



**Carl W. Goetz Middle School**  
(29-2360-055)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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



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### 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	Ocean
District	Jackson Township School District
Principal Name	Mr. Carl Perino
Address	835 Patterson Road Jackson, NJ 08527-3497
Phone Number	732-833-4610
Email Address	<a href="mailto:cjperino@jacksonsd.org">cjperino@jacksonsd.org</a>
Website	<a href="https://www.jacksonsd.org/goetz">https://www.jacksonsd.org/goetz</a>
Twitter	<a href="https://twitter.com/Goetz_JSD">https://twitter.com/Goetz_JSD</a>



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

**Enrollment Trends by Grade**

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

Grade	2016-17	2017-18	2018-19
6	373	368	360
7	394	380	382
8	414	395	392
Total	1,181	1,143	1,134

**Enrollment Trends by Student Group**

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

Student Group	2016-17	2017-18	2018-19
Female	47.3%	48.7%	47.8%
Male	52.7%	51.3%	52.2%
Economically Disadvantaged Students	15.9%	13.2%	15.5%
Students with Disabilities	13.8%	14.1%	15.9%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.1%	0.3%	0.2%
Students in Foster Care	0.3%	0.0%	0.0%
Military-Connected Students	0.4%	0.6%	0.4%
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	82.0%	82.2%	80.2%
Hispanic	8.6%	8.7%	11.4%
Black or African American	5.2%	4.7%	4.6%
Asian	3.5%	3.8%	3.1%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.3%	0.3%	0.6%

**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	95.5%
Spanish	2.9%
Other Languages	1.6%

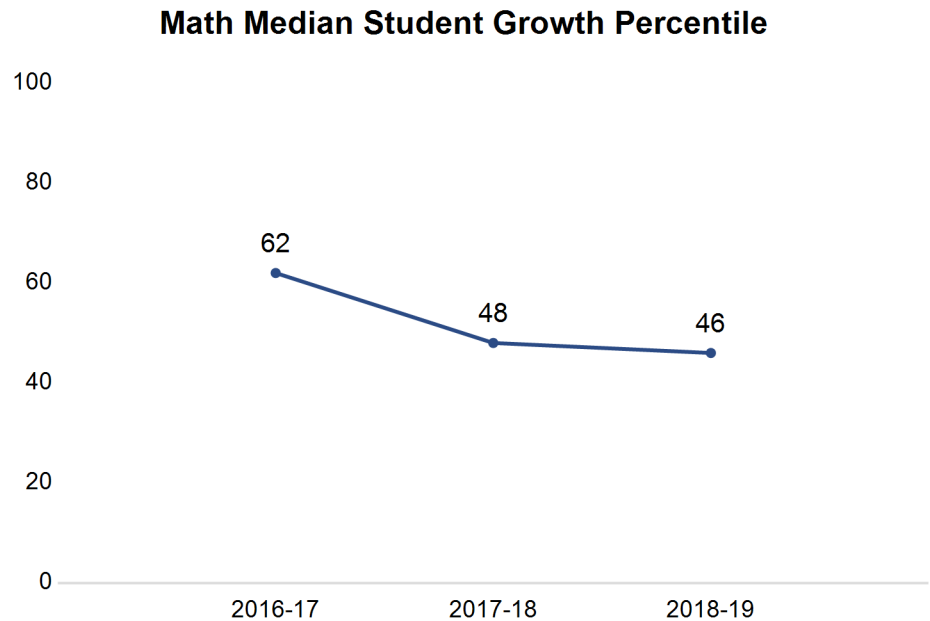
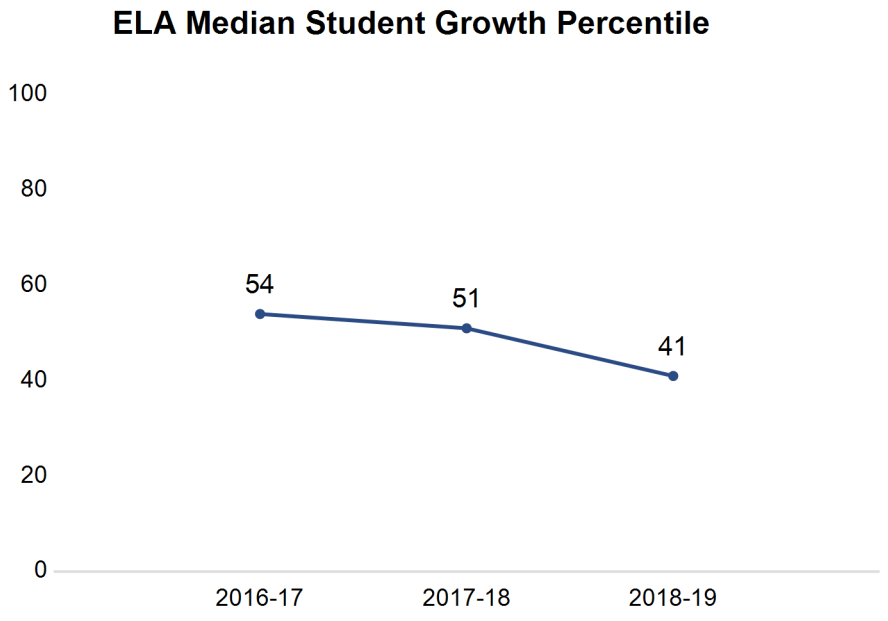


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**Student Growth Trends and Progress**

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	54	51	41	62	48	46
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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	41	49	50	Met Standard	46	54	50	Met Standard
White	41	49	50	Met Standard	46	54	52	Met Standard
Hispanic	33	46	49	Not Met	54	51	47	Met Standard
Black or African American	46	49	45	Met Standard	46	61	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	60	61.5	59	Exceeds Standard	71	59.5	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	54	49	**	*	58.5	52	**
Female	46	54	53	N	51	55	50	N
Male	38	45	47	N	44	53	51	N
Economically Disadvantaged Students	40	49	48	Met Standard	50.5	52	46	Met Standard
Students with Disabilities	39.5	45	43	Not Met	50	55	45	Met Standard
English Learners	*	46	52	**	*	48.5	50	**
Homeless Students	*	36	43	N	*	61	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	50.5	49	N	*	48	51	N
Migrant Students	N	N	47	N	N	N	51	N



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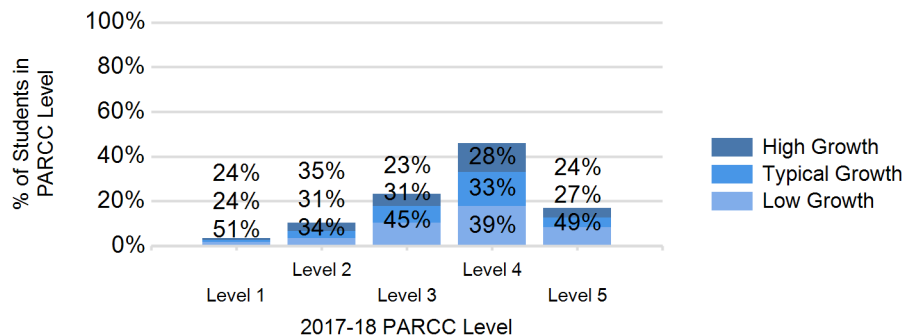
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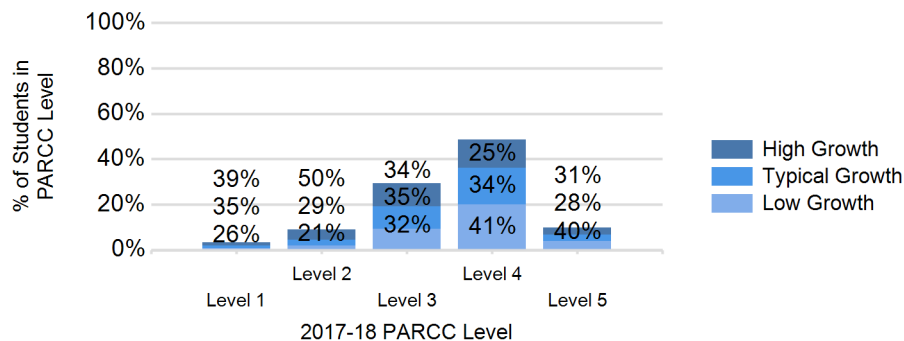
**Student Growth by Performance Level**

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

**ELA**



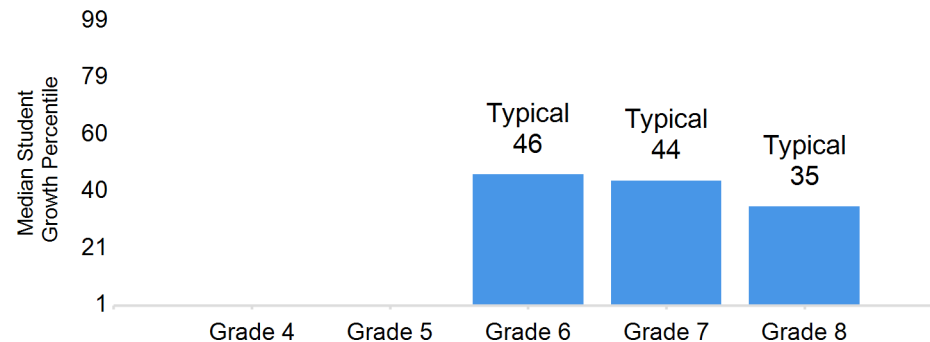
**Math**



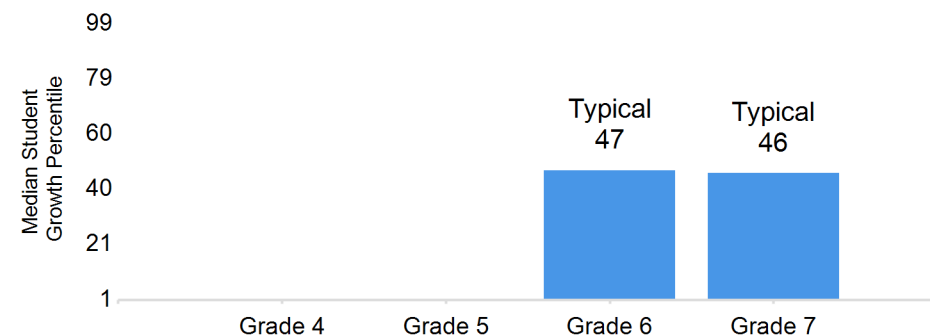
**Student Growth by Grade**

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

**ELA**



**Math**





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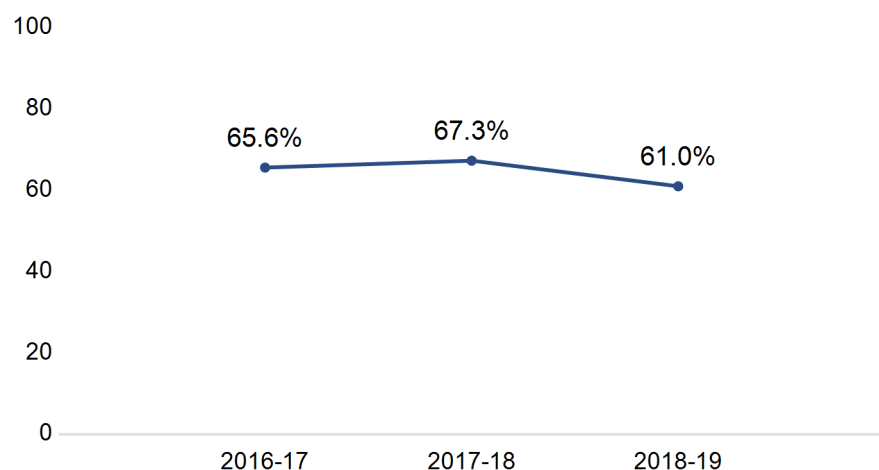
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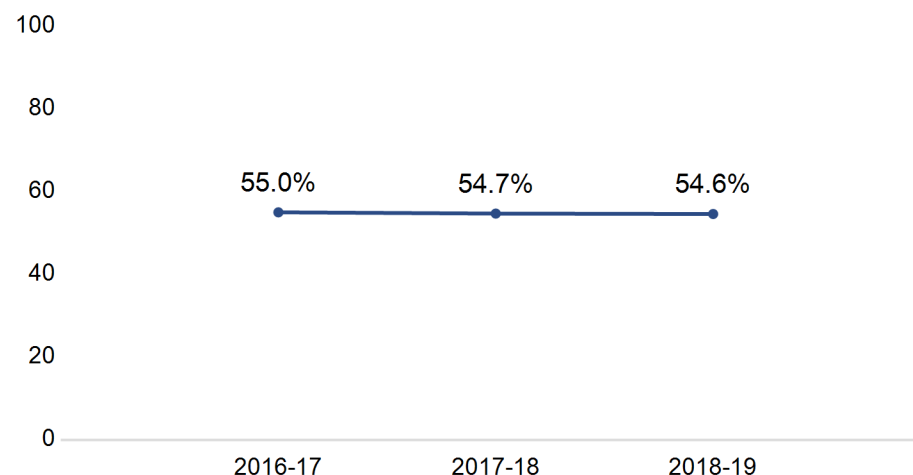
## English Language Arts and Mathematics Performance Trends

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

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.1%	97.9%	97.8%	97.9%	97.9%	98.1%
Proficiency Rate for Federal Accountability	65.6%	67.3%	61.0%	55.0%	54.7%	54.6%
Annual Target	64.2%	65.1%	65.9%	55.5%	56.8%	58.1%
Met Annual Target?	Met Target	Met Target	Not Met	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	1102	97.8	61.0	56.9	57.9	61.0	65.9	Not Met
White	890	97.8	62.0	59.9	66.9	62.0	66.2	Not Met
Hispanic	119	98.5	44.5	40.1	43.9	44.5	60.9	Not Met
Black or African American	50	94.4	58.0	*	38.5	57.5	50.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	36	100.0	91.7	82.7	82.9	91.7	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	525	97.8	71.8	65.6	64.8	71.8		
Male	577	97.8	51.1	48.7	51.3	51.1		
Economically Disadvantaged Students	164	97.1	48.2	40.8	40.0	48.2	52.2	Met Target†
Non-Economically Disadvantaged Students	938	97.9	63.2	61.5	67.9	63.2		
Students with Disabilities	177	95.9	27.7	22.9	22.7	27.7	29.3	Met Target†
Students without Disabilities	925	98.2	67.4	64.5	65.1	67.4		
English Learners	*	*	*	24.5	29.3	*	**	**
Non-English Learners	*	*	*	58.3	60.6	*		
Homeless Students	*	*	*	33.3	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	61.3	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

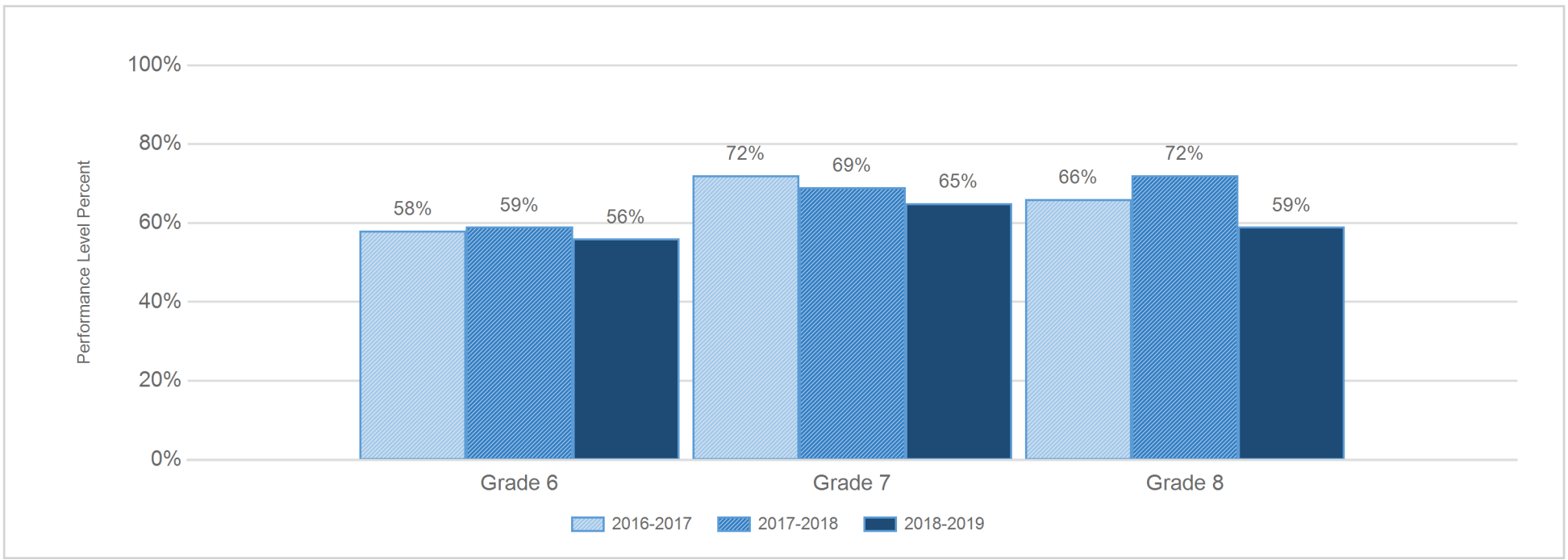


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**English Language Arts Assessment - Performance Trends**

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





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### English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	344	754	750	754	3%	14%	28%	44%	12%	56%	56%
White	268	755	753	762	*	13%	27%	*	*	57%	65%
Hispanic	44	745	738	743	*	*	34%	*	*	45%	43%
Black or African American	16	736	732	738	*	*	*	*	*	31%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	165	764	759	762	*	*	22%	*	*	70%	64%
Male	179	745	743	748	*	*	32%	*	*	42%	48%
Economically Disadvantaged Students	56	744	738	740	*	*	45%	*	*	38%	39%
Non-Economically Disadvantaged Students	288	756	754	763	*	*	24%	*	*	59%	67%
Students with Disabilities	48	727	728	722	*	*	35%	*	*	17%	19%
Students without Disabilities	296	758	754	761	*	*	26%	*	*	62%	64%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	344	754	751	756	3%	14%	28%	44%	12%	56%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	365	763	763	761	4%	11%	21%	36%	29%	65%	63%
White	305	764	765	769	3%	10%	20%	37%	30%	67%	72%
Hispanic	33	745	744	747	*	*	33%	*	*	36%	50%
Black or African American	15	773	764	741	0%	0%	*	*	*	80%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	793	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	188	771	771	769	*	*	16%	37%	37%	73%	71%
Male	177	754	754	753	*	*	25%	35%	21%	56%	55%
Economically Disadvantaged Students	52	745	745	743	*	*	27%	*	*	44%	45%
Non-Economically Disadvantaged Students	313	766	768	771	*	*	19%	*	*	69%	73%
Students with Disabilities	45	725	728	720	*	*	29%	*	*	18%	22%
Students without Disabilities	320	768	769	769	*	*	19%	*	*	72%	71%
English Learners	N	N	*	706	N	N	N	N	N	N	12%
Non-English Learners	365	763	*	763	4%	11%	21%	36%	29%	65%	65%
Homeless Students	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	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	381	758	753	762	8%	13%	20%	39%	21%	59%	63%
White	299	761	757	770	5%	13%	20%	40%	21%	61%	72%
Hispanic	47	739	737	747	*	*	30%	*	*	40%	49%
Black or African American	19	745	737	741	*	*	*	*	*	58%	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	170	767	763	771	*	*	20%	44%	25%	69%	71%
Male	211	751	745	753	*	*	20%	35%	17%	52%	55%
Economically Disadvantaged Students	51	740	739	743	20%	*	*	*	*	49%	45%
Non-Economically Disadvantaged Students	330	761	757	772	6%	*	*	*	*	61%	72%
Students with Disabilities	60	714	715	721	33%	32%	18%	17%	0%	17%	22%
Students without Disabilities	321	767	761	770	3%	9%	21%	43%	25%	67%	71%
English Learners	N	N	*	708	N	N	N	N	N	N	12%
Non-English Learners	381	758	*	764	8%	13%	20%	39%	21%	59%	65%
Homeless Students	N	N	*	727	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1105	98.1	54.6	48.3	44.5	54.6	58.1	Not Met
White	893	98.1	56.2	51.4	54.1	56.2	58.8	Met Target†
Hispanic	119	98.5	37.0	33.7	28.8	37.0	43.9	Met Target†
Black or African American	50	94.4	44.0	34.6	23.0	43.7	44.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	36	100.0	88.9	72.8	76.5	88.9	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	526	98.0	57.2	49.0	44.9	57.2		
Male	579	98.2	52.2	47.6	44.2	52.2		
Economically Disadvantaged Students	164	97.1	39.0	33.9	26.3	39.0	42.2	Met Target†
Non-Economically Disadvantaged Students	941	98.3	57.3	52.5	54.9	57.3		
Students with Disabilities	177	95.9	24.9	21.8	17.4	24.9	28.7	Met Target†
Students without Disabilities	928	98.5	60.2	54.2	50.0	60.2		
English Learners	*	*	*	27.0	25.0	*	**	**
Non-English Learners	*	*	*	49.3	46.5	*		
Homeless Students	*	*	*	28.6	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	56.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



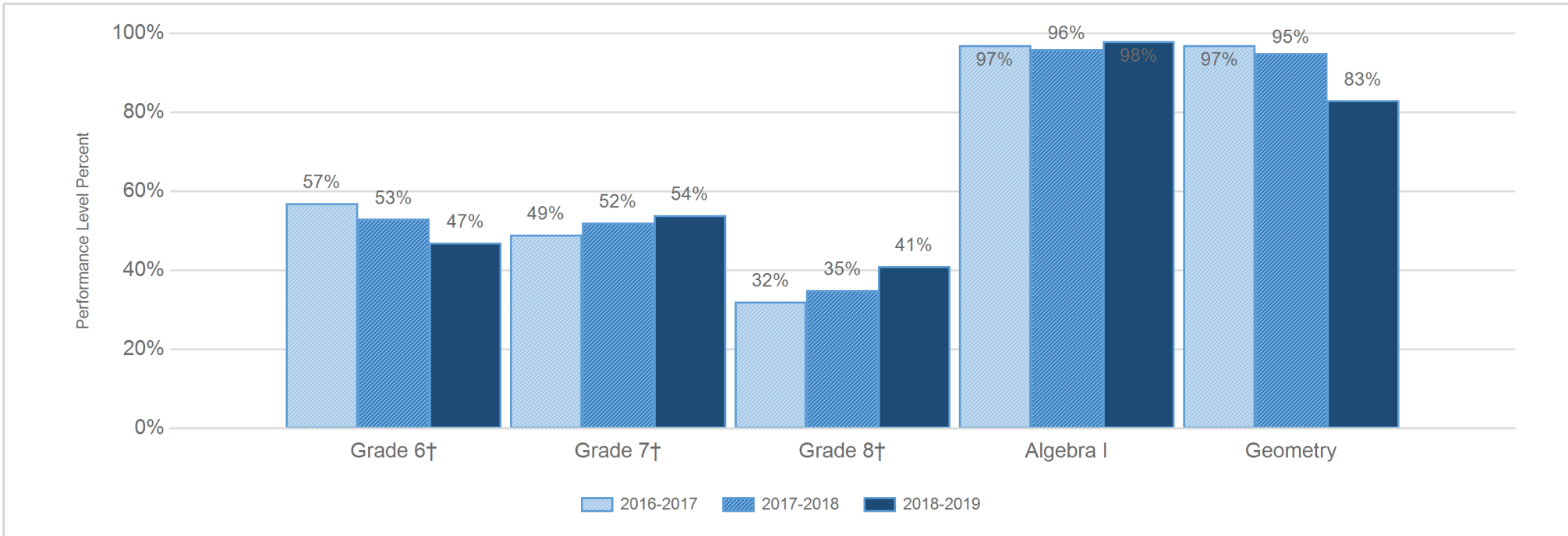
**Carl W. Goetz Middle School**  
(29-2360-055)  
Grades Offered: 06-08  
2018-2019

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### Mathematics Assessment – Performance Trends

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



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



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	345	750	745	741	4%	14%	35%	38%	9%	47%	41%
White	269	751	748	749	*	14%	34%	*	*	49%	51%
Hispanic	44	736	730	729	*	*	43%	30%	0%	30%	24%
Black or African American	16	733	726	722	*	*	*	*	*	31%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	787	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	165	754	748	742	*	*	35%	43%	12%	55%	42%
Male	180	745	742	740	*	*	34%	33%	7%	39%	40%
Economically Disadvantaged Students	56	740	733	726	*	*	50%	*	*	30%	21%
Non-Economically Disadvantaged Students	289	751	748	750	*	*	32%	*	*	50%	53%
Students with Disabilities	48	718	723	716	*	*	29%	*	*	10%	12%
Students without Disabilities	297	755	749	746	*	*	36%	*	*	53%	46%
English Learners	N	N	710	709	N	N	N	N	N	N	*
Non-English Learners	345	750	745	743	4%	14%	35%	38%	9%	47%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	343	751	748	744	*	11%	34%	*	*	54%	42%
White	287	751	751	751	*	11%	32%	*	*	55%	53%
Hispanic	33	744	736	733	0%	*	55%	*	*	36%	26%
Black or African American	15	750	743	727	0%	*	*	*	*	60%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	183	750	748	744	*	15%	29%	*	*	56%	42%
Male	160	751	749	743	*	8%	39%	*	*	51%	42%
Economically Disadvantaged Students	51	740	737	731	*	20%	41%	*	*	33%	24%
Non-Economically Disadvantaged Students	292	752	752	751	*	10%	33%	*	*	57%	53%
Students with Disabilities	44	723	728	718	*	52%	27%	*	*	11%	13%
Students without Disabilities	299	755	752	749	*	5%	35%	*	*	60%	48%
English Learners	N	N	*	716	N	N	N	N	N	N	10%
Non-English Learners	343	751	*	745	*	11%	34%	*	*	54%	44%
Homeless Students	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	*	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	258	738	736	728	12%	22%	25%	41%	0%	41%	29%
White	194	741	739	737	10%	21%	25%	44%	0%	44%	38%
Hispanic	40	728	729	722	*	33%	*	28%	0%	28%	22%
Black or African American	16	730	726	714	*	*	*	*	*	31%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	120	741	738	731	10%	19%	30%	41%	0%	41%	31%
Male	138	736	734	726	14%	25%	20%	41%	0%	41%	27%
Economically Disadvantaged Students	46	731	731	719	*	26%	*	33%	0%	33%	20%
Non-Economically Disadvantaged Students	212	740	738	735	*	22%	*	42%	0%	42%	36%
Students with Disabilities	59	718	716	707	29%	37%	*	*	*	24%	10%
Students without Disabilities	199	744	742	734	7%	18%	*	*	*	46%	35%
English Learners	N	N	*	706	N	N	N	N	N	N	10%
Non-English Learners	258	738	*	730	12%	22%	25%	41%	0%	41%	30%
Homeless Students	N	N	*	709	N	N	N	N	N	N	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	123	778	745	744	0%	0%	*	*	*	98%	42%
White	105	778	748	752	0%	0%	*	*	*	97%	53%
Hispanic	*	*	729	728	*	*	*	*	*	*	24%
Black or African American	*	*	730	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	10	777	*	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	N	N	*	752	N	N	N	N	N	N	51%
Female	47	778	746	745	0%	0%	*	*	*	100%	44%
Male	76	778	744	743	0%	0%	*	*	*	96%	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	711	710	N	N	N	N	N	N	*
Non-English Learners	123	778	745	745	0%	0%	*	*	*	98%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	24	770	734	737	0%	0%	*	*	*	83%	35%
White	20	773	736	743	0%	0%	*	*	*	90%	43%
Hispanic	*	*	726	724	*	*	*	*	*	*	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	N	N	*	745	N	N	N	N	N	N	46%
Female	10	774	*	738	0%	0%	*	*	*	90%	36%
Male	14	767	*	736	0%	0%	*	*	*	79%	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	711	712	N	N	N	N	N	N	*
Students without Disabilities	24	770	738	741	0%	0%	*	*	*	83%	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	24	770	*	738	0%	0%	*	*	*	83%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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### DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	17	17
7	*	*
8	10	10

### English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

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



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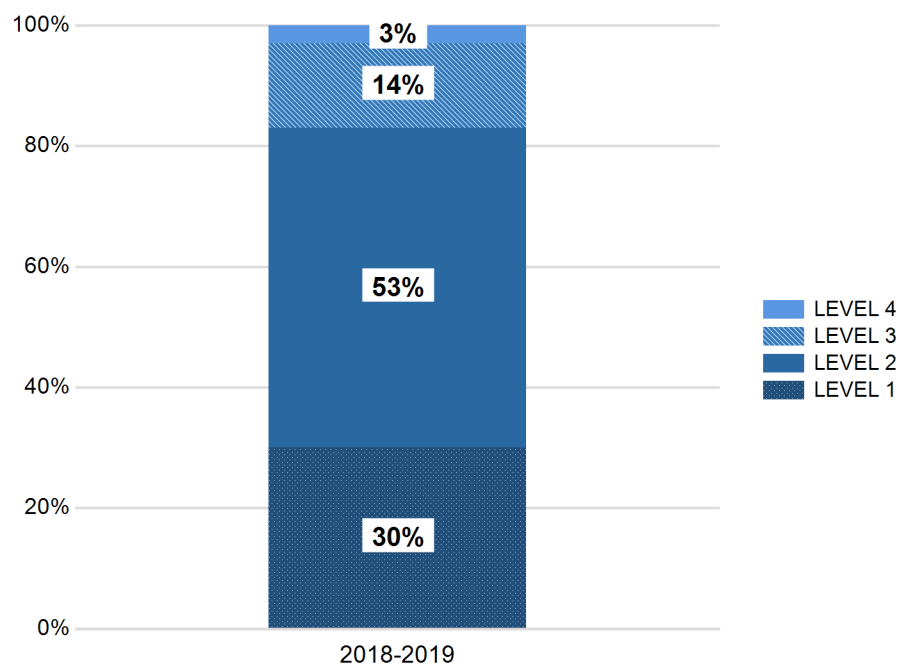
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 8 Summary

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



### NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	30	53	14	3
White	28	53	16	3
Hispanic	47	51	2	0
Black or African American	26	58	16	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	30	54	13	2
Male	30	52	15	3
Economically Disadvantaged Students	48	44	6	2
Non-Economically Disadvantaged Students	27	55	16	3
Students with Disabilities	67	30	2	2
Students without Disabilities	23	58	17	3
English Learners	N	N	N	N
Non-English Learners	30	53	14	3
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	369
7	23	0	368
8	107	24	271
Total	130	24	1008

### World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	224
7	0	0	0	0	0	0	386
8	51	0	0	0	0	0	345
Total	51	0	0	0	0	0	955



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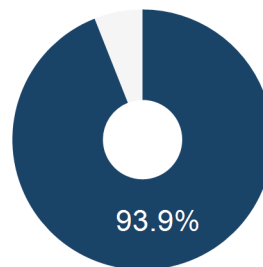
- \* Data is not displayed in order to protect student privacy
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## Visual and Performing Arts – Course Participation

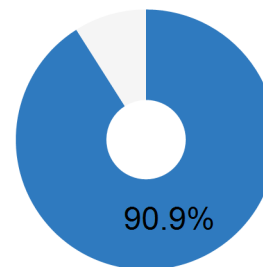
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 6-8:**

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

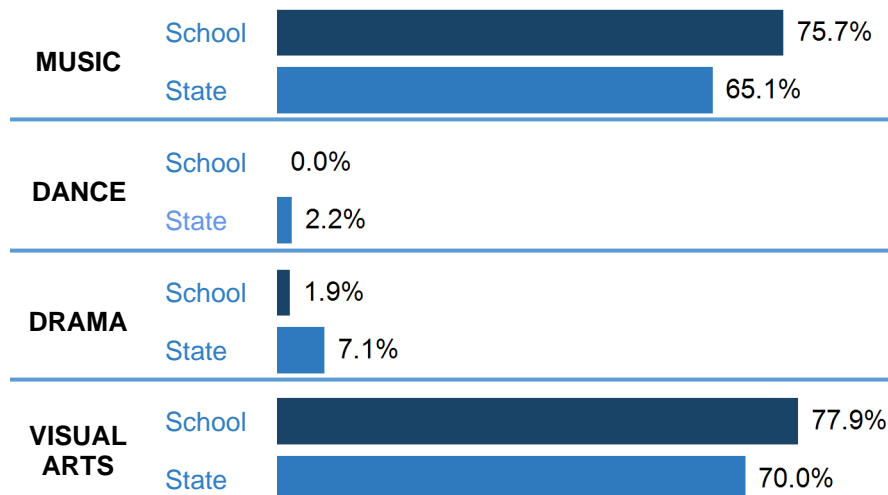


School



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.

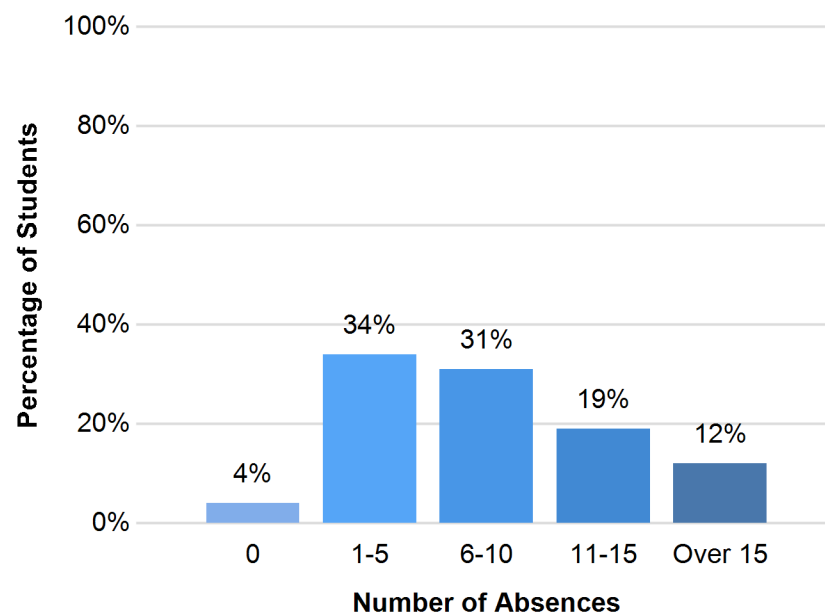
### Chronic Absenteeism

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	98	8.5	9.1	Met
White	81	8.8	9.1	Met
Hispanic	14	10.6	9.1	Not Met
Black or African American	3	5.7	9.1	Met
Asian, Native Hawaiian, or Pacific	0	0	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	55	10.1		
Male	43	7.1		
Economically Disadvantaged Students	41	22.9	9.1	Not Met
Students with Disabilities	27	13.9	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





**Carl W. Goetz Middle School**  
(29-2360-055)  
Grades Offered: 06-08  
2018-2019

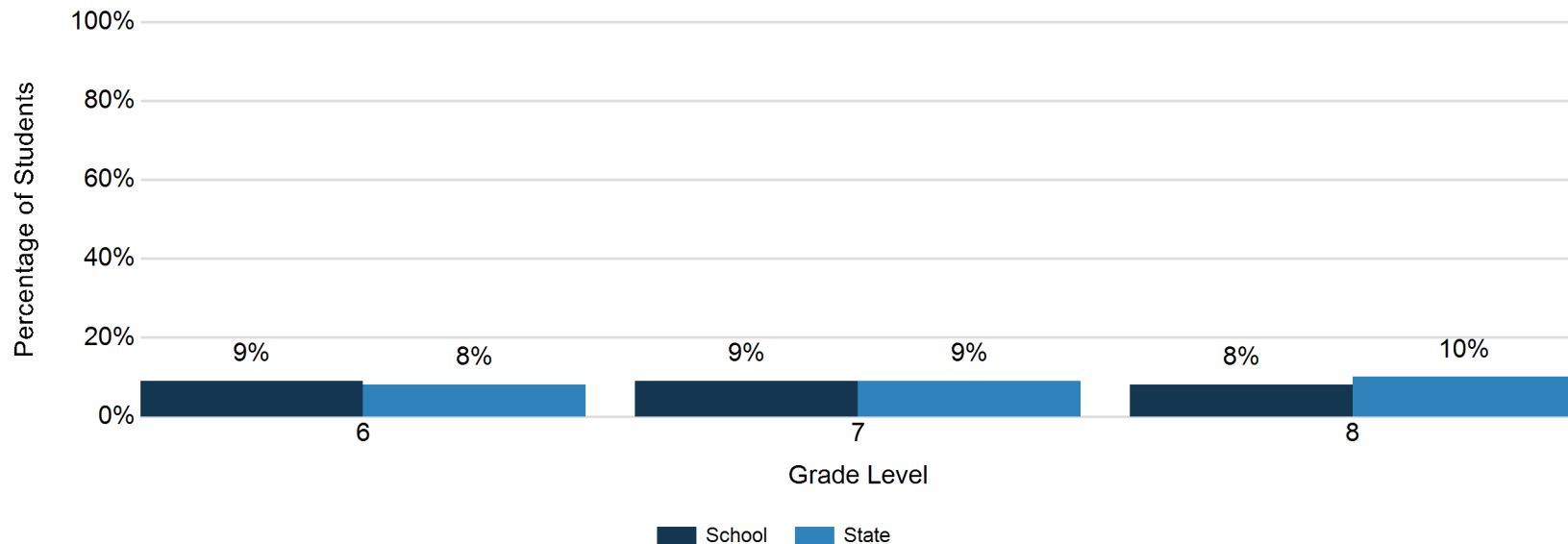
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select 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 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	4
Substances	9
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	21
Incidents Per 100 Students Enrolled	1.85

### 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	1	1
Sexual Orientation	0	1	1
Disability	0	2	2
Other	0	0	0
No Identified Nature	6		6

### 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	1
Substances	4
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	41	3.6%
Out-of-School Suspensions	19	1.7%
Any Suspension	55	4.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
70



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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	8:05 AM
Typical End Time	2:27 PM
Length of School Day	6 Hrs 22 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

### Device Ratios

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

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



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	91	118,214
Average years experience in public schools	16.2	12.1
Average years experience in district	12.9	10.8
Percentage of Teachers with 4 or more years experience in the district	87.9%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	40	9,530
Average years experience in public schools	21.1	16.0
Average years experience in district	12.1	12.0
Percentage of Administrators with 4 or more years experience in the district	95.0%	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	12:1	12:1
Students to Administrators	378:1	204:1
Teachers to Administrators	30:1	17:1
Students to Librarians/Media Specialists		816:1
Students to Nurses		583:1
Students to Counselors		371:1
Students to Child Study Team Members		314:1



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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	47.8%	81.3%	33.3%	48.4%	77.1%	54.9%
Male	52.2%	18.7%	66.7%	51.6%	22.9%	45.1%
White	80.2%	94.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.4%	3.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.6%	2.2%	0.0%	15.0%	6.6%	13.9%
Asian	3.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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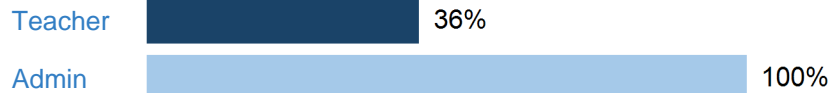
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	95.1%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	96.8%



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## Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

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	65.6%	67.3%	61.0%
Math Proficiency	55.0%	54.7%	54.6%
ELA Growth	54	51	41
Math Growth	62	48	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	6.7%	6.6%	8.5%

† 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	Met Standard	N	Met	No
White	Not Met	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	Not Met	Met Target†	Not Met	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	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	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:

- Goetz Middle School hosts the prestigious Academic Bowl each year. Goetz is proud to announce that we received the highest Literacy mSGP Scores and second highest Math mSGP Scores in Ocean County.
- Goetz Middle School traditionally competes for Division Championships in all 13 of our sports teams.
- Goetz Band and Chorus students are recognized annually at the county and state level for their performances.



### Mission, Vision, Theme:

The Jackson School District is a partnership of dedicated staff, learners and community members committed to developing the unique abilities of each student through compelling learning experiences in a safe and nurturing environment. Our comprehensive, engaging and technology-enriched programs inspire, educate and motivate students to become independent, creative and critical thinkers who will thrive in a diverse, evolving, global society.



### Awards, Recognition, Accomplishments:

Goetz was awarded the Bronze Award from Sustainable Jersey through completion of various school related activities/events/curriculum based on requirements set by Sustainable Jersey for Schools. We were also recognized for our efforts in the Crayola Marker Recycling program.






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Our comprehensive curriculum is fully aligned with the New Jersey Student Learning Standards and mirrors the value the Jackson community places on an educational experience that highlights the humanities, STEM (Science, Technology, Engineering and Math), literacy and the fine and performing arts. We offer diverse instructional opportunities in core subjects and in the fine and performing arts, which are essential to providing an effective and well-rounded education.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cheerleading (Girls), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Soccer (Boys &amp; Girls), Softball (Girls), Wrestling (Boys &amp; Girls)</p> <p>The Jackson School District believes athletics and extra-curricular activities are valuable to a student's collective educational experience and to creating a culture of leadership, sportsmanship and initiative.</p>
 <p><b>Clubs and Activities:</b></p>	<p>There are numerous Clubs and activities in the Goetz community that meet the needs of our diverse population. These clubs include: Anime Club, Arts and Crafts Club, Book Club, Builders Club, Captains Club, Chess Club, Dare to Write, FBLA, Goetz Gazette, Goetz Live, Honors Choir, I.M.P.A.C.T, Ski Club, Math League, National Junior Art Honor Society, National Junior Honor Society (NJHS), R.A.C.E.R., Robotics, Spirit Band, STEM Club, Yearbook Club. We continuously strive to develop programs whereby students can feel connected and make a difference in their school and the community.</p>



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### Before and After School Programs:

The Jackson Childcare Academy is a safe and nurturing program for children ranging from K-8th Grade. A dedicated staff of certified teachers and paraprofessionals create rich and rewarding experiences filled with age-appropriate activities, homework assistance, and warm caring relationships. Children are involved in small group learning activities while forming positive relationships that promote growth and achievement.



### Staff and Professional Learning:

The Jackson School District is committed to providing meaningful, collaborative opportunities for our staff. Throughout all areas of our curriculum, we provide tools and training to help teachers ensure a rigorous and comprehensive learning experience throughout a student's career. Professional learning includes both in-district and out-of-district experiences, as well as job-embedded collaborative work that is designed to capitalize on the innovative talent within our own educational community.






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 <p><b>Student Supports and Services:</b></p>	<p>Jackson District Schools offers a comprehensive approach to supporting diverse learners offering programs and interventions based on research and identified best practices. Specialized instruction is offered to English Language Learners. Special needs programs support the least restrictive environment requirements and include inclusion programs, small group instruction and self-contained specialized instructional programs.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>District and school-based health and wellness committees ensure that all Jackson students participate in a comprehensive, sequential health and physical education program that focuses on the development of knowledge and skills, which influence life-long healthy behaviors within the context of self, family, school and the local and global communities. This sequence includes direct instruction in health and physical education and daily structured recess for all elementary students.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parent involvement is actively encouraged through parent-school organizations within all ten Jackson schools. All parents have access to key information, such as grades and schedules through the online parent portal. Additionally, the Special Education Advisory Committee (SEAC) provides input to the district on issues concerning students with disabilities and encourages proactive collaboration between parents and school district personnel regarding matters pertaining to special education.</p>



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## School Narrative

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

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers All Jackson schools annually survey all stakeholders on the topic of school culture. Survey data is shared with school planning committees such as School Improvement Panels (SciPs) and staff, as well as parent organization groups. Data is used to support existing practices and plan for identified needs. Recent results indicate stakeholders feel safe, cared for and comfortable in the schools.</p>
 <p>Facilities:</p>	<p>Jackson Students benefit from investments the district and Board of Education have made in our technology, our curriculum and our facilities - all of which will have a real and lasting impact on how our students learn. Through these investments and with the commitment and dedication of our teachers, staff and parents, we are committed to advancing student achievement and to being an active leader in the evolution of education.</p>
 <p>School Safety:</p>	<p>Carl W. Goetz Middle School students and staff benefit from specific drills being conducted monthly such as; fire drills, lockdown drills, evacuation drills, shelter in place drills, AED drills, and active shooter drills. Staff and students are trained in the latest ALICE techniques to combat unwanted visitors to the school. Internal and external cameras as well as receptionists, buzz in systems and sign in books are used to memorialize all visitors to the school.</p>



**Carl W. Goetz Middle School**

(29-2360-055)

Grades Offered: 06-08

2018-2019

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### School Narrative

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#### Technology and STEM:

Goetz students have access to chromebooks and Smart Boards in each classroom. Through elective courses and unified arts classes students are engaged with technology using various software programs and are exposed to computer coding programs. Goetz has an active STEM and ROBOTICS Club program after school as well.



### Christa McAuliffe Middle School

(29-2360-048)

Grades Offered: 06-08

2018-2019

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#### How to use this report:

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

#### Navigating through the reports:

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

#### Other Resources:

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

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



### Christa McAuliffe Middle School

(29-2360-048)

Grades Offered: 06-08

2018-2019

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### School Contact Information

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

Type	Contact Information
County	Ocean
District	Jackson Township School District
Principal Name	Mrs. Debra Phillips
Address	35 South Hope Chapel Road Jackson, NJ 08527-3497
Phone Number	732-833-4701
Email Address	<a href="mailto:DPhillips@jacksonsd.org">DPhillips@jacksonsd.org</a>
Website	<a href="https://www.jacksonsd.org/mcauliffe">https://www.jacksonsd.org/mcauliffe</a>



**Christa McAuliffe Middle School**  
 (29-2360-048)  
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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
6	298	297	272
7	312	297	299
8	268	316	289
Total	879	911	861

**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	49.4%	49.2%	48.8%
Male	50.6%	50.8%	51.2%
Economically Disadvantaged Students	31.1%	32.9%	36.4%
Students with Disabilities	16.7%	17.9%	18.4%
English Learners	0.8%	2.1%	3.8%
Homeless Students	0.5%	0.7%	0.7%
Students in Foster Care	0.2%	0.0%	0.2%
Military-Connected Students	0.2%	0.4%	0.5%
Migrant Students	0.0%	0.0%	0.0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	71.1%	68.9%	65.0%
Hispanic	14.4%	19.0%	24.6%
Black or African American	8.6%	7.5%	6.3%
Asian	4.9%	3.6%	2.7%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	0.8%	1.0%	1.3%

**Enrollment by Home Language**

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

Home Language	% of Students
English	81.4%
Spanish	15.1%
Arabic	1.2%
Other Languages	2.3%

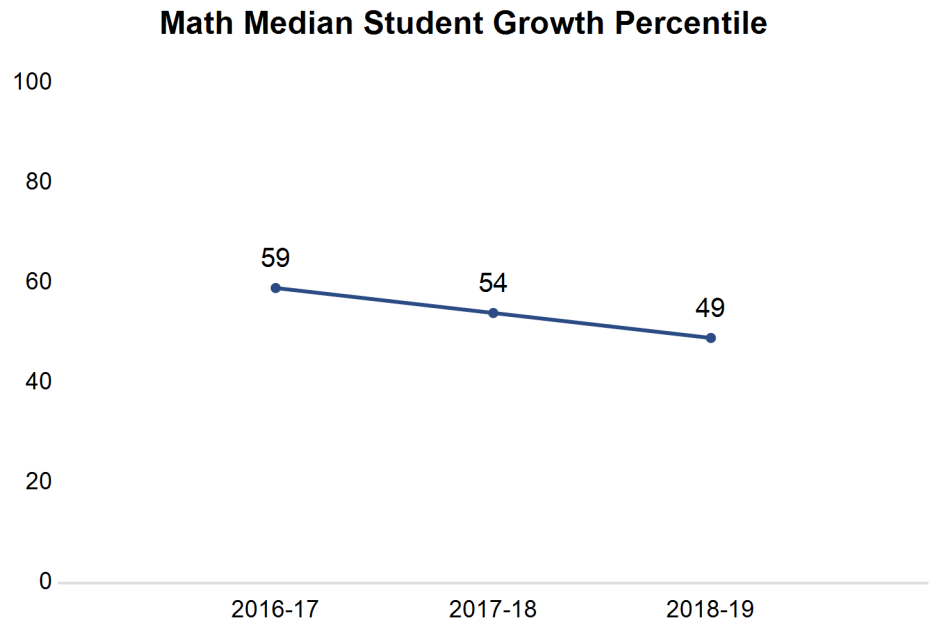
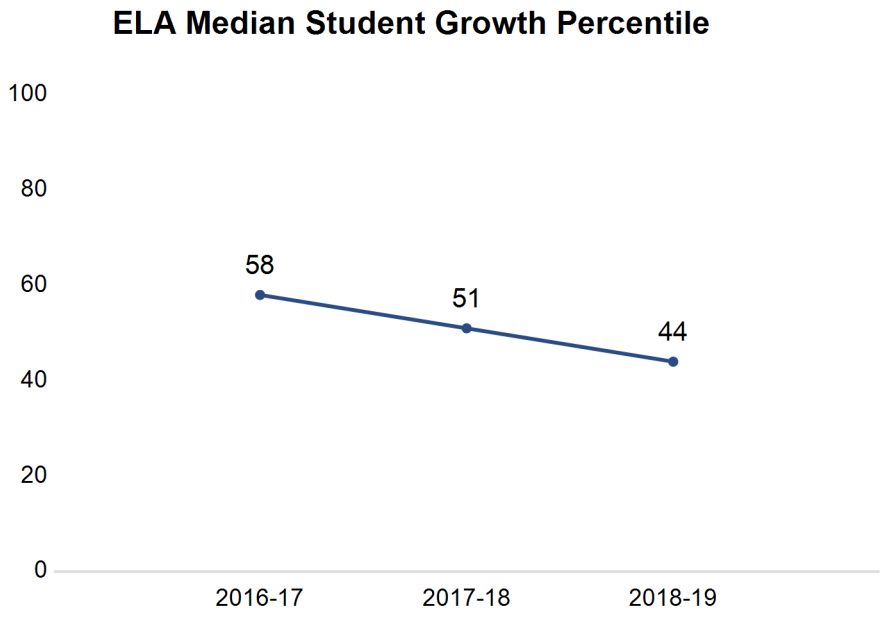


**Christa McAuliffe Middle School**  
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**Student Growth Trends and Progress**

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	58	51	44	59	54	49
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



### Christa McAuliffe Middle School

(29-2360-048)

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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	44	49	50	Met Standard	49	54	50	Met Standard
White	43	49	50	Met Standard	51	54	52	Met Standard
Hispanic	42.5	46	49	Met Standard	46	51	47	Met Standard
Black or African American	48	49	45	Met Standard	41	61	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	51	61.5	59	Met Standard	49	59.5	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	34	54	49	**	*	58.5	52	**
Female	47.5	54	53	N	47	55	50	N
Male	38.5	45	47	N	51	53	51	N
Economically Disadvantaged Students	46	49	48	Met Standard	47	52	46	Met Standard
Students with Disabilities	46.5	45	43	Met Standard	62.5	55	45	Exceeds Standard
English Learners	43	46	52	Met Standard	55	48.5	50	Met Standard
Homeless Students	*	36	43	N	*	61	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	50.5	49	N	*	48	51	N
Migrant Students	N	N	47	N	N	N	51	N



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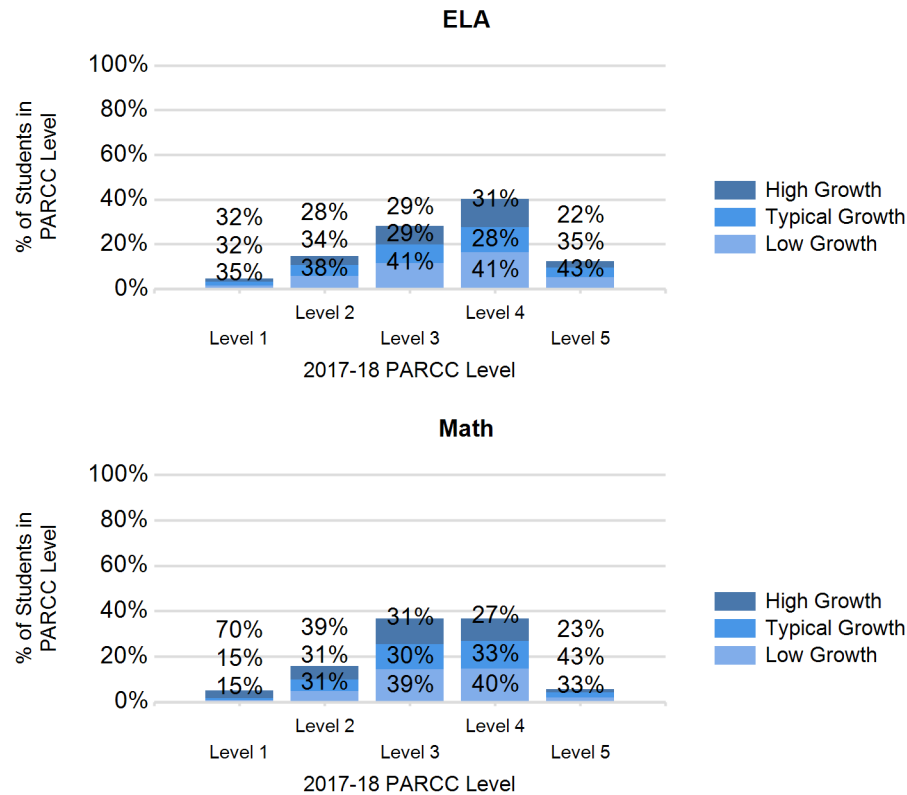
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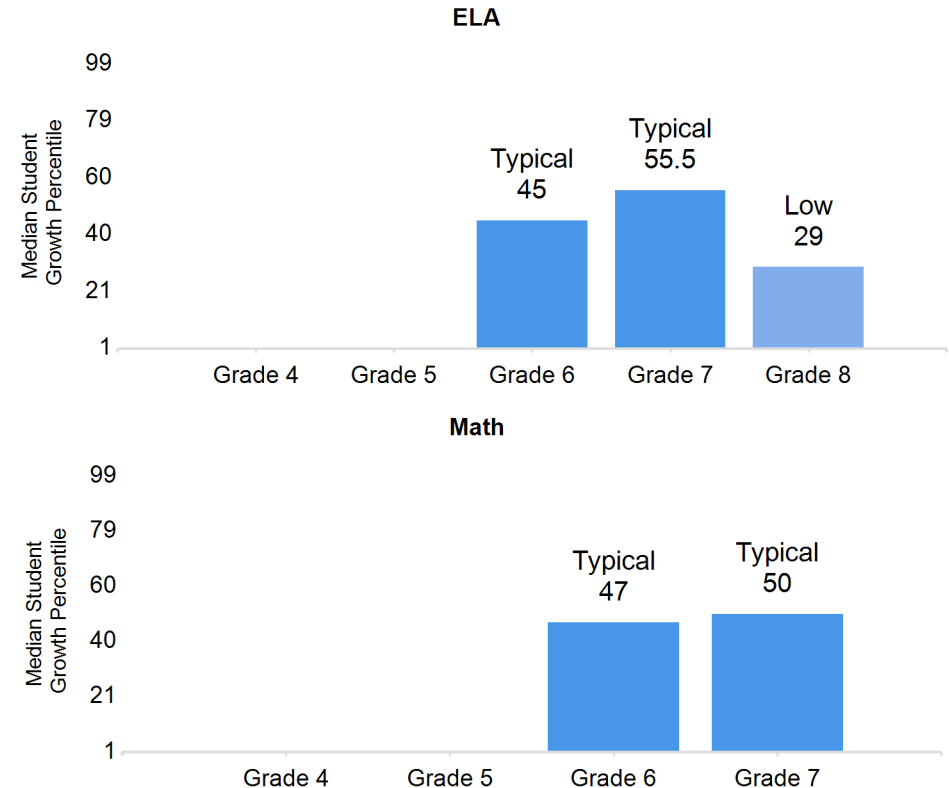
**Student Growth by Performance Level**

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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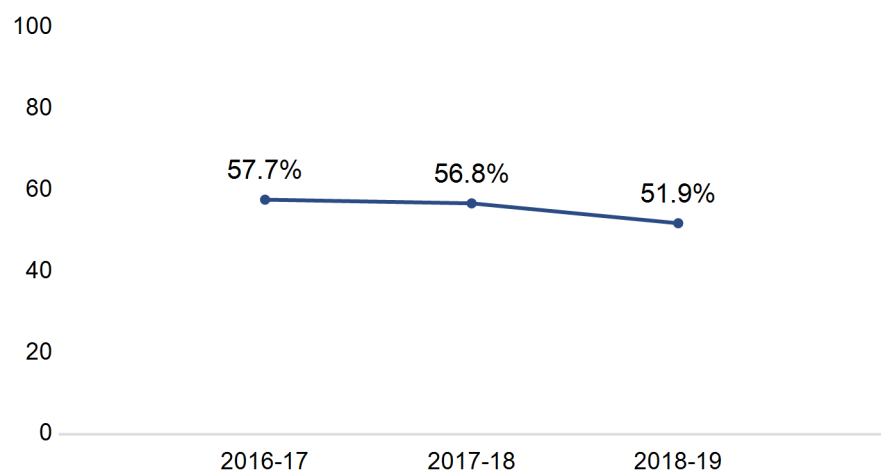
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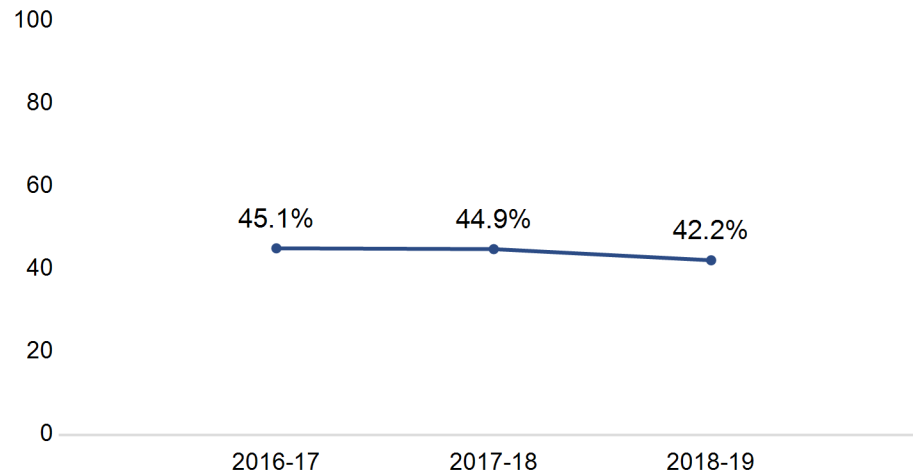
## English Language Arts and Mathematics Performance Trends

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

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.9%	97.8%	97.1%	96.6%	98.1%	97.5%
Proficiency Rate for Federal Accountability	57.7%	56.8%	51.9%	45.1%	44.9%	42.2%
Annual Target	54.5%	55.9%	57.2%	45.5%	47.3%	49.1%
Met Annual Target?	Met Target	Met Target	Not Met	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	822	97.1	51.9	56.9	57.9	51.9	57.2	Not Met
White	542	96.8	57.2	59.9	66.9	57.2	58.8	Met Target†
Hispanic	193	97.6	37.3	40.1	43.9	37.3	52.8	Not Met
Black or African American	52	96.5	34.6	*	38.5	34.6	43.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	23	100.0	87.0	82.7	82.9	87.0	65.5	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	396	96.0	63.4	65.6	64.8	63.4		
Male	426	98.2	41.3	48.7	51.3	41.3		
Economically Disadvantaged Students	287	97.4	38.3	40.8	40.0	38.3	44.1	Not Met
Non-Economically Disadvantaged Students	535	97.0	59.3	61.5	67.9	59.3		
Students with Disabilities	159	96.0	19.5	22.9	22.7	19.5	27.1	Not Met
Students without Disabilities	663	97.4	59.7	64.5	65.1	59.7		
English Learners	57	98.4	21.1	24.5	29.3	21.1	32	Not Met
Non-English Learners	765	97.0	54.2	58.3	60.6	54.2		
Homeless Students	*	*	*	33.3	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	61.3	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

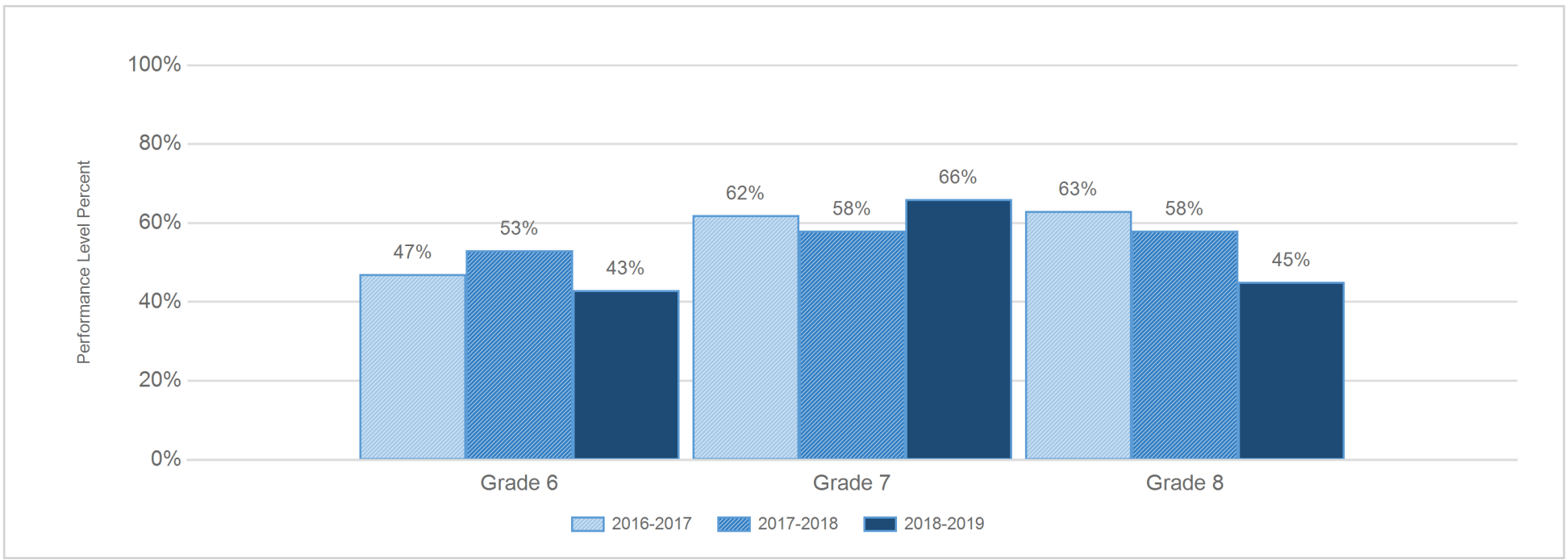


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**English Language Arts Assessment - Performance Trends**

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





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### English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	261	745	750	754	8%	18%	31%	37%	6%	43%	56%
White	168	750	753	762	*	14%	32%	*	*	49%	65%
Hispanic	70	733	738	743	*	27%	30%	*	*	30%	43%
Black or African American	17	728	732	738	*	*	*	*	*	18%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	117	751	759	762	*	13%	28%	*	*	52%	64%
Male	144	740	743	748	*	23%	33%	*	*	35%	48%
Economically Disadvantaged Students	99	735	738	740	*	25%	34%	*	*	27%	39%
Non-Economically Disadvantaged Students	162	751	754	763	*	14%	28%	*	*	52%	67%
Students with Disabilities	50	728	728	722	22%	*	40%	*	*	20%	19%
Students without Disabilities	211	749	754	761	5%	*	28%	*	*	48%	64%
English Learners	14	702	702	710	*	*	*	*	*	*	*
Non-English Learners	247	747	751	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	289	763	763	761	7%	9%	17%	39%	28%	66%	63%
White	196	767	765	769	5%	9%	15%	39%	31%	70%	72%
Hispanic	63	744	744	747	*	*	25%	*	*	49%	50%
Black or African American	17	756	764	741	*	0%	*	*	*	59%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	793	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	150	771	771	769	*	*	16%	41%	33%	75%	71%
Male	139	753	754	753	*	*	19%	36%	22%	58%	55%
Economically Disadvantaged Students	102	746	745	743	*	*	25%	40%	10%	50%	45%
Non-Economically Disadvantaged Students	187	772	768	771	*	*	13%	38%	37%	75%	73%
Students with Disabilities	51	731	728	720	*	27%	29%	*	*	27%	22%
Students without Disabilities	238	769	769	769	*	5%	15%	*	*	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	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	286	746	753	762	11%	15%	29%	33%	12%	45%	63%
White	181	751	757	770	8%	15%	27%	36%	14%	50%	72%
Hispanic	71	736	737	747	15%	15%	37%	*	*	32%	49%
Black or African American	18	728	737	741	*	*	*	*	*	28%	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	135	757	763	771	*	*	24%	44%	16%	60%	71%
Male	151	736	745	753	*	*	33%	23%	8%	31%	55%
Economically Disadvantaged Students	99	738	739	743	13%	16%	34%	*	*	36%	45%
Non-Economically Disadvantaged Students	187	750	757	772	10%	15%	26%	*	*	49%	72%
Students with Disabilities	54	716	715	721	30%	30%	28%	*	*	13%	22%
Students without Disabilities	232	753	761	770	7%	12%	29%	*	*	52%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



**Christa McAuliffe Middle School**  
(29-2360-048)  
Grades Offered: 06-08  
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	823	97.5	42.2	48.3	44.5	42.2	49.1	Not Met
White	543	97.2	47.3	51.4	54.1	47.3	50.9	Not Met
Hispanic	193	98.1	26.9	33.7	28.8	26.9	42.6	Not Met
Black or African American	52	96.5	28.8	34.6	23.0	28.8	29.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	23	100.0	78.3	72.8	76.5	78.3	68.7	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	398	96.9	42.7	49.0	44.9	42.7		
Male	425	98.0	41.6	47.6	44.2	41.6		
Economically Disadvantaged Students	287	97.4	28.9	33.9	26.3	28.9	37.5	Not Met
Non-Economically Disadvantaged Students	536	97.5	49.3	52.5	54.9	49.3		
Students with Disabilities	158	95.4	14.6	21.8	17.4	14.6	21.5	Not Met
Students without Disabilities	665	98.0	48.7	54.2	50.0	48.7		
English Learners	57	98.4	17.5	27.0	25.0	17.5	32	Not Met
Non-English Learners	766	97.4	44.0	49.3	46.5	44.0		
Homeless Students	*	*	*	28.6	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	56.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



### Christa McAuliffe Middle School

(29-2360-048)

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2018-2019

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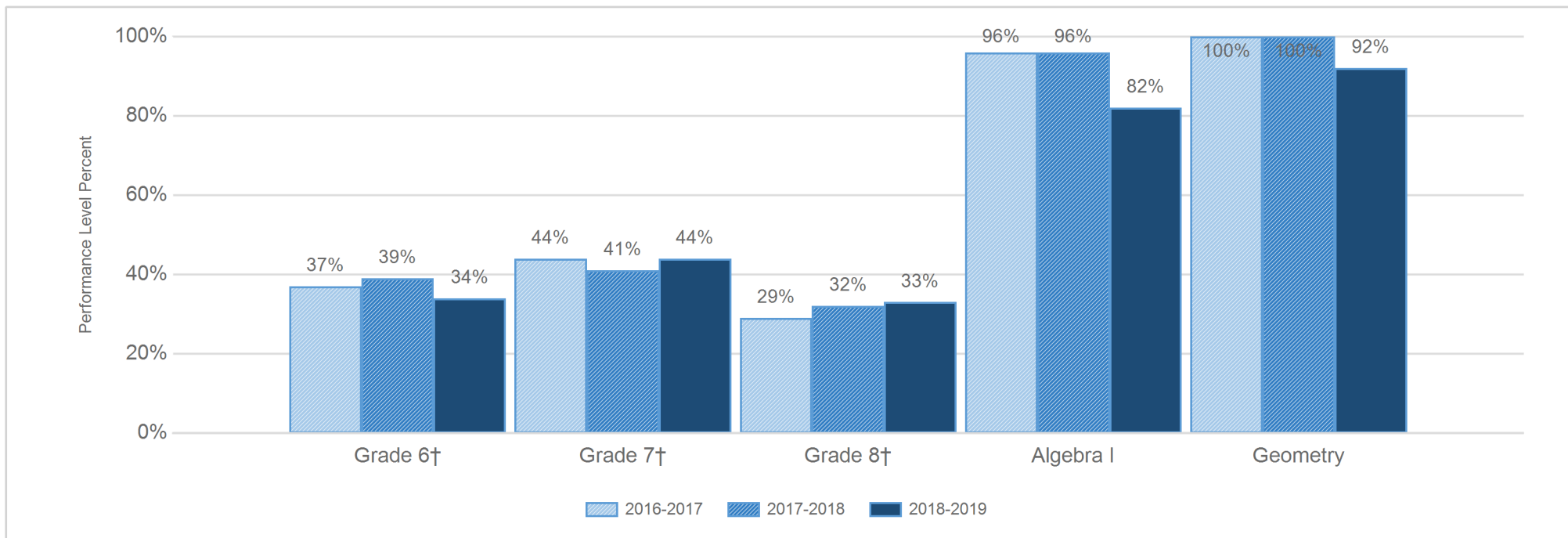
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## Mathematics Assessment – Performance Trends

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
<b>Schoolwide</b>	261	738	745	741	7%	24%	36%	*	*	34%	41%
White	168	743	748	749	*	17%	40%	*	*	40%	51%
Hispanic	70	727	730	729	*	44%	24%	*	*	20%	24%
Black or African American	17	719	726	722	*	*	*	*	*	12%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	787	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	117	738	748	742	*	26%	35%	*	*	32%	42%
Male	144	738	742	740	*	23%	36%	*	*	35%	40%
Economically Disadvantaged Students	100	730	733	726	*	36%	34%	*	*	20%	21%
Non-Economically Disadvantaged Students	161	743	748	750	*	17%	37%	*	*	42%	53%
Students with Disabilities	49	729	723	716	*	31%	55%	*	*	10%	12%
Students without Disabilities	212	740	749	746	*	23%	31%	*	*	39%	46%
English Learners	14	710	710	709	*	*	*	*	*	*	*
Non-English Learners	247	739	745	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	281	746	748	744	*	17%	36%	*	*	44%	42%
White	194	751	751	751	*	12%	35%	*	*	52%	53%
Hispanic	63	731	736	733	*	33%	38%	*	*	22%	26%
Black or African American	15	735	743	727	*	*	*	*	*	27%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	147	746	748	744	*	18%	37%	*	*	41%	42%
Male	134	746	749	743	*	15%	34%	*	*	47%	42%
Economically Disadvantaged Students	101	736	737	731	*	27%	38%	*	*	30%	24%
Non-Economically Disadvantaged Students	180	752	752	751	*	11%	35%	*	*	52%	53%
Students with Disabilities	51	731	728	718	*	33%	33%	*	*	24%	13%
Students without Disabilities	230	749	752	749	*	13%	37%	*	*	49%	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	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	222	733	736	728	15%	28%	23%	*	*	33%	29%
White	131	736	739	737	11%	30%	24%	*	*	36%	38%
Hispanic	65	729	729	722	17%	31%	25%	28%	0%	28%	22%
Black or African American	16	723	726	714	*	*	*	*	*	31%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	99	736	738	731	14%	21%	28%	*	*	36%	31%
Male	123	731	734	726	15%	34%	20%	*	*	31%	27%
Economically Disadvantaged Students	89	730	731	719	17%	35%	20%	*	*	28%	20%
Non-Economically Disadvantaged Students	133	734	738	735	14%	24%	26%	*	*	37%	36%
Students with Disabilities	54	715	716	707	33%	37%	19%	*	*	11%	10%
Students without Disabilities	168	739	742	734	9%	26%	25%	*	*	40%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	*	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	62	768	745	744	0%	0%	18%	*	*	82%	42%
White	43	766	748	752	0%	0%	*	*	*	79%	53%
Hispanic	*	*	729	728	*	*	*	*	*	*	24%
Black or African American	*	*	730	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	N	N	*	752	N	N	N	N	N	N	51%
Female	35	767	746	745	0%	0%	*	*	*	86%	44%
Male	27	768	744	743	0%	0%	*	*	*	78%	41%
Economically Disadvantaged Students	10	766	*	727	0%	0%	*	*	*	90%	23%
Non-Economically Disadvantaged Students	52	768	*	752	0%	0%	*	*	*	81%	52%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	12%
Students without Disabilities	62	768	*	748	0%	0%	18%	*	*	82%	47%
English Learners	N	N	711	710	N	N	N	N	N	N	*
Non-English Learners	62	768	745	745	0%	0%	18%	*	*	82%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	12	769	734	737	0%	0%	*	*	*	92%	35%
White	10	767	736	743	0%	0%	*	*	*	90%	43%
Hispanic	*	*	726	724	*	*	*	*	*	*	17%
Black or African American	N	N	*	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	*	*	*	738	*	*	*	*	*	*	36%
Male	*	*	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	N	N	*	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	12	769	*	743	0%	0%	*	*	*	92%	43%
Students with Disabilities	N	N	711	712	N	N	N	N	N	N	*
Students without Disabilities	12	769	738	741	0%	0%	*	*	*	92%	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	12	769	*	738	0%	0%	*	*	*	92%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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#### DLM Alternate Assessment - Participation

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

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

#### English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	29.2%	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	23	*	*
3-4	*	*	*
5 or more	N	N	N



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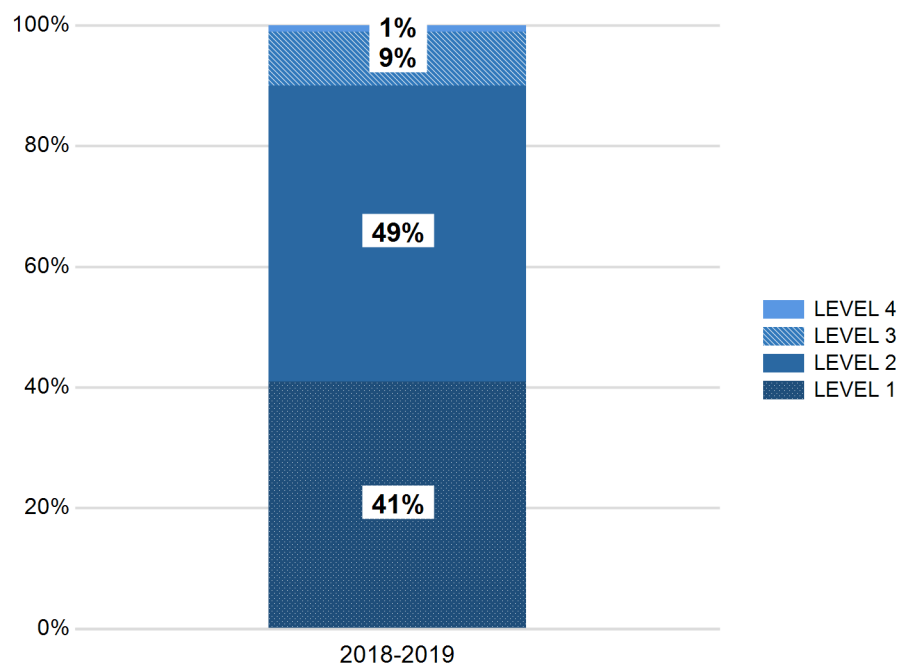
**N** No Data is available to display

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

### NJSLA Science Assessment: Grade 8 Summary

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



### NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	41	49	9	1
White	36	50	13	1
Hispanic	51	47	0	1
Black or African American	53	47	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	35	55	10	0
Male	47	43	8	2
Economically Disadvantaged Students	51	42	7	0
Non-Economically Disadvantaged Students	37	52	10	2
Students with Disabilities	84	12	2	2
Students without Disabilities	32	57	10	1
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
6	0	0	280
7	9	0	303
8	57	13	233
Total	66	13	816

### World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	261
7	0	0	0	0	0	0	285
8	35	0	0	0	0	0	253
Total	35	0	0	0	0	0	799



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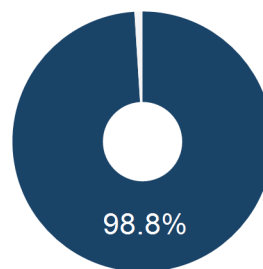
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## Visual and Performing Arts – Course Participation

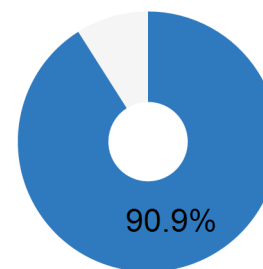
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

### Grades 6-8:

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

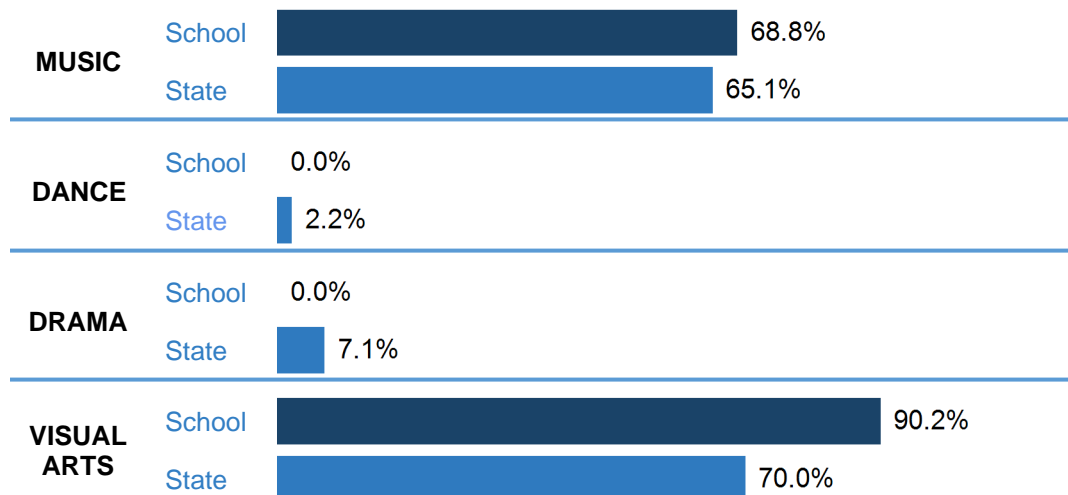


School



State

Students enrolled in one or more classes by discipline:





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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.

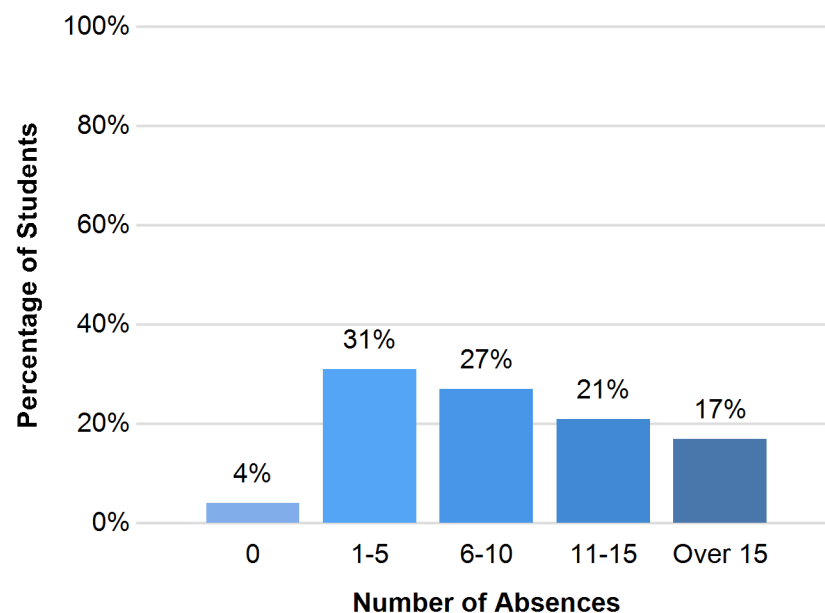
#### Chronic Absenteeism

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	104	12.1	9.1	Not Met
White	66	11.7	9.1	Not Met
Hispanic	30	14.5	9.1	Not Met
Black or African American	6	10.3	9.1	Not Met
Asian, Native Hawaiian, or Pacific	0	0	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	50	11.8		
Male	54	12.3		
Economically Disadvantaged Students	55	17.6	9.1	Not Met
Students with Disabilities	25	15.2	9.1	Not Met
English Learners	6	20.7	9.1	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

#### Days Absent

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





### Christa McAuliffe Middle School

(29-2360-048)

Grades Offered: 06-08

2018-2019

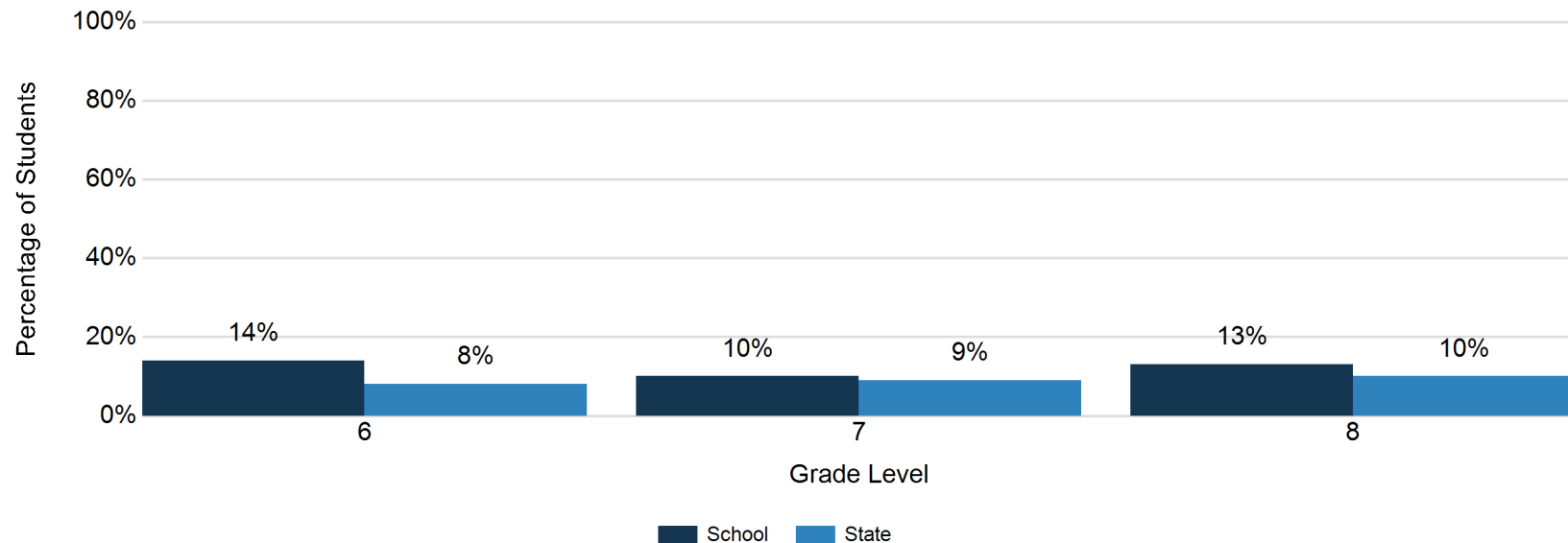
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### Chronic Absenteeism by Grade

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





### Christa McAuliffe Middle School

(29-2360-048)

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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	1
Vandalism	3
Substances	8
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	23
Incidents Per 100 Students Enrolled	2.67

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	1
Vandalism	2
Substances	6
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	10

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

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	2	2
Disability	0	0	0
Other	0	2	2
No Identified Nature	4		4

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	77	8.9%
Out-of-School Suspensions	34	3.9%
Any Suspension	83	9.6%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
182



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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	8:05 AM
Typical End Time	2:27 PM
Length of School Day	6 Hrs 22 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

#### Device Ratios

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

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



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#### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

#### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	79	118,214
Average years experience in public schools	13.2	12.1
Average years experience in district	10.4	10.8
Percentage of Teachers with 4 or more years experience in the district	75.9%	75.3%

#### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	40	9,530
Average years experience in public schools	21.1	16.0
Average years experience in district	12.1	12.0
Percentage of Administrators with 4 or more years experience in the district	95.0%	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	12:1
Students to Administrators	287:1	204:1
Teachers to Administrators	26:1	17:1
Students to Librarians/Media Specialists		816:1
Students to Nurses		583:1
Students to Counselors		371:1
Students to Child Study Team Members		314:1



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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	48.8%	77.2%	33.3%	48.4%	77.1%	54.9%
Male	51.2%	22.8%	66.7%	51.6%	22.9%	45.1%
White	65.0%	91.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	24.6%	6.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.3%	1.3%	0.0%	15.0%	6.6%	13.9%
Asian	2.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.3%	1.3%	0.0%	2.1%	0.2%	0.2%



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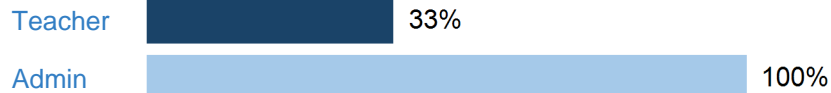
#### Teachers and Administrators - Level of Education

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	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	95.1%	87.9%

#### Faculty Attendance

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

School Year	% Days Present
2018-19	97.7%



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## Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

## ESSA Accountability Status

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

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

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



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2018-2019

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## ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	57.7%	56.8%	51.9%
Math Proficiency	45.1%	44.9%	42.2%
ELA Growth	58	51	44
Math Growth	59	54	49
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		40.0%	29.2%
Chronic Absenteeism	15.3%	12.4%	12.1%

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



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

- Through Parent/Student Social Emotional Learning Nights, we provide supports and strategies for parents to strengthen the five SEL competencies at home while we work on these skills in school.
- Students opportunities to select elective courses in the area of STEM and the Arts augment their middle school experience and prepare them with 21 century skills.
- Social Emotional Learning is infused throughout our school day within the classroom and via clubs and activities to build a climate of support, to encourage self-expression and appreciate diversity.



### Mission, Vision, Theme:

The Jackson School District is a partnership of dedicated staff, learners and community members committed to developing the unique abilities of each student through compelling learning experiences in a safe and nurturing environment. Our comprehensive, engaging and technology-enriched programs inspire, educate and motivate students to become independent, creative and critical thinkers who will thrive in a diverse, evolving, global society.



### Awards, Recognition, Accomplishments:

Awarded \$25,000 Project Fit America Grant providing curriculum, PD, and equipment to students in making healthy lifestyle choices. Received the 2019 Middle School Sustainability Champion Award.



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### Courses, Curriculum, Instruction:

Our comprehensive curriculum is fully aligned with the New Jersey Student Learning Standards and mirrors the value the Jackson community places on an educational experience that highlights the humanities, STEM (Science, Technology, Engineering and Math), literacy and the fine and performing arts. We offer diverse instructional opportunities in core subjects and in the fine and performing arts, which are essential to providing an effective and well-rounded education.



### Clubs and Activities:

Our school offers team sports and clubs for students to participate including honor societies, recreational activities, academic competitions and philanthropic causes. The school organizes a community Run for Vets event which includes a Veteran breakfast, assembly programs and fun run. We continuously strive to develop programs whereby students can feel connected and make a difference in their school and the community. A "True Colors" Club was established to support the diversity of students and continue to promote acceptance of all students in our community.



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### Before and After School Programs:

The Jackson Childcare Academy is a safe and nurturing program for children ranging from K-8th Grade. A dedicated staff of certified teachers and paraprofessionals create rich and rewarding experiences filled with age-appropriate activities, homework assistance, and warm caring relationships. Children are involved in small group learning activities while forming positive relationships that promote growth and achievement.



### Staff and Professional Learning:

The Jackson School District is committed to providing meaningful, collaborative opportunities for our staff. Throughout all areas of our curriculum, we provide tools and training to help teachers ensure a rigorous and comprehensive learning experience throughout a student's career. Professional learning includes both in-district and out-of-district experiences, as well as job-embedded collaborative work that is designed to capitalize on the innovative talent within our own educational community.



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 <p><b>Student Supports and Services:</b></p>	<p>Jackson District Schools offers a comprehensive approach to supporting diverse learners offering programs and interventions based on research and identified best practices. Specialized instruction is offered to English Language Learners. Special needs programs support the least restrictive environment requirements and include inclusion programs, small group instruction and self-contained specialized instructional programs.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>District and school-based health and wellness committees ensure that all Jackson students participate in a comprehensive, sequential health and physical education program that focuses on the development of knowledge and skills, which influence life-long healthy behaviors within the context of self, family, school and the local and global communities. This sequence includes direct instruction in health and physical education and daily structured recess for all elementary students.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parent involvement is actively encouraged through parent-school organizations within all ten Jackson schools. All parents have access to key information, such as grades and schedules through the online parent portal. Additionally, the Special Education Advisory Committee (SEAC) provides input to the district on issues concerning students with disabilities and encourages proactive collaboration between parents and school district personnel regarding matters pertaining to special education.</p>



### Christa McAuliffe Middle School

(29-2360-048)

Grades Offered: 06-08




2018-2019

#### Report Key:

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

## School Narrative

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

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers All Jackson schools annually survey all stakeholders on the topic of school culture. Survey data is shared with school planning committees such as School Improvement Panels (SciPs) and staff, as well as parent organization groups. Data is used to support existing practices and plan for identified needs. Recent results indicate stakeholders feel safe, cared for and comfortable in the schools.</p>
 <p>Facilities:</p>	<p>Jackson students benefit from investments the district and Board of Education have made in our technology, our curriculum and our facilities - all of which will have a real and lasting impact on how our students learn. Through these investments and with the commitment and dedication of our teachers, staff and parents, we are committed to advancing student achievement and to being an active leader in the evolution of education.</p>
 <p>School Safety:</p>	<p>The McAuliffe School completes all safety drills including, fire, active shooter, evacuation and bomb threats as required by statute. Tabletop exercises assist the administration and staff to review current protocols and update our procedures. This year new parent drop-off and pick-up procedures were implemented to increase the safety and well-being of our students and staff. ALICE protocols are reviewed and reinforced with staff throughout the year.</p>



### Christa McAuliffe Middle School

(29-2360-048)

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2018-2019

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## School Narrative

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### Technology and STEM:

Students have access to chromebooks and Active Panels in each classroom. Through elective courses and unified arts classes students are engaged with technology using various software programs and are exposed to computer coding programs.



## Crawford-Rodriguez Elementary School

(29-2360-030)

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

### Other Resources:

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

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



### Crawford-Rodriguez Elementary School

(29-2360-030)

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	Ocean
District	Jackson Township School District
Principal Name	Mrs. Adriann Jean-Denis
Address	1025 Larsen Road Jackson, NJ 08527-3497
Phone Number	732-833-4690
Email Address	<a href="mailto:ALDenis@jacksonsd.org">ALDenis@jacksonsd.org</a>
Website	<a href="https://www.jacksonsd.org/cr">https://www.jacksonsd.org/cr</a>



## Crawford-Rodriguez Elementary School

(29-2360-030)

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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	35	55
KG	94	91	110
1	109	104	98
2	105	95	97
3	132	108	99
4	119	130	112
5	117	120	130
Total	676	683	701

### 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%	48.8%	48.6%
Male	50.7%	51.2%	51.4%
Economically Disadvantaged Students	30.2%	31.8%	31.4%
Students with Disabilities	17.0%	20.4%	26.0%
English Learners	5.9%	8.5%	9.3%
Homeless Students	0.3%	1.2%	0.4%
Students in Foster Care	0.4%	0.7%	0.1%
Military-Connected Students	1.3%	1.8%	1.9%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	70.4%	68.2%	66.8%
Hispanic	15.4%	17.7%	20.8%
Black or African American	8.4%	8.8%	6.7%
Asian	2.7%	2.2%	2.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.1%	0.0%
Two or More Races	3.1%	2.9%	3.4%

### 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	0	35	55
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	94	91	110

### Enrollment by Home Language

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

Home Language	% of Students
English	85.6%
Spanish	8.6%
Russian	1.4%
Arabic	1.0%
Other Languages	3.4%



## Crawford-Rodriguez Elementary School

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2018-2019

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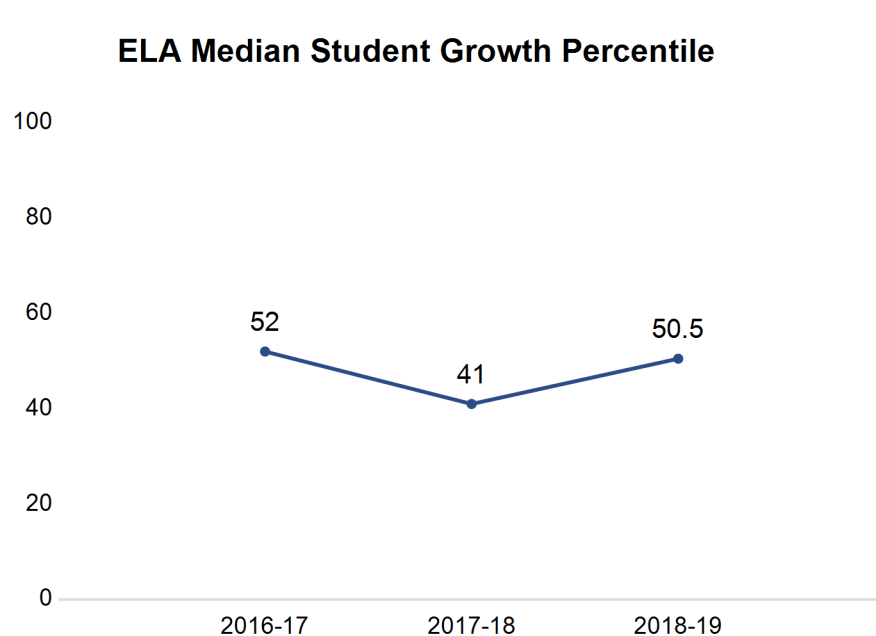
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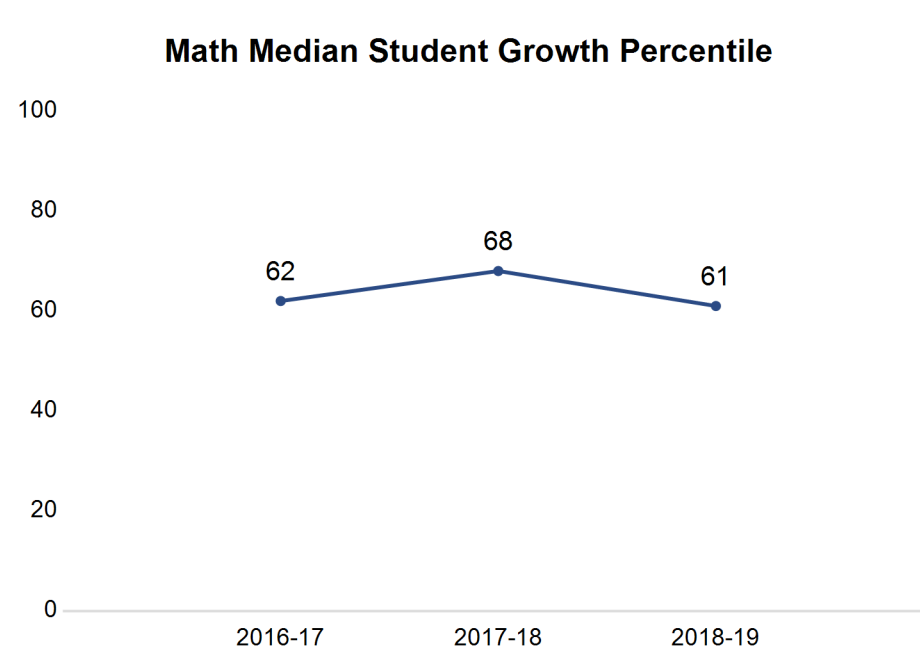
## Student Growth Trends and Progress

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

### ELA Median Student Growth Percentile



### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	52	41	50.5	62	68	61
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



## Crawford-Rodriguez 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	50.5	49	50	Met Standard	61	54	50	Exceeds Standard
White	54	49	50	Met Standard	60.5	54	52	Exceeds Standard
Hispanic	49	46	49	Met Standard	52	51	47	Met Standard
Black or African American	49	49	45	Met Standard	81.5	61	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	*	61.5	59	**	*	59.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	54	49	**	*	58.5	52	**
Female	50.5	54	53	N	65	55	50	N
Male	49.5	45	47	N	59	53	51	N
Economically Disadvantaged Students	55	49	48	Met Standard	66.5	52	46	Exceeds Standard
Students with Disabilities	47	45	43	Met Standard	60	55	45	Exceeds Standard
English Learners	40.5	46	52	Met Standard	40	48.5	50	**
Homeless Students	*	36	43	N	*	61	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	50.5	49	N	*	48	51	N
Migrant Students	N	N	47	N	N	N	51	N



**Crawford-Rodriguez Elementary School**  
 (29-2360-030)  
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 2018-2019

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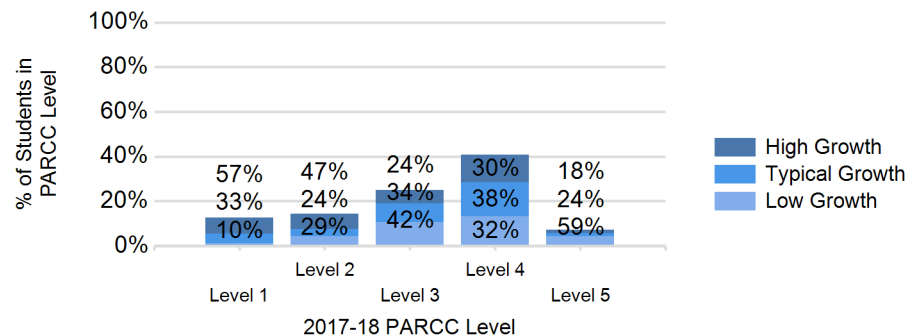
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

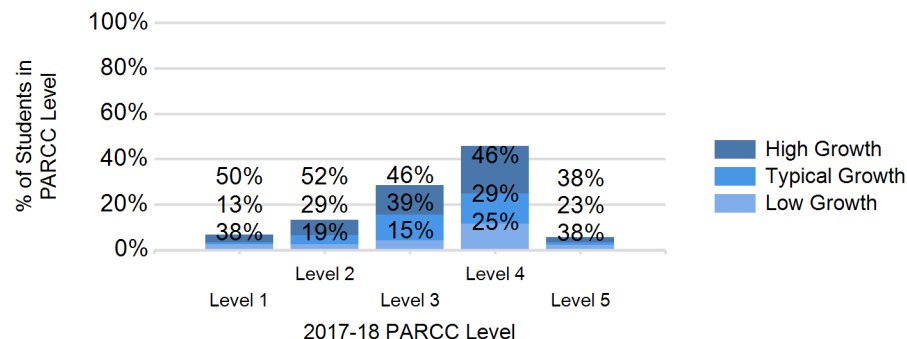
**Student Growth by Performance Level**

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.

**ELA**



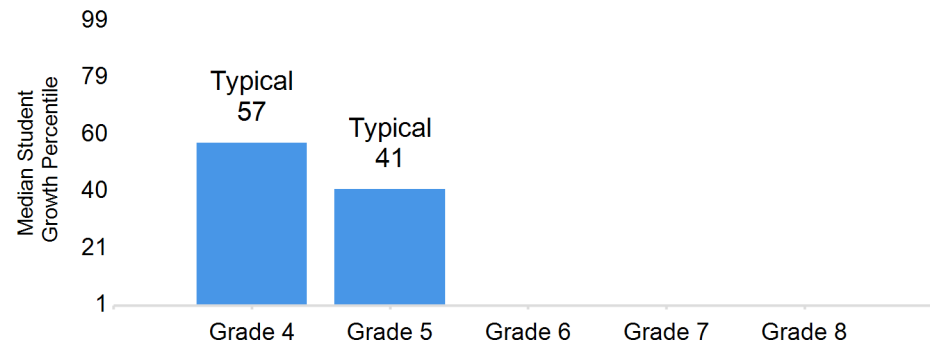
**Math**



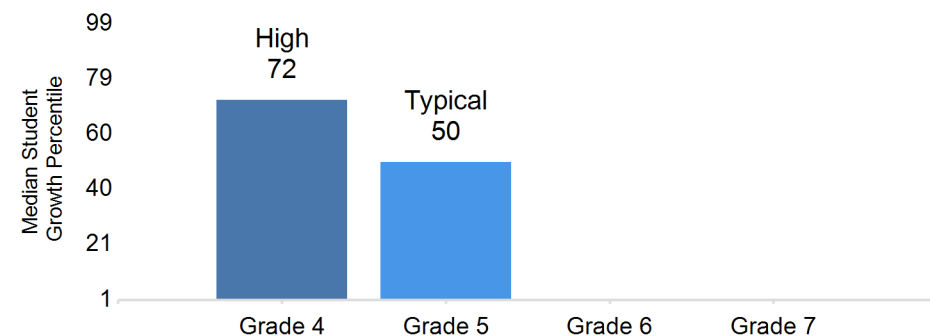
**Student Growth by Grade**

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

**ELA**



**Math**





## Crawford-Rodriguez Elementary School

(29-2360-030)

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2018-2019

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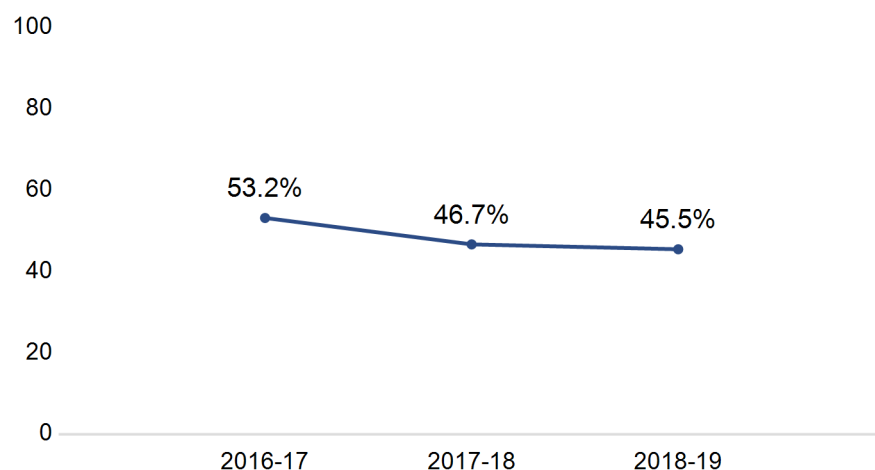
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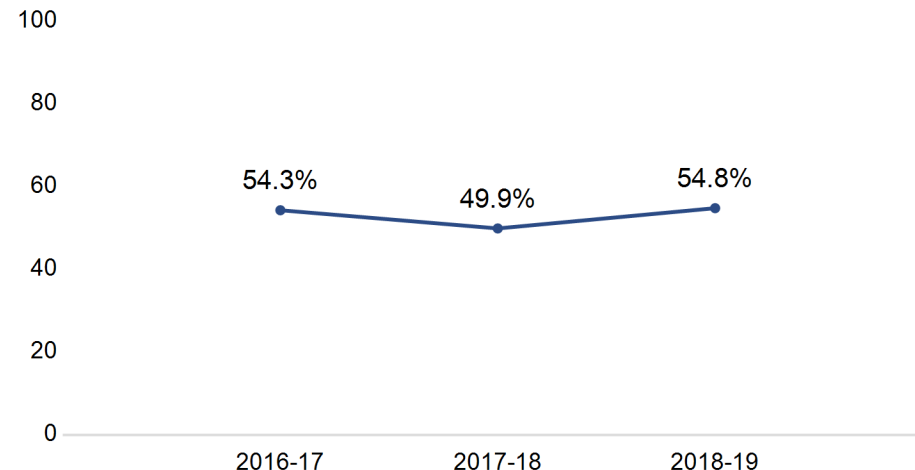
## English Language Arts and Mathematics Performance Trends

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

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.2%	98.6%	98.5%	99.2%	98.4%	98.3%
Proficiency Rate for Federal Accountability	53.2%	46.7%	45.5%	54.3%	49.9%	54.8%
Annual Target	47.9%	49.6%	51.3%	48.5%	50.1%	51.8%
Met Annual Target?	Met Target	Met Target†	Not Met	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.



**Crawford-Rodriguez Elementary School**  
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2018-2019

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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	330	98.5	45.5	56.9	57.9	45.5	51.3	Not Met
White	225	98.3	47.1	59.9	66.9	47.1	55.1	Not Met
Hispanic	60	98.4	33.3	40.1	43.9	33.3	34.8	Met Target†
Black or African American	25	100.0	36.0	*	38.5	36.0	33.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	155	98.8	51.6	65.6	64.8	51.6		
Male	175	98.4	40.0	48.7	51.3	40.0		
Economically Disadvantaged Students	92	98.0	30.4	40.8	40.0	30.4	33.5	Met Target†
Non-Economically Disadvantaged Students	238	98.8	51.3	61.5	67.9	51.3		
Students with Disabilities	78	95.2	21.8	22.9	22.7	21.8	28.2	Met Target†
Students without Disabilities	252	99.6	52.8	64.5	65.1	52.8		
English Learners	39	100.0	15.4	24.5	29.3	15.4	34.9	Not Met
Non-English Learners	291	98.3	49.5	58.3	60.6	49.5		
Homeless Students	*	*	*	33.3	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	61.3	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



### Crawford-Rodriguez Elementary School

(29-2360-030)

Grades Offered: PK-05

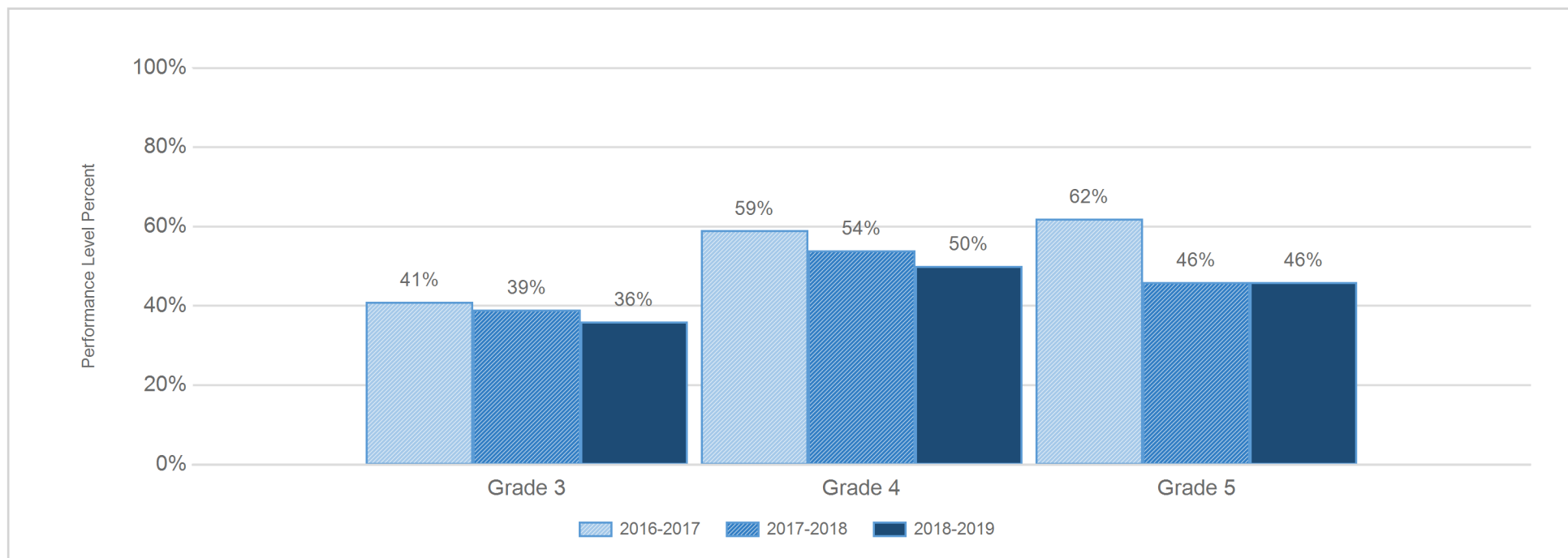
2018-2019

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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
<b>Schoolwide</b>	98	735	742	748	16%	24%	23%	*	*	36%	50%
White	61	737	746	757	*	25%	26%	*	*	38%	60%
Hispanic	23	722	*	734	*	*	*	*	*	22%	36%
Black or African American	*	*	733	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	749	756	*	*	*	*	*	*	58%
Female	45	733	743	753	*	*	22%	*	*	36%	55%
Male	53	737	740	743	*	*	25%	*	*	36%	46%
Economically Disadvantaged Students	30	714	723	731	*	33%	*	*	*	17%	33%
Non-Economically Disadvantaged Students	68	745	748	759	*	21%	*	*	*	44%	61%
Students with Disabilities	20	713	715	719	*	*	*	*	*	15%	24%
Students without Disabilities	78	741	749	754	*	*	*	*	*	41%	56%
English Learners	12	713	*	713	*	*	*	*	*	*	17%
Non-English Learners	86	738	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



**Crawford-Rodriguez Elementary School**  
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2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	111	749	759	755	9%	10%	31%	41%	10%	50%	57%
White	76	756	762	763	*	*	32%	*	*	57%	67%
Hispanic	20	735	747	743	*	*	*	*	*	30%	44%
Black or African American	10	727	752	739	*	*	*	*	*	30%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	57	754	763	760	*	*	28%	*	*	56%	62%
Male	54	744	755	750	*	*	33%	*	*	44%	53%
Economically Disadvantaged Students	35	743	745	740	*	*	46%	*	*	34%	40%
Non-Economically Disadvantaged Students	76	753	763	765	*	*	24%	*	*	58%	69%
Students with Disabilities	29	734	*	725	*	*	34%	*	*	31%	25%
Students without Disabilities	82	755	*	761	*	*	29%	*	*	57%	64%
English Learners	11	711	710	720	*	*	*	*	*	*	17%
Non-English Learners	100	754	761	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



### Crawford-Rodriguez Elementary School

(29-2360-030)

Grades Offered: PK-05

2018-2019

**Report Key:**

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\*\* Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

## English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	129	746	756	756	*	18%	29%	*	*	46%	58%
White	91	749	759	764	*	18%	36%	*	*	44%	68%
Hispanic	20	732	*	743	*	*	*	*	*	45%	44%
Black or African American	11	733	743	739	*	*	*	*	*	36%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	57	749	762	761	*	*	19%	*	*	56%	64%
Male	72	743	751	750	*	*	38%	*	*	38%	52%
Economically Disadvantaged Students	32	736	*	740	*	*	*	*	*	34%	39%
Non-Economically Disadvantaged Students	97	749	*	766	*	*	*	*	*	49%	69%
Students with Disabilities	30	720	726	724	*	40%	*	*	*	17%	23%
Students without Disabilities	99	754	763	762	*	11%	*	*	*	55%	65%
English Learners	*	*	703	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	758	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



**Crawford-Rodriguez Elementary School**  
(29-2360-030)  
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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	330	98.3	54.8	48.3	44.5	54.8	51.8	Met Target
White	225	97.8	59.6	51.4	54.1	59.6	55.8	Met Target
Hispanic	60	98.4	33.3	33.7	28.8	33.3	38.9	Met Target†
Black or African American	25	100.0	44.0	34.6	23.0	44.0	27.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.8	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	155	98.8	51.6	49.0	44.9	51.6		
Male	175	97.8	57.7	47.6	44.2	57.7		
Economically Disadvantaged Students	92	97.0	39.1	33.9	26.3	39.1	38.2	Met Target
Non-Economically Disadvantaged Students	238	98.8	60.9	52.5	54.9	60.9		
Students with Disabilities	78	95.2	29.5	21.8	17.4	29.5	31.9	Met Target†
Students without Disabilities	252	99.2	62.7	54.2	50.0	62.7		
English Learners	39	100.0	30.8	27.0	25.0	30.8	31.6	Met Target†
Non-English Learners	291	98.0	58.1	49.3	46.5	58.1		
Homeless Students	*	*	*	28.6	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	56.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



### Crawford-Rodriguez Elementary School

(29-2360-030)

Grades Offered: PK-05

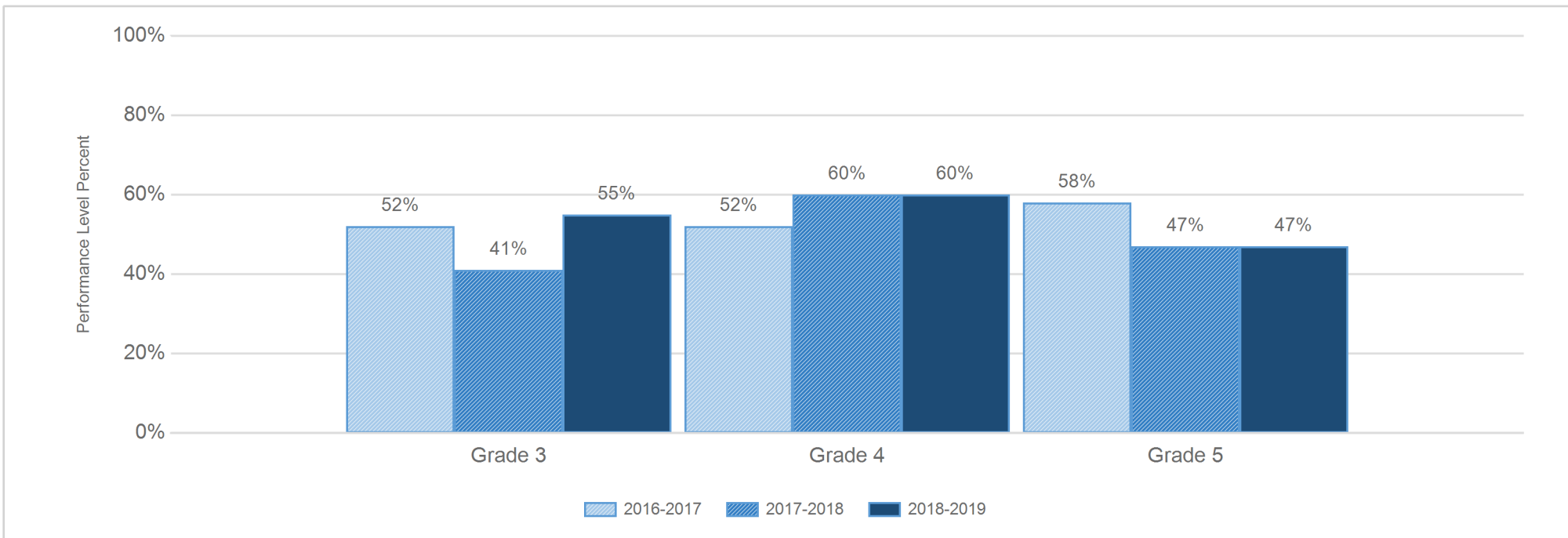
2018-2019

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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.



**Crawford-Rodriguez Elementary School**  
(29-2360-030)  
Grades Offered: PK-05  
2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	98	750	755	752	*	17%	22%	*	*	55%	55%
White	61	753	759	760	*	*	28%	*	*	59%	66%
Hispanic	23	740	*	739	*	*	*	*	*	39%	40%
Black or African American	*	*	743	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	759	758	*	*	*	*	*	*	62%
Female	45	743	751	751	*	*	24%	*	*	42%	54%
Male	53	756	758	752	*	*	21%	*	*	66%	56%
Economically Disadvantaged Students	30	732	740	737	*	*	*	*	*	30%	37%
Non-Economically Disadvantaged Students	68	758	760	761	*	*	*	*	*	66%	67%
Students with Disabilities	20	732	734	731	*	*	*	*	*	20%	31%
Students without Disabilities	78	755	760	756	*	*	*	*	*	64%	60%
English Learners	12	728	*	728	*	*	*	*	*	25%	26%
Non-English Learners	86	753	*	754	*	*	*	*	*	59%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	111	752	760	749	*	9%	24%	*	*	60%	51%
White	76	758	763	757	*	*	24%	*	*	67%	62%
Hispanic	20	734	745	737	*	*	*	*	*	40%	36%
Black or African American	10	740	757	731	*	0%	*	*	*	40%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	57	753	759	749	*	*	26%	*	*	60%	50%
Male	54	752	761	749	*	*	22%	*	*	61%	52%
Economically Disadvantaged Students	35	746	748	734	*	*	31%	*	*	49%	32%
Non-Economically Disadvantaged Students	76	755	763	759	*	*	21%	*	*	66%	63%
Students with Disabilities	29	739	*	726	*	*	*	*	*	52%	25%
Students without Disabilities	82	757	*	754	*	*	*	*	*	63%	56%
English Learners	11	711	*	722	*	*	*	*	*	*	18%
Non-English Learners	100	757	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	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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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
<b>Schoolwide</b>	128	748	752	747	*	15%	32%	*	*	47%	47%
White	90	753	755	755	*	13%	33%	*	*	52%	58%
Hispanic	20	727	*	735	*	*	*	*	*	15%	30%
Black or African American	11	736	741	729	*	*	*	*	*	45%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	57	748	752	747	*	*	30%	*	*	47%	47%
Male	71	749	752	747	*	*	34%	*	*	46%	47%
Economically Disadvantaged Students	31	736	*	732	*	*	32%	*	*	32%	27%
Non-Economically Disadvantaged Students	97	752	*	757	*	*	32%	*	*	52%	59%
Students with Disabilities	30	724	726	725	*	*	*	*	*	13%	19%
Students without Disabilities	98	756	757	752	*	*	*	*	*	57%	52%
English Learners	*	*	710	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	753	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	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	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	63.8%	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	40	82.5%	17.5%
3-4	19	63.2%	36.8%
5 or more	*	*	*



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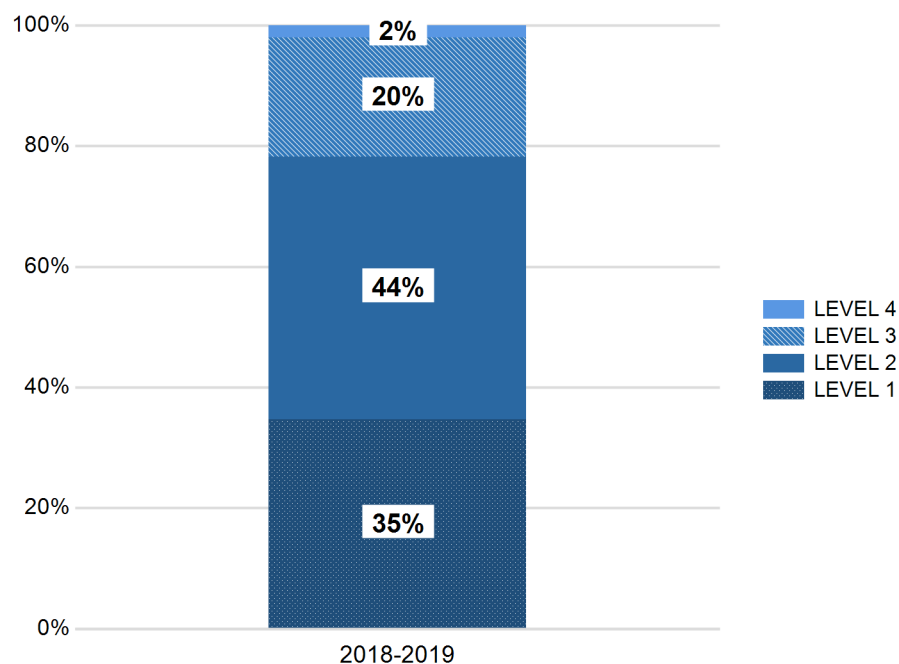
**N** No Data is available to display

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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	35	44	20	2
White	29	47	22	1
Hispanic	58	32	5	5
Black or African American	45	45	9	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	36	44	16	4
Male	34	44	23	0
Economically Disadvantaged Students	45	35	16	3
Non-Economically Disadvantaged Students	32	46	21	1
Students with Disabilities	66	28	7	0
Students without Disabilities	26	48	24	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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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.

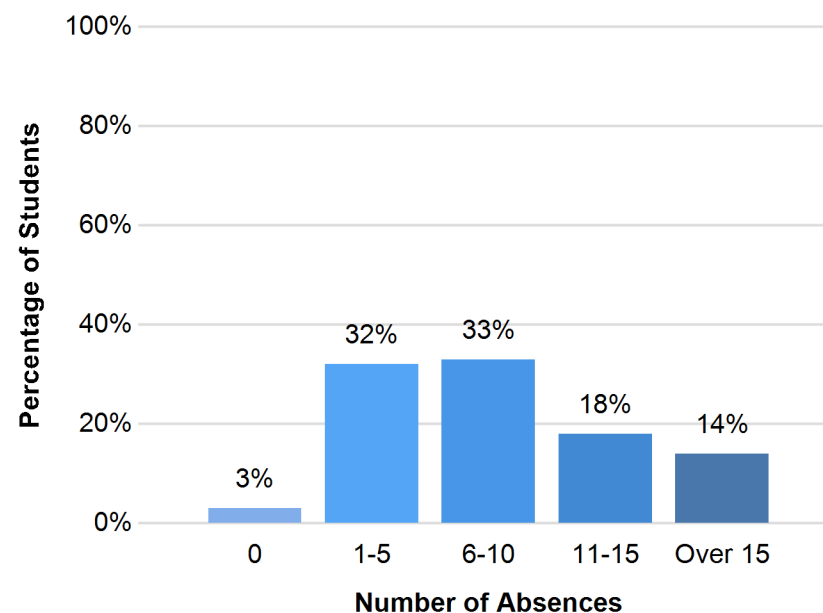
### Chronic Absenteeism

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	69	10.8	8.9	Not Met
White	41	9.4	8.9	Not Met
Hispanic	18	15.7	8.9	Not Met
Black or African American	2	4.2	8.9	Met
Asian, Native Hawaiian, or Pacific	5	33.3	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	12.5	8.9	Not Met
Female	40	13.2		
Male	29	8.7		
Economically Disadvantaged Students	30	15.9	8.9	Not Met
Students with Disabilities	25	15.4	8.9	Not Met
English Learners	5	14.3	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	0	0		
Migrant Students	N	N		

### Days Absent

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





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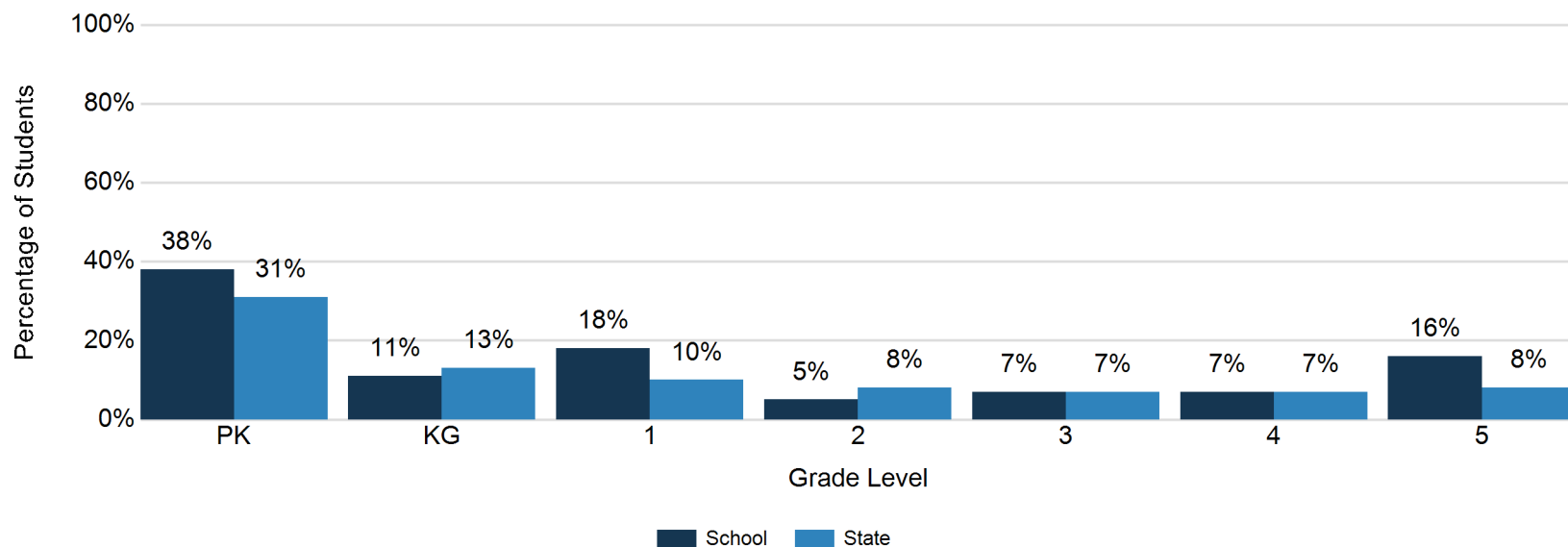
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### Chronic Absenteeism by Grade

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





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

### 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)	6
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.86

### Police Notifications

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

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

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

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	1	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	2	2
Other	0	4	4
No Identified Nature	4		4

### Student Disciplinary Removals

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

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

\*



### Crawford-Rodriguez Elementary School

(29-2360-030)

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2018-2019

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#### School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 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



## Crawford-Rodriguez Elementary School

(29-2360-030)

Grades Offered: PK-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
- † This indicates a table specific note, see note below table

### 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	58	118,214
Average years experience in public schools	15.9	12.1
Average years experience in district	12.6	10.8
Percentage of Teachers with 4 or more years experience in the district	86.2%	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	40	9,530
Average years experience in public schools	21.1	16.0
Average years experience in district	12.1	12.0
Percentage of Administrators with 4 or more years experience in the district	95.0%	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	12:1	12:1
Students to Administrators	351:1	204:1
Teachers to Administrators	29:1	17:1
Students to Librarians/Media Specialists		816:1
Students to Nurses		583:1
Students to Counselors		371:1
Students to Child Study Team Members		314:1



## Crawford-Rodriguez Elementary School

(29-2360-030)

Grades Offered: PK-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	48.6%	86.2%	50.0%	48.4%	77.1%	54.9%
Male	51.4%	13.8%	50.0%	51.6%	22.9%	45.1%
White	66.8%	100.0%	50.0%	42.4%	83.6%	77.4%
Hispanic	20.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.7%	0.0%	50.0%	15.0%	6.6%	13.9%
Asian	2.3%	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	3.4%	0.0%	0.0%	2.1%	0.2%	0.2%



## Crawford-Rodriguez Elementary School

(29-2360-030)

Grades Offered: PK-05

2018-2019

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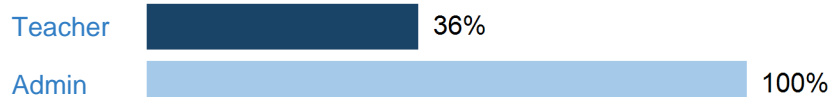
### Teachers and Administrators - Level of Education

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	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	95.1%	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%



### Crawford-Rodriguez Elementary School

(29-2360-030)

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.



## Crawford-Rodriguez Elementary School

(29-2360-030)

Grades Offered: PK-05

2018-2019

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

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

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

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

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

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

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

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

## ESSA Accountability Status

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

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

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



## Crawford-Rodriguez Elementary School

(29-2360-030)

Grades Offered: PK-05

2018-2019

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## ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	53.2%	46.7%	45.5%
Math Proficiency	54.3%	49.9%	54.8%
ELA Growth	52	41	50
Math Growth	62	68	61
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		80.5%	63.8%
Chronic Absenteeism	11.3%	11.4%	10.8%

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



## Crawford-Rodriguez Elementary School

(29-2360-030)

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2018-2019

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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.



### Crawford-Rodriguez Elementary School

(29-2360-030)

Grades Offered: PK-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	Not Met	Met Target	Met Standard	Exceeds Standard	Met Target	Not Met	No
White	Not Met	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target	Met 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†	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
English Learners	Not Met	Met Target†	Met Standard	**	**	Not Met	No

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



### Crawford-Rodriguez Elementary School

(29-2360-030)

Grades Offered: PK-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:

- The balanced literacy approach to English Language Arts instruction continues to support students becoming independent readers.
- This school year the addition of the What I Need instruction period has enhanced differentiation.
- The entire school community thrives at creating an inclusive school environment in which each student's uniqueness as a learner is valued.



### Mission, Vision, Theme:

The Jackson School District is a partnership of dedicated staff, learners and community members committed to developing the unique abilities of each student through compelling learning experiences in a safe and nurturing environment. Our comprehensive, engaging and technology-enriched programs inspire, educate and motivate students to become independent, creative and critical thinkers who will thrive in a diverse, evolving, global society.



### Awards, Recognition, Accomplishments:

The Crawford-Rodriguez Character Award acknowledges the accomplishments of students in grades K-5 that exhibit good citizenship as well as academic achievement.



**Crawford-Rodriguez Elementary School**  
 (29-2360-030)  
 Grades Offered: PK-05  
 2018-2019

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School Narrative

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Courses, Curriculum, Instruction:

Our comprehensive curriculum is fully aligned with the New Jersey Student Learning Standards and mirrors the value the Jackson community places on an educational experience that highlights the humanities, STEM (Science, Technology, Engineering and Math), literacy and the fine and performing arts. We offer diverse instructional opportunities in core subjects and in the fine and performing arts, which are essential to providing an effective and well-rounded education.



### Crawford-Rodriguez Elementary School

(29-2360-030)

Grades Offered: PK-05



2018-2019

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 <p><b>Before and After School Programs:</b></p>	<p>The Jackson Childcare Academy is a safe and nurturing program for children ranging from K-8th Grade. A dedicated staff of certified teachers and paraprofessionals create rich and rewarding experiences filled with age-appropriate activities, homework assistance, and warm caring relationships. Children are involved in small group learning activities while forming positive relationships that promote growth and achievement.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>The Jackson School District is committed to providing meaningful, collaborative opportunities for our staff. Throughout all areas of our curriculum, we provide tools and training to help teachers ensure a rigorous and comprehensive learning experience throughout a student's career. Professional learning includes both in-district and out-of-district experiences, as well as job-embedded collaborative work that is designed to capitalize on the innovative talent within our own educational community.</p>



### Crawford-Rodriguez Elementary School

(29-2360-030)

Grades Offered: PK-05



2018-2019

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 <p><b>Student Health and Wellness:</b></p>	<p>District and school-based health and wellness committees ensure that all Jackson students participate in a comprehensive, sequential health and physical education program that focuses on the development of knowledge and skills, which influence life-long healthy behaviors within the context of self, family, school and the local and global communities. This sequence includes direct instruction in health and physical education and daily structured recess for all elementary students.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parent involvement is actively encouraged through parent-school organizations within all ten Jackson schools. All parents have access to key information, such as grades and schedules through the online parent portal. Additionally, the Special Education Advisory Committee (SEAC) provides input to the district on issues concerning students with disabilities and encourages proactive collaboration between parents and school district personnel regarding matters pertaining to special education.</p>



### Crawford-Rodriguez Elementary School

(29-2360-030)

Grades Offered: PK-05




2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No; Who is surveyed: Teachers All Jackson schools annually survey all stakeholders on the topic of school culture. Survey data is shared with school planning committees such as School Improvement Panels (SciPs) and staff, as well as parent organization groups. Data is used to support existing practices and plan for identified needs. Recent results indicate stakeholders feel safe, cared for and comfortable in the schools.</p>
 <p>Facilities:</p>	<p>Jackson Students benefit from investments the district and Board of Education have made in our technology, our curriculum and our facilities - all of which will have a real and lasting impact on how our students learn. Through these investments and with the commitment and dedication of our teachers, staff and parents, we are committed to advancing student achievement and to being an active leader in the evolution of education.</p>
 <p>School Safety:</p>	<p>The Crawford-Rodriguez students and full faculty practice monthly safety drills and fire drills to ensure that all safety procedures are in place.</p>



### Crawford-Rodriguez Elementary School

(29-2360-030)

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2018-2019

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## School Narrative

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### Technology and STEM:

Students are able to attend STEM lab every week in order to explore working cooperatively to utilize technology to create and problem solve.



**Elms Elementary School**  
(29-2360-035)  
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](mailto:reportcard@doe.nj.gov) with any questions about the reports

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



**Elms Elementary School**  
(29-2360-035)  
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	Ocean
District	Jackson Township School District
Principal Name	Mr. Michael Burgos
Address	780 Patterson Road Jackson, NJ 08527-3497
Phone Number	732-833-4680
Email Address	<a href="mailto:MBurgos@jacksonsd.org">MBurgos@jacksonsd.org</a>
Website	<a href="https://www.jacksonsd.org/elms">https://www.jacksonsd.org/elms</a>



**Elms Elementary School**  
(29-2360-035)  
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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
PK	137	121	75
KG	101	91	77
1	83	86	96
2	87	88	97
3	103	89	99
4	93	109	95
5	103	89	126
Total	707	673	665

### 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	40.7%	44.0%	44.8%
Male	59.3%	56.0%	55.2%
Economically Disadvantaged Students	11.0%	11.6%	12.5%
Students with Disabilities	27.3%	29.7%	28.7%
English Learners	0.3%	0.1%	0.2%
Homeless Students	0.1%	0.4%	0.8%
Students in Foster Care	0.3%	0.4%	0.2%
Military-Connected Students	0.1%	0.1%	0.8%
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	86.1%	82.3%	79.8%
Hispanic	6.5%	9.2%	8.4%
Black or African American	3.1%	3.1%	5.4%
Asian	2.7%	2.7%	3.5%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	1.4%	2.5%	2.4%

### 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	95	78	33
PK - Full Day	42	43	42
KG - Half Day	0	0	0
KG - Full Day	101	91	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	95.2%
Spanish	2.0%
Other Languages	2.9%

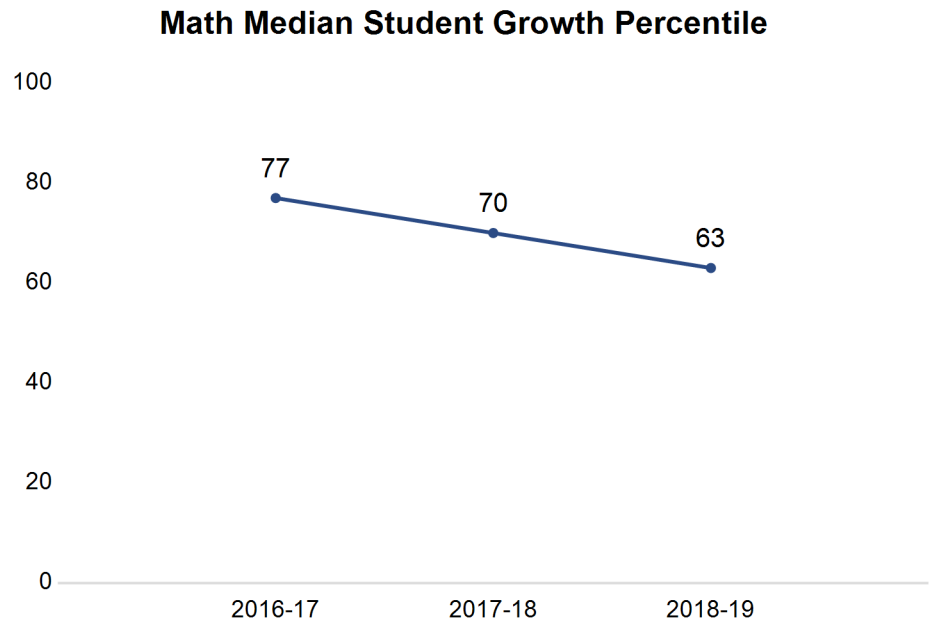
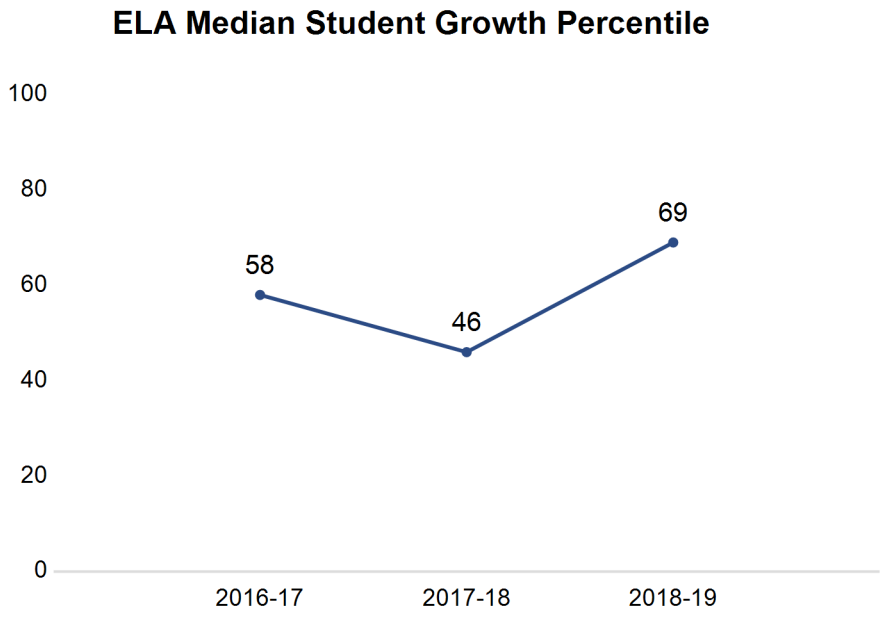


**Elms Elementary School**  
 (29-2360-035)  
 Grades Offered: PK-05  
 2018-2019

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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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	58	46	69	77	70	63
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	69	49	50	Exceeds Standard	63	54	50	Exceeds Standard
White	69	49	50	Exceeds Standard	64	54	52	Exceeds Standard
Hispanic	72	46	49	**	54	51	47	**
Black or African American	*	49	45	**	*	61	43	**
Asian, Native Hawaiian, or Pacific Islander	*	61.5	59	**	*	59.5	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	54	49	**	*	58.5	52	**
Female	72	54	53	N	59	55	50	N
Male	66	45	47	N	69	53	51	N
Economically Disadvantaged Students	63	49	48	**	58	52	46	**
Students with Disabilities	65	45	43	Exceeds Standard	73	55	45	Exceeds Standard
English Learners	*	46	52	**	*	48.5	50	**
Homeless Students	N	36	43	N	N	61	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	50.5	49	N	N	48	51	N
Migrant Students	N	N	47	N	N	N	51	N



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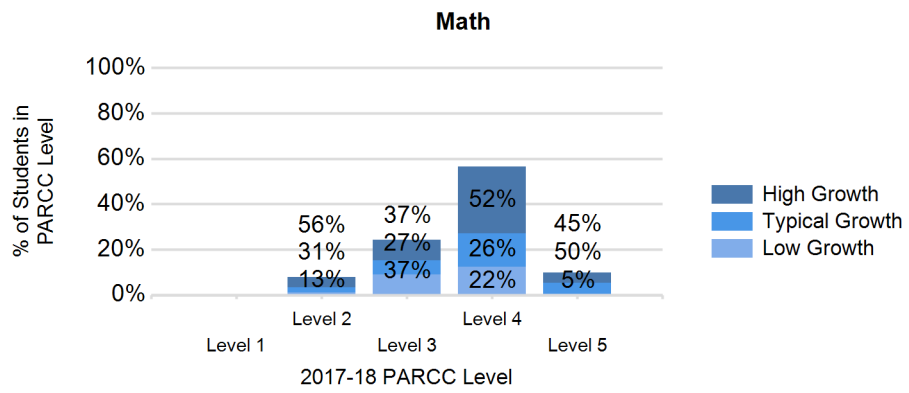
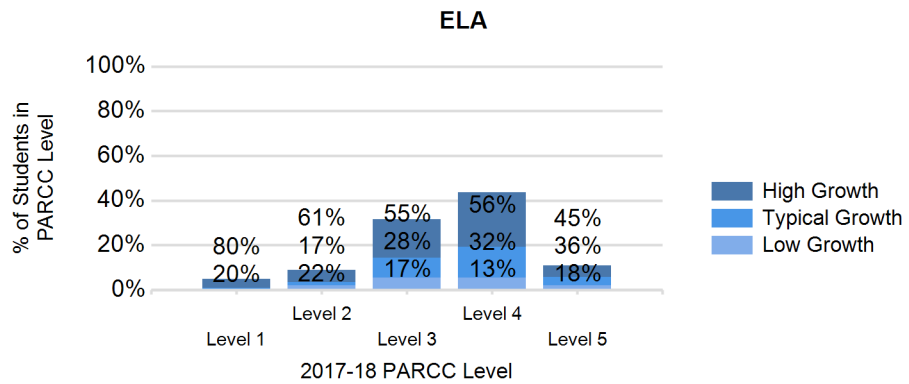
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

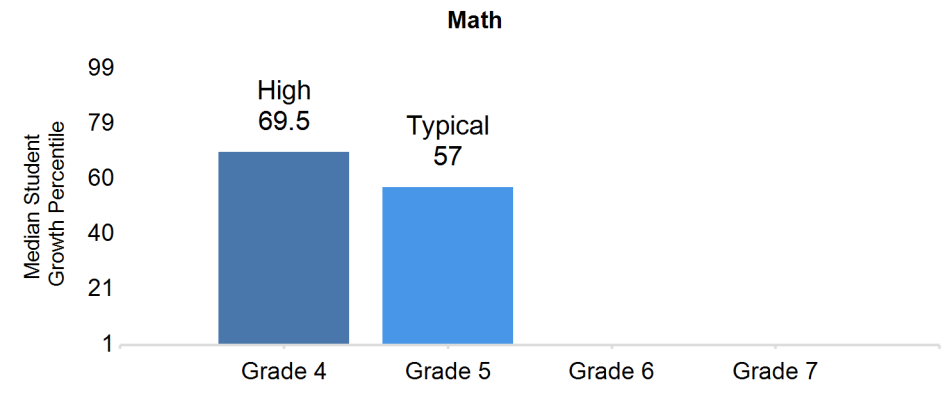
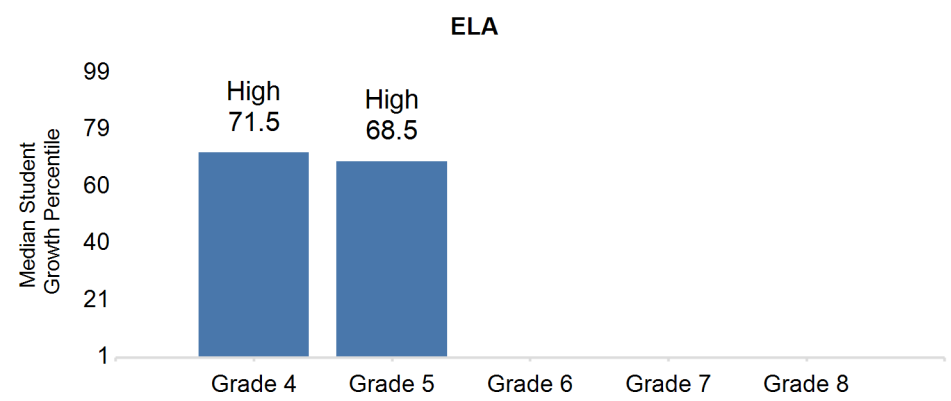
**Student Growth by Performance Level**

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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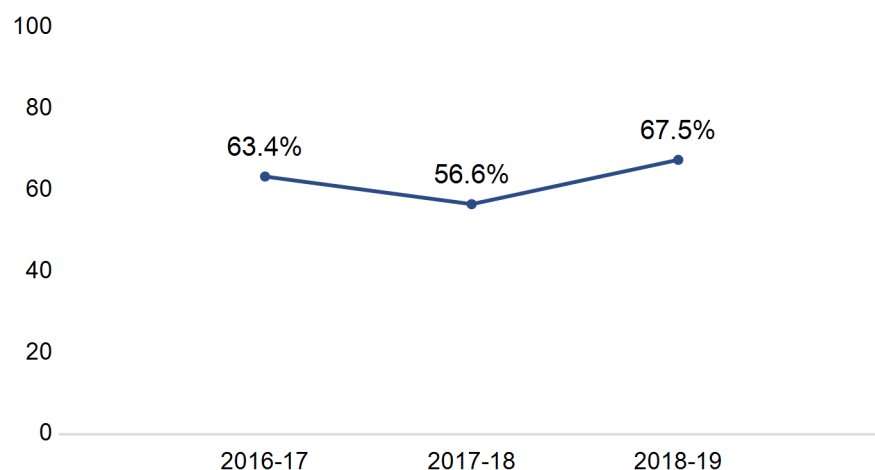
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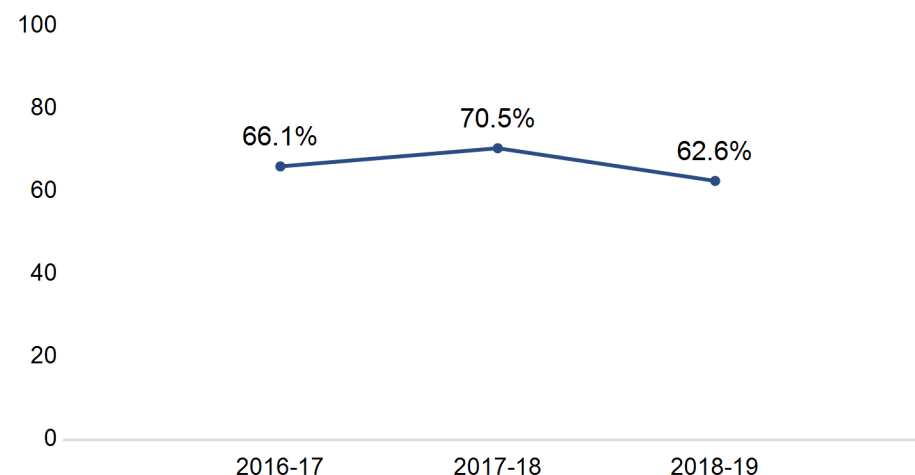
## English Language Arts and Mathematics Performance Trends

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

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.7%	99.0%	98.7%	96.7%	99.0%	98.4%
Proficiency Rate for Federal Accountability	63.4%	56.6%	67.5%	66.1%	70.5%	62.6%
Annual Target	56.8%	58.0%	59.3%	67.0%	67.7%	68.4%
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	314	98.7	67.5	56.9	57.9	67.5	59.3	Met Target
White	253	98.4	68.8	59.9	66.9	68.8	60.2	Met Target
Hispanic	26	100.0	46.2	40.1	43.9	46.2	51.7	Met Target†
Black or African American	12	100.0	75.0	*	38.5	75.0	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	80.0	82.7	82.9	80.0	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	152	99.3	70.4	65.6	64.8	70.4		
Male	162	98.2	64.8	48.7	51.3	64.8		
Economically Disadvantaged Students	25	100.0	32.0	40.8	40.0	32.0	47.4	Met Target†
Non-Economically Disadvantaged Students	289	98.6	70.6	61.5	67.9	70.6		
Students with Disabilities	72	98.6	36.1	22.9	22.7	36.1	26.9	Met Target
Students without Disabilities	242	98.8	76.9	64.5	65.1	76.9		
English Learners	*	*	*	24.5	29.3	*	**	**
Non-English Learners	*	*	*	58.3	60.6	*		
Homeless Students	N	N	N	33.3	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	61.3	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



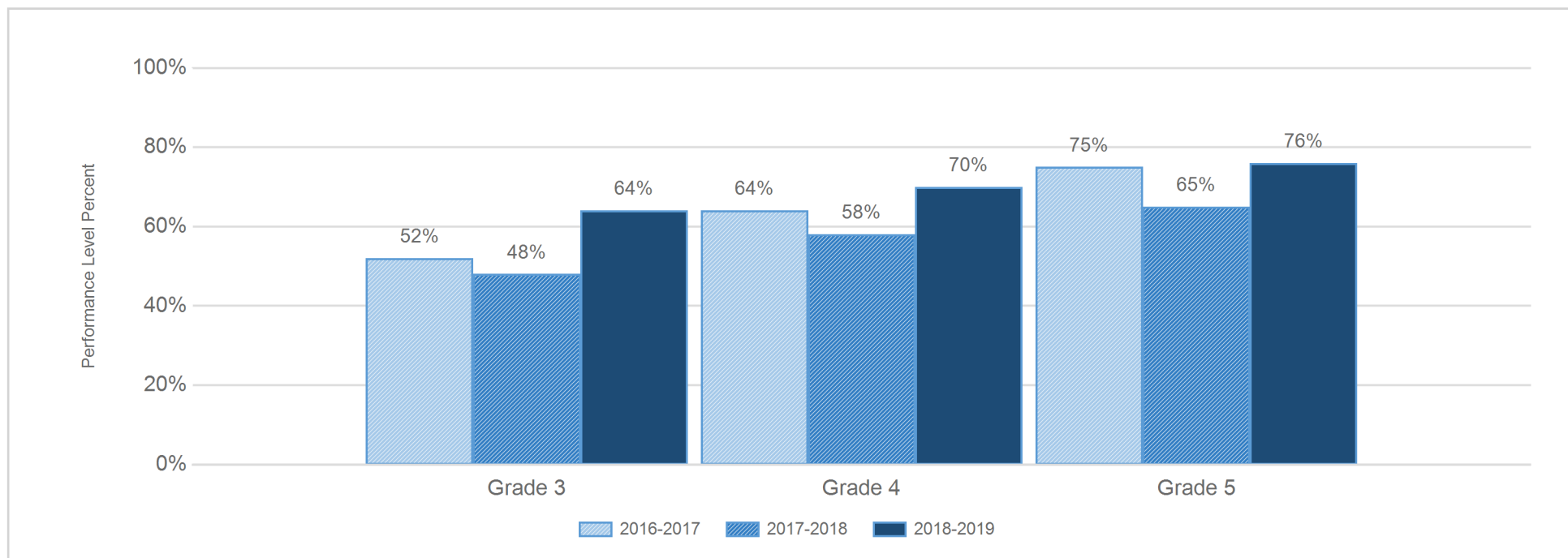
**Elms Elementary School**  
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### English Language Arts Assessment - Performance Trends

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
<b>Schoolwide</b>	94	761	742	748	*	*	21%	*	*	64%	50%
White	77	761	746	757	*	*	22%	*	*	64%	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	*	*	733	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	749	756	*	*	*	*	*	*	58%
Female	52	764	743	753	*	*	19%	*	*	65%	55%
Male	42	756	740	743	*	*	24%	*	*	62%	46%
Economically Disadvantaged Students	*	*	723	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	748	759	*	*	*	*	*	*	61%
Students with Disabilities	18	737	715	719	*	*	*	*	*	39%	24%
Students without Disabilities	76	766	749	754	*	*	*	*	*	70%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	94	761	*	751	*	*	21%	*	*	64%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	91	764	759	755	0%	16%	13%	49%	21%	70%	57%
White	73	766	762	763	0%	*	*	49%	22%	71%	67%
Hispanic	*	*	747	743	*	*	*	*	*	*	44%
Black or African American	*	*	752	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	39	769	763	760	0%	*	*	*	*	69%	62%
Male	52	760	755	750	0%	*	*	*	*	71%	53%
Economically Disadvantaged Students	*	*	745	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	763	765	*	*	*	*	*	*	69%
Students with Disabilities	24	738	*	725	0%	*	*	*	*	38%	25%
Students without Disabilities	67	773	*	761	0%	*	*	*	*	82%	64%
English Learners	N	N	710	720	N	N	N	N	N	N	17%
Non-English Learners	91	764	761	758	0%	16%	13%	49%	21%	70%	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	*	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
<b>Schoolwide</b>	115	770	756	756	*	*	17%	57%	19%	76%	58%
White	95	769	759	764	*	*	17%	57%	19%	76%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	743	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	58	772	762	761	*	*	*	*	*	78%	64%
Male	57	767	751	750	*	*	*	*	*	74%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	15	750	726	724	*	*	*	*	*	53%	23%
Students without Disabilities	100	773	763	762	*	*	*	*	*	79%	65%
English Learners	N	N	703	713	N	N	N	N	N	N	11%
Non-English Learners	115	770	758	758	*	*	17%	57%	19%	76%	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	*	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	313	98.4	62.6	48.3	44.5	62.6	68.4	Not Met
White	252	98.1	65.9	51.4	54.1	65.9	70.2	Met Target†
Hispanic	26	100.0	46.2	33.7	28.8	46.2	60.2	Met Target†
Black or African American	12	100.0	50.0	34.6	23.0	50.0	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	66.7	72.8	76.5	66.7	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	152	99.3	58.6	49.0	44.9	58.6		
Male	161	97.6	66.5	47.6	44.2	66.5		
Economically Disadvantaged Students	25	100.0	24.0	33.9	26.3	24.0	49	Not Met
Non-Economically Disadvantaged Students	288	98.3	66.0	52.5	54.9	66.0		
Students with Disabilities	71	97.3	38.0	21.8	17.4	38.0	41.8	Met Target†
Students without Disabilities	242	98.8	69.8	54.2	50.0	69.8		
English Learners	*	*	*	27.0	25.0	*	**	**
Non-English Learners	*	*	*	49.3	46.5	*		
Homeless Students	N	N	N	28.6	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	56.7	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



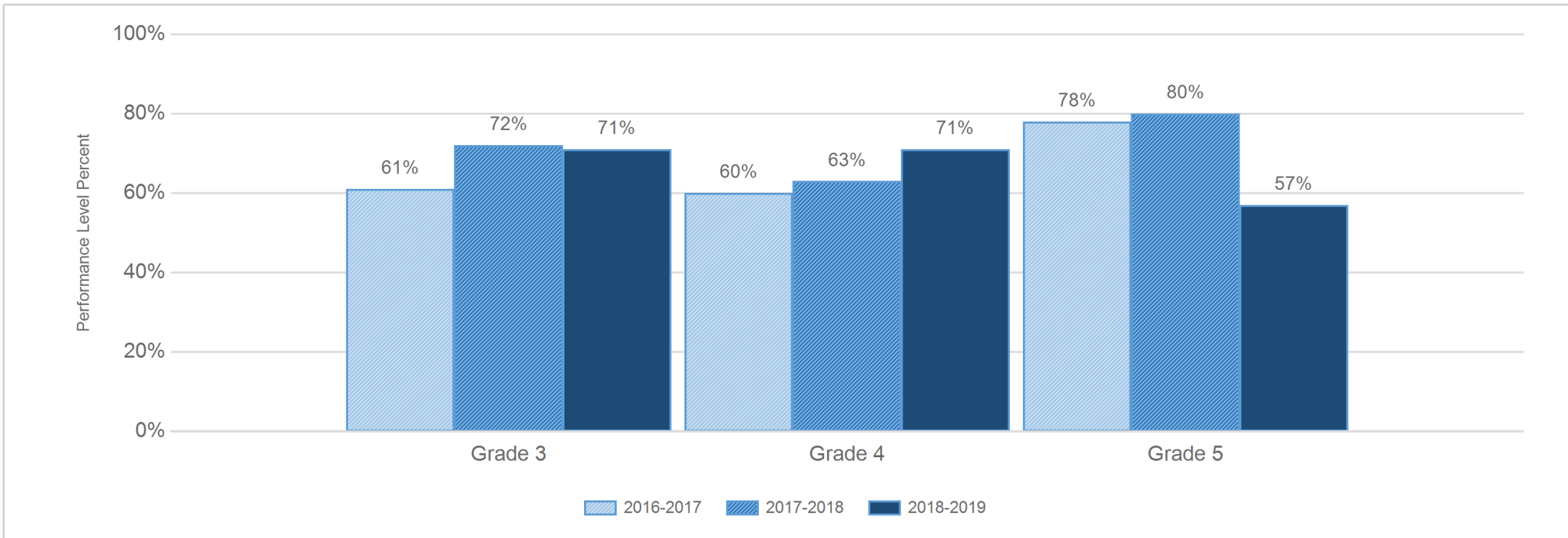
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### Mathematics Assessment – Performance Trends

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



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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	93	765	755	752	*	*	25%	54%	17%	71%	55%
White	76	766	759	760	*	*	25%	51%	20%	71%	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	*	*	743	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	759	758	*	*	*	*	*	*	62%
Female	52	761	751	751	*	*	*	*	*	63%	54%
Male	41	770	758	752	*	*	*	*	*	80%	56%
Economically Disadvantaged Students	*	*	740	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	760	761	*	*	*	*	*	*	67%
Students with Disabilities	17	748	734	731	*	*	*	*	*	53%	31%
Students without Disabilities	76	769	760	756	*	*	*	*	*	75%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	93	765	*	754	*	*	25%	54%	17%	71%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



**Elms Elementary School**  
(29-2360-035)  
Grades Offered: PK-05  
2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	91	766	760	749	*	*	20%	59%	12%	71%	51%
White	73	768	763	757	*	*	16%	62%	14%	75%	62%
Hispanic	*	*	745	737	*	*	*	*	*	*	36%
Black or African American	*	*	757	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	39	765	759	749	*	*	*	*	*	72%	50%
Male	52	766	761	749	*	*	*	*	*	71%	52%
Economically Disadvantaged Students	*	*	748	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	763	759	*	*	*	*	*	*	63%
Students with Disabilities	24	744	*	726	*	*	*	*	*	38%	25%
Students without Disabilities	67	773	*	754	*	*	*	*	*	84%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	91	766	*	751	*	*	20%	59%	12%	71%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	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
<b>Schoolwide</b>	115	760	752	747	0%	12%	30%	37%	21%	57%	47%
White	95	761	755	755	0%	12%	28%	39%	21%	60%	58%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	741	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	58	757	752	747	0%	*	*	*	*	48%	47%
Male	57	763	752	747	0%	*	*	*	*	67%	47%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	15	760	726	725	0%	*	*	*	*	60%	19%
Students without Disabilities	100	760	757	752	0%	*	*	*	*	57%	52%
English Learners	N	N	710	718	N	N	N	N	N	N	12%
Non-English Learners	115	760	753	749	0%	12%	30%	37%	21%	57%	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	*	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	N	N	N

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

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



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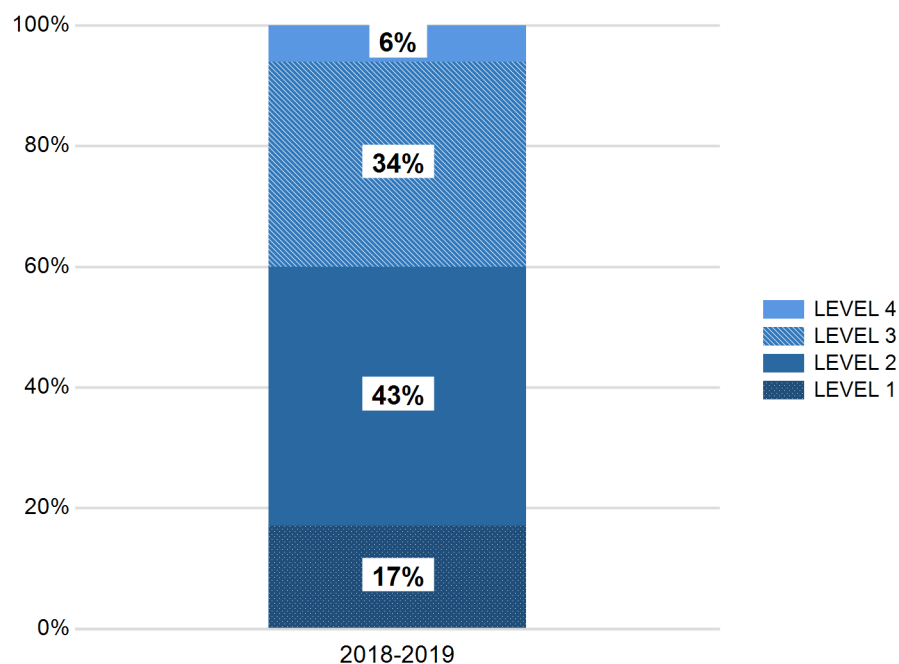
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	17	43	34	6
White	15	43	35	7
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	19	50	26	5
Male	14	37	42	7
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	20	27	40	13
Students without Disabilities	16	46	33	5
English Learners	N	N	N	N
Non-English Learners	17	43	34	6
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.

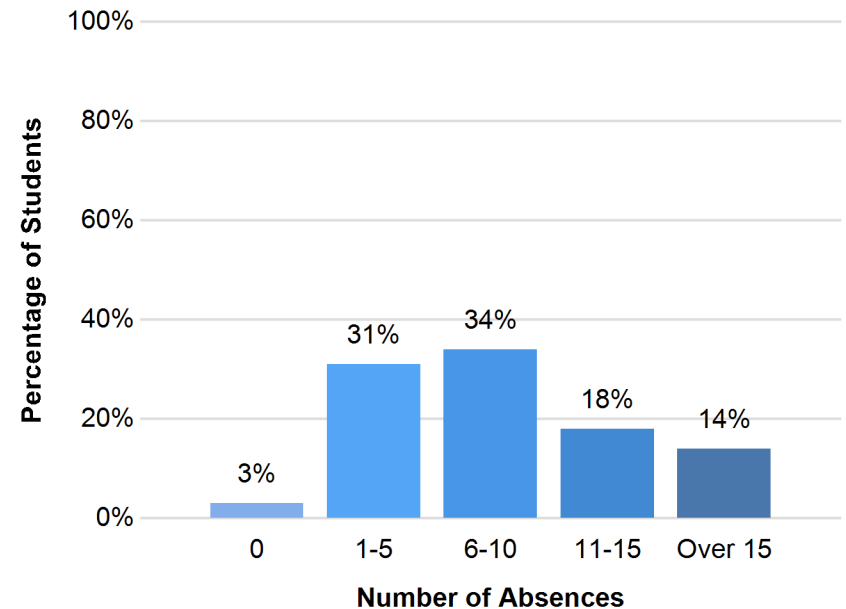
### Chronic Absenteeism

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	53	9.2	8.9	Not Met
White	39	8.4	8.9	Met
Hispanic	5	11.1	8.9	Not Met
Black or African American	7	23.3	8.9	Not Met
Asian, Native Hawaiian, or Pacific	1	4.5	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	29	10.8		
Male	24	7.8		
Economically Disadvantaged Students	16	23.9	8.9	Not Met
Students with Disabilities	14	12.0	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





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2018-2019

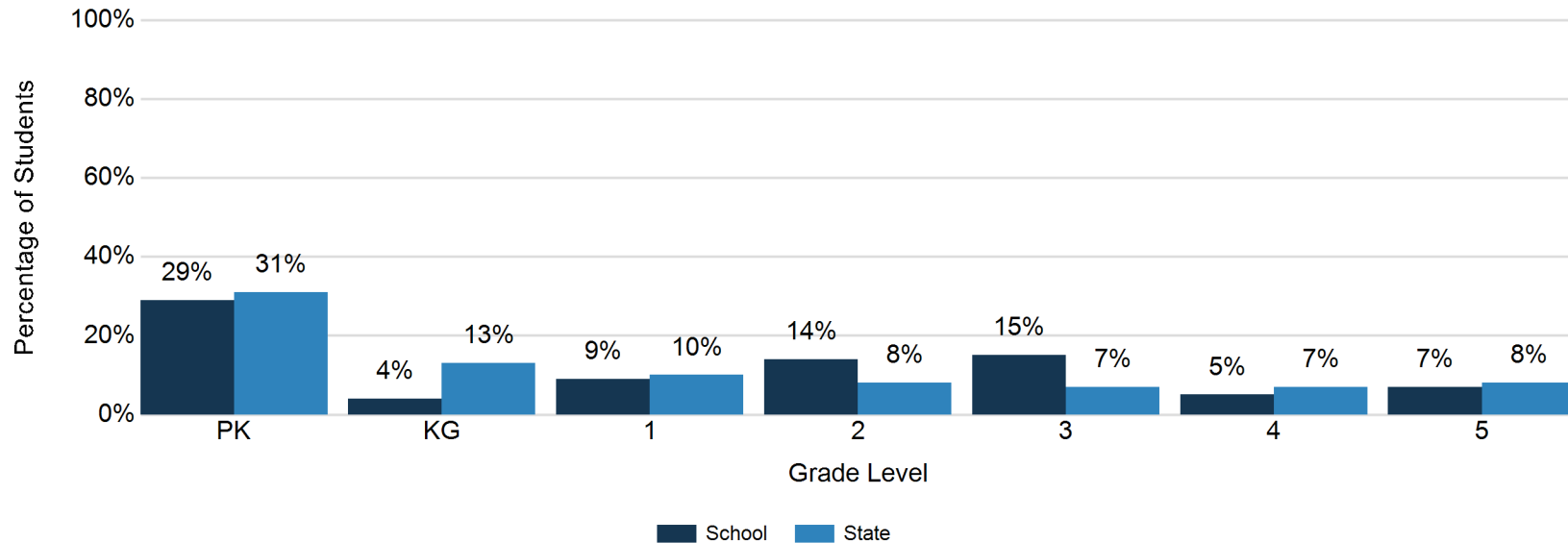
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### Chronic Absenteeism by Grade

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





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

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

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.30

### 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	0	0
No Identified Nature	16		16

### 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	0	0.0%
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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



### Elms 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	9:05 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 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	12.1	12.1
Average years experience in district	10.0	10.8
Percentage of Teachers with 4 or more years experience in the district	69.8%	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	40	9,530
Average years experience in public schools	21.1	16.0
Average years experience in district	12.1	12.0
Percentage of Administrators with 4 or more years experience in the district	95.0%	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	13:1	12:1
Students to Administrators	333:1	204:1
Teachers to Administrators	27:1	17:1
Students to Librarians/Media Specialists		816:1
Students to Nurses		583:1
Students to Counselors		371:1
Students to Child Study Team Members		314:1



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**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	44.8%	92.5%	0.0%	48.4%	77.1%	54.9%
Male	55.2%	7.5%	100.0%	51.6%	22.9%	45.1%
White	79.8%	94.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	8.4%	5.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	3.5%	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	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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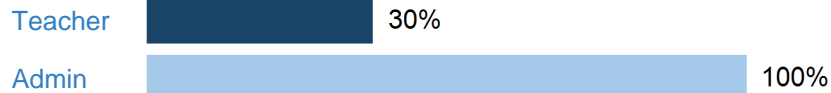
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	95.1%	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	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.



**Elms Elementary School**  
(29-2360-035)  
Grades Offered: PK-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 Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	63.4%	56.6%	67.5%
Math Proficiency	66.1%	70.5%	62.6%
ELA Growth	58	46	69
Math Growth	77	70	63
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	4.5%	7.4%	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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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	Exceeds Standard	Exceeds Standard	N	Not Met	No
White	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	Met Target†	Met Target†	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	**	**	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target†	Exceeds 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).



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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:

- Elms continues to foster leadership and character through the Tiger Leader Program. Students are acknowledged monthly for excellence in these areas.
- Acceptance and diversity are celebrated at Elms. Community Mix it Up Day, the Peer Buddies program, and our school Climate Team highlight these core values.
- Elms has been very successful with pursuing grant opportunities to enhance the students' educational experiences.



### Mission, Vision, Theme:

The Jackson School District is a partnership of dedicated staff, learners and community members committed to developing the unique abilities of each student through compelling learning experiences in a safe and nurturing environment. Our comprehensive, engaging and technology-enriched programs inspire, educate and motivate students to become independent, creative and critical thinkers who will thrive in a diverse, evolving, global society.



### Awards, Recognition, Accomplishments:

Elms continues to be recognized as a Silver Status school through NJEA Sustainable New Jersey and was awarded a \$10,000 grant to cultivate "Green" initiatives within the school. These programs provide agricultural and S.T.E.M. instruction for all students. Within the school community, PTN sponsored grants are awarded annually to teachers and staff to foster innovative practices and positive school climate.



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#### Courses, Curriculum, Instruction:

Our comprehensive curriculum is fully aligned with the New Jersey Student Learning Standards and mirrors the value the Jackson community places on an educational experience that highlights the humanities, STEM (Science, Technology, Engineering and Math), literacy and the fine and performing arts. We offer diverse instructional opportunities in core subjects and in the fine and performing arts, which are essential to providing an effective and well-rounded education.



#### Clubs and Activities:

Elms teachers volunteer their time to facilitate after-school clubs including Robotics, Drama, Coding, STEM, Ensemble Chorus, Gardening and much more. Elms Elementary also offers a wide range of before and after school programs and interventions for all diversified learners.



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#### Before and After School Programs:

The Jackson Childcare Academy is a safe and nurturing program for children ranging from K-8th Grade. A dedicated staff of certified teachers and paraprofessionals create rich and rewarding experiences filled with age-appropriate activities, homework assistance, and warm caring relationships. Children are involved in small group learning activities while forming positive relationships that promote growth and achievement.



#### Staff and Professional Learning:

The Jackson School District is committed to providing meaningful, collaborative opportunities for our staff. Throughout all areas of our curriculum, we provide tools and training to help teachers ensure a rigorous and comprehensive learning experience throughout a student's career. Professional learning includes both in-district and out-of-district experiences, as well as job-embedded collaborative work that is designed to capitalize on the innovative talent within our own educational community.






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 <p><b>Student Supports and Services:</b></p>	<p>Jackson District Schools offer a comprehensive approach to supporting diverse learners offering programs and interventions based on research and identified best practices. Specialized instruction is offered to English Language Learners. Special needs programs support the least restrictive environment requirements and include inclusion programs, small group instruction and self-contained specialized instructional programs.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>District and school-based health and wellness committees ensure that all Jackson students participate in a comprehensive, sequential health and physical education program that focuses on the development of knowledge and skills, which influence life-long healthy behaviors within the context of self, family, school and the local and global communities. This sequence includes direct instruction in health and physical education and daily structured recess for all elementary students.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parent involvement is actively encouraged through parent-school organizations within all ten Jackson schools. All parents have access to key information, such as grades and schedules through the online parent portal. Additionally, the Special Education Advisory Committee (SEAC) provides input to the district on issues concerning students with disabilities and encourages proactive collaboration between parents and school district personnel regarding matters pertaining to special education.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers All Jackson schools annually survey all stakeholders on the topic of school culture. Survey data is shared with school planning committees such as School Improvement Panels (SciPs) and staff, as well as parent organization groups. Data is used to support existing practices and plan for identified needs. Recent results indicate stakeholders feel safe, cared for and comfortable in the schools.</p>
 <p>Facilities:</p>	<p>Jackson Students benefit from investments the district and Board of Education have made in our technology, our curriculum and our facilities- all of which will have a real and lasting impact on how our students learn. Through these investments and with the commitment and dedication of our teachers, staff and parents, we are committed to advancing student achievement and to being an active leader in the evolution of education.</p>
 <p>School Safety:</p>	<p>Elms students practice monthly security drills such as fire drills, lockdown drills, evacuation drills and active shooter drills. Staff and students are trained in the latest ALICE techniques to combat unwanted visitors to the school. Front and back door receptionists, internal and external cameras, buzz in systems and sign in books are used to memorialize all visitors to the school.</p>



### Elms Elementary School

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 <p>Technology and STEM:</p>	<p>Using the latest technology students are able to create and solve real world concerns through design challenges. Students work interactively using the scientific method to solve complex problems with a variety of solutions.</p>
 <p>Early Childhood Education:</p>	<p>We offer a Pre-School Inclusion Program - a tuition-based educational environment that provides parents of students who are 3 and 4 years old the opportunity to register for a developmentally appropriate early learning experience within the school district. Special needs and typically developing pre-schoolers come together in an inclusive classroom where language, academic and social skills will be developed in a nurturing environment.</p>

**Howard C. Johnson Elementary School**

(29-2360-044)

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

**Other Resources:**

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

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

**Howard C. Johnson Elementary School**

(29-2360-044)

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	Ocean
District	Jackson Township School District
Principal Name	Dr. Michael Raymond
Address	1021 Larsen Road Jackson, NJ 08527-3497
Phone Number	732-833-4640
Email Address	<a href="mailto:MRaymond@jacksonsd.org">MRaymond@jacksonsd.org</a>
Website	<a href="https://www.jacksonsd.org/johnson">https://www.jacksonsd.org/johnson</a>



## Howard C. Johnson Elementary School

(29-2360-044)

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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	1	0	0
KG	76	70	75
1	75	90	68
2	52	83	84
3	80	59	85
4	89	85	64
5	94	90	89
Total	467	477	465

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.3%	47.8%	51.0%
Male	52.7%	52.2%	49.0%
Economically Disadvantaged Students	15.4%	15.1%	15.5%
Students with Disabilities	27.6%	31.7%	28.2%
English Learners	0.2%	0.4%	0.6%
Homeless Students	0.2%	0.8%	0.4%
Students in Foster Care	0.2%	0.6%	0.0%
Military-Connected Students	0.6%	0.4%	0.4%
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	81.8%	76.3%	75.1%
Hispanic	8.6%	12.8%	15.3%
Black or African American	4.1%	5.5%	5.4%
Asian	4.3%	4.0%	2.6%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	0.9%	1.3%	1.5%

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

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	1	0	0
KG - Half Day	0	0	0
KG - Full Day	76	70	75

### 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	91.6%
Spanish	4.1%
Other Languages	4.3%



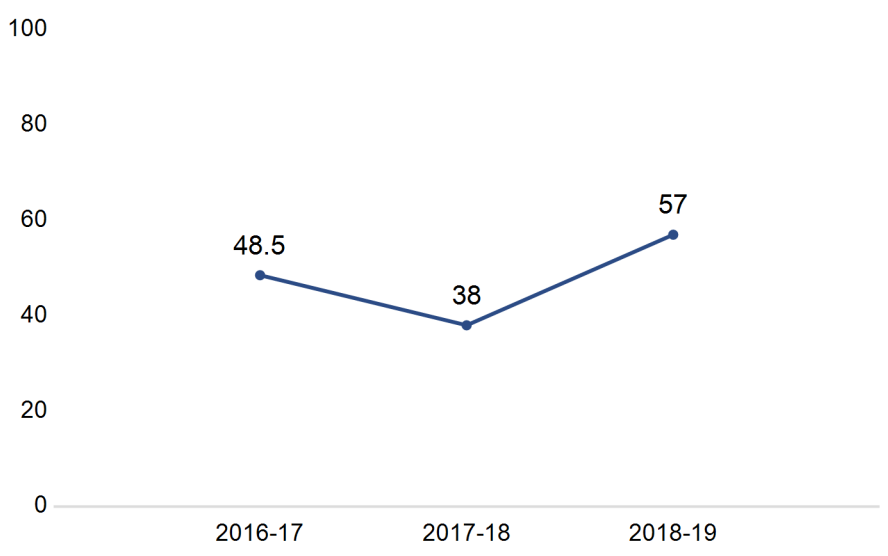
**Howard C. Johnson Elementary School**  
 (29-2360-044)  
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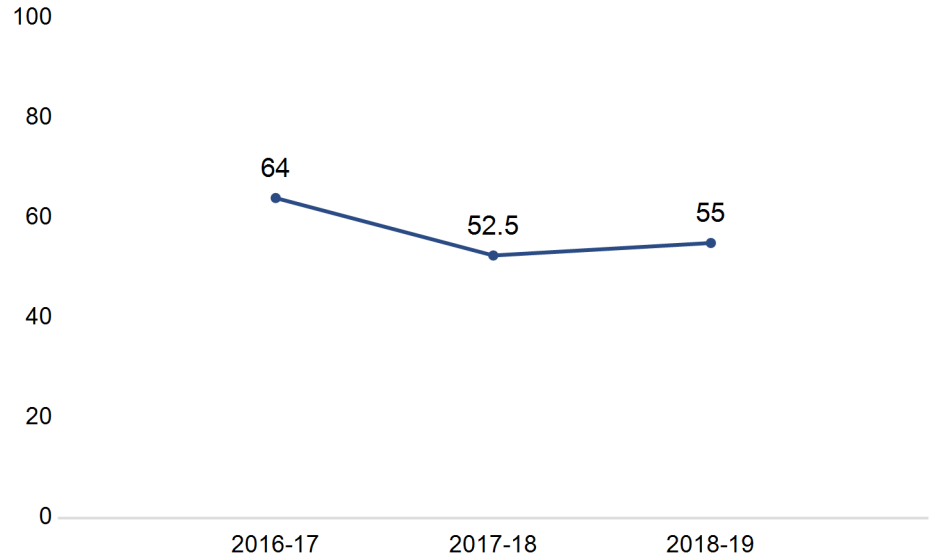
**Student Growth Trends and Progress**

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

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48.5	38	57	64	52.5	55
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



## Howard C. Johnson 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	57	49	50	Met Standard	55	54	50	Met Standard
White	57	49	50	Met Standard	53	54	52	Met Standard
Hispanic	42	46	49	**	65	51	47	**
Black or African American	72	49	45	**	78	61	43	**
Asian, Native Hawaiian, or Pacific Islander	*	61.5	59	**	*	59.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	54	49	**	*	58.5	52	**
Female	65	54	53	N	55	55	50	N
Male	47.5	45	47	N	55.5	53	51	N
Economically Disadvantaged Students	65	49	48	**	51	52	46	**
Students with Disabilities	39	45	43	Not Met	42.5	55	45	Met Standard
English Learners	*	46	52	**	*	48.5	50	**
Homeless Students	N	36	43	N	N	61	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	50.5	49	N	*	48	51	N
Migrant Students	N	N	47	N	N	N	51	N



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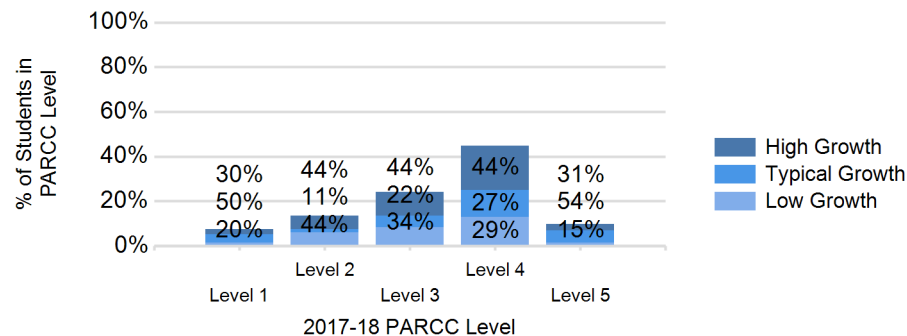
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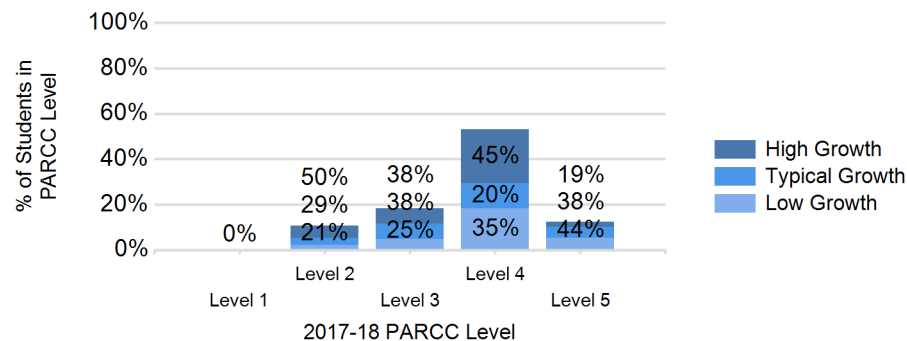
**Student Growth by Performance Level**

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

**ELA**



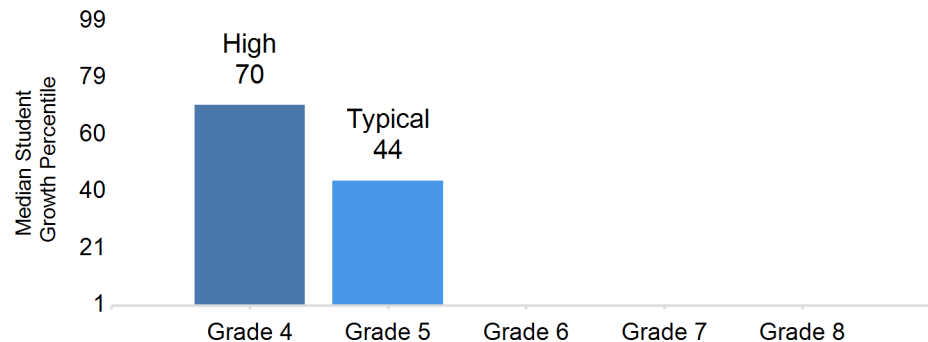
**Math**



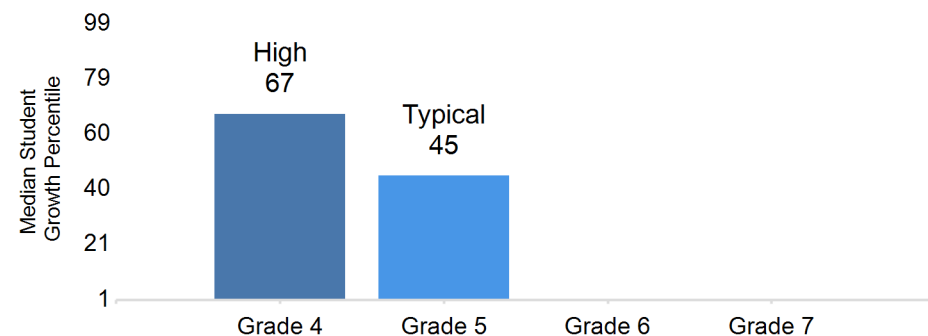
**Student Growth by Grade**

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

**ELA**



**Math**





**Howard C. Johnson Elementary School**  
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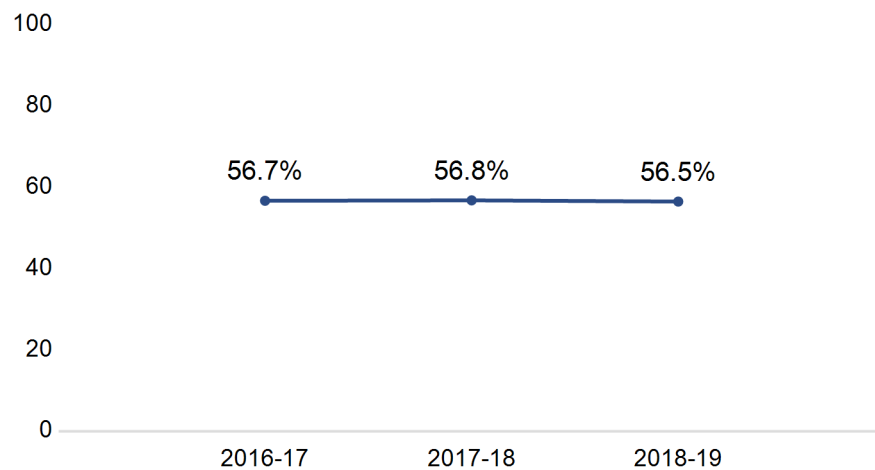
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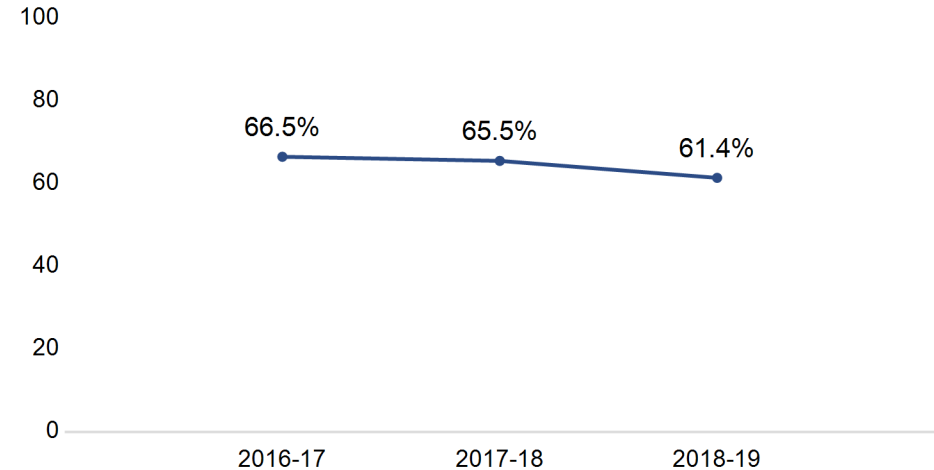
## English Language Arts and Mathematics Performance Trends

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

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.1%	98.1%	96.7%	97.1%	97.6%	96.7%
Proficiency Rate for Federal Accountability	56.7%	56.8%	56.5%	66.5%	65.5%	61.4%
Annual Target	60.3%	61.4%	62.4%	56.7%	58.0%	59.2%
Met Annual Target?	Met Target†	Met Target†	Not Met	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



**Howard C. Johnson Elementary School**  
(29-2360-044)  
Grades Offered: KG-05  
2018-2019

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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	223	96.7	56.5	56.9	57.9	56.5	62.4	Not Met
White	165	96.0	56.4	59.9	66.9	56.4	62	Met Target†
Hispanic	31	97.4	54.8	40.1	43.9	54.8	62.8	Met Target†
Black or African American	19	100.0	52.6	*	38.5	52.6	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	113	100.0	59.3	65.6	64.8	59.3		
Male	110	93.4	53.6	48.7	51.3	53.1		
Economically Disadvantaged Students	34	97.4	38.2	40.8	40.0	38.2	62.4	Not Met
Non-Economically Disadvantaged Students	189	96.5	59.8	61.5	67.9	59.8		
Students with Disabilities	63	90.1	23.8	22.9	22.7	22.9	43.5	Not Met
Students without Disabilities	160	99.4	69.4	64.5	65.1	69.4		
English Learners	*	*	*	24.5	29.3	*	**	**
Non-English Learners	*	*	*	58.3	60.6	*		
Homeless Students	*	*	*	33.3	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	61.3	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



## Howard C. Johnson Elementary School

(29-2360-044)

Grades Offered: KG-05

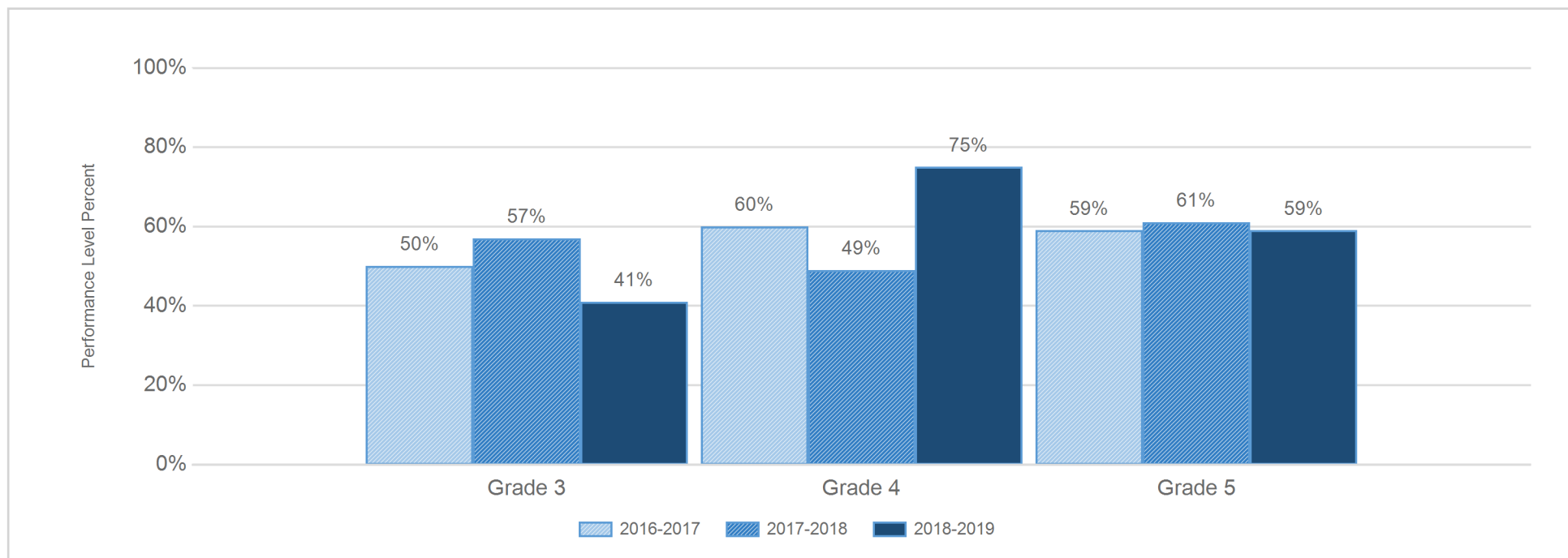
2018-2019

### Report Key:

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## English Language Arts Assessment - Performance Trends

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





**Howard C. Johnson Elementary School**  
(29-2360-044)  
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2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	73	739	742	748	16%	21%	22%	*	*	41%	50%
White	52	739	746	757	*	23%	23%	*	*	38%	60%
Hispanic	13	736	*	734	*	*	*	*	*	46%	36%
Black or African American	*	*	733	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	749	756	N	N	N	N	N	N	58%
Female	31	746	743	753	*	*	*	*	*	42%	55%
Male	42	735	740	743	*	*	*	*	*	40%	46%
Economically Disadvantaged Students	*	*	723	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	748	759	*	*	*	*	*	*	61%
Students with Disabilities	18	705	715	719	*	*	*	*	*	11%	24%
Students without Disabilities	55	751	749	754	*	*	*	*	*	51%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	73	739	*	751	16%	21%	22%	*	*	41%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	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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2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	60	771	759	755	*	*	*	48%	27%	75%	57%
White	42	769	762	763	*	*	*	45%	29%	74%	67%
Hispanic	*	*	747	743	*	*	*	*	*	*	44%
Black or African American	*	*	752	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	39	771	763	760	*	*	*	*	*	72%	62%
Male	21	769	755	750	*	*	*	*	*	81%	53%
Economically Disadvantaged Students	*	*	745	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	763	765	*	*	*	*	*	*	69%
Students with Disabilities	10	731	*	725	*	*	*	*	*	20%	25%
Students without Disabilities	50	779	*	761	*	*	*	*	*	86%	64%
English Learners	N	N	710	720	N	N	N	N	N	N	17%
Non-English Learners	60	771	761	758	*	*	*	48%	27%	75%	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	*	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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(29-2360-044)

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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	751	756	756	*	*	24%	*	*	59%	58%
White	59	752	759	764	*	*	19%	*	*	63%	68%
Hispanic	13	749	*	743	*	*	*	*	*	54%	44%
Black or African American	*	*	743	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	39	756	762	761	*	*	*	*	*	64%	64%
Male	41	747	751	750	*	*	*	*	*	54%	52%
Economically Disadvantaged Students	17	745	*	740	*	*	*	*	*	47%	39%
Non-Economically Disadvantaged Students	63	753	*	766	*	*	*	*	*	62%	69%
Students with Disabilities	18	718	726	724	*	*	*	*	*	17%	23%
Students without Disabilities	62	761	763	762	*	*	*	*	*	71%	65%
English Learners	*	*	703	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	758	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



**Howard C. Johnson Elementary 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	223	96.7	61.4	48.3	44.5	61.4	59.2	Met Target
White	165	96.0	60.6	51.4	54.1	60.6	59.4	Met Target
Hispanic	31	97.4	61.3	33.7	28.8	61.3	53.8	Met Target
Black or African American	19	100.0	52.6	34.6	23.0	52.6	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.8	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	113	100.0	60.2	49.0	44.9	60.2		
Male	110	93.4	62.7	47.6	44.2	62.1		
Economically Disadvantaged Students	34	97.4	38.2	33.9	26.3	38.2	68.7	Not Met
Non-Economically Disadvantaged Students	189	96.5	65.6	52.5	54.9	65.6		
Students with Disabilities	63	90.1	28.6	21.8	17.4	27.4	43.5	Not Met
Students without Disabilities	160	99.4	74.4	54.2	50.0	74.4		
English Learners	*	*	*	27.0	25.0	*	**	**
Non-English Learners	*	*	*	49.3	46.5	*		
Homeless Students	*	*	*	28.6	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	56.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



## Howard C. Johnson Elementary School

(29-2360-044)

Grades Offered: KG-05

2018-2019

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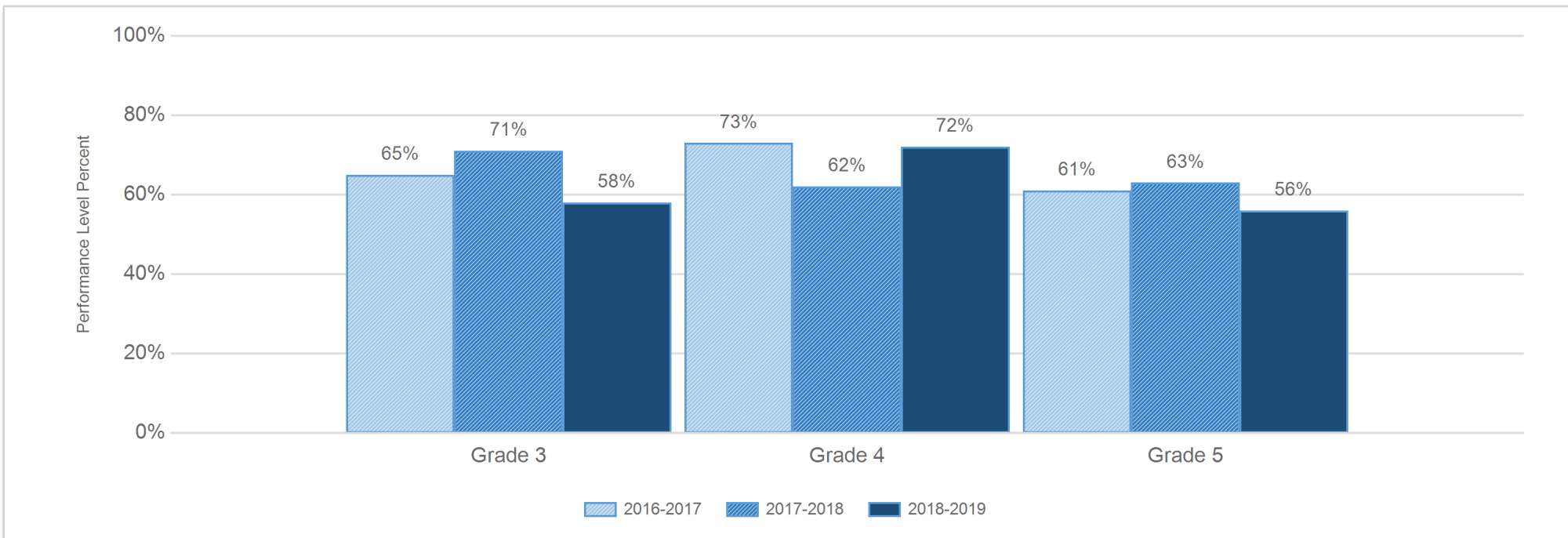
\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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## Mathematics Assessment – Performance Trends

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



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



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2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	73	752	755	752	*	*	22%	44%	14%	58%	55%
White	52	753	759	760	*	*	21%	*	*	58%	66%
Hispanic	13	747	*	739	*	*	*	*	*	62%	40%
Black or African American	*	*	743	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	759	758	N	N	N	N	N	N	62%
Female	31	752	751	751	*	*	*	*	*	61%	54%
Male	42	752	758	752	*	*	*	*	*	55%	56%
Economically Disadvantaged Students	*	*	740	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	760	761	*	*	*	*	*	*	67%
Students with Disabilities	18	730	734	731	*	*	*	*	*	33%	31%
Students without Disabilities	55	759	760	756	*	*	*	*	*	65%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	73	752	*	754	*	*	22%	44%	14%	58%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



## Howard C. Johnson Elementary School

(29-2360-044)

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2018-2019

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## Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	60	766	760	749	*	*	20%	*	*	72%	51%
White	42	765	763	757	*	*	*	*	*	71%	62%
Hispanic	*	*	745	737	*	*	*	*	*	*	36%
Black or African American	*	*	757	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	39	763	759	749	*	*	*	*	*	67%	50%
Male	21	773	761	749	*	*	*	*	*	81%	52%
Economically Disadvantaged Students	*	*	748	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	763	759	*	*	*	*	*	*	63%
Students with Disabilities	10	739	*	726	*	*	*	*	*	30%	25%
Students without Disabilities	50	771	*	754	*	*	*	*	*	80%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	60	766	*	751	*	*	20%	*	*	72%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



**Howard C. Johnson 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
<b>Schoolwide</b>	79	753	752	747	*	15%	25%	*	*	56%	47%
White	59	754	755	755	*	*	22%	*	*	58%	58%
Hispanic	12	746	*	735	0%	*	*	*	*	33%	30%
Black or African American	*	*	741	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	38	751	752	747	*	*	*	*	*	47%	47%
Male	41	755	752	747	*	*	*	*	*	63%	47%
Economically Disadvantaged Students	16	741	*	732	*	*	*	*	*	25%	27%
Non-Economically Disadvantaged Students	63	756	*	757	*	*	*	*	*	63%	59%
Students with Disabilities	17	718	726	725	*	*	*	*	*	*	19%
Students without Disabilities	62	763	757	752	*	*	*	*	*	*	52%
English Learners	*	*	710	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	753	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



## Howard C. Johnson Elementary 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
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	N	N	N

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

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



## Howard C. Johnson Elementary School

(29-2360-044)

Grades Offered: KG-05

2018-2019

### Report Key:

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\*\* Accountability calculations require 20 or more students

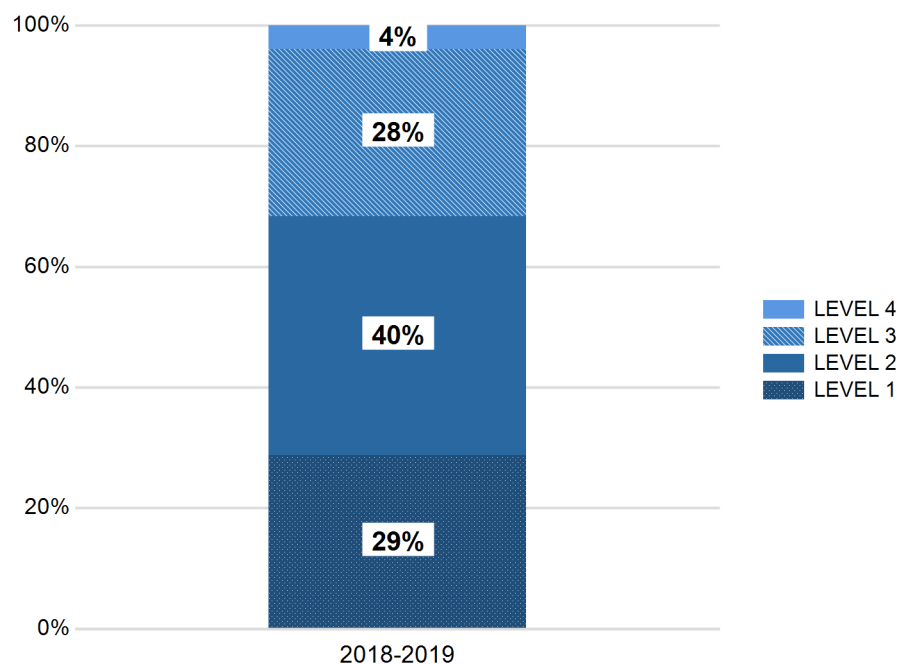
**N** No Data is available to display

† This indicates a table specific note, see note below table

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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	29	40	28	4
White	27	41	29	3
Hispanic	46	38	8	8
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	31	38	23	8
Male	27	41	32	0
Economically Disadvantaged Students	41	47	12	0
Non-Economically Disadvantaged Students	25	38	32	5
Students with Disabilities	83	17	0	0
Students without Disabilities	13	47	35	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



## Howard C. Johnson Elementary School

(29-2360-044)

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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.

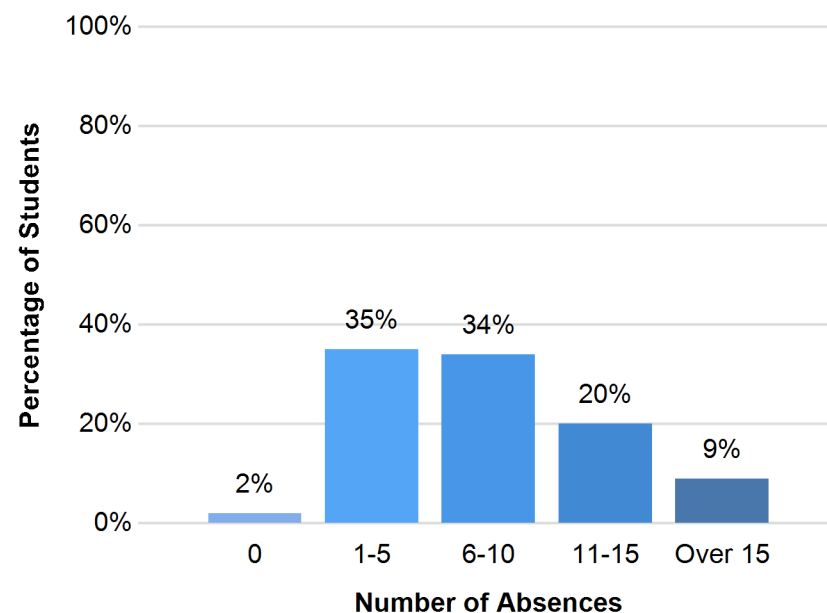
### Chronic Absenteeism

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	25	6.0	8.9	Met
White	18	5.8	8.9	Met
Hispanic	5	7.6	8.9	Met
Black or African American	1	4.3	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	12	5.3		
Male	13	6.7		
Economically Disadvantaged Students	5	8.9	8.9	Met
Students with Disabilities	6	7.6	8.9	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





### Howard C. Johnson Elementary School

(29-2360-044)

Grades Offered: KG-05

2018-2019

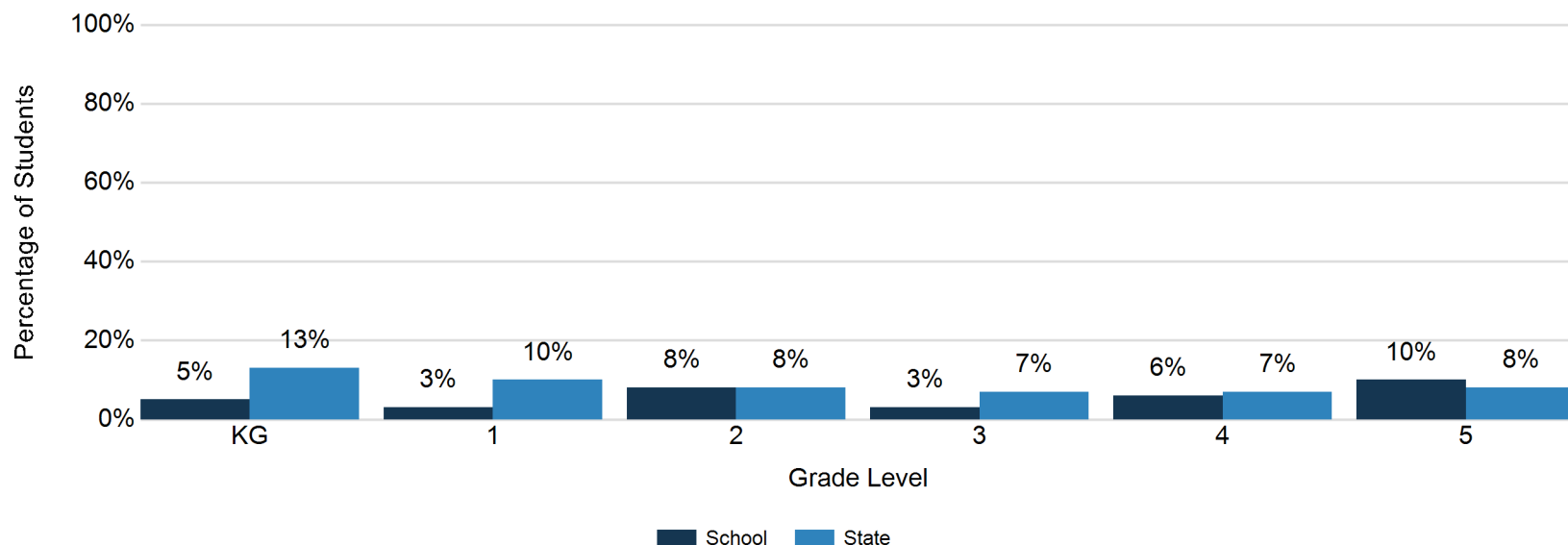
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### Chronic Absenteeism by Grade

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





## Howard C. Johnson Elementary School

(29-2360-044)

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.43

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

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	1	1
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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

### Student Disciplinary Removals

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

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

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

0



### Howard C. Johnson 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	9:25 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 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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2018-2019

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### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	43	118,214
Average years experience in public schools	14.4	12.1
Average years experience in district	11.5	10.8
Percentage of Teachers with 4 or more years experience in the district	81.4%	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	40	9,530
Average years experience in public schools	21.1	16.0
Average years experience in district	12.1	12.0
Percentage of Administrators with 4 or more years experience in the district	95.0%	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	12:1
Students to Administrators	233:1	204:1
Teachers to Administrators	22:1	17:1
Students to Librarians/Media Specialists		816:1
Students to Nurses		583:1
Students to Counselors		371:1
Students to Child Study Team Members		314:1



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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	51.0%	90.7%	50.0%	48.4%	77.1%	54.9%
Male	49.0%	9.3%	50.0%	51.6%	22.9%	45.1%
White	75.1%	95.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	15.3%	2.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.4%	2.3%	0.0%	15.0%	6.6%	13.9%
Asian	2.6%	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	0.2%	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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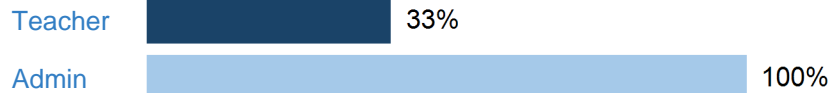
### Teachers and Administrators - Level of Education

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	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	95.1%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	97.3%



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## Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

## ESSA Accountability Status

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

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	56.7%	56.8%	56.5%
Math Proficiency	66.5%	65.5%	61.4%
ELA Growth	48	38	57
Math Growth	64	52	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	N
Chronic Absenteeism	7.1%	8.0%	6.0%

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



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

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



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## School Narrative

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



### Highlights:

- Grammy Award Winning Children's Singer Brady Rymer performed for the students as culminating activity for our diversity initiative.
- Created a "Leaders in the Field" program to expand the aquaponics system and incorporate a greenhouse and raise garden beds to promote healthy growing and lifestyles.
- Olympic Gold Medalist Christie Rampone came to the Johnson School to talk to all grade levels about healthy living, working together, anti-bullying and being a person of good character.



### Mission, Vision, Theme:

The Jackson School District is a partnership of dedicated staff, learners and community members committed to developing the unique abilities of each student through compelling learning experiences in a safe and nurturing environment. Our comprehensive, engaging and technology-enriched programs inspire, educate and motivate students to become independent, creative and critical thinkers who will thrive in a diverse, evolving, global society.



### Awards, Recognition, Accomplishments:

Received a \$10,000.00 Model Classroom Grant from OceanFirst Foundation. Grant to promote a social/emotional initiative with a trained therapy dog accompanied with a prescriptive curriculum. Johnson Elementary school students are annually recognized for their work with charitable organizations such as The Jackson Food Pantry and the Susan G. Komen Foundation.



### Howard C. Johnson Elementary School

(29-2360-044)

Grades Offered: KG-05

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.



### Courses, Curriculum, Instruction:

Our comprehensive curriculum is fully aligned with the New Jersey Student Learning Standards and mirrors the value the Jackson community places on an educational experience that highlights the humanities, STEM (Science, Technology, Engineering and Math), literacy and the fine and performing arts. We offer diverse instructional opportunities in core subjects and in the fine and performing arts, which are essential to providing an effective and well-rounded education.



### Clubs and Activities:

The Johnson School annually participates in competitions such as the District Spelling Bee, New Jersey Geography Bee and the Ocean County Math League. Students from the Johnson School frequently have their artwork on display at the Jackson Branch of the Ocean County Library. Throughout the school year students participate in numerous food drives, clothing drives, holiday gift collections to support needy families in Jackson.



## Howard C. Johnson Elementary School

(29-2360-044)

Grades Offered: KG-05



2018-2019

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 <p><b>Before and After School Programs:</b></p>	<p>The Jackson Childcare Academy is a safe and nurturing program for children ranging from K-8th Grade. A dedicated staff of certified teachers and paraprofessionals create rich and rewarding experiences filled with age-appropriate activities, homework assistance, and warm caring relationships. Children are involved in small group learning activities while forming positive relationships that promote growth and achievement.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>The Jackson School District is committed to providing meaningful, collaborative opportunities for our staff. Throughout all areas of our curriculum, we provide tools and training to help teachers ensure a rigorous and comprehensive learning experience throughout a student's career. Professional learning includes both in-district and out-of-district experiences, as well as job-embedded collaborative work that is designed to capitalize on the innovative talent within our own educational community.</p>



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 <p><b>Student Supports and Services:</b></p>	<p>Jackson District Schools offer a comprehensive approach to supporting diverse learners offering programs and interventions based on research and identified best practices. Specialized instruction is offered to English Language Learners. Special needs programs support the least restrictive environment requirements and include inclusion programs, small group instruction and self-contained specialized instructional programs.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>District and school-based health and wellness committees ensure that all Jackson students participate in a comprehensive, sequential health and physical education program that focuses on the development of knowledge and skills, which influence life-long healthy behaviors within the context of self, family, school and the local and global communities. This sequence includes direct instruction in health and physical education and daily structured recess for all elementary students.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parent involvement is actively encouraged through parent-school organizations within all ten Jackson schools. All parents have access to key information, such as grades and schedules through the online parent portal. Additionally, the Special Education Advisory Committee (SEAC) provides input to the district on issues concerning students with disabilities and encourages proactive collaboration between parents and school district personnel regarding matters pertaining to special education.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers All Jackson schools annually survey all stakeholders on the topic of school culture. Survey data is shared with school planning committees such as School Improvement Panels (SciPs) and staff, as well as parent organization groups. Data is used to support existing practices and plan for identified needs. Recent results indicate stakeholders feel safe, cared for and comfortable in the schools.</p>
 <p>Facilities:</p>	<p>Jackson Students benefit from investments the district and Board of Education have made in our technology, our curriculum and our facilities - all of which will have a real and lasting impact on how our students learn. Through these investments and with the commitment and dedication of our teachers, staff and parents, we are committed to advancing student achievement and to being an active leader in the evolution of education.</p>
 <p>School Safety:</p>	<p>Johnson Students benefit from specific drills being conducted monthly such as; fire drills, lockdown drills, evacuation drills and active shooter drills. Staff are trained in the latest ALICE techniques to combat unwanted visitors to the school. Internal and external cameras as well as receptionists, buzz in system and sign in books are used to memorialize all visitors to the school.</p>



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(29-2360-044)

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2018-2019

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 <p>Technology and STEM:</p>	<p>Using the latest technology students are able to create and solve real world concerns through design challenges. Students work interactively using the scientific method to solve complex problems with a variety of solutions.</p>
 <p>Early Childhood Education:</p>	<p>No</p>



**Jackson Liberty High School**  
(29-2360-025)  
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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 as the top left of the screen to move between pages of the report

**Other Resources:**

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

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



**Jackson Liberty High School**  
(29-2360-025)  
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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	Ocean
District	Jackson Township School District
Principal Name	Mr. Geoffrey Brignola
Address	125 North Hope Chapel Road Jackson, NJ 08527-3497
Phone Number	732-833-4700
Email Address	<a href="mailto:gpbrignola@jacksonsd.org">gpbrignola@jacksonsd.org</a>
Website	<a href="https://www.jacksonsd.org/liberty">https://www.jacksonsd.org/liberty</a>
Twitter	<a href="https://twitter.com/jlhslionroar?lang=en">https://twitter.com/jlhslionroar?lang=en</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	284	253	296
10	320	283	254
11	312	300	264
12	330	325	317
Total	1,246	1,161	1,131

### 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	49.8%	49.8%	49.3%
Male	50.2%	50.2%	50.7%
Economically Disadvantaged Students	26.7%	25.5%	27.4%
Students with Disabilities	13.1%	14.5%	15.7%
English Learners	1.6%	1.9%	2.7%
Homeless Students	0.4%	1.2%	1.4%
Students in Foster Care	0.2%	0.1%	0.1%
Military-Connected Students	0.6%	0.4%	0.5%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	76.5%	74.2%	71.6%
Hispanic	12.9%	13.4%	15.7%
Black or African American	7.5%	7.8%	7.9%
Asian	2.6%	3.6%	3.9%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.1%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	0.4%	0.8%	0.7%

### 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	1,206	1,123	1,096
Shared Time Students	78	75	70
Full Time Equivalent	1,245	1,161	1,131

### 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	90.5%
Spanish	7.0%
Arabic	1.1%
Other Languages	1.4%



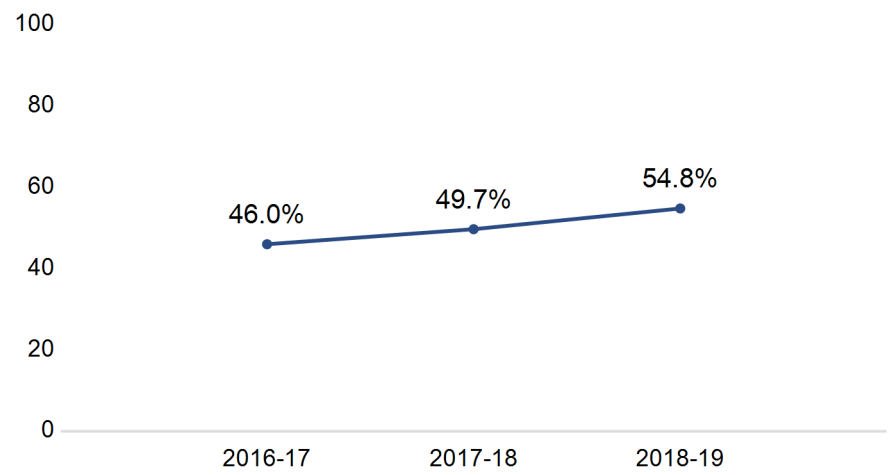
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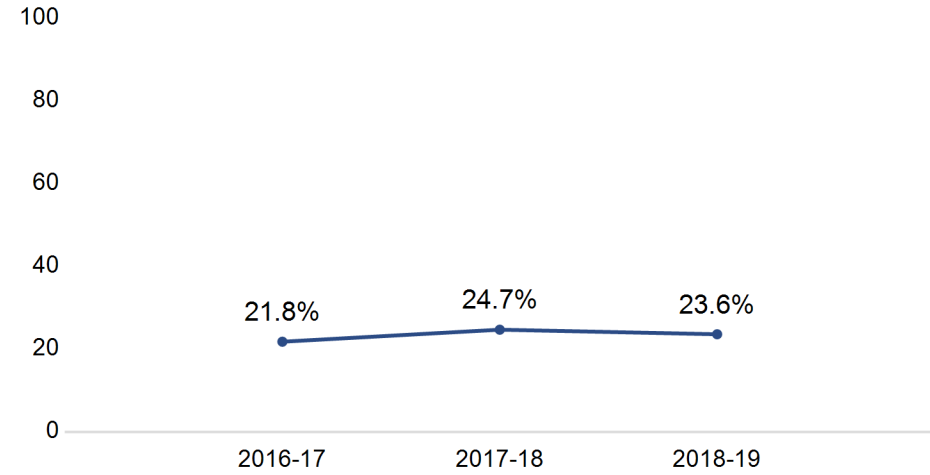
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.0%	99.1%	98.7%	98.6%	99.2%	98.1%
Proficiency Rate for Federal Accountability	46.0%	49.7%	54.8%	21.8%	24.7%	23.6%
Annual Target	46.6%	48.3%	50.1%	28.2%	31.0%	33.7%
Met Annual Target?	Met Target†	Met Target	Met Target	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	544	98.7	54.8	56.9	57.9	54.8	50.1	Met Target
White	381	98.7	59.6	59.9	66.9	59.6	51.3	Met Target
Hispanic	90	100.0	38.9	40.1	43.9	38.9	40.7	Met Target†
Black or African American	42	95.7	35.7	*	38.5	35.7	45.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.7	82.9	*	63	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	273	98.6	63.7	65.6	64.8	63.7		
Male	271	98.9	45.8	48.7	51.3	45.8		
Economically Disadvantaged Students	146	100.0	45.2	40.8	40.0	45.2	40.5	Met Target
Non-Economically Disadvantaged Students	398	98.3	58.3	61.5	67.9	58.3		
Students with Disabilities	89	98.9	15.7	22.9	22.7	15.7	21.8	Met Target†
Students without Disabilities	455	98.7	62.4	64.5	65.1	62.4		
English Learners	14	100.0	21.4	24.5	29.3	21.4	**	**
Non-English Learners	530	98.7	55.7	58.3	60.6	55.7		
Homeless Students	*	*	*	33.3	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	61.3	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



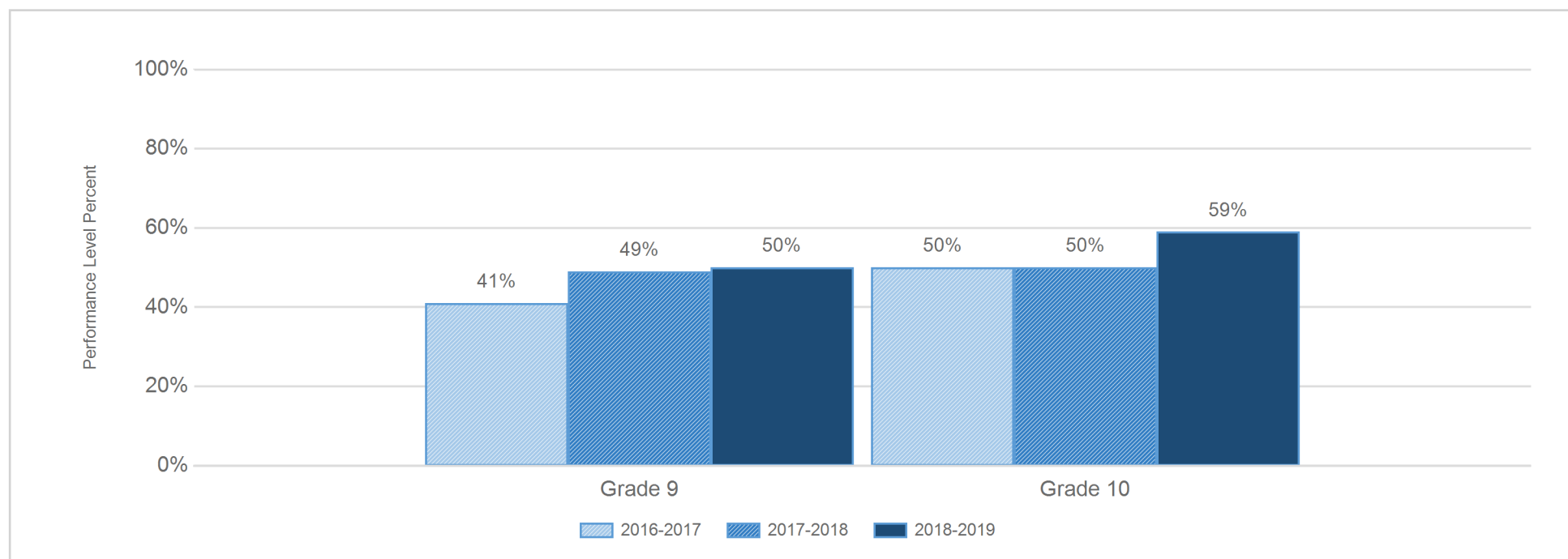
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### English Language Arts Assessment - Performance Trends

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





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	292	747	754	753	12%	15%	23%	38%	12%	50%	56%
White	203	752	757	762	8%	13%	23%	41%	14%	56%	65%
Hispanic	54	733	739	737	24%	*	26%	*	*	35%	40%
Black or African American	23	728	737	732	*	*	*	*	*	30%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	147	753	763	760	10%	14%	18%	42%	16%	59%	63%
Male	145	741	746	746	14%	17%	28%	34%	8%	42%	49%
Economically Disadvantaged Students	87	737	739	734	23%	15%	22%	*	*	40%	36%
Non-Economically Disadvantaged Students	205	751	758	762	7%	15%	23%	*	*	55%	65%
Students with Disabilities	47	711	714	717	40%	32%	*	*	*	13%	17%
Students without Disabilities	245	754	761	760	7%	12%	*	*	*	58%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	256	755	757	757	12%	11%	18%	39%	20%	59%	58%
White	179	761	761	767	9%	10%	17%	41%	22%	64%	67%
Hispanic	38	729	733	738	*	*	*	*	*	42%	43%
Black or African American	20	732	739	733	*	0%	*	*	*	35%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	128	764	766	766	9%	9%	14%	42%	27%	69%	66%
Male	128	746	749	749	16%	14%	22%	35%	13%	48%	51%
Economically Disadvantaged Students	63	736	734	735	21%	*	17%	*	*	49%	40%
Non-Economically Disadvantaged Students	193	761	762	767	9%	*	18%	*	*	62%	67%
Students with Disabilities	43	709	708	711	47%	*	*	*	*	16%	19%
Students without Disabilities	213	764	766	765	5%	*	*	*	*	67%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	*	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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### Mathematics Assessment - Participation and Performance

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

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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	501	98.1	23.6	48.3	44.5	23.6	33.7	Not Met
White	347	98.0	26.8	51.4	54.1	26.8	35.2	Not Met
Hispanic	88	100.0	14.8	33.7	28.8	14.8	23.3	Not Met
Black or African American	41	95.7	*	34.6	23.0	*	24.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	28.6	72.8	76.5	28.6	N	N
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	251	98.1	27.5	49.0	44.9	27.5		
Male	250	98.1	19.6	47.6	44.2	19.6		
Economically Disadvantaged Students	140	99.3	20.0	33.9	26.3	20.0	27.3	Not Met
Non-Economically Disadvantaged Students	361	97.6	24.9	52.5	54.9	24.9		
Students with Disabilities	83	98.8	*	21.8	17.4	*	14.7	Not Met
Students without Disabilities	418	97.9	*	54.2	50.0	*		
English Learners	17	100.0	17.6	27.0	25.0	17.6	N	N
Non-English Learners	484	98.0	23.8	49.3	46.5	23.8		
Homeless Students	*	*	*	28.6	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	56.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



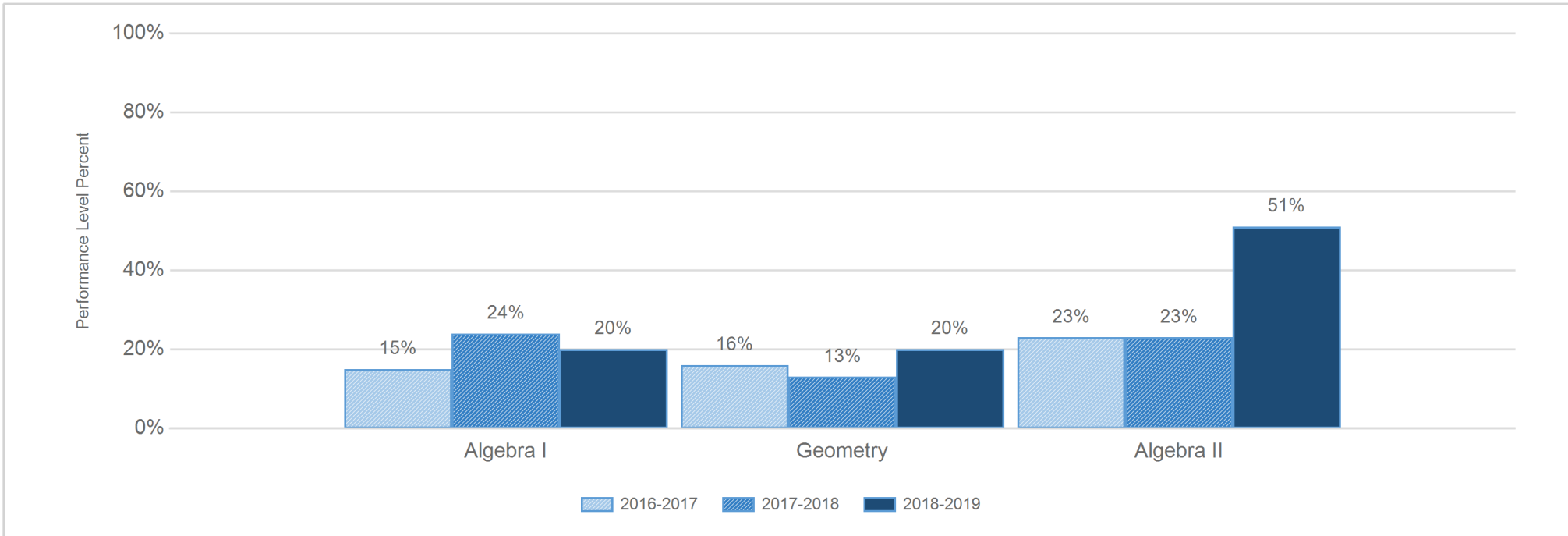
**Jackson Liberty High School**  
(29-2360-025)  
Grades Offered: 09-12  
2018-2019

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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 Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	226	728	745	744	12%	31%	37%	20%	0%	20%	42%
White	147	733	748	752	11%	22%	43%	24%	0%	24%	53%
Hispanic	53	719	729	728	*	47%	25%	*	*	15%	24%
Black or African American	21	715	730	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	123	732	746	745	10%	28%	35%	28%	0%	28%	44%
Male	103	724	744	743	15%	34%	40%	12%	0%	12%	41%
Economically Disadvantaged Students	78	722	*	727	15%	42%	23%	19%	0%	19%	23%
Non-Economically Disadvantaged Students	148	731	*	752	10%	24%	45%	21%	0%	21%	52%
Students with Disabilities	45	718	*	717	*	*	*	*	*	*	12%
Students without Disabilities	181	731	*	748	*	*	*	*	*	*	47%
English Learners	10	711	711	710	*	*	*	*	*	*	*
Non-English Learners	216	729	745	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	235	730	734	737	8%	29%	43%	20%	0%	20%	35%
White	165	732	736	743	*	24%	49%	*	*	22%	43%
Hispanic	37	723	726	724	*	43%	32%	*	*	11%	17%
Black or African American	20	711	*	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	108	730	*	738	*	32%	43%	*	*	19%	36%
Male	127	730	*	736	*	27%	43%	*	*	20%	34%
Economically Disadvantaged Students	66	727	*	722	*	35%	35%	*	*	18%	16%
Non-Economically Disadvantaged Students	169	731	*	743	*	27%	46%	*	*	20%	43%
Students with Disabilities	38	711	711	712	*	*	*	*	*	*	*
Students without Disabilities	197	733	738	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	49	751	755	755	*	*	33%	*	*	51%	58%
White	37	756	756	758	*	*	32%	*	*	57%	62%
Hispanic	*	*	751	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	N	N	*	761	N	N	N	N	N	N	65%
Female	25	759	758	752	*	*	*	*	*	60%	55%
Male	24	743	752	758	*	*	*	*	*	42%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	49	751	*	756	*	*	33%	*	*	51%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	49	751	755	755	*	*	33%	*	*	51%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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## DLM Alternate Assessment - Participation

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

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

## English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	35.3%	**	**

† 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	*	*	*



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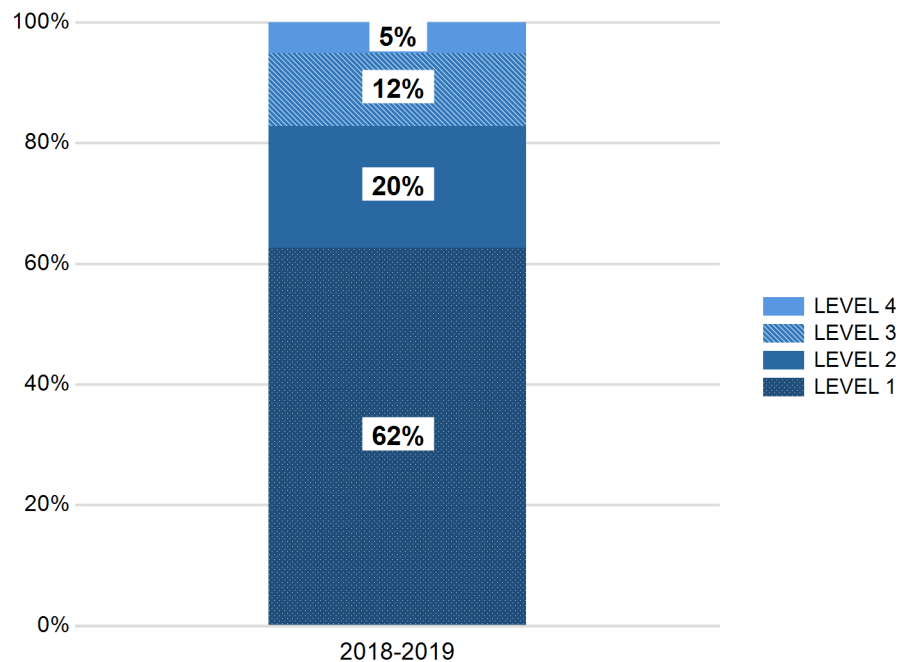
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

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



### NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	62	20	12	5
White	59	22	14	5
Hispanic	61	23	11	5
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	61	20	15	4
Male	64	21	10	6
Economically Disadvantaged Students	77	17	4	3
Non-Economically Disadvantaged Students	57	22	16	6
Students with Disabilities	89	8	3	0
Students without Disabilities	58	23	14	6
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 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	98.3%	84.5%
12th graders taking SAT in 2018-19 or prior years	67.8%	72.1%
12th graders taking ACT in 2018-19 or prior years	11.0%	19.6%

### PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	463	476	Grade 10: 430 Grade 11: 460	57%	61%
PSAT 10/NMSQT - Math	459	477	Grade 10: 480 Grade 11: 510	32%	43%
SAT - Reading and Writing	539	539	480	75%	70%
SAT - Math	531	541	530	47%	53%
ACT - Reading	23	25	22	60%	66%
ACT - English	22	24	18	71%	81%
ACT - Math	23	24	22	54%	65%
ACT - Science	22	24	23	49%	57%



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2018-2019

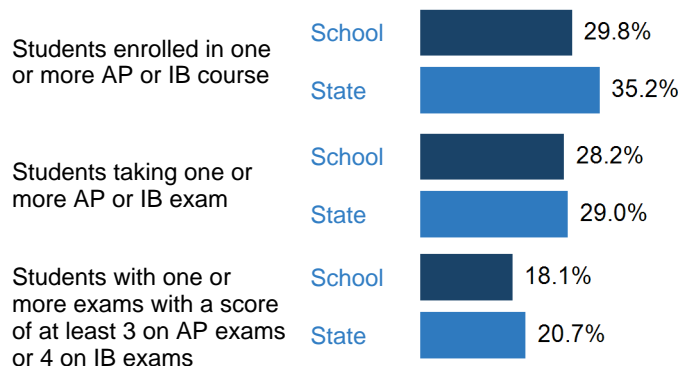
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

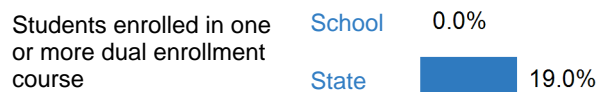
### AP/IB Coursework – Participation and Performance

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	33	31
AP Calculus AB	25	24
AP Calculus BC	12	11
AP Chemistry	27	27
AP Computer Science A	9	9
AP English Language and Composition	9	10
AP English Literature and Composition	9	8
AP Environmental Science	12	10
AP Macroeconomics	23	21
AP Microeconomics	6	6
AP Physics C	20	0
AP Physics C: Mechanics	8	24
AP Psychology	56	51
AP Spanish Language	8	6
AP Statistics	17	14
AP Studio Art—Drawing Portfolio	16	13



### Jackson Liberty High School

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AP/IB Course	Students Enrolled	Students Tested
AP Studio Art—Two-Dimensional	0	13
AP U.S. Government and Politics	26	23
AP U.S. History	9	7
Total Exams taken		308
Exams with scores of at least 3 on AP exams or 4 on IB exams		170



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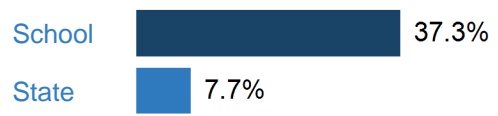
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

**Career and Technical Education Participation**

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

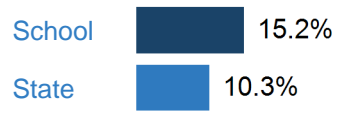
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

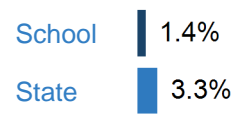
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

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

**Structured Learning Experiences**





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### Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	37.3%	15.2%	7.7%	10.3%
White	38.8%	16.5%	6.1%	9.6%
Hispanic	32.6%	10.7%	10.3%	11.3%
Black or African American	29.2%	16.3%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	46.7%	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	31.6%	11.6%	7.3%	10.6%
Male	42.8%	18.7%	8.0%	10.1%
Economically Disadvantaged Students	36.5%	12.0%	10.4%	11.8%
Students with Disabilities	32.9%	16.6%	6.6%	9.2%
English Learners	*	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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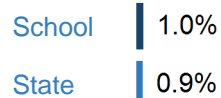
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### Industry-Valued Credentials

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

#### Students Earning Industry-Valued Credentials



### Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*		
Arts, AV Technology & Communications	220		
Education and Training	50		
Government & Public Administration	64		
Health Science	*		
Hospitality & Tourism	*		
Human Services	17	*	*
Information Technology	28		
Manufacturing	150		
Marketing	*		
Science, Technology, Engineering & Mathematics	64		
Transportation, Distribution & Logistics	13	*	*
<b>Total (All Clusters)</b>	<b>628</b>	<b>23</b>	<b>23</b>



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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	230	66	19	0	0	0	3
10	9	185	50	27	1	0	8
11	5	25	181	44	23	7	13
12	3	5	31	48	40	81	19
Total	247	281	281	119	64	88	43
Enrolled in AP/IB Course					37	17	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	299	1	1	0	0	0
10	16	213	7	7	0	0
11	41	50	2	61	146	30
12	83	20	4	39	48	34
Total	439	284	14	107	194	64
Enrolled in AP/IB Course	33	27		12	28	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



**Jackson Liberty High School**  
(29-2360-025)  
Grades Offered: 09-12  
2018-2019

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

### 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	301	1	0	0	0	0
10	15	244	1	0	6	0
11	4	258	8	20	22	14
12	3	64	20	131	29	52
Total	323	567	29	151	57	66
Enrolled in AP/IB Course	0	9	29	56		26
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	172	36	30	0	0	0	0
10	168	32	16	0	0	0	0
11	75	13	2	0	0	0	0
12	49	3	0	0	0	0	0
Total	464	84	48	0	0	0	0
Enrolled in AP/IB Course	8	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	111	8	0	0	0	0	0



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

### 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	9	0	0	0	0	0
10	20	0	0	0	0	0
11	7	0	0	0	0	1
12	15	0	0	0	0	5
Total	51	0	0	0	0	6
Enrolled in AP/IB Course	9		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
Spanish	*
Total	*



Jackson Liberty High School (29-2360-025) Grades Offered: 09-12 2018-2019

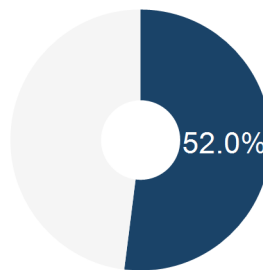
Report Key: \* Data is not displayed in order to protect student privacy \*\* Accountability calculations require 20 or more students N No Data is available to display † This indicates a table specific note, see note below table

Visual and Performing Arts – Course Participation

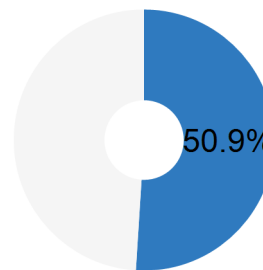
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

Students enrolled in one or more visual and performing arts classes

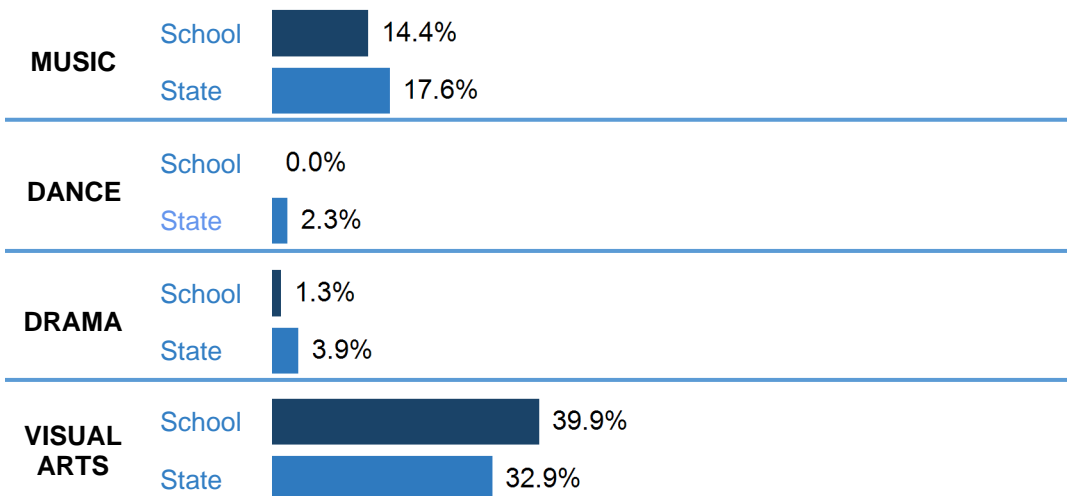


School



State

Students enrolled in one or more classes by discipline:





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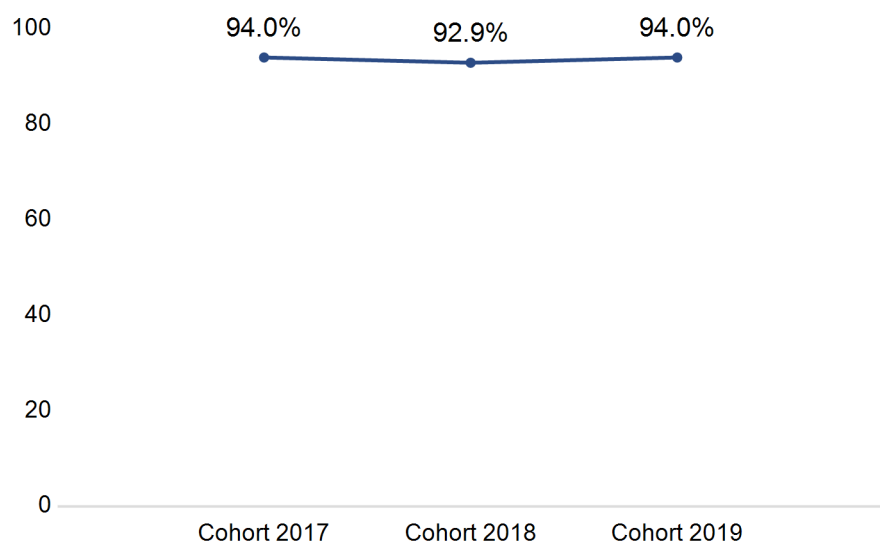
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

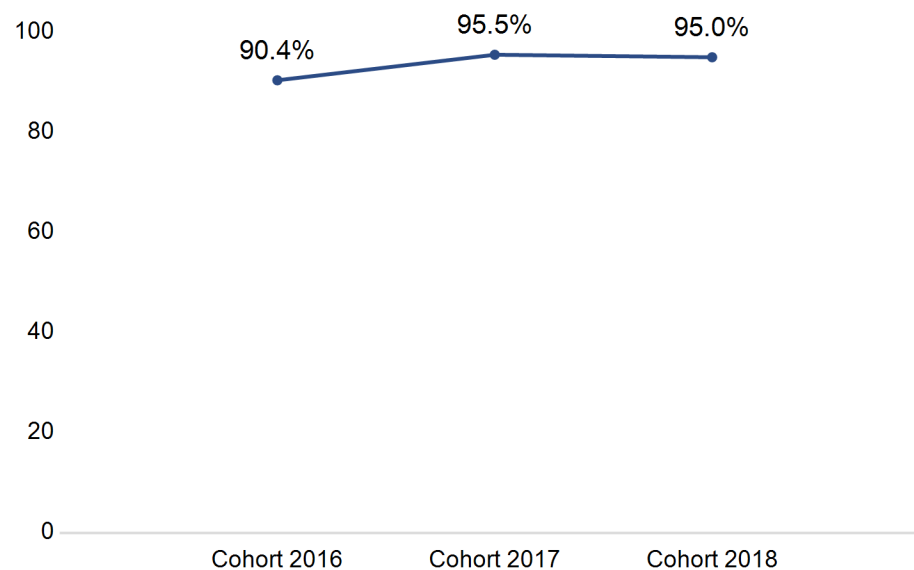
### Graduation Rate Trends and Progress

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	94.0%	92.9%	94.0%	90.4%	95.5%	95.0%
Annual Target	92.5%	92.6%		93.9%	N	
Met Annual Target?	Met Target	Met Target		Not Met	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	94.0%	90.6%	95.0%	92.5%	92.9%	92.6%	Met Target	95.5%	N	Met Goal
White	95.2%	94.9%	94.6%	95.9%	92.6%	92.2%	Met Target	96.6%	N	Met Goal
Hispanic	86.7%	84.5%	97.7%	87.3%	95.3%	N	Met Goal	92.2%	96.0%	Not Met
Black or African American	95.7%	83.3%	92.0%	87.1%	88.5%	87.1%	Met Target	96.4%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
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	98.2%	92.8%	95.9%	94.4%	94.1%			97.0%		
Male	89.9%	88.5%	94.1%	90.8%	91.8%			94.0%		
Economically Disadvantaged Students	92.0%	84.0%	89.5%	87.3%	85.4%	90.3%	Not Met	94.1%	89.7%	Met Target
Students with Disabilities	80.8%	79.2%	87.5%	83.8%	81.3%	82.8%	Not Met	91.9%	93.9%	Not Met
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			*		
Migrant Students	N	83.3%	N	85.0%	N			N		



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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	68.1%	63.9%
Substitute Competency Test	23.0%	23.0%
Portfolio Appeals Process	3.5%	6.7%
Alternate Requirements specified in IEP	5.4%	6.4%
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	0.8%	1.2%
2017-2018	0.3%	1.2%
2016-2017	0.4%	1.1%



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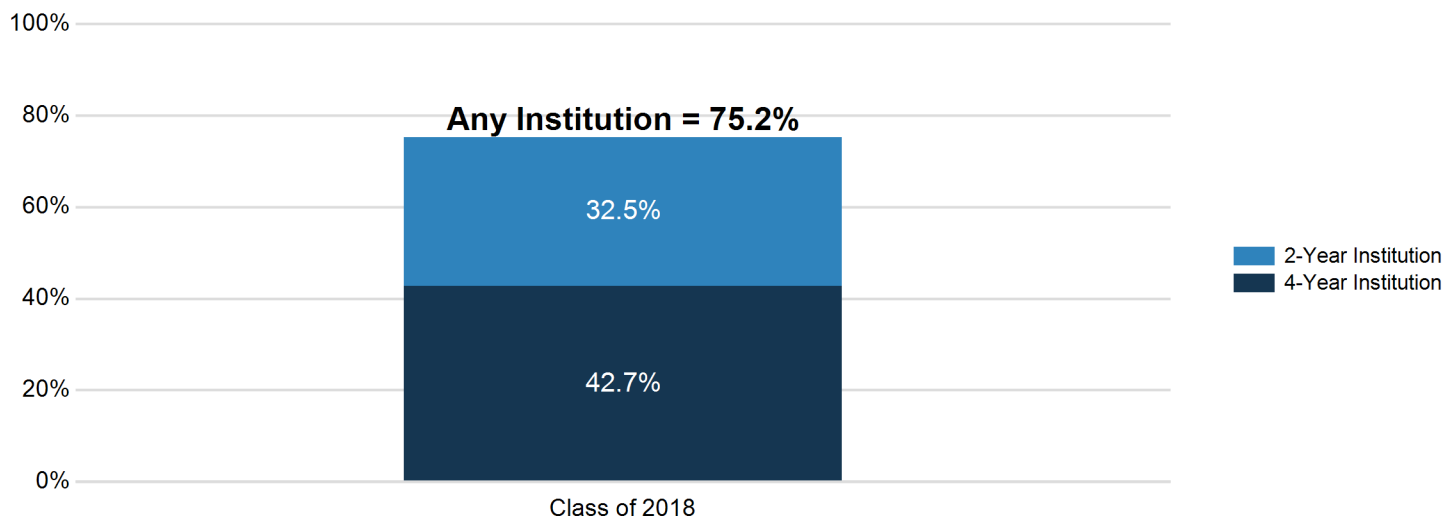
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

## 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	32.5%
% Enrolled in 4-Year Institution	42.7%
% Enrolled in Any Postsecondary Institution	75.2%



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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 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	64.9%	34.3%	65.7%
White	68.6%	31.7%	68.3%
Hispanic	43.9%	55.6%	44.4%
Black or African American	54.5%	25%	75%
Asian, Native Hawaiian, or Pacific Islander	83.3%	30%	70%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	50%	51.3%	48.7%
Students with Disabilities	37.3%	63.2%	36.8%
English Learners	*	*	*

### Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	75.2%	43.2%	56.8%	77%	23%	71.6%	28.4%
White	77.8%	40.7%	59.3%	75.1%	24.9%	70.9%	29.1%
Hispanic	63%	65.5%	34.5%	93.1%	6.9%	75.9%	24.1%
Black or African American	66.7%	50%	50%	57.1%	42.9%	71.4%	28.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	65.2%	64.4%	35.6%	84.4%	15.6%	77.8%	22.2%
Students with Disabilities	51.1%	78.3%	21.7%	95.7%	4.3%	91.3%	8.7%
English Learners	*	*	*	*	*	*	*



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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.

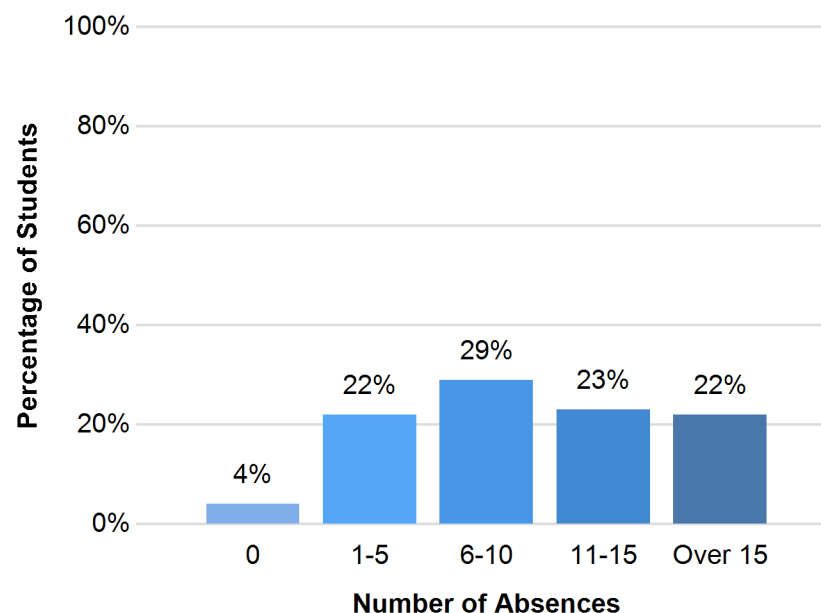
### Chronic Absenteeism

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	205	17.4	14.2	Not Met
White	141	16.8	14.2	Not Met
Hispanic	47	26.1	14.2	Not Met
Black or African American	10	10.5	14.2	Met
Asian, Native Hawaiian, or Pacific	6	13.0	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	111	19.2		
Male	94	15.7		
Economically Disadvantaged Students	78	24.1	14.2	Not Met
Students with Disabilities	47	22.0	14.2	Not Met
English Learners	4	17.4	14.2	Not Met
Homeless Students	6	40.0		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





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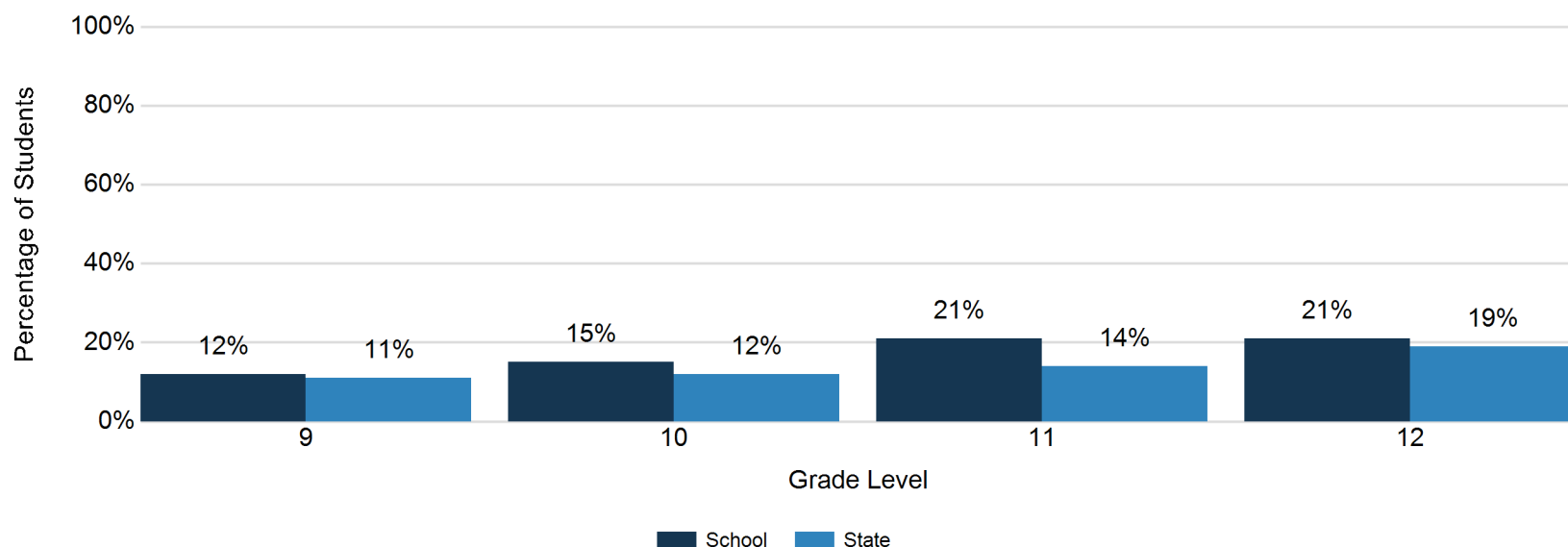
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### Chronic Absenteeism by Grade

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	13
Weapons	1
Vandalism	5
Substances	23
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	48
Incidents Per 100 Students Enrolled	4.24

### 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	0
Vandalism	2
Substances	7
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	4

### 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	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	4	4
No Identified Nature	6		6

### 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	117	10.3%
Out-of-School Suspensions	69	6.1%
Any Suspension	147	13.0%
Removal to other education program	55	4.9%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
448



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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	7:15 AM
Typical End Time	1:38 PM
Length of School Day	6 Hrs 23 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	97	118,214
Average years experience in public schools	12.3	12.1
Average years experience in district	9.3	10.8
Percentage of Teachers with 4 or more years experience in the district	83.5%	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	40	9,530
Average years experience in public schools	21.1	16.0
Average years experience in district	12.1	12.0
Percentage of Administrators with 4 or more years experience in the district	95.0%	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	12:1	12:1
Students to Administrators	141:1	204:1
Teachers to Administrators	12:1	17:1
Students to Librarians/Media Specialists		816:1
Students to Nurses		583:1
Students to Counselors		371:1
Students to Child Study Team Members		314:1



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**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	49.3%	66.0%	12.5%	48.4%	77.1%	54.9%
Male	50.7%	34.0%	87.5%	51.6%	22.9%	45.1%
White	71.6%	93.8%	87.5%	42.4%	83.6%	77.4%
Hispanic	15.7%	4.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.9%	1.0%	12.5%	15.0%	6.6%	13.9%
Asian	3.9%	1.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.7%	0.0%	0.0%	2.1%	0.2%	0.2%



**Jackson Liberty High School**  
(29-2360-025)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators - Level of Education

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

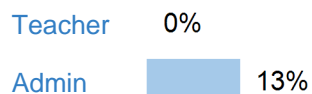
#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	95.1%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	97.3%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

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	46.0%	49.7%	54.8%
Math Proficiency	21.8%	24.7%	23.6%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	94.0%	92.9%	94.0%
5-Year Graduation Rate†	90.4%	95.5%	95.0%
Progress toward English Language Proficiency		61.1%	35.3%
Chronic Absenteeism	29.0%	27.9%	17.4%

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



### Jackson Liberty High School

(29-2360-025)

Grades Offered: 09-12

2018-2019

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

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

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

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

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

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



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

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Target	Met Goal	**	Not Met	No
White	Met Target	Not Met	Met Target	Met Goal	n/a	Not Met	No
Hispanic	Met Target†	Not Met	Met Goal	Not Met	n/a	Not Met	No
Black or African American	Met Target†	Not Met	Met Target	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	N	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Not Met	Met Target	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	N	**	**	**	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:

- The Jackson School District offers four Academies of Learning to offer students a focused pathway of instruction in a particular field of study during their high school years.
- We demonstrate a strong commitment to Social Emotional Learning by offering the support, programs and communication opportunities students need to grow academically and emotionally.
- The entire district community is centered on creating a diverse and inclusive learning environment.



### Mission, Vision, Theme:

The Jackson School District is a partnership of dedicated staff, learners and community members committed to developing the unique abilities of each student through compelling learning experiences in a safe and nurturing environment. Our comprehensive, engaging and technology-enriched programs inspire, educate and motivate students to become independent, creative and critical thinkers who will thrive in a diverse, evolving, global society.



### Awards, Recognition, Accomplishments:

The Jackson School District has been honored by the Sustainable Jersey for Schools program for our commitment to sustainability and environmental education. Two of our schools achieved Silver Certification through that program this year, and our other eight schools achieved Bronze Certification.






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Our comprehensive curriculum is fully aligned with the New Jersey Student Learning Standards and mirrors the value the Jackson community places on an educational experience that highlights the humanities, STEM (Science, Technology, Engineering and Math), literacy and the fine and performing arts. We offer diverse instructional opportunities in core subjects and in the fine and performing arts, which are essential to providing an effective and well-rounded education.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cheerleading (Girls), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Gymnastics (Coed), Ice Hockey (Boys), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Boys &amp; Girls), Wrestling (Boys)</p> <p>The Jackson School District believes athletics and extra-curricular activities are valuable to a student's collective educational experience and to creating a culture of leadership, sportsmanship and initiative.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Jackson Liberty High School offers a wide range of co-curricular clubs and activities such as: Art club, Band, Chorus, Class Advisors, Color Guard, Creative Writing Club, Dance, Dart Youth Coalition, DECA, Drama Club, Dungeons and Dragons Club, Environmental Club, FEA, FCA, FBLA, Interact Club, International Thespians, JTV, Key Club, Lighthouse, Lions Roar News Feed, Literary Magazine, Math League, Mock Trial, Model Congress, National Art Honor Society, Business Honor Society, National Math Honor Society, National Honor Society, National Science Honor Society, National Social Studies Honor Society, National World Language Honor Society, Nations Among Nations, PALs, Red Zone, School Play/Musical, Science League, Ski Club, STEM Club, Student Council, Students Against Destructive Decisions, TSA, Tri-M Honor Society, TV/Movie Production, Voices, World language Club, Yearbook, Yoga Club, Chess Club, Esports Club, Sign Language Club,</p>



Jackson Liberty High School  
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Staff and Professional Learning:

The Jackson School District is committed to providing meaningful, collaborative opportunities for our staff. Throughout all areas of our curriculum, we provide tools and training to help teachers ensure a rigorous and comprehensive learning experience throughout a student's career. Professional learning includes both in-district and out-of-district experiences, as well as job-embedded collaborative work that is designed to capitalize on the innovative talent within our own educational community.



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### Student Supports and Services:

Jackson District Schools offers a comprehensive approach to supporting diverse learners offering programs and interventions based on research and identified best practices. Specialized instruction is offered to English Language Learners. Special needs programs support the least restrictive environment requirements and include inclusion programs, small group instruction and self-contained specialized instructional programs.



### Student Health and Wellness:

District and school-based health and wellness committees ensure that all Jackson students participate in a comprehensive, sequential health and physical education program that focuses on the development of knowledge and skills, which influence life-long healthy behaviors within the context of self, family, school and the local and global communities. This sequence includes direct instruction in health and physical education and daily structured recess for all elementary students.



### Parent and Community Involvement:

Parent involvement is actively encouraged through parent-school organizations within all ten Jackson schools. All parents have access to key information, such as grades and schedules through the online parent portal. Additionally, the Special Education Advisory Committee (SEAC) provides input to the district on issues concerning students with disabilities and encourages proactive collaboration between parents and school district personnel regarding matters pertaining to special education.






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Administrators, Teachers All Jackson schools annually survey all stakeholders on the topic of school culture. Survey data is shared with school planning committees such as School Improvement Panels (SciPs) and staff, as well as parent organization groups. Data is used to support existing practices and plan for identified needs. Recent results indicate stakeholders feel safe, cared for and comfortable in the schools.</p>
 <p>Facilities:</p>	<p>Jackson Students benefit from investments the district and Board of Education have made in our technology, our curriculum and our facilities - all of which will have a real and lasting impact on how our students learn. Through these investments and with the commitment and dedication of our teachers, staff and parents, we are committed to advancing student achievement and to being an active leader in the evolution of education.</p>
 <p>School Safety:</p>	<p>Jackson Liberty students and staff benefit from specific drills being conducted monthly such as; fire drills, lockdown drills, evacuation drills, shelter in place drills, AED drills, and active shooter drills. Staff and students are trained in the latest ALICE techniques to combat unwanted visitors to the school. Internal and external cameras as well as receptionists, buzz in systems and sign in books are used to memorialize all visitors to the school. Jackson Liberty High School also has a full time SRO on staff.</p>



### Jackson Liberty High School

(29-2360-025)

Grades Offered: 09-12



2018-2019

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 <p>Technology and STEM:</p>	<p>All Jackson Liberty students have access to chromebooks. We have a STEM Academy and all of our curricula is geared toward students using higher order thinking for real world applications..</p>
 <p>Early Childhood Education:</p>	<p>No</p>



**Jackson Memorial High School**  
(29-2360-020)  
Grades Offered: 09-12  
2018-2019

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### How to use this report:

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

### Navigating through the reports:

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

### Other Resources:

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

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

**Jackson Memorial High School**

(29-2360-020)

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	Ocean
District	Jackson Township School District
Principal Name	Mr. Kevin DiEugenio
Address	101 Don Connor Boulevard Jackson, NJ 08527-3497
Phone Number	732-833-4670
Email Address	<a href="mailto:KADieugenio@jacksonsd.org">KADieugenio@jacksonsd.org</a>
Website	<a href="https://www.jacksonsd.org/memorial">https://www.jacksonsd.org/memorial</a>



**Jackson Memorial High School**  
(29-2360-020)  
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	422	386	404
10	383	423	396
11	373	374	397
12	383	379	387
Total	1,561	1,562	1,584

### 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	45.6%	46.5%	47.3%
Male	54.4%	53.5%	52.7%
Economically Disadvantaged Students	12.2%	12.5%	12.3%
Students with Disabilities	14.8%	14.7%	14.8%
English Learners	0.0%	0.1%	0.1%
Homeless Students	0.2%	0.4%	0.2%
Students in Foster Care	0.1%	0.1%	0.2%
Military-Connected Students	0.4%	0.4%	0.5%
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	84.2%	83.2%	81.1%
Hispanic	6.8%	7.4%	8.8%
Black or African American	5.5%	5.7%	5.6%
Asian	2.9%	3.2%	3.6%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.3%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	0.4%	0.3%	0.5%

### 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	1,526	1,527	1,547
Shared Time Students	69	68	73
Full Time Equivalent	1,561	1,561	1,584

### Enrollment by Home Language

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

Home Language	% of Students
English	96.9%
Spanish	1.6%
Other Languages	1.5%



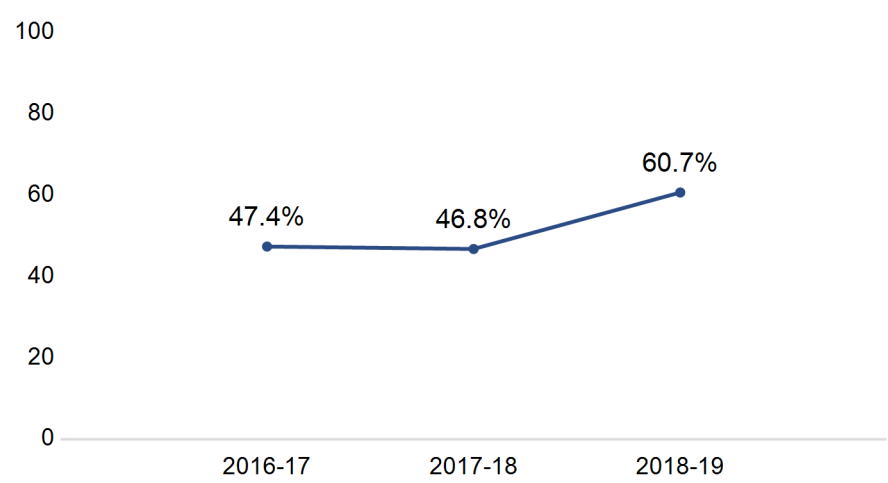
**Jackson Memorial High School**  
 (29-2360-020)  
 Grades Offered: 09-12  
 2018-2019

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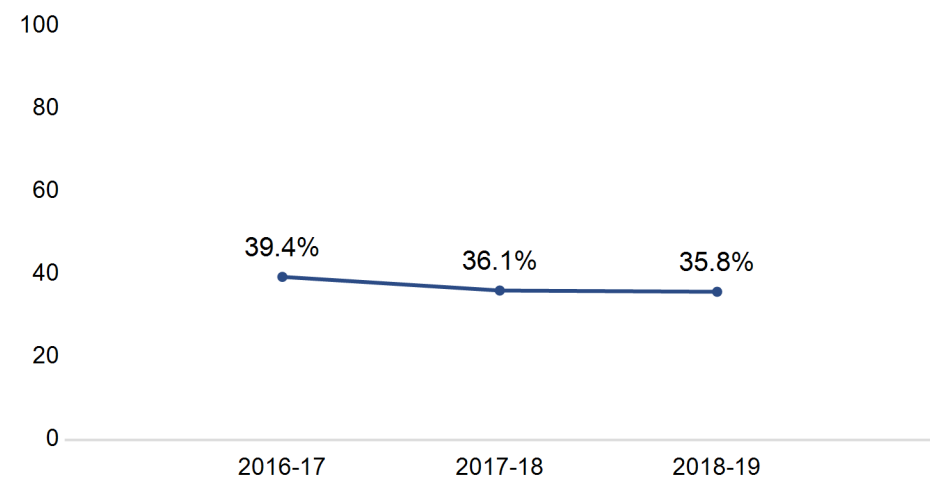
**English Language Arts and Mathematics Performance Trends**

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	98.0%	99.1%	99.4%	98.7%	99.6%	99.5%
Proficiency Rate for Federal Accountability	47.4%	46.8%	60.7%	39.4%	36.1%	35.8%
Annual Target	50.4%	51.9%	53.5%	37.3%	39.6%	41.8%
Met Annual Target?	Not Met	Not Met	Met Target	Met Target	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



**Jackson Memorial High School**  
(29-2360-020)  
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2018-2019

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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	793	99.4	60.7	56.9	57.9	60.7	53.5	Met Target
White	634	99.2	61.7	59.9	66.9	61.7	53.6	Met Target
Hispanic	77	100.0	44.2	40.1	43.9	44.2	49.2	Met Target†
Black or African American	45	100.0	57.8	*	38.5	57.8	45.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.7	82.9	*	75.7	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	385	99.7	71.4	65.6	64.8	71.4		
Male	408	99.1	50.5	48.7	51.3	50.5		
Economically Disadvantaged Students	93	99.0	45.2	40.8	40.0	45.2	42.8	Met Target
Non-Economically Disadvantaged Students	700	99.4	62.7	61.5	67.9	62.7		
Students with Disabilities	103	97.3	18.4	22.9	22.7	18.4	24.1	Met Target†
Students without Disabilities	690	99.7	67.0	64.5	65.1	67.0		
English Learners	*	*	*	24.5	29.3	*	**	**
Non-English Learners	*	*	*	58.3	60.6	*		
Homeless Students	*	*	*	33.3	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	61.3	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



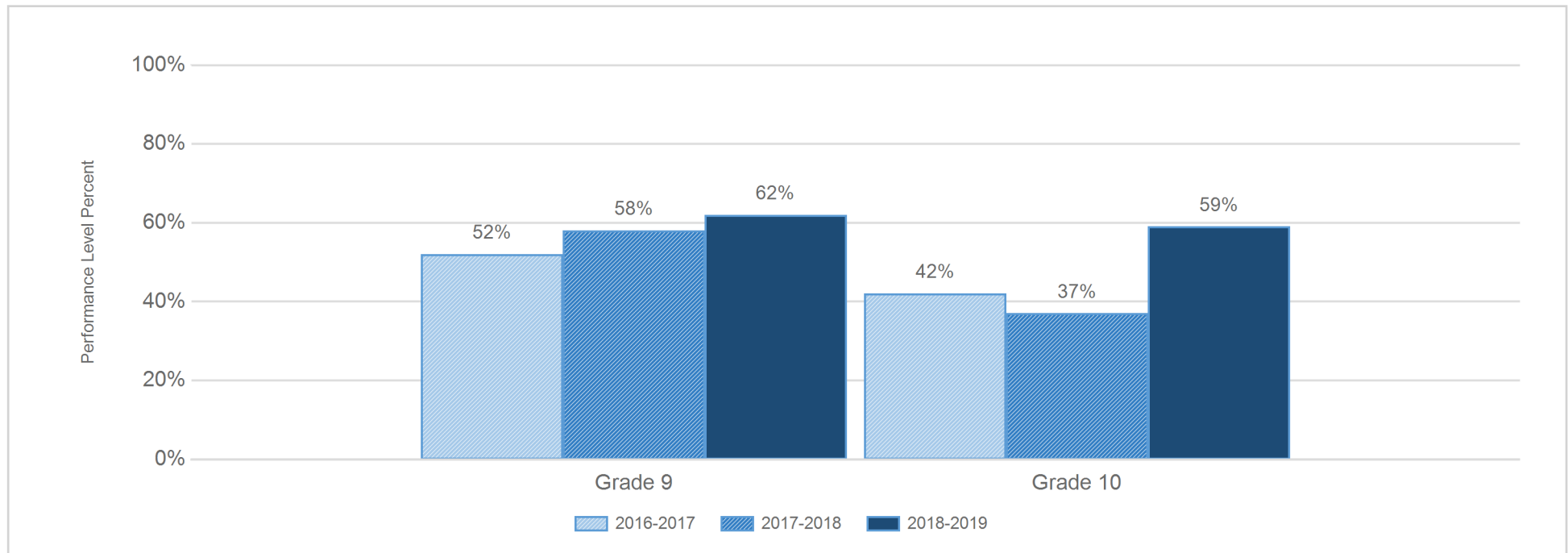
**Jackson Memorial High School**  
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### English Language Arts Assessment - Performance Trends

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





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	401	760	754	753	6%	9%	23%	42%	20%	62%	56%
White	312	761	757	762	6%	7%	24%	42%	21%	63%	65%
Hispanic	42	746	739	737	*	26%	24%	*	*	45%	40%
Black or African American	23	747	737	732	*	*	*	*	*	52%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	205	769	763	760	*	*	19%	46%	27%	73%	63%
Male	196	749	746	746	*	*	28%	38%	12%	51%	49%
Economically Disadvantaged Students	48	743	739	734	*	*	25%	*	*	46%	36%
Non-Economically Disadvantaged Students	353	762	758	762	*	*	23%	*	*	64%	65%
Students with Disabilities	47	717	714	717	*	*	*	*	*	23%	17%
Students without Disabilities	354	765	761	760	*	*	*	*	*	67%	63%
English Learners	N	N	*	693	N	N	N	N	N	N	*
Non-English Learners	401	760	*	755	6%	9%	23%	42%	20%	62%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	721	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	403	759	757	757	10%	14%	17%	35%	23%	59%	58%
White	327	762	761	767	8%	13%	18%	35%	25%	61%	67%
Hispanic	39	737	733	738	*	28%	*	*	*	41%	43%
Black or African American	23	745	739	733	*	0%	*	*	*	57%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	184	768	766	766	8%	8%	13%	42%	29%	71%	66%
Male	219	751	749	749	11%	19%	21%	30%	19%	49%	51%
Economically Disadvantaged Students	48	733	734	735	27%	*	*	*	*	42%	40%
Non-Economically Disadvantaged Students	355	762	762	767	8%	*	*	*	*	61%	67%
Students with Disabilities	54	708	708	711	43%	26%	20%	*	*	11%	19%
Students without Disabilities	349	766	766	765	5%	12%	17%	*	*	66%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	727	99.5	35.8	48.3	44.5	35.8	41.8	Not Met
White	576	99.5	37.0	51.4	54.1	37.0	42.9	Not Met
Hispanic	74	100.0	23.0	33.7	28.8	23.0	27.5	Met Target†
Black or African American	43	100.0	23.3	34.6	23.0	23.3	35.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.8	76.5	*	58.1	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	357	99.7	37.8	49.0	44.9	37.8		
Male	370	99.2	33.8	47.6	44.2	33.8		
Economically Disadvantaged Students	88	100.0	22.7	33.9	26.3	22.7	30.5	Not Met
Non-Economically Disadvantaged Students	639	99.4	37.6	52.5	54.9	37.6		
Students with Disabilities	97	100.0	*	21.8	17.4	*	20.3	Not Met
Students without Disabilities	630	99.4	*	54.2	50.0	*		
English Learners	*	*	*	27.0	25.0	*	**	**
Non-English Learners	*	*	*	49.3	46.5	*		
Homeless Students	*	*	*	28.6	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	56.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



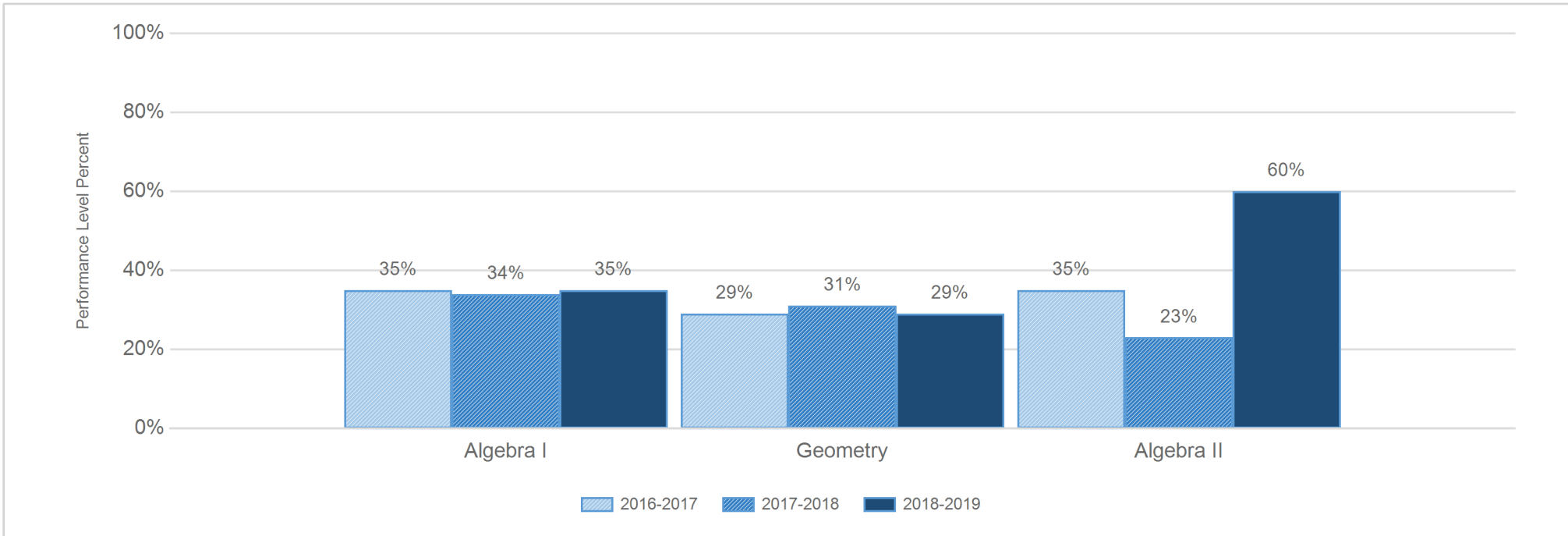
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### Mathematics Assessment – Performance Trends

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
<b>Schoolwide</b>	282	739	745	744	6%	21%	38%	35%	0%	35%	42%
White	218	740	748	752	6%	19%	39%	37%	0%	37%	53%
Hispanic	34	731	729	728	*	32%	41%	*	*	21%	24%
Black or African American	15	731	730	725	*	*	*	*	*	27%	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	145	743	746	745	*	*	43%	38%	0%	38%	44%
Male	137	735	744	743	*	*	33%	32%	0%	32%	41%
Economically Disadvantaged Students	48	731	*	727	*	33%	31%	*	*	25%	23%
Non-Economically Disadvantaged Students	234	741	*	752	*	18%	40%	*	*	37%	52%
Students with Disabilities	47	717	*	717	*	*	*	*	*	*	12%
Students without Disabilities	235	744	*	748	*	*	*	*	*	*	47%
English Learners	N	N	711	710	N	N	N	N	N	N	*
Non-English Learners	282	739	745	745	6%	21%	38%	35%	0%	35%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	342	734	734	737	7%	24%	40%	*	*	29%	35%
White	275	735	736	743	7%	23%	41%	*	*	29%	43%
Hispanic	36	727	726	724	*	*	50%	*	*	19%	17%
Black or African American	24	728	*	720	*	46%	*	*	*	25%	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	169	736	*	738	8%	22%	38%	*	*	32%	36%
Male	173	732	*	736	6%	25%	43%	*	*	25%	34%
Economically Disadvantaged Students	38	728	*	722	*	*	42%	*	*	21%	16%
Non-Economically Disadvantaged Students	304	735	*	743	*	*	40%	*	*	30%	43%
Students with Disabilities	46	711	711	712	*	*	*	*	*	*	*
Students without Disabilities	296	737	738	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	112	756	755	755	*	*	26%	*	*	60%	58%
White	89	757	756	758	*	*	22%	*	*	63%	62%
Hispanic	*	*	751	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	12	758	*	777	*	0%	*	*	*	67%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	45	757	758	752	*	*	22%	*	*	62%	55%
Male	67	756	752	758	*	*	28%	*	*	58%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	112	756	755	755	*	*	26%	*	*	60%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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## DLM Alternate Assessment - Participation

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

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

## English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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



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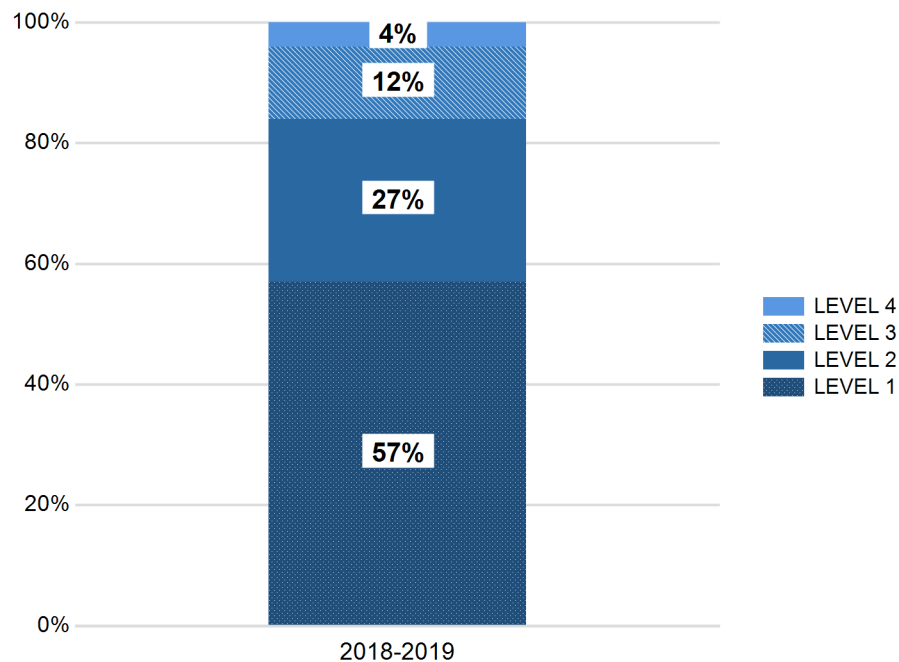
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 11 Summary

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



### NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	57	27	12	4
White	56	29	12	4
Hispanic	69	13	13	6
Black or African American	73	18	9	0
Asian, Native Hawaiian, or Pacific Islander	40	27	20	13
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	51	26	17	5
Male	61	27	8	4
Economically Disadvantaged Students	78	18	2	2
Non-Economically Disadvantaged Students	54	28	14	5
Students with Disabilities	87	11	2	0
Students without Disabilities	51	30	14	5
English Learners	N	N	N	N
Non-English Learners	57	27	12	4
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



**Jackson Memorial High School**  
(29-2360-020)  
Grades Offered: 09-12  
2018-2019

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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	96.3%	84.5%
12th graders taking SAT in 2018-19 or prior years	75.3%	72.1%
12th graders taking ACT in 2018-19 or prior years	14.5%	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	480	476	Grade 10: 430 Grade 11: 460	65%	61%
PSAT 10/NMSQT - Math	489	477	Grade 10: 480 Grade 11: 510	47%	43%
SAT - Reading and Writing	552	539	480	84%	70%
SAT - Math	559	541	530	60%	53%
ACT - Reading	23	25	22	64%	66%
ACT - English	23	24	18	86%	81%
ACT - Math	24	24	22	64%	65%
ACT - Science	23	24	23	52%	57%



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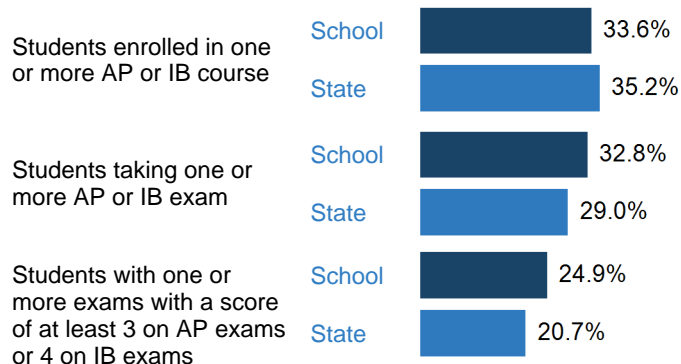
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

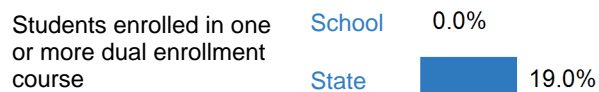
### AP/IB Coursework – Participation and Performance

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



### Dual Enrollment Coursework - Participation

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



### AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	0	2
AP Biology	48	49
AP Calculus AB	30	26
AP Calculus BC	31	30
AP Chemistry	39	38
AP Computer Science A	27	25
AP English Language and Composition	74	72
AP English Literature and Composition	21	21
AP Environmental Science	56	49
AP Macroeconomics	20	21
AP Microeconomics	12	12
AP Physics 1	0	1
AP Physics C	24	0
AP Physics C: Mechanics	11	34
AP Psychology	75	76
AP Spanish Language	16	15

**Jackson Memorial High School**

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AP/IB Course	Students Enrolled	Students Tested
AP Statistics	52	52
AP Studio Art—Drawing Portfolio	7	7
AP U.S. Government and Politics	27	25
AP U.S. History	81	80
Total Exams taken		635
Exams with scores of at least 3 on AP exams or 4 on IB exams		439



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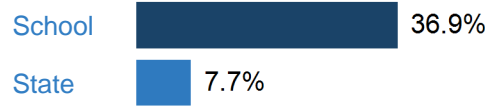
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

**Career and Technical Education Participation**

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

**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

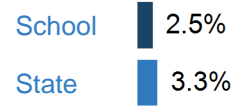
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

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

**Structured Learning Experiences**





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### Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	36.9%	12.0%	7.7%	10.3%
White	37.2%	11.8%	6.1%	9.6%
Hispanic	36.4%	15.7%	10.3%	11.3%
Black or African American	37.1%	12.4%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	28.3%	8.1%	7.3%	10.6%
Male	44.6%	15.5%	8.0%	10.1%
Economically Disadvantaged Students	39.9%	11.0%	10.4%	11.8%
Students with Disabilities	35.9%	17.9%	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	*	*	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	22		
Arts, AV Technology & Communications	230		
Education and Training	51		
Government & Public Administration	112		
Health Science	*		
Hospitality & Tourism	*		
Human Services	12	*	*
Information Technology	105		
Manufacturing	252		
Marketing	*		
Transportation, Distribution & Logistics	14	*	*
<b>Total (All Clusters)</b>	<b>810</b>	<b>15</b>	<b>15</b>



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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	274	79	41	0	0	0	15
10	17	253	62	48	0	0	8
11	4	22	200	82	46	26	18
12	2	7	29	39	52	149	17
Total	297	361	332	169	98	175	58
Enrolled in AP/IB Course					60	52	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	392	1	0	0	0	11
10	11	337	0	25	1	22
11	48	75	0	29	201	147
12	86	28	0	19	62	62
Total	537	441	0	73	264	242
Enrolled in AP/IB Course	48	39		56	35	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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### Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	399	2	0	0	0	10
10	13	382	2	0	23	18
11	0	398	6	27	54	73
12	0	30	37	107	74	100
Total	412	812	45	134	151	201
Enrolled in AP/IB Course	0	81	27	75		27
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	272	44	31	0	0	0	0
10	260	48	59	0	0	0	0
11	101	23	29	0	0	0	0
12	42	1	21	0	0	0	0
Total	675	116	140	0	0	0	0
Enrolled in AP/IB Course	16	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	147	21	49	0	0	0	0



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

### 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	25	0	0	0	0	0
10	41	0	0	0	0	0
11	33	0	0	0	0	3
12	29	0	0	0	0	3
Total	128	0	0	0	0	6
Enrolled in AP/IB Course	27		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
Spanish	*
Total	*



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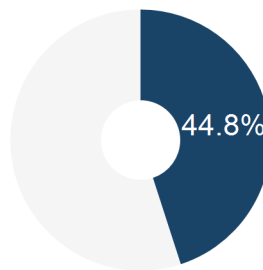
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Visual and Performing Arts – Course Participation

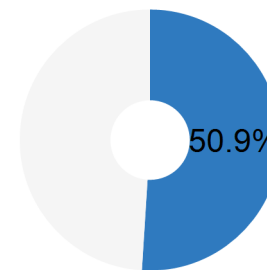
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 9-12:**

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

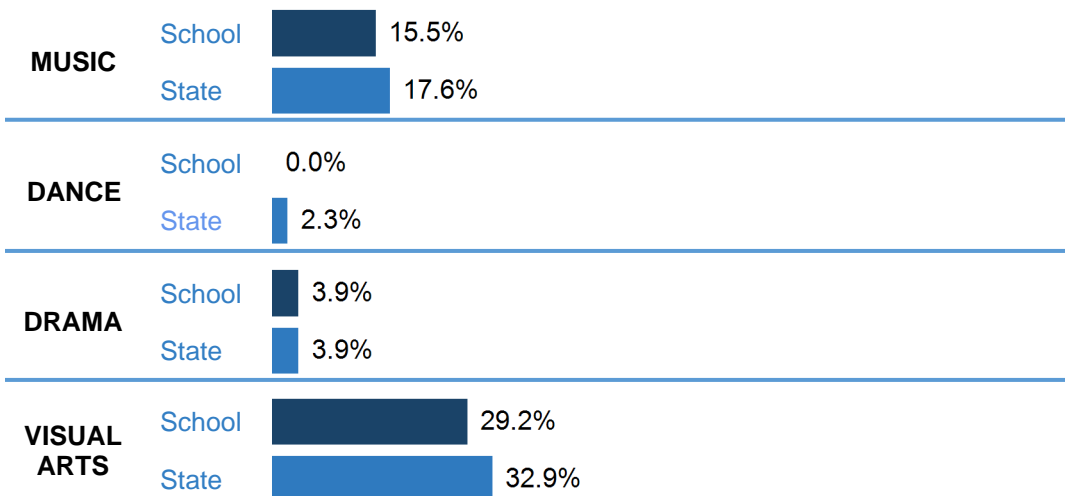


School



State

Students enrolled in one or more classes by discipline:





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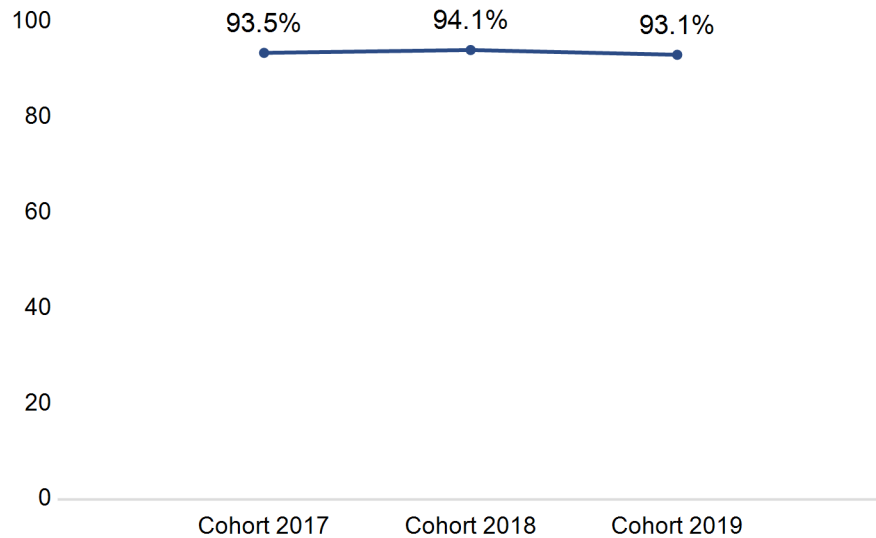
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

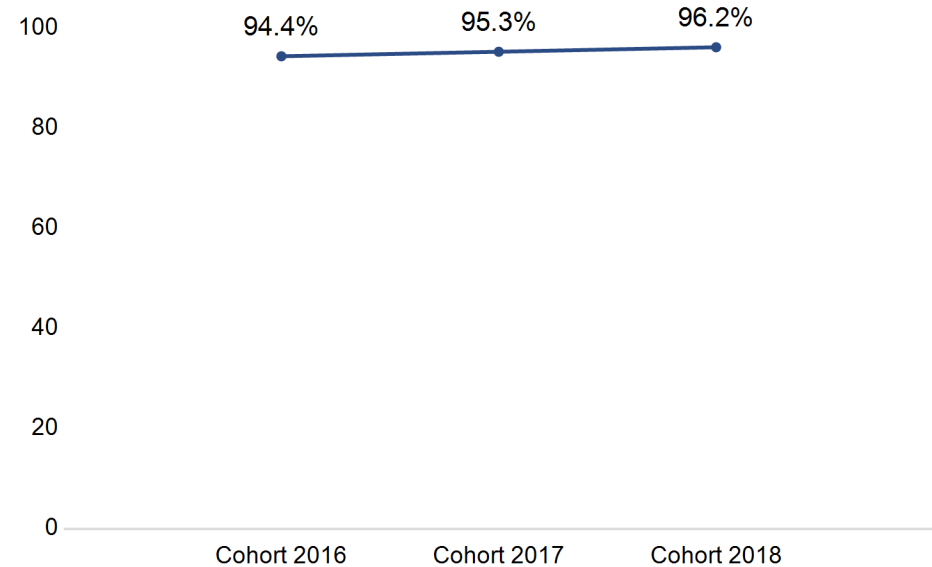
### Graduation Rate Trends and Progress

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	93.5%	94.1%	93.1%	94.4%	95.3%	96.2%
Annual Target	94.2%	94.2%		94.1%	N	
Met Annual Target?	Not Met	Not Met		Met Target	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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### Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	93.1%	90.6%	96.2%	92.5%	94.1%	94.2%	Not Met	95.3%	N	Met Goal
White	92.2%	94.9%	96.0%	95.9%	93.5%	94.2%	Not Met	96.0%	N	Met Goal
Hispanic	100.0%	84.5%	96.3%	87.3%	96.2%	N	Met Goal	93.1%	92.4%	Met Target
Black or African American	95.0%	83.3%	96.0%	87.1%	96.0%	N	Met Goal	88.2%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	100.0%	97.8%	100.0%	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	N	94.2%	N	N	N	*	**	**
Female	95.1%	92.8%	95.7%	94.4%	94.1%			97.7%		
Male	91.1%	88.5%	96.6%	90.8%	94.2%			93.4%		
Economically Disadvantaged Students	85.9%	84.0%	88.1%	87.3%	81.7%	94.7%	Not Met	87.0%	88.1%	Not Met
Students with Disabilities	69.1%	79.2%	83.3%	83.8%	78.3%	78.8%	Not Met	77.9%	84.1%	Not Met
English Learners	*	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	N	74.6%	*	78.3%	*			*		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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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	63.0%	77.2%
Substitute Competency Test	28.8%	12.7%
Portfolio Appeals Process	2.6%	3.2%
Alternate Requirements specified in IEP	5.6%	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	0.5%	1.2%
2017-2018	0.4%	1.2%
2016-2017	0.4%	1.1%



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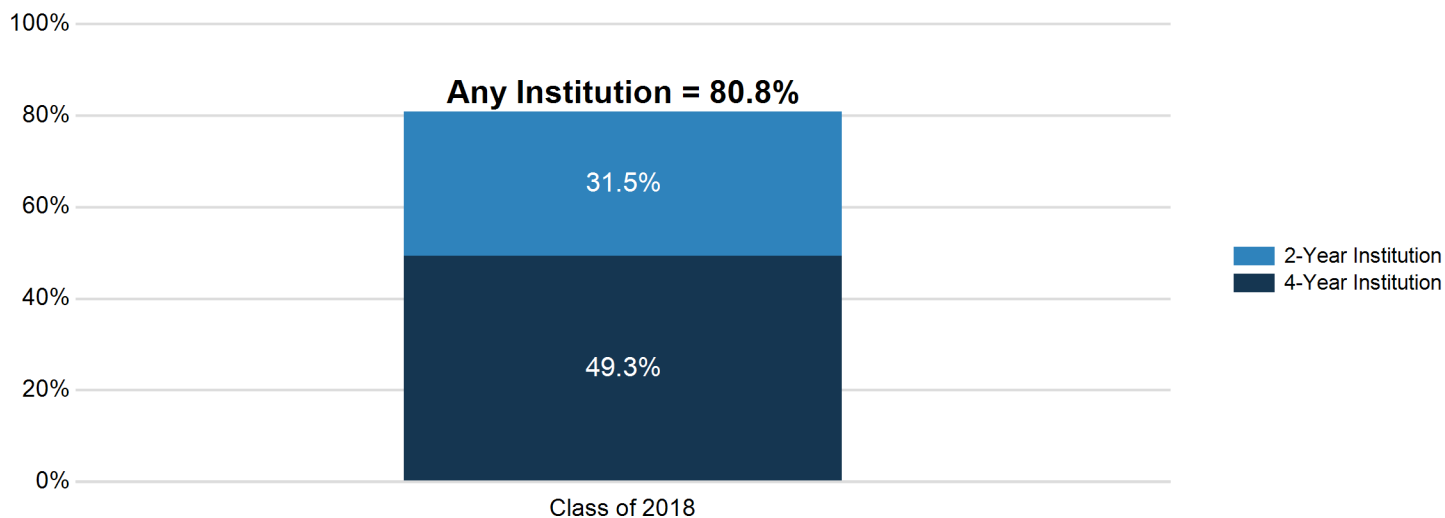
† This indicates a table specific note, see note below table

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	31.5%
% Enrolled in 4-Year Institution	49.3%
% Enrolled in Any Postsecondary Institution	80.8%



**Jackson Memorial High School**  
(29-2360-020)  
Grades Offered: 09-12  
2018-2019

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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 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	78.1%	33%	67%
White	76.1%	33.1%	66.9%
Hispanic	83.9%	42.3%	57.7%
Black or African American	80%	31.3%	68.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	72.5%	44.8%	55.2%
Students with Disabilities	47.2%	64%	36%
English Learners	*	*	*

### Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	80.8%	39%	61%	75.3%	24.7%	70.5%	29.5%
White	81.1%	37.7%	62.3%	75.9%	24.1%	70.4%	29.6%
Hispanic	73.1%	68.4%	31.6%	84.2%	15.8%	78.9%	21.1%
Black or African American	87%	35%	65%	60%	40%	65%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	63.6%	50%	50%	82.1%	17.9%	82.1%	17.9%
Students with Disabilities	50%	80.8%	19.2%	96.2%	3.8%	84.6%	15.4%
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.

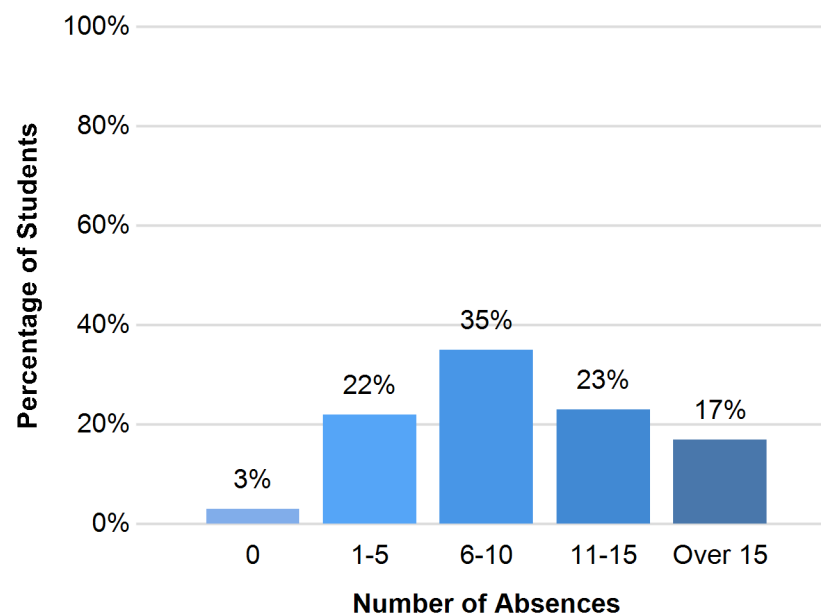
### Chronic Absenteeism

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	189	11.4	14.2	Met
White	153	11.4	14.2	Met
Hispanic	15	9.9	14.2	Met
Black or African American	13	13.8	14.2	Met
Asian, Native Hawaiian, or Pacific	*	*	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	89	11.5		
Male	100	11.3		
Economically Disadvantaged Students	45	21.2	14.2	Not Met
Students with Disabilities	39	14.1	14.2	Met
English Learners	0	0	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





### Jackson Memorial High School

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Grades Offered: 09-12

2018-2019

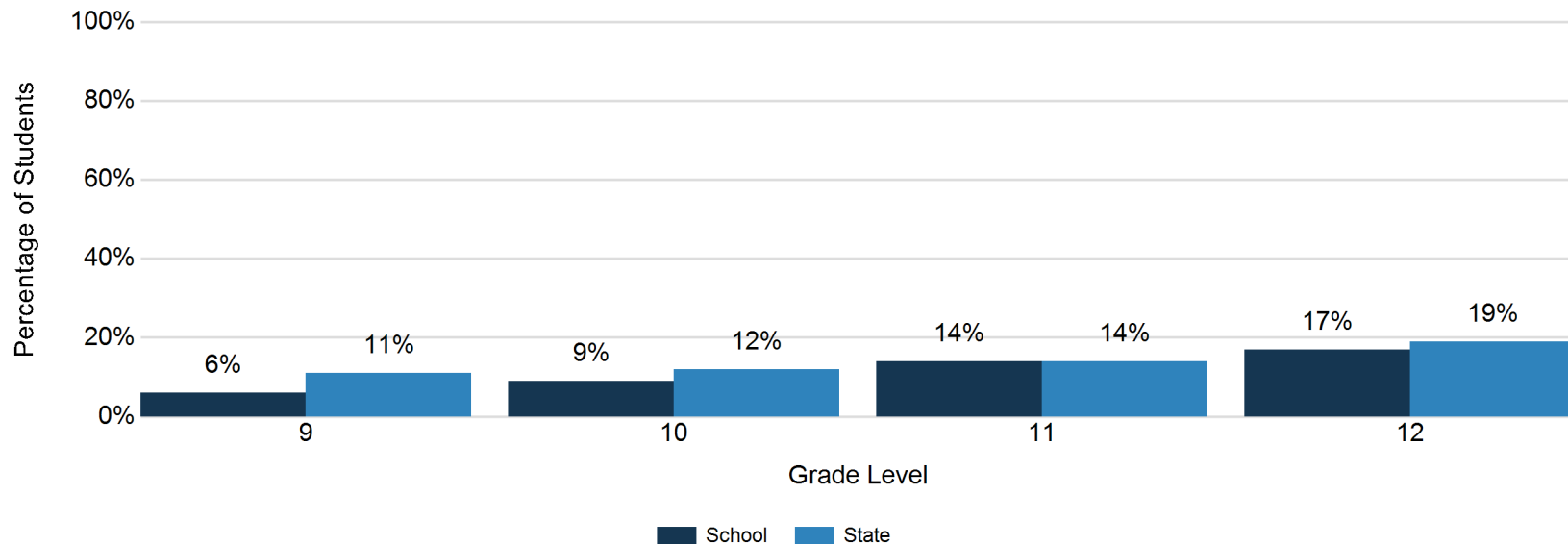
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### Chronic Absenteeism by Grade

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





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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	12
Weapons	0
Vandalism	4
Substances	22
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	38
Incidents Per 100 Students Enrolled	2.40

### 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	15
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	4

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

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

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

### 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	62	3.9%
Out-of-School Suspensions	75	4.7%
Any Suspension	113	7.1%
Removal to other education program	70	4.4%
Expulsion	0	0.0%
Arrest	10	0.6%

School Days Missed due to Out-of-School Suspensions
478



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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	7:15 AM
Typical End Time	1:38 PM
Length of School Day	6 Hrs 23 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	119	118,214
Average years experience in public schools	14.0	12.1
Average years experience in district	10.4	10.8
Percentage of Teachers with 4 or more years experience in the district	82.4%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	40	9,530
Average years experience in public schools	21.1	16.0
Average years experience in district	12.1	12.0
Percentage of Administrators with 4 or more years experience in the district	95.0%	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	13:1	12:1
Students to Administrators	226:1	204:1
Teachers to Administrators	17:1	17:1
Students to Librarians/Media Specialists		816:1
Students to Nurses		583:1
Students to Counselors		371:1
Students to Child Study Team Members		314:1



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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	47.3%	58.0%	28.6%	48.4%	77.1%	54.9%
Male	52.7%	42.0%	71.4%	51.6%	22.9%	45.1%
White	81.1%	90.8%	71.4%	42.4%	83.6%	77.4%
Hispanic	8.8%	7.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.6%	1.7%	14.3%	15.0%	6.6%	13.9%
Asian	3.6%	0.0%	14.3%	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	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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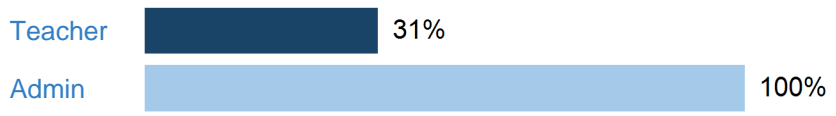
**Teachers and Administrators - Level of Education**

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.

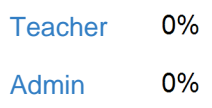
**Bachelor's Degree**



**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	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	95.1%	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	97.8%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

**ESSA Accountability Status**

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

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	47.4%	46.8%	60.7%
Math Proficiency	39.4%	36.1%	35.8%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	93.5%	94.1%	93.1%
5-Year Graduation Rate†	94.4%	95.3%	96.2%
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	19.4%	19.6%	11.4%

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



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

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

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

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



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

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Not Met	Met Goal	**	Met	No
White	Met Target	Not Met	Not Met	Met Goal	n/a	Met	No
Hispanic	Met Target†	Met Target†	Met Goal	Met Target	n/a	Met	No
Black or African American	Met Target	Not Met	Met Goal	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Not Met	Not Met	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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



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## School Narrative

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



### Highlights:

- Four High School Career Academy Programs offered: STEM, Digital Media, Business, Visual & Performing Arts. The AirForce Jr. ROTC program has an enrollment of 200 cadets.
- Offer 25 Varsity sports with more than 75 clubs and activities.
- 27 Advanced Placement courses offered.



### Mission, Vision, Theme:

The Jackson School District is a partnership of dedicated staff, learners and community members committed to developing the unique abilities of each student through compelling learning experiences in a safe and nurturing environment. Our comprehensive, engaging and technology-enriched programs inspire, educate and motivate students to become independent, creative and critical thinkers who will thrive in a diverse, evolving, global society.



### Awards, Recognition, Accomplishments:

Jackson Memorial HS was Awarded the Bronze Award from Sustainable Jersey. This was accomplished through completion of various school related activities/events/curriculum based on requirements set by Sustainable Jersey for Schools. In addition, the Air Force Jr. ROTC was awarded as a distinguished unit with the highest merit for the 2018/19 school year.



### Jackson Memorial High School

(29-2360-020)

Grades Offered: 09-12

2018-2019

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### Courses, Curriculum, Instruction:

Our comprehensive curriculum is fully aligned with the New Jersey Student Learning Standards and mirrors the value the Jackson community places on an educational experience that highlights the humanities, STEM (Science, Technology, Engineering and Math), literacy and the fine and performing arts. We offer diverse instructional opportunities in core subjects and in the fine and performing arts, which are essential to providing an effective and well-rounded education.



### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Gymnastics (Coed), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls)

The Jackson School District believes athletics and extra-curricular activities are valuable to a student's collective educational experience and to creating a culture of leadership, sportsmanship and initiative.



### Clubs and Activities:

Jackson Memorial High School offers a wide range of co-curricular clubs and activities such as: Art club, Band, Chorus, Class Advisors, Color Guard, Creative Writing Club, Dance, Dart Youth Coalition, DECA, Drama Club, Dungeons and Dragons Club, Environmental Club, FEA, FCA, FBLA, Interact Club, International Thespians, JTV, Key Club, Lighthouse, Lions Roar News Feed, Literary Magazine, Math League, Mock Trial, Model Congress, National Art Honor Society, Business Honor Society, National Math Honor Society, National Honor Society, National Science Honor Society, National Social Studies Honor Society, National World Language Honor Society, PALs, School Play/Musical, Science League, Ski Club, STEM Club, Student Council, Students Against Destructive Decisions, TSA, Tri-M Honor Society, TV/Movie Production, Lynx Pride, World language Club, Yearbook, Yoga Club, Chess Club, Ping Pong Club, Ukayli Club,



**Jackson Memorial High School**  
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**Staff and Professional Learning:**

The Jackson School District is committed to providing meaningful, collaborative opportunities for our staff. Throughout all areas of our curriculum, we provide tools and training to help teachers ensure a rigorous and comprehensive learning experience throughout a student's career. Professional learning includes both in-district and out-of-district experiences, as well as job-embedded collaborative work that is designed to capitalize on the innovative talent within our own educational community.



**Jackson Memorial High School**  
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### Student Supports and Services:

Jackson District Schools offers a comprehensive approach to supporting diverse learners offering programs and interventions based on research and identified best practices. Specialized instruction is offered to English Language Learners. Special needs programs support the least restrictive environment requirements and include inclusion programs, small group instruction and self-contained specialized instructional programs.



### Student Health and Wellness:

District and school-based health and wellness committees ensure that all Jackson students participate in a comprehensive, sequential health and physical education program that focuses on the development of knowledge and skills, which influence life-long healthy behaviors within the context of self, family, school and the local and global communities. This sequence includes direct instruction in health and physical education and daily structured recess for all elementary students.



### Parent and Community Involvement:

Parent involvement is actively encouraged through parent-school organizations within all ten Jackson schools. All parents have access to key information, such as grades and schedules through the online parent portal. Additionally, the Special Education Advisory Committee (SEAC) provides input to the district on issues concerning students with disabilities and encourages proactive collaboration between parents and school district personnel regarding matters pertaining to special education.



### Jackson Memorial High School

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2018-2019

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 <p>Climate Surveys:</p>	<p>All Jackson schools annually survey all stakeholders on the topic of school culture. Survey data is shared with school planning committees such as School Improvement Panels (SciPs) and staff, as well as parent organization groups. Data is used to support existing practices and plan for identified needs. Recent results indicate stakeholders feel safe, cared for and comfortable in the schools.</p>
 <p>Facilities:</p>	<p>Jackson Students benefit from investments the district and Board of Education have made in our technology, our curriculum and our facilities - all of which will have a real and lasting impact on how our students learn. Through these investments and with the commitment and dedication of our teachers, staff and parents, we are committed to advancing student achievement and to being an active leader in the evolution of education.</p>
 <p>School Safety:</p>	<p>Jackson Memorial students and staff benefit from specific drills being conducted monthly such as; fire drills, lockdown drills, evacuation drills, shelter in place drills, AED drills, and active shooter drills. Staff and students are trained in the latest ALICE techniques to combat unwanted visitors to the school. Internal and external cameras as well as receptionists, buzz in systems and sign in books are used to memorialize all visitors to the school.</p>





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 <p>Technology and STEM:</p>	<p>All Jackson Memorial students have access to chromebooks. We have a STEM Academy and all of our curricula is geared toward students using higher order thinking for real world applications..</p>
 <p>Early Childhood Education:</p>	<p>No</p>



### Lucy N. Holman Elementary School

(29-2360-046)

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](mailto:reportcard@doe.nj.gov) with any questions about the reports

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



### Lucy N. Holman Elementary School

(29-2360-046)

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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	Ocean
District	Jackson Township School District
Principal Name	Mr. Richard Karas
Address	125 Manhattan Street Jackson, NJ 08527-3497
Phone Number	732-833-4620
Email Address	<a href="mailto:RKaras@jacksonsd.org">RKaras@jacksonsd.org</a>
Website	<a href="https://www.jacksonsd.org/holman">https://www.jacksonsd.org/holman</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	88	84	91
1	109	85	87
2	102	98	90
3	107	98	87
4	84	106	101
5	129	87	96
Total	619	558	552

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	52.0%	51.3%	49.1%
Male	48.0%	48.7%	50.9%
Economically Disadvantaged Students	35.5%	35.7%	38.0%
Students with Disabilities	15.8%	16.3%	17.8%
English Learners	8.2%	11.1%	12.7%
Homeless Students	0.6%	0.5%	0.4%
Students in Foster Care	0.5%	0.4%	0.0%
Military-Connected Students	0.2%	0.5%	0.4%
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	64.9%	60.4%	59.1%
Hispanic	23.6%	28.1%	29.7%
Black or African American	7.4%	6.3%	5.4%
Asian	1.6%	1.6%	1.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.5%	0.4%
Two or More Races	2.1%	3.0%	3.8%

### 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
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	88	84	91

### 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	79.7%
Spanish	15.8%
Other Languages	4.5%



**Lucy N. Holman Elementary School**  
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 2018-2019

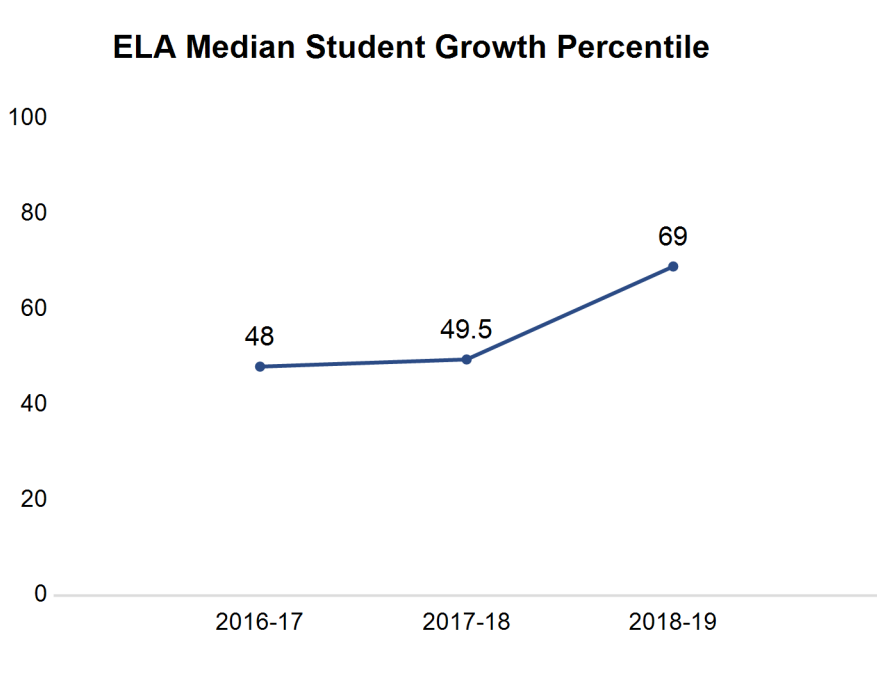
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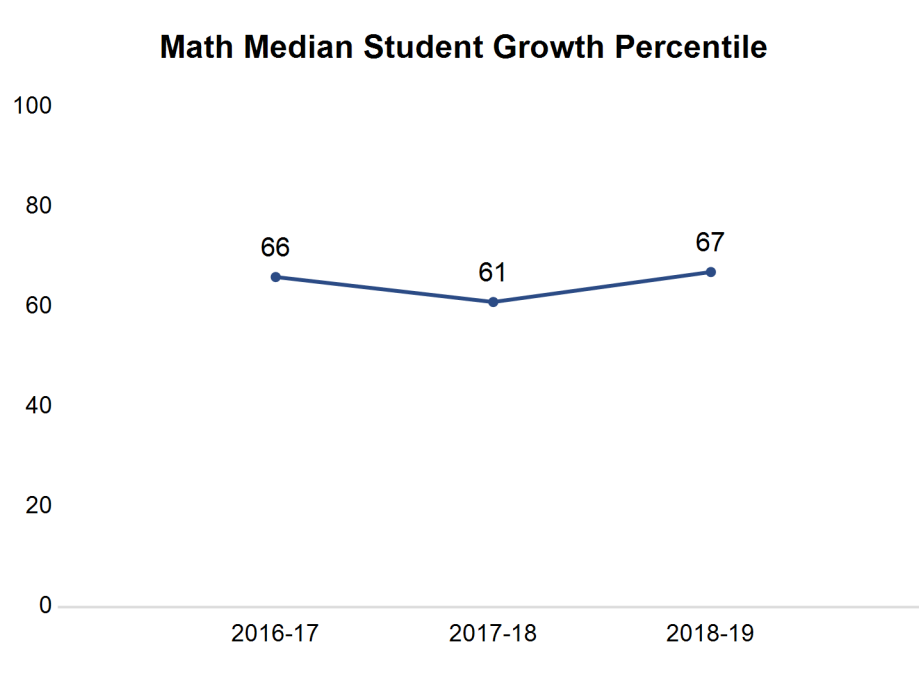
**Student Growth Trends and Progress**

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

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48	49.5	69	66	61	67
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

## Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	69	49	50	Exceeds Standard	67	54	50	Exceeds Standard
White	73	49	50	Exceeds Standard	64	54	52	Exceeds Standard
Hispanic	57	46	49	Met Standard	69.5	51	47	Exceeds Standard
Black or African American	39.5	49	45	**	69.5	61	43	**
Asian, Native Hawaiian, or Pacific Islander	*	61.5	59	**	*	59.5	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	54	49	**	*	58.5	52	**
Female	71.5	54	53	N	66.5	55	50	N
Male	59	45	47	N	67	53	51	N
Economically Disadvantaged Students	63	49	48	Exceeds Standard	59.5	52	46	Met Standard
Students with Disabilities	52	45	43	Met Standard	49.5	55	45	Met Standard
English Learners	59.5	46	52	Met Standard	64	48.5	50	Exceeds Standard
Homeless Students	*	36	43	N	*	61	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	50.5	49	N	*	48	51	N
Migrant Students	N	N	47	N	N	N	51	N



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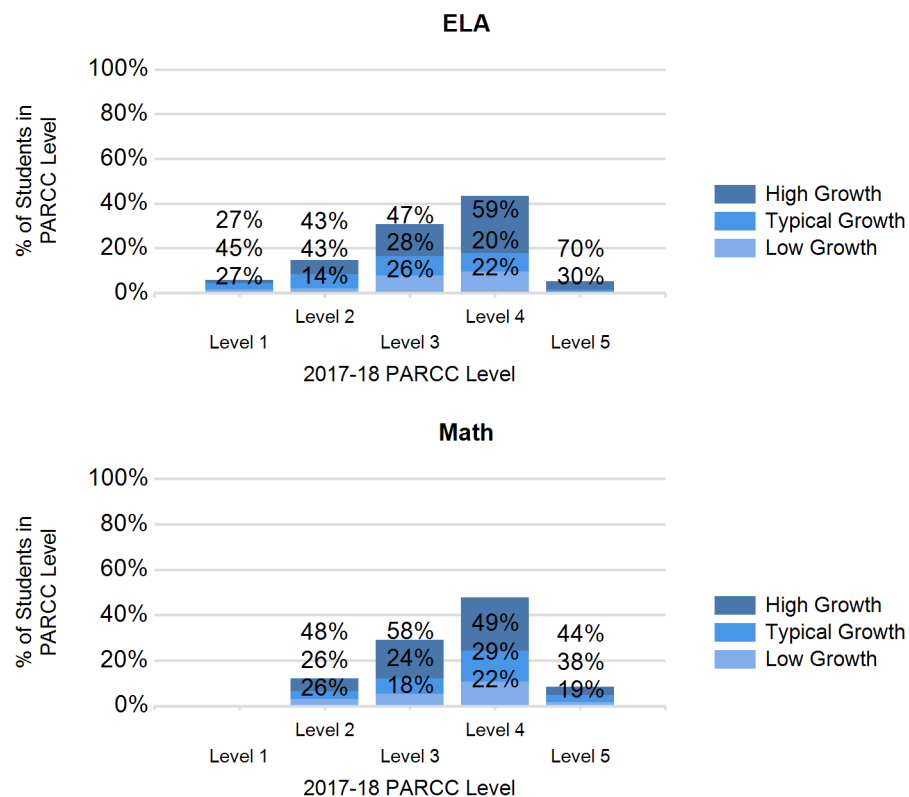
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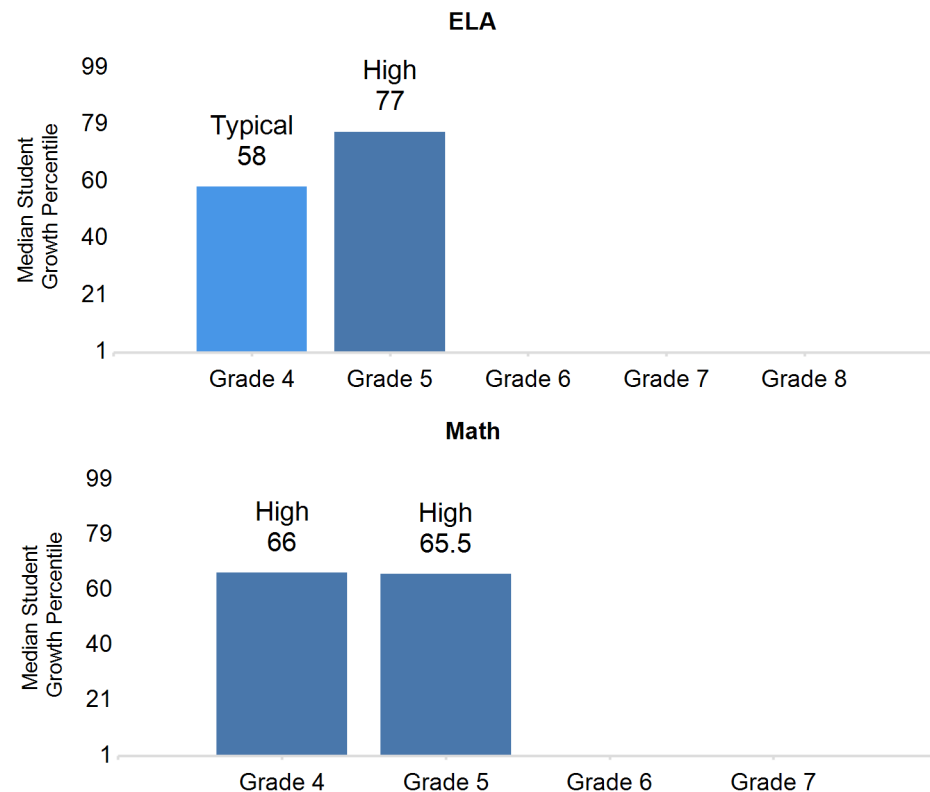
**Student Growth by Performance Level**

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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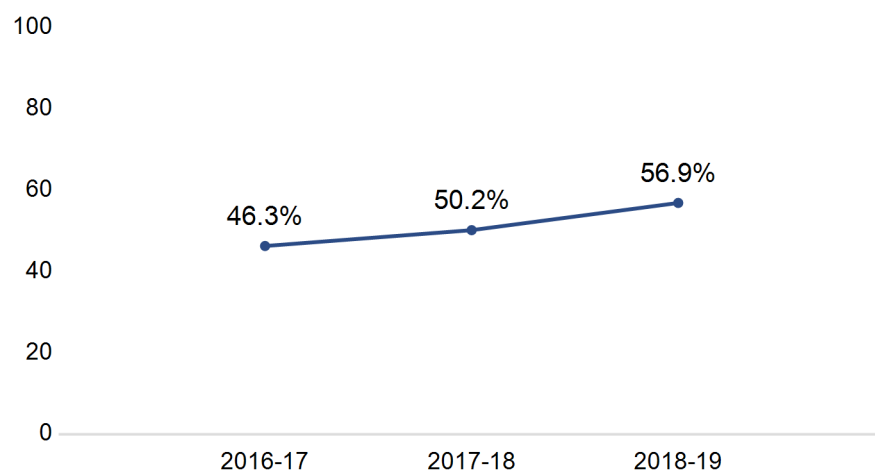
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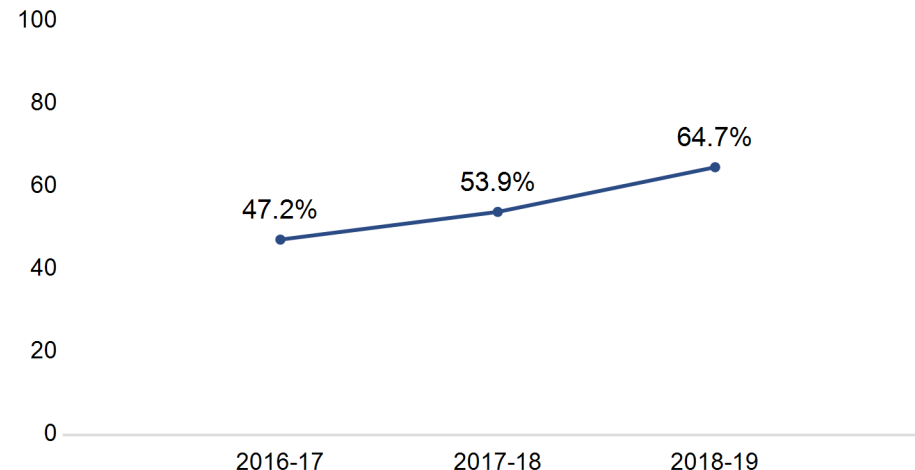
## English Language Arts and Mathematics Performance Trends

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	99.1%	98.0%	99.7%	99.1%	98.7%	100.0%
Proficiency Rate for Federal Accountability	46.3%	50.2%	56.9%	47.2%	53.9%	64.7%
Annual Target	47.2%	49.0%	50.7%	42.1%	44.1%	46.1%
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	274	99.7	56.9	56.9	57.9	56.9	50.7	Met Target
White	170	100.0	63.5	59.9	66.9	63.5	51.3	Met Target
Hispanic	75	98.8	41.3	40.1	43.9	41.3	37.2	Met Target
Black or African American	14	100.0	50.0	*	38.5	50.0	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.7	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	11	100.0	54.5	*	64.4	54.5	**	**
Female	135	100.0	59.3	65.6	64.8	59.3		
Male	139	99.3	54.7	48.7	51.3	54.7		
Economically Disadvantaged Students	97	100.0	45.4	40.8	40.0	45.4	44.1	Met Target
Non-Economically Disadvantaged Students	177	99.4	63.3	61.5	67.9	63.3		
Students with Disabilities	51	100.0	25.5	22.9	22.7	25.5	27.7	Met Target†
Students without Disabilities	223	99.6	64.1	64.5	65.1	64.1		
English Learners	35	100.0	37.1	24.5	29.3	37.1	36.6	Met Target
Non-English Learners	239	99.6	59.8	58.3	60.6	59.8		
Homeless Students	*	*	*	33.3	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	61.3	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



### Lucy N. Holman Elementary School

(29-2360-046)

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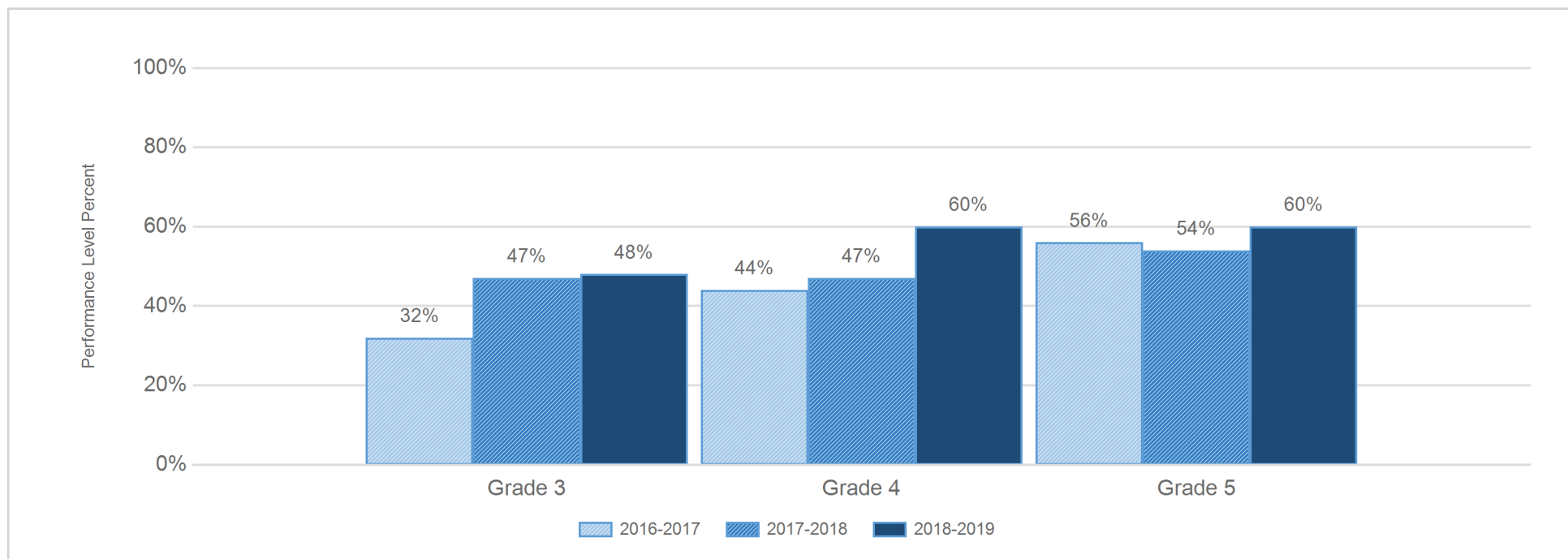
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## English Language Arts Assessment - Performance Trends

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





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	87	747	742	748	*	17%	24%	*	*	48%	50%
White	52	757	746	757	*	*	27%	*	*	58%	60%
Hispanic	27	730	*	734	*	*	*	*	*	30%	36%
Black or African American	*	*	733	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	749	756	*	*	*	*	*	*	58%
Female	33	743	743	753	*	*	*	*	*	45%	55%
Male	54	750	740	743	*	*	*	*	*	50%	46%
Economically Disadvantaged Students	32	735	723	731	*	*	*	*	*	38%	33%
Non-Economically Disadvantaged Students	55	754	748	759	*	*	*	*	*	55%	61%
Students with Disabilities	14	740	715	719	*	*	*	*	*	29%	24%
Students without Disabilities	73	748	749	754	*	*	*	*	*	52%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



**Lucy N. Holman Elementary School**  
(29-2360-046)  
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
<b>Schoolwide</b>	100	759	759	755	*	*	27%	41%	19%	60%	57%
White	62	765	762	763	*	*	18%	47%	24%	71%	67%
Hispanic	25	745	747	743	*	*	48%	*	*	32%	44%
Black or African American	*	*	752	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	52	760	763	760	*	*	29%	*	*	60%	62%
Male	48	759	755	750	*	*	25%	*	*	60%	53%
Economically Disadvantaged Students	31	746	745	740	*	*	52%	*	*	35%	40%
Non-Economically Disadvantaged Students	69	766	763	765	*	*	16%	*	*	71%	69%
Students with Disabilities	18	736	*	725	*	*	*	*	*	22%	25%
Students without Disabilities	82	765	*	761	*	*	*	*	*	68%	64%
English Learners	*	*	710	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	761	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	*	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
<b>Schoolwide</b>	95	758	756	756	*	*	21%	47%	13%	60%	58%
White	55	765	759	764	*	*	22%	44%	20%	64%	68%
Hispanic	29	748	*	743	*	*	*	55%	0%	55%	44%
Black or African American	*	*	743	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	52	765	762	761	*	*	*	*	*	67%	64%
Male	43	751	751	750	*	*	*	*	*	51%	52%
Economically Disadvantaged Students	42	754	*	740	*	*	*	*	*	55%	39%
Non-Economically Disadvantaged Students	53	762	*	766	*	*	*	*	*	64%	69%
Students with Disabilities	18	731	726	724	*	*	*	*	*	28%	23%
Students without Disabilities	77	765	763	762	*	*	*	*	*	68%	65%
English Learners	*	*	703	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	758	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	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	100.0	64.7	48.3	44.5	64.7	46.1	Met Target
White	171	100.0	69.0	51.4	54.1	69.0	47.1	Met Target
Hispanic	75	100.0	52.0	33.7	28.8	52.0	30.2	Met Target
Black or African American	14	100.0	64.3	34.6	23.0	64.3	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.8	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	11	100.0	72.7	*	53.3	72.7	**	**
Female	136	100.0	61.8	49.0	44.9	61.8		
Male	139	100.0	67.6	47.6	44.2	67.6		
Economically Disadvantaged Students	97	100.0	57.7	33.9	26.3	57.7	35.8	Met Target
Non-Economically Disadvantaged Students	178	100.0	68.5	52.5	54.9	68.5		
Students with Disabilities	51	100.0	35.3	21.8	17.4	35.3	27.7	Met Target
Students without Disabilities	224	100.0	71.4	54.2	50.0	71.4		
English Learners	36	100.0	36.1	27.0	25.0	36.1	33.1	Met Target
Non-English Learners	239	100.0	69.0	49.3	46.5	69.0		
Homeless Students	*	*	*	28.6	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	56.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



### Lucy N. Holman Elementary School

(29-2360-046)

Grades Offered: KG-05

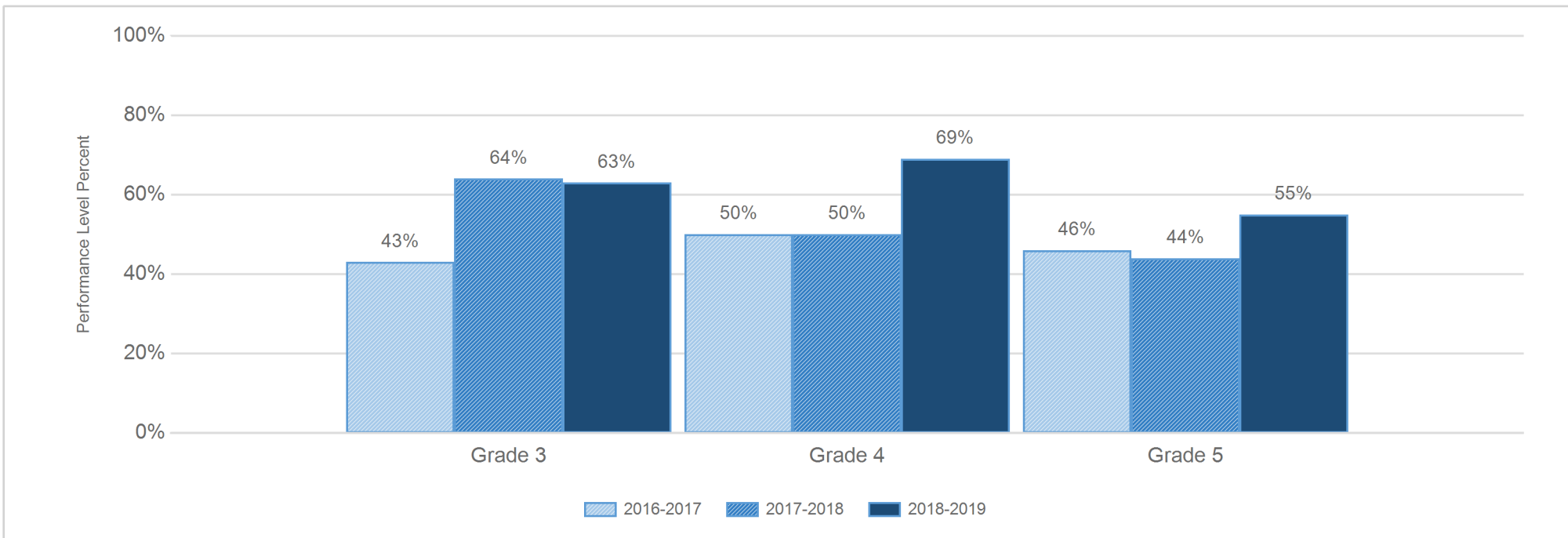
2018-2019

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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
<b>Schoolwide</b>	87	756	755	752	*	13%	21%	*	*	63%	55%
White	52	762	759	760	0%	*	*	*	*	67%	66%
Hispanic	27	745	*	739	*	*	*	56%	0%	56%	40%
Black or African American	*	*	743	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	770	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	759	758	*	*	*	*	*	*	62%
Female	33	750	751	751	*	*	*	*	*	55%	54%
Male	54	760	758	752	*	*	*	*	*	69%	56%
Economically Disadvantaged Students	32	746	740	737	*	*	*	*	*	50%	37%
Non-Economically Disadvantaged Students	55	762	760	761	*	*	*	*	*	71%	67%
Students with Disabilities	14	736	734	731	*	*	*	*	*	29%	31%
Students without Disabilities	73	760	760	756	*	*	*	*	*	70%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	102	761	760	749	*	*	24%	*	*	69%	51%
White	63	766	763	757	*	*	16%	*	*	78%	62%
Hispanic	26	746	745	737	*	*	38%	46%	0%	46%	36%
Black or African American	*	*	757	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	54	757	759	749	*	*	*	*	*	61%	50%
Male	48	766	761	749	*	*	*	*	*	77%	52%
Economically Disadvantaged Students	32	751	748	734	*	*	38%	*	*	56%	32%
Non-Economically Disadvantaged Students	70	766	763	759	*	*	17%	*	*	74%	63%
Students with Disabilities	18	742	*	726	*	*	*	*	*	39%	25%
Students without Disabilities	84	766	*	754	*	*	*	*	*	75%	56%
English Learners	11	730	*	722	*	*	*	*	*	*	18%
Non-English Learners	91	765	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	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
<b>Schoolwide</b>	96	750	752	747	*	14%	25%	*	*	55%	47%
White	55	757	755	755	*	*	27%	*	*	62%	58%
Hispanic	30	740	*	735	*	*	*	*	*	40%	30%
Black or African American	*	*	741	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	52	754	752	747	*	*	27%	*	*	63%	47%
Male	44	746	752	747	*	*	23%	*	*	45%	47%
Economically Disadvantaged Students	42	745	*	732	*	*	24%	*	*	52%	27%
Non-Economically Disadvantaged Students	54	754	*	757	*	*	26%	*	*	57%	59%
Students with Disabilities	18	730	726	725	*	*	*	*	*	39%	19%
Students without Disabilities	78	755	757	752	*	*	*	*	*	59%	52%
English Learners	*	*	710	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	753	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	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	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	70.6%	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	49	79.6%	20.4%
3-4	19	73.7%	26.3%
5 or more	*	*	*



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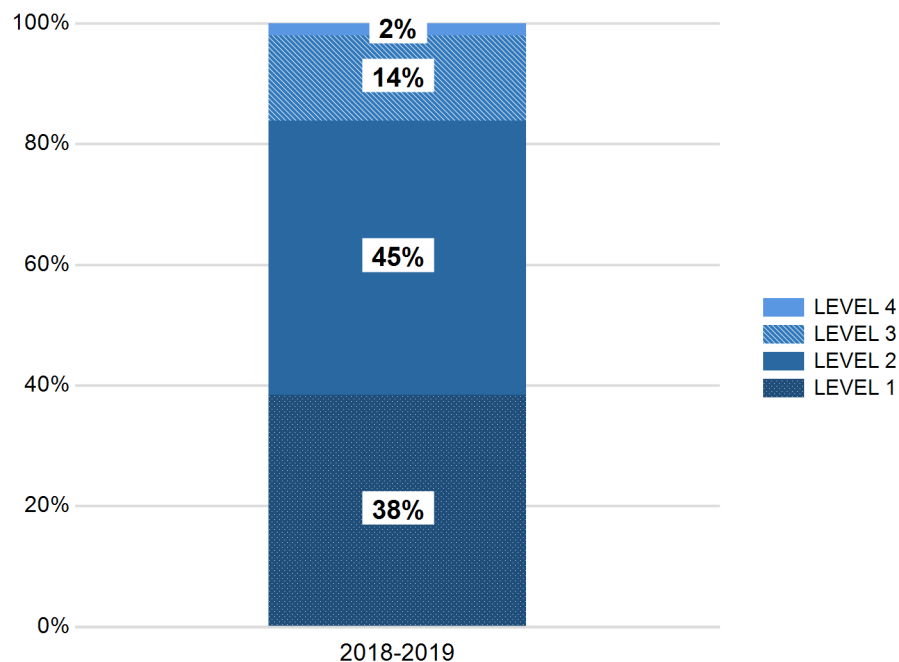
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	38	45	14	2
White	29	47	20	4
Hispanic	55	42	3	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	32	57	11	0
Male	45	32	18	5
Economically Disadvantaged Students	38	50	12	0
Non-Economically Disadvantaged Students	38	42	16	4
Students with Disabilities	60	20	20	0
Students without Disabilities	32	52	13	3
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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

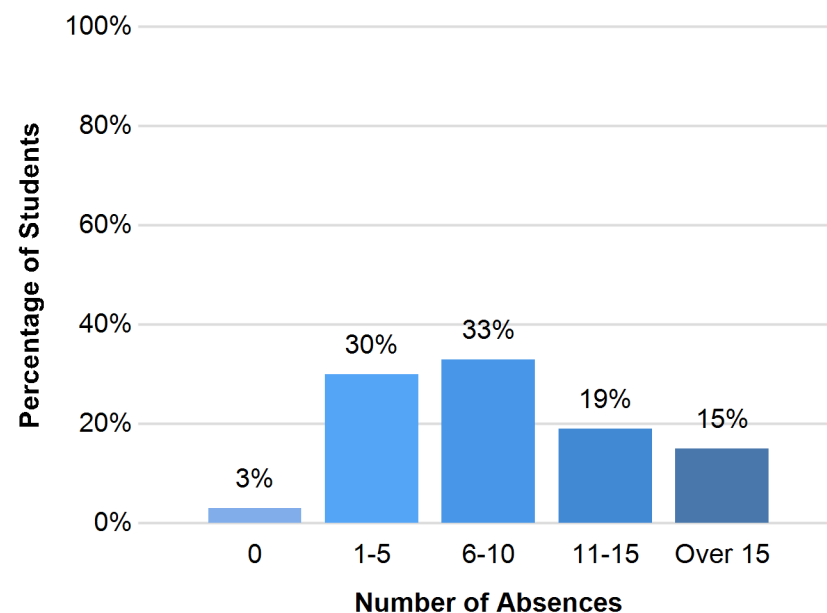
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	55	9.5	8.9	Not Met
White	37	10.6	8.9	Not Met
Hispanic	16	9.5	8.9	Not Met
Black or African American	1	3.1	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	1	5.0	8.9	Met
Female	28	10.0		
Male	27	8.9		
Economically Disadvantaged Students	30	13.6	8.9	Not Met
Students with Disabilities	17	13.0	8.9	Not Met
English Learners	9	12.5	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





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(29-2360-046)

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2018-2019

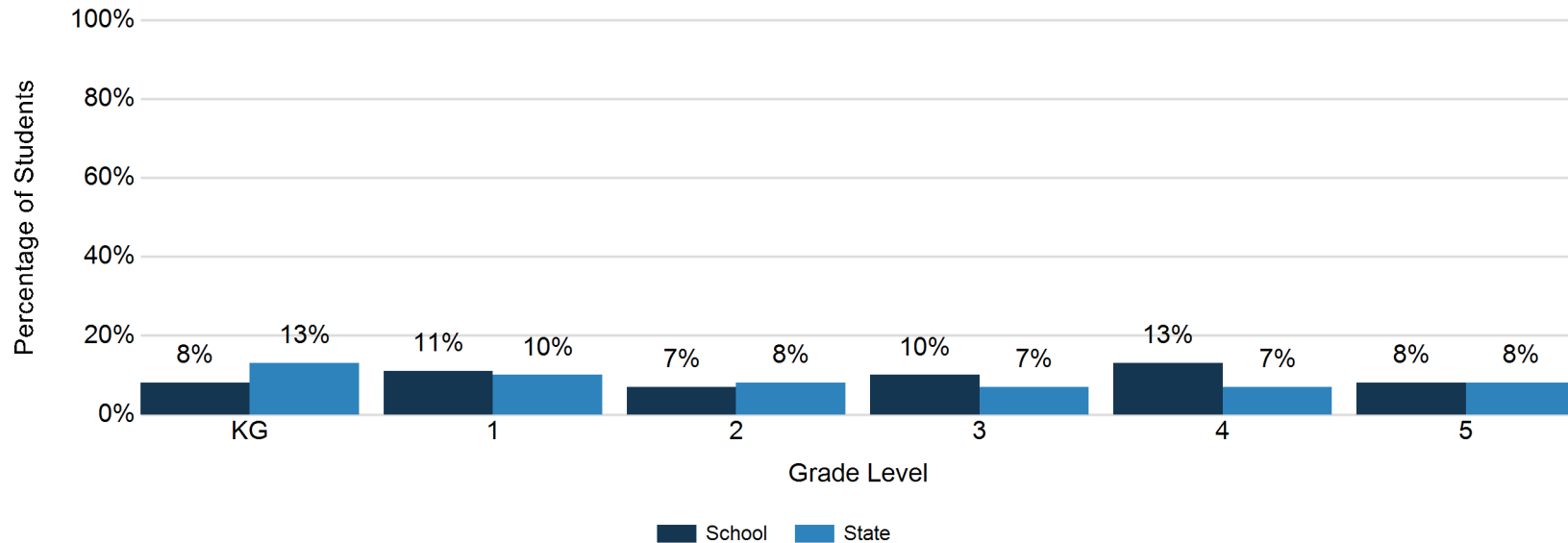
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select 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 by Grade

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





### Lucy N. Holman Elementary School

(29-2360-046)

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	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.18

### 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

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

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	8		8

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
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	2:55 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 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	54	118,214
Average years experience in public schools	14.2	12.1
Average years experience in district	11.9	10.8
Percentage of Teachers with 4 or more years experience in the district	81.5%	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	40	9,530
Average years experience in public schools	21.1	16.0
Average years experience in district	12.1	12.0
Percentage of Administrators with 4 or more years experience in the district	95.0%	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	12:1
Students to Administrators	276:1	204:1
Teachers to Administrators	27:1	17:1
Students to Librarians/Media Specialists		816:1
Students to Nurses		583:1
Students to Counselors		371:1
Students to Child Study Team Members		314:1



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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	49.1%	92.6%	50.0%	48.4%	77.1%	54.9%
Male	50.9%	7.4%	50.0%	51.6%	22.9%	45.1%
White	59.1%	90.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	29.7%	7.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.8%	1.9%	0.0%	2.1%	0.2%	0.2%



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**Teachers:** All classroom teachers

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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	95.1%	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%



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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	46.3%	50.2%	56.9%
Math Proficiency	47.2%	53.9%	64.7%
ELA Growth	48	50	69
Math Growth	66	61	67
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		71.1%	70.6%
Chronic Absenteeism	11.8%	10.3%	9.5%

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



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

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

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

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

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

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



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

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Exceeds Standard	Exceeds Standard	Met Target	Not Met	No
White	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	**	**	**	**	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	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target	Met Target	Met Standard	Exceeds Standard	Exceeds Standard	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:

- Our extended day program, Brain Boosters, offered interventions in literacy and mathematics to students in grades one through five.
- The What I Need program was implemented in grades K-5 to improve foundational literacy and math skills. It occurs daily, services all students, and is used as an intervention or extension of concepts.
- Chief meteorologist, Mr. Dan Zarrow, made a special visit to the staff and students of Holman Elementary. Holman's new weather station and STEM activity lab were a welcome addition to the library.



### Mission, Vision, Theme:

The Jackson School District is a partnership of dedicated staff, learners and community members committed to developing the unique abilities of each student through compelling learning experiences in a safe and nurturing environment. Our comprehensive, engaging and technology-enriched programs inspire, educate and motivate students to become independent, creative and critical thinkers who will thrive in a diverse, evolving, global society.



### Awards, Recognition, Accomplishments:

For the second year in a row, Holman Elementary was awarded the Bronze Award from Sustainable Jersey through completion of various school related activities/events/curriculum based on requirements set by Sustainable Jersey for Schools.



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### Courses, Curriculum, Instruction:

Our comprehensive curriculum is fully aligned with the New Jersey Student Learning Standards and mirrors the value the Jackson community places on an educational experience that highlights the humanities, STEM (Science, Technology, Engineering and Math), literacy and the fine and performing arts. We offer diverse instructional opportunities in core subjects and in the fine and performing arts, which are essential to providing an effective and well-rounded education.



### Clubs and Activities:

Holman Elementary offers a wide range of before and after school programs and interventions for all diversified learners. Programs include Math Masters, Book Clubs, Words with Friends, and Enrichment. Holman Elementary also participates in various competitions such as the annual District Spelling Bee.



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 <p><b>Before and After School Programs:</b></p>	<p>The Jackson Childcare Academy is a safe and nurturing program for children ranging from K-8th Grade. A dedicated staff of certified teachers and paraprofessionals create rich and rewarding experiences filled with age-appropriate activities, homework assistance, and warm caring relationships. Children are involved in small group learning activities while forming positive relationships that promote growth and achievement.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>The Jackson School District is committed to providing meaningful, collaborative opportunities for our staff. Throughout all areas of our curriculum, we provide tools and training to help teachers ensure a rigorous and comprehensive learning experience throughout a student's career. Professional learning includes both in-district and out-of-district experiences, as well as job-embedded collaborative work that is designed to capitalize on the innovative talent within our own educational community.</p>



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 <p><b>Student Supports and Services:</b></p>	<p>Jackson District Schools offer a comprehensive approach to supporting diverse learners offering programs and interventions based on research and identified best practices. Specialized instruction is offered to English Language Learners. Special needs programs support the least restrictive environment requirements and include inclusion programs, small group instruction and self-contained specialized instructional programs.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>District and school-based health and wellness committees ensure that all Jackson students participate in a comprehensive, sequential health and physical education program that focuses on the development of knowledge and skills, which influence life-long healthy behaviors within the context of self, family, school and the local and global communities. This sequence includes direct instruction in health and physical education and daily structured recess for all elementary students.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parent involvement is actively encouraged through parent-school organizations within all ten Jackson schools. All parents have access to key information, such as grades and schedules through the online parent portal. Additionally, the Special Education Advisory Committee (SEAC) provides input to the district on issues concerning students with disabilities and encourages proactive collaboration between parents and school district personnel regarding matters pertaining to special education.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers All Jackson schools annually survey all stakeholders on the topic of school culture. Survey data is shared with school planning committees such as School Improvement Panels (SciPs) and staff, as well as parent organization groups. Data is used to support existing practices and plan for identified needs. Recent results indicate stakeholders feel safe, cared for and comfortable in the schools.</p>
 <p>Facilities:</p>	<p>Jackson Students benefit from investments the district and Board of Education have made in our technology, our curriculum and our facilities - all of which will have a real and lasting impact on how our students learn. Through these investments and with the commitment and dedication of our teachers, staff and parents, we are committed to advancing student achievement and to being an active leader in the evolution of education.</p>
 <p>School Safety:</p>	<p>Holman staf and students practice monthly security drills such as fire drills, lockdown drills, evacuation drills and active shooter drills. Staff and students are trained in the latest ALICE techniques to combat unwanted visitors to the school. Front and back door receptionists, internal and external cameras, buzz in systems and sign in books are used to memorialize all visitors to the school.</p>



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#### Technology and STEM:

Students are able to create and solve real world concerns through design challenges using current technology. Students work interactively using the scientific method to solve complex problems with a variety of solutions.



Switlik 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 as the top left of the screen to move between pages of the report

**Other Resources:**

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

Notes from the New Jersey Department of Education:



**Switlik Elementary School**  
(29-2360-050)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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- 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	Ocean
District	Jackson Township School District
Principal Name	Mrs. Kathleen McKiernan
Address	75 West Veterans Highway Jackson, NJ 08527-3497
Phone Number	732-833-4650
Email Address	<a href="mailto:KMckiernan@jacksonsd.org">KMckiernan@jacksonsd.org</a>
Website	<a href="https://www.jacksonsd.org/switlik">https://www.jacksonsd.org/switlik</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	121	113	120
1	135	120	117
2	133	130	124
3	118	132	129
4	151	119	134
5	163	152	125
Total	821	766	749

### 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	50.5%	51.6%	51.0%
Male	49.5%	48.4%	49.0%
Economically Disadvantaged Students	25.8%	23.5%	24.4%
Students with Disabilities	13.6%	14.0%	16.0%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.2%	0.5%	0.5%
Students in Foster Care	1.1%	0.7%	0.5%
Military-Connected Students	0.4%	0.9%	1.3%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	81.7%	80.5%	77.0%
Hispanic	10.2%	10.8%	14.6%
Black or African American	4.4%	4.2%	3.6%
Asian	1.3%	1.4%	1.7%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	2.2%	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
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	121	113	120

### Enrollment by Home Language

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

Home Language	% of Students
English	92.9%
Spanish	3.6%
Other Languages	3.5%



**Switlik Elementary School**  
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2018-2019

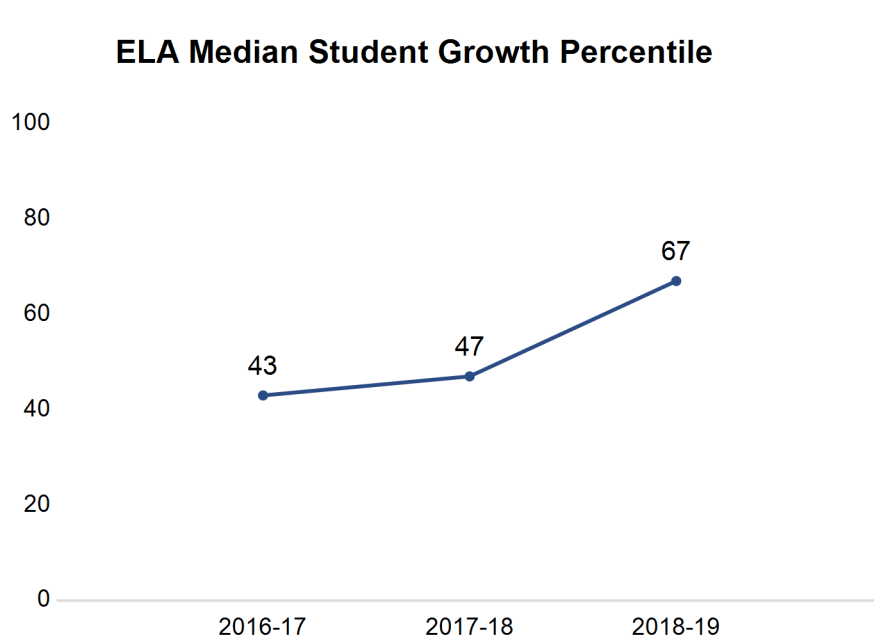
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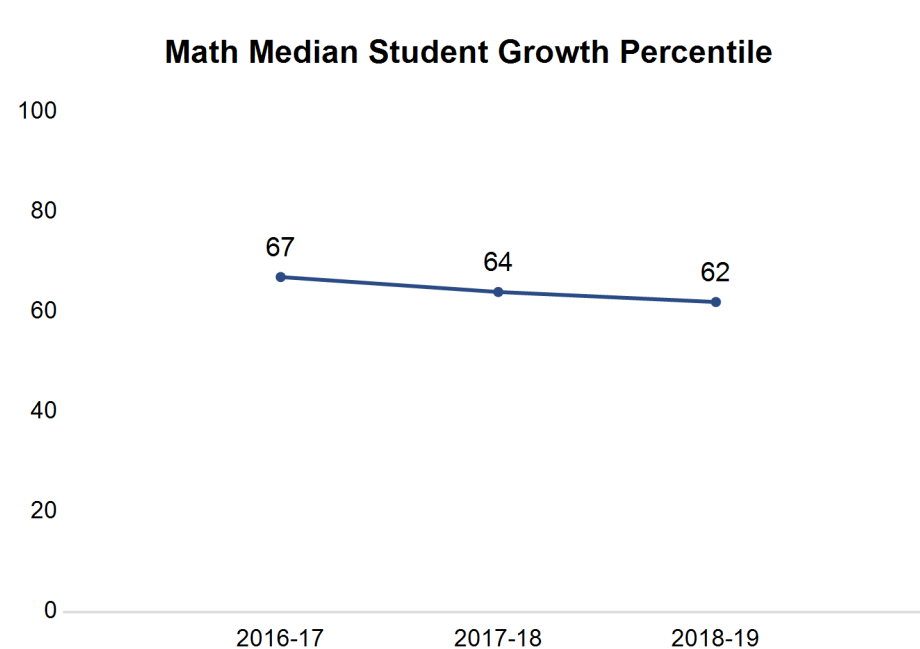
### Student Growth Trends and Progress

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

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	43	47	67	67	64	62
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	67	49	50	Exceeds Standard	62	54	50	Exceeds Standard
White	65	49	50	Exceeds Standard	59	54	52	Met Standard
Hispanic	68.5	46	49	Exceeds Standard	64.5	51	47	Exceeds Standard
Black or African American	67	49	45	**	63	61	43	**
Asian, Native Hawaiian, or Pacific Islander	*	61.5	59	**	*	59.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	54	49	**	*	58.5	52	**
Female	70.5	54	53	N	63.5	55	50	N
Male	63	45	47	N	62	53	51	N
Economically Disadvantaged Students	65.5	49	48	Exceeds Standard	59	52	46	Met Standard
Students with Disabilities	56	45	43	Met Standard	46	55	45	Met Standard
English Learners	*	46	52	**	*	48.5	50	**
Homeless Students	*	36	43	N	*	61	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	50.5	49	N	*	48	51	N
Migrant Students	N	N	47	N	N	N	51	N



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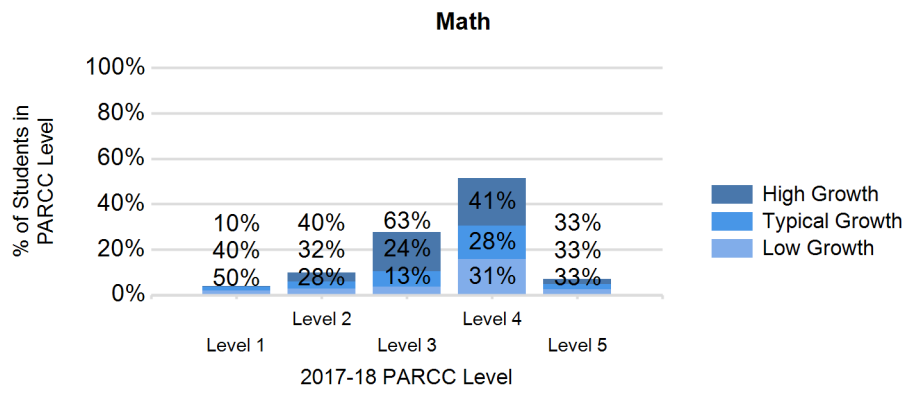
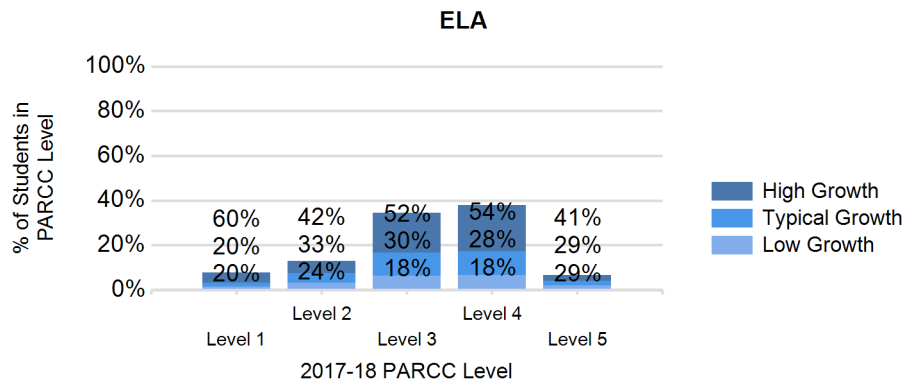
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

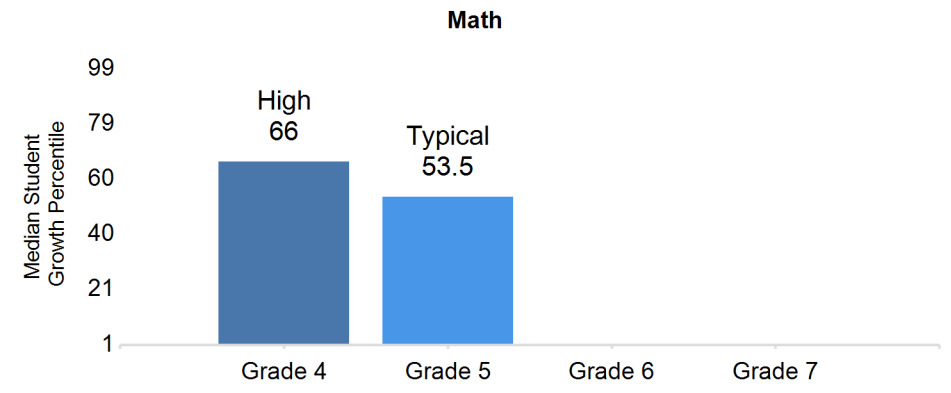
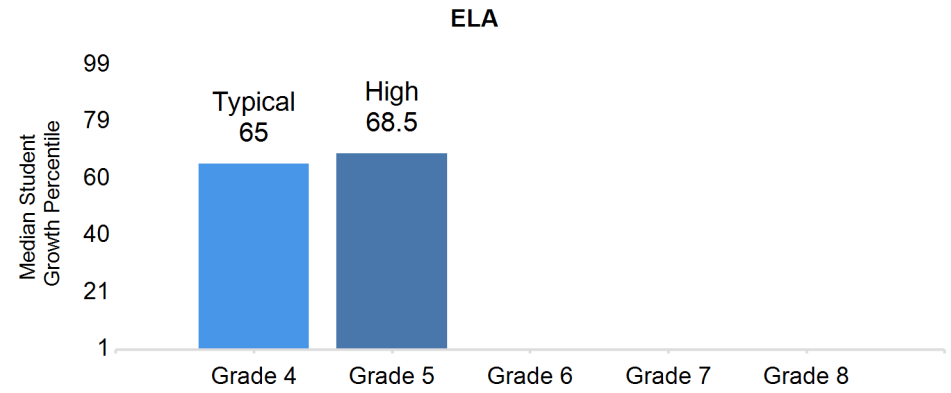
### Student Growth by Performance Level

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.





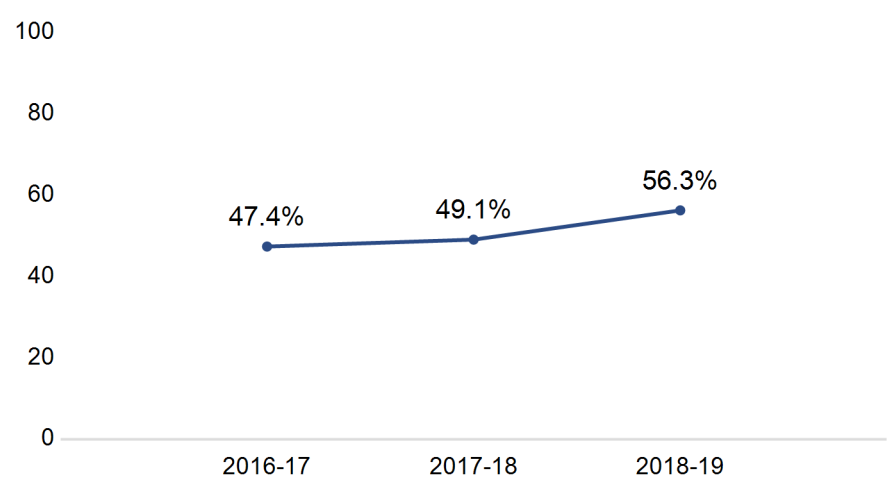
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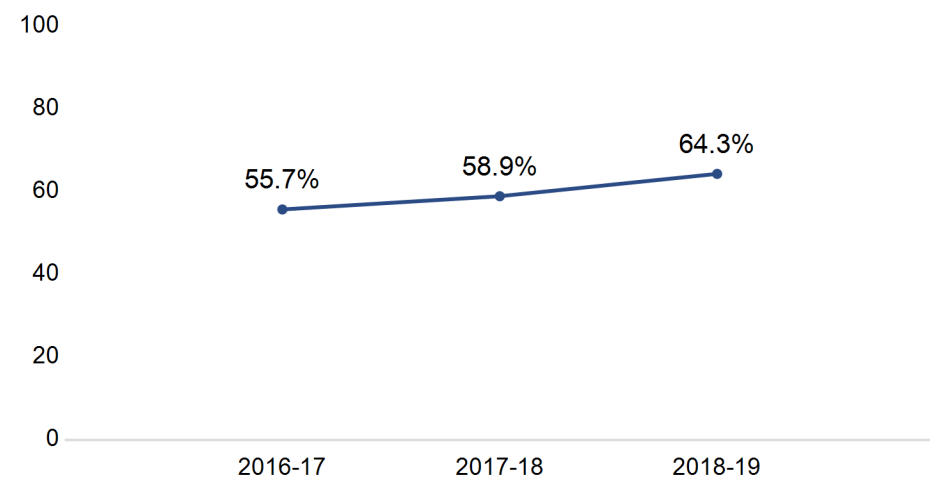
**English Language Arts and Mathematics Performance Trends**

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.

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.4%	99.0%	99.7%	98.4%	99.0%	99.5%
Proficiency Rate for Federal Accountability	47.4%	49.1%	56.3%	55.7%	58.9%	64.3%
Annual Target	48.4%	50.0%	51.7%	47.7%	49.4%	51.1%
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	375	99.7	56.3	56.9	57.9	56.3	51.7	Met Target
White	290	99.7	57.9	59.9	66.9	57.9	53.2	Met Target
Hispanic	56	100.0	51.8	40.1	43.9	51.8	22.7	Met Target
Black or African American	15	100.0	33.3	*	38.5	33.3	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	192	100.0	63.0	65.6	64.8	63.0		
Male	183	99.5	49.2	48.7	51.3	49.2		
Economically Disadvantaged Students	100	100.0	42.0	40.8	40.0	42.0	36.3	Met Target
Non-Economically Disadvantaged Students	275	99.6	61.5	61.5	67.9	61.5		
Students with Disabilities	70	98.6	18.6	22.9	22.7	18.6	23.4	Met Target†
Students without Disabilities	305	100.0	64.9	64.5	65.1	64.9		
English Learners	*	*	*	24.5	29.3	*	**	**
Non-English Learners	*	*	*	58.3	60.6	*		
Homeless Students	*	*	*	33.3	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	61.3	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



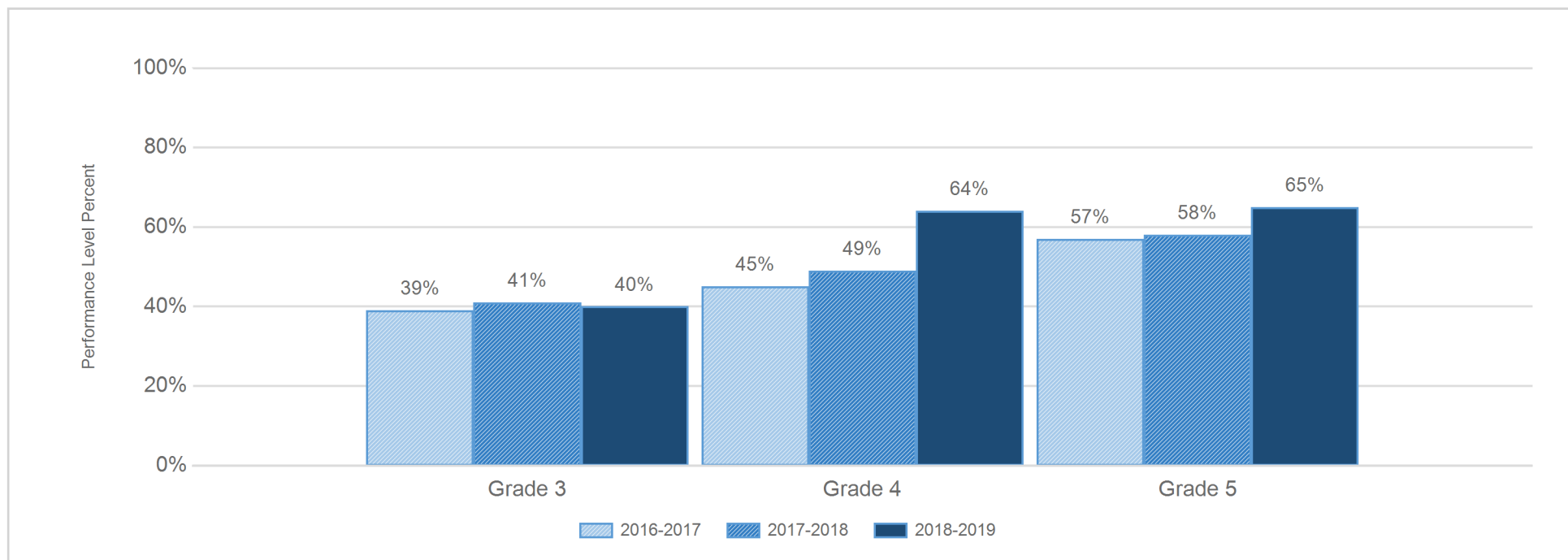
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### English Language Arts Assessment - Performance Trends

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





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	130	736	742	748	18%	19%	22%	*	*	40%	50%
White	95	739	746	757	17%	18%	23%	*	*	42%	60%
Hispanic	23	725	*	734	*	*	*	*	*	35%	36%
Black or African American	*	*	733	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	749	756	*	*	*	*	*	*	58%
Female	69	741	743	753	16%	17%	22%	*	*	45%	55%
Male	61	730	740	743	21%	21%	23%	*	*	34%	46%
Economically Disadvantaged Students	32	722	723	731	*	38%	*	*	*	25%	33%
Non-Economically Disadvantaged Students	98	740	748	759	*	13%	*	*	*	45%	61%
Students with Disabilities	28	696	715	719	*	*	*	*	*	*	24%
Students without Disabilities	102	747	749	754	*	*	*	*	*	*	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	130	736	*	751	18%	19%	22%	*	*	40%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	134	760	759	755	*	*	21%	45%	19%	64%	57%
White	107	760	762	763	*	*	21%	47%	18%	64%	67%
Hispanic	19	762	747	743	*	*	*	*	*	63%	44%
Black or African American	*	*	752	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	68	766	763	760	*	*	19%	51%	22%	74%	62%
Male	66	754	755	750	*	*	23%	38%	17%	55%	53%
Economically Disadvantaged Students	30	752	745	740	*	*	*	*	*	57%	40%
Non-Economically Disadvantaged Students	104	762	763	765	*	*	*	*	*	66%	69%
Students with Disabilities	25	730	*	725	*	*	*	*	*	36%	25%
Students without Disabilities	109	767	*	761	*	*	*	*	*	71%	64%
English Learners	N	N	710	720	N	N	N	N	N	N	17%
Non-English Learners	134	760	761	758	*	*	21%	45%	19%	64%	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	*	*	*	757	*	*	*	*	*	*	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
<b>Schoolwide</b>	124	759	756	756	*	11%	23%	*	*	65%	58%
White	92	761	759	764	*	*	21%	52%	14%	66%	68%
Hispanic	20	755	*	743	0%	*	*	65%	0%	65%	44%
Black or African American	*	*	743	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	63	765	762	761	*	*	21%	*	*	71%	64%
Male	61	754	751	750	*	*	25%	*	*	57%	52%
Economically Disadvantaged Students	43	745	*	740	*	*	35%	*	*	44%	39%
Non-Economically Disadvantaged Students	81	767	*	766	*	*	16%	*	*	75%	69%
Students with Disabilities	18	719	726	724	*	*	*	*	*	11%	23%
Students without Disabilities	106	766	763	762	*	*	*	*	*	74%	65%
English Learners	N	N	703	713	N	N	N	N	N	N	11%
Non-English Learners	124	759	758	758	*	11%	23%	*	*	65%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	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	375	99.5	64.3	48.3	44.5	64.3	51.1	Met Target
White	290	99.3	67.2	51.4	54.1	67.2	53	Met Target
Hispanic	56	100.0	53.6	33.7	28.8	53.6	19.1	Met Target
Black or African American	15	100.0	33.3	34.6	23.0	33.3	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.8	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	192	100.0	65.6	49.0	44.9	65.6		
Male	183	98.9	62.8	47.6	44.2	62.8		
Economically Disadvantaged Students	100	100.0	49.0	33.9	26.3	49.0	32.2	Met Target
Non-Economically Disadvantaged Students	275	99.3	69.8	52.5	54.9	69.8		
Students with Disabilities	70	98.6	30.0	21.8	17.4	30.0	26.6	Met Target
Students without Disabilities	305	99.7	72.1	54.2	50.0	72.1		
English Learners	*	*	*	27.0	25.0	*	**	**
Non-English Learners	*	*	*	49.3	46.5	*		
Homeless Students	*	*	*	28.6	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	56.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



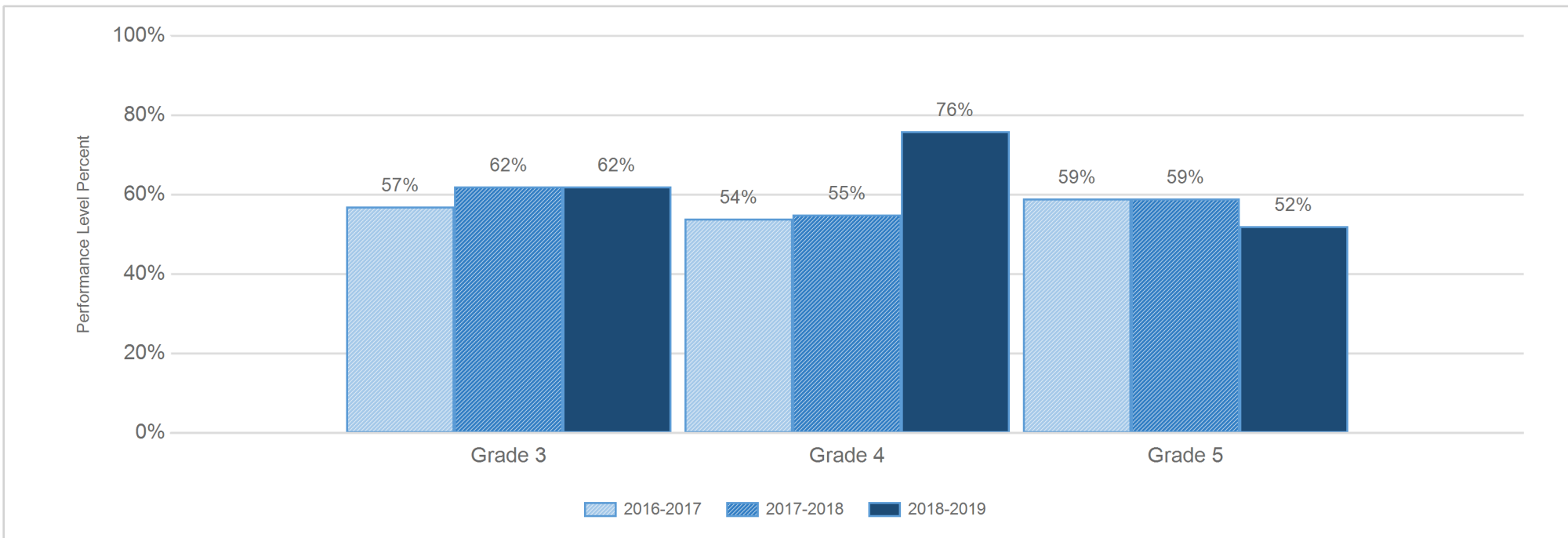
**Switlik Elementary School**  
(29-2360-050)  
Grades Offered: KG-05  
2018-2019

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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
<b>Schoolwide</b>	130	756	755	752	*	*	23%	47%	15%	62%	55%
White	95	758	759	760	*	*	22%	48%	16%	64%	66%
Hispanic	23	749	*	739	*	*	*	*	*	48%	40%
Black or African American	*	*	743	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	759	758	*	*	*	*	*	*	62%
Female	69	756	751	751	*	*	22%	*	*	62%	54%
Male	61	756	758	752	*	*	25%	*	*	61%	56%
Economically Disadvantaged Students	32	747	740	737	*	*	*	*	*	50%	37%
Non-Economically Disadvantaged Students	98	759	760	761	*	*	*	*	*	65%	67%
Students with Disabilities	28	733	734	731	*	*	*	36%	0%	36%	31%
Students without Disabilities	102	763	760	756	*	*	*	50%	19%	69%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	130	756	*	754	*	*	23%	47%	15%	62%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	134	761	760	749	*	*	13%	*	*	76%	51%
White	107	762	763	757	*	*	12%	*	*	79%	62%
Hispanic	19	754	745	737	*	*	*	*	*	68%	36%
Black or African American	*	*	757	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	68	761	759	749	*	*	*	*	*	79%	50%
Male	66	760	761	749	*	*	*	*	*	73%	52%
Economically Disadvantaged Students	30	754	748	734	*	*	*	*	*	70%	32%
Non-Economically Disadvantaged Students	104	762	763	759	*	*	*	*	*	78%	63%
Students with Disabilities	25	735	*	726	*	*	*	*	*	40%	25%
Students without Disabilities	109	766	*	754	*	*	*	*	*	84%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	134	761	*	751	*	*	13%	*	*	76%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	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
<b>Schoolwide</b>	123	750	752	747	*	13%	31%	*	*	52%	47%
White	91	753	755	755	*	12%	29%	*	*	56%	58%
Hispanic	20	744	*	735	*	*	*	*	*	40%	30%
Black or African American	*	*	741	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	63	750	752	747	*	*	30%	*	*	52%	47%
Male	60	751	752	747	*	*	32%	*	*	52%	47%
Economically Disadvantaged Students	43	738	*	732	*	*	44%	*	*	30%	27%
Non-Economically Disadvantaged Students	80	757	*	757	*	*	24%	*	*	64%	59%
Students with Disabilities	18	712	726	725	*	*	*	*	*	*	19%
Students without Disabilities	105	757	757	752	*	*	*	*	*	*	52%
English Learners	N	N	710	718	N	N	N	N	N	N	12%
Non-English Learners	123	750	753	749	*	13%	31%	*	*	52%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	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	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	N	N	N

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

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



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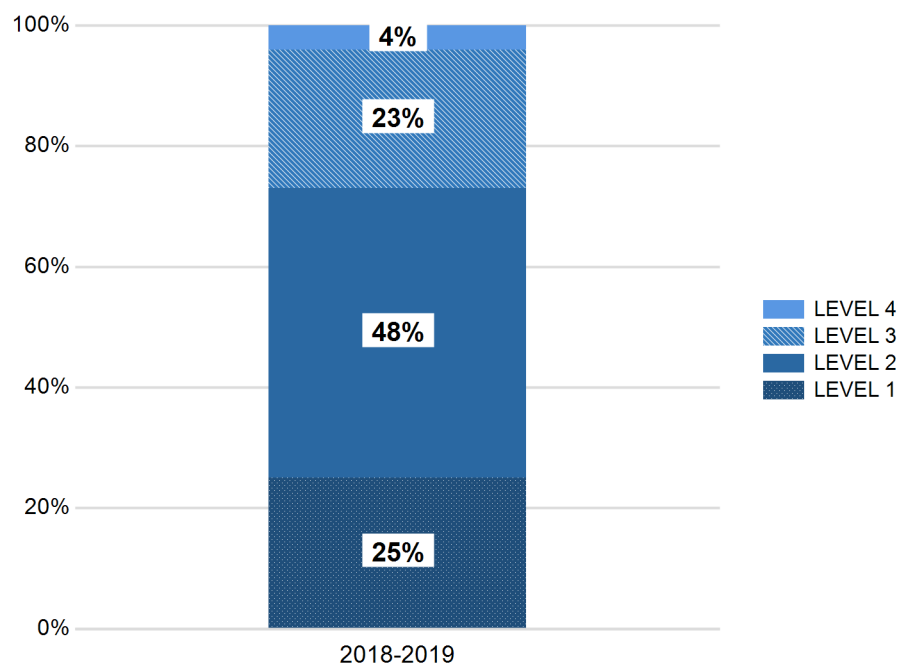
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	25	48	23	4
White	25	45	24	5
Hispanic	30	50	20	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	27	52	14	6
Male	23	43	32	2
Economically Disadvantaged Students	44	44	12	0
Non-Economically Disadvantaged Students	15	50	29	6
Students with Disabilities	67	28	6	0
Students without Disabilities	18	51	26	5
English Learners	N	N	N	N
Non-English Learners	25	48	23	4
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
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.

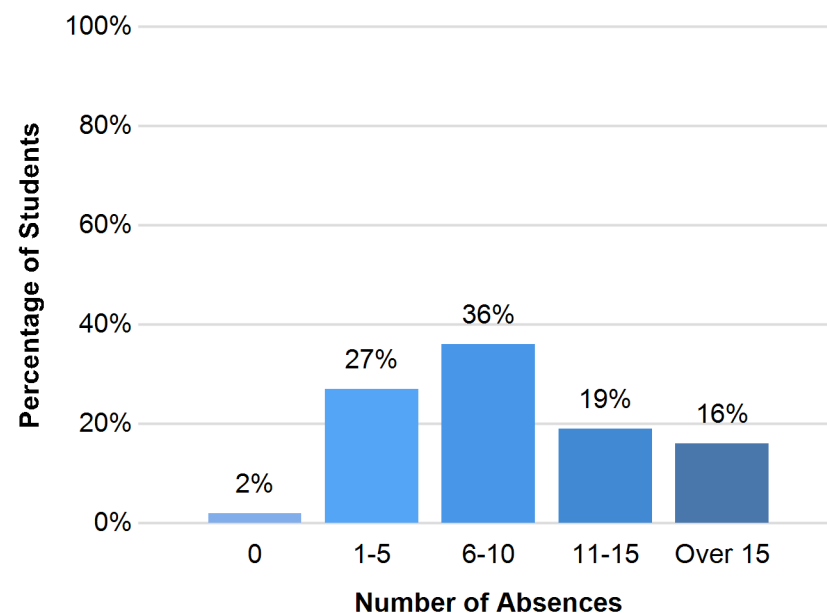
### Chronic Absenteeism

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	82	10.4	8.9	Not Met
White	62	10.5	8.9	Not Met
Hispanic	17	13.0	8.9	Not Met
Black or African American	2	6.5	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	1	4.5	8.9	Met
Female	37	9.3		
Male	45	11.5		
Economically Disadvantaged Students	33	16.3	8.9	Not Met
Students with Disabilities	23	15.8	8.9	Not Met
English Learners	2	10.0	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	2	20.0		
Migrant Students	N	N		

### Days Absent

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





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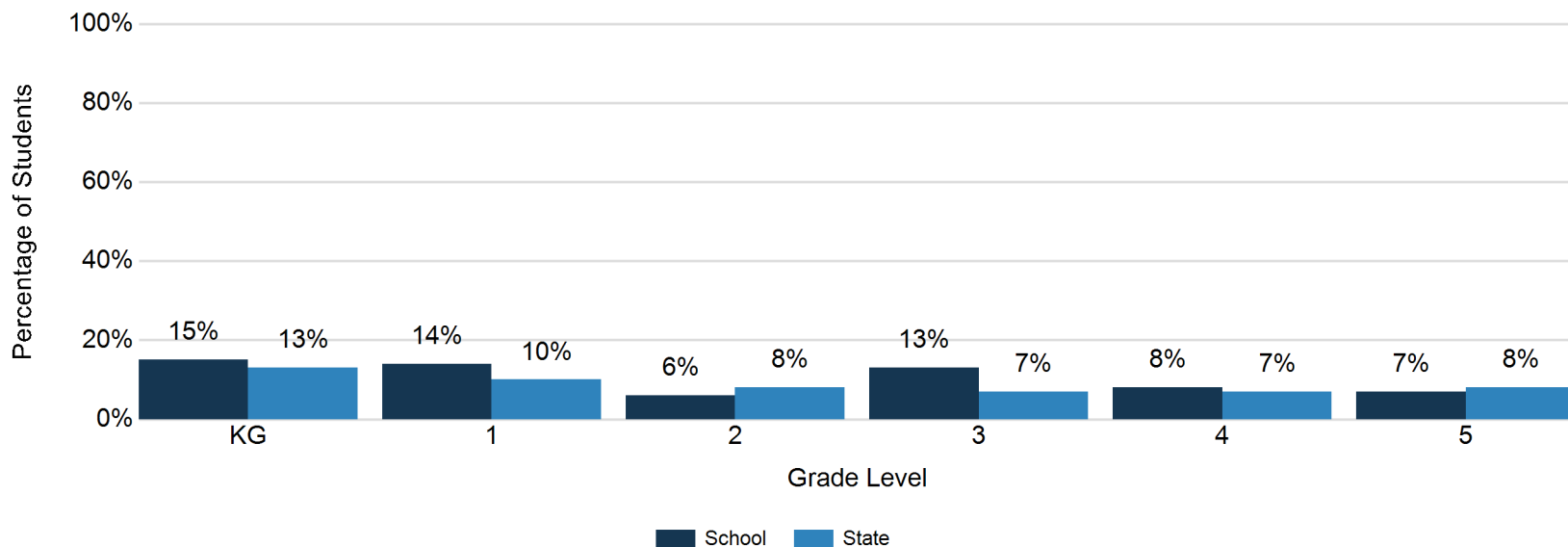
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**Chronic Absenteeism by Grade**

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





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

### 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	0.27

### Police Notifications

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

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

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

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	15		15

### 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	9:05 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 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	63	118,214
Average years experience in public schools	14.7	12.1
Average years experience in district	12.0	10.8
Percentage of Teachers with 4 or more years experience in the district	88.9%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	40	9,530
Average years experience in public schools	21.1	16.0
Average years experience in district	12.1	12.0
Percentage of Administrators with 4 or more years experience in the district	95.0%	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	12:1	12:1
Students to Administrators	375:1	204:1
Teachers to Administrators	32:1	17:1
Students to Librarians/Media Specialists		816:1
Students to Nurses		583:1
Students to Counselors		371:1
Students to Child Study Team Members		314:1



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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	51.0%	88.9%	100.0%	48.4%	77.1%	54.9%
Male	49.0%	11.1%	0.0%	51.6%	22.9%	45.1%
White	77.0%	95.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	14.6%	3.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.6%	1.6%	0.0%	15.0%	6.6%	13.9%
Asian	1.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	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%



**Switlik Elementary School**  
(29-2360-050)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

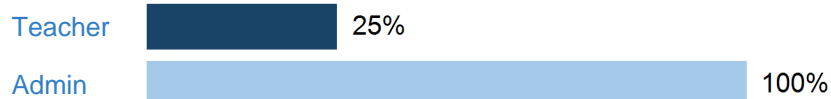
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	95.1%	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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### 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	47.4%	49.1%	56.3%
Math Proficiency	55.7%	58.9%	64.3%
ELA Growth	43	47	67
Math Growth	67	64	62
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	7.4%	8.9%	10.4%

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



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

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

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

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



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

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Exceeds Standard	Exceeds Standard	N	Not Met	No
White	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	**	**	**	**	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	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not 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:

- Switlik continues to promote leadership, kindness, respect and good character through the Bucket Filling initiative. Students are recognized monthly for excellence in these areas.
- Our Extended Day Program provides a personalized learning platform for students. The program encompasses opportunities for skill-based instruction to propel students' academic success.
- Social Emotional Learning (SEL) is infused throughout our school day. SEL prepares our students to maintain a positive approach to daily endeavors, encourage self-expression and value diversity.



### Mission, Vision, Theme:

The Jackson School District is a partnership of dedicated staff, learners and community members committed to developing the unique abilities of each student through compelling learning experiences in a safe and nurturing environment. Our comprehensive, engaging and technology-enriched programs inspire, educate and motivate students to become independent, creative and critical thinkers who will thrive in a diverse, evolving, global society.



### Awards, Recognition, Accomplishments:

Switlik Elementary School was awarded \$10,000 Sustainability Jersey Grant- Gardinier Environmental Fund. Recipient of the 2019-2020 Sustainability Jersey Silver Award. Pennies for Patients, awarded 2019-Rookie of the Year and Leukemia and Lymphoma Society Student Series Award.



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#### Courses, Curriculum, Instruction:

Our comprehensive curriculum is fully aligned with the New Jersey Student Learning Standards and mirrors the value the Jackson community places on an educational experience that highlights the humanities, STEM (Science, Technology, Engineering and Math), literacy and the fine and performing arts. We offer diverse instructional opportunities in core subjects and in the fine and performing arts, which are essential to providing an effective and well-rounded education.



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#### Before and After School Programs:

The Jackson Childcare Academy is a safe and nurturing program for children ranging from K-8th Grade. A dedicated staff of certified teachers and paraprofessionals create rich and rewarding experiences filled with age-appropriate activities, homework assistance, and warm caring relationships. Children are involved in small group learning activities while forming positive relationships that promote growth and achievement.



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Parent and Community Involvement:

Parent involvement is actively encouraged through parent-school organizations within all ten Jackson schools. All parents have access to key information, such as grades and schedules through the online parent portal. Additionally, the Special Education Advisory Committee (SEAC) provides input to the district on issues concerning students with disabilities and encourages proactive collaboration between parents and school district personnel regarding matters pertaining to special education.





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p>
 <p>Facilities:</p>	<p>Jackson Students benefit from investments the district and Board of Education have made in our technology, our curriculum and our facilities - all of which will have a real and lasting impact on how our students learn. Through these investments and with the commitment and dedication of our teachers, staff and parents, we are committed to advancing student achievement and to being an active leader in the evolution of education.</p>



### Sylvia Rosenauer Elementary School

(29-2360-040)

Grades Offered: PK-05

2018-2019

#### Report Key:

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#### How to use this report:

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

#### Navigating through the reports:

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

#### Other Resources:

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

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



### Sylvia Rosenauer Elementary School

(29-2360-040)

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	Ocean
District	Jackson Township School District
Principal Name	Mr. Ronald Polakowski
Address	60 Citadel Drive Jackson, NJ 08527-3497
Phone Number	732-833-4630
Email Address	<a href="mailto:RPolakowski@jacksonsd.org">RPolakowski@jacksonsd.org</a>
Website	<a href="https://www.jacksonsd.org/rosenauer">https://www.jacksonsd.org/rosenauer</a>



## Sylvia Rosenauer Elementary School

(29-2360-040)

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	89	72	76
KG	34	42	30
1	45	36	36
2	39	43	34
3	62	40	49
4	40	59	34
5	53	43	59
Total	362	335	318

### 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	42.3%	43.0%	43.4%
Male	57.7%	57.0%	56.6%
Economically Disadvantaged Students	42.5%	42.4%	44.0%
Students with Disabilities	30.1%	27.5%	32.7%
English Learners	13.5%	14.9%	16.7%
Homeless Students	0.8%	1.2%	1.6%
Students in Foster Care	1.1%	0.3%	0.0%
Military-Connected Students	0.6%	0.6%	0.9%
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	64.1%	58.5%	55.7%
Hispanic	25.1%	32.2%	32.4%
Black or African American	6.4%	4.2%	4.7%
Asian	1.9%	2.1%	2.8%
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	2.5%	3.0%	4.4%

### 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	66	24	24
PK - Full Day	23	48	52
KG - Half Day	0	0	0
KG - Full Day	34	42	30

### 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	72.0%
Spanish	23.0%
Other Languages	5.0%



**Sylvia Rosenauer Elementary School**  
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 2018-2019

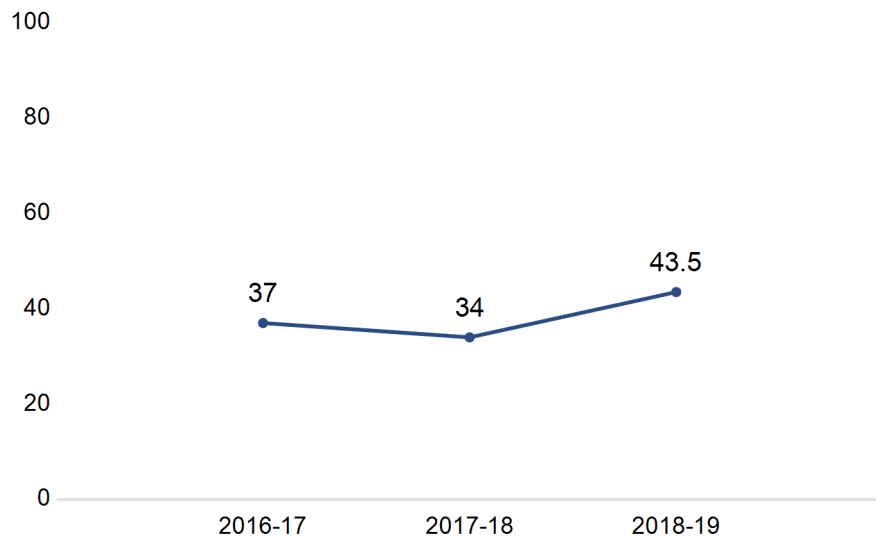
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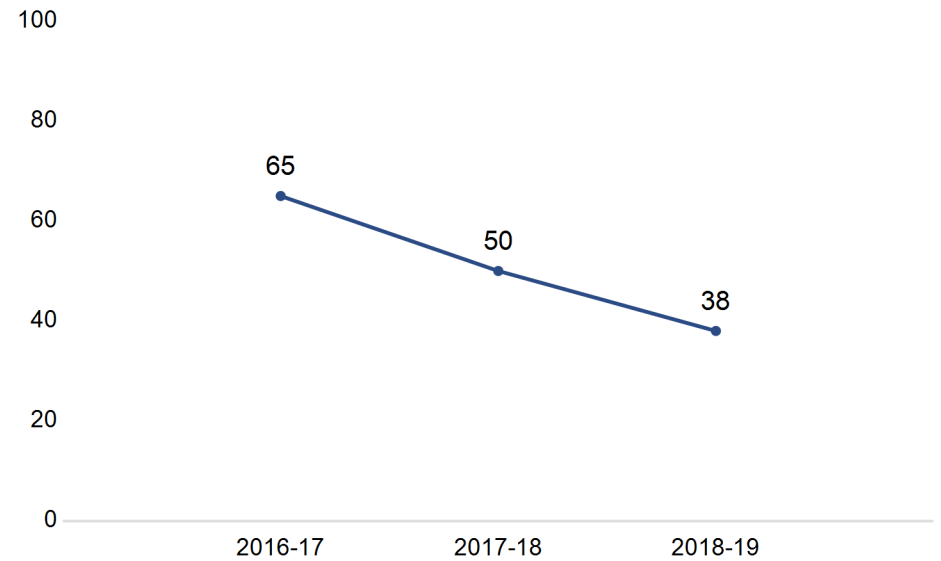
**Student Growth Trends and Progress**

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

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	37	34	43.5	65	50	38
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Exceeds 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	43.5	49	50	Met Standard	38	54	50	Not Met
White	46	49	50	Met Standard	31	54	52	Not Met
Hispanic	40	46	49	Met Standard	40	51	47	Met Standard
Black or African American	*	49	45	**	*	61	43	**
Asian, Native Hawaiian, or Pacific Islander	*	61.5	59	**	*	59.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	54	49	**	*	58.5	52	**
Female	51.5	54	53	N	46	55	50	N
Male	41	45	47	N	31	53	51	N
Economically Disadvantaged Students	33	49	48	Not Met	40	52	46	Met Standard
Students with Disabilities	40	45	43	**	28	55	45	**
English Learners	35	46	52	Not Met	41	48.5	50	Met Standard
Homeless Students	*	36	43	N	*	61	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	50.5	49	N	*	48	51	N
Migrant Students	N	N	47	N	N	N	51	N



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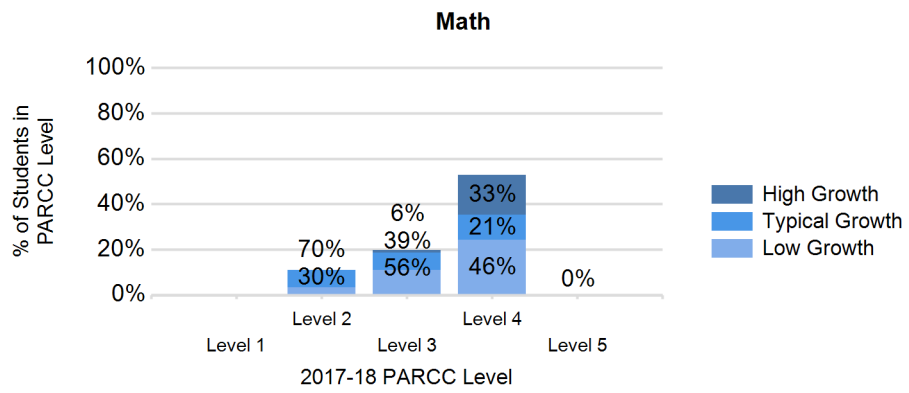
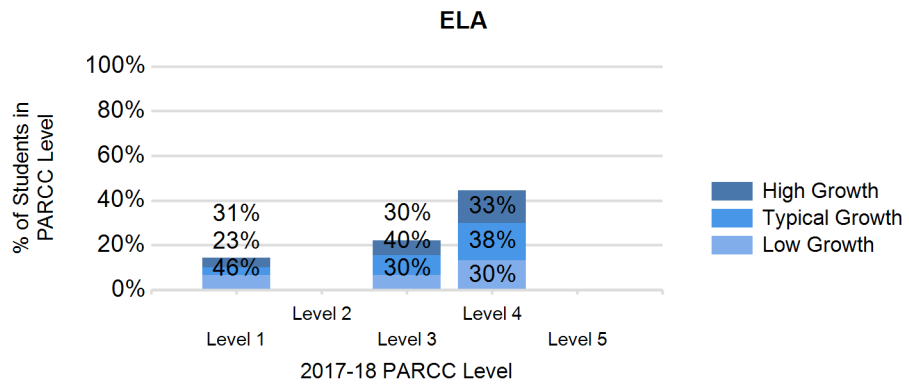
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

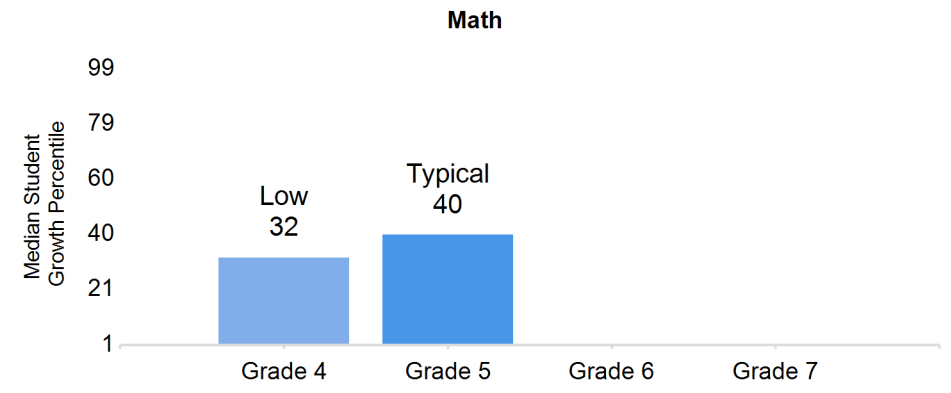
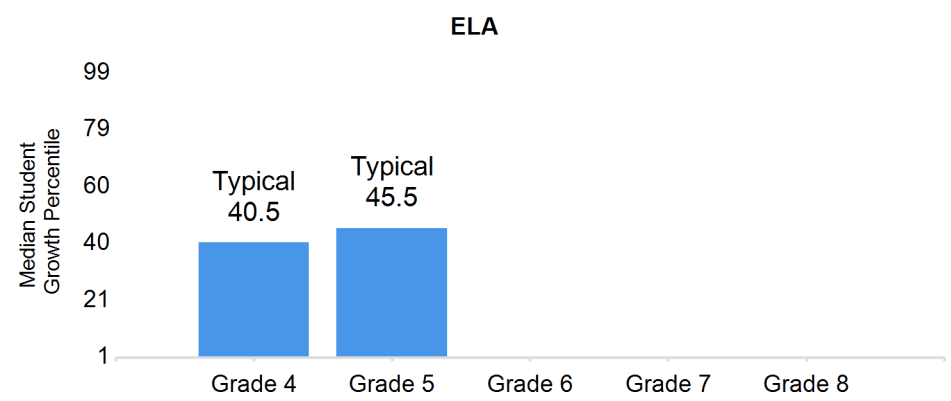
**Student Growth by Performance Level**

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.



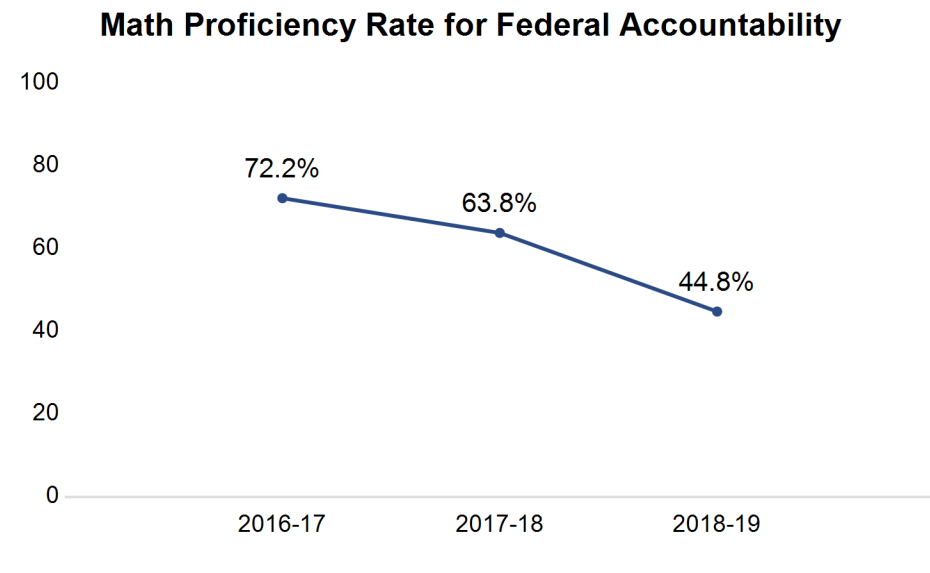
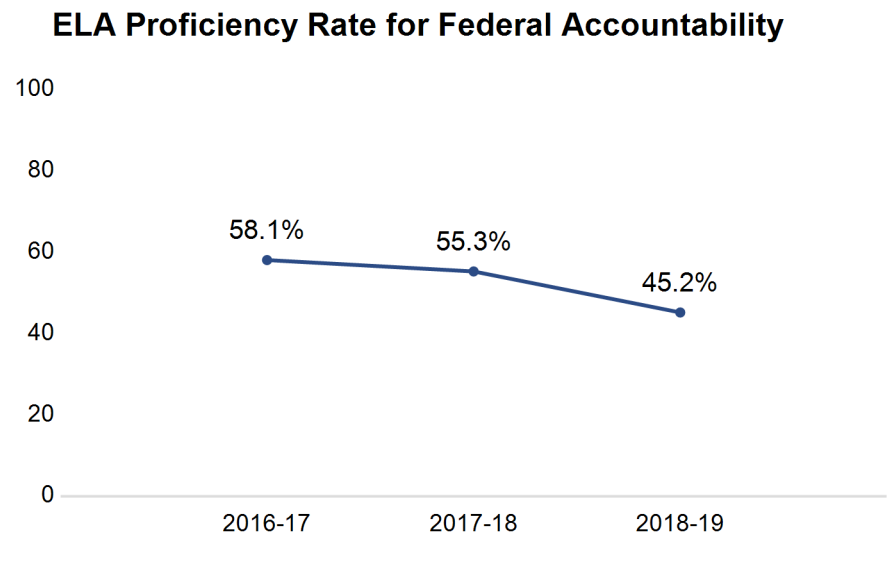


**Sylvia Rosenauer Elementary School**  
 (29-2360-040)  
 Grades Offered: PK-05  
 2018-2019

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**English Language Arts and Mathematics Performance Trends**

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.7%	98.0%	97.9%	98.7%	98.0%	97.2%
Proficiency Rate for Federal Accountability	58.1%	55.3%	45.2%	72.2%	63.8%	44.8%
Annual Target	62.3%	63.3%	64.2%	52.3%	53.7%	55.2%
Met Annual Target?	Met Target†	Not Met	Not Met	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	135	97.9	45.2	56.9	57.9	45.2	64.2	Not Met
White	63	95.6	57.1	59.9	66.9	57.1	64.8	Met Target†
Hispanic	56	100.0	19.6	40.1	43.9	19.6	41.7	Not Met
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	52	98.3	53.8	65.6	64.8	53.8		
Male	83	97.7	39.8	48.7	51.3	39.8		
Economically Disadvantaged Students	64	98.5	28.1	40.8	40.0	28.1	55.4	Not Met
Non-Economically Disadvantaged Students	71	97.4	60.6	61.5	67.9	60.6		
Students with Disabilities	33	97.3	24.2	22.9	22.7	24.2	38.4	Not Met
Students without Disabilities	102	98.1	52.0	64.5	65.1	52.0		
English Learners	41	100.0	17.1	24.5	29.3	17.1	48.5	Not Met
Non-English Learners	94	97.1	57.4	58.3	60.6	57.4		
Homeless Students	*	*	*	33.3	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	61.3	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



### Sylvia Rosenauer Elementary School

(29-2360-040)

Grades Offered: PK-05

2018-2019

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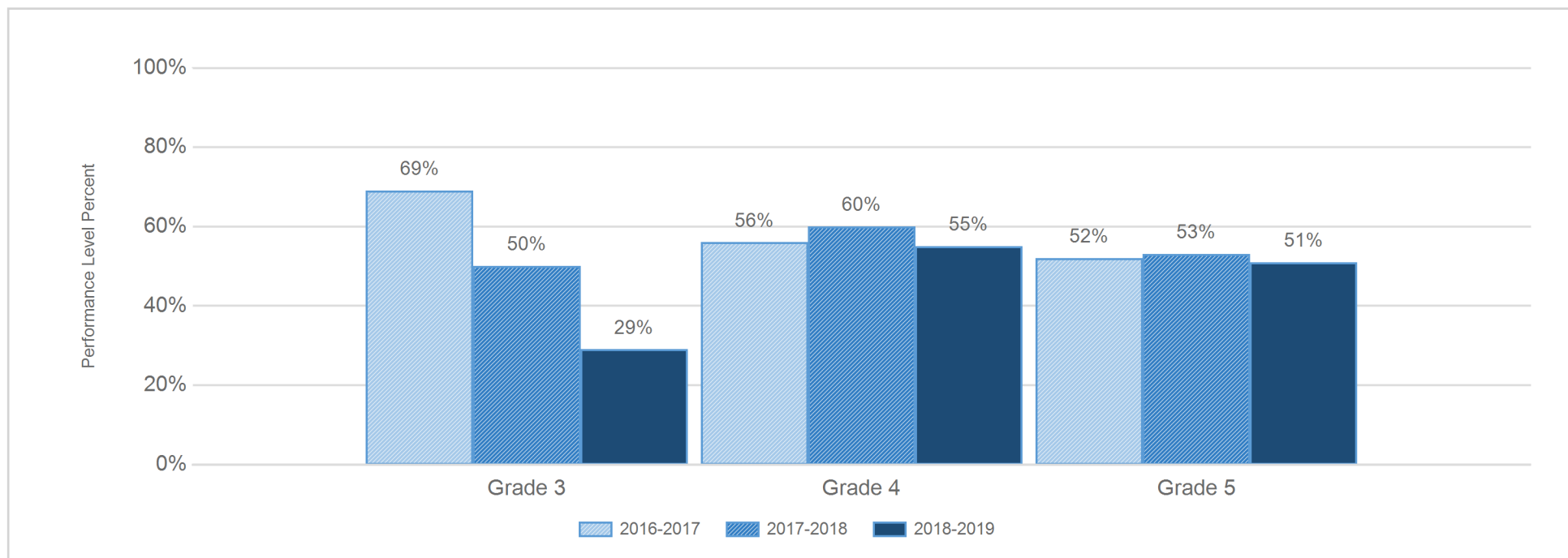
\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

## English Language Arts Assessment - Performance Trends

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





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	49	729	742	748	*	*	35%	29%	0%	29%	50%
White	20	741	746	757	*	0%	*	*	*	40%	60%
Hispanic	21	709	*	734	*	*	*	*	*	*	36%
Black or African American	*	*	733	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	749	756	*	*	*	*	*	*	58%
Female	28	727	743	753	*	*	*	*	*	32%	55%
Male	21	733	740	743	*	*	*	*	*	24%	46%
Economically Disadvantaged Students	25	716	723	731	*	*	*	*	*	16%	33%
Non-Economically Disadvantaged Students	24	743	748	759	*	*	*	*	*	42%	61%
Students with Disabilities	15	712	715	719	*	*	*	*	*	20%	24%
Students without Disabilities	34	737	749	754	*	*	*	*	*	32%	56%
English Learners	13	709	*	713	*	*	*	*	*	*	17%
Non-English Learners	36	736	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	33	750	759	755	*	*	*	*	*	55%	57%
White	20	758	762	763	*	*	*	*	*	60%	67%
Hispanic	10	724	747	743	*	*	*	*	*	30%	44%
Black or African American	N	N	752	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	11	759	763	760	*	*	*	*	*	73%	62%
Male	22	745	755	750	*	*	*	*	*	45%	53%
Economically Disadvantaged Students	16	731	745	740	*	*	*	*	*	38%	40%
Non-Economically Disadvantaged Students	17	768	763	765	*	*	*	*	*	71%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	*	*	710	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	761	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	*	*	*	757	*	*	*	*	*	*	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
<b>Schoolwide</b>	59	750	756	756	*	*	27%	*	*	51%	58%
White	24	760	759	764	*	*	*	*	*	67%	68%
Hispanic	28	735	*	743	*	*	36%	*	*	29%	44%
Black or African American	*	*	743	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	18	761	762	761	*	*	*	*	*	67%	64%
Male	41	745	751	750	*	*	*	*	*	44%	52%
Economically Disadvantaged Students	26	732	*	740	*	*	*	*	*	31%	39%
Non-Economically Disadvantaged Students	33	763	*	766	*	*	*	*	*	67%	69%
Students with Disabilities	13	722	726	724	*	*	*	*	*	31%	23%
Students without Disabilities	46	757	763	762	*	*	*	*	*	57%	65%
English Learners	*	*	703	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	758	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	*	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	134	97.2	44.8	48.3	44.5	44.8	55.2	Not Met
White	63	95.6	52.4	51.4	54.1	52.4	55.8	Met Target†
Hispanic	55	98.3	29.1	33.7	28.8	29.1	67.2	Not Met
Black or African American	*	*	*	34.6	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.8	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	51	96.6	39.2	49.0	44.9	39.2		
Male	83	97.7	48.2	47.6	44.2	48.2		
Economically Disadvantaged Students	63	97.1	22.2	33.9	26.3	22.2	55.8	Not Met
Non-Economically Disadvantaged Students	71	97.4	64.8	52.5	54.9	64.8		
Students with Disabilities	33	97.3	21.2	21.8	17.4	21.2	38.9	Not Met
Students without Disabilities	101	97.2	52.5	54.2	50.0	52.5		
English Learners	40	97.7	22.5	27.0	25.0	22.5	64.6	Not Met
Non-English Learners	94	97.1	54.3	49.3	46.5	54.3		
Homeless Students	*	*	*	28.6	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	56.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



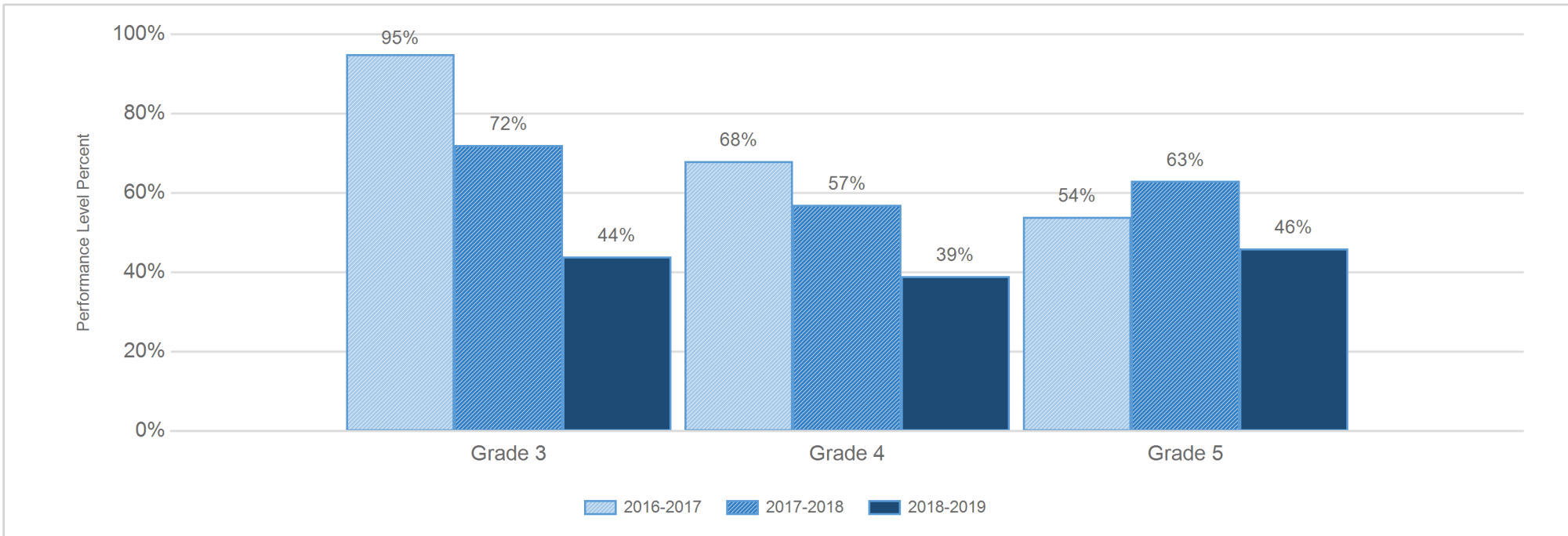
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### Mathematics Assessment – Performance Trends

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



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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	48	742	755	752	*	*	23%	*	*	44%	55%
White	20	756	759	760	*	*	*	*	*	60%	66%
Hispanic	20	724	*	739	*	*	*	*	*	20%	40%
Black or African American	*	*	743	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	759	758	*	*	*	*	*	*	62%
Female	27	735	751	751	*	*	*	*	*	37%	54%
Male	21	750	758	752	*	*	*	*	*	52%	56%
Economically Disadvantaged Students	24	727	740	737	*	*	*	*	*	25%	37%
Non-Economically Disadvantaged Students	24	756	760	761	*	*	*	*	*	63%	67%
Students with Disabilities	15	730	734	731	*	*	*	*	*	27%	31%
Students without Disabilities	33	747	760	756	*	*	*	*	*	52%	60%
English Learners	12	714	*	728	*	*	*	*	*	*	26%
Non-English Learners	36	751	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	33	749	760	749	*	*	42%	39%	0%	39%	51%
White	20	757	763	757	0%	*	*	50%	0%	50%	62%
Hispanic	10	731	745	737	*	*	*	*	*	20%	36%
Black or African American	N	N	757	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	11	743	759	749	*	*	*	*	*	27%	50%
Male	22	751	761	749	*	*	*	*	*	45%	52%
Economically Disadvantaged Students	16	730	748	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	17	766	763	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	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
<b>Schoolwide</b>	59	745	752	747	*	25%	20%	*	*	46%	47%
White	24	753	755	755	*	*	*	*	*	46%	58%
Hispanic	28	732	*	735	*	36%	*	*	*	36%	30%
Black or African American	*	*	741	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	18	746	752	747	*	*	*	*	*	44%	47%
Male	41	744	752	747	*	*	*	*	*	46%	47%
Economically Disadvantaged Students	26	730	*	732	*	*	*	*	*	27%	27%
Non-Economically Disadvantaged Students	33	757	*	757	*	*	*	*	*	61%	59%
Students with Disabilities	13	719	726	725	*	*	*	*	*	23%	19%
Students without Disabilities	46	752	757	752	*	*	*	*	*	52%	52%
English Learners	*	*	710	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	753	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	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



## Sylvia Rosenauer Elementary School

(29-2360-040)

Grades Offered: PK-05

2018-2019

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- N No Data is available to display
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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	44.7%	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	33	*	*
3-4	16	81.3%	18.8%
5 or more	N	N	N



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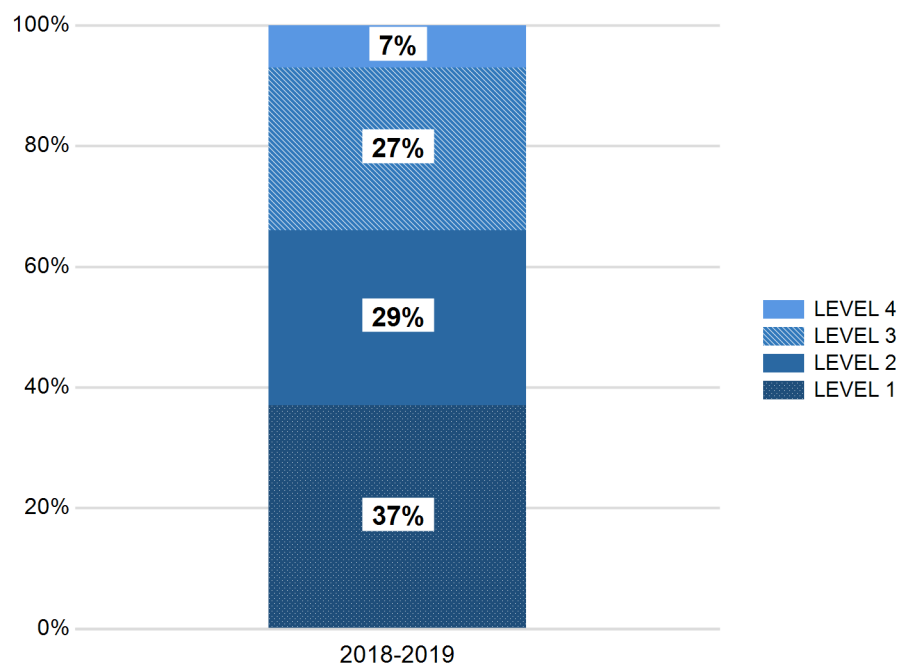
**N** No Data is available to display

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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	37	29	27	7
White	25	33	33	8
Hispanic	54	32	14	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	28	33	39	0
Male	41	27	22	10
Economically Disadvantaged Students	54	27	15	4
Non-Economically Disadvantaged Students	24	30	36	9
Students with Disabilities	57	21	21	0
Students without Disabilities	31	31	29	9
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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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.

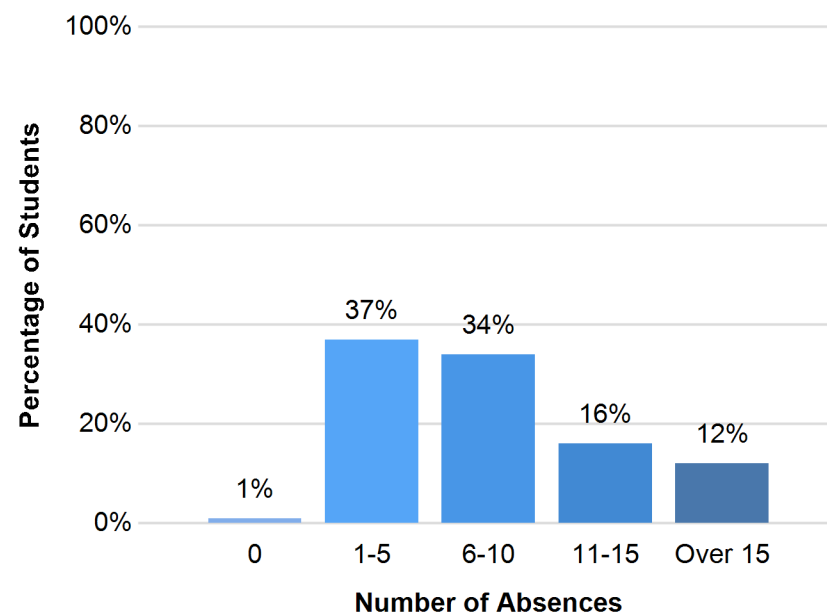
### Chronic Absenteeism

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	23	9.2	8.9	Not Met
White	13	10.4	8.9	Not Met
Hispanic	9	9.8	8.9	Not Met
Black or African American	1	7.1	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	12	10.9		
Male	11	7.8		
Economically Disadvantaged Students	18	14.4	8.9	Not Met
Students with Disabilities	9	15.0	8.9	Not Met
English Learners	4	7.5	8.9	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





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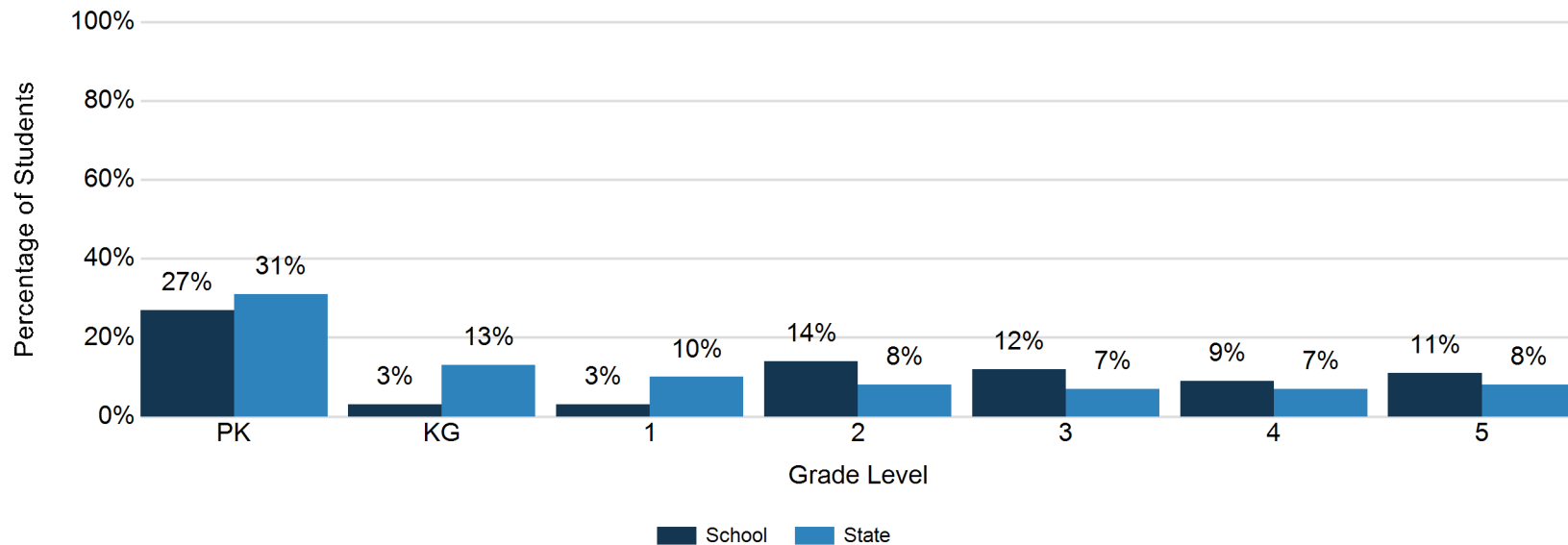
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### Chronic Absenteeism by Grade

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





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

### 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	9:25 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 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	33	118,214
Average years experience in public schools	13.4	12.1
Average years experience in district	10.5	10.8
Percentage of Teachers with 4 or more years experience in the district	75.8%	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	40	9,530
Average years experience in public schools	21.1	16.0
Average years experience in district	12.1	12.0
Percentage of Administrators with 4 or more years experience in the district	95.0%	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	12:1
Students to Administrators	159:1	204:1
Teachers to Administrators	17:1	17:1
Students to Librarians/Media Specialists		816:1
Students to Nurses		583:1
Students to Counselors		371:1
Students to Child Study Team Members		314:1



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	43.4%	93.9%	50.0%	48.4%	77.1%	54.9%
Male	56.6%	6.1%	50.0%	51.6%	22.9%	45.1%
White	55.7%	93.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	32.4%	3.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.7%	3.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.8%	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	4.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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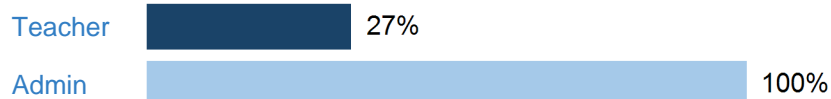
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	95.1%	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	58.1%	55.3%	45.2%
Math Proficiency	72.2%	63.8%	44.8%
ELA Growth	37	34	44
Math Growth	65	50	38
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		57.6%	44.7%
Chronic Absenteeism	7.7%	6.5%	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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## 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 Target†	Not Met	No
White	Met Target†	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Hispanic	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	**	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	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	**	**	n/a	Not Met	No
English Learners	Not Met	Not Met	Not Met	Met Standard	Met Standard	Met	No

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



### Sylvia Rosenauer Elementary School

(29-2360-040)

Grades Offered: PK-05

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:

- Rosenauer administers a quality balanced literacy program called Readers and Writers Workshop.
- Rosenauer students enjoy a hands-on project-based curriculum for both Science and Social Studies.
- Rosenauer has touch screen technology, handheld devices and Elmo projectors in all K-5 classrooms



### Mission, Vision, Theme:

The Jackson School District is a partnership of dedicated staff, learners and community members committed to developing the unique abilities of each student through compelling learning experiences in a safe and nurturing environment. Our comprehensive, engaging and technology-enriched programs inspire, educate and motivate students to become independent, creative and critical thinkers who will thrive in a diverse, evolving, global society.



### Awards, Recognition, Accomplishments:

Rosenauer rewards its students in a number different ways throughout the year. Students of the Month rewards students who have shown growth academically each month. Lunch with the Principal rewards students monthly who show good character. We also reward students with Rosenauer stickers when a student is observed helping a peer or staff member in the hallways or common areas. Teachers are acknowledged with Teacher of the Year honors.



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### Courses, Curriculum, Instruction:

Our comprehensive curriculum is fully aligned with the New Jersey Student Learning Standards and mirrors the value the Jackson community places on an educational experience that highlights the humanities, STEM (Science, Technology, Engineering and Math), literacy and the fine and performing arts. We offer diverse instructional opportunities in core subjects and in the fine and performing arts, which are essential to providing an effective and well-rounded education.



### Clubs and Activities:

At Rosenauer we offer many programs to our students and parents. Our students rec



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 <p><b>Before and After School Programs:</b></p>	<p>The Jackson Childcare Academy is a safe and nurturing program for children ranging from K-8th Grade. A dedicated staff of certified teachers and paraprofessionals create rich and rewarding experiences filled with age-appropriate activities, homework assistance, and warm caring relationships. Children are involved in small group learning activities while forming positive relationships that promote growth and achievement.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>The Jackson School District is committed to providing meaningful, collaborative opportunities for our staff. Throughout all areas of our curriculum, we provide tools and training to help teachers ensure a rigorous and comprehensive learning experience throughout a student's career. Professional learning includes both in-district and out-of-district experiences, as well as job-embedded collaborative work that is designed to capitalize on the innovative talent within our own educational community.</p>



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 <p><b>Student Supports and Services:</b></p>	<p>Jackson District Schools offers a comprehensive approach to supporting diverse learners offering programs and interventions based on research and identified best practices. Specialized instruction is offered to English Language Learners. Special needs programs support the least restrictive environment requirements and include inclusion programs, small group instruction and self-contained specialized instructional programs.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>District and school-based health and wellness committees ensure that all Jackson students participate in a comprehensive, sequential health and physical education program that focuses on the development of knowledge and skills, which influence life-long healthy behaviors within the context of self, family, school and the local and global communities. This sequence includes direct instruction in health and physical education and daily structured recess for all elementary students.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parent involvement is actively encouraged through parent-school organizations within all ten Jackson schools. All parents have access to key information, such as grades and schedules through the online parent portal. Additionally, the Special Education Advisory Committee (SEAC) provides input to the district on issues concerning students with disabilities and encourages proactive collaboration between parents and school district personnel regarding matters pertaining to special education.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers All Jackson schools annually survey all stakeholders on the topic of school culture. Survey data is shared with school planning committees such as School Improvement Panels (SciPs) and staff, as well as parent organization groups. Data is used to support existing practices and plan for identified needs. Recent results indicate stakeholders feel safe, cared for and comfortable in the schools.</p>
 <p>Facilities:</p>	<p>Jackson Students benefit from investments the district and Board of Education have made in our technology, our curriculum and our facilities - all of which will have a real and lasting impact on how our students learn. Through these investments and with the commitment and dedication of our teachers, staff and parents, we are committed to advancing student achievement and to being an active leader in the evolution of education.</p>
 <p>School Safety:</p>	<p>Rosenauer students practice monthly security drills such as fire drills, lockdown drills, evacuation drills and active shooter drills. Staff and students are trained in the latest ALICE techniques to combat unwanted visitors to the school. Our main entrance has a newly installed man trap and our receptionist monitors video cameras and memorialize all visitors to the school.</p>



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 <p>Technology and STEM:</p>	<p>Using the latest technology students are able to create and solve real world concerns through design challenges. Students work interactively using the scientific method to solve complex problems with a variety of solutions.</p>
 <p>Early Childhood Education:</p>	<p>Yes</p>