Hispanic	37	92.7	64.9	34.4	28.8	63.2	56.7	Met Target
Black or African American	71	98.6	64.8	33.8	23.0	64.8	64.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.2	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	93	91.3	73.1	45.1	44.9	70.8		
Male	113	95.8	72.6	41.4	44.2	72.6		
Economically Disadvantaged Students	55	100.0	50.9	29.1	26.3	*	52.1	Met Target†
Non-Economically Disadvantaged Students	151	91.7	80.8	54.0	54.9	*		
Students with Disabilities	46	93.9	50.0	18.0	17.4	49.3	46	Met Target
Students without Disabilities	160	93.7	79.4	49.3	50.0	79.1		
English Learners	11	100.0	54.5	26.6	25.0	54.5	**	**
Non-English Learners	195	93.4	73.8	44.2	46.5	73.1		
Homeless Students	*	*	*	16.7	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

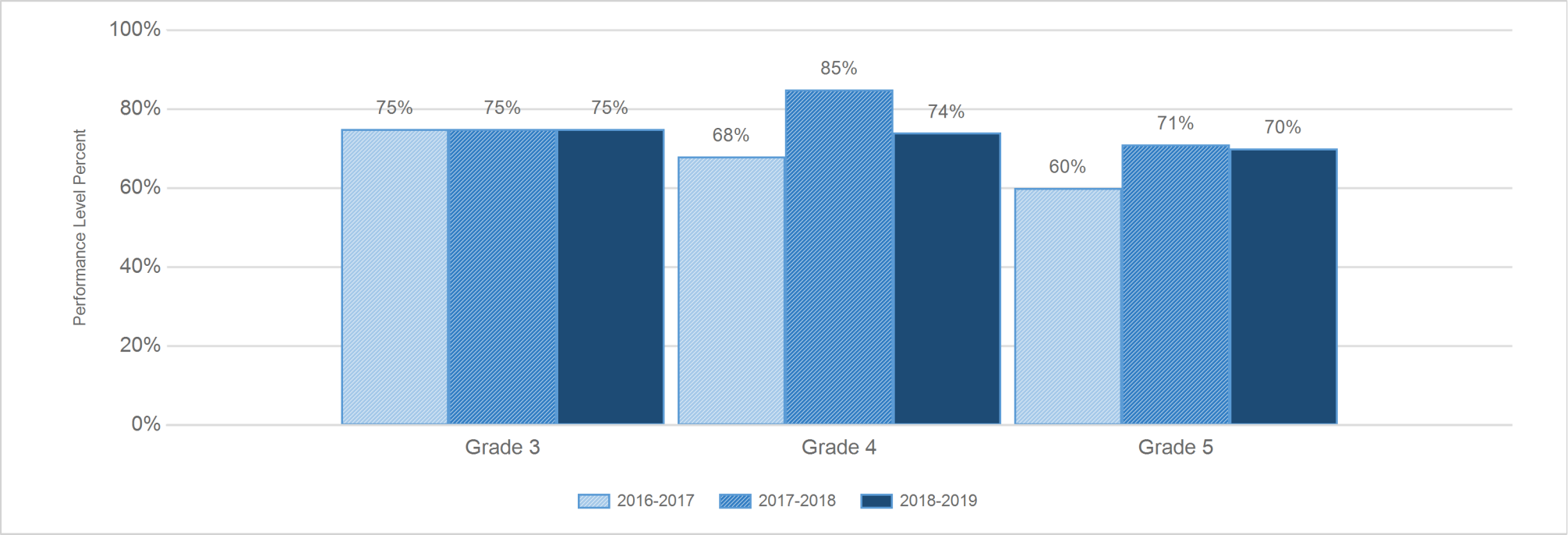


Gregory Elementary School
 (13-5680-120)
 Grades Offered: KG-05
 2018-2019

Report Key:
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 † This indicates a table specific note,see note below table

Mathematics Assessment – Performance Trends

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



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



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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	59	766	758	752	*	*	*	56%	19%	75%	55%
White	22	777	773	760	0%	*	*	*	*	82%	66%
Hispanic	*	*	749	739	*	*	*	*	*	*	40%
Black or African American	21	760	753	735	0%	*	*	*	*	76%	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	*	*	764	758	*	*	*	*	*	*	62%
Female	31	762	757	751	*	*	*	*	*	71%	54%
Male	28	771	759	752	*	*	*	*	*	79%	56%
Economically Disadvantaged Students	13	743	*	737	*	*	*	*	*	46%	37%
Non-Economically Disadvantaged Students	46	773	*	761	*	*	*	*	*	83%	67%
Students with Disabilities	14	744	*	731	*	*	*	*	*	43%	31%
Students without Disabilities	45	773	*	756	*	*	*	*	*	84%	60%
English Learners	*	*	731	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	760	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	767	756	749	*	*	15%	55%	19%	74%	51%
White	29	786	776	757	0%	0%	*	*	*	93%	62%
Hispanic	12	772	749	737	0%	0%	*	*	*	75%	36%
Black or African American	30	749	748	731	*	*	*	*	*	60%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	763	754	*	*	*	*	*	*	58%
Female	39	767	758	749	*	*	*	*	*	74%	50%
Male	41	767	754	749	*	*	*	*	*	73%	52%
Economically Disadvantaged Students	18	755	745	734	*	*	*	*	*	56%	32%
Non-Economically Disadvantaged Students	62	770	766	759	*	*	*	*	*	79%	63%
Students with Disabilities	18	738	729	726	*	*	*	*	*	44%	25%
Students without Disabilities	62	775	762	754	*	*	*	*	*	82%	56%
English Learners	*	*	724	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	757	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	66	764	760	747	*	*	20%	53%	17%	70%	47%
White	26	774	776	755	*	*	*	*	*	81%	58%
Hispanic	16	756	754	735	0%	*	*	*	*	56%	30%
Black or African American	20	756	752	729	*	*	*	*	*	60%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	769	753	*	*	*	*	*	*	55%
Female	25	759	761	747	*	*	*	*	*	72%	47%
Male	41	767	760	747	*	*	*	*	*	68%	47%
Economically Disadvantaged Students	22	750	*	732	*	*	*	50%	0%	50%	27%
Non-Economically Disadvantaged Students	44	771	*	757	*	*	*	55%	25%	80%	59%
Students with Disabilities	10	754	737	725	*	*	*	*	*	70%	19%
Students without Disabilities	56	766	765	752	*	*	*	*	*	70%	52%
English Learners	*	*	731	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	761	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	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	73.7%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	13	84.6%	15.4%
3-4	10	80.0%	20.0%
5 or more	*	*	*



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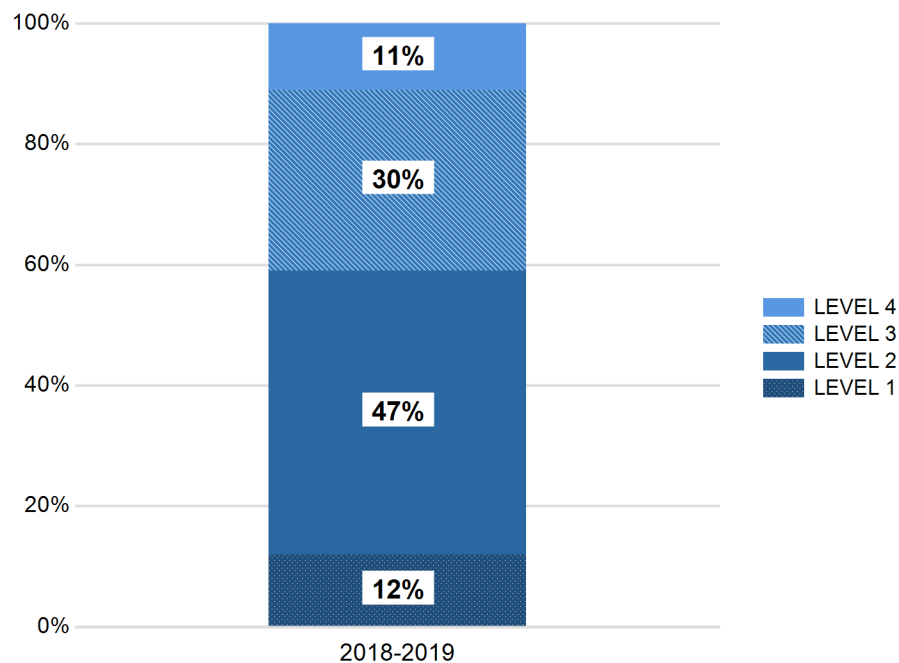
Report Key:

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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 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	12	47	30	11
White	8	31	38	23
Hispanic	19	50	31	0
Black or African American	15	65	15	5
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	20	44	32	4
Male	7	49	29	15
Economically Disadvantaged Students	17	65	17	0
Non-Economically Disadvantaged Students	9	37	37	16
Students with Disabilities	30	40	20	10
Students without Disabilities	9	48	32	11
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Gregory Elementary School

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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.

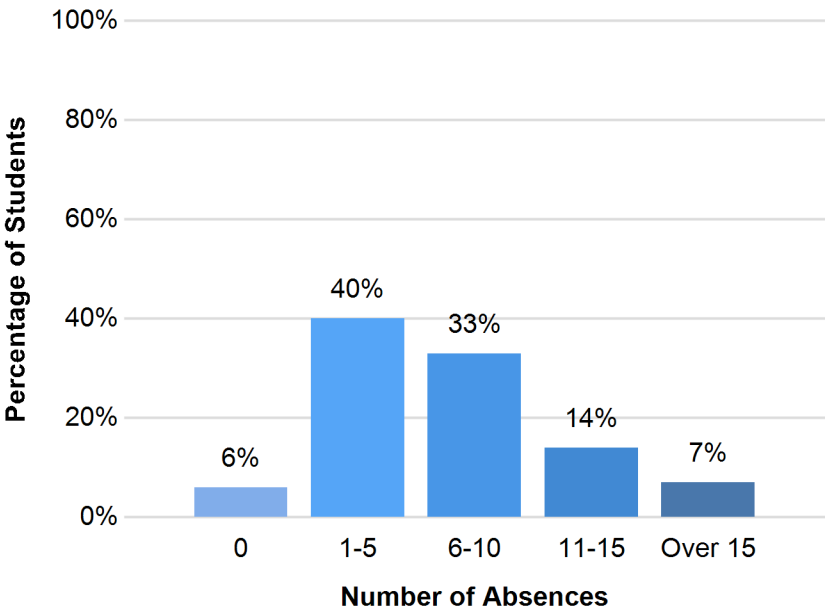
Chronic Absenteeism

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	19	4.3	8.9	Met
White	5	2.9	8.9	Met
Hispanic	6	6.7	8.9	Met
Black or African American	6	4.4	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	5.9	8.9	Met
Female	5	2.3		
Male	14	6.0		
Economically Disadvantaged Students	6	5.8	8.9	Met
Students with Disabilities	6	8.3	8.9	Met
English Learners	2	9.1	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





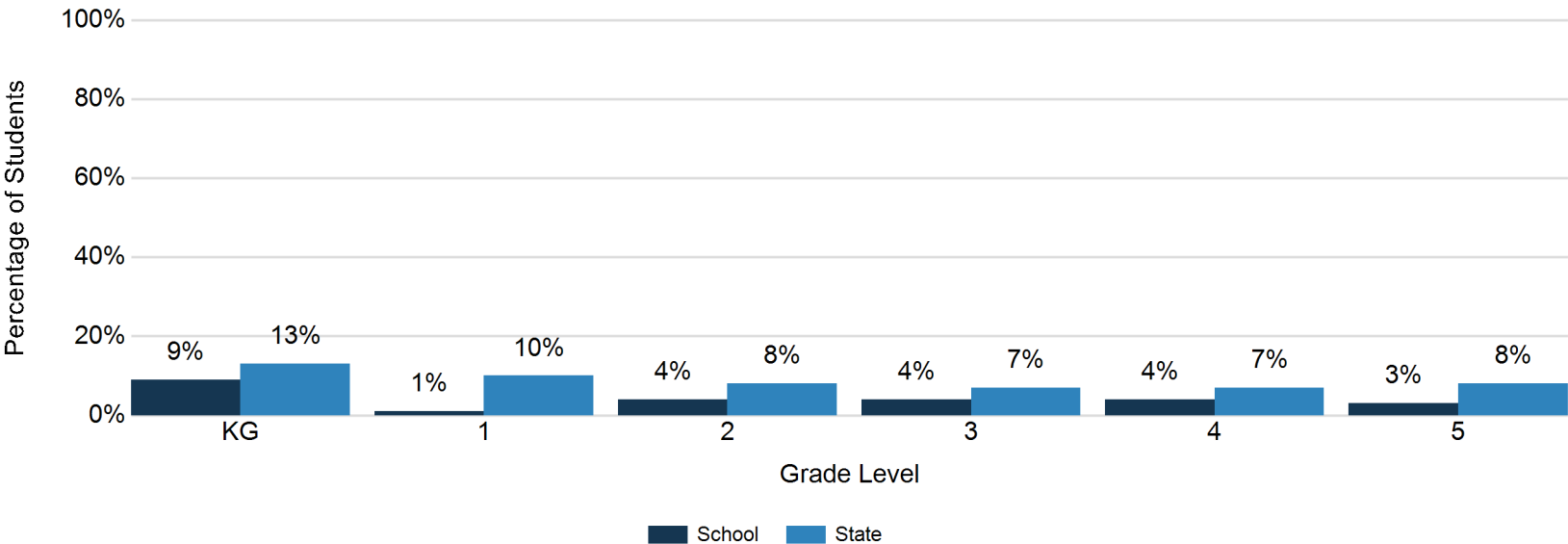
Gregory Elementary School
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Chronic Absenteeism by Grade

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





Gregory Elementary School

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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)	8
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.84

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	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	7	7
No Identified Nature	0		0

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
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
*



Gregory Elementary School

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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 53 Mins
Shared Time - Instructional Time	5 Hrs. 53 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	48	118,214
Average years experience in public schools	12.1	12.1
Average years experience in district	11.9	10.8
Percentage of Teachers with 4 or more years experience in the district	75.0%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	45	9,530
Average years experience in public schools	15.8	16.0
Average years experience in district	13.7	12.0
Percentage of Administrators with 4 or more years experience in the district	75.6%	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	218:1	147:1
Teachers to Administrators	24:1	14:1
Students to Librarians/Media Specialists		510:1
Students to Nurses		510:1
Students to Counselors		276:1
Students to Child Study Team Members		201:1



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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 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	49.0%	91.7%	50.0%	48.4%	77.1%	54.9%
Male	51.0%	8.3%	50.0%	51.6%	22.9%	45.1%
White	39.5%	81.3%	0.0%	42.4%	83.6%	77.4%
Hispanic	19.1%	6.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	30.3%	8.3%	50.0%	15.0%	6.6%	13.9%
Asian	3.0%	2.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	2.1%	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%	0.0%	50.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

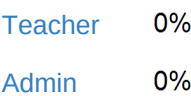
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.1%



Gregory Elementary School
(13-5680-120)
Grades Offered: KG-05
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.



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	66.0%	69.7%	66.2%
Math Proficiency	62.7%	75.0%	72.4%
ELA Growth	50	34	40
Math Growth	54	55	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		87.5%	73.7%
Chronic Absenteeism	4.0%	5.0%	4.3%

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



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Annually, NJDOE will identify schools in the following federal category:
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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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.



Gregory Elementary School

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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 Goal	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	Met Target	Met Target	Not Met	Not Met	n/a	Met	No
Black or African American	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target†	Met Target†	Not Met	Met Standard	n/a	Met	No
Students with Disabilities	Met Target†	Met Target	Not Met	Not Met	n/a	Met	No
English Learners	**	**	**	**	**	Not 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 the school or district directly.

 Highlights:	1.Readers & Writers Workshop utilizing TCRWP Reading & Writing Units of Study 2.Everyday Mathematics 3.National Geographic's Exploring Science Program 4.Pearson My World Social Studies program. - Technology is integrated into daily instruction. We have a 1:1 student ratio to Chromebooks.
 Mission, Vision, Theme:	Gregory Elementary School is one of seven elementary schools in West Orange with an enrollment of 451 students.Gregory provides a strong support system that fosters academic, social, and personal growth at a time when students are developing more rapidly than at any other time in their lives.
 Awards, Recognition, Accomplishments:	Gregory Elementary School has been the proud winner, for the second year in a row, of the Stop 4 Nikhil Fundraiser School Grant. Our school has been awarded a total of \$4,000 from the Nikhil Badlani Foudnation.



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 Clubs and Activities:	Club Offerings: Art Studio, Chamber Orchestra, Geography, & MakerSpace



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 Before and After School Programs:	The West Orange Community House provides Before-Care and After-Care for parents that need childcare before and after school hours. We also have a partnership with the Seton Hall Preparatory High School in West Orange. High school tutors come to our school to work with students in grades 3-5 once a week. This partnership with Seton Hall Prep was cultivated by the West Orange African Heritage Organization.
 Staff and Professional Learning:	Our staff engages in rich and collaborative professional learning opportunities across the content areas through grade level meetings, collaborative planing, district professional development, and out-of-district professional development opportunities that support our district initiatives.



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Student Supports and Services:	Students with special needs are provided with programs and services in accordance with their individual educational plans.
Student Health and Wellness:	Gregory Elementary School is an allergy conscious school. All of our classrooms are nut-free. Teachers and class parents are provided with strict guidelines for nutrition for class parties and/or afterschool events.
Parent and Community Involvement:	Gregory Elementary School proudly has a very active Parent Teacher Association. The PTA works collabroatively with the schoo administration and faculty to plan and organize fun events for the entire school community.



Hazel Avenue Elementary School
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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:

**Hazel Avenue Elementary School**

(13-5680-130)

Grades Offered: KG-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	Essex
District	West Orange Public Schools
Principal Name	Mr. William Kochis
Address	45 HAZEL AVE W ORANGE, NJ 07052-4524
Phone Number	973-669-5448
Email Address	wkochis@westorangeschools.org
Website	https://www.woboe.org/Domain/9
Facebook	https://www.facebook.com/woschools
Twitter	https://twitter.com/woschools



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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	52	58	49
1	42	49	57
2	62	45	53
3	69	61	46
4	53	73	63
5	60	55	71
Total	338	341	339

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.6%	49.9%	51.6%
Male	49.4%	50.1%	48.4%
Economically Disadvantaged Students	59.8%	61.0%	58.7%
Students with Disabilities	8.0%	9.1%	12.1%
English Learners	5.0%	6.7%	7.7%
Homeless Students	0.3%	0.0%	1.2%
Students in Foster Care	0.3%	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	9.2%	8.5%	7.7%
Hispanic	49.1%	48.4%	50.1%
Black or African American	32.0%	34.3%	34.5%
Asian	3.0%	1.8%	0.9%
Native Hawaiian or Pacific Islander	0.6%	0.9%	0.6%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	6.2%	6.2%	6.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	52	58	49

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	71.1%
Spanish	23.9%
Creoles and pidgins, French-based	3.2%
Other Languages	1.8%



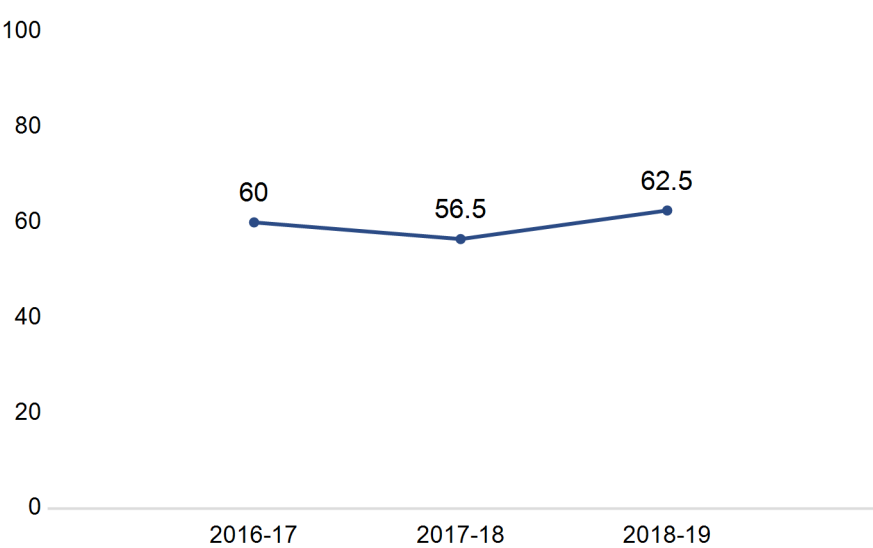
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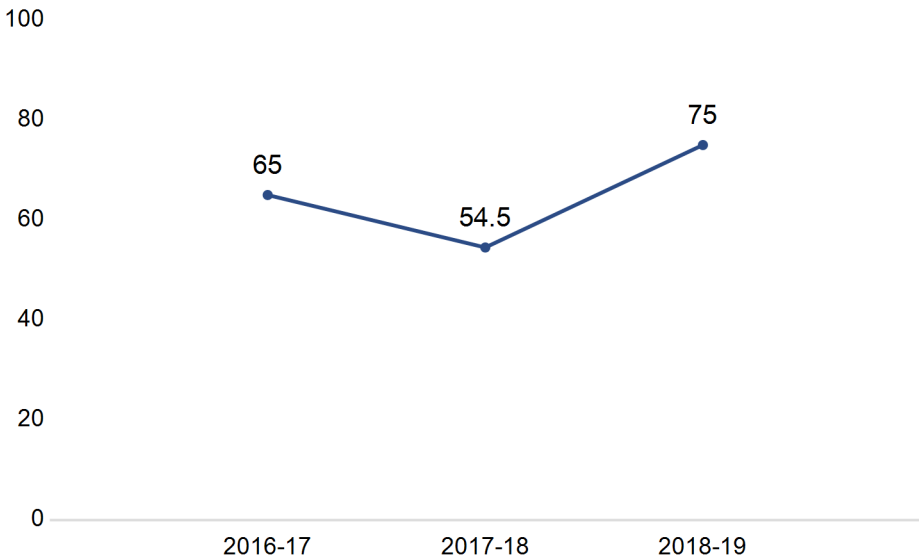
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	60	56.5	62.5	65	54.5	75
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Hazel Avenue Elementary 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	62.5	50	50	Exceeds Standard	75	46	50	Exceeds Standard
White	*	55	50	**	*	47	52	**
Hispanic	60	48	49	Exceeds Standard	80	42	47	Exceeds Standard
Black or African American	62	48	45	Exceeds Standard	71	45	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	*	51	59	**	*	57	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	57	49	**	*	48.5	52	**
Female	68	54	53	N	79.5	47	50	N
Male	57	46	47	N	67	45	51	N
Economically Disadvantaged Students	62	47	48	Exceeds Standard	70.5	44	46	Exceeds Standard
Students with Disabilities	42.5	40	43	**	59.5	38	45	**
English Learners	63	53	52	**	80	63	50	Exceeds Standard
Homeless Students	*	52.5	43	N	*	35.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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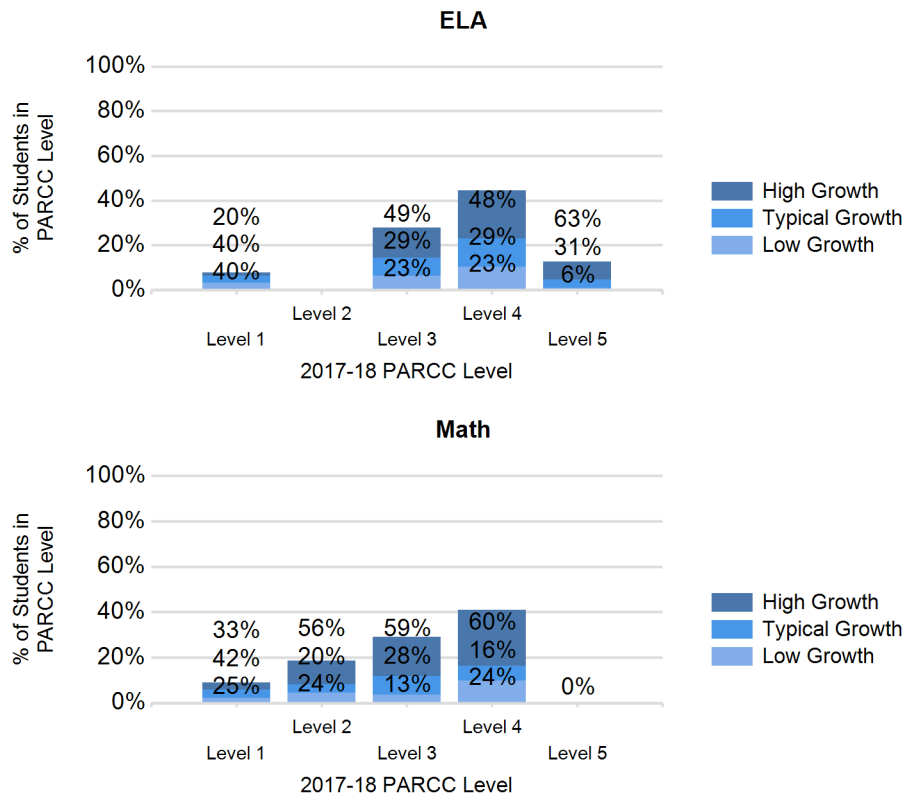
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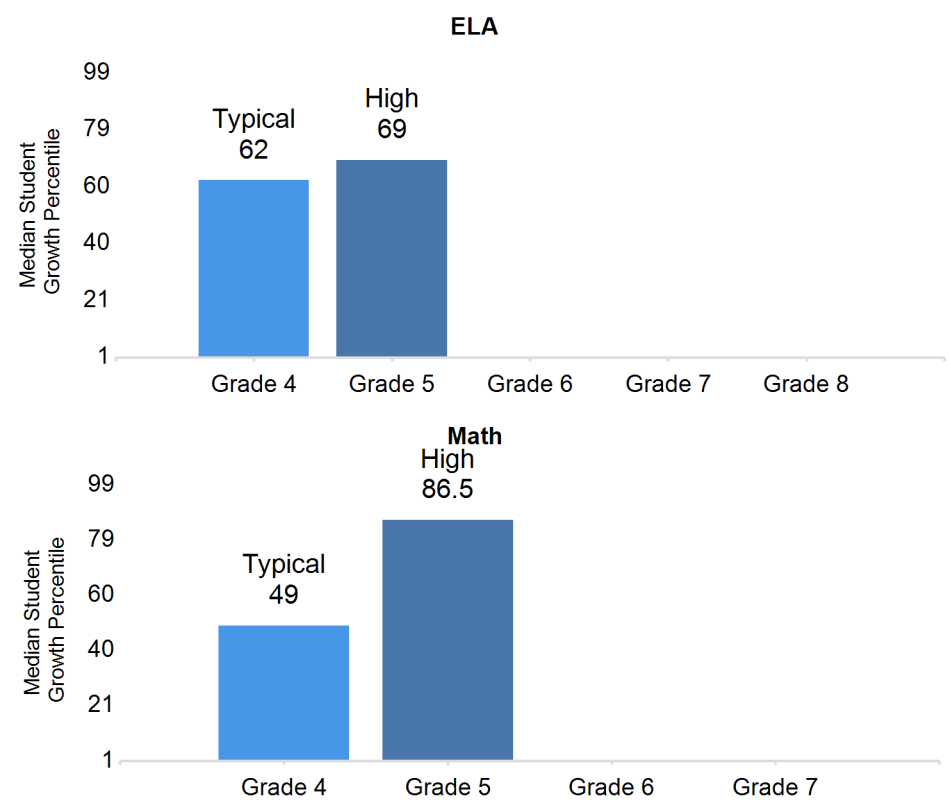
Student Growth by Performance Level

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



Student Growth by Grade

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



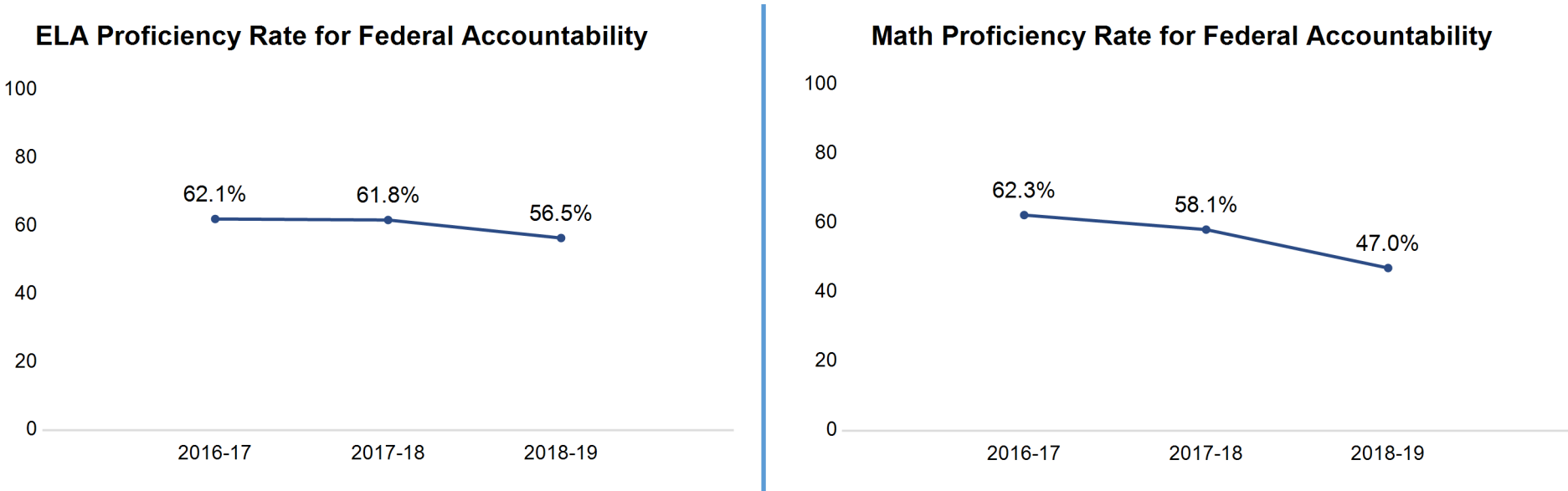


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.2%	97.3%	98.4%	97.3%	97.4%	98.5%
Proficiency Rate for Federal Accountability	62.1%	61.8%	56.5%	62.3%	58.1%	47.0%
Annual Target	59.6%	60.6%	61.7%	62.6%	63.5%	64.4%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	184	98.4	56.5	59.4	57.9	56.5	61.7	Met Target†
White	13	92.9	76.9	*	66.9	75.2	**	**
Hispanic	91	98.9	52.7	50.3	43.9	52.7	53.6	Met Target†
Black or African American	70	98.6	58.6	53.9	38.5	58.6	61	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.0	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	86	98.9	65.1	67.0	64.8	65.1		
Male	98	98.0	49.0	52.6	51.3	49.0		
Economically Disadvantaged Students	121	99.2	48.8	46.5	40.0	48.8	54.8	Met Target†
Non-Economically Disadvantaged Students	63	97.0	71.4	69.4	67.9	71.4		
Students with Disabilities	31	100.0	25.8	23.5	22.7	25.8	32.9	Met Target†
Students without Disabilities	153	98.1	62.7	68.2	65.1	62.7		
English Learners	29	100.0	24.1	34.3	29.3	24.1	46.6	Not Met
Non-English Learners	155	98.1	62.6	60.8	60.6	62.6		
Homeless Students	*	*	*	42.1	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



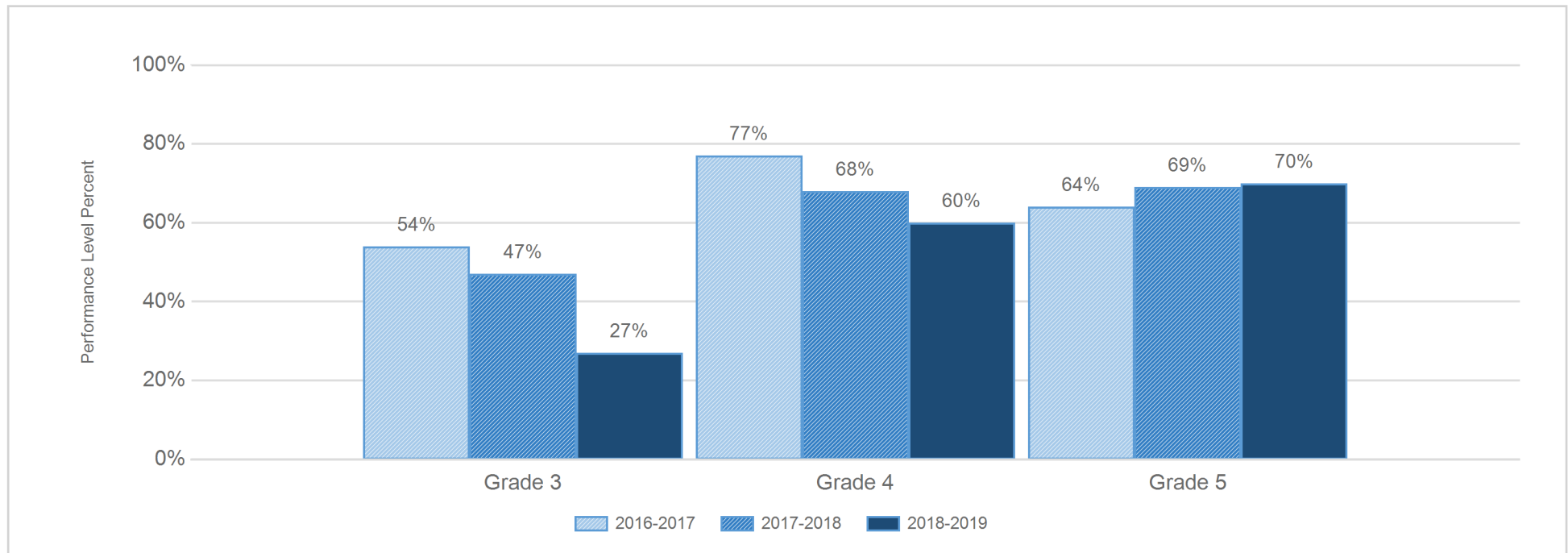
Hazel Avenue Elementary School
(13-5680-130)
Grades Offered: KG-05
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
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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.





Hazel Avenue Elementary School

(13-5680-130)

Grades Offered: KG-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	728	755	748	*	*	35%	27%	0%	27%	50%
White	*	*	770	757	*	*	*	*	*	*	60%
Hispanic	23	722	741	734	*	*	*	*	*	17%	36%
Black or African American	18	732	752	731	*	*	*	*	*	39%	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	*	*	766	756	*	*	*	*	*	*	58%
Female	23	732	757	753	*	*	*	*	*	26%	55%
Male	25	724	754	743	*	*	*	*	*	28%	46%
Economically Disadvantaged Students	31	721	*	731	*	*	*	*	*	19%	33%
Non-Economically Disadvantaged Students	17	739	*	759	*	*	*	*	*	41%	61%
Students with Disabilities	11	695	*	719	*	*	*	*	*	*	24%
Students without Disabilities	37	738	*	754	*	*	*	*	*	*	56%
English Learners	*	*	707	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	758	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%



Hazel Avenue Elementary School

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	756	763	755	*	*	16%	40%	21%	60%	57%
White	*	*	781	763	*	*	*	*	*	*	67%
Hispanic	30	745	756	743	*	*	*	*	*	57%	44%
Black or African American	28	759	756	739	*	*	*	*	*	61%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	786	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	771	762	*	*	*	*	*	*	64%
Female	35	771	771	760	*	*	*	*	*	77%	62%
Male	33	740	755	750	*	*	*	*	*	42%	53%
Economically Disadvantaged Students	45	743	752	740	*	*	*	*	*	51%	40%
Non-Economically Disadvantaged Students	23	783	772	765	*	*	*	*	*	78%	69%
Students with Disabilities	11	711	728	725	*	*	0%	*	*	27%	25%
Students without Disabilities	57	765	771	761	*	*	19%	*	*	67%	64%
English Learners	*	*	715	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	764	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Hazel Avenue Elementary School
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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	69	766	768	756	*	*	16%	45%	25%	70%	58%
White	*	*	783	764	*	*	*	*	*	*	68%
Hispanic	36	767	762	743	0%	*	*	*	*	69%	44%
Black or African American	27	757	762	739	*	*	*	*	*	63%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	776	762	*	*	*	*	*	*	65%
Female	31	772	775	761	*	*	*	*	*	74%	64%
Male	38	762	763	750	*	*	*	*	*	66%	52%
Economically Disadvantaged Students	45	759	*	740	*	*	*	*	*	64%	39%
Non-Economically Disadvantaged Students	24	781	*	766	*	*	*	*	*	79%	69%
Students with Disabilities	*	*	741	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	774	762	*	*	*	*	*	*	65%
English Learners	*	*	730	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	770	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Hazel Avenue Elementary School
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2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	185	98.5	47.0	43.1	44.5	47.0	64.4	Not Met
White	13	92.9	76.9	*	54.1	75.2	**	**
Hispanic	92	98.9	45.7	34.4	28.8	45.7	60.2	Not Met
Black or African American	70	98.7	44.3	33.8	23.0	44.3	60.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.2	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	86	98.9	44.2	45.1	44.9	44.2		
Male	99	98.1	49.5	41.4	44.2	49.5		
Economically Disadvantaged Students	122	99.2	37.7	29.1	26.3	37.7	61.9	Not Met
Non-Economically Disadvantaged Students	63	97.0	65.1	54.0	54.9	65.1		
Students with Disabilities	31	100.0	12.9	18.0	17.4	12.9	38.9	Not Met
Students without Disabilities	154	98.1	53.9	49.3	50.0	53.9		
English Learners	30	100.0	30.0	26.6	25.0	30.0	48.3	Not Met
Non-English Learners	155	98.1	50.3	44.2	46.5	50.3		
Homeless Students	*	*	*	16.7	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

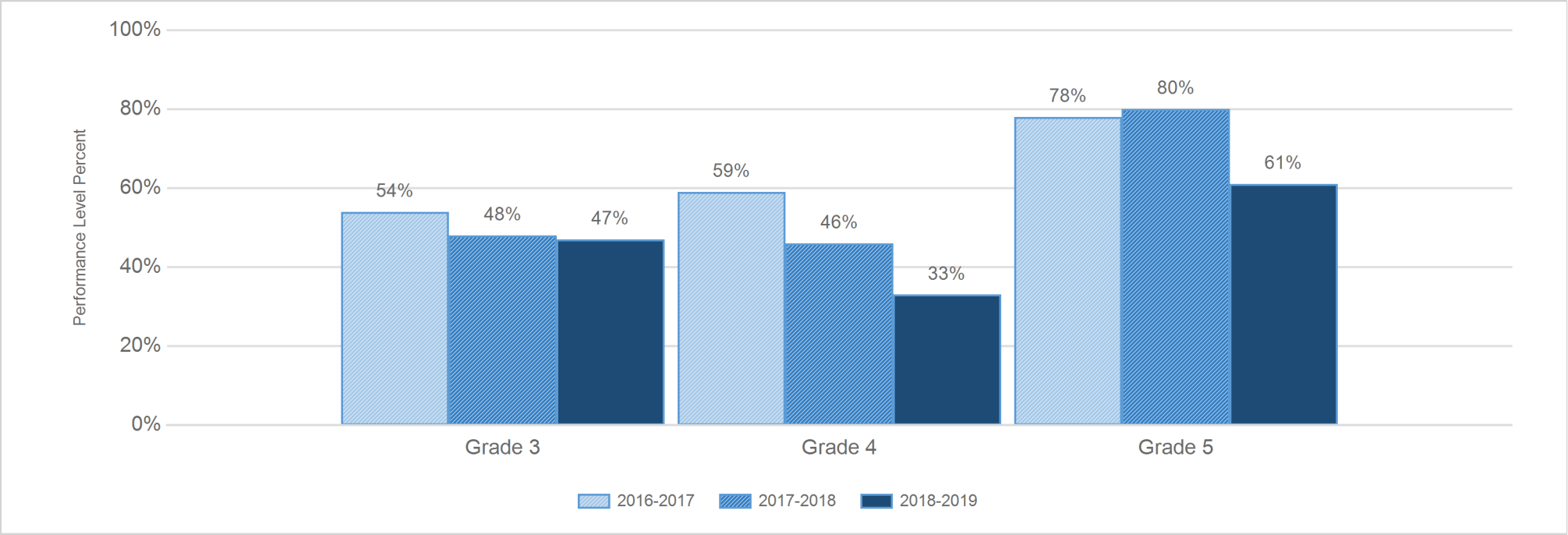


Hazel Avenue Elementary School
(13-5680-130)
Grades Offered: KG-05
2018-2019

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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.



Hazel Avenue Elementary School
(13-5680-130)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	744	758	752	*	*	29%	*	*	47%	55%
White	*	*	773	760	*	*	*	*	*	*	66%
Hispanic	24	741	749	739	*	*	42%	*	*	38%	40%
Black or African American	18	744	753	735	*	*	*	*	*	50%	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	*	*	764	758	*	*	*	*	*	*	62%
Female	23	741	757	751	*	*	*	*	*	43%	54%
Male	26	746	759	752	*	*	*	*	*	50%	56%
Economically Disadvantaged Students	32	741	*	737	*	*	*	*	*	41%	37%
Non-Economically Disadvantaged Students	17	750	*	761	*	*	*	*	*	59%	67%
Students with Disabilities	11	736	*	731	*	*	*	*	*	27%	31%
Students without Disabilities	38	746	*	756	*	*	*	*	*	53%	60%
English Learners	*	*	731	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	760	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%



Hazel Avenue Elementary School

(13-5680-130)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	739	756	749	*	19%	36%	*	*	33%	51%
White	*	*	776	757	*	*	*	*	*	*	62%
Hispanic	30	734	749	737	*	*	50%	*	*	20%	36%
Black or African American	29	740	748	731	*	*	*	45%	0%	45%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	763	754	*	*	*	*	*	*	58%
Female	35	745	758	749	*	*	*	*	*	34%	50%
Male	34	733	754	749	*	*	*	*	*	32%	52%
Economically Disadvantaged Students	46	732	745	734	*	*	*	*	*	24%	32%
Non-Economically Disadvantaged Students	23	753	766	759	*	*	*	*	*	52%	63%
Students with Disabilities	11	713	729	726	*	*	*	*	*	*	25%
Students without Disabilities	58	744	762	754	*	*	*	*	*	*	56%
English Learners	*	*	724	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	757	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	69	760	760	747	*	*	28%	45%	16%	61%	47%
White	*	*	776	755	*	*	*	*	*	*	58%
Hispanic	36	766	754	735	*	*	*	*	*	75%	30%
Black or African American	27	747	752	729	*	*	48%	*	*	37%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	769	753	*	*	*	*	*	*	55%
Female	31	758	761	747	*	*	*	*	*	55%	47%
Male	38	762	760	747	*	*	*	*	*	66%	47%
Economically Disadvantaged Students	45	753	*	732	*	*	*	*	*	49%	27%
Non-Economically Disadvantaged Students	24	774	*	757	*	*	*	*	*	83%	59%
Students with Disabilities	*	*	737	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	765	752	*	*	*	*	*	*	52%
English Learners	*	*	731	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	761	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
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	57.1%	**	**

† 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	*	*
3-4	*	*	*
5 or more	N	N	N



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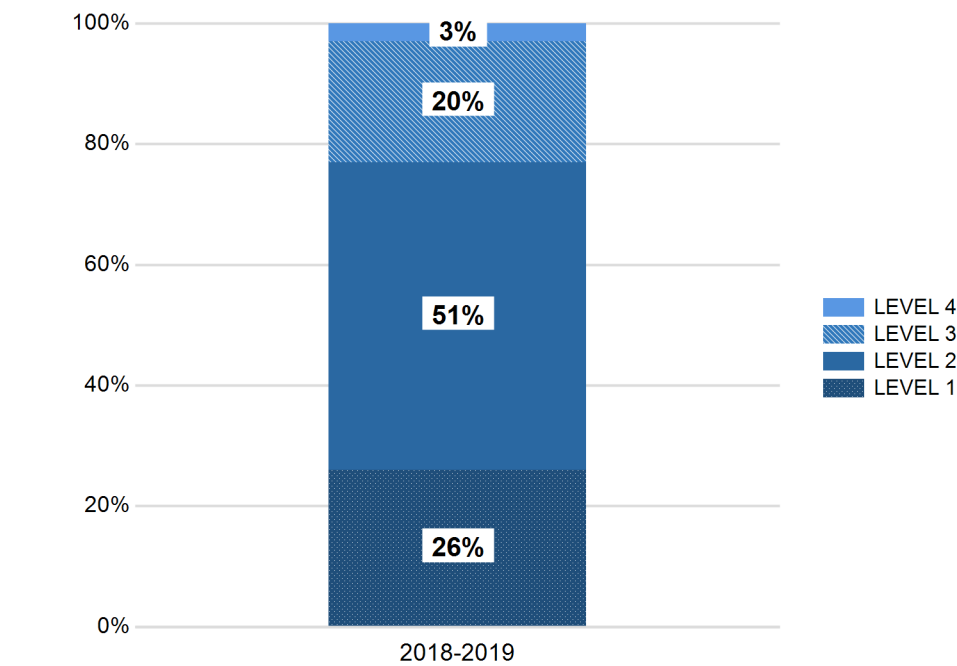
2018-2019

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

NJSLA Science Assessment: Grade 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	26	51	20	3
White	*	*	*	*
Hispanic	25	50	22	3
Black or African American	30	59	11	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	29	52	19	0
Male	23	51	21	5
Economically Disadvantaged Students	35	54	9	2
Non-Economically Disadvantaged Students	8	46	42	4
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Hazel Avenue Elementary School

(13-5680-130)

Grades Offered: KG-05

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.

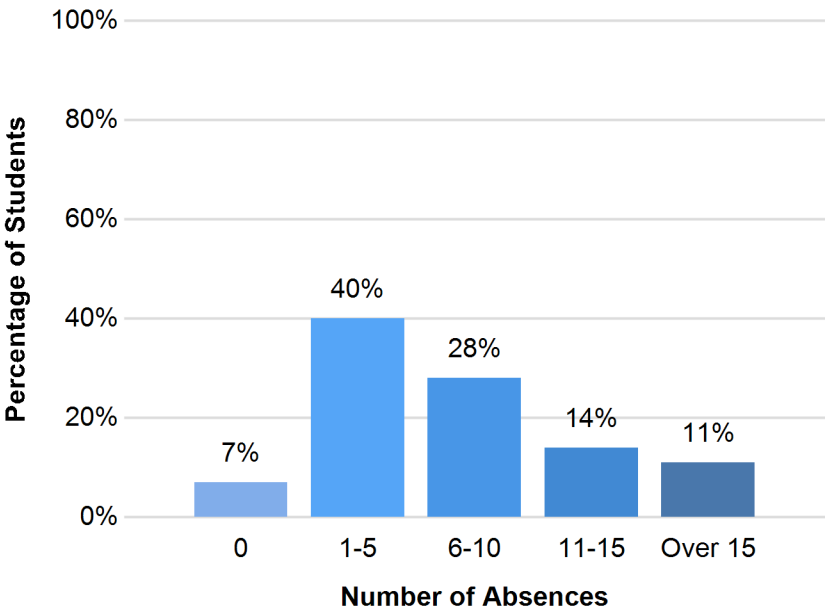
Chronic Absenteeism

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	30	8.2	8.9	Met
White	1	3.6	8.9	Met
Hispanic	19	10.5	8.9	Not Met
Black or African American	6	4.8	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	8.9	Not Met
Female	11	6.0		
Male	19	10.4		
Economically Disadvantaged Students	20	9.1	8.9	Not Met
Students with Disabilities	10	15.2	8.9	Not Met
English Learners	1	3.3	8.9	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





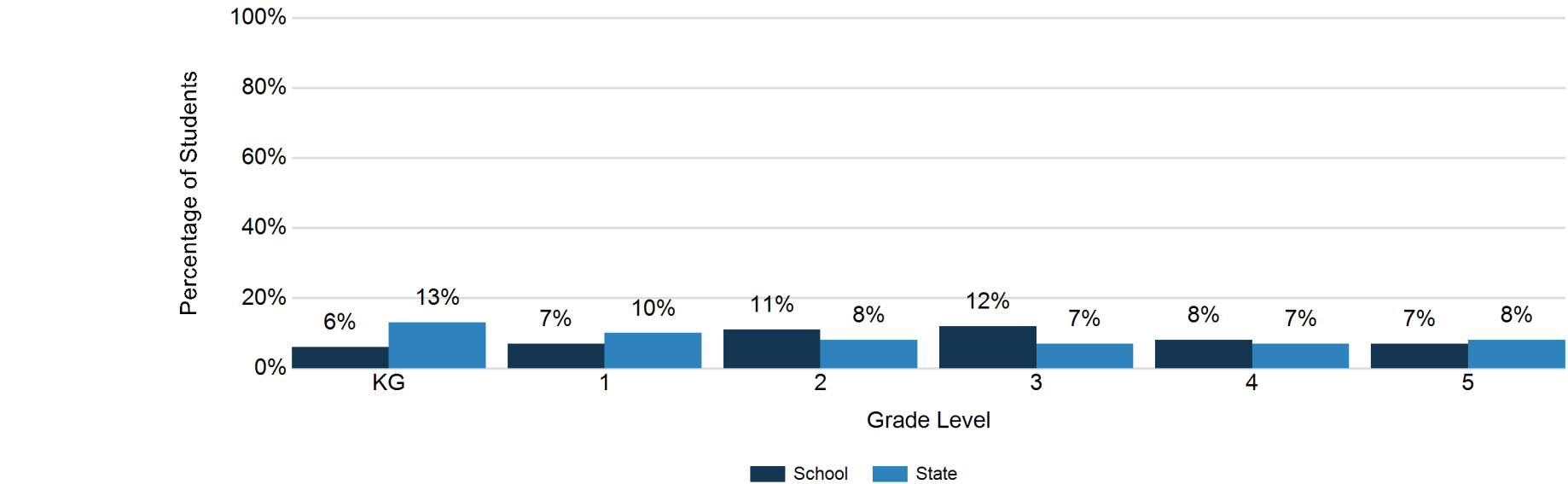
Hazel Avenue Elementary School
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Chronic Absenteeism by Grade

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	4
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	2.65

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	4	4
No Identified Nature	0		0

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
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
20



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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	3:25 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 53 Mins
Shared Time - Instructional Time	5 Hrs. 53 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	36	118,214
Average years experience in public schools	13.6	12.1
Average years experience in district	13.1	10.8
Percentage of Teachers with 4 or more years experience in the district	91.7%	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	45	9,530
Average years experience in public schools	15.8	16.0
Average years experience in district	13.7	12.0
Percentage of Administrators with 4 or more years experience in the district	75.6%	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	339:1	147:1
Teachers to Administrators	36:1	14:1
Students to Librarians/Media Specialists		510:1
Students to Nurses		510:1
Students to Counselors		276:1
Students to Child Study Team Members		201:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.6%	83.3%	0.0%	48.4%	77.1%	54.9%
Male	48.4%	16.7%	100.0%	51.6%	22.9%	45.1%
White	7.7%	83.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	50.1%	11.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	34.5%	5.6%	0.0%	15.0%	6.6%	13.9%
Asian	0.9%	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	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

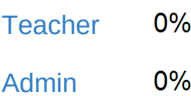
Bachelor's Degree



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	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.5%



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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	62.1%	61.8%	56.5%
Math Proficiency	62.3%	58.1%	47.0%
ELA Growth	60	56	62
Math Growth	65	54	75
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		70.6%	57.1%
Chronic Absenteeism	6.7%	4.1%	8.2%

† 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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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	Exceeds Standard	Exceeds Standard	**	Met	No
White	**	**	**	**	n/a	Met	No
Hispanic	Met Target†	Not Met	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	Met Target†	Not Met	Exceeds Standard	Exceeds Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target†	Not Met	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	**	**	n/a	Not Met	No
English Learners	Not Met	Not Met	**	Exceeds Standard	Exceeds 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 the school or district directly.

 Highlights:	- Curriculum includes Readers & Writers Workshop, EveryDay Math, Social Studies/My World, and Next Generation Science Standards. - Technology is integrated into daily instruction as part of the district's 1:1 Chromebook Program.
 Mission, Vision, Theme:	Hazel Avenue School is a student centered elementary school that celebrates diversity and is committed to meeting the needs of all students academically, socially and emotionally. We implement integrated curricula that emphasize literacy, utilize technology, and incorporates hands-on cooperative activities, differentiated instruction and 21st century skills. We strive to instill in our students the positive attributes that encourage them to become self-directed, lifelong learners.
 Awards, Recognition, Accomplishments:	At Hazel Avenue School, we are proud of the academic gains our students have made and their ability to soar in all areas.



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 Courses, Curriculum, Instruction:	At Hazel School, we deliver instruction that prepares our students for the future by emphasizing high-level skills needed for tomorrow's world. The Social Studies curriculum engages our students in the critical analysis of historical and contemporary issues. The Science curriculum addresses the skills students need to succeed in the 21st century with lessons that encourage thinking like scientists. The math curriculum allows students to gain an understanding of concepts and develops math sense as they learn multiple strategies to solve problems. Our ELA curriculum encourages students to become avid and skilled readers and writers through practice and inquiry.
 Clubs and Activities:	Hazel Avenue Schools offers a wide variety of school clubs and activities. Schools clubs include: Homework Club, Studio Art Club, Maker-Space club, Early Morning Intervention Club, Student Council, Peer Mediation, Kindergarten Helpers, Ceramics Club, Exercise Club, and Tutoring (In partnership with West Orange African Heritage Organization and Seton Hall Prep School). We also offer PTA enrichment clubs including Basketball, Step Dance, Baseball, Soccer, Theater, and more.



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 Before and After School Programs:	The West Orange Community House Boys & Girls Club offers before school care and after school care which is located at Hazel Avenue School. They serve grades Kindergarten through Fifth Grade.
 Staff and Professional Learning:	Our staff engages in rich and collaborative professional learning opportunities across the content areas through professional learning communities, grade level meetings, collaborative planning, district professional development, and workshops.
 Postsecondary Information:	Students are provided with the foundational skills necessary for academic success in postsecondary life.



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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.

 Student Supports and Services:	Students are provided with programs and services in accordance with each student's individual needs, program placement and/or IEP.
 Student Health and Wellness:	Hazel Avenue School offers a Health curriculum in grades K-5 as well as several related clubs and assemblies. We work closely with our food service company to offer healthy food choices for breakfast, lunch, and snacks.
 Parent and Community Involvement:	Hazel School involves families and the community through the Parent Teacher Association. The PTA supports our school through events such as: Book Fairs, Holiday Boutiques, Carnival, Trunk or Treat, and Movie Nights. They also support our students with fundraising for field trips, supplies, and items to better our school environment. The school has a school messenger which allows the school to send messages via email, text, and phone. Hazel School also offers an Adult English as a Second Language program to parents in our community for whom English is not the first language.



Hazel Avenue Elementary School
(13-5680-130)
Grades Offered: KG-05
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.

 School Safety:	In partnership with local law-enforcement, we work daily to maintain the security of our school. We conduct drills on a regular basis to ensure our students can respond quickly, calmly, and safely to an emergency. The district has partnered with security consultants and conducted a security audit for each school. This audit has informed us on the necessary upgrades for our school including training for all stakeholders and the updating of plans and processes.



Kelly Elementary School
(13-5680-150)
Grades Offered: PK-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 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:



Kelly Elementary School
(13-5680-150)
Grades Offered: PK-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	Essex
District	West Orange Public Schools
Principal Name	Dr. Joanne Pollara
Address	555 PLEASANT VALLEY WAY W ORANGE, NJ 07052-2803
Phone Number	973-669-5452
Email Address	jpollara@westorangeschools.org
Website	https://www.woboe.org/Domain/11
Twitter	https://twitter.com/KellyElementary



Kelly Elementary School
(13-5680-150)
Grades Offered: PK-05
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
PK	91	0	0
KG	78	77	73
1	73	80	77
2	58	76	83
3	71	66	82
4	50	82	67
5	62	66	85
Total	483	447	467

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	43.3%	42.5%	43.5%
Male	56.7%	57.5%	56.5%
Economically Disadvantaged Students	41.0%	40.5%	40.3%
Students with Disabilities	38.3%	34.7%	34.0%
English Learners	2.9%	5.8%	7.9%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	1.0%	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	17.6%	15.4%	16.1%
Hispanic	38.7%	34.9%	35.3%
Black or African American	33.5%	37.4%	36.4%
Asian	4.3%	4.7%	4.5%
Native Hawaiian or Pacific Islander	0.4%	0.7%	0.6%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	5.4%	6.9%	6.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	89	0	0
PK - Full Day	2	0	0
KG - Half Day	0	0	0
KG - Full Day	78	77	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	79.9%
Spanish	16.9%
Other Languages	3.2%



Kelly Elementary School
(13-5680-150)
Grades Offered: PK-05
2018-2019

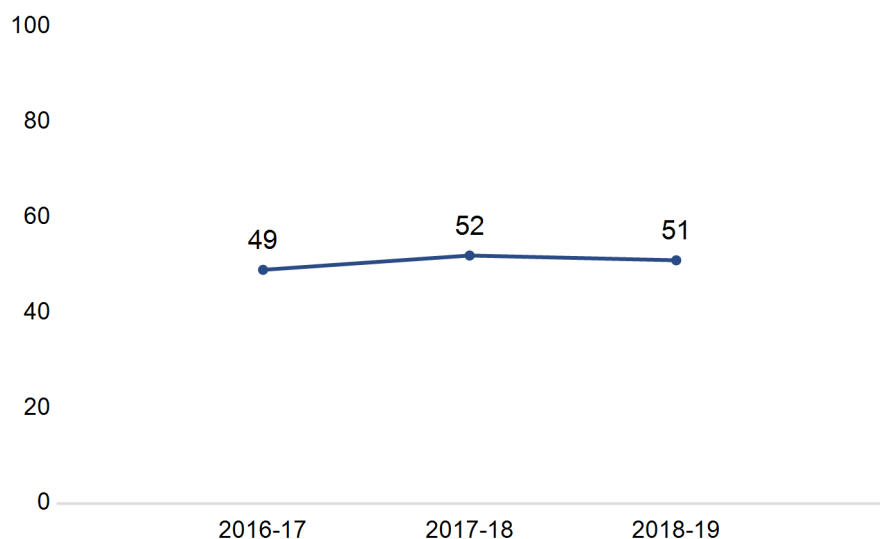
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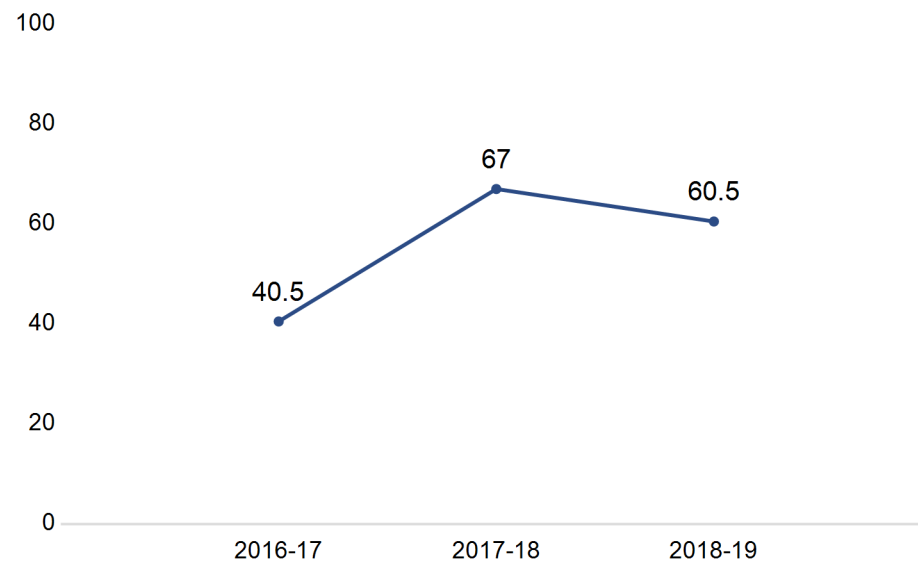
Student Growth Trends and Progress

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.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	49	52	51	40.5	67	60.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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**

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	50	50	Met Standard	60.5	46	50	Exceeds Standard
White	51	55	50	Met Standard	50	47	52	Met Standard
Hispanic	48	48	49	Met Standard	65	42	47	Exceeds Standard
Black or African American	48.5	48	45	Met Standard	52	45	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	51	59	**	*	57	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	57	49	**	*	48.5	52	**
Female	56	54	53	N	59	47	50	N
Male	49.5	46	47	N	62	45	51	N
Economically Disadvantaged Students	49	47	48	Met Standard	62	44	46	Exceeds Standard
Students with Disabilities	54.5	40	43	Met Standard	40	38	45	Met Standard
English Learners	39	53	52	**	77	63	50	**
Homeless Students	N	52.5	43	N	N	35.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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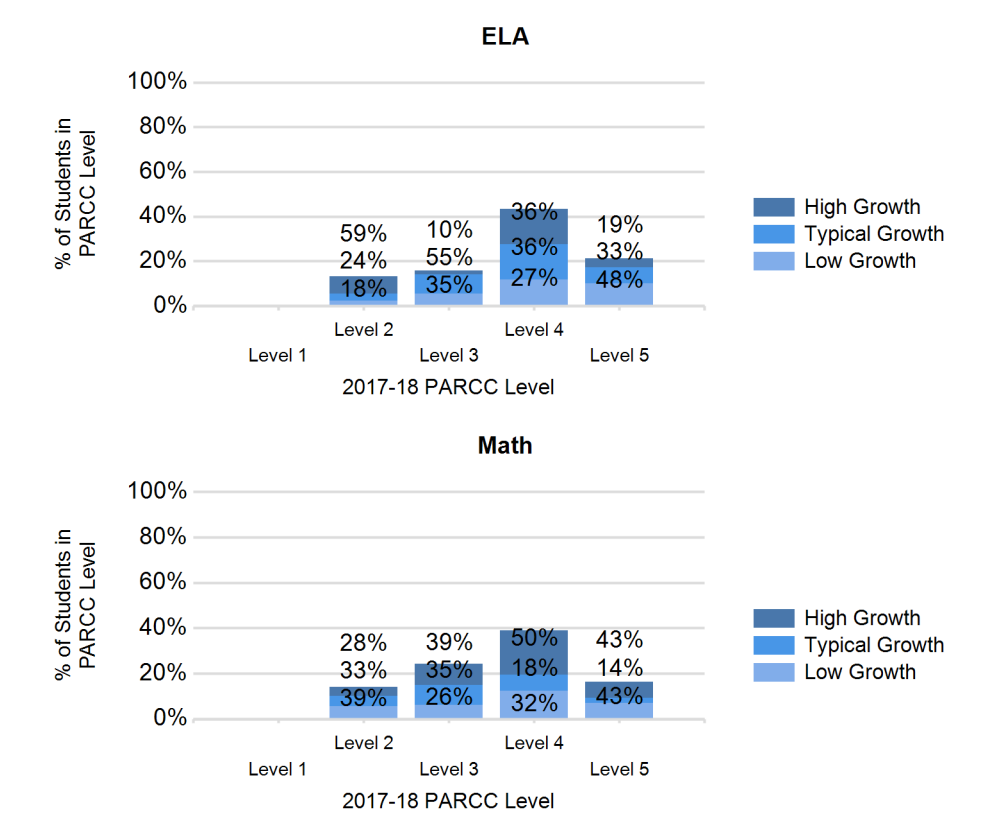
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

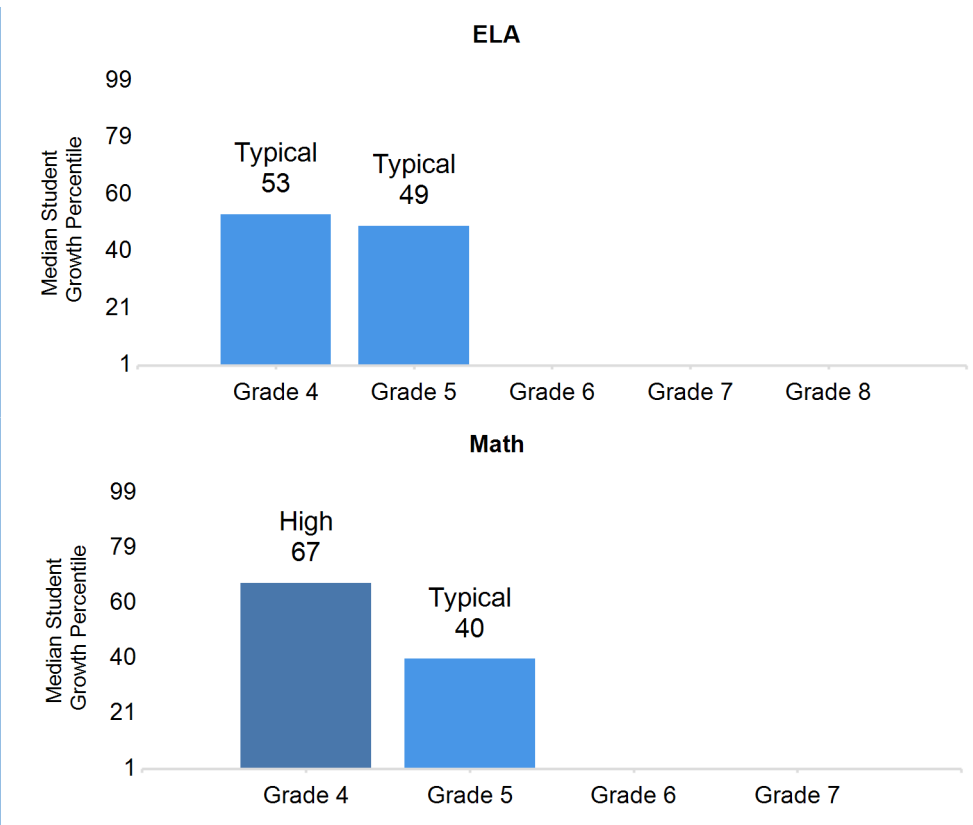
Student Growth by Performance Level

Student Growth by Grade

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.



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



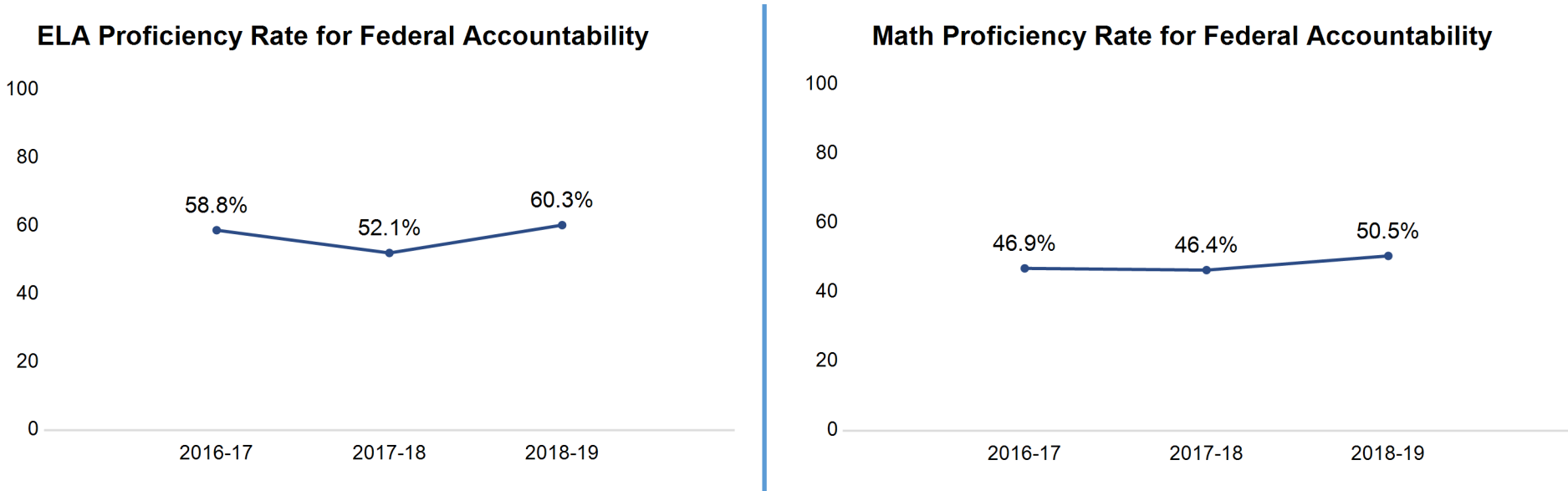


Kelly Elementary School
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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.0%	96.8%	98.1%	95.0%	96.8%	98.1%
Proficiency Rate for Federal Accountability	58.8%	52.1%	60.3%	46.9%	46.4%	50.5%
Annual Target	67.4%	68.0%	68.7%	55.3%	56.6%	57.9%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	199	98.1	60.3	59.4	57.9	60.3	68.7	Not Met
White	33	94.4	78.8	*	66.9	78.1	80	Met Target†
Hispanic	61	97.0	59.0	50.3	43.9	59.0	64.3	Met Target†
Black or African American	85	100.0	49.4	53.9	38.5	49.4	58.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.0	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	93	97.9	68.8	67.0	64.8	68.8		
Male	106	98.2	52.8	52.6	51.3	52.8		
Economically Disadvantaged Students	81	100.0	48.1	46.5	40.0	48.1	60.7	Not Met
Non-Economically Disadvantaged Students	118	96.8	68.6	69.4	67.9	68.6		
Students with Disabilities	50	98.1	22.0	23.5	22.7	22.0	33.9	Not Met
Students without Disabilities	149	98.1	73.2	68.2	65.1	73.2		
English Learners	23	100.0	47.8	34.3	29.3	47.8	N	N
Non-English Learners	176	97.8	61.9	60.8	60.6	61.9		
Homeless Students	N	N	N	42.1	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

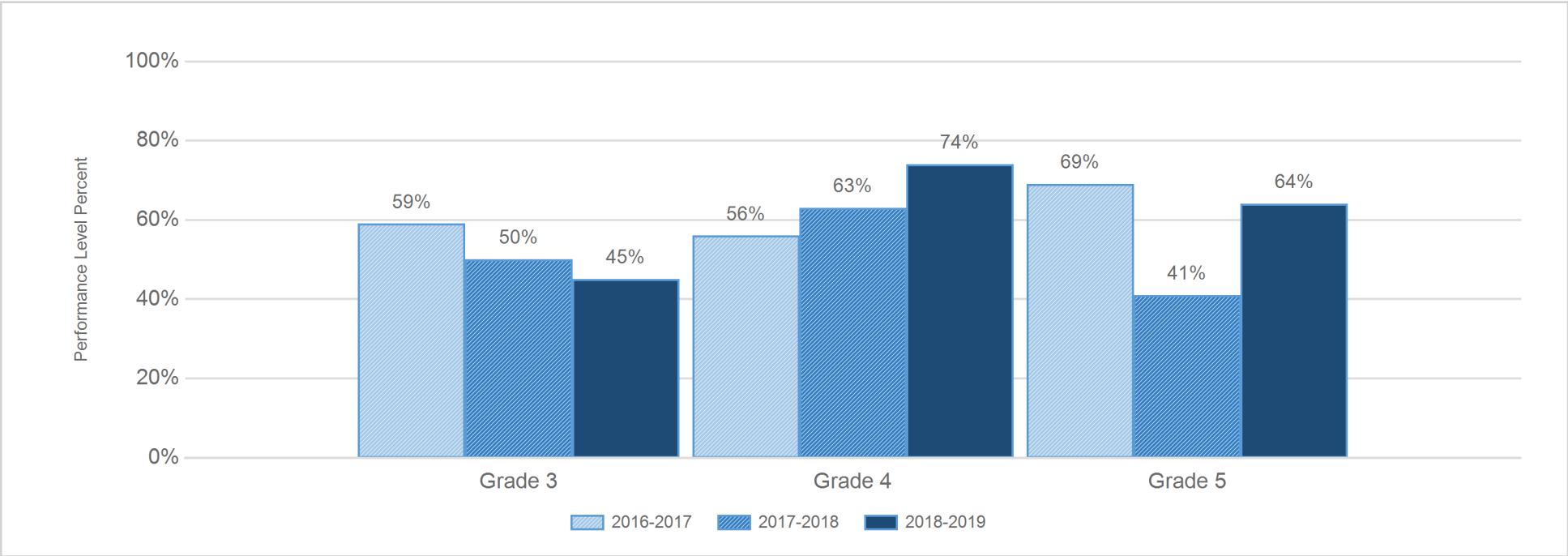


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2018-2019

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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.





Kelly Elementary School

(13-5680-150)

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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	69	743	755	748	16%	22%	17%	*	*	45%	50%
White	*	*	770	757	*	*	*	*	*	*	60%
Hispanic	22	738	741	734	*	*	*	*	*	41%	36%
Black or African American	33	733	752	731	*	*	*	*	*	36%	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	*	*	766	756	*	*	*	*	*	*	58%
Female	31	747	757	753	*	*	*	*	*	48%	55%
Male	38	739	754	743	*	*	*	*	*	42%	46%
Economically Disadvantaged Students	23	727	*	731	*	*	*	*	*	30%	33%
Non-Economically Disadvantaged Students	46	751	*	759	*	*	*	*	*	52%	61%
Students with Disabilities	12	709	*	719	*	*	*	*	*	*	24%
Students without Disabilities	57	750	*	754	*	*	*	*	*	*	56%
English Learners	*	*	707	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	758	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%



Kelly Elementary School
(13-5680-150)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	770	763	755	*	*	*	40%	34%	74%	57%
White	*	*	781	763	*	*	*	*	*	*	67%
Hispanic	16	754	756	743	0%	0%	*	*	*	69%	44%
Black or African American	22	768	756	739	*	*	*	*	*	68%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	786	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	771	762	*	*	*	*	*	*	64%
Female	26	776	771	760	*	*	*	*	*	73%	62%
Male	24	764	755	750	*	*	*	*	*	75%	53%
Economically Disadvantaged Students	24	753	752	740	*	*	*	*	*	58%	40%
Non-Economically Disadvantaged Students	26	785	772	765	*	*	*	*	*	88%	69%
Students with Disabilities	*	*	728	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	771	761	*	*	*	*	*	*	64%
English Learners	*	*	715	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	764	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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2018-2019

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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	80	759	768	756	*	*	*	48%	16%	64%	58%
White	17	767	783	764	*	0%	0%	*	*	82%	68%
Hispanic	24	765	762	743	0%	*	*	*	*	67%	44%
Black or African American	28	748	762	739	*	*	*	*	*	50%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	776	762	*	*	*	*	*	*	65%
Female	36	780	775	761	*	*	*	*	*	83%	64%
Male	44	743	763	750	*	*	*	*	*	48%	52%
Economically Disadvantaged Students	32	747	*	740	*	*	*	*	*	50%	39%
Non-Economically Disadvantaged Students	48	768	*	766	*	*	*	*	*	73%	69%
Students with Disabilities	27	721	741	724	*	*	*	*	*	19%	23%
Students without Disabilities	53	779	774	762	*	*	*	*	*	87%	65%
English Learners	*	*	730	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	770	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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	200	98.1	50.5	43.1	44.5	50.5	57.9	Not Met
White	33	94.4	81.8	*	54.1	81.1	76.3	Met Goal
Hispanic	62	97.0	48.4	34.4	28.8	48.4	54.5	Met Target†
Black or African American	85	100.0	35.3	33.8	23.0	35.3	40.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.2	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	94	97.9	57.4	45.1	44.9	57.4		
Male	106	98.2	44.3	41.4	44.2	44.3		
Economically Disadvantaged Students	82	100.0	28.0	29.1	26.3	28.0	48.3	Not Met
Non-Economically Disadvantaged Students	118	96.8	66.1	54.0	54.9	66.1		
Students with Disabilities	50	98.1	10.0	18.0	17.4	10.0	31.2	Not Met
Students without Disabilities	150	98.1	64.0	49.3	50.0	64.0		
English Learners	24	100.0	37.5	26.6	25.0	37.5	N	N
Non-English Learners	176	97.8	52.3	44.2	46.5	52.3		
Homeless Students	N	N	N	16.7	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

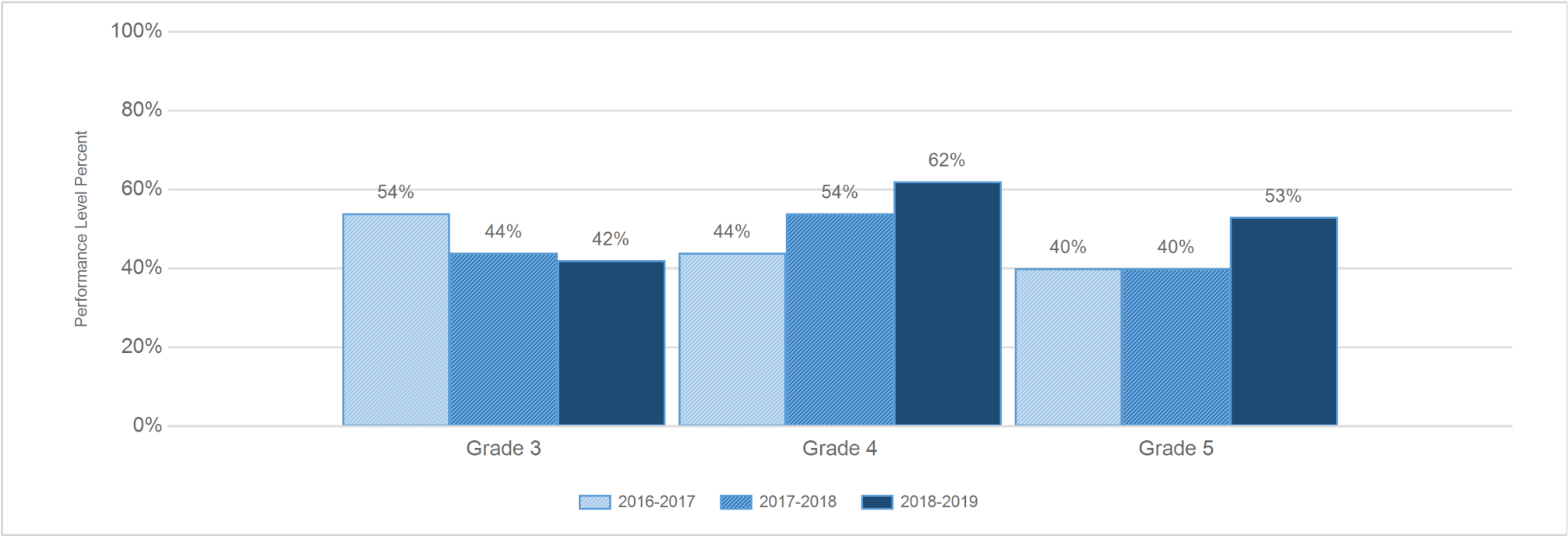


Kelly Elementary School
(13-5680-150)
Grades Offered: PK-05
2018-2019

Report Key:
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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	69	747	758	752	*	19%	32%	*	*	42%	55%
White	*	*	773	760	*	*	*	*	*	*	66%
Hispanic	22	742	749	739	*	*	*	*	*	45%	40%
Black or African American	33	739	753	735	*	*	36%	*	*	30%	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	*	*	764	758	*	*	*	*	*	*	62%
Female	31	751	757	751	*	*	39%	*	*	42%	54%
Male	38	744	759	752	*	*	26%	*	*	42%	56%
Economically Disadvantaged Students	23	734	*	737	*	*	*	*	*	26%	37%
Non-Economically Disadvantaged Students	46	753	*	761	*	*	*	*	*	50%	67%
Students with Disabilities	12	722	*	731	*	*	*	*	*	*	31%
Students without Disabilities	57	752	*	756	*	*	*	*	*	*	60%
English Learners	*	*	731	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	760	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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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	759	756	749	0%	*	24%	*	*	62%	51%
White	*	*	776	757	*	*	*	*	*	*	62%
Hispanic	16	753	749	737	0%	*	*	63%	0%	63%	36%
Black or African American	22	751	748	731	0%	*	*	45%	0%	45%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	763	754	*	*	*	*	*	*	58%
Female	26	760	758	749	0%	*	*	*	*	65%	50%
Male	24	759	754	749	0%	*	*	*	*	58%	52%
Economically Disadvantaged Students	24	747	745	734	0%	*	50%	*	*	33%	32%
Non-Economically Disadvantaged Students	26	771	766	759	0%	*	0%	*	*	88%	63%
Students with Disabilities	*	*	729	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	762	754	*	*	*	*	*	*	56%
English Learners	*	*	724	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	757	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	81	750	760	747	*	21%	19%	*	*	53%	47%
White	17	767	776	755	*	0%	0%	*	*	88%	58%
Hispanic	25	748	754	735	*	*	*	*	*	48%	30%
Black or African American	28	739	752	729	*	39%	*	*	*	36%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	769	753	*	*	*	*	*	*	55%
Female	37	763	761	747	*	*	*	*	*	68%	47%
Male	44	739	760	747	*	*	*	*	*	41%	47%
Economically Disadvantaged Students	33	731	*	732	*	*	*	*	*	27%	27%
Non-Economically Disadvantaged Students	48	763	*	757	*	*	*	*	*	71%	59%
Students with Disabilities	27	719	737	725	*	*	*	*	*	11%	19%
Students without Disabilities	54	766	765	752	*	*	*	*	*	74%	52%
English Learners	*	*	731	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	761	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
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	52.4%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	25	*	*
3-4	11	*	*
5 or more	*	*	*



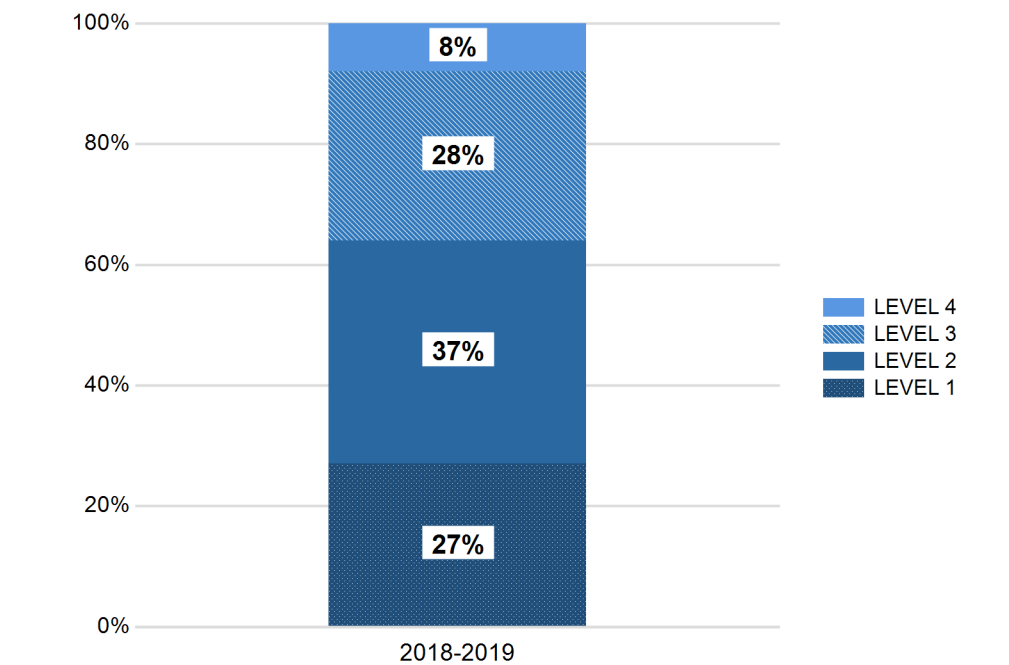
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	27	37	28	8
White	12	29	41	18
Hispanic	25	42	29	4
Black or African American	43	32	21	4
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	17	33	39	11
Male	36	40	19	5
Economically Disadvantaged Students	36	48	15	0
Non-Economically Disadvantaged Students	20	29	38	13
Students with Disabilities	63	33	4	0
Students without Disabilities	11	39	39	11
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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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

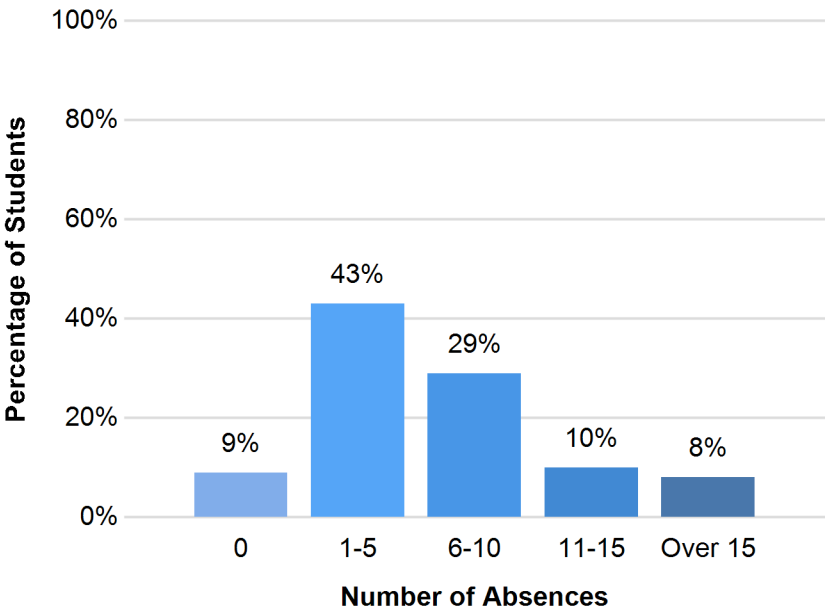
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	20	5.3	8.9	Met
White	2	3.1	8.9	Met
Hispanic	9	7.0	8.9	Met
Black or African American	8	5.6	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	0	0	8.9	Met
Female	8	4.4		
Male	12	6.1		
Economically Disadvantaged Students	11	7.9	8.9	Met
Students with Disabilities	13	18.3	8.9	Not Met
English Learners	2	7.1	8.9	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





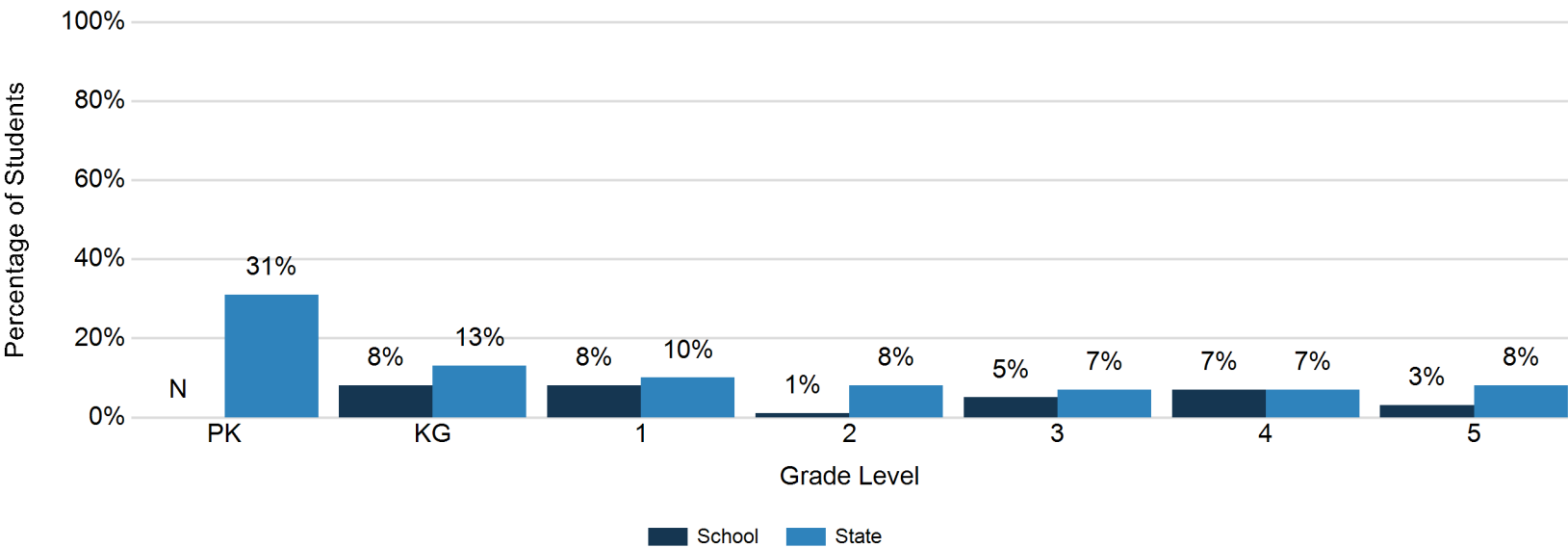
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Chronic Absenteeism by Grade

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	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.07

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	2	2
Other	0	2	2
No Identified Nature	0		0

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 53 Mins
Shared Time - Instructional Time	5 Hrs. 53 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	53	118,214
Average years experience in public schools	11.6	12.1
Average years experience in district	11.6	10.8
Percentage of Teachers with 4 or more years experience in the district	86.8%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	45	9,530
Average years experience in public schools	15.8	16.0
Average years experience in district	13.7	12.0
Percentage of Administrators with 4 or more years experience in the district	75.6%	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	467:1	147:1
Teachers to Administrators	53:1	14:1
Students to Librarians/Media Specialists		510:1
Students to Nurses		510:1
Students to Counselors		276:1
Students to Child Study Team Members		201:1



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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 and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	43.5%	86.8%	100.0%	48.4%	77.1%	54.9%
Male	56.5%	13.2%	0.0%	51.6%	22.9%	45.1%
White	16.1%	90.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	35.3%	1.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	36.4%	5.7%	0.0%	15.0%	6.6%	13.9%
Asian	4.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.9%	1.9%	0.0%	2.1%	0.2%	0.2%



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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.

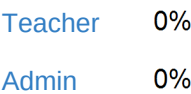
Bachelor's Degree



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	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.2%



Kelly Elementary School
(13-5680-150)
Grades Offered: PK-05
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.



Kelly Elementary School
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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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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	58.8%	52.1%	60.3%
Math Proficiency	46.9%	46.4%	50.5%
ELA Growth	49	52	51
Math Growth	40	67	60
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		66.7%	52.4%
Chronic Absenteeism	5.3%	6.6%	5.3%

† 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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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	Not Met	Not Met	Met Standard	Exceeds Standard	Met Target†	Met	No
White	Met Target†	Met Goal	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target†	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
Black or African American	Not Met	Met Target†	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	N	N	**	**	**	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 the school or district directly.



Highlights:

- Curriculum includes Readers & Writers Workshop, EveryDay Math, and Next Generation Science Standards.
- Technology is integrated into daily instruction as part of the district's 1:1 Chromebook Program.
- Named in honor of our alumni twin Astronauts Capt. Mark and Cmdr. Scott Kelly



Mission, Vision, Theme:

The faculty and staff at Kelly Elementary School are committed to providing our children with the means to reach their stars! We offer an exciting, challenging academic experience in a safe nurturing environment. We foster a community of lifelong 21st century learners by encouraging collaboration, relationship building, creativity and critical thinking skills. We believe that all children can succeed. We celebrate diversity, foster mutual respect and citizenship. We Learn Like Astronauts!



Awards, Recognition, Accomplishments:

Kelly Elementary School was awarded NJ Future Ready Schools Bronze Tier Certification in 2019. We are determined to prepare our students for success in college, careers and as digital citizens. Kelly Elementary has our district's first Student Social Media Ambassadors to leverage social media to connect in positive ways and build a digital footprint that reflects their best selves. These students serve as digital leaders for peers. Fifth grade celebrates diversity with a performance at an International Luncheon for parents and guests. Kindergarteners perform at Thanksgiving & sing for senior citizens at a nursing home on Halloween.



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School Narrative

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 Clubs and Activities:	We offer co-curricular activities in Sign language, orchestra, Makers Club, and School Newspaper.



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 Before and After School Programs:	The Boys and Girls Club run a Before Care and After Care program for Kindergarten through fifth grade students. Our girls in Grades 3-5 can join Girls on the Run and girls in Kindergarten through grade 5 can join the Girl Scout program.
 Staff and Professional Learning:	Our staff engages in rich, collaborative professional learning opportunities across content areas through PLCs, grade level meetings, collaborative planning, district professional development and workshops. We were accepted into the 2018 Cohort for NJPBSIS and completed a year of preparation for 2019 implementation of a school wide multi-tiered system of intervention. We continue our work in this endeavor to promote equity for all students while providing behavioral and social-emotional wellness. Our teachers participated in the Global EdCollab and provided professional developmnt opportunities for teachers in other schools in infusing technology into their practice.



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Student Supports and Services:

Kelly Elementary School is a diverse learning community which includes a full continuum of programs for students with disabilities in the least restrictive environment.



Student Health and Wellness:

Kelly Elementary School participates in International Walk to School Day and has been awarded Gold status by NJ Safe Routes to School encouraging children to walk and bike to school. We have had two successful bike rodeos. Our school nurse provides information to students, parents and staff on healthy eating.



Parent and Community Involvement:

Kelly Elementary School's active PTA provides curriculum enhancement programs such as in-school field trips, and assemblies. Additional PTA activities include Boo Hoo & YaHoo! for Kindergarten and new parents on the first day of school, Halloween Trunk or Treat, Friendship dance, and movie night. After School activities for STEM, Coding, Fitness and Dance are offered through the PTA. We have a full Child Study Team to assist parents, teachers, and students with disabilities. Parents are invited to literacy events, Read Alouds and Digital Learning Day.



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A blue icon of a school building with a flag on top. Facilities:	Kelly Elementary School is fortunate to have a newly renovated Library Media Center and Makerspace through the generosity of a donor who wished to honor his former teacher, Connie White. Our students have the opportunity to explore, inquire and wonder in a world of print and technology.



Liberty Middle School
(13-5680-135)
Grades Offered: 07-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Liberty Middle School
 (13-5680-135)
 Grades Offered: 07-08
 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	Essex
District	West Orange Public Schools
Principal Name	Mr. Robert Klemt
Address	1 KELLY DRIVE WEST ORANGE, NJ 07052
Phone Number	973-243-8650
Email Address	rklemt@westorangeschools.org
Website	https://www.woboe.org/Domain/16
Twitter	https://twitter.com/Liberty_WO



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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
7	248	274	252
8	289	251	281
Total	537	525	533

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%	48.4%	47.7%
Male	50.7%	51.6%	52.3%
Economically Disadvantaged Students	46.6%	47.2%	46.2%
Students with Disabilities	17.7%	17.3%	16.9%
English Learners	2.8%	2.7%	2.1%
Homeless Students	0.2%	0.0%	0.8%
Students in Foster Care	0.0%	0.4%	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	20.1%	16.4%	15.4%
Hispanic	29.6%	31.6%	32.5%
Black or African American	40.4%	42.3%	42.2%
Asian	7.1%	4.4%	3.9%
Native Hawaiian or Pacific Islander	0.2%	0.6%	0.6%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two or More Races	2.6%	4.8%	5.1%

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	82.0%
Spanish	12.8%
Creoles and pidgins, French-based	1.9%
Other Languages	3.4%



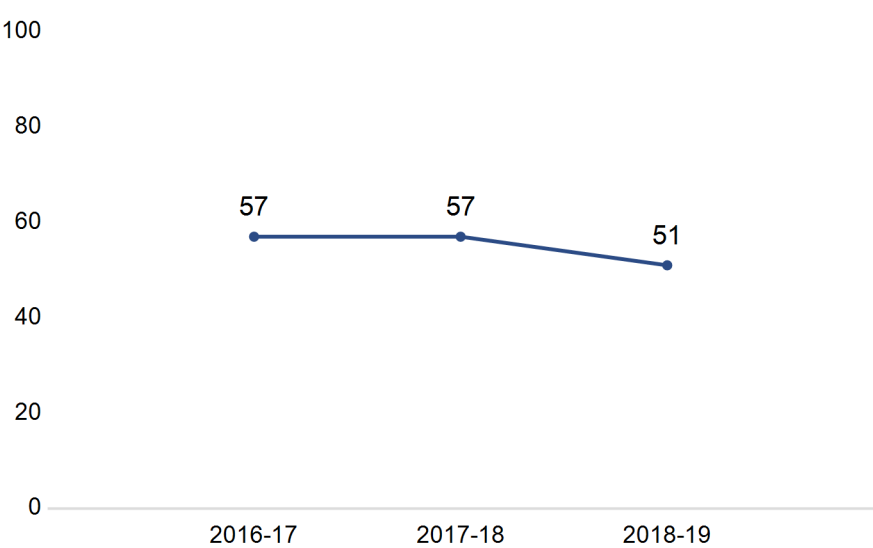
Liberty Middle School
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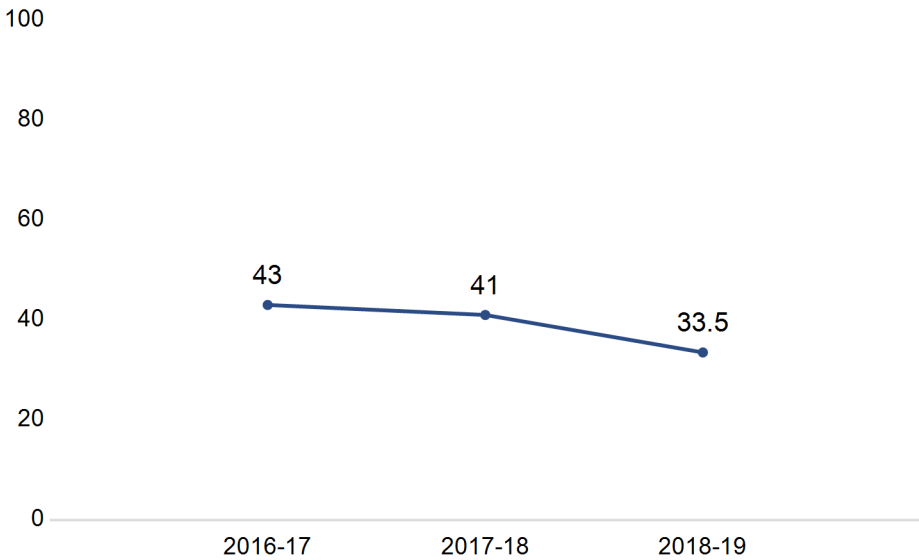
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	57	57	51	43	41	33.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Not Met
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	50	50	Met Standard	33.5	46	50	Not Met
White	63	55	50	Exceeds Standard	37.5	47	52	Not Met
Hispanic	44	48	49	Met Standard	25	42	47	Not Met
Black or African American	56	48	45	Met Standard	39	45	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	43	51	59	Met Standard	20	57	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	54	57	49	Met Standard	30	48.5	52	**
Female	57	54	53	N	34	47	50	N
Male	46.5	46	47	N	33	45	51	N
Economically Disadvantaged Students	44	47	48	Met Standard	33.5	44	46	Not Met
Students with Disabilities	33	40	43	Not Met	19.5	38	45	Not Met
English Learners	55.5	53	52	**	*	63	50	**
Homeless Students	*	52.5	43	N	*	35.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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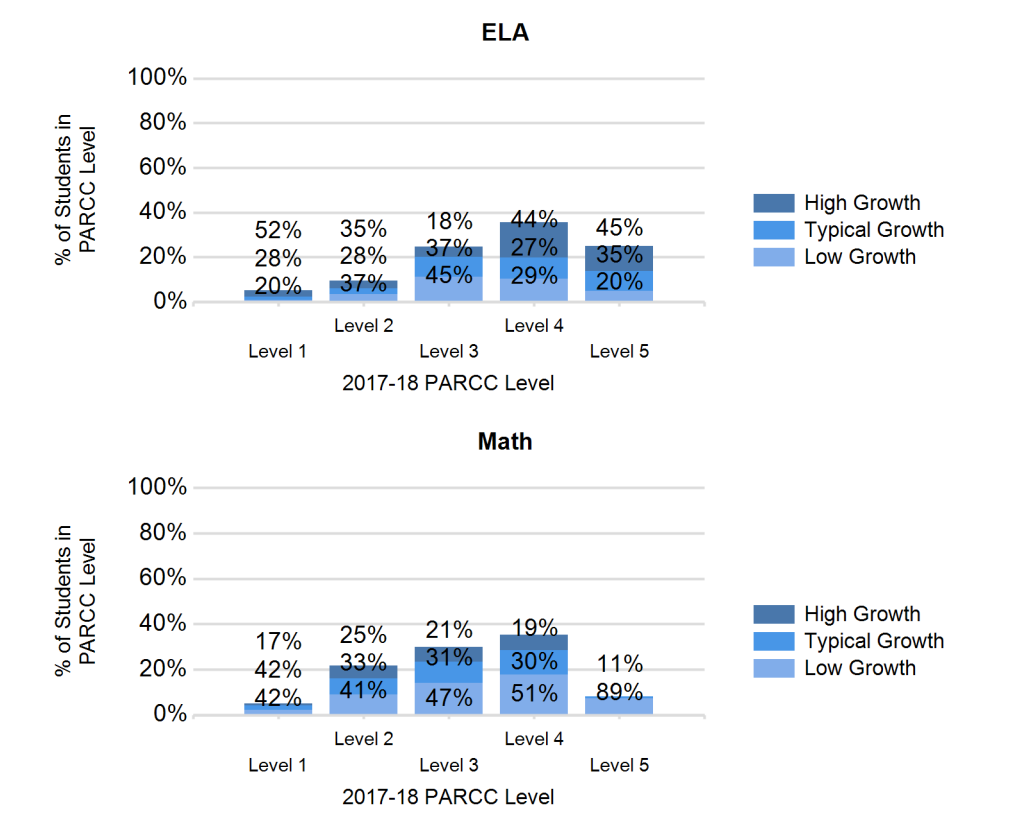
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

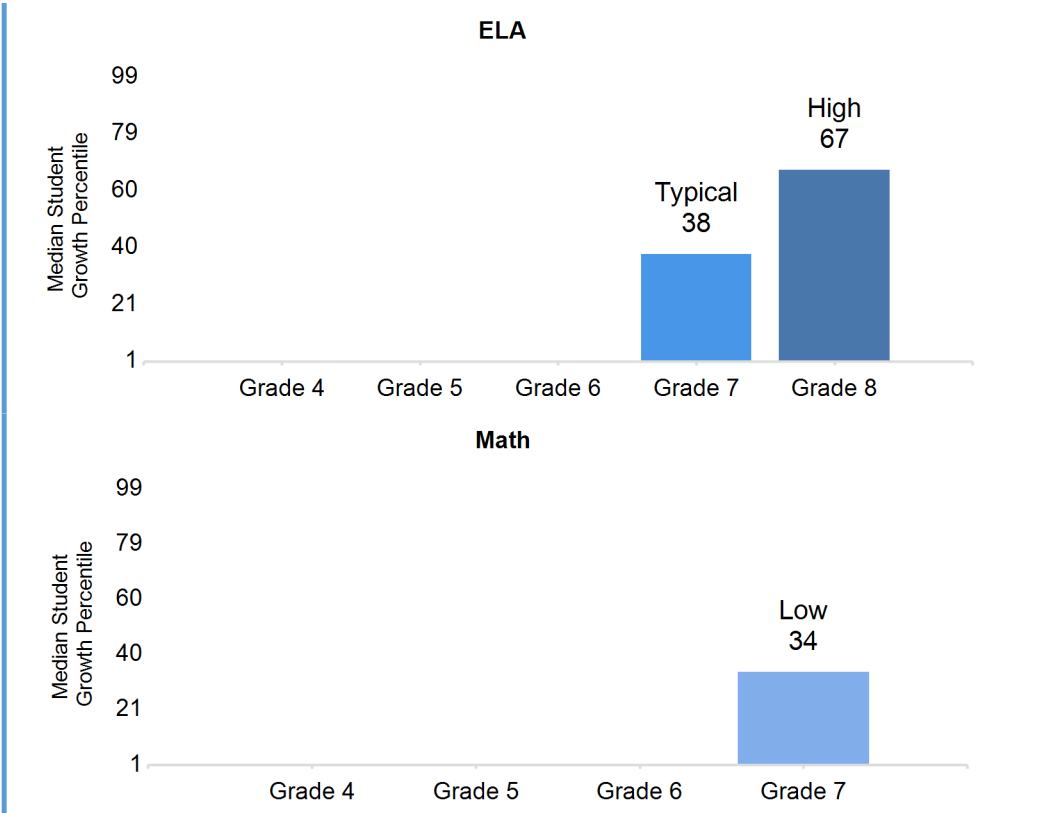
Student Growth by Performance Level

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



Student Growth by Grade

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



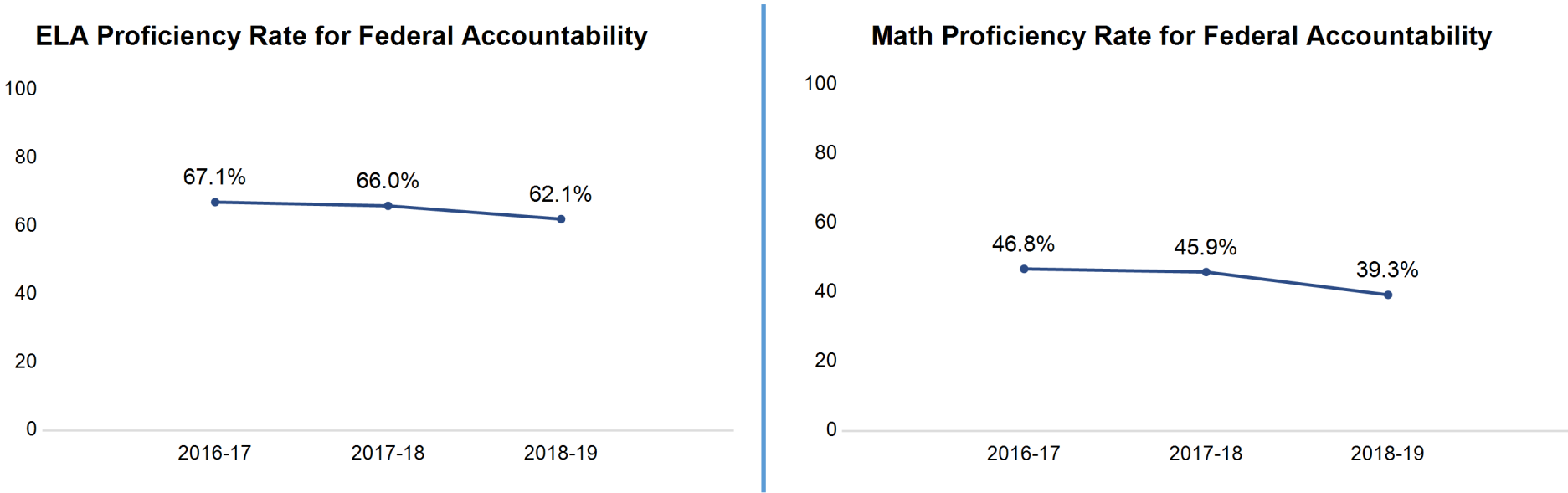


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.2%	96.8%	96.9%	97.2%	95.8%	97.1%
Proficiency Rate for Federal Accountability	67.1%	66.0%	62.1%	46.8%	45.9%	39.3%
Annual Target	68.5%	69.1%	69.7%	48.1%	49.8%	51.4%
Met Annual Target?	Met Target†	Met Target†	Not Met	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.



Liberty Middle School
(13-5680-135)
Grades Offered: 07-08
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	512	96.9	62.1	59.4	57.9	62.1	69.7	Not Met
White	84	94.4	73.8	*	66.9	73.3	76.2	Met Target†
Hispanic	162	97.6	51.9	50.3	43.9	51.9	62.3	Not Met
Black or African American	216	97.8	59.7	53.9	38.5	59.7	64.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.0	82.9	*	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	27	96.6	85.2	*	64.4	85.2	78.4	Met Goal
Female	240	96.1	70.4	67.0	64.8	70.4		
Male	272	97.6	54.8	52.6	51.3	54.8		
Economically Disadvantaged Students	238	98.4	48.7	46.5	40.0	48.7	58.9	Not Met
Non-Economically Disadvantaged Students	274	95.5	73.7	69.4	67.9	73.7		
Students with Disabilities	93	93.9	15.1	23.5	22.7	14.9	34.1	Not Met
Students without Disabilities	419	97.5	72.6	68.2	65.1	72.6		
English Learners	18	100.0	38.9	34.3	29.3	38.9	**	**
Non-English Learners	494	96.8	63.0	60.8	60.6	63.0		
Homeless Students	*	*	*	42.1	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.

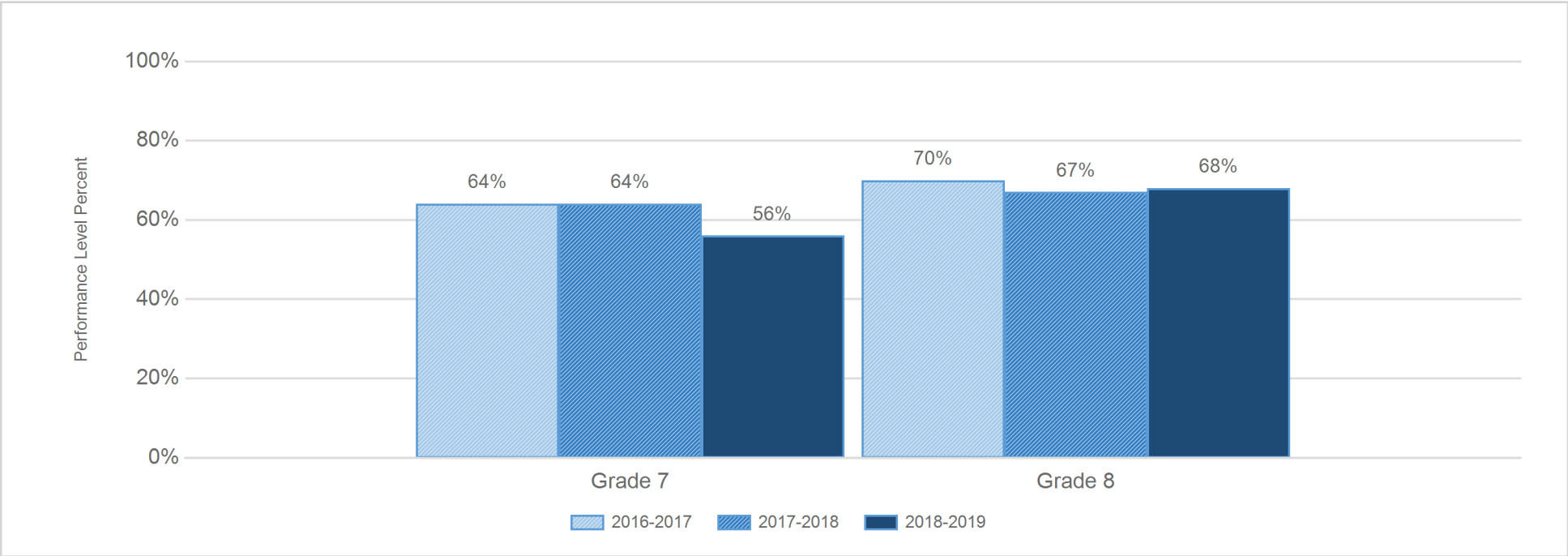


Liberty Middle School
 (13-5680-135)
 Grades Offered: 07-08
 2018-2019

Report Key:
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 † This indicates a table specific note,see note below table

English Language Arts Assessment - Performance Trends

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





Liberty Middle School
 (13-5680-135)
 Grades Offered: 07-08
 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	248	761	764	761	5%	9%	31%	29%	26%	56%	63%
White	40	777	783	769	*	*	*	*	*	70%	72%
Hispanic	85	750	754	747	*	*	44%	22%	16%	39%	50%
Black or African American	95	757	758	741	*	*	32%	38%	18%	56%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	127	767	769	769	*	*	30%	31%	31%	62%	71%
Male	121	754	759	753	*	*	31%	27%	21%	49%	55%
Economically Disadvantaged Students	126	750	751	743	*	*	39%	26%	17%	43%	45%
Non-Economically Disadvantaged Students	122	772	777	771	*	*	22%	33%	36%	69%	73%
Students with Disabilities	43	719	722	720	*	*	40%	*	*	12%	22%
Students without Disabilities	205	769	773	769	*	*	29%	*	*	65%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Liberty Middle School
 (13-5680-135)
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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	268	770	767	762	8%	10%	14%	36%	32%	68%	63%
White	43	782	782	770	*	*	*	30%	47%	77%	72%
Hispanic	79	768	761	747	*	*	15%	32%	34%	66%	49%
Black or African American	124	763	759	741	9%	10%	18%	40%	23%	63%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	117	785	782	771	*	*	15%	32%	46%	78%	71%
Male	151	758	755	753	*	*	13%	39%	22%	61%	55%
Economically Disadvantaged Students	117	754	749	743	*	*	18%	33%	20%	53%	45%
Non-Economically Disadvantaged Students	151	783	779	772	*	*	11%	38%	42%	80%	72%
Students with Disabilities	41	714	715	721	*	*	*	*	*	20%	22%
Students without Disabilities	227	780	777	770	*	*	*	*	*	77%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	*	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	*	*	*	718	*	*	*	*	*	*	27%



Liberty Middle School
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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	514	97.1	39.3	43.1	44.5	39.3	51.4	Not Met
White	84	94.4	52.4	*	54.1	52.0	65	Not Met
Hispanic	163	98.3	36.8	34.4	28.8	36.8	41.4	Met Target†
Black or African American	216	97.8	31.0	33.8	23.0	31.0	44.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.2	76.5	*	80	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	27	96.6	59.3	*	53.3	59.3	49.4	Met Target
Female	241	96.5	40.7	45.1	44.9	40.7		
Male	273	97.6	38.1	41.4	44.2	38.1		
Economically Disadvantaged Students	239	98.4	26.8	29.1	26.3	26.8	38.6	Not Met
Non-Economically Disadvantaged Students	275	95.9	50.2	54.0	54.9	50.2		
Students with Disabilities	93	93.9	*	18.0	17.4	*	25.1	Not Met
Students without Disabilities	421	97.8	*	49.3	50.0	*		
English Learners	20	100.0	10.0	26.6	25.0	10.0	18	Met Target†
Non-English Learners	494	96.9	40.5	44.2	46.5	40.5		
Homeless Students	*	*	*	16.7	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

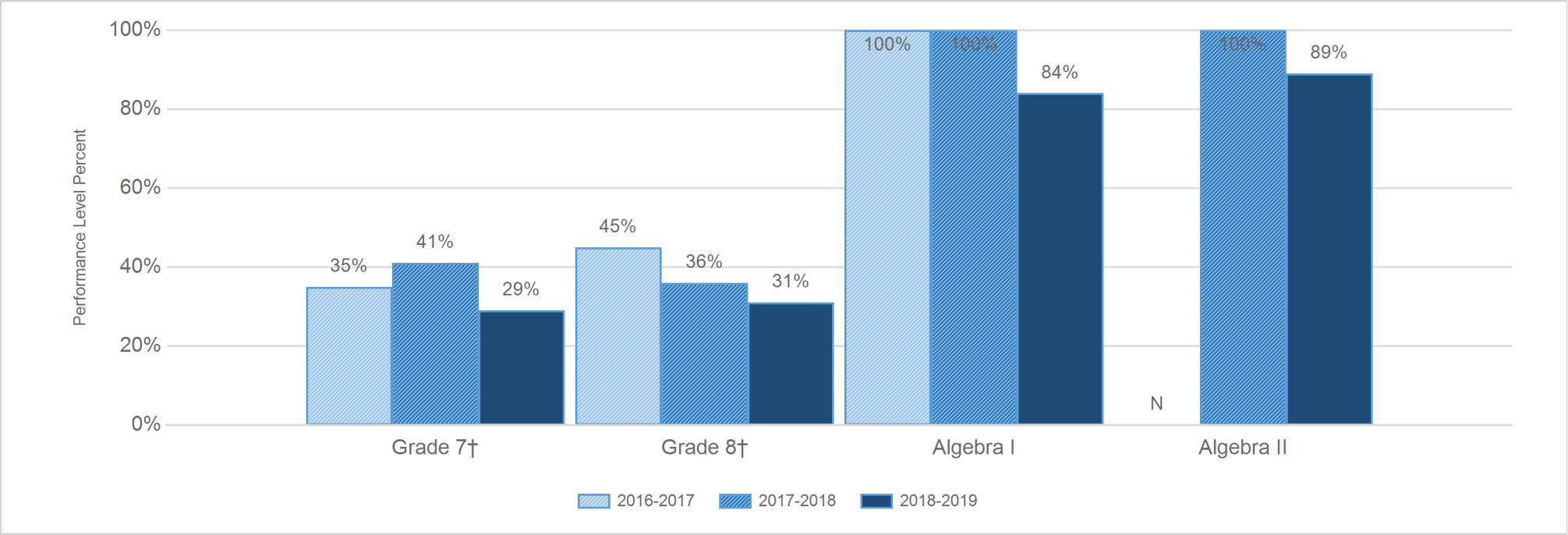


Liberty Middle School
(13-5680-135)
Grades Offered: 07-08
2018-2019

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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.



Liberty Middle School
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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	213	735	736	744	8%	29%	34%	*	*	29%	42%
White	28	748	747	751	0%	*	*	*	*	46%	53%
Hispanic	79	730	731	733	*	35%	30%	*	*	23%	26%
Black or African American	87	733	733	727	*	28%	40%	*	*	22%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	11	754	*	749	0%	*	*	*	*	73%	51%
Female	108	735	735	744	*	32%	34%	*	*	27%	42%
Male	105	735	736	743	*	26%	33%	*	*	30%	42%
Economically Disadvantaged Students	121	730	731	731	*	36%	32%	*	*	21%	24%
Non-Economically Disadvantaged Students	92	741	742	751	*	20%	36%	*	*	38%	53%
Students with Disabilities	43	715	718	718	*	*	*	*	*	*	13%
Students without Disabilities	170	740	740	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Liberty Middle School
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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	221	729	727	728	23%	24%	22%	*	*	31%	29%
White	24	727	729	737	*	*	*	*	*	29%	38%
Hispanic	71	731	728	722	23%	18%	20%	39%	0%	39%	22%
Black or African American	108	725	723	714	26%	29%	19%	26%	0%	26%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	737	730	*	*	*	*	*	*	31%
Female	95	732	732	731	22%	17%	27%	*	*	34%	31%
Male	126	726	723	726	24%	29%	17%	*	*	29%	27%
Economically Disadvantaged Students	110	724	722	719	29%	25%	18%	*	*	27%	20%
Non-Economically Disadvantaged Students	111	733	731	735	17%	23%	25%	*	*	35%	36%
Students with Disabilities	41	703	704	707	54%	27%	*	*	*	10%	10%
Students without Disabilities	180	734	732	734	16%	23%	*	*	*	36%	35%
English Learners	*	*	706	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	727	730	*	*	*	*	*	*	30%
Homeless Students	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	*	*	*	701	*	*	*	*	*	*	16%



Liberty Middle School
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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	767	738	744	*	*	*	*	*	84%	42%
White	22	759	755	752	*	*	*	77%	0%	77%	53%
Hispanic	14	763	729	728	0%	0%	*	*	*	79%	24%
Black or African American	21	772	732	725	0%	*	*	*	*	86%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	746	752	*	*	*	*	*	*	51%
Female	36	770	739	745	*	*	*	*	*	86%	44%
Male	32	765	736	743	*	*	*	*	*	81%	41%
Economically Disadvantaged Students	11	764	725	727	*	*	*	*	*	64%	23%
Non-Economically Disadvantaged Students	57	768	747	752	*	*	*	*	*	88%	52%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	12%
Students without Disabilities	68	767	*	748	*	*	*	*	*	84%	47%
English Learners	N	N	704	710	N	N	N	N	N	N	*
Non-English Learners	68	767	739	745	*	*	*	*	*	84%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Liberty Middle School
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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	18	772	719	755	0%	0%	*	*	*	89%	58%
White	*	*	734	758	*	*	*	*	*	*	62%
Hispanic	*	*	709	731	*	*	*	*	*	*	34%
Black or African American	*	*	711	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	717	761	*	*	*	*	*	*	65%
Female	*	*	719	752	*	*	*	*	*	*	55%
Male	*	*	719	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	706	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	727	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	692	715	N	N	N	N	N	N	25%
Students without Disabilities	18	772	724	756	0%	0%	*	*	*	89%	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	18	772	*	755	0%	0%	*	*	*	89%	59%
Homeless Students	N	N	*	717	N	N	N	N	N	N	23%
Students in Foster Care	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	*



Liberty Middle School
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2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



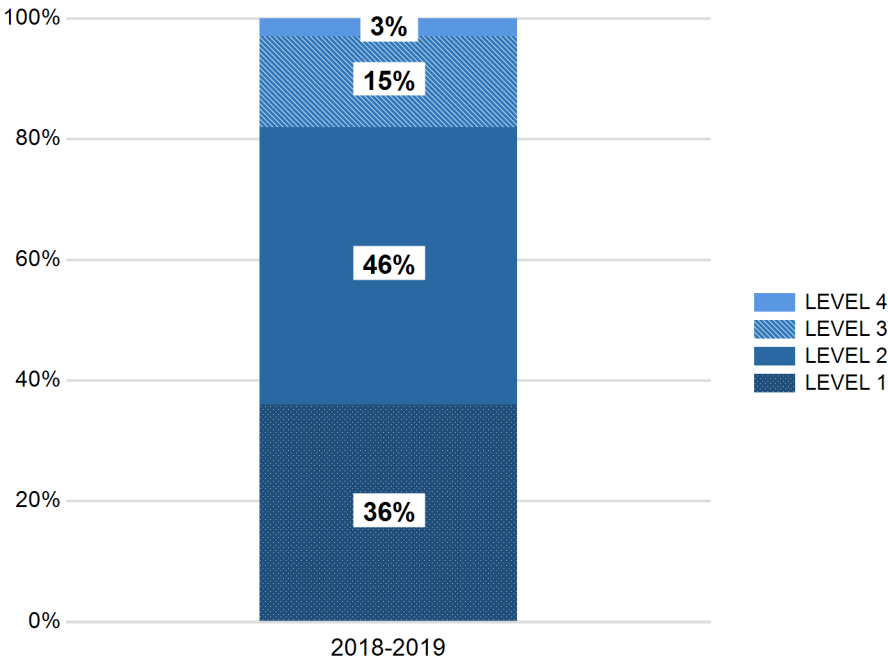
Liberty Middle School
 (13-5680-135)
 Grades Offered: 07-08
 2018-2019

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 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	36	46	15	3
White	21	49	26	5
Hispanic	38	48	12	1
Black or African American	42	45	10	3
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	29	50	19	2
Male	41	44	11	4
Economically Disadvantaged Students	47	42	12	0
Non-Economically Disadvantaged Students	27	50	17	5
Students with Disabilities	81	12	7	0
Students without Disabilities	28	53	16	3
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
7	35	0	217
8	34	0	246
Total	69	0	463

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
7	85	95	46	0	0	22	0
8	75	64	88	0	0	44	0
Total	160	159	134	0	0	66	0



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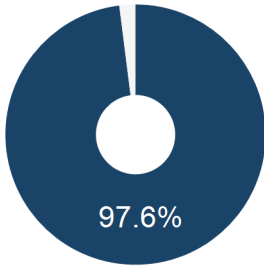
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Visual and Performing Arts – Course Participation

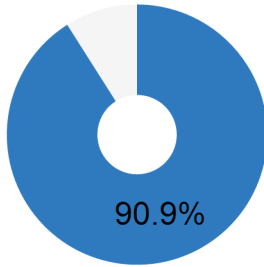
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

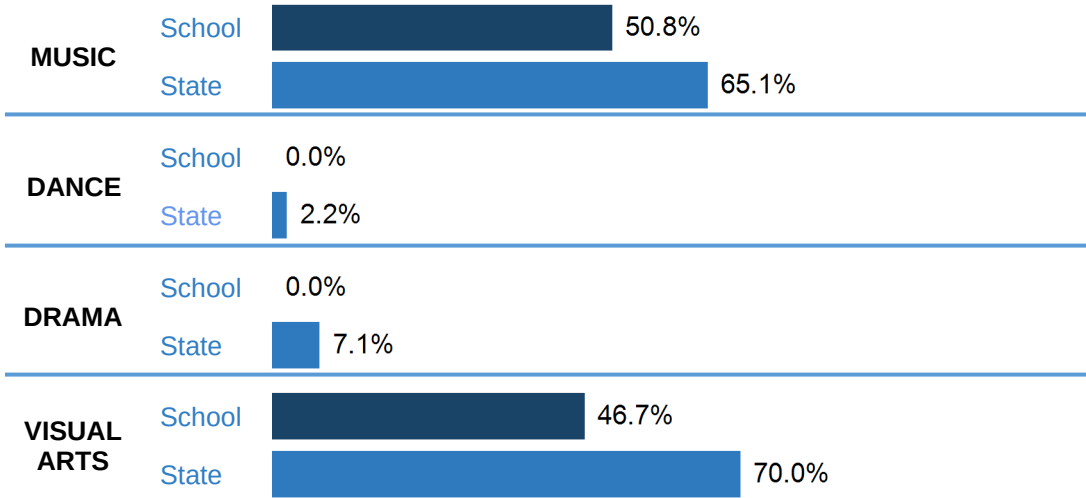


School



State

Students enrolled in one or more classes by discipline:





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

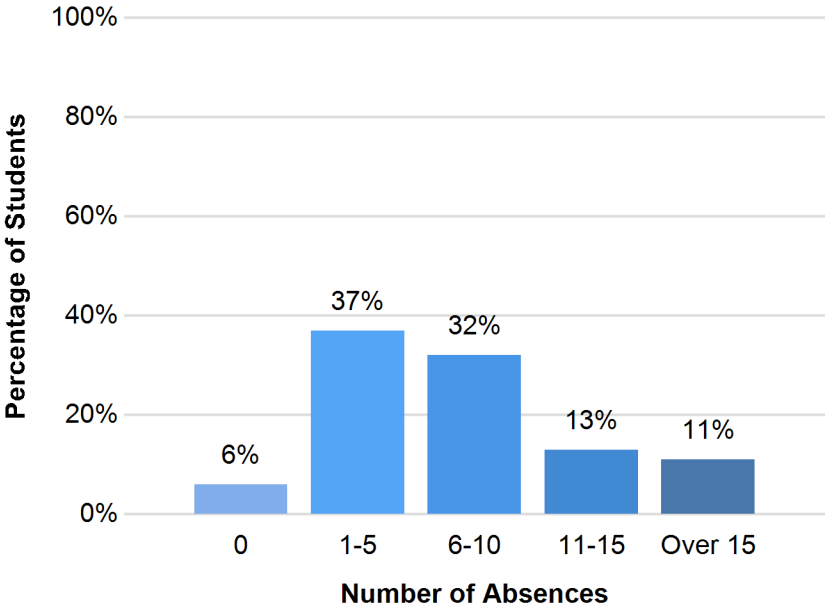
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	50	9.2	9.5	Met
White	11	12.6	9.5	Not Met
Hispanic	17	9.8	9.5	Not Met
Black or African American	16	7.0	9.5	Met
Asian, Native Hawaiian, or Pacific	*	*	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	4	14.8	9.5	Not Met
Female	18	7.0		
Male	32	11.2		
Economically Disadvantaged Students	26	10.5	9.5	Not Met
Students with Disabilities	25	24.5	9.5	Not Met
English Learners	1	10.0	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





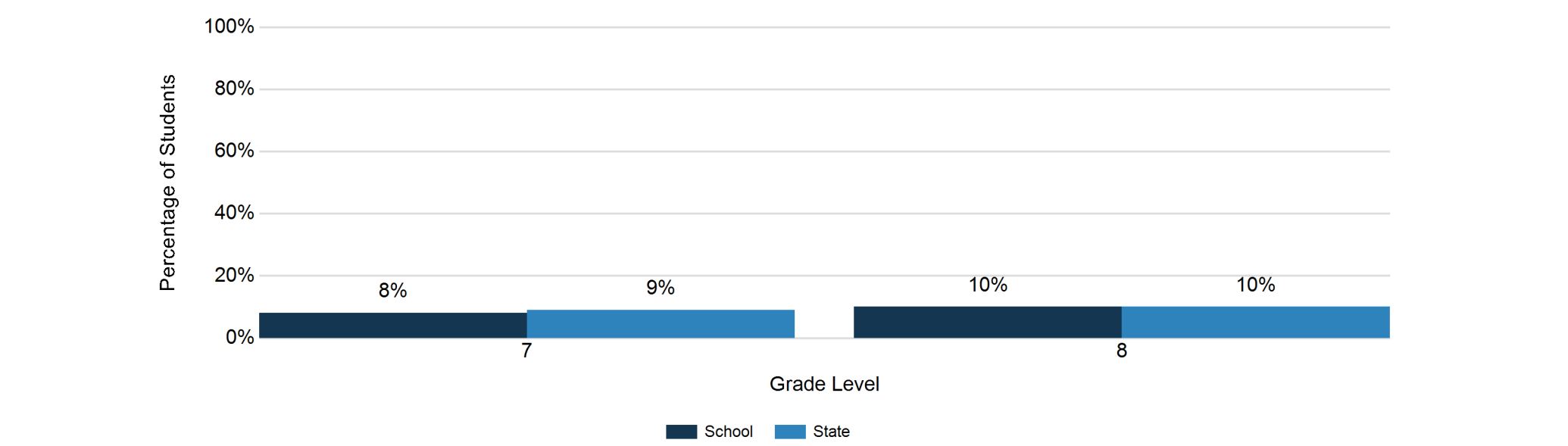
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Chronic Absenteeism by Grade

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	4
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	14
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	3.56

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	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	7	7
Disability	0	1	1
Other	0	6	6
No Identified Nature	0		0

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	65	12.2%
Out-of-School Suspensions	23	4.3%
Any Suspension	70	13.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
83



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School Day

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	3:55 PM
Length of School Day	7 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 5 Mins
Shared Time - Instructional Time	6 Hrs. 5 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	53	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	11.1	10.8
Percentage of Teachers with 4 or more years experience in the district	75.5%	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	45	9,530
Average years experience in public schools	15.8	16.0
Average years experience in district	13.7	12.0
Percentage of Administrators with 4 or more years experience in the district	75.6%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	267:1	147:1
Teachers to Administrators	27:1	14:1
Students to Librarians/Media Specialists		510:1
Students to Nurses		510:1
Students to Counselors		276:1
Students to Child Study Team Members		201:1



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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	47.7%	66.0%	50.0%	48.4%	77.1%	54.9%
Male	52.3%	34.0%	50.0%	51.6%	22.9%	45.1%
White	15.4%	79.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	32.5%	9.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	42.2%	3.8%	0.0%	15.0%	6.6%	13.9%
Asian	3.9%	5.7%	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	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.1%	1.9%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.4%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	67.1%	66.0%	62.1%
Math Proficiency	46.8%	45.9%	39.3%
ELA Growth	57	57	51
Math Growth	43	41	34
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		63.6%	*
Chronic Absenteeism	3.9%	7.0%	9.2%

† 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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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	Not Met	Not Met	Met Standard	Not Met	**	Met	No
White	Met Target†	Not Met	Exceeds Standard	Not Met	n/a	Not Met	No
Hispanic	Not Met	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Black or African American	Met Target†	Not Met	Met Standard	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target†	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	Not Met	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	Met Target†	**	**	**	**	No

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



Liberty Middle School
 (13-5680-135)
 Grades Offered: 07-08
 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.

 Highlights:	- Spanish, French, Chinese and Italian World Language programs for all 7th grade students. - Technology is integrated into daily instruction with all students using 1:1 personal Chromebooks. - Liberty Middle School offers a wide range of after school sports and clubs to expand their areas of interest.
 Mission, Vision, Theme:	Liberty Middle School is one of two 7th/8th grade middle schools in West Orange with an enrollment of 535 students. The state-of-the-art facility opened in 2005 and was constructed on a 22 acre site in the northwest corner of the township. Organized by teams, Liberty provides a strong support system that fosters academic, social, and personal growth at a time when students are developing more rapidly than at any other time in their lives.
 Awards, Recognition, Accomplishments:	Liberty Middle School recieved New Jersey Safe Routes to Schools Bronze Level Recognition presented by the Department of Transportation EZ Ride Program. ELA teacher Michael Bridge received the 2019 Department of Education Exemplary Educator Award.



Liberty Middle School
 (13-5680-135)
 Grades Offered: 07-08
 2018-2019

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 Courses, Curriculum, Instruction:	Our program of study provides students rigorous and comprehensive programs that prepare them for college and career readiness through a rich middle school experience aligned to the New Jersey student learning standards that include a variety of academic supports, advanced coursework, and STEM integration.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Coed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Coed)
 Clubs and Activities:	Club Offerings: Academically Speaking, ACASA (African Caribbean American Student Association), Art, Chamber Chorus, Drama, Guitar, Helping Hands, Italian, Jazz Band, Math, Newspaper, Science, Select Strings, STEM, Student Council, Totally Tech and The Voice.



Liberty Middle School
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School Narrative

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 Staff and Professional Learning:	Our staff engages in rich and collaborative professional learning opportunities across the content areas through professional learning communities, grade level meetings, collaborative planning, district professional development, and workshops. For the 2019-2020 school year, our professional learning priorities are focused around the district goals of supporting students social and emotional growth and utilizing data to identify gaps or disparities in student performance and/or access to programs and services.



Liberty Middle School
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School Narrative

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 Student Supports and Services:	Students are provided with programs and services in accordance with each student's individual needs, program placement and/or IEP. or 504 plan.
 Student Health and Wellness:	Daily 10-minutes of Fitness are infused into the students Physical Education class. Sodexo Food Services improved menu choices to include whole wheat pasta, breads, expanded fruit offerings, etc. 7th grade Health curriculum includes units on Nutrition, What's On Your Plate, and Wellness and Stress.
 Parent and Community Involvement:	Monthly PTA meetings are held to communicate and collaborate with our parent community. Our gradebook Parent Portal is utilized by the majority of our parent community. Parents have access to our students MyHomework digital planner to assist in managing and monitoring homework/assignments. Winter and Spring Music Concerts afford parents an opportunity to see their child's growth in performing arts coursework.



Mount Pleasant Elementary School
(13-5680-140)
Grades Offered: KG-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 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:

**Mount Pleasant Elementary School**

(13-5680-140)

Grades Offered: KG-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	Essex
District	West Orange Public Schools
Principal Name	Ms. Julie DiGiacomo
Address	9 MANGER ROAD WEST ORANGE, NJ 07052
Phone Number	973-669-5480
Email Address	jdigiacomowestorangeschools.org
Website	https://www.woboe.org/Domain/10
Twitter	https://twitter.com/MtPleasantWO



Mount Pleasant Elementary School
(13-5680-140)
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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
KG	54	59	54
1	68	51	56
2	60	62	53
3	58	56	63
4	65	60	58
5	57	62	60
Total	362	350	344

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	48.1%	46.0%	48.5%
Male	51.9%	54.0%	51.5%
Economically Disadvantaged Students	25.4%	24.9%	25.0%
Students with Disabilities	13.5%	12.3%	10.5%
English Learners	3.0%	4.3%	5.2%
Homeless Students	0.0%	0.0%	0.3%
Students in Foster Care	0.8%	0.9%	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	22.1%	21.4%	19.2%
Hispanic	27.1%	28.9%	30.8%
Black or African American	34.3%	34.0%	33.1%
Asian	10.2%	10.3%	9.0%
Native Hawaiian or Pacific Islander	0.3%	0.3%	1.2%
American Indian or Alaska Native	0.3%	0.0%	0.0%
Two or More Races	5.8%	5.1%	6.7%

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	59	54

Enrollment by Home Language

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

Home Language	% of Students
English	83.1%
Spanish	11.6%
Chinese	1.2%
Other Languages	4.1%



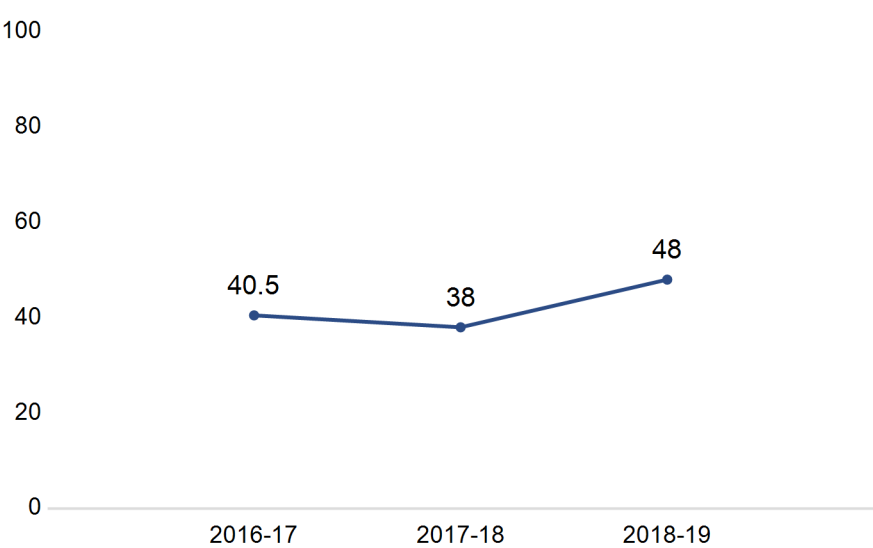
Mount Pleasant Elementary School
 (13-5680-140)
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 2018-2019

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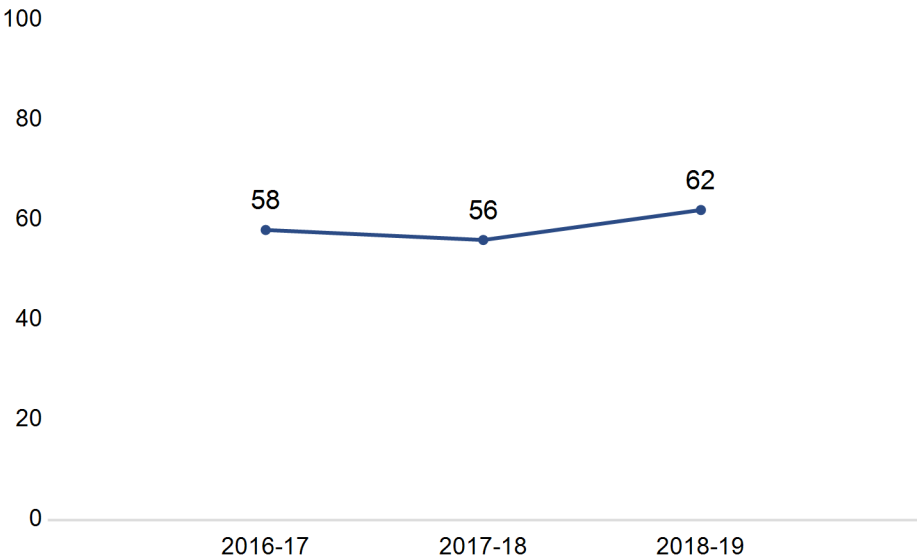
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	40.5	38	48	58	56	62
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	48	50	50	Met Standard	62	46	50	Exceeds Standard
White	41.5	55	50	**	69.5	47	52	**
Hispanic	52	48	49	Met Standard	64	42	47	Exceeds Standard
Black or African American	47	48	45	Met Standard	62	45	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	54.5	51	59	**	57.5	57	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	57	49	**	*	48.5	52	**
Female	59	54	53	N	64	47	50	N
Male	47	46	47	N	62	45	51	N
Economically Disadvantaged Students	52	47	48	Met Standard	62	44	46	Exceeds Standard
Students with Disabilities	35	40	43	**	50	38	45	**
English Learners	*	53	52	**	*	63	50	**
Homeless Students	N	52.5	43	N	N	35.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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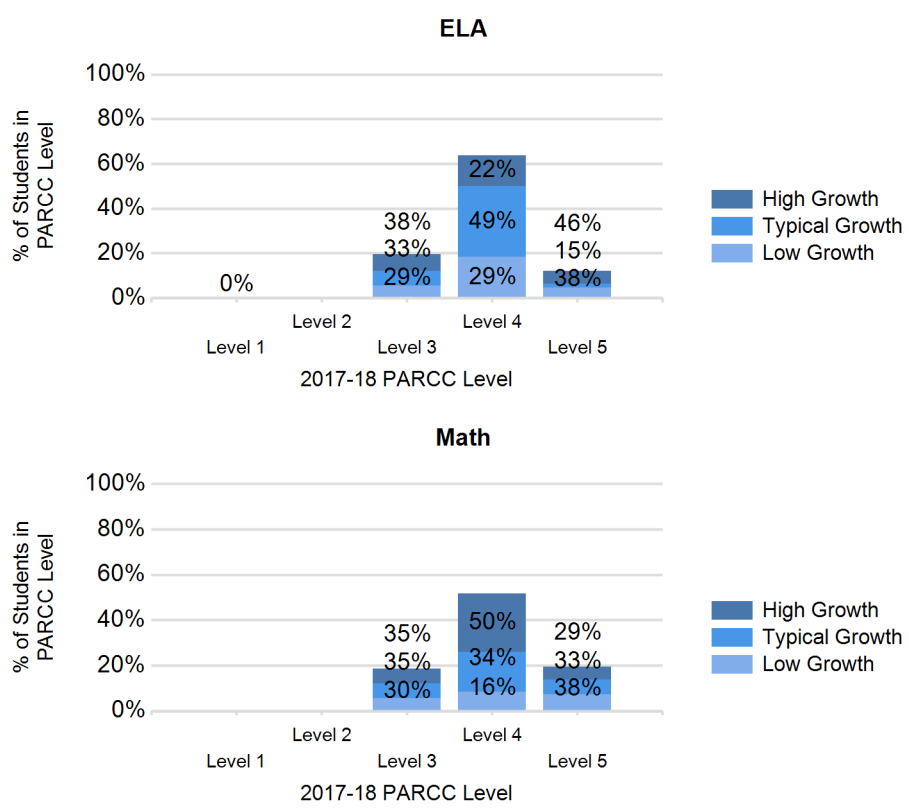
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

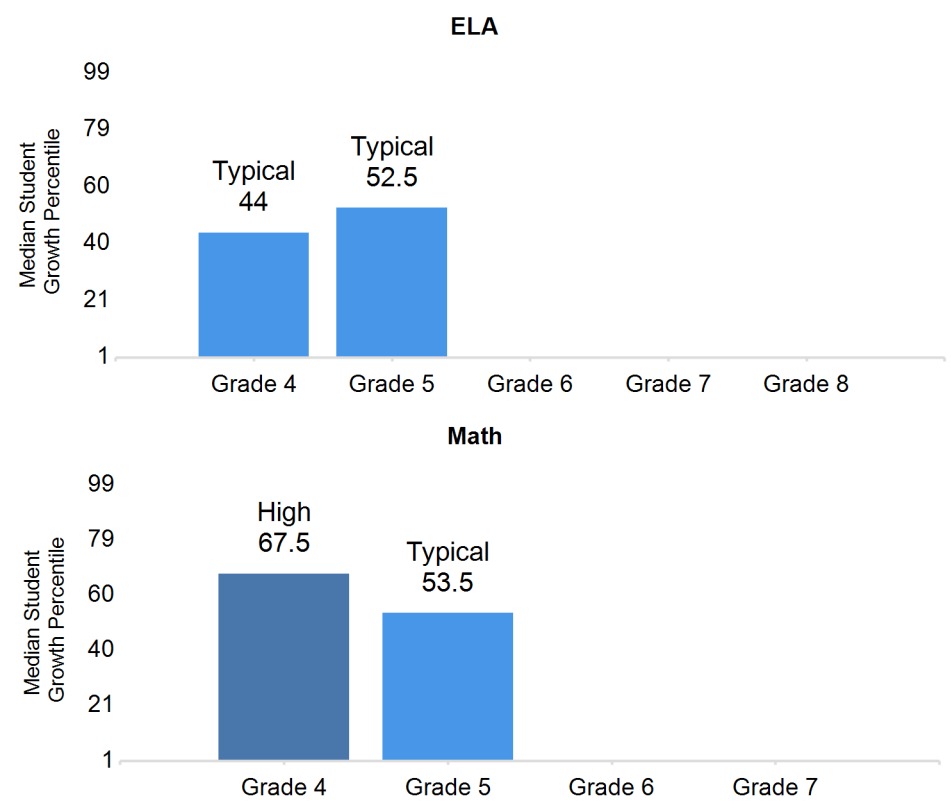
Student Growth by Performance Level

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



Student Growth by Grade

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



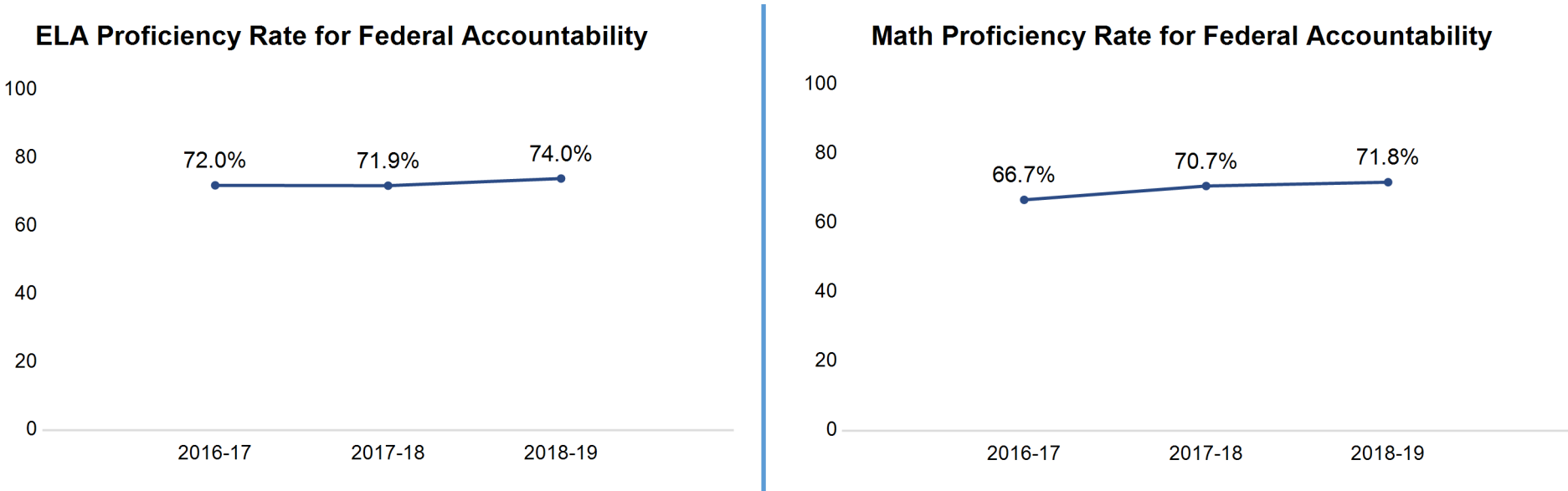


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.7%	97.3%	98.3%	96.7%	97.3%	98.4%
Proficiency Rate for Federal Accountability	72.0%	71.9%	74.0%	66.7%	70.7%	71.8%
Annual Target	64.9%	65.7%	66.5%	62.0%	62.9%	63.9%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment. This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	177	98.3	74.0	59.4	57.9	74.0	66.5	Met Target
White	31	91.2	80.6	*	66.9	77.4	78.2	Met Target†
Hispanic	55	100.0	65.5	50.3	43.9	65.5	56.7	Met Target
Black or African American	63	100.0	74.6	53.9	38.5	74.6	55.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.0	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	77	98.7	79.2	67.0	64.8	79.2		
Male	100	98.1	70.0	52.6	51.3	70.0		
Economically Disadvantaged Students	53	98.1	64.2	46.5	40.0	64.2	48.5	Met Target
Non-Economically Disadvantaged Students	124	98.4	78.2	69.4	67.9	78.2		
Students with Disabilities	26	92.9	42.3	23.5	22.7	41.4	31.9	Met Target
Students without Disabilities	151	99.3	79.5	68.2	65.1	79.5		
English Learners	*	*	*	34.3	29.3	*	**	**
Non-English Learners	*	*	*	60.8	60.6	*		
Homeless Students	N	N	N	42.1	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

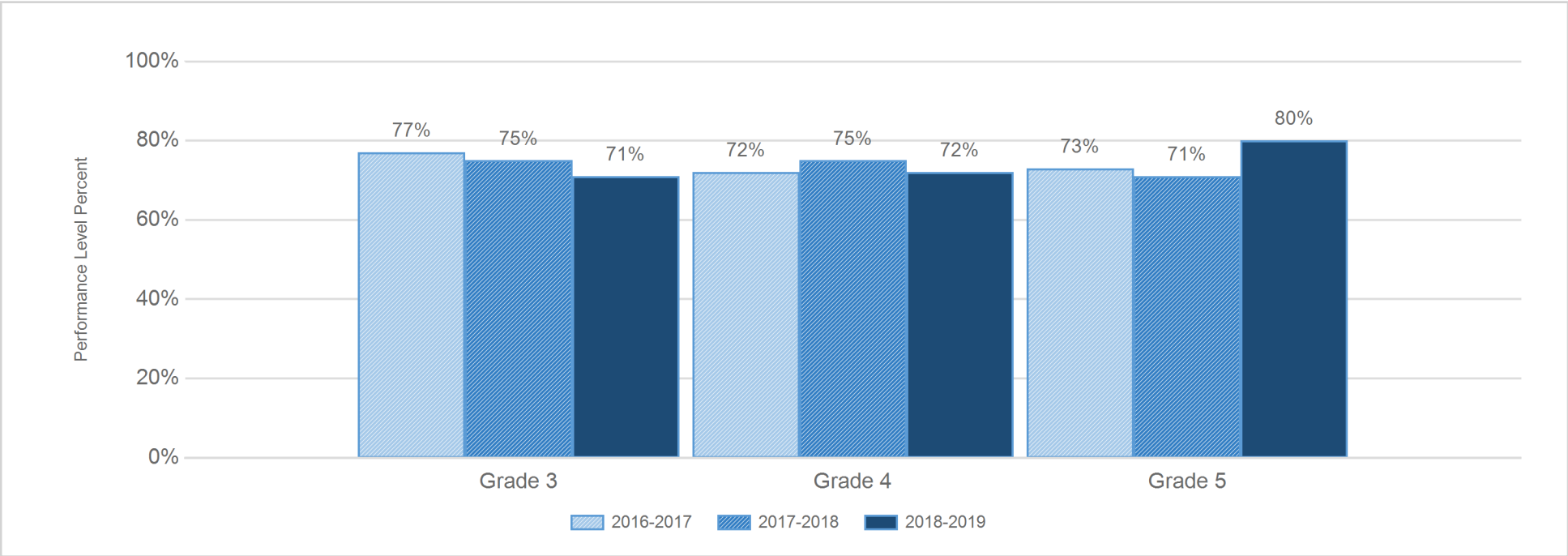


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 2018-2019

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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 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	769	755	748	0%	*	22%	*	*	71%	50%
White	11	789	770	757	0%	0%	*	*	*	91%	60%
Hispanic	14	755	741	734	0%	*	*	*	*	64%	36%
Black or African American	24	769	752	731	0%	*	*	*	*	67%	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	*	*	766	756	*	*	*	*	*	*	58%
Female	24	769	757	753	0%	*	*	*	*	75%	55%
Male	39	768	754	743	0%	*	*	*	*	69%	46%
Economically Disadvantaged Students	13	749	*	731	0%	*	*	*	*	46%	33%
Non-Economically Disadvantaged Students	50	774	*	759	0%	*	*	*	*	78%	61%
Students with Disabilities	10	735	*	719	0%	*	*	*	*	30%	24%
Students without Disabilities	53	775	*	754	0%	*	*	*	*	79%	56%
English Learners	*	*	707	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	758	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%



Mount Pleasant Elementary School

(13-5680-140)

Grades Offered: KG-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	768	763	755	0%	*	21%	*	*	72%	57%
White	*	*	781	763	*	*	*	*	*	*	67%
Hispanic	20	765	756	743	0%	*	*	*	*	60%	44%
Black or African American	23	765	756	739	0%	*	*	*	*	74%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	786	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	771	762	*	*	*	*	*	*	64%
Female	23	772	771	760	0%	*	*	*	*	87%	62%
Male	35	765	755	750	0%	*	*	*	*	63%	53%
Economically Disadvantaged Students	24	766	752	740	0%	*	*	*	*	63%	40%
Non-Economically Disadvantaged Students	34	769	772	765	0%	*	*	*	*	79%	69%
Students with Disabilities	*	*	728	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	771	761	*	*	*	*	*	*	64%
English Learners	*	*	715	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	764	758	*	*	*	*	*	*	60%
Homeless Students	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%



Mount Pleasant Elementary School

(13-5680-140)

Grades Offered: KG-05

2018-2019

Report Key:
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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	56	768	768	756	*	0%	18%	*	*	80%	58%
White	12	772	783	764	0%	0%	*	*	*	75%	68%
Hispanic	21	760	762	743	*	0%	*	71%	0%	71%	44%
Black or African American	16	769	762	739	0%	0%	*	*	*	88%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	776	762	*	*	*	*	*	*	65%
Female	29	764	775	761	*	0%	*	*	*	79%	64%
Male	27	771	763	750	*	0%	*	*	*	81%	52%
Economically Disadvantaged Students	16	760	*	740	*	0%	*	*	*	81%	39%
Non-Economically Disadvantaged Students	40	771	*	766	*	0%	*	*	*	80%	69%
Students with Disabilities	*	*	741	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	774	762	*	*	*	*	*	*	65%
English Learners	N	N	730	713	N	N	N	N	N	N	11%
Non-English Learners	56	768	770	758	*	0%	18%	*	*	80%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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	181	98.4	71.8	43.1	44.5	71.8	63.9	Met Target
White	31	91.2	87.1	*	54.1	83.6	71.1	Met Goal
Hispanic	57	100.0	57.9	34.4	28.8	57.9	53.6	Met Target
Black or African American	63	100.0	73.0	33.8	23.0	73.0	53.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.2	76.5	*	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	79	98.7	67.1	45.1	44.9	67.1		
Male	102	98.1	75.5	41.4	44.2	75.5		
Economically Disadvantaged Students	53	98.1	54.7	29.1	26.3	54.7	42.3	Met Target
Non-Economically Disadvantaged Students	128	98.5	78.9	54.0	54.9	78.9		
Students with Disabilities	27	93.1	44.4	18.0	17.4	43.4	26.9	Met Target
Students without Disabilities	154	99.4	76.6	49.3	50.0	76.6		
English Learners	12	100.0	58.3	26.6	25.0	58.3	**	**
Non-English Learners	169	98.3	72.8	44.2	46.5	72.8		
Homeless Students	N	N	N	16.7	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

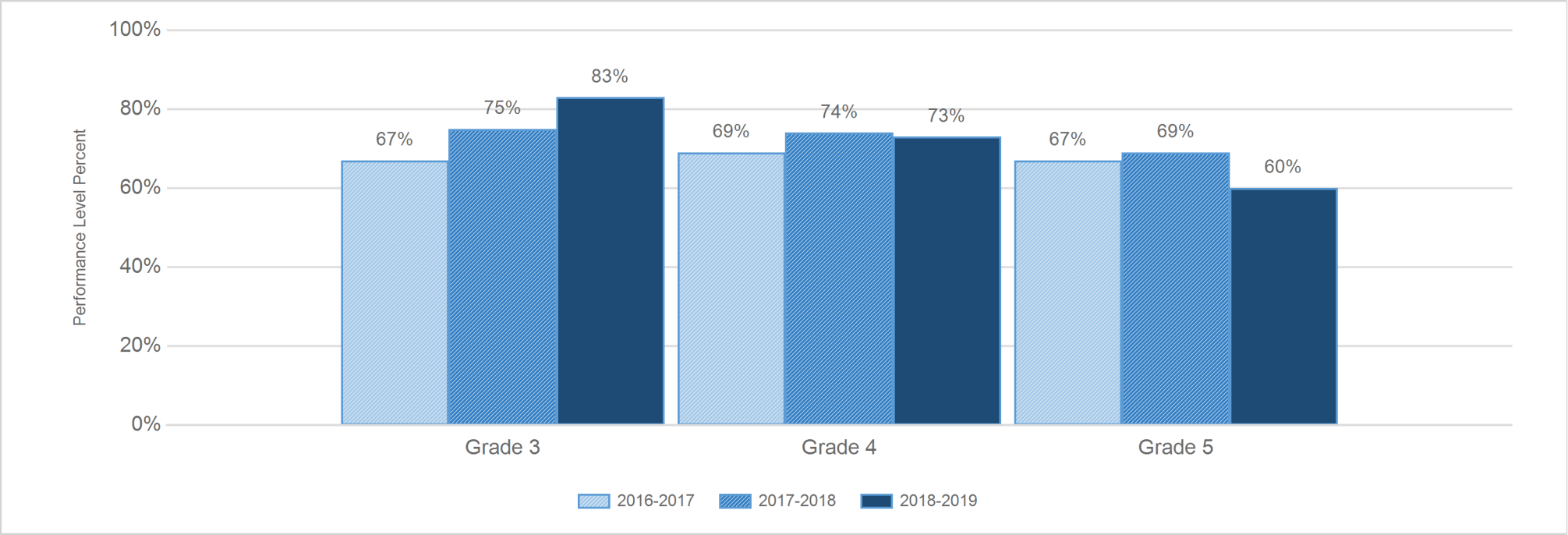


Mount Pleasant Elementary School
(13-5680-140)
Grades Offered: KG-05
2018-2019

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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.



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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	64	769	758	752	*	*	*	63%	20%	83%	55%
White	11	789	773	760	0%	0%	*	*	*	91%	66%
Hispanic	15	754	749	739	*	*	*	*	*	67%	40%
Black or African American	24	769	753	735	0%	*	*	*	*	88%	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	*	*	764	758	*	*	*	*	*	*	62%
Female	25	769	757	751	*	*	*	*	*	88%	54%
Male	39	769	759	752	*	*	*	*	*	79%	56%
Economically Disadvantaged Students	13	758	*	737	*	*	*	*	*	62%	37%
Non-Economically Disadvantaged Students	51	772	*	761	*	*	*	*	*	88%	67%
Students with Disabilities	10	745	*	731	*	*	*	*	*	50%	31%
Students without Disabilities	54	773	*	756	*	*	*	*	*	89%	60%
English Learners	*	*	731	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	760	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	765	756	749	*	*	22%	*	*	73%	51%
White	*	*	776	757	*	*	*	*	*	*	62%
Hispanic	21	760	749	737	0%	*	*	*	*	57%	36%
Black or African American	23	765	748	731	*	*	*	*	*	74%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	763	754	*	*	*	*	*	*	58%
Female	24	767	758	749	*	*	*	*	*	71%	50%
Male	36	764	754	749	*	*	*	*	*	75%	52%
Economically Disadvantaged Students	24	760	745	734	*	*	*	*	*	63%	32%
Non-Economically Disadvantaged Students	36	769	766	759	*	*	*	*	*	81%	63%
Students with Disabilities	*	*	729	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	762	754	*	*	*	*	*	*	56%
English Learners	*	*	724	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	757	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	57	759	760	747	0%	*	33%	*	*	60%	47%
White	12	769	776	755	0%	0%	*	*	*	83%	58%
Hispanic	21	752	754	735	0%	*	*	*	*	52%	30%
Black or African American	16	754	752	729	0%	0%	*	*	*	50%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	769	753	*	*	*	*	*	*	55%
Female	29	750	761	747	0%	*	*	*	*	48%	47%
Male	28	767	760	747	0%	*	*	*	*	71%	47%
Economically Disadvantaged Students	16	748	*	732	0%	*	*	*	*	38%	27%
Non-Economically Disadvantaged Students	41	763	*	757	0%	*	*	*	*	68%	59%
Students with Disabilities	10	749	737	725	0%	*	*	*	*	50%	19%
Students without Disabilities	47	761	765	752	0%	*	*	*	*	62%	52%
English Learners	*	*	731	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	761	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
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	40.0%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	13	*	*
3-4	*	*	*
5 or more	*	*	*



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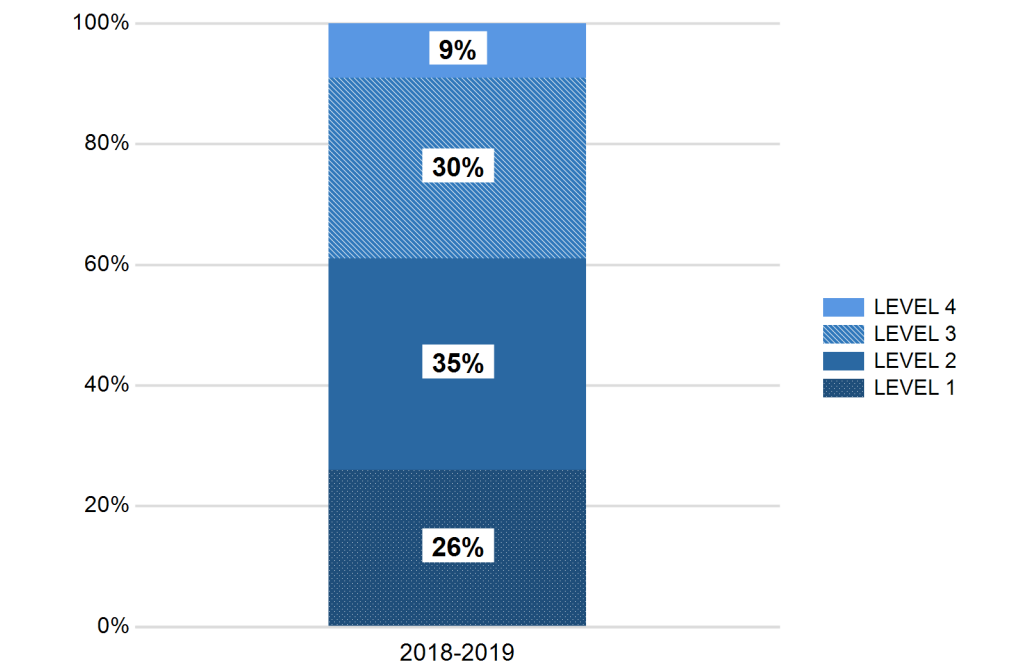
2018-2019

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

NJSLA Science Assessment: Grade 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	26	35	30	9
White	17	25	50	8
Hispanic	38	43	10	10
Black or African American	19	44	38	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	34	41	21	3
Male	18	29	39	14
Economically Disadvantaged Students	31	44	19	6
Non-Economically Disadvantaged Students	24	32	34	10
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	26	35	30	9
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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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.

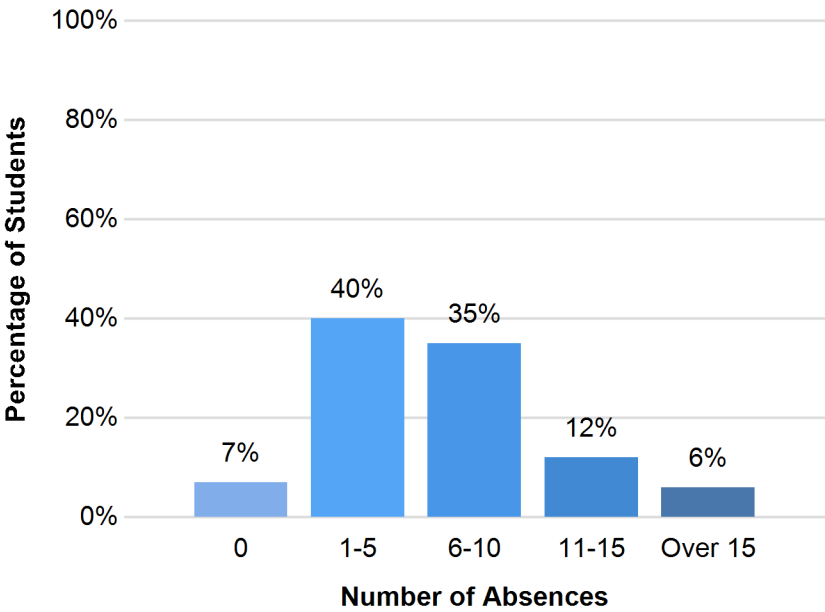
Chronic Absenteeism

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	4.9	8.9	Met
White	6	8.6	8.9	Met
Hispanic	7	6.0	8.9	Met
Black or African American	5	4.2	8.9	Met
Asian, Native Hawaiian, or Pacific	0	0	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	8.9	Met
Female	8	4.7		
Male	10	5.1		
Economically Disadvantaged Students	7	7.0	8.9	Met
Students with Disabilities	7	11.7	8.9	Not Met
English Learners	0	0	8.9	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





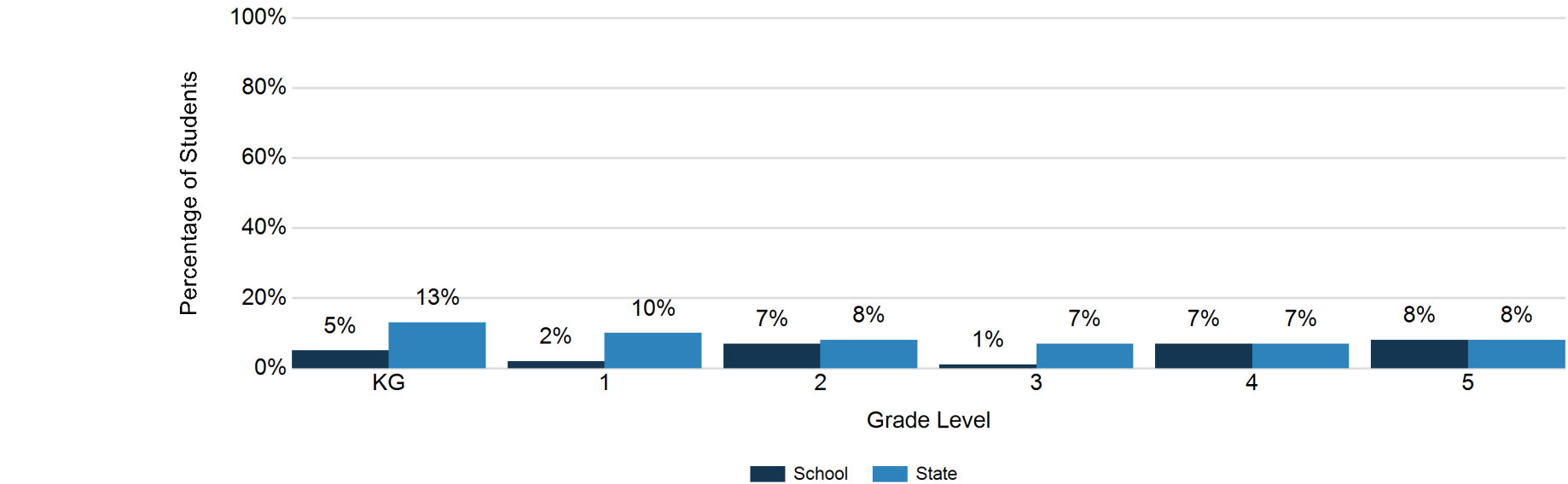
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Chronic Absenteeism by Grade

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)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
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
*



Mount Pleasant Elementary School

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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 53 Mins
Shared Time - Instructional Time	5 Hrs. 53 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



Mount Pleasant Elementary 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	39	118,214
Average years experience in public schools	13.0	12.1
Average years experience in district	13.0	10.8
Percentage of Teachers with 4 or more years experience in the district	79.5%	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	45	9,530
Average years experience in public schools	15.8	16.0
Average years experience in district	13.7	12.0
Percentage of Administrators with 4 or more years experience in the district	75.6%	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	344:1	147:1
Teachers to Administrators	39:1	14:1
Students to Librarians/Media Specialists		510:1
Students to Nurses		510:1
Students to Counselors		276:1
Students to Child Study Team Members		201:1



Mount Pleasant Elementary School
 (13-5680-140)
 Grades Offered: KG-05
 2018-2019

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.5%	92.3%	100.0%	48.4%	77.1%	54.9%
Male	51.5%	7.7%	0.0%	51.6%	22.9%	45.1%
White	19.2%	97.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	30.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	33.1%	2.6%	0.0%	15.0%	6.6%	13.9%
Asian	9.0%	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	1.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

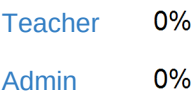
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.2%



Mount Pleasant Elementary School

(13-5680-140)

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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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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	72.0%	71.9%	74.0%
Math Proficiency	66.7%	70.7%	71.8%
ELA Growth	40	38	48
Math Growth	58	56	62
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		50.0%	40.0%
Chronic Absenteeism	2.4%	1.1%	4.9%

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

 Highlights:	- Curriculum includes Readers & Writers Workshop, the Foundations phonics program, EveryDay Math, and science curricula aligned to the Next Generation Science Standards. - Technology is integrated into daily instruction as part of the district's 1:1 Chromebook Program. - Mt. Pleasant was given an award by Public Review as being one of the most diverse schools in the nation.
 Mission, Vision, Theme:	The mission is to ensure that all students' needs are met socially, emotionally and academically.
 Awards, Recognition, Accomplishments:	Mt. Pleasant was recognized as being one of the most diverse schools in the nation. Ten schools were selected out of all public and private schools in NJ at all levels and Mt. Pleasant was one of them. Every state had ten schools named and these students were recognized as one of the most diverse schools in the United States. When asked, Mt. Pleasant Families will often say that the thing that they love the most about our school is the diversity.



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Courses, Curriculum, Instruction:

In June 2017, the West Orange Board of Education adopted National Geographic's Exploring Science Program in order to effectively implement the Next Generation Science Standards for implementation in September 2017. Exploring Science provides opportunities for students to explore natural phenomena, design investigations, gather and analyze data, and read about careers and engineering.



Clubs and Activities:

Mt. Pleasant has a social responsibility club called, "Woot." This club has fourth and fifth grade club perform multiple service projects throughout the year. Mt. Pleasant also has a student council that consists of fifth graders. These leaders promote all types of programs and activities throughout the year. Fifth grade students that are gifted in art can participate in Studio Art. Studio Art meets every week and focuses on challenging gifted artists to expand their artistic abilities.



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 Before and After School Programs:	Mt. Pleasant has two enrichment cycles that are offered after school across severl weeks. A variety of club offerings are offered such as: coding, weird science, tae kwon do, art, etc. The selection of clubs vary cycle to cycle, year after year. The Mt. Pleasant Families and students really enjoy these clubs and programs since they extend the curricula.
 Staff and Professional Learning:	Our staff engages in rich and collaborative professional learning opportunities across the content areas through professional learning communities, grade level meetings, collaborative planning, district professional development, and workshops. This school year, our professional learning priorities focus around Reading, Science, and using data to inform small group and individual instruction.



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 Student Supports and Services:	Students are provided with programs and services in accordance with each student's individual needs, program placement and/or IEP.
 Student Health and Wellness:	Being healthy is promoted at Mt. Pleasant. Students are only allowed to bring in daily snacks that are healthy. Teachers stress the importance of eating well. The cafeteria staff also is mindful of offering several healthy lunch options daily for breakfast and lunch. The physical education teachers at Mt. Pleasant promote exercise and wellness through their physical education units. Students are encouraged to exercise at recess when the weather permits it.
 Parent and Community Involvement:	The PTA at Mt. Pleasant has an active membership and a Board of leaders that help to facilitate numerous activities and events for our Mt. Pleasant Families. Some of the highlights include: Family Game Show Night, Trunk or Treat, Valentine's Dance, BINGO Night, Book Fair and Ice-Cream Social. Each month an event is offered for families to promote community building and fun!



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 Other Information	At Mt. Pleasant, we promote collaborating with the West Orange Community. We partner with the Jewish Community Senior Center to promote a love of reading. Senior citizens visit our school weekly to read to our kindergarten, first and second graders. The children love their "Reading Buddies!" In addition, the West Orange Rotary Club visits each year to present our third graders with personal dictionaries. This is a long-standing tradition. The West Orange Police and Fire Departments work closely with the school to review safety procedures and protocols. The West Orange Police also teach a LEAD Program promoting healthy, drug-free choices. During Career Day, we have lots of members from the community visit Mt. Pleasant to share the details of their profession and talk and teach the children about various career options. Lastly, the third grade visits the West Orange Town Hall every year to meet with the Mayor and discuss details related to local government.



Redwood Elementary School
(13-5680-160)
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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:



Redwood Elementary School
(13-5680-160)
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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	Essex
District	West Orange Public Schools
Principal Name	Mr. Timothy Beaumont
Address	75 REDWOOD AVE W ORANGE, NJ 07052-3623
Phone Number	973-669-5457
Email Address	tbeaumont@westorangeschools.org
Website	https://www.woboe.org/Domain/12
Twitter	https://twitter.com/redwoodtweets?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	86	74	82
1	82	88	81
2	100	77	86
3	105	96	77
4	106	98	100
5	95	102	106
Total	575	535	532

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	44.9%	46.5%	42.9%
Male	55.1%	53.5%	57.1%
Economically Disadvantaged Students	31.7%	28.2%	29.5%
Students with Disabilities	22.8%	18.5%	18.8%
English Learners	2.1%	3.7%	3.9%
Homeless Students	0.2%	0.0%	0.2%
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	28.5%	27.9%	26.9%
Hispanic	24.7%	23.9%	25.2%
Black or African American	32.5%	32.7%	33.8%
Asian	7.1%	8.4%	6.6%
Native Hawaiian or Pacific Islander	0.7%	0.6%	0.6%
American Indian or Alaska Native	0.3%	0.0%	0.0%
Two or More Races	6.1%	6.5%	7.0%

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	86	74	82

Enrollment by Home Language

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

Home Language	% of Students
English	87.8%
Spanish	8.5%
Other Languages	3.8%



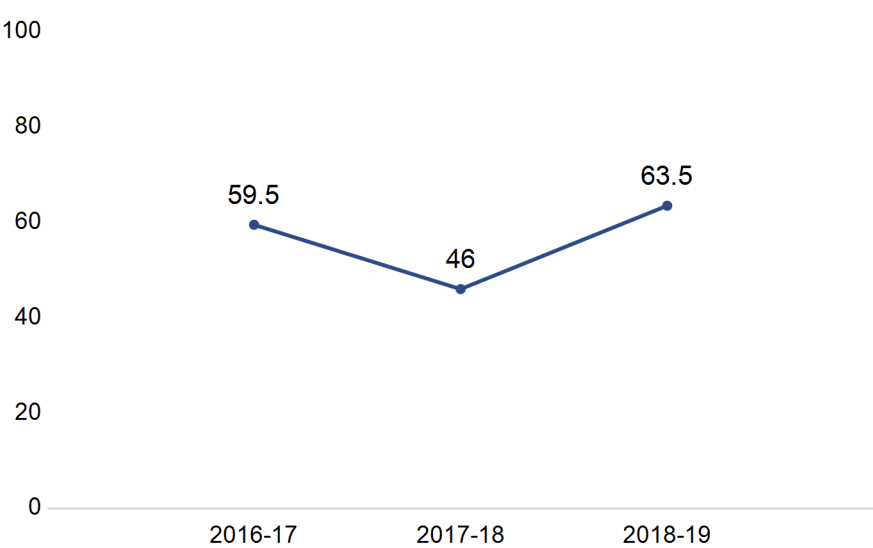
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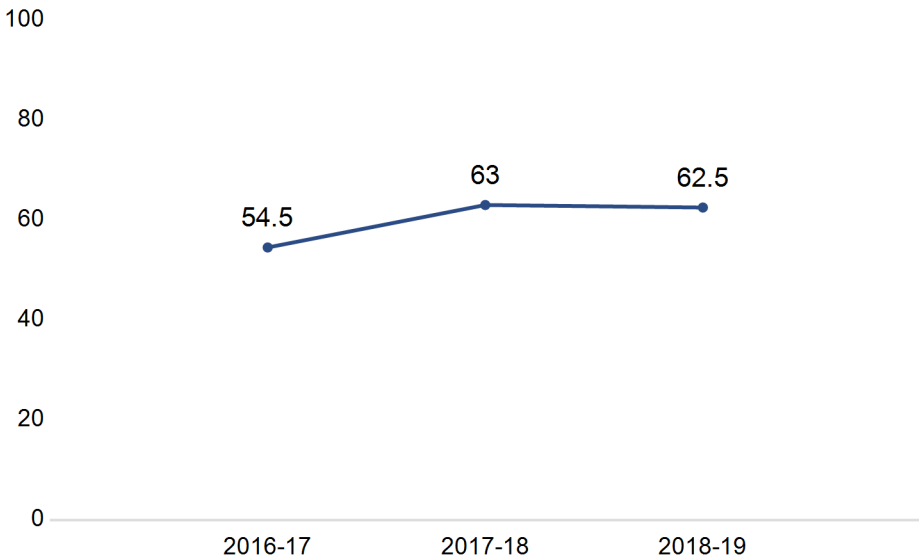
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	59.5	46	63.5	54.5	63	62.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

A student’s SGP falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	63.5	50	50	Exceeds Standard	62.5	46	50	Exceeds Standard
White	68	55	50	Exceeds Standard	64	47	52	Exceeds Standard
Hispanic	65.5	48	49	Exceeds Standard	60.5	42	47	Exceeds Standard
Black or African American	56.5	48	45	Met Standard	52	45	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	55	51	59	**	79	57	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	62	57	49	**	71	48.5	52	**
Female	68.5	54	53	N	66.5	47	50	N
Male	59.5	46	47	N	59	45	51	N
Economically Disadvantaged Students	53.5	47	48	Met Standard	63	44	46	Exceeds Standard
Students with Disabilities	54	40	43	Met Standard	54	38	45	Met Standard
English Learners	54	53	52	**	79	63	50	**
Homeless Students	N	52.5	43	N	N	35.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



Redwood Elementary School
(13-5680-160)
Grades Offered: KG-05
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.

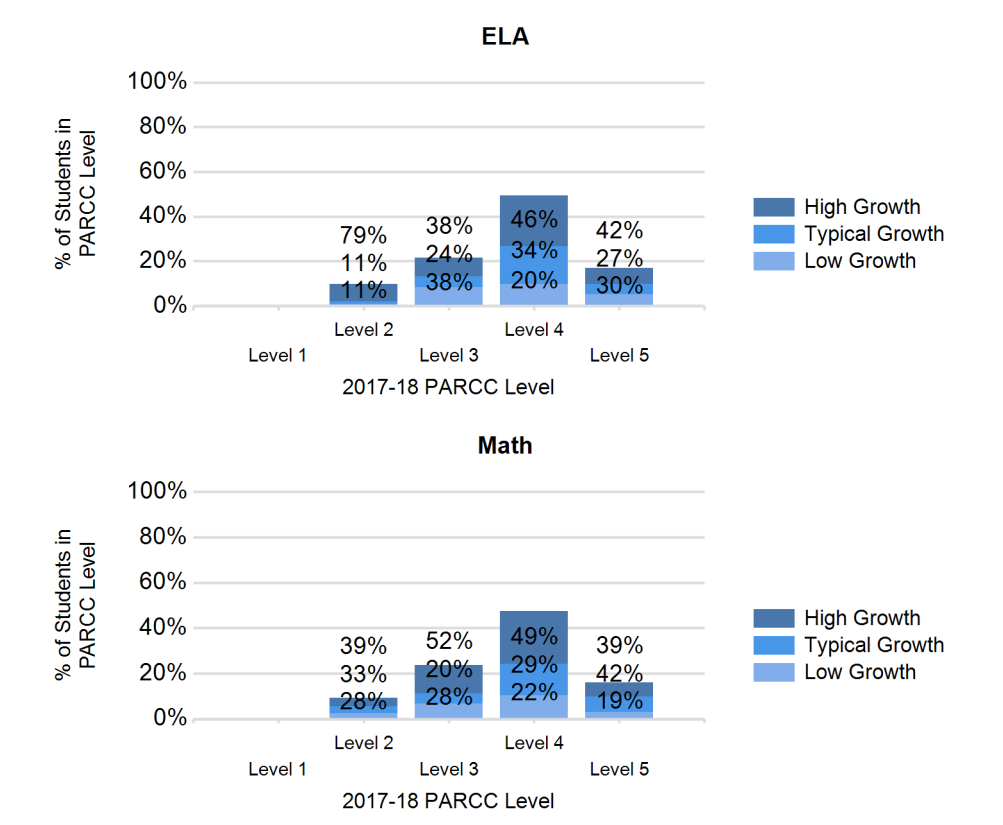
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

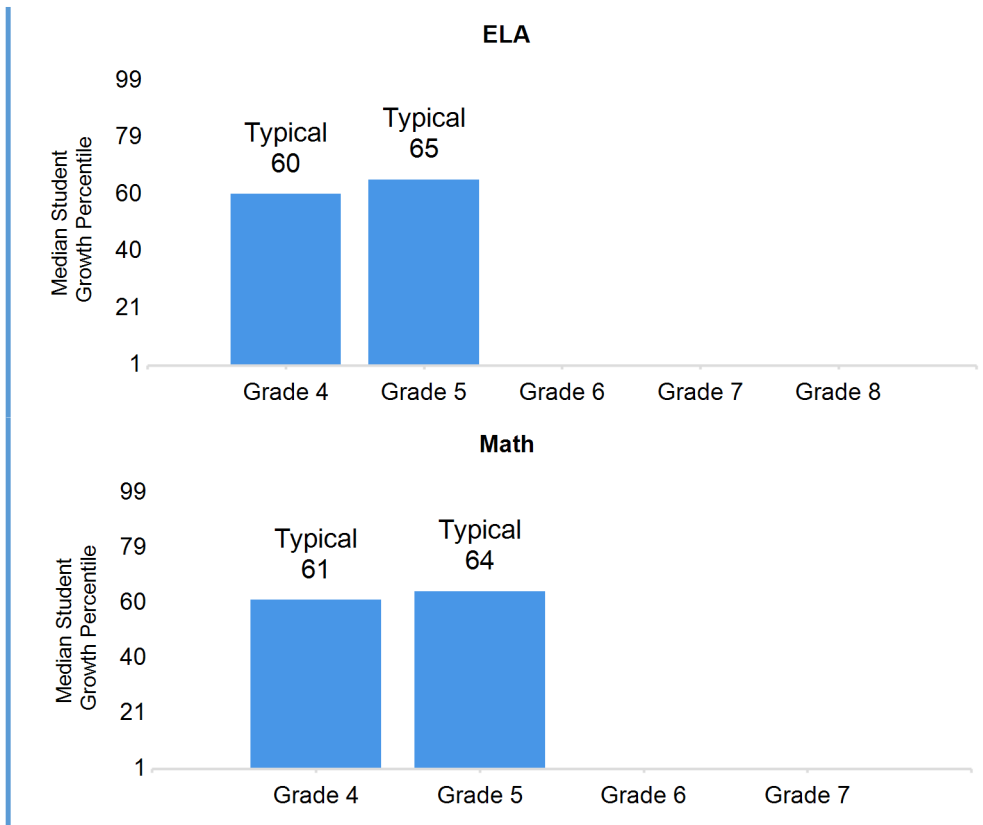
Student Growth by Performance Level

Student Growth by Grade

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.



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



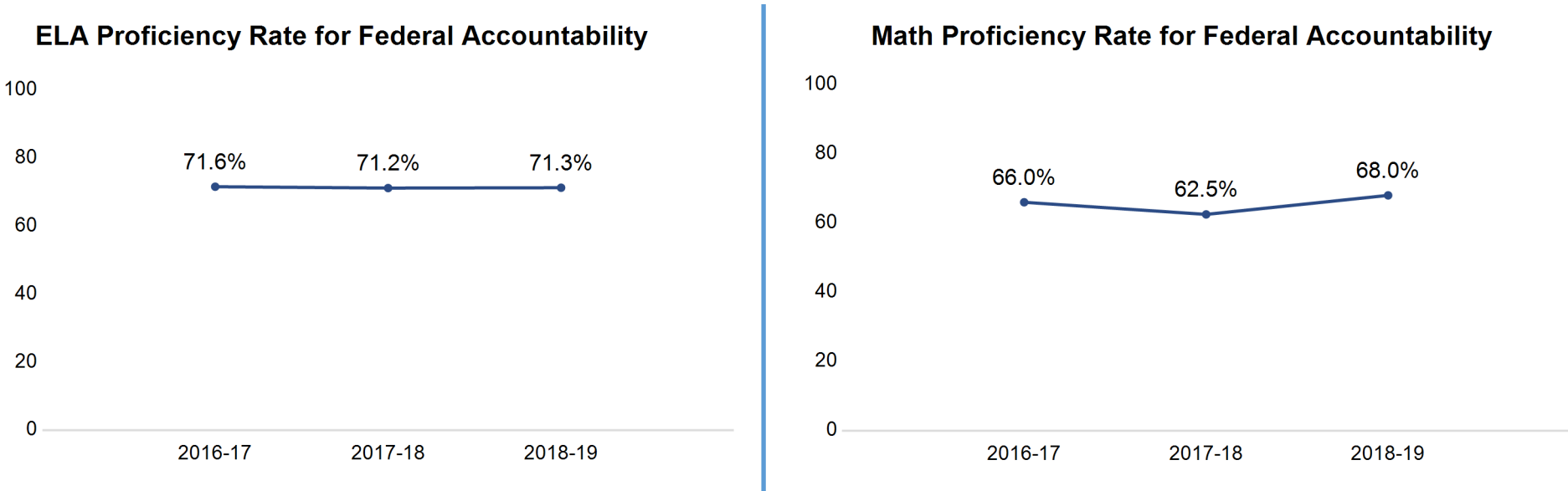


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.4%	96.7%	99.3%	97.1%	96.7%	99.3%
Proficiency Rate for Federal Accountability	71.6%	71.2%	71.3%	66.0%	62.5%	68.0%
Annual Target	67.8%	68.5%	69.1%	71.7%	72.2%	72.6%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	275	99.3	71.3	59.4	57.9	71.3	69.1	Met Target
White	71	97.3	84.5	*	66.9	84.5	77.2	Met Goal
Hispanic	57	100.0	68.4	50.3	43.9	68.4	62.3	Met Target
Black or African American	107	100.0	61.7	53.9	38.5	61.7	62.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	20	100.0	90.0	82.0	82.9	90.0	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	20	100.0	65.0	*	64.4	65.0	67.9	Met Target†
Female	112	99.1	78.6	67.0	64.8	78.6		
Male	163	99.4	66.3	52.6	51.3	66.3		
Economically Disadvantaged Students	89	98.9	60.7	46.5	40.0	60.7	59.7	Met Target
Non-Economically Disadvantaged Students	186	99.5	76.3	69.4	67.9	76.3		
Students with Disabilities	63	100.0	49.2	23.5	22.7	49.2	40.4	Met Target
Students without Disabilities	212	99.1	77.8	68.2	65.1	77.8		
English Learners	14	94.1	57.1	34.3	29.3	55.9	**	**
Non-English Learners	261	99.6	72.0	60.8	60.6	72.0		
Homeless Students	*	*	*	42.1	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

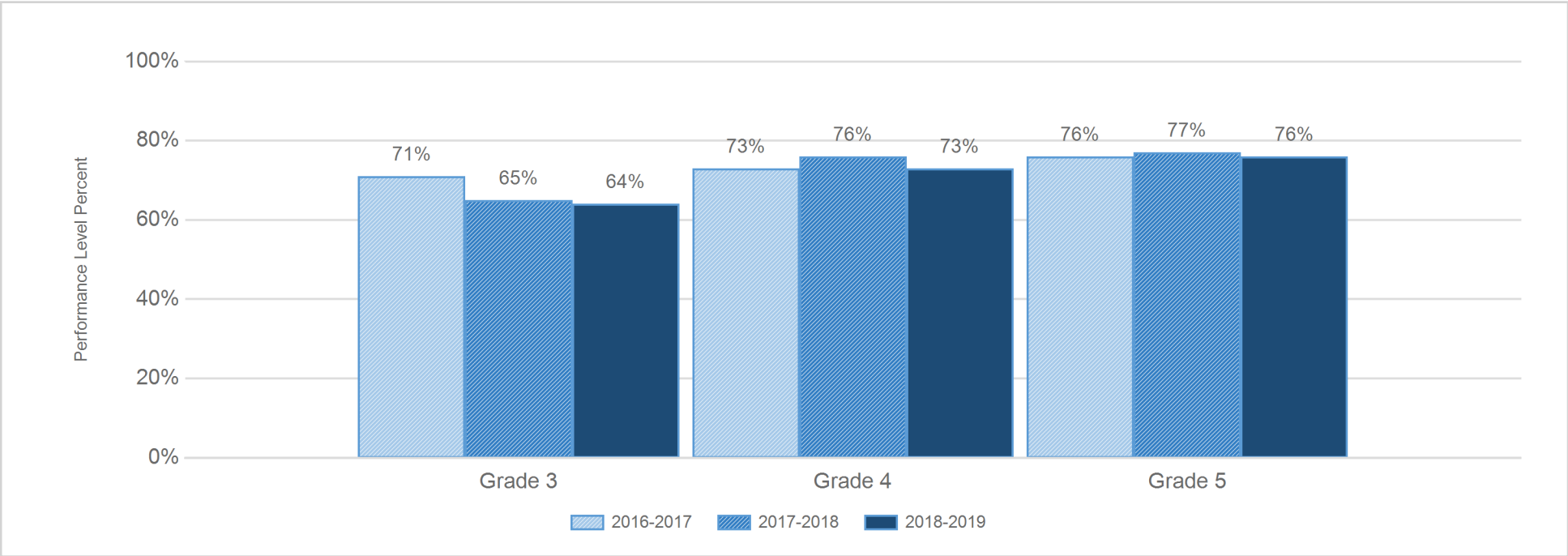


Redwood Elementary School
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English Language Arts Assessment - Performance Trends

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 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	77	765	755	748	*	*	21%	*	*	64%	50%
White	16	770	770	757	0%	*	*	*	*	75%	60%
Hispanic	15	754	741	734	*	*	*	*	*	53%	36%
Black or African American	36	761	752	731	*	*	*	*	*	58%	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	*	*	766	756	*	*	*	*	*	*	58%
Female	34	769	757	753	*	*	*	*	*	65%	55%
Male	43	762	754	743	*	*	*	*	*	63%	46%
Economically Disadvantaged Students	25	755	*	731	*	*	*	*	*	52%	33%
Non-Economically Disadvantaged Students	52	770	*	759	*	*	*	*	*	69%	61%
Students with Disabilities	25	753	*	719	*	*	*	*	*	52%	24%
Students without Disabilities	52	771	*	754	*	*	*	*	*	69%	56%
English Learners	N	N	707	713	N	N	N	N	N	N	17%
Non-English Learners	77	765	758	751	*	*	21%	*	*	64%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	769	763	755	*	*	23%	45%	27%	73%	57%
White	23	783	781	763	0%	*	*	*	*	83%	67%
Hispanic	26	764	756	743	0%	0%	*	*	*	73%	44%
Black or African American	39	758	756	739	*	*	28%	*	*	62%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	786	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	771	762	*	*	*	*	*	*	64%
Female	46	781	771	760	*	*	*	*	*	87%	62%
Male	56	759	755	750	*	*	*	*	*	61%	53%
Economically Disadvantaged Students	40	758	752	740	*	*	*	*	*	65%	40%
Non-Economically Disadvantaged Students	62	776	772	765	*	*	*	*	*	77%	69%
Students with Disabilities	20	746	728	725	*	*	*	*	*	45%	25%
Students without Disabilities	82	774	771	761	*	*	*	*	*	79%	64%
English Learners	*	*	715	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	764	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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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	99	775	768	756	0%	*	22%	*	*	76%	58%
White	33	781	783	764	0%	*	*	*	*	91%	68%
Hispanic	21	773	762	743	0%	0%	*	*	*	71%	44%
Black or African American	29	768	762	739	0%	0%	34%	*	*	66%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	776	762	*	*	*	*	*	*	65%
Female	35	780	775	761	0%	*	*	*	*	80%	64%
Male	64	772	763	750	0%	*	*	*	*	73%	52%
Economically Disadvantaged Students	22	766	*	740	0%	*	*	*	*	59%	39%
Non-Economically Disadvantaged Students	77	777	*	766	0%	*	*	*	*	81%	69%
Students with Disabilities	13	761	741	724	0%	*	*	*	*	54%	23%
Students without Disabilities	86	777	774	762	0%	*	*	*	*	79%	65%
English Learners	*	*	730	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	770	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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	275	99.3	68.0	43.1	44.5	68.0	72.6	Met Target†
White	71	97.3	84.5	*	54.1	84.5	78.5	Met Goal
Hispanic	57	100.0	59.6	34.4	28.8	59.6	69.3	Met Target†
Black or African American	107	100.0	56.1	33.8	23.0	56.1	62.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	20	100.0	90.0	70.2	76.5	90.0	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	20	100.0	75.0	*	53.3	75.0	72.3	Met Target
Female	112	99.1	73.2	45.1	44.9	73.2		
Male	163	99.4	64.4	41.4	44.2	64.4		
Economically Disadvantaged Students	89	98.9	56.2	29.1	26.3	56.2	61.5	Met Target†
Non-Economically Disadvantaged Students	186	99.5	73.7	54.0	54.9	73.7		
Students with Disabilities	63	100.0	39.7	18.0	17.4	39.7	41.8	Met Target†
Students without Disabilities	212	99.1	76.4	49.3	50.0	76.4		
English Learners	14	94.1	64.3	26.6	25.0	62.9	**	**
Non-English Learners	261	99.6	68.2	44.2	46.5	68.2		
Homeless Students	*	*	*	16.7	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

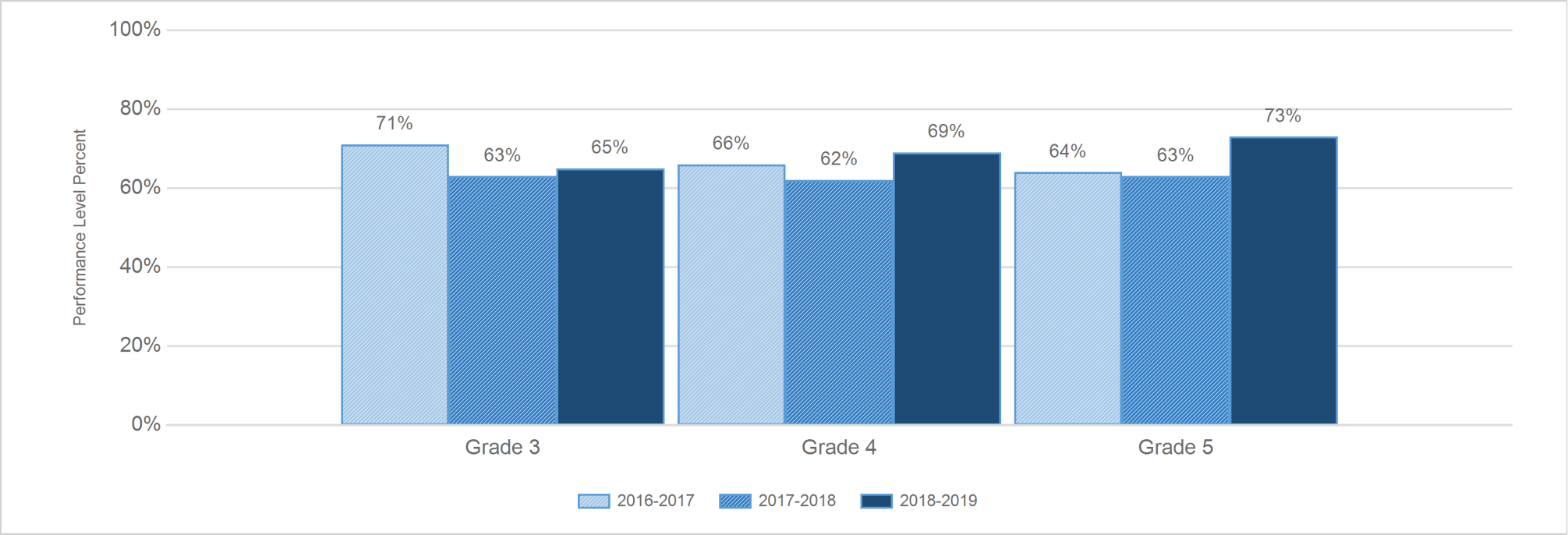


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Mathematics Assessment – Performance Trends

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	77	760	758	752	*	*	18%	45%	19%	65%	55%
White	16	765	773	760	0%	*	*	*	*	69%	66%
Hispanic	15	758	749	739	*	*	*	*	*	67%	40%
Black or African American	36	754	753	735	*	*	*	*	*	61%	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	*	*	764	758	*	*	*	*	*	*	62%
Female	34	756	757	751	*	*	*	*	*	65%	54%
Male	43	762	759	752	*	*	*	*	*	65%	56%
Economically Disadvantaged Students	25	755	*	737	*	*	*	*	*	64%	37%
Non-Economically Disadvantaged Students	52	762	*	761	*	*	*	*	*	65%	67%
Students with Disabilities	25	753	*	731	*	*	*	*	*	52%	31%
Students without Disabilities	52	763	*	756	*	*	*	*	*	71%	60%
English Learners	N	N	731	728	N	N	N	N	N	N	26%
Non-English Learners	77	760	760	754	*	*	18%	45%	19%	65%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	760	756	749	*	*	22%	*	*	69%	51%
White	23	770	776	757	*	*	*	*	*	87%	62%
Hispanic	26	754	749	737	0%	*	38%	*	*	58%	36%
Black or African American	39	752	748	731	*	*	26%	*	*	56%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	763	754	*	*	*	*	*	*	58%
Female	46	765	758	749	*	*	*	*	*	76%	50%
Male	56	756	754	749	*	*	*	*	*	63%	52%
Economically Disadvantaged Students	40	754	745	734	*	*	28%	*	*	58%	32%
Non-Economically Disadvantaged Students	62	765	766	759	*	*	18%	*	*	76%	63%
Students with Disabilities	20	737	729	726	*	*	*	*	*	35%	25%
Students without Disabilities	82	766	762	754	*	*	*	*	*	77%	56%
English Learners	*	*	724	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	757	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	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%



Redwood Elementary School
 (13-5680-160)
 Grades Offered: KG-05
 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	99	766	760	747	*	*	16%	54%	19%	73%	47%
White	33	775	776	755	0%	*	*	*	*	91%	58%
Hispanic	21	757	754	735	*	*	*	*	*	57%	30%
Black or African American	29	757	752	729	*	*	*	*	*	59%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	769	753	*	*	*	*	*	*	55%
Female	35	770	761	747	*	*	*	*	*	77%	47%
Male	64	764	760	747	*	*	*	*	*	70%	47%
Economically Disadvantaged Students	22	754	*	732	*	*	*	*	*	55%	27%
Non-Economically Disadvantaged Students	77	769	*	757	*	*	*	*	*	78%	59%
Students with Disabilities	13	750	737	725	*	*	*	*	*	46%	19%
Students without Disabilities	86	768	765	752	*	*	*	*	*	77%	52%
English Learners	*	*	731	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	761	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
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	72.2%	**	**

† 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	16	75.0%	25.0%
3-4	*	*	*
5 or more	N	N	N



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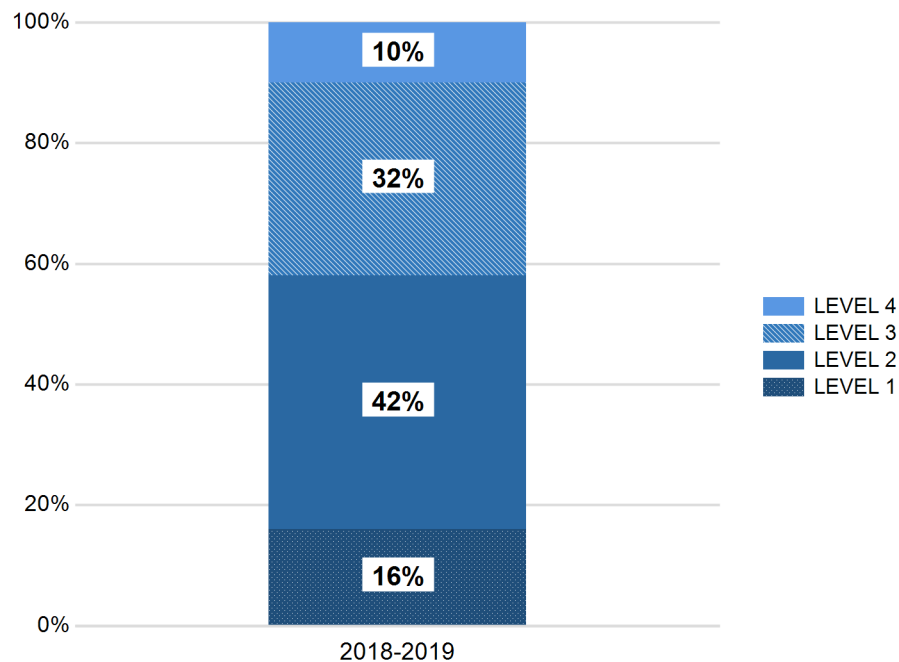
Report Key:

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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 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	16	42	32	10
White	12	38	41	9
Hispanic	15	40	30	15
Black or African American	21	52	21	7
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	19	36	31	14
Male	14	45	33	8
Economically Disadvantaged Students	17	52	30	0
Non-Economically Disadvantaged Students	16	39	32	13
Students with Disabilities	31	44	19	6
Students without Disabilities	13	42	35	11
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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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

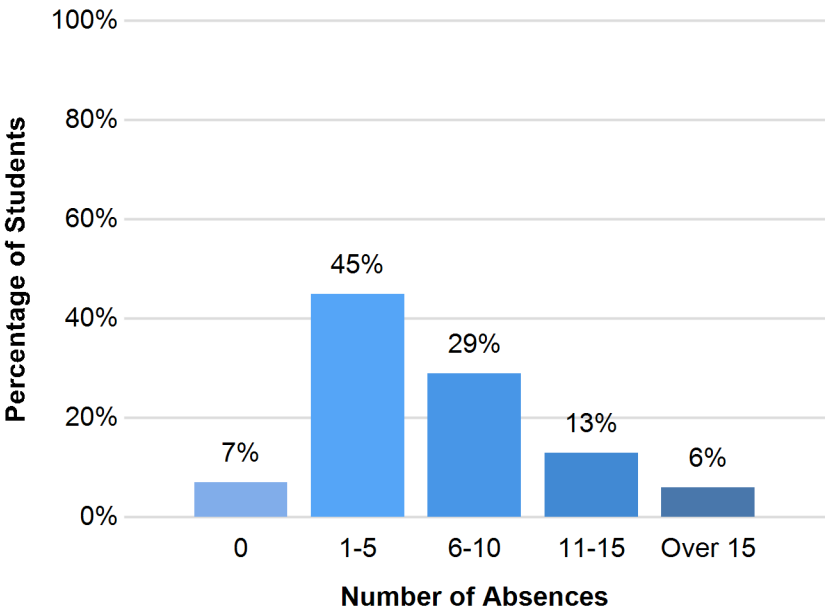
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	26	4.9	8.9	Met
White	7	4.9	8.9	Met
Hispanic	5	4.0	8.9	Met
Black or African American	7	3.9	8.9	Met
Asian, Native Hawaiian, or Pacific	7	17.9	8.9	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	8.9	Met
Female	6	2.7		
Male	20	6.6		
Economically Disadvantaged Students	9	6.2	8.9	Met
Students with Disabilities	8	8.3	8.9	Met
English Learners	3	13.0	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





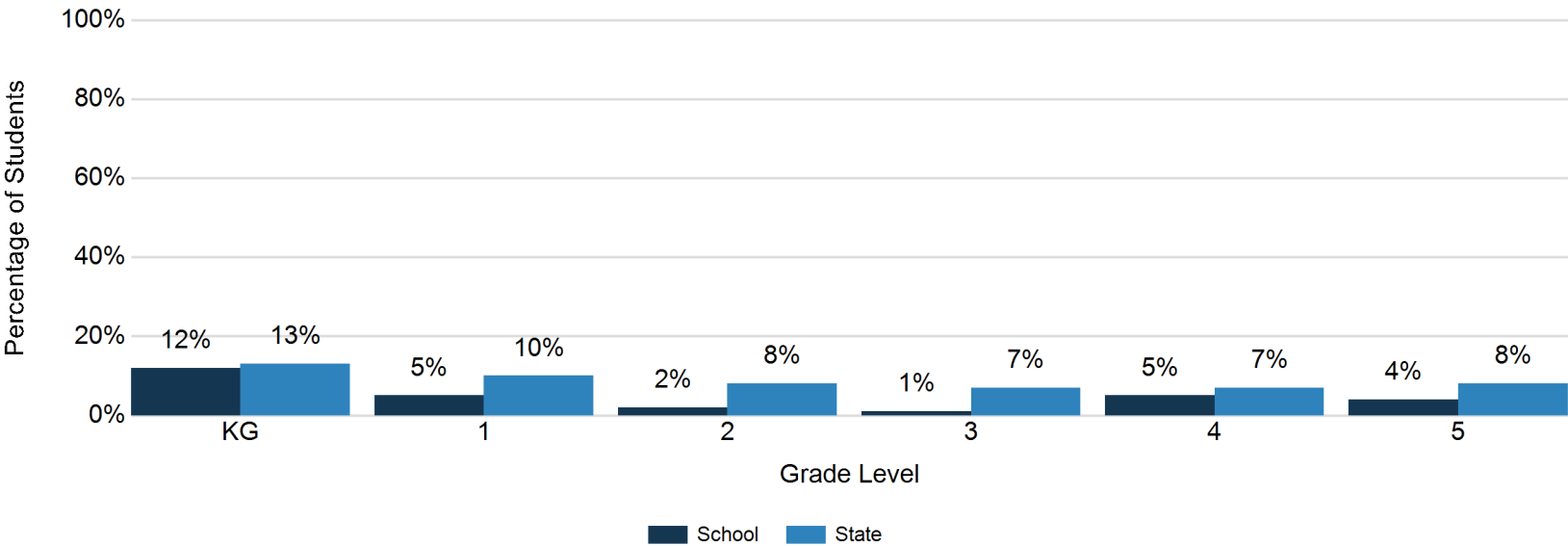
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Chronic Absenteeism by Grade

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





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(13-5680-160)

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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	5
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.32

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	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	0		0

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 53 Mins
Shared Time - Instructional Time	5 Hrs. 53 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	51	118,214
Average years experience in public schools	12.8	12.1
Average years experience in district	12.8	10.8
Percentage of Teachers with 4 or more years experience in the district	92.2%	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	45	9,530
Average years experience in public schools	15.8	16.0
Average years experience in district	13.7	12.0
Percentage of Administrators with 4 or more years experience in the district	75.6%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	266:1	147:1
Teachers to Administrators	26:1	14:1
Students to Librarians/Media Specialists		510:1
Students to Nurses		510:1
Students to Counselors		276:1
Students to Child Study Team Members		201:1



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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	42.9%	86.3%	50.0%	48.4%	77.1%	54.9%
Male	57.1%	13.7%	50.0%	51.6%	22.9%	45.1%
White	26.9%	90.2%	50.0%	42.4%	83.6%	77.4%
Hispanic	25.2%	7.8%	50.0%	29.9%	7.3%	7.2%
Black or African American	33.8%	2.0%	0.0%	15.0%	6.6%	13.9%
Asian	6.6%	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	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	7.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

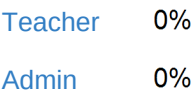
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.9%



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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	71.6%	71.2%	71.3%
Math Proficiency	66.0%	62.5%	68.0%
ELA Growth	60	46	64
Math Growth	54	63	62
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		78.6%	72.2%
Chronic Absenteeism	4.5%	3.9%	4.9%

† 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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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.



Redwood Elementary School
 (13-5680-160)
 Grades Offered: KG-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†	Exceeds Standard	Exceeds Standard	**	Met	No
White	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
Black or African American	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target†	Met Target	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
English Learners	**	**	**	**	**	Not Met	No

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



Redwood Elementary School
(13-5680-160)
Grades Offered: KG-05
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 Readers & Writers Workshop, EveryDay Math, and Next Generation Science Standards.
- Technology is integrated into daily instruction as part of the district's 1:1 Chromebook Program
- Schoolwide monthly whole-school meetings promote good character; school unity.



Mission, Vision, Theme:

Redwood is "The School That Cares." We care about ourselves, our students and staff, and our school community. As we guide students towards increasing autonomy at Redwood, our moral compass is guided by the acronym R.O.C.K.E.T.. We strive to demonstrate Respect, Open-mindedness, Caring, Kindness, Encouragement and Trustworthiness. Whole-school meetings, Buddy Classes, and class discussions help students make personal connections and take responsibility for their actions. We work with students to create a school that reflects our strengths as a diverse and thriving community.



Awards, Recognition, Accomplishments:

One of Redwood's educators received the West Orange Chamber of Commerce 2019 Educator of the Year Award, for her outstanding contribution to the district and the local community.



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 Courses, Curriculum, Instruction:	Redwood Staff are active participants of District-wide ELA and Math Committees, both of which were constituted to review and update curricular resources used to support instructional programs.
 Clubs and Activities:	Redwood enjoys the benefits of before- and after-school programs that enrich the students' educational experience. Our music students join the Orchestra, Band, and Chorus before-school programs. The Board Game Club, STEM Club, Math Club, and Challenge 24 Math Club provide ongoing opportunities for students to pursue their special interests after school.



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 Before and After School Programs:	Redwood School hosts a before-care and after-care program for all grade levels, hosted by the YMCA.
 Staff and Professional Learning:	Our staff engages in rich and collaborative professional learning opportunities across the content areas through schoolwide meetings, grade level meetings, collaborative planning, district professional development, and workshops.



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 Student Supports and Services:	Students are provided with programs and services in accordance with each student's individual needs, program placement, and student-specific IEPs and 504 Plans. Targeted student supports include those provided by Intervention & Referral Services (I&RS), the District-wide Gifted & Talented program (G&T), and Basic Skills Instruction.
 Student Health and Wellness:	Redwood hosts a breakfast program for students before school. Physical activity is a part of the regular school routine in physical education classes and during lunch and recess each day.
 Parent and Community Involvement:	The Redwood PTA is an active parent group which sponsors a plethora of activities to support the school. Our PTA sponsors educational assemblies, the Book Fair, offers funding for school trips, purchases books for our classroom libraries, and many other initiatives. Our Parent Portal is available to all parents and the school community receives a weekly message through School Messenger. Redwood also engages parents and families through numerous family events during the school year.



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 Facilities:	Redwood enjoys two gymnasiums, a Library-Media Center, an Art Studio, a Music Studio, and school grounds that include two playgrounds and two ball fields. The school also hosts an outdoor garden.
 School Safety:	School leadership take an active role in promoting school safety by ensuring daily visibiliy. Redwood's school-wide "Caught with Character" program promotes student ownership of their own behavior by encouraging all students to engage in acts of kindness and service.



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School Narrative

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 Technology and STEM:	All classrooms have access to Chromebooks and SmartBoards. Teachers make use of numerous online tools, including Google's G Suite for Education, NWEA MAP, and paired curricular resources.



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School Narrative

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 Other Information	Our Redwood staff teams take seriously the opportunity to impact and improve student achievement and our school community. Our teams have focused on improvements and refinements in relating to the effective use of student data, school climate, facilities, and celebrating our diversity.



Roosevelt Middle School
(13-5680-090)
Grades Offered: 07-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Roosevelt Middle School
(13-5680-090)
Grades Offered: 07-08
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	Essex
District	West Orange Public Schools
Principal Name	Mr. Lionel Hush
Address	36 GILBERT PL W ORANGE, NJ 07052-3948
Phone Number	973-669-5373
Email Address	lhush@westorangeschools.org
Website	https://www.woboe.org/Domain/17
Twitter	https://twitter.com/RMS_Pride



Roosevelt Middle School

(13-5680-090)

Grades Offered: 07-08

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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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
7	281	244	247
8	273	282	244
Total	561	534	495

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	44.6%	44.0%	48.5%
Male	55.4%	56.0%	51.5%
Economically Disadvantaged Students	42.2%	38.6%	42.2%
Students with Disabilities	20.5%	20.0%	20.0%
English Learners	2.3%	2.2%	2.2%
Homeless Students	0.2%	0.0%	0.4%
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%

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	24.4%	24.9%	24.4%
Hispanic	27.6%	28.5%	34.1%
Black or African American	41.2%	37.1%	32.9%
Asian	5.5%	6.7%	3.8%
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	1.2%	2.8%	4.6%

Enrollment by Home Language

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

Home Language	% of Students
English	77.6%
Spanish	17.0%
Creoles and pidgins, French-based	2.4%
Other Languages	3.0%



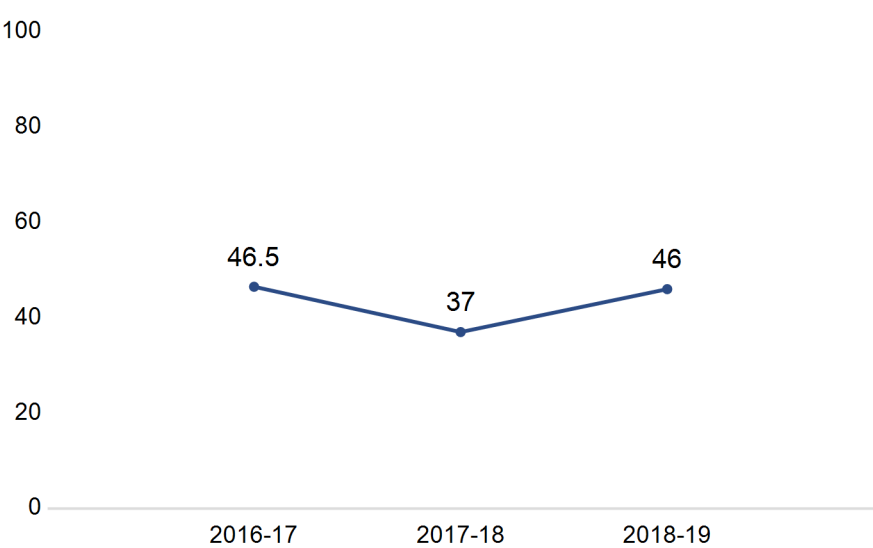
Roosevelt Middle School
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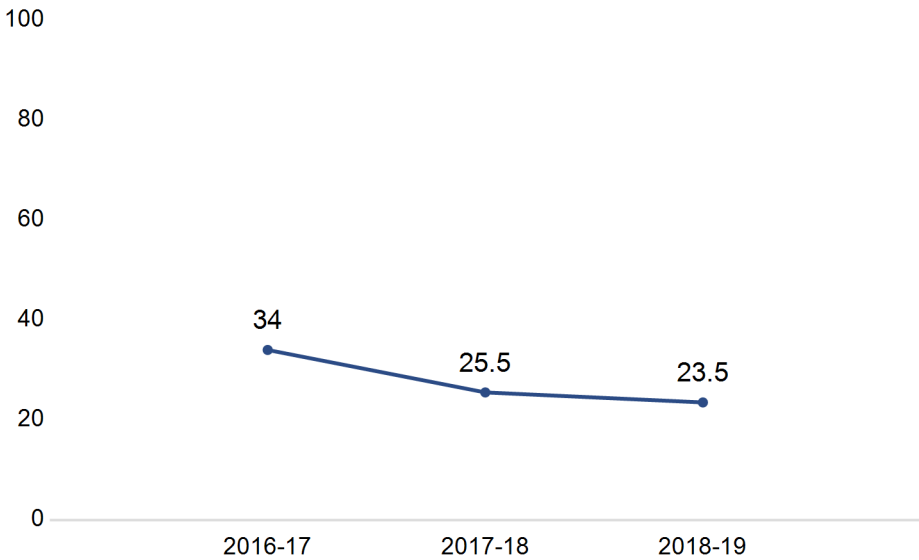
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46.5	37	46	34	25.5	23.5
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Not Met	Not Met	Not Met
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	46	50	50	Met Standard	23.5	46	50	Not Met
White	54.5	55	50	Met Standard	32	47	52	Not Met
Hispanic	39	48	49	Not Met	16	42	47	Not Met
Black or African American	40	48	45	Met Standard	26	45	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	60	51	59	**	*	57	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	32	57	49	**	*	48.5	52	**
Female	47	54	53	N	21	47	50	N
Male	42	46	47	N	29	45	51	N
Economically Disadvantaged Students	37	47	48	Not Met	21	44	46	Not Met
Students with Disabilities	26	40	43	Not Met	29	38	45	Not Met
English Learners	47	53	52	Met Standard	47	63	50	**
Homeless Students	*	52.5	43	N	*	35.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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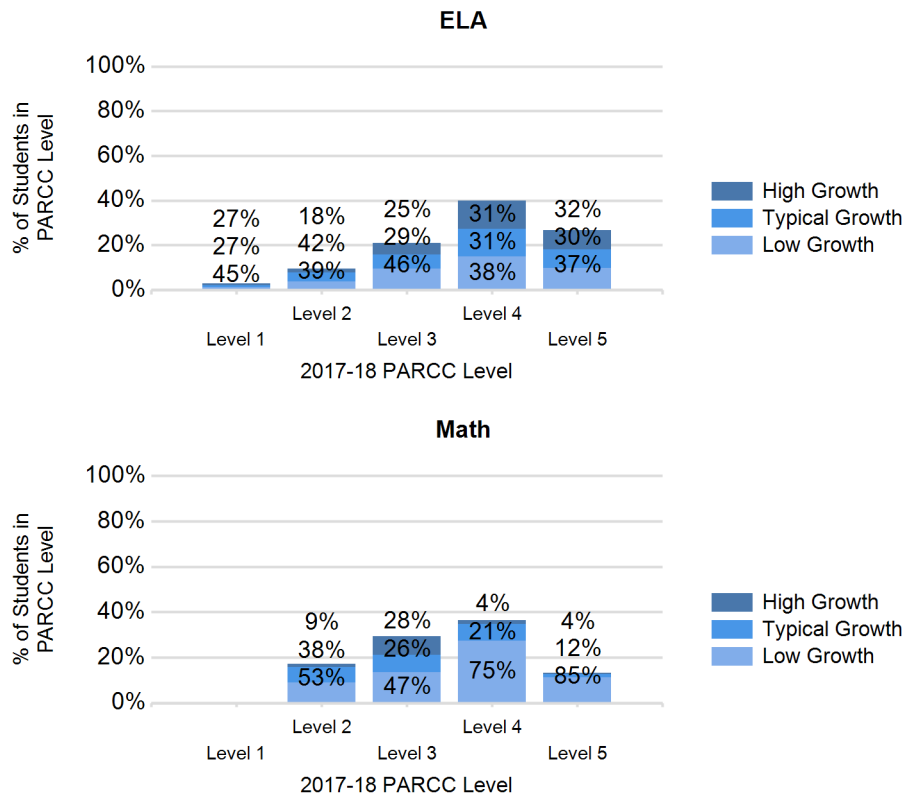
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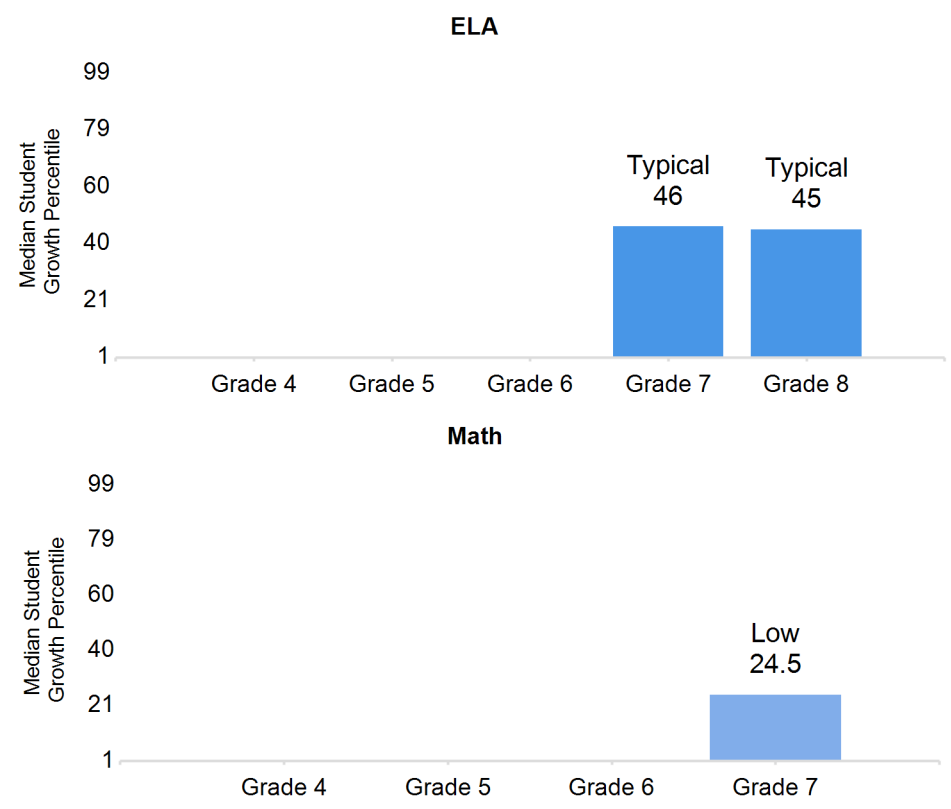
Student Growth by Performance Level

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



Student Growth by Grade

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



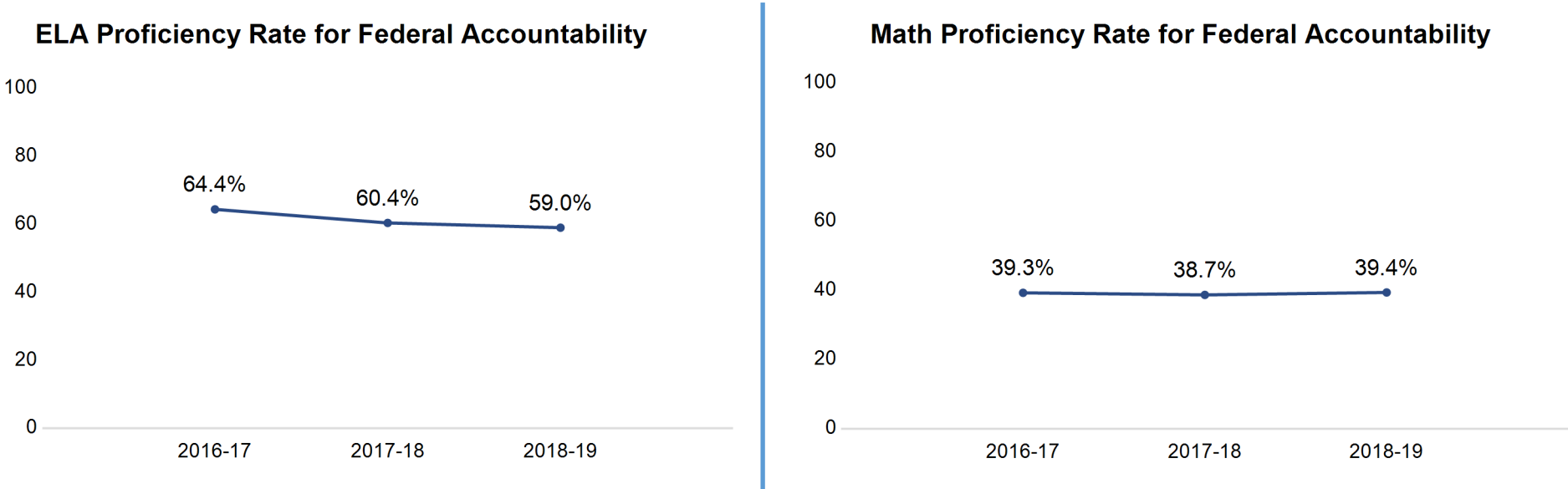


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	92.5%	92.0%	88.4%	92.6%	92.4%	88.7%
Proficiency Rate for Federal Accountability	64.4%	60.4%	59.0%	39.3%	38.7%	39.4%
Annual Target	64.5%	65.3%	66.1%	44.0%	45.9%	47.8%
Met Annual Target?	Met Target†	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	429	88.4	63.4	59.4	57.9	59.0	66.1	Not Met
White	107	90.8	81.3	*	66.9	77.6	64.7	Met Target
Hispanic	139	86.5	52.5	50.3	43.9	48.0	64.6	Not Met
Black or African American	147	89.2	56.5	53.9	38.5	52.9	67.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	19	100.0	84.2	82.0	82.9	84.2	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	17	73.9	76.5	*	64.4	59.4	N	N
Female	203	84.4	73.4	67.0	64.8	65.4		
Male	226	92.3	54.4	52.6	51.3	52.8		
Economically Disadvantaged Students	182	89.4	46.7	46.5	40.0	*	59.1	Not Met
Non-Economically Disadvantaged Students	247	87.6	75.7	69.4	67.9	*		
Students with Disabilities	84	87.5	17.9	23.5	22.7	16.6	33.7	Not Met
Students without Disabilities	345	88.6	74.5	68.2	65.1	69.4		
English Learners	26	82.9	38.5	34.3	29.3	32.9	30.5	Met Target
Non-English Learners	403	88.8	65.0	60.8	60.6	60.9		
Homeless Students	*	*	*	42.1	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

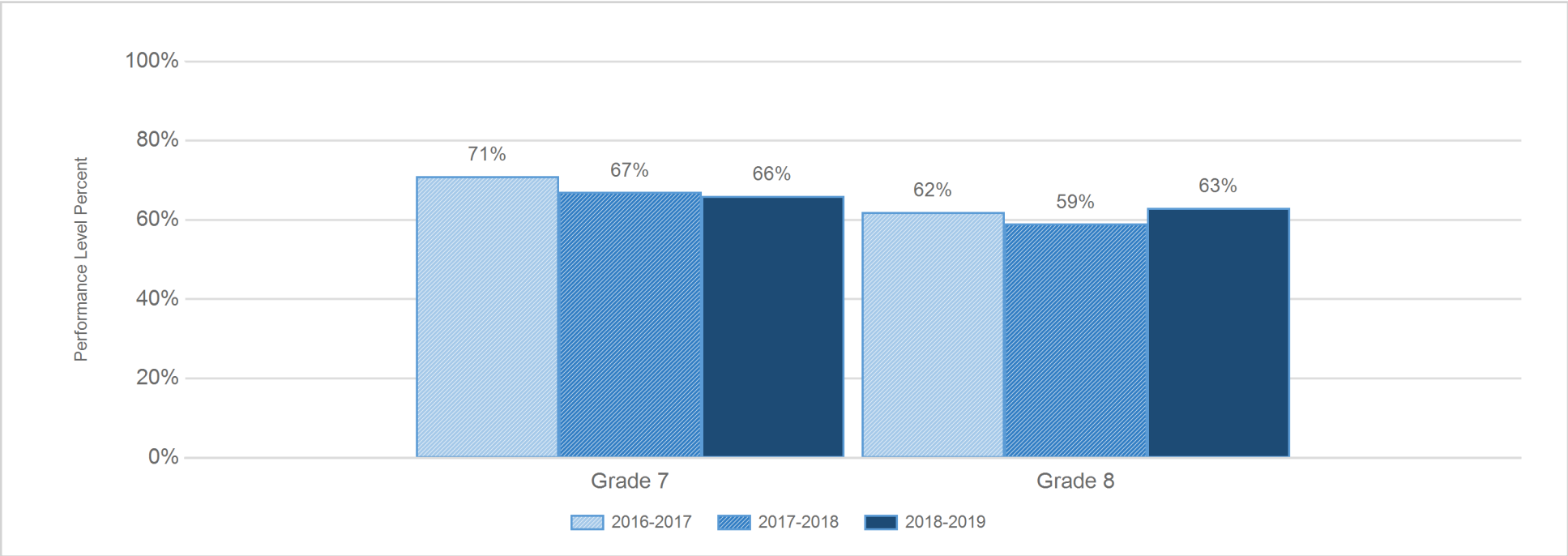


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English Language Arts Assessment - Performance Trends

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 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	209	768	764	761	6%	10%	19%	30%	35%	66%	63%
White	58	788	783	769	*	*	*	21%	62%	83%	72%
Hispanic	72	759	754	747	*	*	25%	32%	25%	57%	50%
Black or African American	71	760	758	741	*	*	25%	35%	23%	58%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	110	772	769	769	*	*	18%	33%	37%	70%	71%
Male	99	765	759	753	*	*	20%	27%	33%	61%	55%
Economically Disadvantaged Students	95	751	751	743	*	*	31%	*	*	48%	45%
Non-Economically Disadvantaged Students	114	783	777	771	*	*	10%	*	*	80%	73%
Students with Disabilities	33	725	722	720	*	*	30%	*	*	15%	22%
Students without Disabilities	176	776	773	769	*	*	17%	*	*	75%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Roosevelt Middle School
(13-5680-090)
Grades Offered: 07-08
2018-2019

Report Key:
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 † This indicates a table specific note,see note below table

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	210	762	767	762	8%	10%	19%	39%	24%	63%	63%
White	49	782	782	770	0%	*	*	41%	39%	80%	72%
Hispanic	63	751	761	747	*	*	33%	*	*	46%	49%
Black or African American	73	752	759	741	*	*	18%	41%	16%	58%	43%
Asian, Native Hawaiian, or Pacific Islander	14	792	*	794	*	0%	0%	*	*	93%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	11	773	*	769	*	0%	*	*	*	82%	69%
Female	91	777	782	771	*	*	11%	45%	34%	79%	71%
Male	119	751	755	753	*	*	25%	34%	16%	50%	55%
Economically Disadvantaged Students	84	743	749	743	*	*	26%	31%	12%	43%	45%
Non-Economically Disadvantaged Students	126	775	779	772	*	*	14%	44%	32%	76%	72%
Students with Disabilities	37	716	715	721	*	*	32%	*	*	11%	22%
Students without Disabilities	173	772	777	770	*	*	16%	*	*	74%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	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	432	88.7	42.1	43.1	44.5	39.4	47.8	Not Met
White	108	91.6	66.7	*	54.1	64.3	57.8	Met Target
Hispanic	139	86.9	31.7	34.4	28.8	29.0	43.6	Not Met
Black or African American	149	89.2	28.2	33.8	23.0	26.6	42.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	19	100.0	68.4	70.2	76.5	68.4	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	17	73.9	64.7	*	53.3	50.2	N	N
Female	206	85.0	47.1	45.1	44.9	42.4		
Male	226	92.4	37.6	41.4	44.2	36.5		
Economically Disadvantaged Students	180	88.2	22.2	29.1	26.3	*	38.7	Not Met
Non-Economically Disadvantaged Students	252	89.1	56.3	54.0	54.9	*		
Students with Disabilities	83	86.5	13.3	18.0	17.4	12.2	23.3	Not Met
Students without Disabilities	349	89.2	49.0	49.3	50.0	46.1		
English Learners	27	82.9	11.1	26.6	25.0	*	11.1	Met Target†
Non-English Learners	405	89.2	44.2	44.2	46.5	*		
Homeless Students	*	*	*	16.7	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

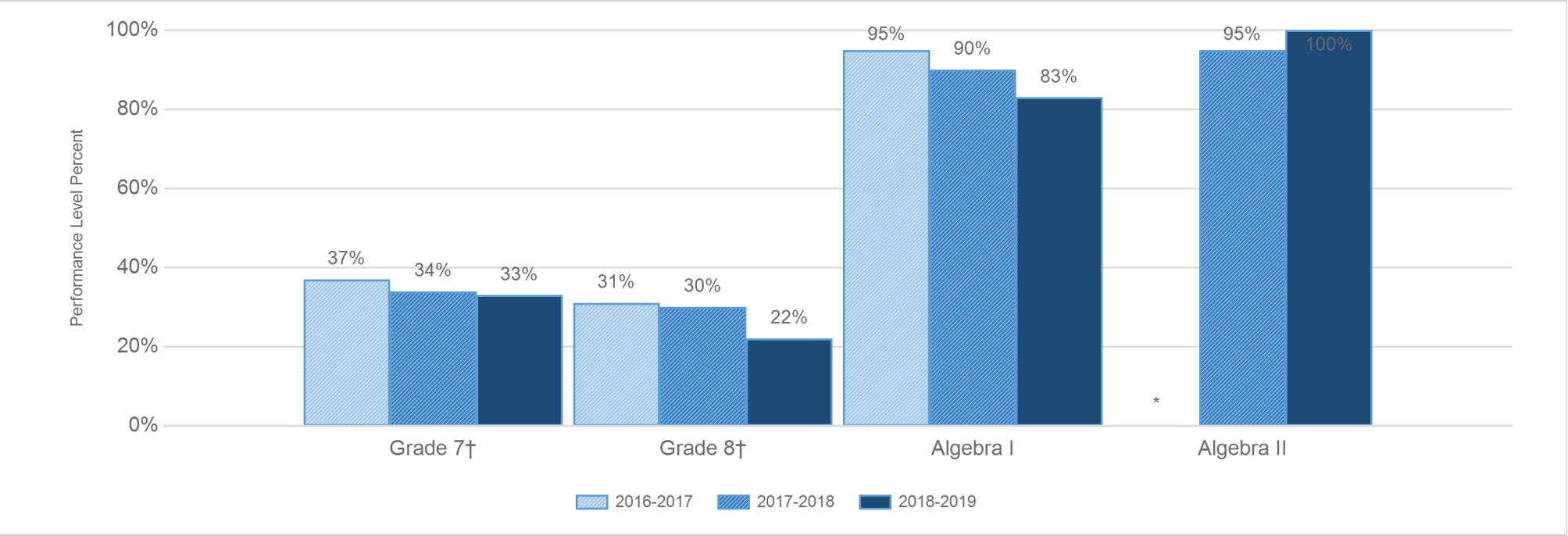


Roosevelt Middle School
(13-5680-090)
Grades Offered: 07-08
2018-2019

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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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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	165	737	736	744	*	26%	36%	*	*	33%	42%
White	33	747	747	751	*	*	30%	*	*	52%	53%
Hispanic	62	734	731	733	*	32%	37%	*	*	24%	26%
Black or African American	65	733	733	727	*	*	37%	29%	0%	29%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	90	736	735	744	*	26%	33%	*	*	33%	42%
Male	75	738	736	743	*	27%	39%	*	*	32%	42%
Economically Disadvantaged Students	89	731	731	731	*	35%	37%	*	*	22%	24%
Non-Economically Disadvantaged Students	76	743	742	751	*	16%	34%	*	*	45%	53%
Students with Disabilities	32	721	718	718	*	50%	*	*	*	16%	13%
Students without Disabilities	133	741	740	749	*	20%	*	*	*	37%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Roosevelt Middle School
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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	149	723	727	728	26%	27%	26%	22%	0%	22%	29%
White	25	730	729	737	*	*	*	*	*	36%	38%
Hispanic	56	724	728	722	27%	23%	27%	23%	0%	23%	22%
Black or African American	59	719	723	714	25%	37%	25%	*	*	12%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	737	730	*	*	*	*	*	*	31%
Female	58	732	732	731	*	*	31%	31%	0%	31%	31%
Male	91	718	723	726	*	*	22%	16%	0%	16%	27%
Economically Disadvantaged Students	75	720	722	719	31%	28%	27%	15%	0%	15%	20%
Non-Economically Disadvantaged Students	74	727	731	735	20%	26%	24%	30%	0%	30%	36%
Students with Disabilities	34	704	704	707	*	*	*	*	*	*	10%
Students without Disabilities	115	729	732	734	*	*	*	*	*	*	35%
English Learners	*	*	706	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	727	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	*	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	772	738	744	*	*	14%	*	*	83%	42%
White	44	775	755	752	*	0%	*	*	*	89%	53%
Hispanic	20	771	729	728	0%	0%	*	*	*	80%	24%
Black or African American	19	763	732	725	0%	*	*	74%	0%	74%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	746	752	*	*	*	*	*	*	51%
Female	51	773	739	745	*	*	*	*	*	86%	44%
Male	48	770	736	743	*	*	*	*	*	79%	41%
Economically Disadvantaged Students	14	761	725	727	*	*	*	*	*	64%	23%
Non-Economically Disadvantaged Students	85	773	747	752	*	*	*	*	*	86%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	704	710	N	N	N	N	N	N	*
Non-English Learners	99	772	739	745	*	*	14%	*	*	83%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	14	782	719	755	0%	0%	0%	*	*	100%	58%
White	*	*	734	758	*	*	*	*	*	*	62%
Hispanic	*	*	709	731	*	*	*	*	*	*	34%
Black or African American	*	*	711	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	717	761	*	*	*	*	*	*	65%
Female	*	*	719	752	*	*	*	*	*	*	55%
Male	*	*	719	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	706	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	727	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	692	715	N	N	N	N	N	N	25%
Students without Disabilities	14	782	724	756	0%	0%	0%	*	*	100%	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	14	782	*	755	0%	0%	0%	*	*	100%	59%
Homeless Students	N	N	*	717	N	N	N	N	N	N	23%
Students in Foster Care	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
7	*	*
8	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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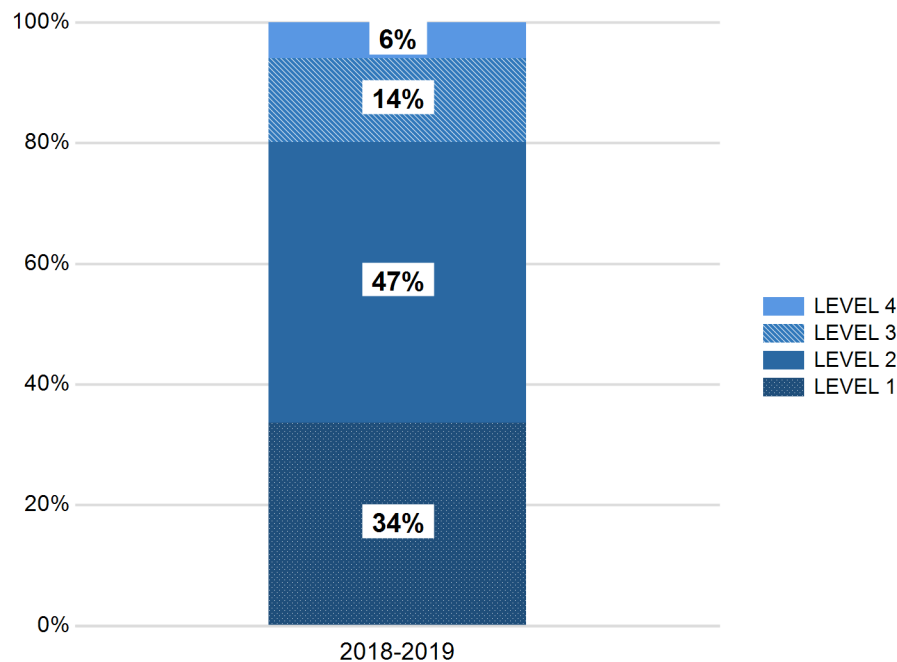
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	34	47	14	6
White	20	50	18	12
Hispanic	44	46	7	3
Black or African American	41	47	11	1
Asian, Native Hawaiian, or Pacific Islander	7	43	29	21
American Indian or Alaska Native	N	N	N	N
Two or More Races	18	45	36	0
Female	28	49	20	3
Male	39	45	9	7
Economically Disadvantaged Students	52	42	4	1
Non-Economically Disadvantaged Students	21	50	20	9
Students with Disabilities	88	10	3	0
Students without Disabilities	22	55	16	7
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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
7	50	0	197
8	55	0	189
Total	105	0	386

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
7	78	84	49	0	0	25	0
8	72	43	70	0	0	39	0
Total	150	127	119	0	0	64	0



Roosevelt Middle School
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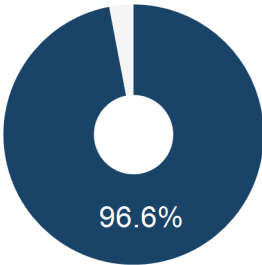
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Visual and Performing Arts – Course Participation

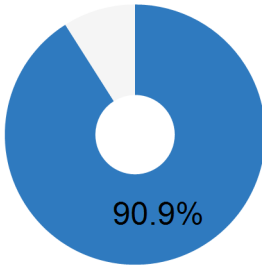
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

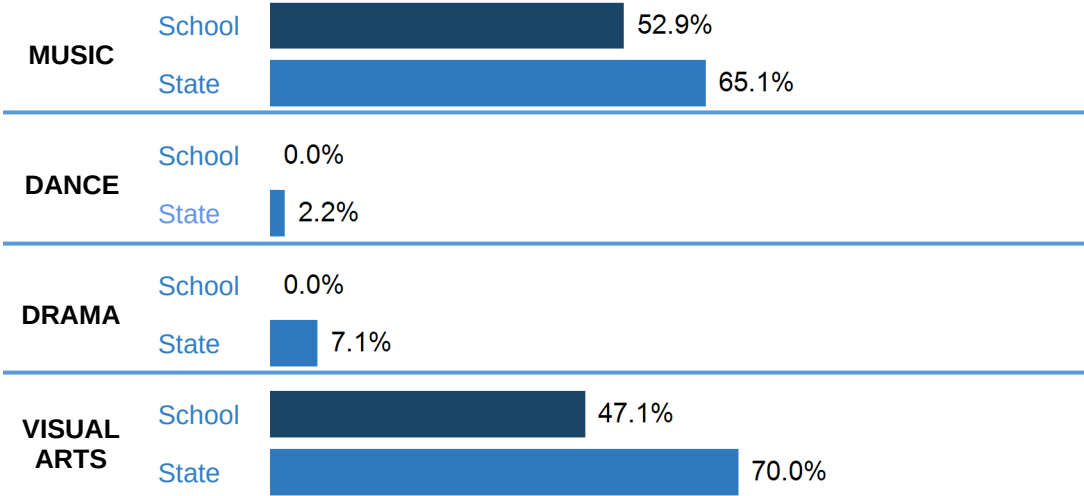


School



State

Students enrolled in one or more classes by discipline:





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

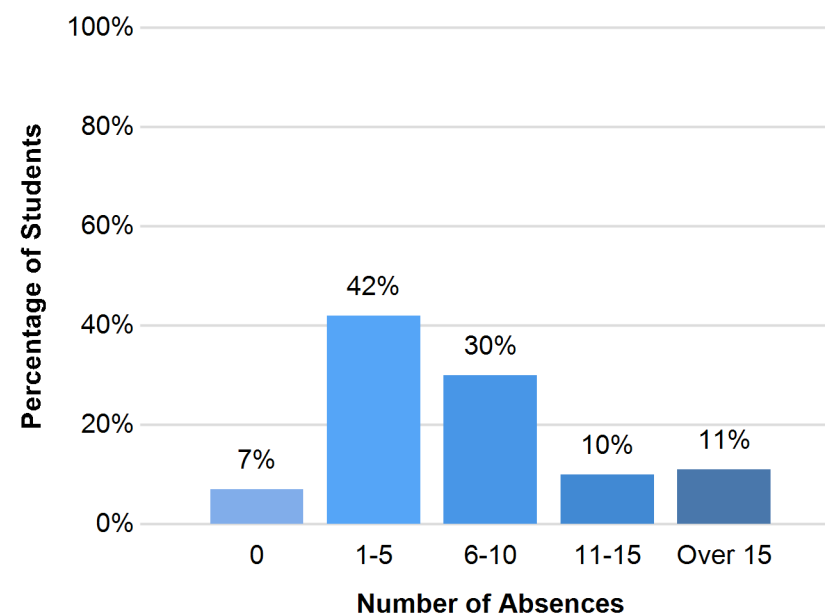
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	37	7.5	9.5	Met
White	8	6.6	9.5	Met
Hispanic	16	9.6	9.5	Not Met
Black or African American	11	6.7	9.5	Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	8.7	9.5	Met
Female	20	8.3		
Male	17	6.7		
Economically Disadvantaged Students	15	7.4	9.5	Met
Students with Disabilities	20	19.4	9.5	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





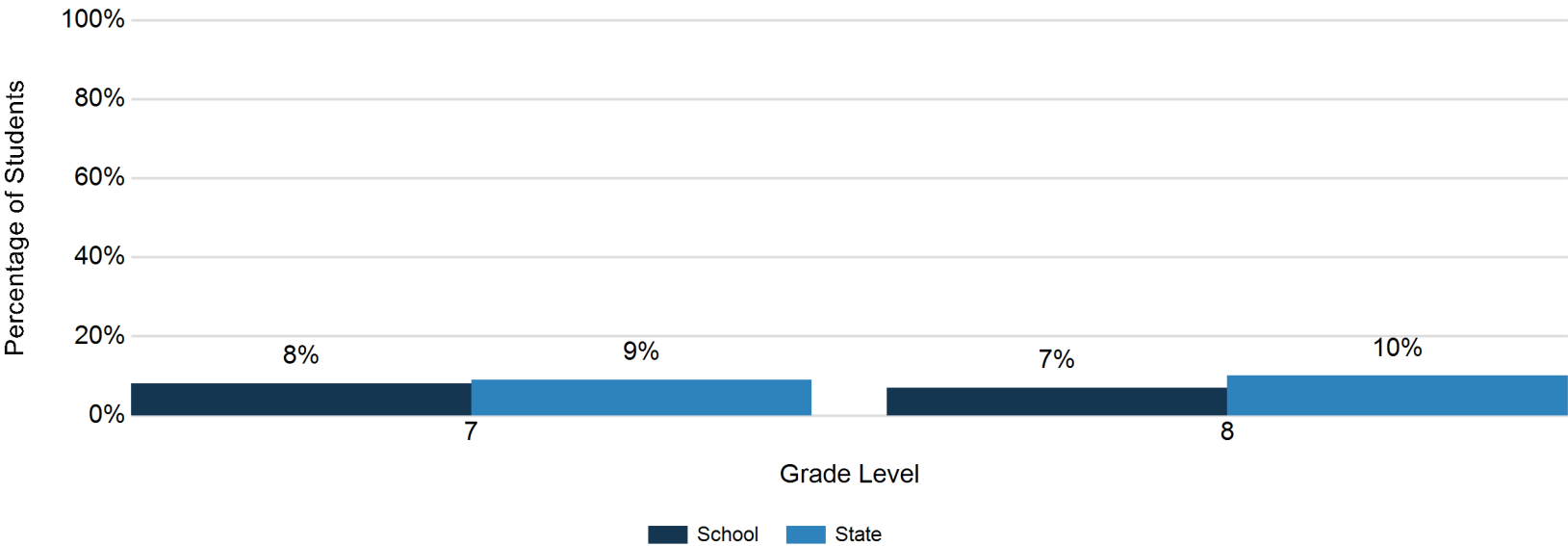
Roosevelt Middle School
(13-5680-090)
Grades Offered: 07-08
2018-2019

Report Key:
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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.





Roosevelt Middle School

(13-5680-090)

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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	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.41

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	4	4
No Identified Nature	0		0

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	29	5.9%
Out-of-School Suspensions	*	*
Any Suspension	31	6.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
55



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School Day

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 38 Mins
Shared Time - Instructional Time	6 Hrs. 38 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	56	118,214
Average years experience in public schools	11.9	12.1
Average years experience in district	11.8	10.8
Percentage of Teachers with 4 or more years experience in the district	80.4%	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	45	9,530
Average years experience in public schools	15.8	16.0
Average years experience in district	13.7	12.0
Percentage of Administrators with 4 or more years experience in the district	75.6%	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	248:1	147:1
Teachers to Administrators	28:1	14:1
Students to Librarians/Media Specialists		510:1
Students to Nurses		510:1
Students to Counselors		276:1
Students to Child Study Team Members		201:1



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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%	71.4%	0.0%	48.4%	77.1%	54.9%
Male	51.5%	28.6%	100.0%	51.6%	22.9%	45.1%
White	24.4%	82.1%	50.0%	42.4%	83.6%	77.4%
Hispanic	34.1%	5.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	32.9%	5.4%	50.0%	15.0%	6.6%	13.9%
Asian	3.8%	3.6%	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	4.6%	3.6%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

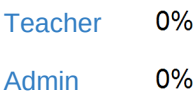
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.6%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Consistently Underperforming Student Group (TSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	Consistently Underperforming Student Group (TSI)
Student Group Status: English Learners	

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	64.4%	60.4%	59.0%
Math Proficiency	39.3%	38.7%	39.4%
ELA Growth	46	37	46
Math Growth	34	26	24
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		36.4%	*
Chronic Absenteeism	6.5%	6.2%	7.5%

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



Roosevelt Middle School

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

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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	Not Met	Not Met	Met Standard	Not Met	**	Met	Yes
White	Met Target	Met Target	Met Standard	Not Met	n/a	Met	No
Hispanic	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Black or African American	Not Met	Not Met	Met Standard	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	N	N	**	**	n/a	Met	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	Yes
English Learners	Met Target	Met Target†	Met 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:	• Reading/Writing Intervention Program provided for identified students. • Peer Tutoring Program offered to students utilizing Seton Hall Prep Juniors and Seniors. • Financial Literacy Curriculum mandated for all 8th grade students.
 Mission, Vision, Theme:	Roosevelt Middle School aims to provide its students with a rigorous, relevant, inclusive, and safe learning environment that promotes risk taking and discovery, while developing conscientious and responsible citizens in the community.



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 Courses, Curriculum, Instruction:	Our program of study provides students rigorous and comprehensive programs that prepare them for college and career readiness through a rich middle school experience aligned to the New Jersey student learning standards that include a variety of academic supports, advanced coursework, and STEM integration.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Fencing (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Coed) Roosevelt offers interscholastic sports programs with the following programs: Boys and Girls Soccer, Cross Country, Cheerleading, Boys and Girls Basketball, Wrestling, Track and Field, Baseball, Softball and a new Fencing Program.
 Clubs and Activities:	Roosevelt houses the following after school clubs: Student Council, Explorers Club(Science), Junior Interact(Community Service), Musical Theatre, Strategic Gaming Club, Jazz Band, Select Chorus, Chamber Orchestra, Academically Speaking, Art Club, Gardening Club, Peer Tutoring Club, Majority Ambassadors, Culture Club, Totally Tech Club, Math Club, Weightroom Club Poetry Club, Gay/Straight Alliance, Environmental Awareness Club, Newspaper Club, and STEM Club



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 Staff and Professional Learning:	Our staff engages in rich and collaborative professional learning opportunities across the content areas through professional learning communities, grade level meetings, collaborative planning, district professional development, and workshops. For the 2019-2020 school year, our professional learning priorities focus around the implementation of newly developed curriculum and Cultural Sensitivity.



Roosevelt Middle School

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 Student Supports and Services:	Roosevelt has a full child study team equipped with two school psychologists, a learning consultant, and a social worker. Roosevelt also has two School Counselors and a Student Assistant Counselor.
 Student Health and Wellness:	Daily 10-minutes of Fitness are infused into students Physical Education class. Sodexo Food Services improved menu choices to include whole wheat pasta, breads, expanded fruit offerings, etc. 7th grade Health curriculum includes units on Nutrition, What's On Your Plate, and Wellness and Stress.
 Parent and Community Involvement:	The Roosevelt Parent Teacher Association meets monthly and acts like a bridge between the parents and the school.



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Climate Surveys:	Who is surveyed: Students, Teachers
School Safety:	Roosevelt's School Safety Team meets monthly and hosts community education programs for the surrounding community.



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School Narrative

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 Technology and STEM:	Roosevelt offers a STEM program taken by all 7th grade students and an elective program for 8th grade students. Roosevelt also houses a STEM Club as part of the extracurricular programs.



St. Cloud Elementary School
(13-5680-170)
Grades Offered: KG-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:

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Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
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Notes from the New Jersey Department of Education:



St. Cloud Elementary School
(13-5680-170)
Grades Offered: KG-05
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
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School Contact Information

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

Type	Contact Information
County	Essex
District	West Orange Public Schools
Principal Name	Mr. Eric Price
Address	71 SHERIDAN AVE W ORANGE, NJ 07052-2635
Phone Number	973-669-5393
Email Address	eprice@westorangeschools.org
Website	https://www.woboe.org/Domain/13
Twitter	https://twitter.com/StCloudJaguars



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	57	69	77
1	61	57	65
2	70	58	55
3	58	69	56
4	68	54	66
5	56	68	58
Total	370	375	377

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.8%	49.9%	51.5%
Male	52.2%	50.1%	48.5%
Economically Disadvantaged Students	15.1%	15.5%	15.1%
Students with Disabilities	13.8%	14.1%	12.2%
English Learners	1.6%	1.9%	1.6%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	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	35.9%	32.3%	31.0%
Hispanic	15.7%	18.4%	19.1%
Black or African American	31.1%	32.3%	30.0%
Asian	7.0%	6.1%	9.0%
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	10.3%	10.9%	10.9%

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	57	69	77

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	91.8%
Spanish	5.0%
Other Languages	3.2%



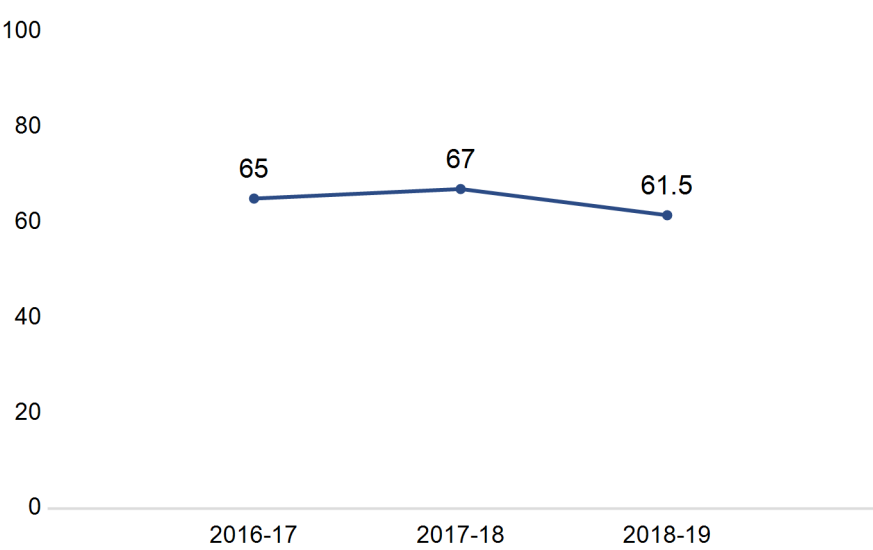
St. Cloud Elementary School
(13-5680-170)
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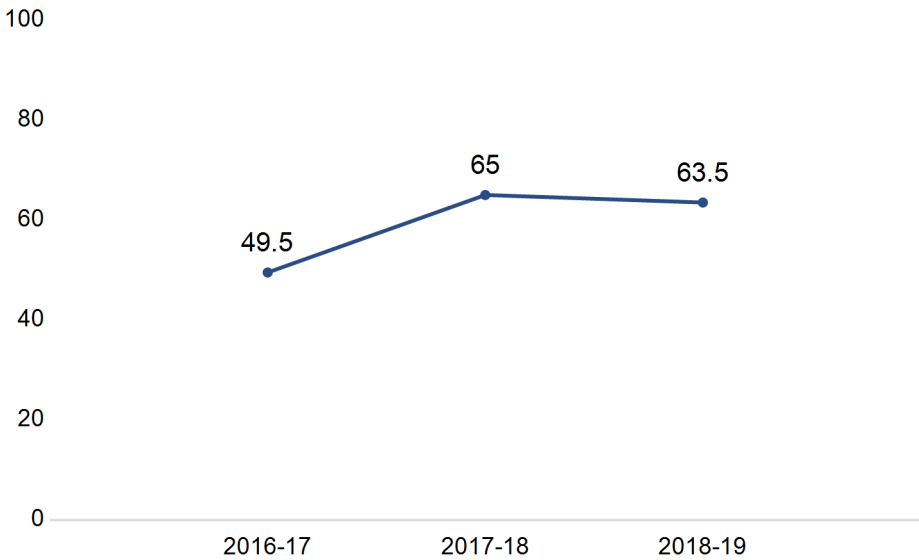
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	65	67	61.5	49.5	65	63.5
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	61.5	50	50	Exceeds Standard	63.5	46	50	Exceeds Standard
White	76	55	50	Exceeds Standard	75	47	52	Exceeds Standard
Hispanic	50	48	49	Met Standard	45	42	47	Met Standard
Black or African American	48	48	45	Met Standard	55	45	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	51	59	**	*	57	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	75	57	49	**	51	48.5	52	**
Female	64	54	53	N	59	47	50	N
Male	54.5	46	47	N	65	45	51	N
Economically Disadvantaged Students	47	47	48	Met Standard	56.5	44	46	Met Standard
Students with Disabilities	49	40	43	Met Standard	63	38	45	Exceeds Standard
English Learners	*	53	52	**	*	63	50	**
Homeless Students	N	52.5	43	N	N	35.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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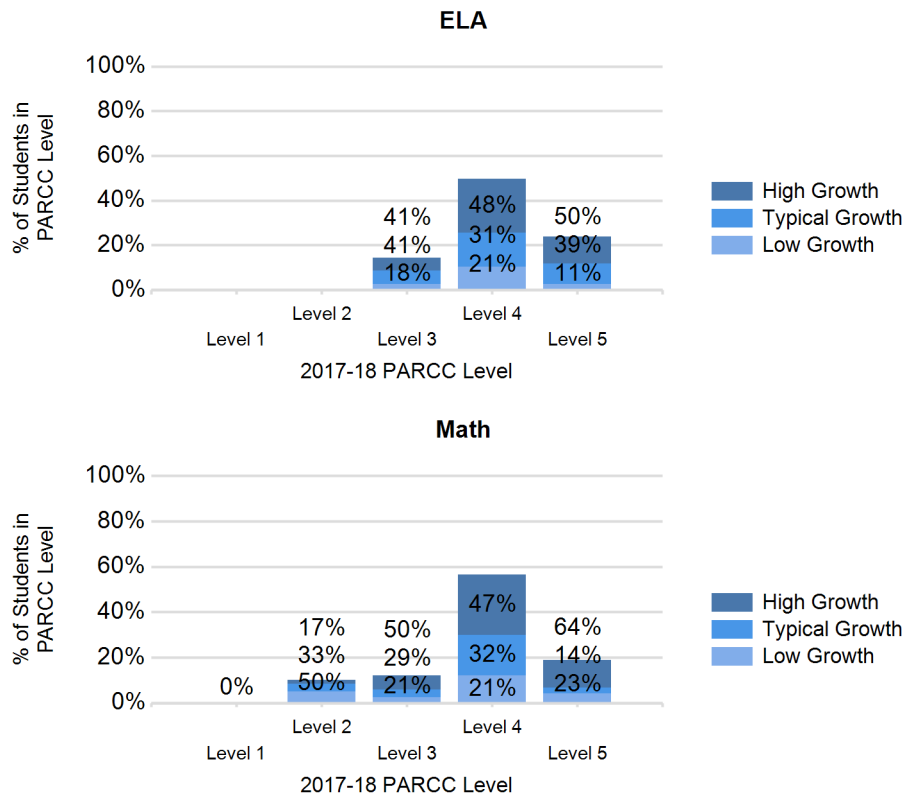
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

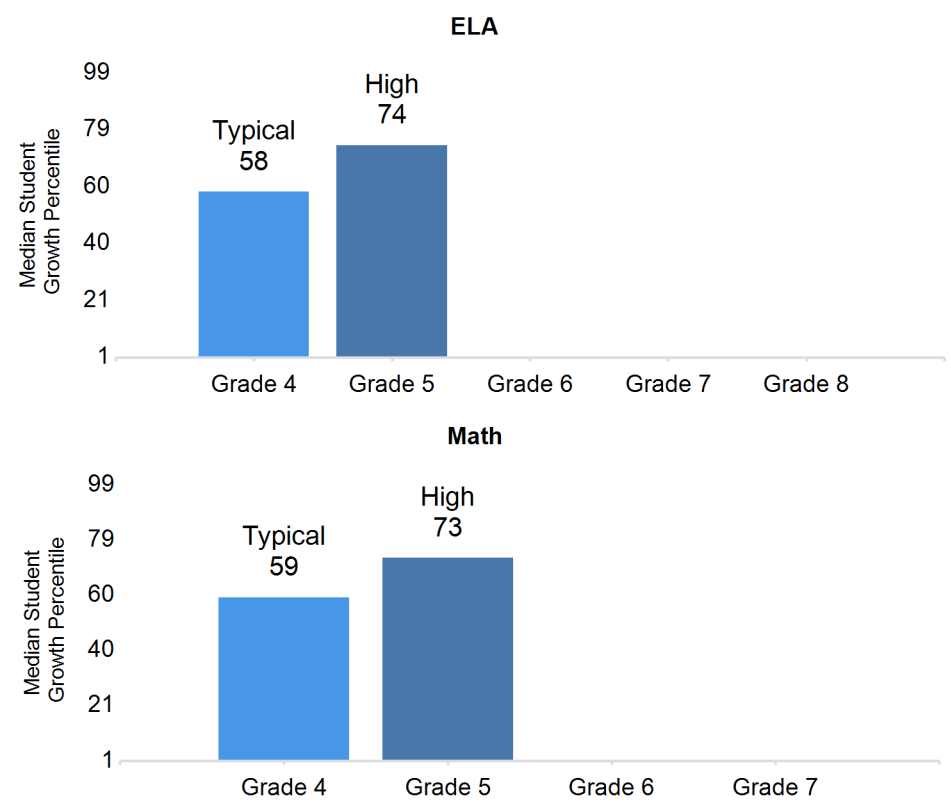
Student Growth by Performance Level

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



Student Growth by Grade

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



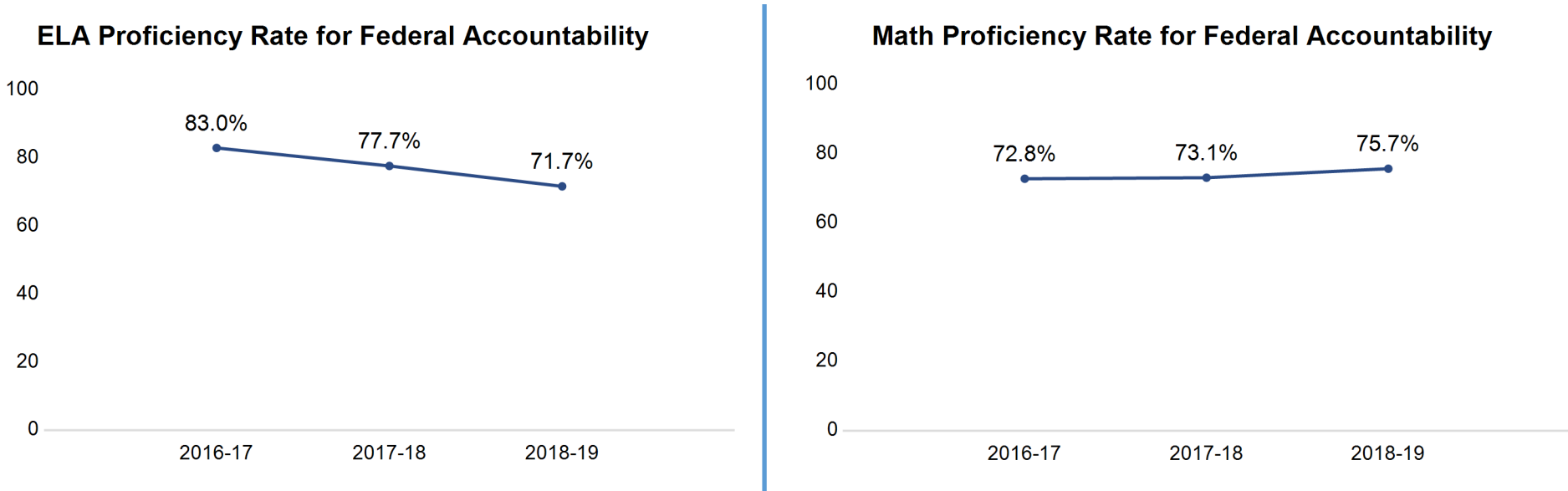


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.5%	92.3%	96.9%	93.5%	91.9%	97.4%
Proficiency Rate for Federal Accountability	83.0%	77.7%	71.7%	72.8%	73.1%	75.7%
Annual Target	73.1%	73.4%	73.8%	71.3%	71.7%	72.2%
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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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	180	96.9	71.7	59.4	57.9	71.7	73.8	Met Target†
White	58	96.9	81.0	*	66.9	81.0	80	Met Goal
Hispanic	36	94.7	58.3	50.3	43.9	58.2	64.2	Met Target†
Black or African American	50	98.1	62.0	53.9	38.5	62.0	59.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	15	100.0	93.3	82.0	82.9	93.3	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	21	95.5	76.2	*	64.4	76.2	80	Met Target†
Female	84	97.8	76.2	67.0	64.8	76.2		
Male	96	96.2	67.7	52.6	51.3	67.7		
Economically Disadvantaged Students	32	100.0	56.3	46.5	40.0	56.3	56.7	Met Target†
Non-Economically Disadvantaged Students	148	96.3	75.0	69.4	67.9	75.0		
Students with Disabilities	41	93.3	43.9	23.5	22.7	43.1	44.6	Met Target†
Students without Disabilities	139	98.0	79.9	68.2	65.1	79.9		
English Learners	*	*	*	34.3	29.3	*	**	**
Non-English Learners	*	*	*	60.8	60.6	*		
Homeless Students	N	N	N	42.1	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

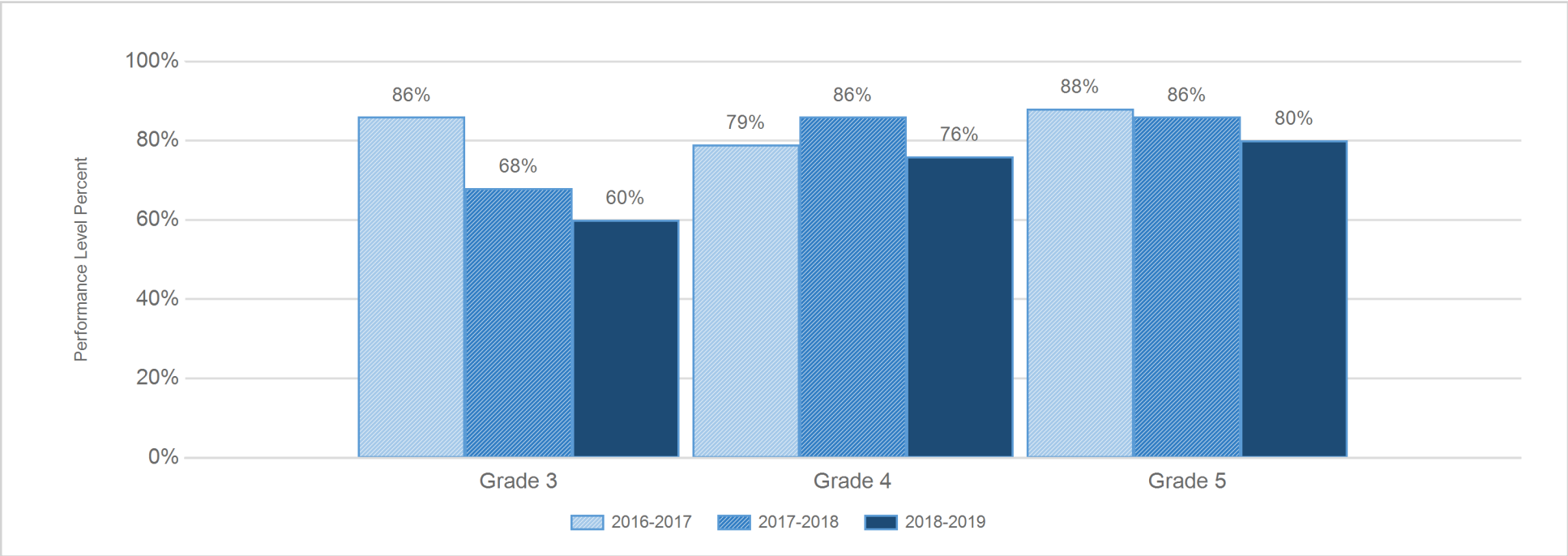


St. Cloud Elementary School
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Grades Offered: KG-05
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English Language Arts Assessment - Performance Trends

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.





St. Cloud Elementary School

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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	57	766	755	748	*	*	25%	40%	19%	60%	50%
White	24	768	770	757	*	*	*	*	*	63%	60%
Hispanic	*	*	741	734	*	*	*	*	*	*	36%
Black or African American	14	757	752	731	0%	*	*	*	*	43%	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	*	*	766	756	*	*	*	*	*	*	58%
Female	26	765	757	753	*	*	*	*	*	58%	55%
Male	31	767	754	743	*	*	*	*	*	61%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	61%
Students with Disabilities	10	735	*	719	*	*	*	*	*	40%	24%
Students without Disabilities	47	772	*	754	*	*	*	*	*	64%	56%
English Learners	N	N	707	713	N	N	N	N	N	N	17%
Non-English Learners	57	766	758	751	*	*	25%	40%	19%	60%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	768	763	755	*	*	*	47%	29%	76%	57%
White	19	779	781	763	*	0%	*	*	*	89%	67%
Hispanic	18	758	756	743	*	*	*	*	*	61%	44%
Black or African American	17	748	756	739	*	*	*	65%	0%	65%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	786	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	771	762	*	*	*	*	*	*	64%
Female	30	774	771	760	*	*	*	*	*	83%	62%
Male	40	763	755	750	*	*	*	*	*	70%	53%
Economically Disadvantaged Students	11	743	752	740	*	*	*	*	*	55%	40%
Non-Economically Disadvantaged Students	59	772	772	765	*	*	*	*	*	80%	69%
Students with Disabilities	21	738	728	725	*	*	*	*	*	38%	25%
Students without Disabilities	49	781	771	761	*	*	*	*	*	92%	64%
English Learners	*	*	715	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	764	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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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	61	789	768	756	*	*	*	36%	44%	80%	58%
White	19	803	783	764	0%	0%	*	*	*	89%	68%
Hispanic	13	768	762	743	0%	*	*	*	*	62%	44%
Black or African American	19	778	762	739	*	0%	*	*	*	79%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	776	762	*	*	*	*	*	*	65%
Female	34	799	775	761	*	*	*	*	*	85%	64%
Male	27	776	763	750	*	*	*	*	*	74%	52%
Economically Disadvantaged Students	15	760	*	740	*	*	*	*	*	53%	39%
Non-Economically Disadvantaged Students	46	798	*	766	*	*	*	*	*	89%	69%
Students with Disabilities	*	*	741	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	774	762	*	*	*	*	*	*	65%
English Learners	N	N	730	713	N	N	N	N	N	N	11%
Non-English Learners	61	789	770	758	*	*	*	36%	44%	80%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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	181	97.4	75.7	43.1	44.5	75.7	72.2	Met Target
White	58	96.9	89.7	*	54.1	89.7	80	Met Goal
Hispanic	36	94.7	61.1	34.4	28.8	60.9	61.7	Met Target†
Black or African American	51	100.0	62.7	33.8	23.0	62.7	57.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	15	100.0	93.3	70.2	76.5	93.3	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	21	95.5	81.0	*	53.3	81.0	80	Met Goal
Female	84	97.8	81.0	45.1	44.9	81.0		
Male	97	97.1	71.1	41.4	44.2	71.1		
Economically Disadvantaged Students	32	100.0	50.0	29.1	26.3	50.0	49.8	Met Target
Non-Economically Disadvantaged Students	149	97.0	81.2	54.0	54.9	81.2		
Students with Disabilities	41	93.3	48.8	18.0	17.4	47.9	52.6	Met Target†
Students without Disabilities	140	98.7	83.6	49.3	50.0	83.6		
English Learners	*	*	*	26.6	25.0	*	**	**
Non-English Learners	*	*	*	44.2	46.5	*		
Homeless Students	N	N	N	16.7	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

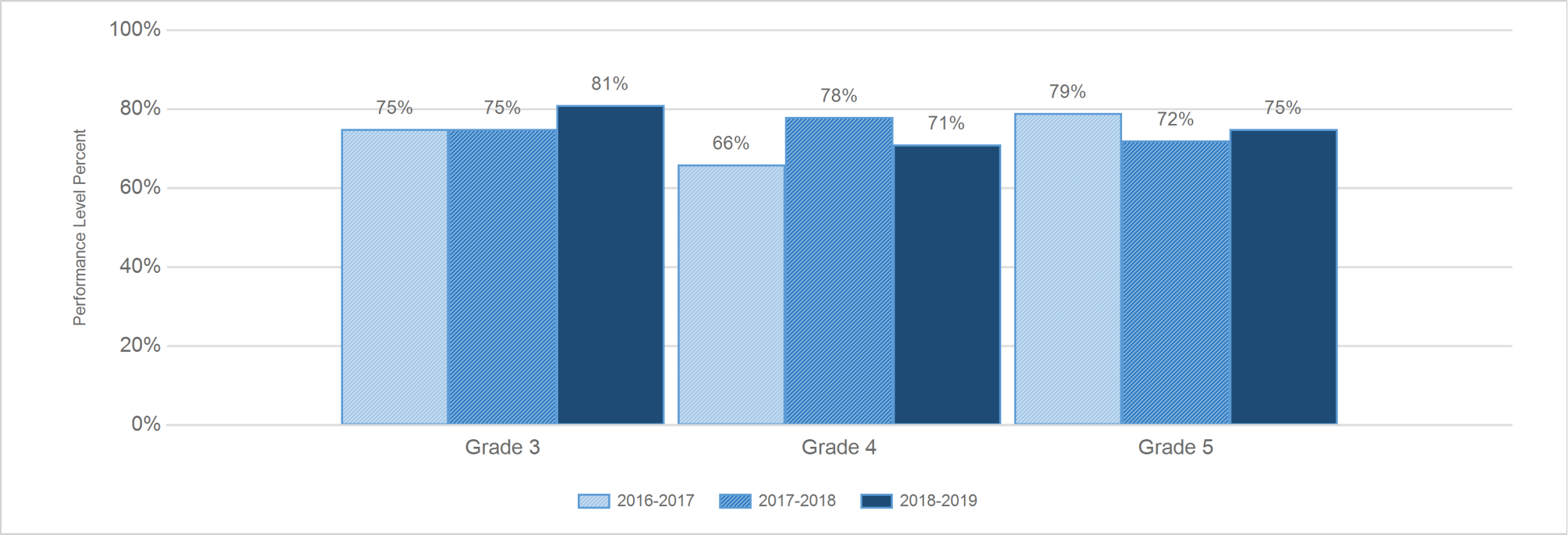


St. Cloud Elementary School
(13-5680-170)
Grades Offered: KG-05
2018-2019

Report Key:
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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	58	768	758	752	*	*	*	57%	24%	81%	55%
White	24	770	773	760	*	*	0%	*	*	88%	66%
Hispanic	*	*	749	739	*	*	*	*	*	*	40%
Black or African American	15	758	753	735	*	*	*	*	*	67%	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	*	*	764	758	*	*	*	*	*	*	62%
Female	26	766	757	751	*	*	*	*	*	88%	54%
Male	32	769	759	752	*	*	*	*	*	75%	56%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	67%
Students with Disabilities	10	741	*	731	*	*	*	*	*	60%	31%
Students without Disabilities	48	773	*	756	*	*	*	*	*	85%	60%
English Learners	N	N	731	728	N	N	N	N	N	N	26%
Non-English Learners	58	768	760	754	*	*	*	57%	24%	81%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



St. Cloud Elementary School

(13-5680-170)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	761	756	749	*	*	*	*	*	71%	51%
White	19	774	776	757	*	*	*	*	*	79%	62%
Hispanic	18	750	749	737	*	*	*	67%	0%	67%	36%
Black or African American	17	744	748	731	*	*	*	*	*	53%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	763	754	*	*	*	*	*	*	58%
Female	30	766	758	749	*	*	*	*	*	80%	50%
Male	40	757	754	749	*	*	*	*	*	65%	52%
Economically Disadvantaged Students	11	735	745	734	*	*	*	*	*	45%	32%
Non-Economically Disadvantaged Students	59	766	766	759	*	*	*	*	*	76%	63%
Students with Disabilities	21	734	729	726	*	*	*	*	*	38%	25%
Students without Disabilities	49	773	762	754	*	*	*	*	*	86%	56%
English Learners	*	*	724	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	757	751	*	*	*	*	*	*	54%
Homeless Students	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%



St. Cloud Elementary School
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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	61	776	760	747	0%	*	*	38%	38%	75%	47%
White	19	788	776	755	0%	0%	*	*	*	95%	58%
Hispanic	13	757	754	735	0%	*	*	*	*	46%	30%
Black or African American	19	766	752	729	0%	*	*	*	*	68%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	769	753	*	*	*	*	*	*	55%
Female	34	776	761	747	0%	*	*	38%	35%	74%	47%
Male	27	777	760	747	0%	*	*	37%	41%	78%	47%
Economically Disadvantaged Students	15	755	*	732	0%	*	*	*	*	47%	27%
Non-Economically Disadvantaged Students	46	783	*	757	0%	*	*	*	*	85%	59%
Students with Disabilities	*	*	737	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	765	752	*	*	*	*	*	*	52%
English Learners	N	N	731	718	N	N	N	N	N	N	12%
Non-English Learners	61	776	761	749	0%	*	*	38%	38%	75%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



St. Cloud Elementary 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	*	*
4	N	N
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	*	*	*
5 or more	N	N	N



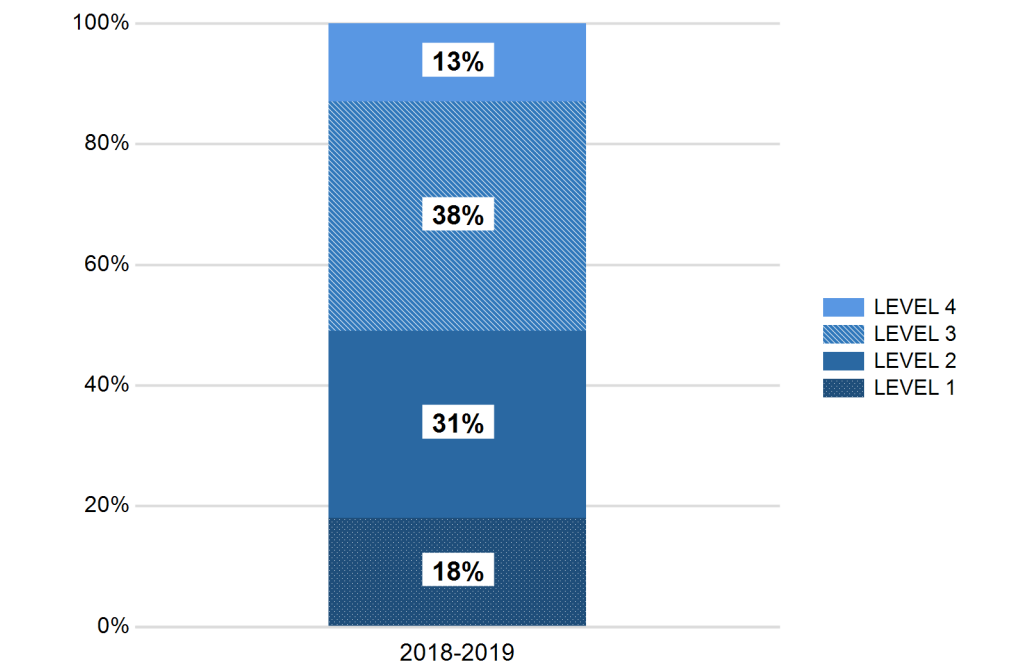
St. Cloud Elementary School
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2018-2019

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

NJSLA Science Assessment: Grade 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	31	38	13
White	5	21	58	16
Hispanic	46	23	15	15
Black or African American	21	47	32	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	15	38	32	15
Male	22	22	44	11
Economically Disadvantaged Students	50	25	25	0
Non-Economically Disadvantaged Students	7	33	42	18
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	18	31	38	13
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



St. Cloud Elementary School

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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.

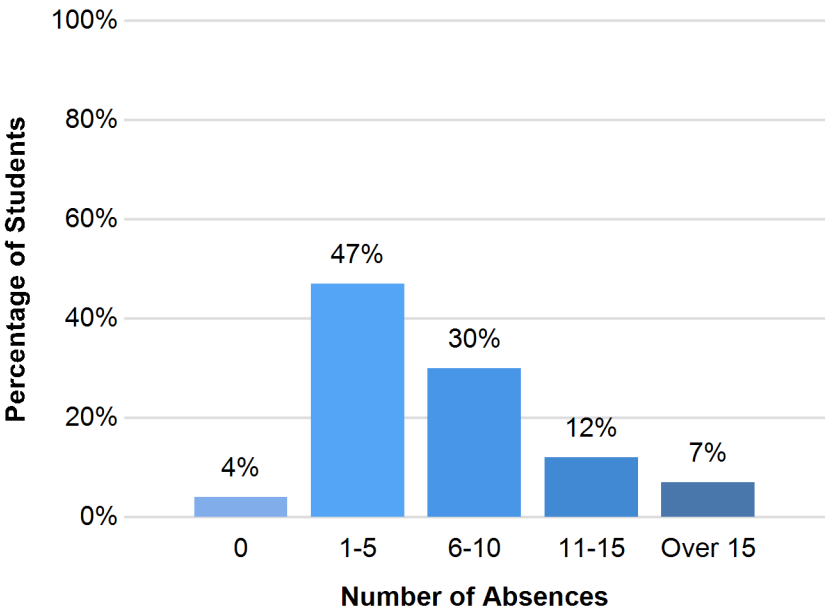
Chronic Absenteeism

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	5.1	8.9	Met
White	8	6.3	8.9	Met
Hispanic	6	7.5	8.9	Met
Black or African American	3	2.5	8.9	Met
Asian, Native Hawaiian, or Pacific	1	2.8	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	6.7	8.9	Met
Female	5	2.5		
Male	16	7.6		
Economically Disadvantaged Students	3	4.9	8.9	Met
Students with Disabilities	13	16.9	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





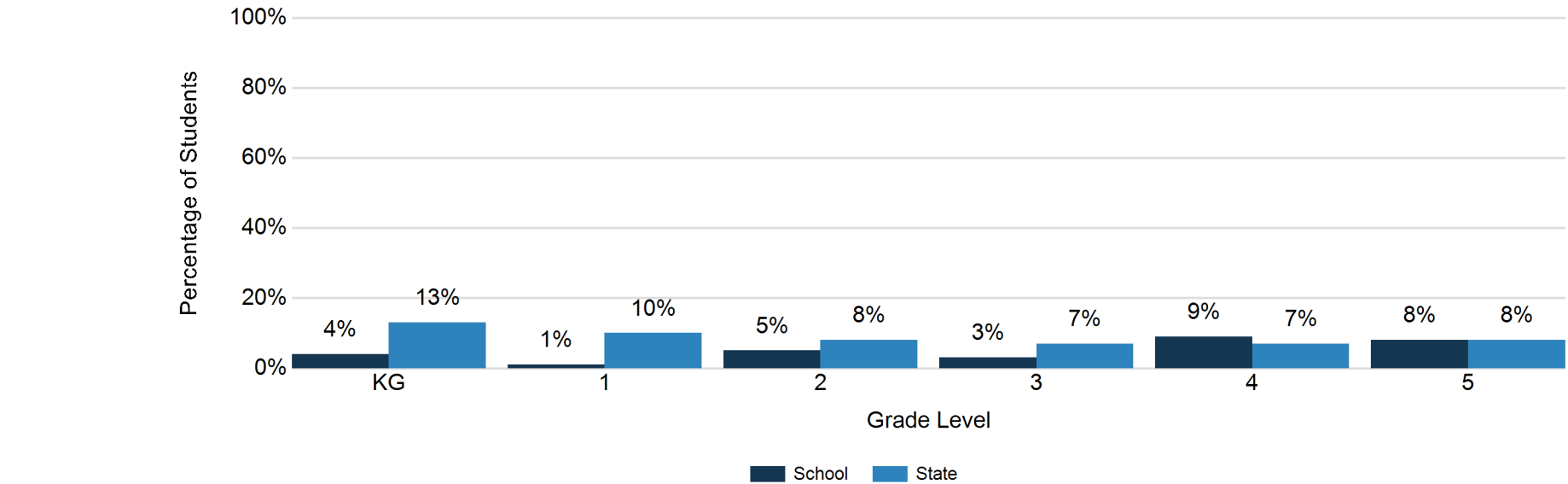
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Chronic Absenteeism by Grade

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





St. Cloud Elementary School

(13-5680-170)

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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	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.27

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
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
*



St. Cloud Elementary School

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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 53 Mins
Shared Time - Instructional Time	5 Hrs. 53 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	39	118,214
Average years experience in public schools	15.3	12.1
Average years experience in district	15.3	10.8
Percentage of Teachers with 4 or more years experience in the district	89.7%	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	45	9,530
Average years experience in public schools	15.8	16.0
Average years experience in district	13.7	12.0
Percentage of Administrators with 4 or more years experience in the district	75.6%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	377:1	147:1
Teachers to Administrators	39:1	14:1
Students to Librarians/Media Specialists		510:1
Students to Nurses		510:1
Students to Counselors		276:1
Students to Child Study Team Members		201:1



St. Cloud Elementary School

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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– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.5%	84.6%	0.0%	48.4%	77.1%	54.9%
Male	48.5%	15.4%	100.0%	51.6%	22.9%	45.1%
White	31.0%	82.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	19.1%	10.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	30.0%	7.7%	0.0%	15.0%	6.6%	13.9%
Asian	9.0%	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	10.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

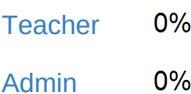
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.2%



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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.



St. Cloud Elementary School
(13-5680-170)
Grades Offered: KG-05
2018-2019

Report Key:
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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.



St. Cloud Elementary School

(13-5680-170)

Grades Offered: KG-05

2018-2019

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	83.0%	77.7%	71.7%
Math Proficiency	72.8%	73.1%	75.7%
ELA Growth	65	67	62
Math Growth	50	65	64
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	4.5%	4.7%	5.1%

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



St. Cloud Elementary School
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2018-2019

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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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



St. Cloud Elementary School

(13-5680-170)

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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



St. Cloud Elementary School
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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.

 Mission, Vision, Theme:	St. Cloud School provides a wide variety of academic and social experiences that are designed to encourage the development of a well-rounded child. At St. Cloud School, we believe that every child can learn. We continuously monitor student progress, and plan instruction to meet the needs of every child. We are committed to providing an environment that will allow each child to develop to his or her fullest potential.
 Awards, Recognition, Accomplishments:	Niche.com in its 2016-2017 annual rankings of the best elementary schools across New Jersey ranked St. Cloud #162 out of over 1,400 elementary schools statewide. It also ranked St. Cloud #82 out of 1,500, as one of the most diverse elementary schools in the state of New Jersey.



St. Cloud Elementary School
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School Narrative

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 Before and After School Programs:	St. Cloud School has a Student Council, a Peer Leadership program, a 4th and 5th Grade Math Club, an Environmental Club as well as a Strings/Orchestra program.



Washington Elementary School
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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:



Washington Elementary School
(13-5680-180)
Grades Offered: KG-05
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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	Essex
District	West Orange Public Schools
Principal Name	Ms. Marie DeMaio
Address	289 MAIN ST W ORANGE, NJ 07052-5615
Phone Number	973-669-5385
Email Address	mdemaio@westorangeschools.org
Website	https://www.woboe.org/Domain/14
Twitter	https://twitter.com/WashElementary



Washington Elementary School

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	62	64	64
1	59	66	64
2	84	58	61
3	75	89	64
4	74	82	91
5	85	82	77
Total	439	441	421

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	53.1%	49.2%	49.4%
Male	46.9%	50.8%	50.6%
Economically Disadvantaged Students	82.7%	80.7%	83.4%
Students with Disabilities	11.8%	11.3%	11.6%
English Learners	7.7%	8.4%	9.0%
Homeless Students	0.2%	0.0%	0.2%
Students in Foster Care	0.2%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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	2.7%	2.3%	1.7%
Hispanic	53.5%	57.4%	59.4%
Black or African American	38.7%	36.1%	34.0%
Asian	1.6%	1.1%	1.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	3.2%	2.9%	2.9%

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	62	64	64

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	53.7%
Spanish	40.1%
Creoles and pidgins, French-based	5.0%
Other Languages	1.2%



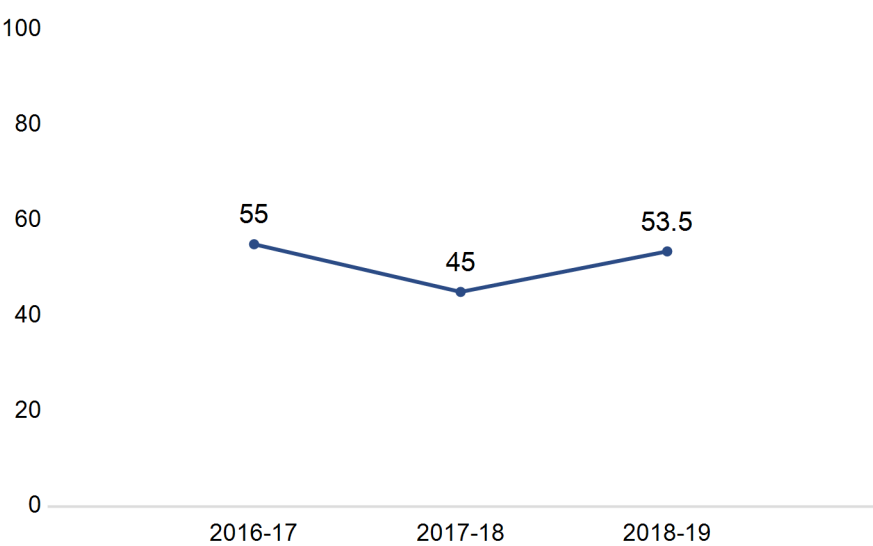
Washington Elementary School
(13-5680-180)
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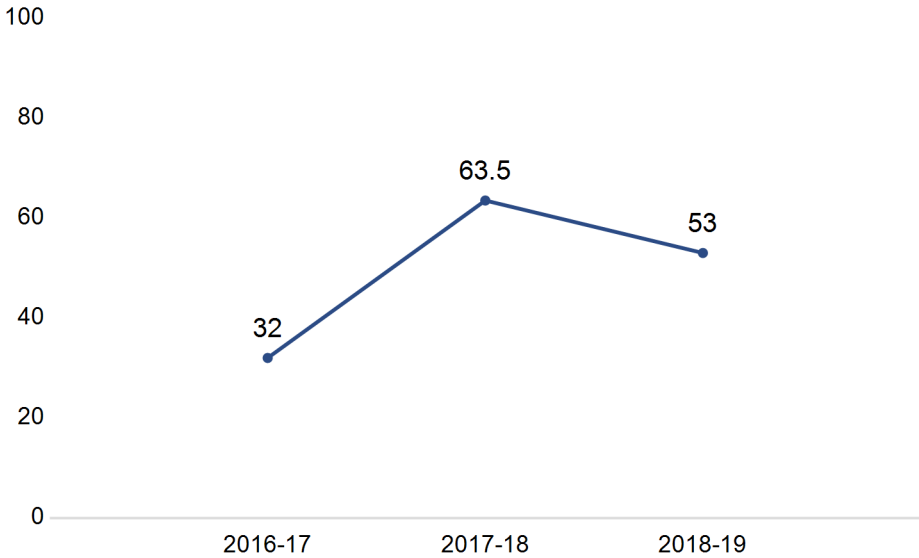
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	55	45	53.5	32	63.5	53
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	53.5	50	50	Met Standard	53	46	50	Met Standard
White	*	55	50	**	*	47	52	**
Hispanic	57	48	49	Met Standard	53	42	47	Met Standard
Black or African American	48	48	45	Met Standard	52	45	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	51	59	**	*	57	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	57	49	**	*	48.5	52	**
Female	59	54	53	N	45	47	50	N
Male	53	46	47	N	58	45	51	N
Economically Disadvantaged Students	54	47	48	Met Standard	55	44	46	Met Standard
Students with Disabilities	43	40	43	Met Standard	39.5	38	45	Not Met
English Learners	68.5	53	52	Exceeds Standard	63.5	63	50	Exceeds Standard
Homeless Students	*	52.5	43	N	N	35.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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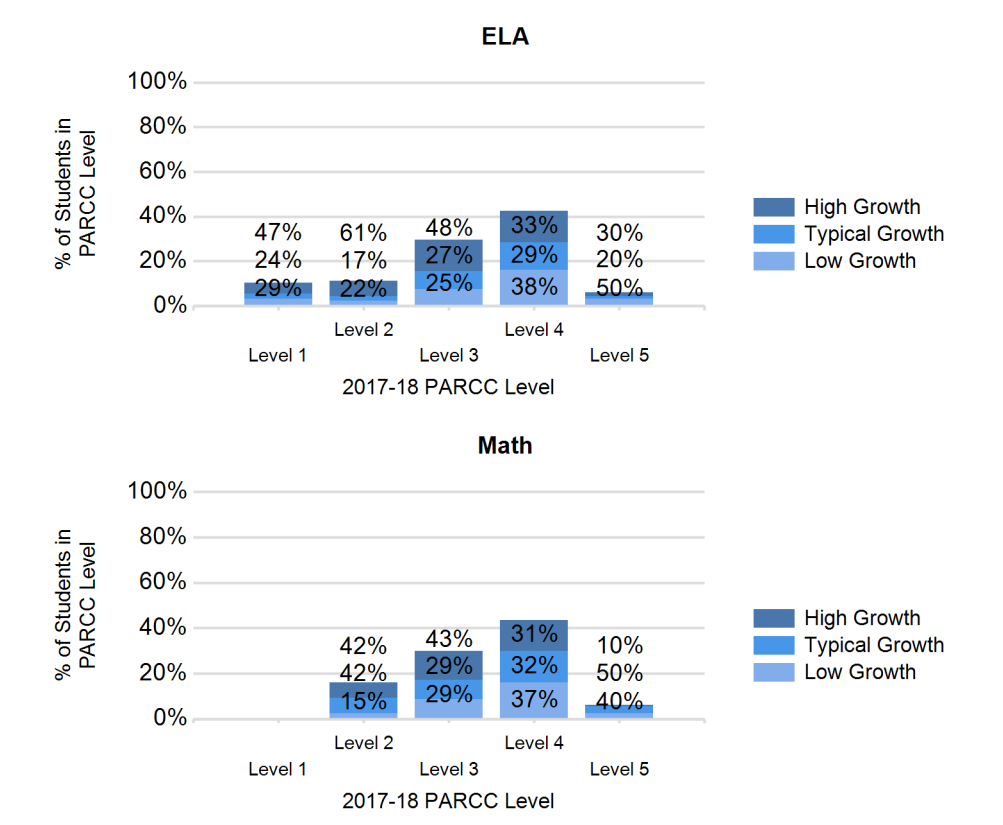
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

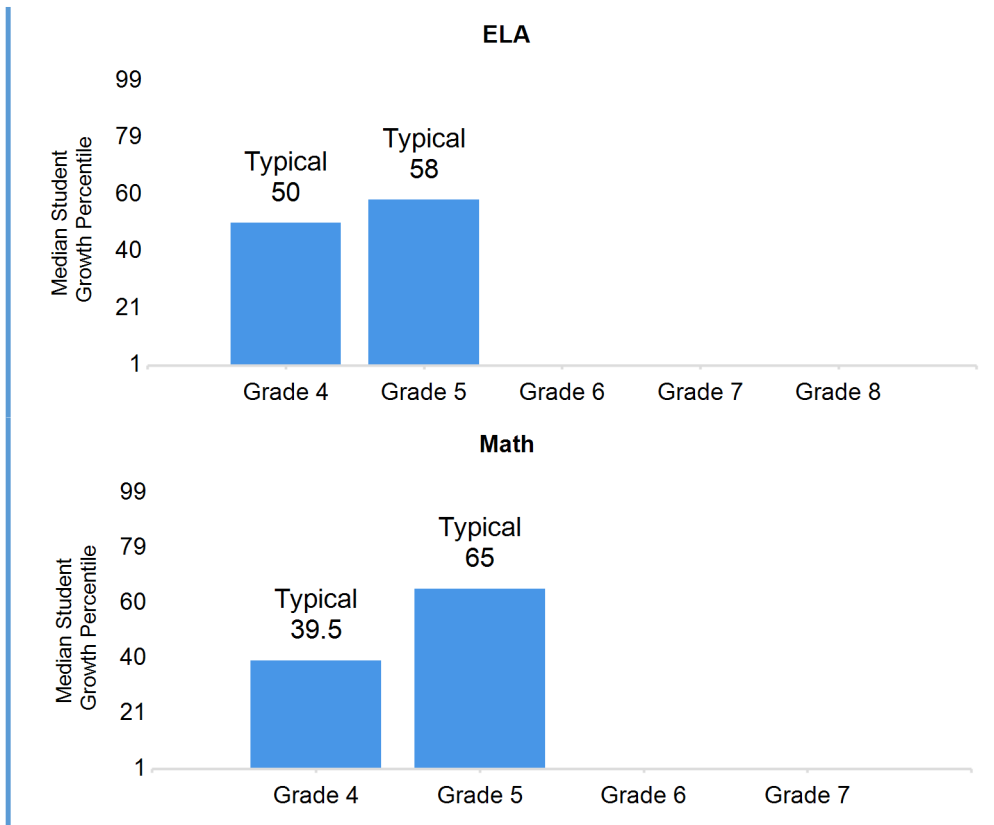
Student Growth by Performance Level

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



Student Growth by Grade

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



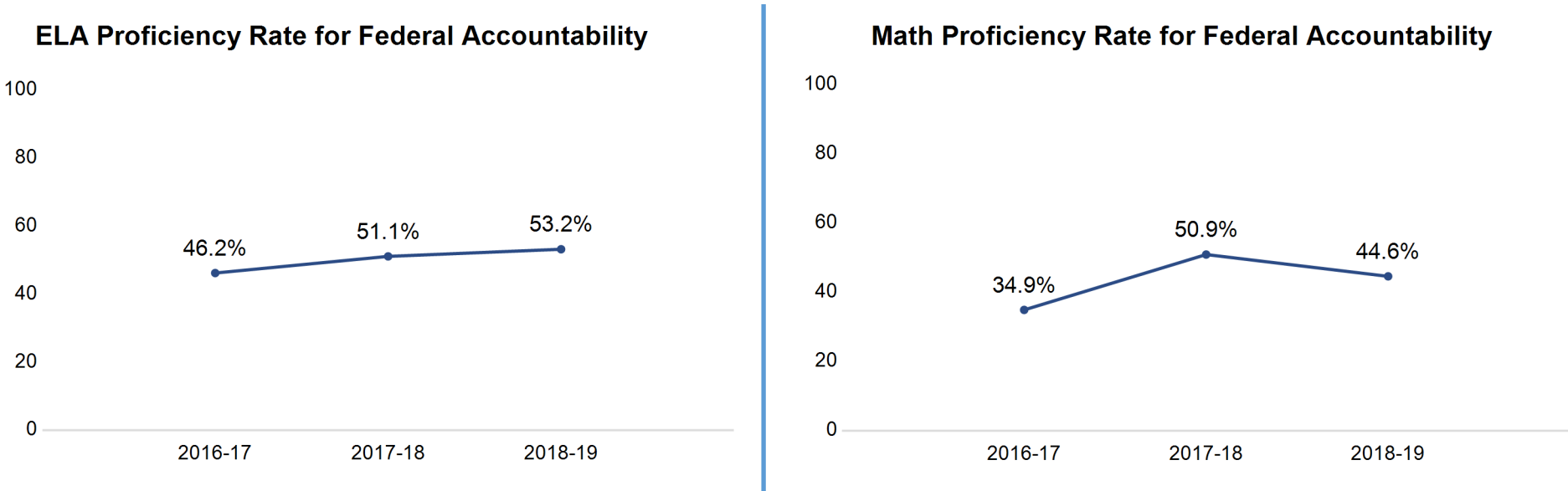


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.7%	98.8%	98.3%	98.4%	98.8%	98.4%
Proficiency Rate for Federal Accountability	46.2%	51.1%	53.2%	34.9%	50.9%	44.6%
Annual Target	41.0%	43.1%	45.1%	54.3%	55.6%	57.0%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	231	98.3	53.2	59.4	57.9	53.2	45.1	Met Target
White	*	*	*	*	66.9	*	**	**
Hispanic	133	99.3	51.9	50.3	43.9	51.9	46.5	Met Target
Black or African American	82	97.7	56.1	53.9	38.5	56.1	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.0	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	125	98.4	63.2	67.0	64.8	63.2		
Male	106	98.2	41.5	52.6	51.3	41.5		
Economically Disadvantaged Students	197	98.5	51.3	46.5	40.0	51.3	43.6	Met Target
Non-Economically Disadvantaged Students	34	97.2	64.7	69.4	67.9	64.7		
Students with Disabilities	44	100.0	15.9	23.5	22.7	15.9	22.5	Met Target†
Students without Disabilities	187	98.0	62.0	68.2	65.1	62.0		
English Learners	34	97.1	35.3	34.3	29.3	35.3	32.3	Met Target
Non-English Learners	197	98.5	56.3	60.8	60.6	56.3		
Homeless Students	*	*	*	42.1	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

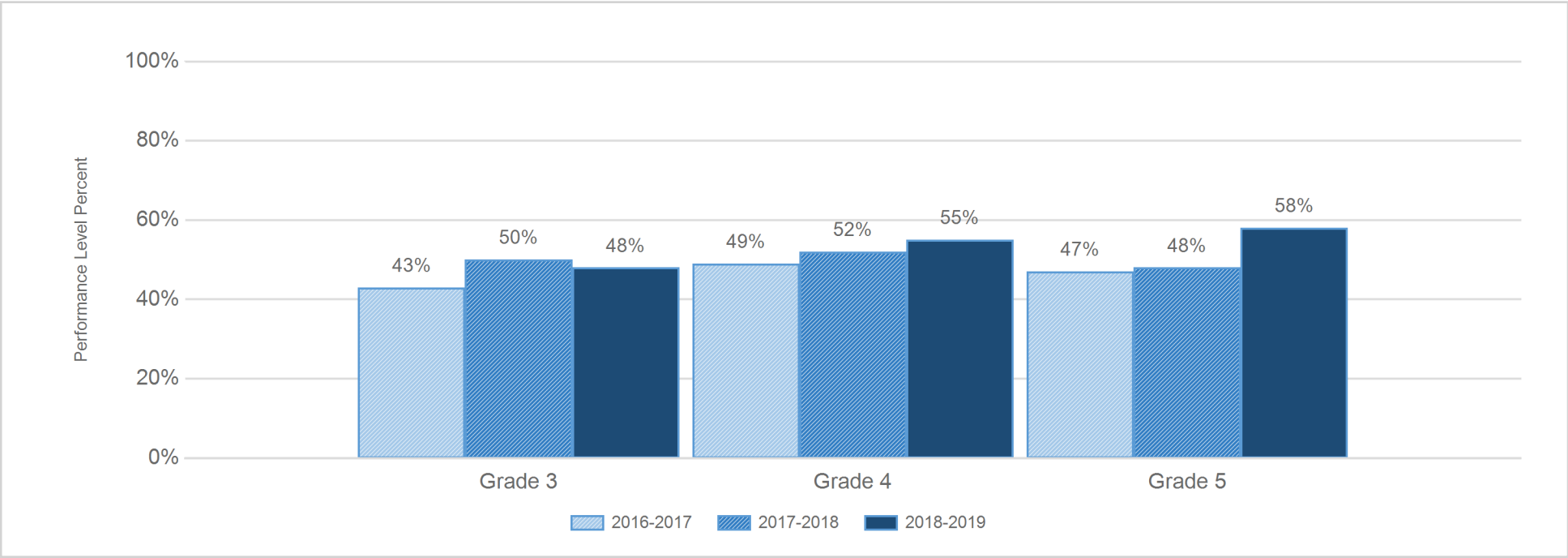


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English Language Arts Assessment - Performance Trends

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.





Washington Elementary School

(13-5680-180)

Grades Offered: KG-05

2018-2019

Report Key:
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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	61	745	755	748	*	16%	23%	*	*	48%	50%
White	*	*	770	757	*	*	*	*	*	*	60%
Hispanic	32	743	741	734	*	*	*	44%	0%	44%	36%
Black or African American	20	750	752	731	*	*	*	*	*	55%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	766	756	*	*	*	*	*	*	58%
Female	35	755	757	753	*	*	*	*	*	60%	55%
Male	26	732	754	743	*	*	*	*	*	31%	46%
Economically Disadvantaged Students	48	742	*	731	*	*	*	*	*	40%	33%
Non-Economically Disadvantaged Students	13	755	*	759	*	*	*	*	*	77%	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	707	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	758	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%



Washington Elementary School

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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	88	751	763	755	*	16%	22%	*	*	55%	57%
White	N	N	781	763	N	N	N	N	N	N	67%
Hispanic	51	752	756	743	*	*	25%	*	*	53%	44%
Black or African American	34	749	756	739	*	*	*	*	*	56%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	786	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	771	762	*	*	*	*	*	*	64%
Female	51	760	771	760	*	*	*	*	*	67%	62%
Male	37	740	755	750	*	*	*	*	*	38%	53%
Economically Disadvantaged Students	77	751	752	740	*	*	*	*	*	53%	40%
Non-Economically Disadvantaged Students	11	757	772	765	*	*	*	*	*	64%	69%
Students with Disabilities	15	702	728	725	*	*	*	*	*	*	25%
Students without Disabilities	73	762	771	761	*	*	*	*	*	*	64%
English Learners	*	*	715	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	764	758	*	*	*	*	*	*	60%
Homeless Students	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%



Washington Elementary School

(13-5680-180)

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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	80	754	768	756	*	*	29%	*	*	58%	58%
White	*	*	783	764	*	*	*	*	*	*	68%
Hispanic	51	754	762	743	*	*	29%	*	*	57%	44%
Black or African American	26	756	762	739	0%	*	*	*	*	58%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	785	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	776	762	*	*	*	*	*	*	65%
Female	39	759	775	761	*	*	26%	*	*	62%	64%
Male	41	750	763	750	*	*	32%	*	*	54%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	13	726	741	724	*	*	*	*	*	23%	23%
Students without Disabilities	67	760	774	762	*	*	*	*	*	64%	65%
English Learners	*	*	730	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	770	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Washington Elementary School
(13-5680-180)
Grades Offered: KG-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	233	98.4	44.6	43.1	44.5	44.6	57	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	134	99.3	43.3	34.4	28.8	43.3	63.2	Not Met
Black or African American	83	97.7	44.6	33.8	23.0	44.6	49.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.2	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	128	99.2	47.7	45.1	44.9	47.7		
Male	105	97.3	41.0	41.4	44.2	41.0		
Economically Disadvantaged Students	199	98.6	45.2	29.1	26.3	45.2	55.9	Not Met
Non-Economically Disadvantaged Students	34	97.2	41.2	54.0	54.9	41.2		
Students with Disabilities	44	100.0	18.2	18.0	17.4	18.2	27.3	Met Target†
Students without Disabilities	189	98.0	50.8	49.3	50.0	50.8		
English Learners	37	100.0	32.4	26.6	25.0	32.4	35.7	Met Target†
Non-English Learners	196	98.1	46.9	44.2	46.5	46.9		
Homeless Students	N	N	N	16.7	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

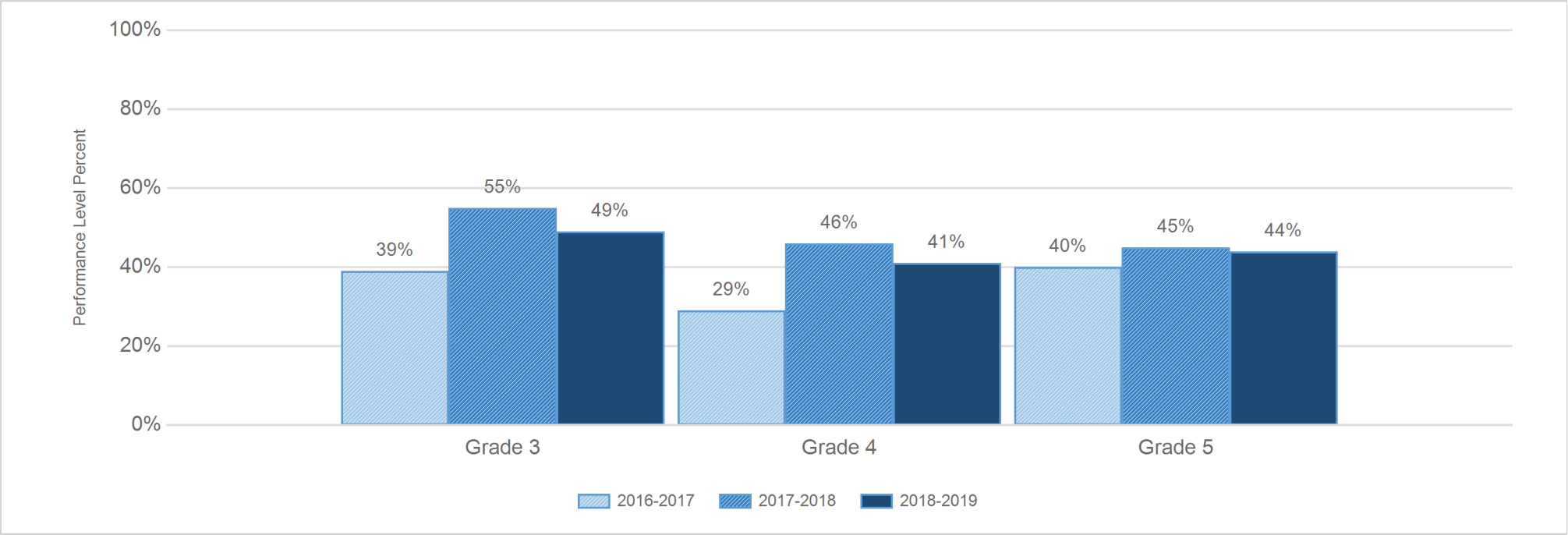


Washington Elementary School
(13-5680-180)
Grades Offered: KG-05
2018-2019

Report Key:
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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.



Washington Elementary School

(13-5680-180)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	751	758	752	*	*	33%	*	*	49%	55%
White	*	*	773	760	*	*	*	*	*	*	66%
Hispanic	32	752	749	739	0%	*	*	*	*	53%	40%
Black or African American	20	749	753	735	*	*	*	*	*	40%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	764	758	*	*	*	*	*	*	62%
Female	35	754	757	751	*	*	*	*	*	51%	54%
Male	26	746	759	752	*	*	*	*	*	46%	56%
Economically Disadvantaged Students	48	753	*	737	*	*	*	*	*	56%	37%
Non-Economically Disadvantaged Students	13	741	*	761	*	*	*	*	*	23%	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	731	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	760	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	743	756	749	*	17%	33%	*	*	41%	51%
White	N	N	776	757	N	N	N	N	N	N	62%
Hispanic	54	744	749	737	*	*	35%	*	*	43%	36%
Black or African American	36	741	748	731	*	*	33%	36%	0%	36%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	763	754	*	*	*	*	*	*	58%
Female	55	746	758	749	*	*	38%	*	*	44%	50%
Male	38	740	754	749	*	*	26%	*	*	37%	52%
Economically Disadvantaged Students	82	743	745	734	*	*	*	*	*	38%	32%
Non-Economically Disadvantaged Students	11	749	766	759	*	*	*	*	*	64%	63%
Students with Disabilities	15	705	729	726	*	*	*	*	*	*	25%
Students without Disabilities	78	751	762	754	*	*	*	*	*	*	56%
English Learners	*	*	724	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	757	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	79	748	760	747	*	14%	41%	*	*	44%	47%
White	*	*	776	755	*	*	*	*	*	*	58%
Hispanic	51	748	754	735	0%	*	49%	*	*	37%	30%
Black or African American	25	750	752	729	*	*	*	60%	0%	60%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	778	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	769	753	*	*	*	*	*	*	55%
Female	39	748	761	747	*	*	36%	*	*	46%	47%
Male	40	749	760	747	*	*	45%	*	*	43%	47%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	13	722	737	725	*	*	*	*	*	*	19%
Students without Disabilities	66	754	765	752	*	*	*	*	*	*	52%
English Learners	*	*	731	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	761	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Washington Elementary 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	*	*
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	68.4%	**	**

† 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	28	85.7%	14.3%
3-4	*	*	*
5 or more	N	N	N



Washington Elementary School

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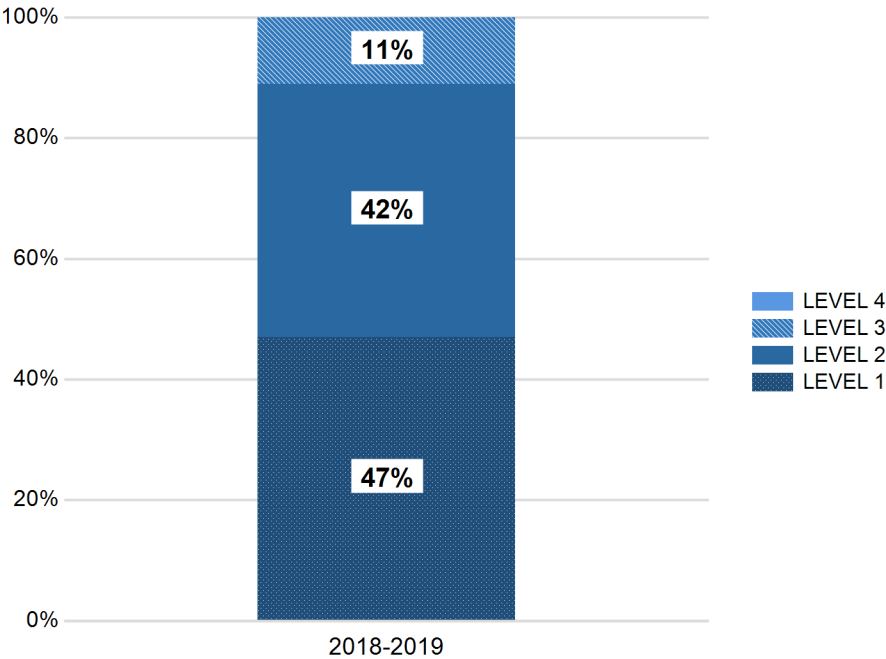
2018-2019

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

NJSLA Science Assessment: Grade 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	47	42	11	0
White	*	*	*	*
Hispanic	51	33	16	0
Black or African American	36	60	4	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	49	41	10	0
Male	45	43	13	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	47	42	11	0
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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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.

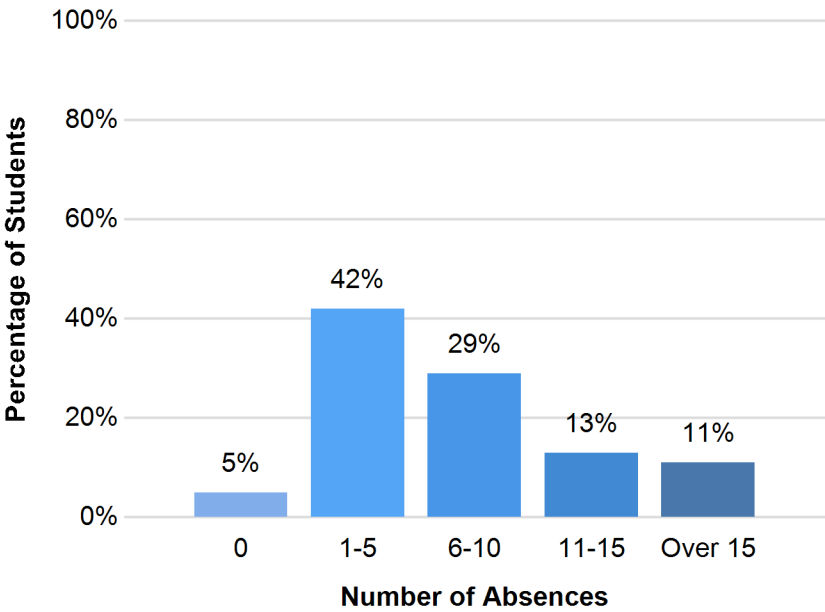
Chronic Absenteeism

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	43	9.6	8.9	Not Met
White	2	20.0	**	**
Hispanic	27	10.3	8.9	Not Met
Black or African American	11	7.1	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	15.4	**	**
Female	19	8.8		
Male	24	10.3		
Economically Disadvantaged Students	32	8.7	8.9	Met
Students with Disabilities	14	17.9	8.9	Not Met
English Learners	1	2.6	8.9	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





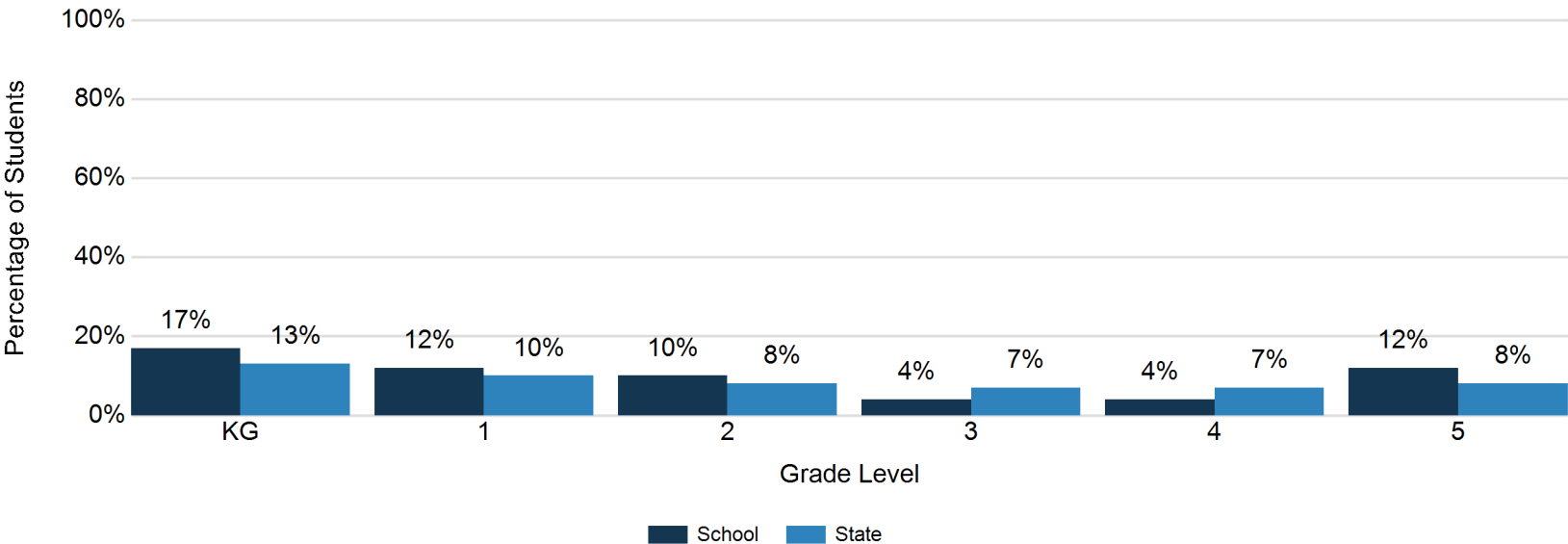
Washington Elementary School
(13-5680-180)
Grades Offered: KG-05
2018-2019

Report Key:
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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.





Washington Elementary School

(13-5680-180)

Grades Offered: KG-05

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	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.95

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	1	1
No Identified Nature	0		0

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	14	3.3%
Any Suspension	15	3.6%
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
52



Washington Elementary School

(13-5680-180)

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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	3:25 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 53 Mins
Shared Time - Instructional Time	5 Hrs. 53 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	43	118,214
Average years experience in public schools	13.5	12.1
Average years experience in district	13.5	10.8
Percentage of Teachers with 4 or more years experience in the district	83.7%	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	45	9,530
Average years experience in public schools	15.8	16.0
Average years experience in district	13.7	12.0
Percentage of Administrators with 4 or more years experience in the district	75.6%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	421:1	147:1
Teachers to Administrators	43:1	14:1
Students to Librarians/Media Specialists		510:1
Students to Nurses		510:1
Students to Counselors		276:1
Students to Child Study Team Members		201:1



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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	49.4%	90.7%	100.0%	48.4%	77.1%	54.9%
Male	50.6%	9.3%	0.0%	51.6%	22.9%	45.1%
White	1.7%	90.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	59.4%	7.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	34.0%	2.3%	0.0%	15.0%	6.6%	13.9%
Asian	1.9%	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	2.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

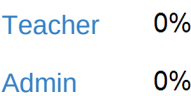
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.2%



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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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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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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	46.2%	51.1%	53.2%
Math Proficiency	34.9%	50.9%	44.6%
ELA Growth	55	45	54
Math Growth	32	64	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		77.8%	68.4%
Chronic Absenteeism	6.8%	7.2%	9.6%

† 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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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	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Met Target†	Met Target†	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	Exceeds 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 the school or district directly.

 Highlights:	- Curriculum includes Readers & Writers Workshop, EveryDay Math, and Next Generation Science Standards. - Technology is integrated into daily instruction as part of the district's 1:1 Chromebook Program. - Readers and Writers workshops in class libraries. Digital portfolios in grades 4 and 5. Foundations for grades K-2.
 Mission, Vision, Theme:	The core mission of Washington School is to provide the opportunity for all students to learn and strive for excellence. This is the foundation upon which all our instructional strategies are based, upon which our goals and objectives are built, budgetary decisions are made, and priorities established.
 Awards, Recognition, Accomplishments:	Our 3rd, 4th and 5th grade girls team participated in our first ever Girls on the Run Event. Six fith Grade students from Washington School were offered the opportunity to study in Washington DC through the Junior National Young Leader Program. Washington School student council donates over 1,000 food products to the WO Food Pantry. Technology infused ELA lessons prove successful as PARCC scores are on the rise. Math-Proved to be succesful as scores also improved on the PARCC.



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Courses, Curriculum, Instruction:

In June 2018, the West Orange Board of Education adopted National Geographic's Exploring Science Program in order to effectively implement the Next Generation Science Standards for implementation in September 2018. Exploring Science provides opportunities for students to explore natural phenomena, design investigations, gather and analyze data, and read about careers and engineering. Stem Activities are prevalent in the classroom with fourth and fifth grades students and in our special area classrooms.



Clubs and Activities:

The following after School Clubs were offered at Washington School during the 2018-2019 School year: Board Games, Math, Spanish, Cursive Writing, Girls on the Run, Innovate New Jersey Code. Org, Comic Super Heroes. An annual even at Washington School is Read Across America and the Birthday of Dr. Seuss. We invite District Staff, Parents, the Mayor and Council to read to our students. S'mores a Day of Literacy- We had a camp fire setting in the Gym and classes came down to enjoy reading activities and S'mores for a snack.



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 Before and After School Programs:	We developed a partnership with the West Orange African Heritage Committee. This group of dedicated individuals provides tutoring after school for our students. The West Orange Community House also provides an After School Program for our students K-5. The Police Substation across the street from our school sponsors an After School Program for our Students called the The W.O. Police Community Services Unit After School/Activities Program.
 Staff and Professional Learning:	Our staff engages in rich and collaborative professional learning opportunities across the content areas through professional learning communities, grade level meetings, collaborative planing, district professional development, and workshops. For the 2018-2019 school year, our professional learning priorities focus around Reading, Science , and using data to inform Small Group Instruction.



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 Student Supports and Services:	Students are provided with programs and services in accordance with each student's individual needs, program placement and/or IEP.
 Student Health and Wellness:	Washington School had a grant from the New Jersey Department of Education for Fruits and Vegetables. Wasington School host a Health and Wellness program with the YMCA, La Vida Deliciosa. This 12 week program help the students along with their families to make healthy living choices and enjoy a night out with games, music, healthy snacks and lots of physical activity.
 Parent and Community Involvement:	Washington School has a very successful Partners in Learning Program. This partnership between parents, students, teachers and administrator emphasizes the importance of students achievement in grades K-5. We also provide English Classes for our parent community twice a week so they can learn to speak English and help their children at home with thier academic work. Reading Buddies- This is a program where Senior Citizen come to read to our students in K, 1, 2 every Tuesday. This program is sponsored by the YMCA. The Township of West Orange sponsored Town Day in December at Washington School. The day began with Breakfast with Santa Claus, the making of Christmas Crafts and Ornaments, The Town Historian and a Trolley Ride. The day culminated at Town Hall with the lighting of the Town Christmas Tree. Washington School hosted a Bicycle Rodeo in June which was sponsored by the Towship of West Orange. All schools were invited to attend and did.



West Orange High School
 (13-5680-050)
 Grades Offered: 09-12
 2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



West Orange High School
 (13-5680-050)
 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	Essex
District	West Orange Public Schools
Principal Name	Mr. Hayden Moore
Address	51 CONFORTI AVE WEST ORANGE, NJ 07052-2829
Phone Number	973-669-5301
Email Address	hmoore@westorangeschools.org
Website	https://www.woboe.org/Domain/18
Twitter	https://twitter.com/MrMooreWO



West Orange High School
(13-5680-050)
Grades Offered: 09-12
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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	467	571	538
10	523	464	562
11	516	534	465
12	494	524	536
Total	2,000	2,093	2,101

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

Student Group	2016-17	2017-18	2018-19
Female	49.7%	49.2%	48.7%
Male	50.4%	50.8%	51.3%
Economically Disadvantaged Students	46.2%	44.1%	41.0%
Students with Disabilities	18.3%	18.5%	19.6%
English Learners	3.6%	3.4%	3.3%
Homeless Students	0.4%	0.0%	0.4%
Students in Foster Care	0.1%	0.1%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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	18.4%	19.0%	19.0%
Hispanic	27.8%	27.9%	29.0%
Black or African American	46.3%	45.5%	43.5%
Asian	5.9%	5.9%	5.8%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.3%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	1.4%	1.4%	2.3%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,995	2,086	2,098
Shared Time Students	10	11	4
Full Time Equivalent	2,000	2,092	2,100

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	73.3%
Spanish	18.2%
Creoles and pidgins, French-based	2.3%
Haitian	1.1%
Other Languages	5.0%



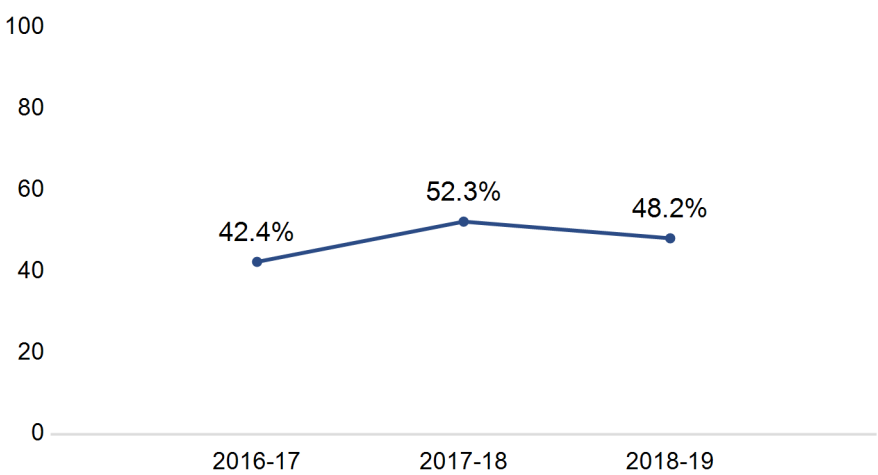
West Orange High School
(13-5680-050)
Grades Offered: 09-12
2018-2019

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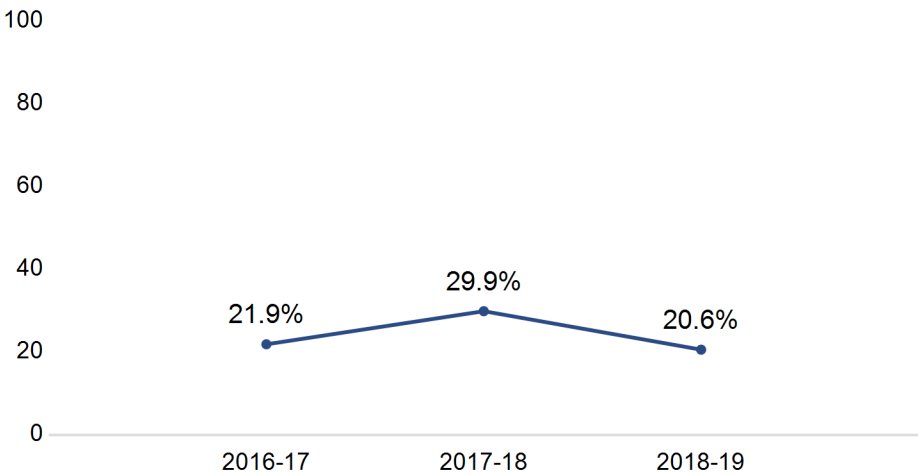
English Language Arts and Mathematics Performance Trends

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	79.7%	97.1%	92.6%	76.4%	94.7%	92.1%
Proficiency Rate for Federal Accountability	42.4%	52.3%	48.2%	21.9%	29.9%	20.6%
Annual Target	39.3%	41.5%	43.6%	22.3%	25.4%	28.4%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1022	92.6	49.2	59.4	57.9	48.2	43.6	Met Target
White	213	92.3	67.1	*	66.9	65.1	47.5	Met Target
Hispanic	300	92.1	37.3	50.3	43.9	36.5	39.5	Met Target†
Black or African American	420	92.8	45.0	53.9	38.5	44.1	42.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	61	96.8	80.3	82.0	82.9	80.3	57.6	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	28	90.3	35.7	*	64.4	33.9	61	Not Met
Female	492	92.9	56.1	67.0	64.8	54.9		
Male	530	92.4	42.8	52.6	51.3	41.9		
Economically Disadvantaged Students	450	91.5	36.7	46.5	40.0	*	34.6	Met Target
Non-Economically Disadvantaged Students	572	93.5	59.1	69.4	67.9	*		
Students with Disabilities	195	86.8	16.9	23.5	22.7	15.5	21.6	Not Met
Students without Disabilities	827	94.1	56.8	68.2	65.1	56.5		
English Learners	44	95.7	15.9	34.3	29.3	15.9	21.8	Met Target†
Non-English Learners	978	92.5	50.7	60.8	60.6	49.6		
Homeless Students	*	*	*	42.1	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

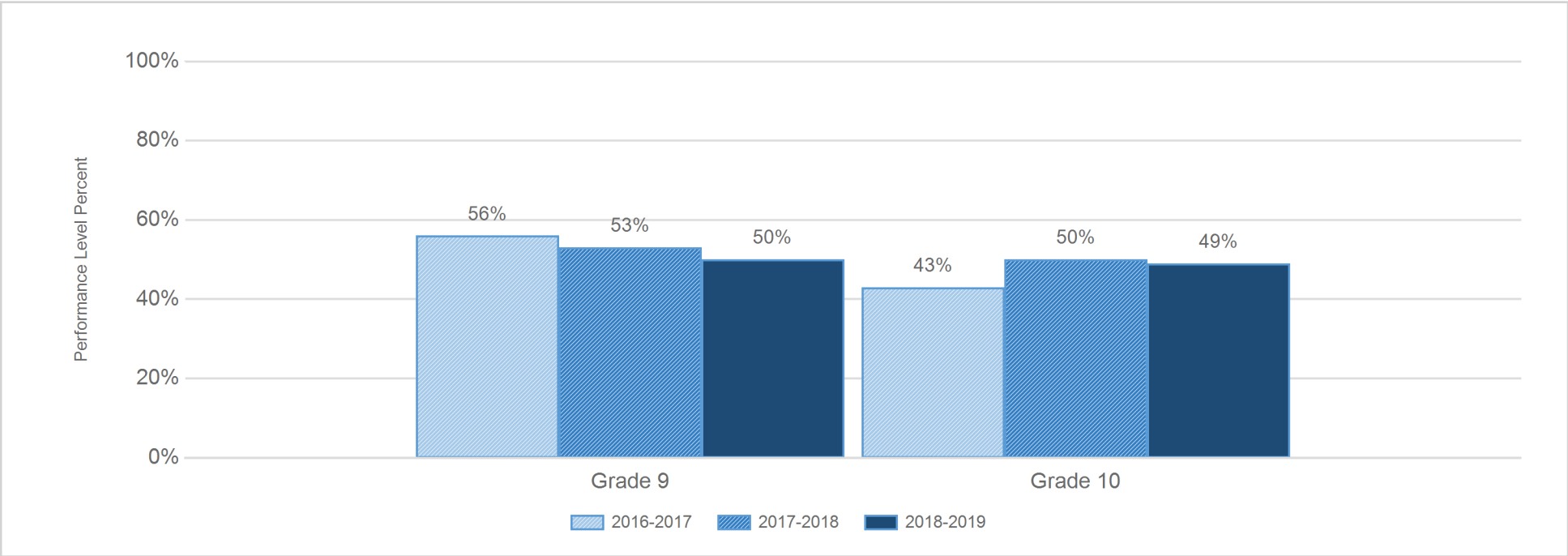


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 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	507	751	751	753	9%	15%	27%	34%	16%	50%	56%
White	94	770	770	762	*	*	18%	45%	30%	74%	65%
Hispanic	162	740	740	737	14%	18%	31%	28%	9%	38%	40%
Black or African American	202	746	746	732	9%	16%	32%	33%	10%	44%	33%
Asian, Native Hawaiian, or Pacific Islander	32	783	783	783	0%	*	*	*	*	81%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	17	740	740	761	*	*	*	*	*	35%	63%
Female	248	758	758	760	7%	10%	25%	39%	19%	58%	63%
Male	259	744	744	746	11%	20%	28%	29%	13%	41%	49%
Economically Disadvantaged Students	234	741	741	734	13%	17%	32%	29%	9%	38%	36%
Non-Economically Disadvantaged Students	273	759	759	762	5%	13%	22%	37%	22%	59%	65%
Students with Disabilities	98	721	721	717	28%	31%	26%	*	*	16%	17%
Students without Disabilities	409	758	758	760	4%	11%	27%	*	*	57%	63%
English Learners	20	705	705	693	*	*	*	*	*	*	*
Non-English Learners	487	753	753	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	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	512	751	751	757	15%	14%	22%	29%	20%	49%	58%
White	118	769	769	767	*	*	22%	28%	34%	62%	67%
Hispanic	137	737	737	738	20%	18%	26%	28%	9%	36%	43%
Black or African American	218	743	743	733	18%	16%	21%	33%	13%	45%	38%
Asian, Native Hawaiian, or Pacific Islander	29	793	793	792	*	*	*	*	*	79%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	10	768	768	766	*	0%	*	*	*	40%	65%
Female	247	757	757	766	12%	12%	23%	32%	22%	53%	66%
Male	265	745	745	749	18%	16%	22%	26%	18%	44%	51%
Economically Disadvantaged Students	217	734	734	735	22%	19%	24%	26%	8%	34%	40%
Non-Economically Disadvantaged Students	295	763	763	767	9%	10%	21%	31%	28%	59%	67%
Students with Disabilities	86	713	713	711	36%	27%	21%	*	*	16%	19%
Students without Disabilities	426	758	758	765	11%	12%	23%	*	*	55%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1017	92.1	21.1	43.1	44.5	20.6	28.4	Not Met
White	212	92.6	36.8	*	54.1	35.8	34.4	Met Target
Hispanic	300	90.4	12.3	34.4	28.8	11.8	26.7	Not Met
Black or African American	416	92.3	15.4	33.8	23.0	15.0	24.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	61	96.8	50.8	70.2	76.5	50.8	53.1	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	28	93.3	17.9	*	53.3	17.5	N	N
Female	487	90.9	21.8	45.1	44.9	21.0		
Male	530	93.2	20.6	41.4	44.2	20.3		
Economically Disadvantaged Students	450	91.0	13.6	29.1	26.3	*	22.8	Not Met
Non-Economically Disadvantaged Students	567	93.0	27.2	54.0	54.9	*		
Students with Disabilities	196	92.5	*	18.0	17.4	*	17	Not Met
Students without Disabilities	821	92.0	*	49.3	50.0	*		
English Learners	46	92.0	*	26.6	25.0	*	15.4	Not Met
Non-English Learners	971	92.1	*	44.2	46.5	*		
Homeless Students	*	*	*	16.7	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

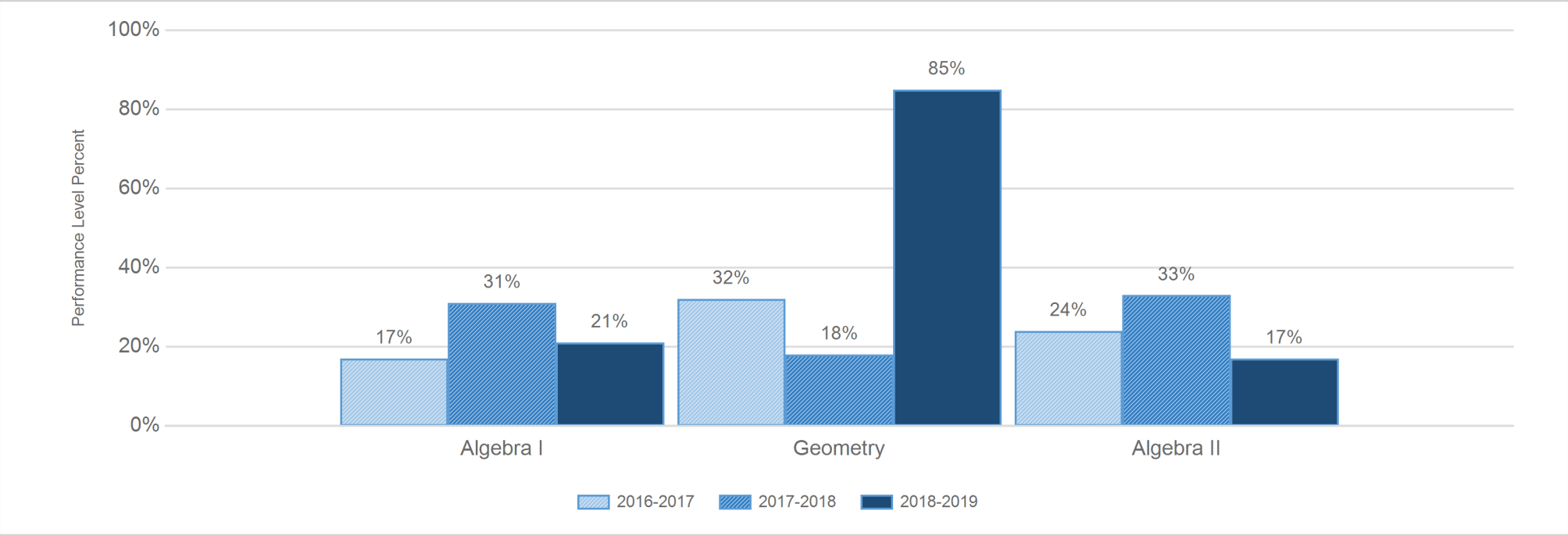


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	440	725	738	744	16%	37%	26%	21%	0%	21%	42%
White	67	740	755	752	*	*	30%	39%	0%	39%	53%
Hispanic	159	720	729	728	21%	39%	24%	16%	0%	*	24%
Black or African American	184	724	732	725	14%	41%	27%	18%	0%	18%	20%
Asian, Native Hawaiian, or Pacific Islander	16	734	753	775	*	*	*	*	*	44%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	14	719	746	752	*	*	*	*	*	*	51%
Female	214	725	739	745	16%	35%	28%	21%	0%	21%	44%
Male	226	725	736	743	16%	39%	24%	21%	0%	21%	41%
Economically Disadvantaged Students	230	721	725	727	22%	39%	22%	17%	0%	17%	23%
Non-Economically Disadvantaged Students	210	730	747	752	10%	35%	30%	25%	0%	25%	52%
Students with Disabilities	98	711	*	717	*	*	*	*	*	*	12%
Students without Disabilities	342	729	*	748	*	*	*	*	*	*	47%
English Learners	23	704	704	710	*	*	*	*	*	*	*
Non-English Learners	417	727	739	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	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.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	33	771	771	737	*	*	*	36%	48%	85%	35%
White	11	777	777	743	0%	*	0%	*	*	91%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	11	785	785	762	0%	0%	0%	*	*	100%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	12	770	770	738	*	*	*	*	*	83%	36%
Male	21	772	772	736	*	*	*	*	*	86%	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	33	771	771	738	*	*	*	36%	48%	85%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	540	716	719	755	33%	28%	22%	*	*	17%	58%
White	133	730	734	758	20%	21%	27%	*	*	32%	62%
Hispanic	136	707	709	731	*	*	*	*	*	*	34%
Black or African American	225	709	711	725	38%	32%	19%	11%	0%	*	27%
Asian, Native Hawaiian, or Pacific Islander	34	739	747	777	*	*	35%	*	*	38%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	12	710	717	761	*	*	*	*	*	25%	65%
Female	262	717	719	752	31%	29%	21%	*	*	19%	55%
Male	278	715	719	758	36%	27%	22%	*	*	15%	62%
Economically Disadvantaged Students	216	704	706	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	324	723	727	761	*	*	*	*	*	*	65%
Students with Disabilities	84	692	692	715	*	*	*	*	*	*	25%
Students without Disabilities	456	720	724	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	715	*	*	*	*	*	*	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	*



West Orange High School
(13-5680-050)
Grades Offered: 09-12
2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	13	13

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	58.3%	40.9%	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	38	*	*
3-4	24	70.8%	29.2%
5 or more	*	*	*



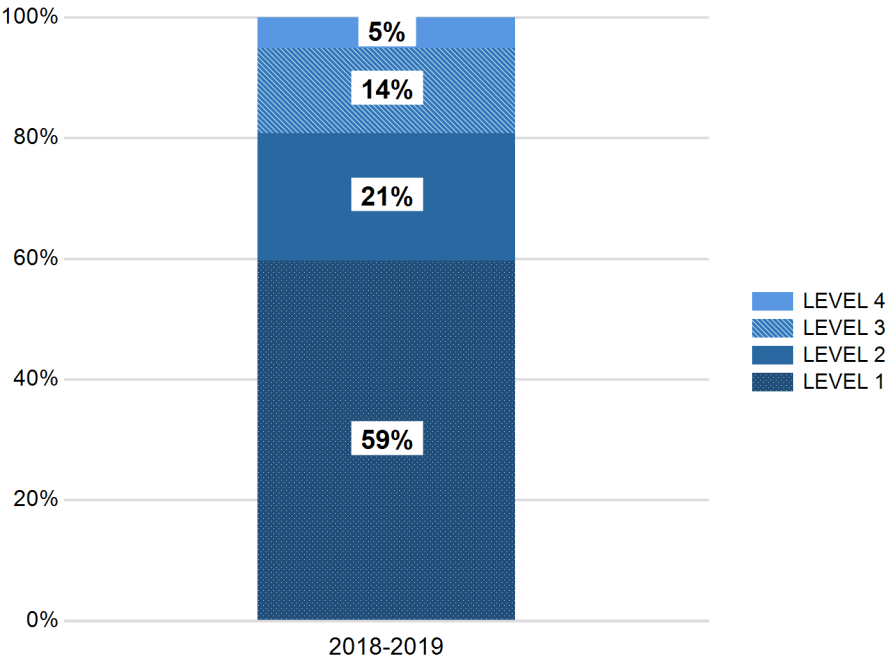
West Orange High School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. 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	59	21	14	5
White	54	19	12	15
Hispanic	56	21	21	3
Black or African American	71	19	10	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	51	31	14	4
Male	64	16	14	6
Economically Disadvantaged Students	67	17	13	2
Non-Economically Disadvantaged Students	55	23	15	7
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	59	21	14	5
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. 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	91.1%	84.5%
12th graders taking SAT in 2018-19 or prior years	77.9%	72.1%
12th graders taking ACT in 2018-19 or prior years	25.4%	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	473	476	Grade 10: 430 Grade 11: 460	63%	61%
PSAT 10/NMSQT - Math	466	477	Grade 10: 480 Grade 11: 510	37%	43%
SAT - Reading and Writing	533	539	480	70%	70%
SAT - Math	519	541	530	44%	53%
ACT - Reading	23	25	22	54%	66%
ACT - English	22	24	18	75%	81%
ACT - Math	21	24	22	48%	65%
ACT - Science	21	24	23	40%	57%



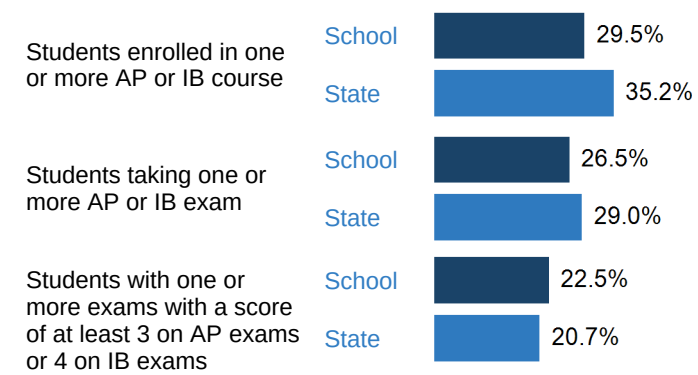
West Orange High School
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International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

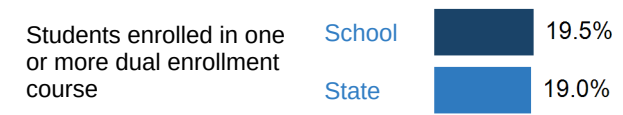
AP/IB Coursework – Participation and Performance

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 Biology	31	31
AP Calculus AB	37	36
AP Calculus BC	12	12
AP Chemistry	19	17
AP Chinese Language and Culture	7	6
AP Computer Science A	18	16
AP English Language and Composition	69	68
AP English Literature and Composition	45	23
AP Environmental Science	23	11
AP Italian Language and Culture	23	20
AP Macroeconomics	0	2
AP Microeconomics	0	2
AP Music Theory	7	6
AP Physics 1	21	19
AP Physics C: Electricity and Magnetism	11	10
AP Psychology	79	77



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AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language	13	14
AP Spanish Literature	5	5
AP Statistics	65	58
AP Studio Art—Drawing Portfolio	0	5
AP Studio Art—Two-Dimensional	6	0
AP U.S. Government and Politics	30	24
AP U.S. History	48	46
AP World History	27	22
Total Exams taken		530
Exams with scores of at least 3 on AP exams or 4 on IB exams		420



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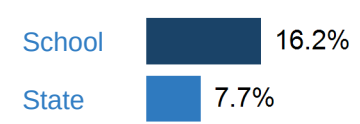
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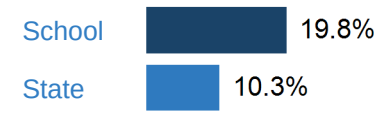
Career and Technical Education Participation

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)



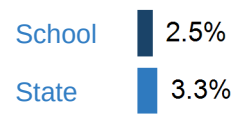
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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	16.2%	19.8%	7.7%	10.3%
White	18.8%	18.9%	6.1%	9.6%
Hispanic	18.9%	18.2%	10.3%	11.3%
Black or African American	13.1%	22.2%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	14.1%	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	24.5%	*	6.8%	12.1%
Female	18.4%	20.7%	7.3%	10.6%
Male	14.1%	19.0%	8.0%	10.1%
Economically Disadvantaged Students	17.5%	20.6%	10.4%	11.8%
Students with Disabilities	13.1%	15.2%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	86		
Arts, AV Technology & Communications	92		
Business Management & Administration	87		
Education and Training	114		
Finance	43		
Health Science	169		
Hospitality & Tourism	152		
Information Technology	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	758	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	441	30	57	0	0	0	9
10	14	5	507	2	0	5	11
11	3	8	302	112	3	33	8
12	3	4	60	101	83	149	102
Total	461	47	926	215	86	187	130
Enrolled in AP/IB Course					49	65	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	513	3	5	0	2	10
10	23	515	7	0	2	11
11	9	86	133	29	207	29
12	34	19	63	40	71	67
Total	579	623	208	69	282	117
Enrolled in AP/IB Course	31	19		23	32	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	90



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	520	11	0	0	0	29
10	12	538	0	0	0	60
11	6	446	11	36	6	72
12	29	145	14	43	49	206
Total	567	1140	25	79	55	367
Enrolled in AP/IB Course	27	48	0	79		30
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	221	84	106	0	0	82	0
10	280	90	55	0	0	87	0
11	126	22	59	0	0	44	0
12	43	9	25	0	0	7	0
Total	670	205	245	0	0	220	0
Enrolled in AP/IB Course	18	0	23	0	0	7	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	229	78	89	0	0	128	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	14	0	0	11	0	0
10	42	0	0	4	0	0
11	33	0	0	6	0	0
12	48	0	0	11	0	0
Total	137	0	0	32	0	0
Enrolled in AP/IB Course	18		0			0
Enrolled in Dual Enrollment Course	0	0	0	19	0	0



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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
French	*
Italian	*
Spanish	20
Total	29



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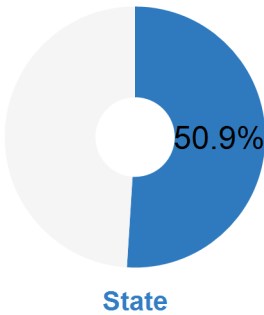
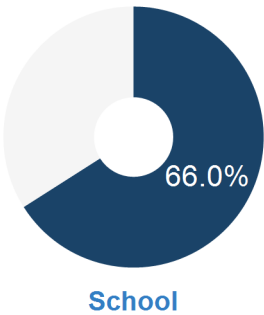
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Visual and Performing Arts – Course Participation

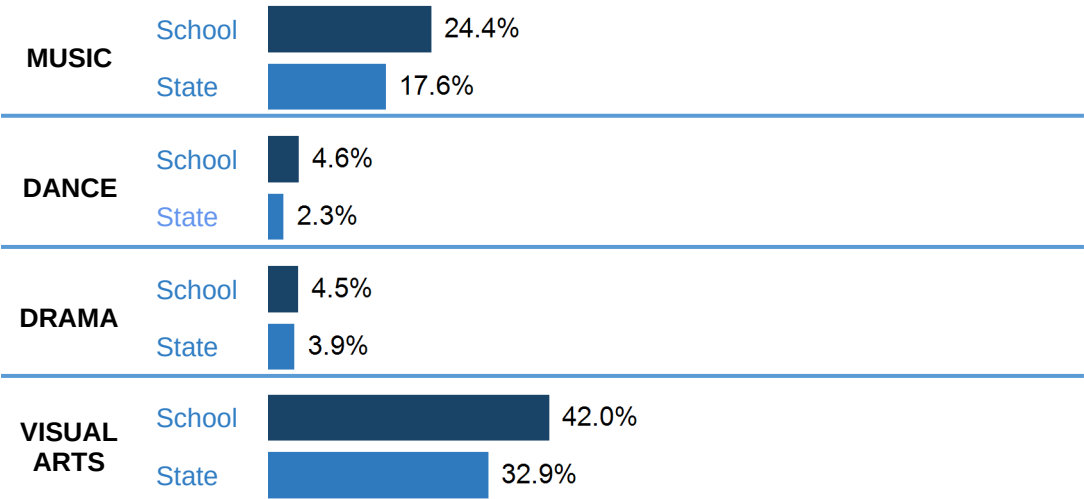
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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





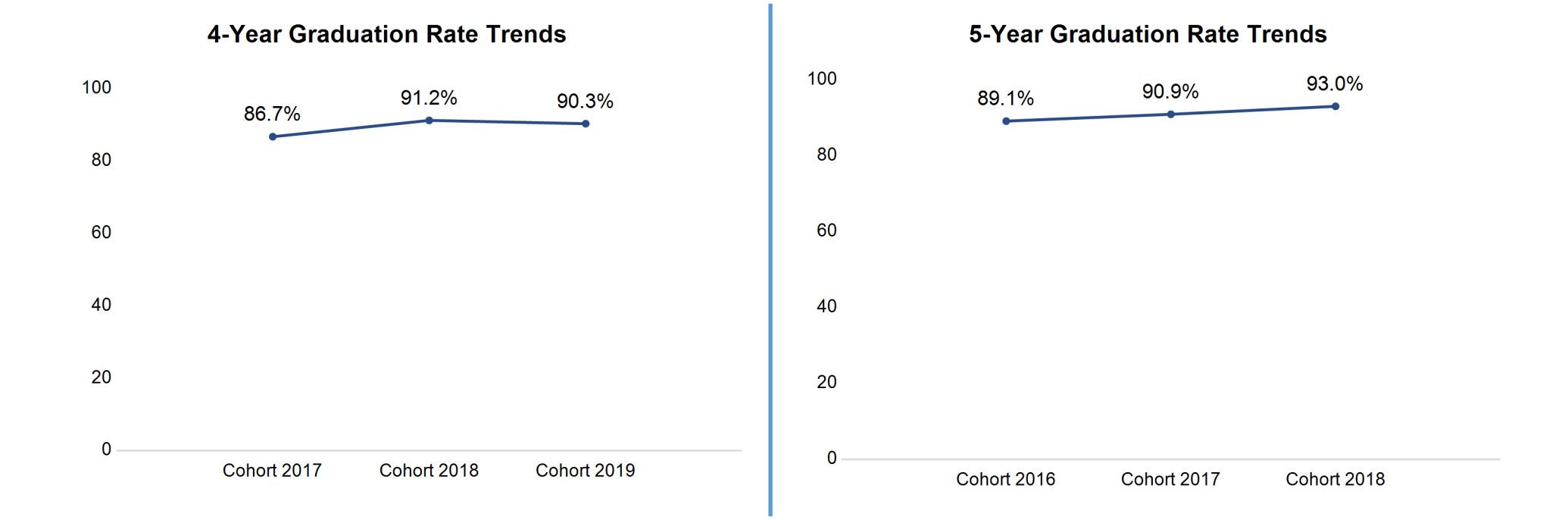
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

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	86.7%	91.2%	90.3%	89.1%	90.9%	93.0%
Annual Target	86.8%	87.3%		89.9%	90.2%	
Met Annual Target?	Not Met	Met Target		Not Met	Met Target	
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	90.3%	90.6%	93.0%	92.5%	91.2%	87.3%	Met Target	90.9%	90.2%	Met Target
White	91.0%	94.9%	95.8%	95.9%	94.8%	86.6%	Met Target	94.8%	91.3%	Met Target
Hispanic	89.8%	84.5%	88.6%	87.3%	86.1%	82.2%	Met Target	89.7%	87.0%	Met Target
Black or African American	89.2%	83.3%	93.9%	87.1%	92.2%	88.7%	Met Target	89.3%	90.2%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	100.0%	97.8%	96.4%	N	Met Goal	*	N	Met Goal
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	93.2%	92.8%	94.9%	94.4%	93.9%			93.9%		
Male	87.5%	88.5%	91.0%	90.8%	88.3%			88.2%		
Economically Disadvantaged Students	88.3%	84.0%	91.8%	87.3%	90.7%	85.6%	Met Target	88.5%	86.9%	Met Target
Students with Disabilities	78.4%	79.2%	82.1%	83.8%	78.8%	72.0%	Met Target	78.2%	87.0%	Not Met
English Learners	79.3%	75.4%	75.8%	80.1%	66.7%	75.5%	Not Met	80.8%	83.9%	Not Met
Homeless Students	N	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		



West Orange High School
(13-5680-050)
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	34.6%	26.4%
Substitute Competency Test	49.8%	54.3%
Portfolio Appeals Process	10.2%	12.4%
Alternate Requirements specified in IEP	5.5%	6.9%
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	1.3%	1.2%
2017-2018	0.7%	1.2%
2016-2017	1.4%	1.1%



West Orange High School
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 2018-2019

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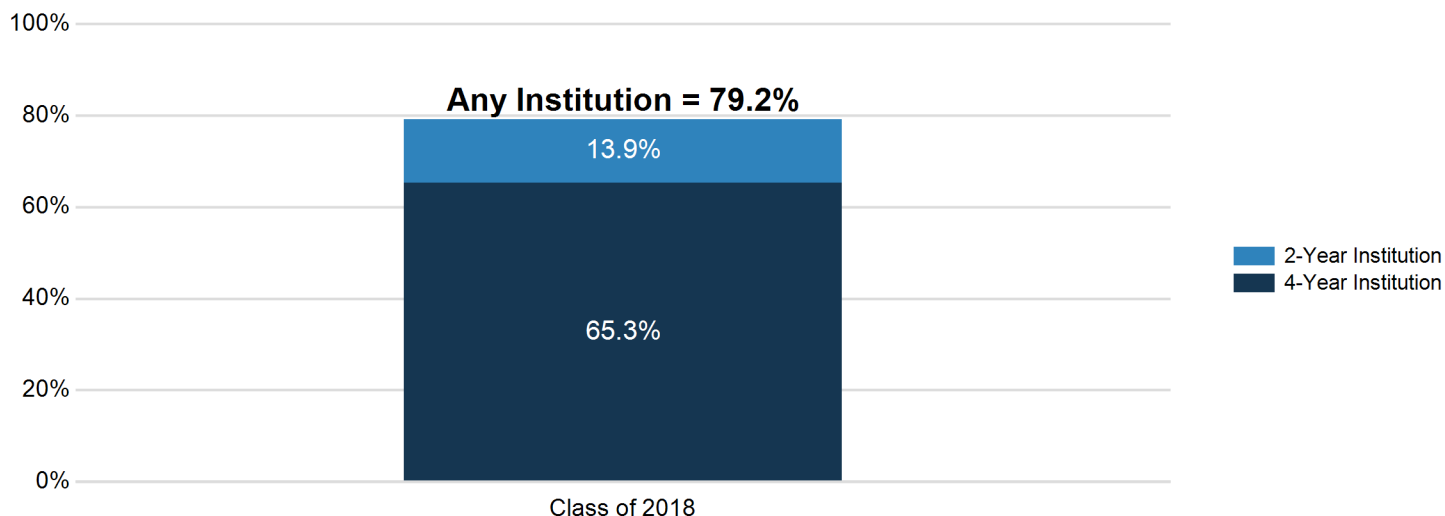
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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	13.9%
% Enrolled in 4-Year Institution	65.3%
% Enrolled in Any Postsecondary Institution	79.2%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	77.7%	17.9%	82.1%
White	87%	11.3%	88.8%
Hispanic	68.5%	25.3%	74.7%
Black or African American	78.3%	18.8%	81.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	70.6%	21.6%	78.4%
Students with Disabilities	62.4%	43.1%	56.9%
English Learners	66.7%	33.3%	66.7%

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	79.2%	17.6%	82.4%	70.8%	29.2%	72.5%	27.5%
White	85.1%	6.3%	93.8%	65%	35%	57.5%	42.5%
Hispanic	68.8%	31.3%	68.7%	80.8%	19.2%	89.9%	10.1%
Black or African American	82.4%	17.3%	82.7%	69.5%	30.5%	72.1%	27.9%
Asian, Native Hawaiian, or Pacific Islander	85.7%	4.2%	95.8%	66.7%	33.3%	62.5%	37.5%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	78.2%	23%	77%	74.9%	25.1%	86.3%	13.7%
Students with Disabilities	65.4%	45.3%	54.7%	77.4%	22.6%	83%	17%
English Learners	31.3%	20%	80%	40%	60%	100%	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.

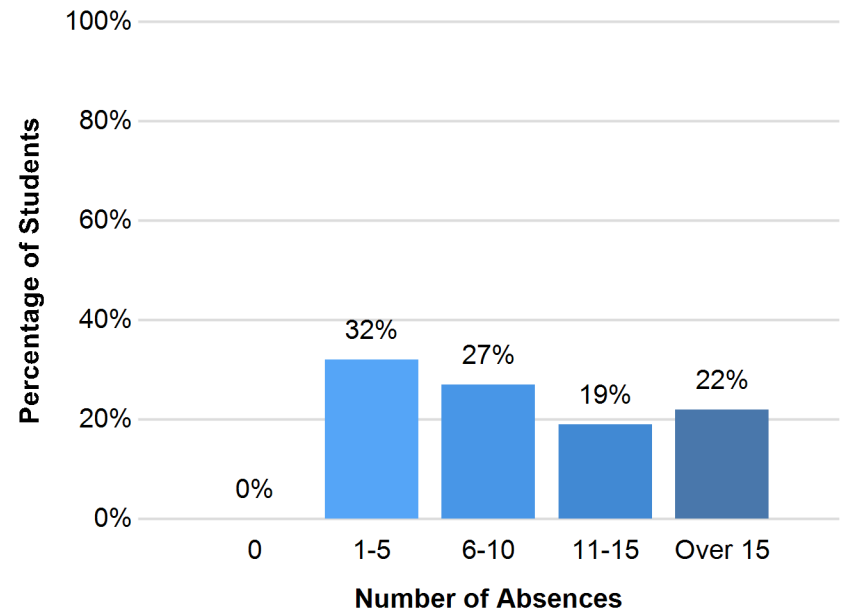
Chronic Absenteeism

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	376	17.6	14.2	Not Met
White	77	18.3	14.2	Not Met
Hispanic	119	19.4	14.2	Not Met
Black or African American	150	16.1	14.2	Not Met
Asian, Native Hawaiian, or Pacific	11	8.5	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	19	38.8	14.2	Not Met
Female	184	17.7		
Male	192	17.4		
Economically Disadvantaged Students	159	18.3	14.2	Not Met
Students with Disabilities	139	30.7	14.2	Not Met
English Learners	13	19.1	14.2	Not Met
Homeless Students	5	50.0		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





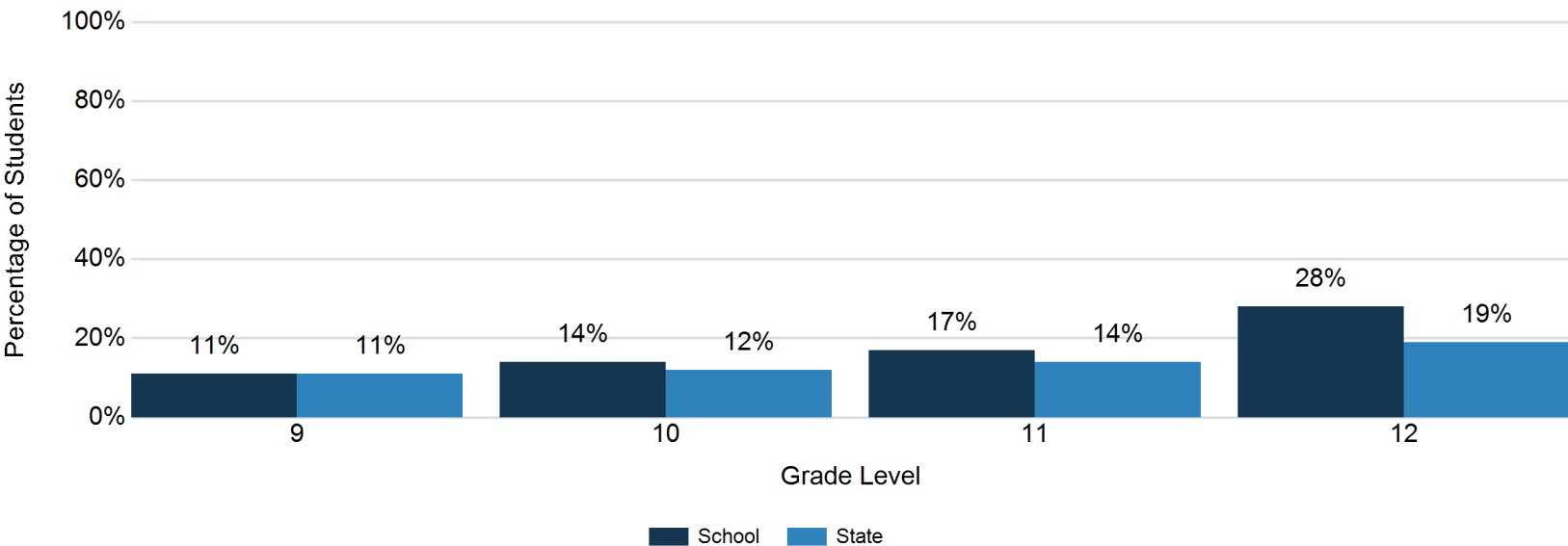
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Chronic Absenteeism by Grade

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	21
Weapons	3
Vandalism	1
Substances	33
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	63
Incidents Per 100 Students Enrolled	3.00

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	1	1
Religion	0	1	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	4	4
No Identified Nature	0		0

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	3
Weapons	3
Vandalism	0
Substances	15
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	176	8.4%
Out-of-School Suspensions	179	8.5%
Any Suspension	206	9.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
1111



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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	7:30 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 28 Mins
Shared Time - Instructional Time	5 Hrs. 28 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	194	118,214
Average years experience in public schools	11.7	12.1
Average years experience in district	11.5	10.8
Percentage of Teachers with 4 or more years experience in the district	80.4%	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	45	9,530
Average years experience in public schools	15.8	16.0
Average years experience in district	13.7	12.0
Percentage of Administrators with 4 or more years experience in the district	75.6%	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	131:1	147:1
Teachers to Administrators	12:1	14:1
Students to Librarians/Media Specialists		510:1
Students to Nurses		510:1
Students to Counselors		276:1
Students to Child Study Team Members		201:1



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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	48.7%	59.3%	50.0%	48.4%	77.1%	54.9%
Male	51.3%	40.7%	50.0%	51.6%	22.9%	45.1%
White	19.0%	75.3%	75.0%	42.4%	83.6%	77.4%
Hispanic	29.0%	6.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	43.5%	9.8%	25.0%	15.0%	6.6%	13.9%
Asian	5.8%	6.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.5%	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	2.3%	1.5%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

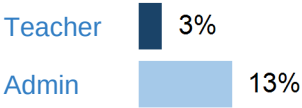
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.6%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	42.4%	52.3%	48.2%
Math Proficiency	21.9%	29.9%	20.6%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	86.7%	91.2%	90.3%
5-Year Graduation Rate†	89.1%	90.9%	93.0%
Progress toward English Language Proficiency		62.5%	58.3%
Chronic Absenteeism	14.4%	14.9%	17.6%

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Target	Met Target	Met Target	Not Met	No
White	Met Target	Met Target	Met Target	Met Target	n/a	Not Met	No
Hispanic	Met Target†	Not Met	Met Target	Met Target	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Target	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target†	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Not Met	N	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target	Not Met	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Target	Not Met	n/a	Not Met	No
English Learners	Met Target†	Not Met	Not Met	Not Met	**	Not Met	No

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



West Orange High School
(13-5680-050)
Grades Offered: 09-12
2018-2019

Report Key:
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† This indicates a table specific note,see note below table

School Narrative

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

 Mission, Vision, Theme:	WOHS, a vital part of a culturally and linguistically diverse community, challenges and encourages students to strive for excellence through rigorous and comprehensive programs to become active members of their community, and to emerge as lifelong learning. To this end, we are committed to superior classroom instruction, a safe and nurturing environment, and a partnership with family and community.
 Awards, Recognition, Accomplishments:	WOHS offers 23 AP courses, 47 Honors courses, recognized with 44 AP Scholars, 27 AP Scholars with Honors, 24 AP Scholars with Distinction, 1 National AP Scholars. West Orange High School's Wind Ensemble received a Gold Rating in the Region Concert Band Festival. WOHS continues to have several acceptances to Ivy League Universities and mini-Ivies, as well as the top state universities and colleges in the nation.



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 Courses, Curriculum, Instruction:	Our program of study provides students rigorous and comprehensive programs that prepare them for college and career readiness through a variety of specialized institutes and academies, advanced coursework, academic supports, and programs in partnership with local colleges so that students have the opportunity to enter college with course credit through dual credit programs.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Girls), Cross Country (Boys & Girls), Fencing (Coed), Football (Boys), Golf (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 (Boys & Girls), Wrestling (Coed) WOHS Athletics program includes 26 Varsity Teams, 21 Junior Varsity Teams and 10 Freshman Teams. Individual honors included: 2018 Girls Soccer SEC League Champions, 2018 Girls Soccer County Champions, 2018 Girls Soccer State Sectional Champions, 2019 Girls Basketball County Champions, 2019 Bowling SEC League Champions, 2019 Bowling County Champions, 2019 Girls Track and Field SEC League Champions, 2019 Girls Track and Field County Relay Champions, 2019 Girls Track and Field Team Champions, 2019 Boys Volleyball SEC League Champions
 Clubs and Activities:	WOHS offers a variety of clubs of varying interests. 55 clubs and 12 honor societies enhance the program. Many clubs (Debate Team, Science Olympiad, Math Team, Chess Club) provide competition experiences for students. Our Boys Step Team placed first in the state in the Youth Step High School Regional Competition. Eight Choir Students were selected to participate in the NJSMA (Region Choir). Wind Ensemble received a Gold Rating in the Region Concert Band Festival. Symphonic Winds, Concert band and Ninth Grade Band Ensembles received ratings of Silver. At the STANJ competition, one student won the Governor's Award for best monologue, two students won first place for best singing duet and two students were awarded Honorable Mention for Improvisation. A film made by four students in Advanced Theatre, placed in the top 30 films from the state of NJ at the Ten Day Film Challenge.



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 Before and After School Programs:	WOHS offers the following after school programs: SAT/ACT Bootcamp, Essex County College Courses offered to Juniors & Seniors, National Honor Society Tutoring.
 Staff and Professional Learning:	Our staff engages in rich and collaborative professional learning opportunities across the content areas through professional learning communities, grade level meetings, collaborative planning, district professional development, and workshops. For the 2017-2018 school year, our professional learning priorities focus around the implementation of newly developed curriculum and using data to meet individual student needs.
 Postsecondary Information:	87% of our students further their education through attending four-year, two-year colleges and other post secondary institutions (military, technical).



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 Student Supports and Services:	Students are provided with programs and services in accordance with each student's individual needs, program placement and/or IEP.
 Student Health and Wellness:	WOHS has implemented 10 minutes of fitness program across all grade levels during PE. Students complete a web based daily fit log that assists students with logging activity and fitness scores.
 Parent and Community Involvement:	WOHS provides numerous opportunities for parents to engage in learning about the WOHS and how they can best support their children. Opportunities included: Evenings when parents can be trained on Naviance which is a resource that WOHS uses to communicate with parent/guardians, PTA Meet the Administrators, Project Graduation.



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 Climate Surveys:	Who is surveyed: Students, Parents, Teachers Student board liaisons have administered climate surveys to WOHS students.
 School Safety:	WOHS employees full time security guards, door greeters, and a school resource officer.



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 Technology and STEM:	WOHS is in its second year of one to one technology initiative.
 Early Childhood Education:	WOHS has an established earlychild program that is open to the WO community.